Question #1

Provide a letter from the President/Chancellor or Provost (Vice President for Academic Affairs) that:

a. Indicates their perception of where community engagement fits into their leadership of the institution,

b. Describes community engagement’s relationship to the institution’s core identity, strategic direction, and practices, and

c. Discusses how engagement is institutionalized for sustainability in the institution.

There are many ways to address this section and provide the evidence you seek. For example, I could begin with my own candidacy for the Presidency of Portland State University (PSU) in 2008. Having spent my academic career studying, teaching, and writing about the relationship between universities and the communities they serve, I was well aware of PSU’s unique relationship with Portland. Knowing I would be asked to comment on this relationship during my candidacy interviews, I familiarized myself with the seminal documents that best express its values. Beginning with PSU’s motto – “Let Knowledge Serve the City” – and continuing through its Mission and Values statements, Course Bulletin, and web presence, I saw ample evidence of an institutional commitment to civic engagement that was consonant with my own. This evidence reassured me as I considered my “fit” with this institution. Five years into my Presidency, PSU continues to be the right place for me and having been chosen to lead our university by the campus community I would argue my Presidency is evidence of PSU’s ongoing commitment to engagement.

Those of us who study the relationship between universities and place know that the academy began talking about community engagement in the 1990s. For some universities, the poor condition of their surrounding neighborhoods impeded their ability to attract students and faculty, so they realized they had to partner with those communities to create a more attractive environment. Others decided that in order to receive more state funding, they must demonstrate their contributions to local economic development, or other pressing public concerns.

However, for PSU, engagement and partnerships were never a choice. They were there at the cradle of the institution in 1946 and key to its battle for survival. The struggle to survive and expand required the fledgling college to create close alliances with city government, business, labor, and civic sectors of Portland to overcome opposition from older institutions. PSU never had the option of being an ivory tower, or even an enclave in the city. It was fought for, and fought over, and therefore always had to show how it mattered, and what it delivered for the people and businesses of the Portland region.
Fast forward to 2014 and PSU is beginning a new era of semi-autonomous operation under the control of a local Board of Trustees. As we navigate this new landscape we will use our community engagement work to differentiate PSU’s urban mission from an increasingly crowded higher education market - with new executive level initiatives such as:

- reinforcement of our engagement efforts through the ReTHINK PSU program (http://www.rethink.pdx.edu/);
- refined assessment and tracking of Community Engagement activities for accreditation and other purposes;
- establishment of a new Office of Research and Strategic Partnerships (http://www.pdx.edu/research/about);
- reinforcement of our engagement efforts through the ReTHINK PSU program (http://www.rethink.pdx.edu/);
- focus on engagement efforts in all sustainability programs (http://www.pdx.edu/sustainability/);
- advent of the new Office of Academic Innovation to support the innovative expansion of online community-based learning courses; and
- the annual recording and reporting of student service hours in the President’s Report to the Community as well as PSU’s Economic Impact and Economic Development reports.

As PSU continues to grow, we will exercise the same values that brought us to this day and our commitment to engagement will continue and strengthen. And as it has guided us in the past, so will it sustain us in the future.

Wim Wiewel,

President - Portland State University

**Question #2**

In addition to the letter, provide evidence of recent statements of affirmation of community engagement. In the grid below, provide excerpts from the relevant documents and a web link to the full document if it exists. Document Excerpt(s) Annual addresses/speeches (word limit: 500) Published editorials (word limit: 500): Campus publications (word limit: 500): Other (word limit: 500):
**Speech**

This quote taken from President Wiewel’s inaugural speech: *Leadership Through Partnerships*

“As many of you know, the first of our strategic themes is precisely to “provide civic leadership through partnerships.” This leadership has never been more important than now. We live in an age where the local department store, bank, and grocery store are run by corporations in New York or by international conglomerates. Portland State University provides an enduring presence and commitment to the betterment of Portland and our region. We are here to do more than let the knowledge of our University serve our city. We are here to form partnerships and create collaborations to draw on the knowledge of everyone in the community.”

[Resource URL](http://www.youtube.com/watch?v=cXH7Ks0C_gk)

**Campus Publication**

“The reTHINK PSU initiative is a university-wide effort to deliver an education that serves more students with better outcomes while containing costs through curricular innovation, community engagement and effective use of technology.”

[Resource URL](http://www.pdx.edu/news/president-wiewel-calls-input-budget-planning)

**Peer Reviewed Journal Article**

“Portland State University has become internationally known for its whole-university approach to community-university engagement. Many academic leaders from around the world are now drawing on models for engagement that originated at Portland State. As the university takes stock of its successes, of changing economic conditions, and of the increasingly urgent need to focus on sustainability, the campus with its new leadership has begun to look closely at how to expand and refine the models. This paper on Portland State’s Second (R)evolution provides models and ideas that show great promise of reinvigorating community-university partnerships nationally and internationally.”

[Resource URL](http://eric.ed.gov/?id=EJ965633)

**Published Interview**

Judy Walton interviewing PSU President Wim Wiewel: “In 2008, soon after arriving at Portland State, you announced that a $25 million, 10-year challenge grant from the James F. and Marion L. Miller Foundation (at that time the largest single gift for sustainability in higher education) would be put toward sustainability research, community engagement, and education. Why was sustainability chosen as the focus, and in what ways has the Miller grant made an impact?”

[Resource URL](http://www.aashe.org/blog/presidential-voices-interview-series-wim-wiewel-portland-state-university)
Wim Wiewel: The Miller Foundation wanted to make a long-term catalytic investment in our region, via education. They saw Portland State as a natural partner, because of our mission of community engagement. We convinced them that sustainability was where we could make the biggest impact.

At that time, PSU had been working on various initiatives under the banner of “sustainability” for nearly a decade. Sustainability is something that emerged very organically at the institution, building on strong programs in urban studies and planning, environmental science, interdisciplinary approaches to curricula, and our location in a region that values the sustainability ethos.

With the Miller Foundation investment, we were able to accelerate and amplify those efforts, in part by developing a university-wide infrastructure for sustainability activities that enhance the student experience, expand faculty excellence, and strengthen community engagement. Since then we’ve experienced rapid growth in scope and ambition, and have learned a lot along the way.

When we first put out a request for proposals from faculty, we had nearly 100 responses. That showed the level of excitement around this topic (the funding helped of course). I’d say that we’re now positioned to effectively implement programming, expand partnerships both within and outside the university, and really position ourselves as a leader in the field.”

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<th>National Foundation Report</th>
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| Annie E. Casey Report: “Focus Area 6: Community Investment
Desired Outcome: Sound Community Investment
“Wim Wiewel of Portland State advised a focus not so much on the university’s impact, but rather a focus on the question of “Are we making progress as a community or not?” The possible list of indicators is endless, but a few basic ones, such as graduation rate, advancement to college or apprenticeship, and math and reading proficiency build on existing datasets and provide a good starting point for assessing impact.”

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<td>By 1996 there were nearly 2,000 universities and colleges in the cores of U.S. cities, and their</td>
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combined budgets comprised nearly 70 percent of the more than $200 billion spent annually by universities nationwide. Put another way, urban universities were spending about $136 billion on salaries, goods, and services, which is more than nine times what the federal government spends in cities on job and economic development (ICIC and CEOs for Cities 2002, 7). Universities consistently rank among the top employers in metropolitan areas, and are among the largest and most permanent land and building owners. It is estimated that, using original purchase price as a reference, urban colleges and universities own more than $100 billion in fixed assets (ICIC and CEOs for Cities 2002, 8). As impressive as these data are, they do not represent all of the activity or value of universities and other place-based or anchor institutions in cities, such as hospitals, civic foundations, and public utilities. These institutions are most successful as catalysts for urban change when they are fully engaged in the collective capacity of civic leaders to achieve the multiple interests of cities and communities, as well as universities (Perry and Wiewel 2005).

**Question #3**

Does the campus have an institution-wide definition of community engagement (or of other related terminology, e.g., civic engagement, public engagement, public service, etc.)?

Yes

Please identify the document or website where the institution-wide definition of community engagement appears and provide the definition (word limit: 500)

Besides the references PSU makes to community engagement in its mission and values statements, it provides a more explicit definition of what ‘community engagement’ means to PSU in several different places on its websites. This institutional definition can be found under Engagement on the Office of Academic Affairs website (http://www.pdx.edu/oaa/engagement).

*Engagement describes the collaboration between Portland State and its larger communities (local, regional, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Through its engagement, Portland State creates and transmits knowledge with meaning and ensures relevant and authentic teaching and learning experiences.*

Source: http://www.pdx.edu/oaa/engagement
There are also specific PSU academic and certification programs that have adapted this definition so it comports with the objectives of their Community Based Learning courses. For example, the Graduate School of Education offers a Graduate Certificate in Service-Learning and Community-Based Learning in Postsecondary Education. This program uses the following definition of Community Based Learning (CBL).

CBL is experiential learning that takes place outside the classroom and traditional academic settings. CBL takes place through volunteering and occasionally, via internship placements. CBL is an opportunity for you to take the academic concepts and theories that you are learning and apply them in a live, real-world setting. CBL is a venue for engaging your head, heart, and hands while developing relationships and networks in the community and working in the field of sustainability education.

Source: http://www.pdx.edu/elp/community-based-learning

More recently, staff from PSU’s Office of Strategic Partnerships and the Office of Academic Innovation has developed an Engagement and Partnership Spectrum that begins to delineate community engagement activities into models of engagement. This is an emerging method of defining the varied ways PSU engages with its communities and will be the focus of the new Strategic Partnerships website that is being finalized at this time.

Question #4
How is community engagement currently specified as a priority in the institution’s mission, vision statement, strategic plan, and accreditation/reaffirmation documents? Provide excerpts from the relevant documents and a web link to the full document if it exists.

Mission or vision statement (word limit: 500):

The Oregon Legislature formed PSU in 1946, to serve the educational needs of returning WW II veterans. Since then, PSU has differentiated itself from its Oregon university brethren by the strength of its connections to the community and its ability to adapt to meet the community’s changing needs. With its permeable borders, there is no physical boundary separating the university from the city; by virtue of its location and mission, PSU is truly the “heart” of the city. As a core value, PSU’s commitment to Community Engagement is memorialized in its mission and vision statement. In addition, this commitment is reiterated and expanded on in its strategic plan and accreditation documents. Community Engagement also forms the basis for much of PSU’s curriculum, is a defining characteristic of our performance compact with the state, and with the advent of a new Board of Trustees (comprised of community leaders) has been made explicit in the evolving Governance structure of the institution.

Excerpts from PSU’s Vision and Mission Statement: http://www.pdx.edu/Portland-State-University-mission

Vision: Our vision is to be an internationally recognized urban university known for excellence in student learning, innovative research, and
community engagement that contributes to the economic vitality, environmental sustainability, and quality of life in the Portland region and beyond.

Mission: Portland State University’s mission is to enhance the intellectual, social, cultural, and economic qualities of urban life by providing access throughout the lifespan to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

Values: The pursuit of our vision rests on our success in transforming undergraduate education, our growing research programs, our strong collaboration with the community, and the core values we hold. These values describe not only what PSU is now, but what it will be in the future: Learning and Discovery, Access to Learning, A Climate of Mutual Respect, Openness and Reflection, and Community and Civic Engagement.

Community and Civic Engagement: PSU values its identity as an engaged university that promotes a reciprocal relationship between the community and the University in which knowledge serves the city and the city contributes to the knowledge of the University.

We value our partnerships with other institutions, professional groups, the business community, and community organizations, and the talents and expertise these partnerships bring to the University. We embrace our role as a responsible citizen of the city, the state, the region, and the global community and foster actions, programs, and scholarship that will lead to a sustainable future.

**Question #5**

Strategic plan (word limit: 500):

PSU’s Strategic Plan is replete with references to PSU’s Community Engagement agenda. As a living plan, it is maintained on PSU servers as a Google Document and updated on a regular basis. A keyword search of the plan reveals 13 separate community engagement initiatives outlined in the plan. The full document can be accessed here:

https://docs.google.com/a/pdx.edu/spreadsheet/ccc?key=0AhOz1H5idSOOdGZSSjhibXQ1ZUR5dXZmVkhZcjJVaFE&usp=drive_web#gid=0

Excerpts from the actual plan are listed below:

Priority/Theme 1: Provide Civic Leadership through Partnerships: Lead as a civic partner, deepen our engagement as a critical community asset, demonstrate leadership in regional innovation and serve as an anchor institution in the Metro area.

Priority/Theme 2: Improve Student Success: Ensure student experiences that result in higher graduation rates, retention, satisfaction and community engagement.
Goal 2.5: Increase campus engagement and satisfaction for students.

Objective 2.6.2 - Prepare all students as globally responsible citizens by providing opportunities for global and intercultural engagement.

Objective 3.3.3 - Increase opportunities and incentives for the faculty and staff to become involved in teaching, community engagement and research in other countries and with underrepresented communities in the US.

Objective 4.1.2 – Work with the faculty and community partners to identify strategic areas for research and community engagement throughout the education continuum.

Objective 5.7.3 – Develop and implement a plan to increase involvement of administrators, faculty, staff and advocates on strategically important policy and funding issues that affect the region, state and nation.

Accreditation:

PSU is accredited by the Northwest Commission on Colleges and Universities (NWCCU) and is in the third year of its Self-Evaluation process. Excerpts for our Carnegie application have been taken from the Self-Evaluation document: http://www.pdx.edu/oaa/sites/www.pdx.edu.oaa/files/Final%20ad%20hoc%20report%20to%20NWCCU%20March%2021%2C%202014.pdf

In the current accreditation cycle the NWCCU has taken a new approach, requiring all institutions to define their core competencies and provide impact indicators for each. PSU has made its Core Theme 1: Community Engagement and Civic Leadership.

Excerpt from the Accreditation Evaluation’s Institutional Overview:

Portland State University’s approach to learning, engagement and research serves as a model for other higher education institutions. The innovative general education curriculum, University Studies, is nationally acclaimed for its integration of community engagement and interdisciplinary teaching and learning across the four years of the program. Partnerships with other higher education institutions in the region, such as Oregon Health & Sciences University, and with public and private organizations, such as the Portland Development Commission and Portland General Electric, create opportunities for faculty and students to engage in cutting-edge research in a variety of areas, including health and sustainability-related fields, business, urban planning, engineering and social work. Connections with the city’s arts community enable students to learn from professional artists in a thriving urban environment, while the joint emphasis of Portland State University and the City of Portland on sustainable urban futures provides a laboratory for applied research on transportation and energy alternatives, as well as the development of social structures to support a green future.

Excerpt from Standard 1.A - Mission Statement

Community Engagement and Civic Leadership: This theme reflects Portland State University’s practice of engaging the community in its
Educational and research activities and its role as a civic leader, working with local and regional communities to “enhance the intellectual, social, cultural and economic qualities of urban life” and provide “community service that … reflect(s) issues important to the region.”

Excerpt from Standard 1.B - Core Themes

Engagement and Student Learning: Community engagement is central to Portland State University’s approach to teaching, learning, and research. Located in the core of Oregon’s largest metropolitan area, Portland State University takes advantage of a wide variety of opportunities for community engagement by integrating these opportunities into both the undergraduate and graduate curriculum. One important example of this is the Senior Capstone, offered through the undergraduate University Studies general education program, in which multidisciplinary groups of students, led by a faculty expert or a community partner, work together to address real-world problems or issues.

Other community-based learning courses, practica and internships are offered across the curriculum, including courses offered in international contexts, allowing students to apply what they have learned in their major and in their other courses to a challenge or issue faced by the metropolitan community. In addition, Portland State University connects students and faculty to the global community through its relationships with international universities and organizations, providing teaching, learning and research opportunities that reflect an expanding notion of engagement and community.

Question #6

Briefly discuss any significant changes in mission, planning, organizational structure, personnel, resource allocation, etc. related to community engagement etc., since the last classification (word limit: 500):

PSU’s mission remains unchanged. In 2005 Portland State University’s community engagement efforts were organized and tracked by the Office of Academic Affairs and the Center for Academic Excellence, Community University Partnerships (CAE-CUP). CAE-CUP worked with faculty and schools/colleges to organize, track, and report on community engagement work. In the years since that infrastructure was developed, the partnership work of Portland State has grown and experienced substantial diversification. The institution has begun to include significantly more community-based courses, research, student leadership, and organizational partnerships with its local and regional community partners in its portfolio. This diversification and growth has demanded a more extensive organizational infrastructure supported by the following: 1) Office of Academic Innovation (OAI), focused on course related partnerships; 2) the Office of Strategic Partnerships (SP) focused on institutional partners that are primarily focused on research; and 3) a newly formed Partnership Council which serves as the “hub” that connects the work of OAI and SP as well as the other engagement activities throughout campus.

The Partnership Council will be led by a joint effort between the Offices of Strategic Partnerships, Academic Innovation, and the Dean of the College of Urban and Public Affairs. The Council is made up of a committee of key representatives from each of the colleges of schools that work on supporting their respective partnership agendas. The Partnership Council also includes representation from Enrollment Management and Student Affairs Division. With the Partnership Council at the center of the hub, the spokes are made up of representative that touch the vast and diverse activities people are doing in partnership with community organizations. The Partnership
Council is guided by the definitions of the various forms that partnership take at Portland State University. We have course based community engagement partnerships, work based professional development partnerships, contract based research and sponsored partnerships, and institutional priority partnerships that are limited in number but include examples of the many ways the university engages with a community organization while involving multiple schools/colleges.

Once each term the Partnership Council will meet to track, define, assess, and create mechanisms for synergy between the community engagement activities across campus. Without the Council to serve as the organizing body for this work, the campus found that much of the partnership activities occurring in units throughout campus were being overlooked and working in isolation. This new structure allows Portland State to more effectively access the partnership work done by personnel across campus and more effectively strengthen the campus response to the needs of community partners from a more sustained and multi-disciplinary approach (www.pdx.edu/partnerships).

Specify changes in executive leadership since classification and the implications of those changes for community engagement (word limit: 500):

**Question #7**

When PSU underwent its first review for Carnegie classification in 2005, Dr. Daniel O. Bernstein was President. Aside from the Deans of the various colleges, the only other Senior Executive positions were the Provost and the Vice President for Finance and Administration. There was no President’s Executive Committee (ExComm) as we now know it. Nine years later, PSU has a different President and Provost and a complete new executive leadership team which has been expanded to reflect the growing needs and increased complexity of the institution. ExComm is comprised of the following:

- General Counsel
- Chief Diversity Officer
- Vice President of Enrollment Management and Student Affairs
- Vice President for University Advancement
- Vice President for Finance and Administration
- Vice President for Research and Strategic Partnerships
- Chief of Staff and Vice President for University Communications
- Provost and Vice President for Academic Affairs
- President

In addition to a new executive leadership structure and complete new set of team members, recent state legislation will release PSU from the administrative oversight of the Oregon University System (OUS) as of July 1, 2014. With this autonomy has come a new institutional Board of Trustees. From the standpoint of executive leadership and governance, PSU is a completely new – and much more sophisticated - organization.

State Performance Compact
In addition to indications of community engagement woven throughout PSU’s seminal documents, there are other institutional commitment indicators worth noting. More explicit connections are being established between state funding and a set of performance indicators used to track their progress. These indicators are memorialized in a formal “Achievement Compact” with the state, and reviewed annually. PSU and its state peers are assessed based on a standard set of indicators including: student retention, graduation rates, employment after graduation, diversity, etc. In addition to these common indicators, each public Oregon University has “Campus Mission Specific” indicators unique to the institution that reflect the state’s interest in a particular university competency. In PSU’s case, Community Service Learning is a campus mission specific indicator that is tracked and reported annually with the expectation that, as a campus priority, involvement in this area will continue to grow along with the institution. See the 2013-14 performance compact results here: http://ous.edu/sites/default/files/factreport/mp/files/2013-14_OUS_Achievement_Compacts_to_OEIB.pdf

PSU Board of Trustees

With the implementation of Oregon Senate Bill (SB) 270, Institutional Boards of Trustees have been granted to Oregon’s three largest universities. At PSU, the new Board is comprised of community and business leaders, a faculty member, a students, and a staff, and focused entirely on PSU. This is Community Engagement at the highest level and for PSU it will mean that the future of the institution is in the hands of local leaders with an intimate understanding of local issues; who are able to advocate for the university in a way the state board could not. To learn more about the PSU Board of Trustees: http://www.pdx.edu/insidepsu/news/node/22429

As evidence for your earlier classification, you provided a description of the campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement and you reported how it is staffed, how it is funded, and where it reported to. For re-classification, describe what has changed, if anything, with this infrastructure, its mission, staffing, funding, and reporting since the last classification. Provide any relevant links that support the narrative. (Word limit: 500)

In 2005 PSU’s Center for Academic Excellence (CAE) was designated to coordinate community engagement activities. Reporting to the Office of Academic Affairs, CAE had primary responsibility for faculty support for community engagement. In addition to supporting course related community engagement activities CAE took on the role of supporting student leadership and co-curricular engagement activities and working with the campus and larger community to facilitate partnerships. There were three full-time staff, two graduate assistants, and one full-time administrative support staff. Because the Capstone Program in University Studies has historically been a high profile illustration of PSU’s engagement efforts, the program consistently had two full-time positions dedicated to program coordination. CAE worked closely with this unit to coordinate community engagement activities, with all positions funded through university resources.

The past six years have seen significant changes in the coordination processes described above in response to the growing community engagement activities throughout the campus community. Since 2005 PSU has increased it’s community engagement staff by 4.5 FTE. Student leadership and co-curricular engagement programming shifted from CAE’s portfolio to the Student Affairs division, the number of staff stayed the same. One full-time staff person, one graduate assistant, and two part-time student staff positions funded by student fees
coordinate the expansive work of the Student Leaders for Service program http://www.pdx.edu/student-leadership/student-leaders-for-service. The Institute for Sustainable Solutions http://www.pdx.edu/sustainability/iss was established to support the development of sustainability related research, curriculum, and community engagement. This unit added an additional two full-time staff and two graduate assistants working to actively connect the campus and broader community to a growing number of community engaged research and curricular opportunities. Resources used to support this growth area come from a $25 million gift from the James F. and Marion L. Miller Foundation. This unit reports to the President’s Office.

The Office of Strategic Partnerships http://www.pdx.edu/research/strategic-partnerships was created to support the growth of a defined set of “strategic partners” that serve as nodes for research and engagement from across the schools and colleges. This unit added an additional two full-time and one part-time staff funded by university funds, and reports to the President’s Office.

The Center for Academic Excellence staff, dedicated to support and coordinate curricular community engagement activities, were reassigned to the Office of Academic Innovation (OAI) http://www.pdx.edu/oai/. There is one full-time staff person and one graduate student funded from university resources to work on engagement activities. This unit reports to the Office of Academic Affairs and OAI continues to work closely with the Capstone program staff in University Studies.

Growth in leadership and programming across campus has made support for engagement work more precise and focused. The structures for coordinating this work have grown to fit the new model of staffing. The Office of Strategic Partnerships and OAI have initiated the development of a campus-wide Partnership Council made up of representatives from across campus who work on community engagement efforts. The council serves as a hub to coordinate various partnership initiatives happening throughout the campus and the larger community.

**Question #8**

For re-classification, describe what has changed, if anything, with the internal budgetary allocations since the last classification. (Word limit: 500)

Since 2005 Portland State University has significantly changed coordination of community engagement work. Previously, primary organizing of this work came from the Office of Academic Affairs, Center for Academic Excellence / Community-University Partnerships. As partnership work matured it was determined that campus infrastructure must expand in response to needs of community partners and campus constituents.

To support community engaged research, the campus partnership agenda was expanded by investing in the Office of Strategic Partnerships (SP) (http://www.pdx.edu/partnerships) which reports to the President’s Office. In a spirit of collaboration that SP works to
leverage community engagement and partnership through academic and institutional activity by identifying and cultivating public and private partnerships that simultaneously address pressing metropolitan problems while building/enhancing PSU's reputation as a world class urban-serving university. SP's establishment resulted in increased financial commitment of $300,000 annually. Once established, SP took responsibility for building a set of economic development initiatives. To that end an additional $295,000 was dedicated to support the Center for Entrepreneurship [http://www.pdx.edu/entrepreneurship/about], the Portland Business Accelerator [http://www.pdx.edu/accelerator/about], and the Institute for Sustainable Solutions, all of which now within the SP portfolio.

In 2013 PSU allocated $3 million of one time funds to invest in 24 innovative faculty-staff curricular projects accelerating the use of innovative technology in educational delivery, and to improve student success/graduation. The Provost's Challenge is an important new illustration of PSU's commitment to engagement. In 2012, project proposals that inspire the campus to rethink practices that support teaching, learning, assessment, and community engagement were selected via crowdsourcing. For example, a collaboration project between Chemistry+Biology to reframe undergraduate science education for the 21st century will incorporate opportunities for community partnerships and undergraduate research alongside "STEM scholars of practice." University Studies’ "Online General Education Pathways" project incorporates online community-based learning into the curriculum, as well as extensive professional development for faculty to ensure quality community-based educational experiences online. The School of Social Work is developing a new MSW degree specialization in community and leadership practice. These and other examples illustrate support for rethinking practices and finding new opportunities for community engaged teaching, learning, and scholarship.

Detail about budgetary allocation to support engagement was not requested in PSU's prior Carnegie Classification for Engagement application. For this reapplication each of the six colleges/schools were asked to detail fiscal commitments for 1) individuals within units that support and facilitate community engagement activities (i.e. PSU employed community practicum supervisors to identify, support, and supervise students in community-based service sites); and 2) programs within units with missions directly related to community engagement (i.e., the PSU-funded Population Research Center that collects population numbers throughout Oregon, for use in informing public sector decision-making). Each school/college articulated ways their unit contributes to the community engagement agenda. Collectively the six colleges/schools dedicate $2.4 million to fund work identifying, supporting, and assessing community engagement for their unit, and dedicate $6.5 million to support collaboration between the unit and its community partners.

**Question #9**

As evidence provided for your earlier classification, you described external budgetary allocations dedicated to supporting institutional engagement with community. For re-classification, describe what has changed, if anything, with the external budgetary allocations since the last classification. (Word limit: 500)

As an urban state institution located in the heart of the largest city in the state, Portland State increasingly serves as a key partner for professional development and research contracts with statewide implications. In the last classification application Portland State was not asked to report on external budgetary allocations. Much like the process for assessing the internal allocation, each of the six colleges/schools were asked to detail the financial resources that are dedicated to the engagement mission of their units. Each college/school provided a list of current contracts and grants awarded to support community engagement activities.
The School of Social Work’s Regional Research Institute provides professional development training for the Department of Human Services personnel as well as works with statewide social service agencies to provide program performance assessment data that informs continuous improvement of services. The College of Urban and Public Affairs, the Maaseeh College of Engineering & Computer Science, and the School of Education all have external funding that supports research that is responding to local community concerns. In Engineering, faculty and students are contracted to monitor a green roof on a new Walmart building as a means to understand sustainable building practices and inform the expansion of energy performance for new and retrofit construction. The Port of Portland that operates the Portland International Airport contracts to engage students and faculty in garbage and recycling research in an effort to understand waste patterns at large complex facilities like the airport and ultimately reduce garbage production.

These and many other efforts across all six schools do not include all externally funded research and contracts but do include those where community partners are engaged in shaping the research questions and are using the outputs of the funded programs to improve practices. These external funds account for $7.8 million.

**Question #10**

I C 2 c. As evidence provided for your earlier classification, you described fundraising directed to supporting community engagement. For re-classification, describe what has changed, if anything, with fundraising activities since the last classification. (Word limit: 500)

The most significant fundraising as it relates to PSU’s work with community engagement since 2005 is the $25 million matching gift award received in 2008 from The James F. and Marion L. Miller Foundation. Funding from this grant has been catalytic not only to investing in myriad community partnerships, but also in raising additional philanthropic dollars to support these initiatives.

In making the award, the Trustees shared that the decision to make their largest gift in history to PSU was driven by their belief that PSU’s role as a civic partner would benefit the region as a whole.

The grant is generally focused on instruction and research in sustainability across campus and more specifically on: 1) Enhancing the Student Experience; 2) Expanding Faculty Excellence; and 3) Enhancing Excellence in Community Engagement. The grant requires that PSU raise $2.5 million annually toward one of these three areas to receive the $2.5 million each year from the Foundation. Each year, PSU has exceeded the match from other donors much of it for community outreach and partnerships.

Some examples of the fundraising efforts for community outreach and partnership through the Miller matching gift are:

- Between 2008-10, two proposals were funded for the development of strategies for sustainable transportation research, education, and community engagement activities and electric vehicle infrastructure [http://otrec.us/project/347/](http://otrec.us/project/347/). These proposals leveraged a total of $150,594 in matching funds from the Oregon Transportation Education and Research Consortium (OTREC), $150,000 of in-kind support from the Rocky Mountain Institute, and laid important groundwork for several strategic community partnerships.

- In December 2012, Wells Fargo invested $75,000 to launch a new competition for students and faculty with innovative ideas for improving the way communities operate in a natural resource-constrained environment. The PSU-Wells Fargo Cleantech Challenge offers cash prizes to help innovation teams bring their ideas to market [http://www.pdx.edu/clean-challenge/](http://www.pdx.edu/clean-challenge/). In 2013, six project finalists received
small project development grants to create a prototype of their idea and then competed for the grand prize at BEST Fest, the annual conference for Oregon BEST, the state of Oregon’s investor and incubator for sustainability focused technologies. We submitted a proposal in 2013 for continued support of the Cleantech Challenge in 2014.

There are dozens of other community engagement fundraising activities that take place across PSU. Just a few are listed below:

· First Stop Portland: custom-designed Study Tours for delegations visiting Portland, Oregon to learn about our unique strategies for creating a vibrant, sustainable city;

· The Northwest Science Expo: a consortium of student science, math and engineering project competitions;

· Oregon MESA (Mathematics, Engineering, Science, Achievement): opportunities for underrepresented students in Oregon to achieve their full potential and contribute in the fields of mathematics, engineering and science; and,

· Student Leaders for Service, PSU’s community engagement student leadership program raised $104,773 in external funds to support Alternative Spring Break and other co-curricular community engagement activities.

**Question #11**

I C 2 d. In what ways does the institution invest its financial resources *externally* in the community for purposes of community engagement and community development? Describe the source of funding, the percentage of campus budget or dollar amount, and how it is used. Provide relevant links related to the results of the investments, if available. (Word limit: 500)

PSU invests some of its resources externally through the Strategic Partnerships (SP) Office. The SP office works with major partners to identify and prioritize regional goals and then together they sponsor activities to advance those goals. Some examples of new external funding include:

<table>
<thead>
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<td>2012-2014</td>
<td>Angel Oregon</td>
<td>Students get to sit on an Angel Investing meetings with local investors in order to learn the process for their own entrepreneurship activities</td>
<td>$5,000 annually ($15,000 total)</td>
<td><a href="http://www.oen.org/events/angel-oregon/">http://www.oen.org/events/angel-oregon/</a></td>
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<td>2013</td>
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<td>Organization</td>
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<td>With TAO PSU hosted Georgia Tech VP Stephen Fleming to Portland for a candid discussion of the local tech sector’s needs and how PSU and higher education can better support them.</td>
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Other:

In 2005 Portland State University was well into a much celebrated 10 year commitment to community engagement. This work is most visible within PSU’s internationally recognized University Studies Program, which serves as the primary undergraduate curriculum for students graduating with a bachelor degree from Portland State University. The required community-based, senior level Capstone courses have been celebrated as some of the most innovative expressions of community engagement nationally and internationally. It is important to recognize that each Capstone course is community-based, wherein students in small teams (up to 15) work with community partners to meet a need identified by the community. In fiscal year 2007-08 PSU offered 231 capstone courses that engaged 3,516 students in directly addressing community needs. The financial commitment made to administer this community engagement effort calculates to $1,549,910. In fiscal year 2013-14 the campus is able to report 239 courses, engaging 4,018 students, with a budgetary commitment of $2,181,521. The growth in support for this engaged curriculum—in which nearly all undergraduate students engage—is essential for Carnegie reviewers to understand. Although the application guidelines ask campuses to refrain from reporting on faculty FTE as an illustration of campus commitment to engagement, Portland State’s commitment to supporting faculty who teach Capstone courses is an instance where FTE should be noted. Portland State’s continued commitment to this form of curricular engagement translates into real and substantial funds that could be directed to other forms of instruction. Yet, Portland State continues to dedicate more than $2 million per year to ensure faculty time and expertise are dedicated to facilitating courses that directly
engage students in community based concerns.

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I C. 3 a. How does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community? Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are the data used? What changes are apparent in this data since the last classification? What tracking or documentation mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

Responsibility for campus-wide tracking and documentation of community engagement is shared by the offices of Institutional Research and Planning (OIRP) and Office of Strategic Partnerships (SP). Data is used to generate two annual activity reports: for the Oregon University System (OUS), and for the President’s Annual Report to the Community.

OUS Report: OUS reports on a common set of performance indicators for Oregon’s public universities, and tracks progress on two institution-specific metrics which are unique to each university. For PSU, one of these metrics is the number of students completing community-based internships and community-based courses. Data are collected in the fall of each new academic year by OIRP and reported as the number of student credit hours generated by enrollment in Community Based Learning (CBL) courses as recorded in Banner, PSU’s enterprise data system.

President’s Annual Report to the Community: Engagement data for this report is gathered using a two-step process. Instead of community based course enrollment, PSU reports these data as service hours, then uses the Oregon value of a volunteer hour (http://www.independentsector.org/volunteer_time) to calculate the value to our community. The service hour count begins in July (the beginning of PSU’s fiscal year) when RSP submits its data request to OIRP. OIRP returns enrollment data on course types: community-based courses, Capstones, Practicum, Cooperative Education, and Internships. This data is one part of the collection (http://www.pdx.edu/profile/snapshot-portland-state). The other part is obtained through interviews with the directors of non-academic units performing service hours.

Data Trends: As part of its Carnegie Classification effort in 2005, PSU attempted its first service hour count. This estimated the number of undergraduate PSU students enrolled in community-based courses and then applied a multiplier to each enrollment to calculate a total. This method did not take into account the service being provided by graduate students and other student groups. To compensate, the 2007-08 count added interviews with college deans to estimate the number of service hours performed by graduate students. PSU also followed this approach to generate the 2010-11 count.

In 2012-13, the methodology for the count was changed to that described previously, generating a more accurate and defensible tally of service hours. However, improved accuracy necessitated a decrease in the service hour baseline. Regardless, service is a structural part of PSU’s institutional pedagogy which means these hours correlate with enrollment. As enrollment has continued to climb, so have service hours. This has been the case since the last Carnegie classification, and our enrollment projections suggest this trend will continue.

Future Data Collections: The longitudinal value of PSU’s engagement data will depend on the viability of two variables which we are working to improve. First, PSU’s colleges must code community-based courses properly if we are to track them accurately. Second, we must continue to refine the precision of the multipliers used to calculate service hours. Refining these two “documentation mechanisms” will
help ensure continued improvement of PSU’s community engagement tracking efforts.

**Question #13**

I C. 3 b. Describe the mechanisms used for systematic campus-wide assessment and measurement of the impact of institutional engagement. Who is responsible for gathering data, how are the data managed, how often is it gathered, and how are data used? What assessment and measurement mechanisms does the campus still need to develop? Provide relevant web links. (Word limit: 500)

As described above, University strategic planning is guided by four core themes, including Community Engagement and Civic Leadership. For each Core Theme, assessment and measurement is guided by objectives, indicators of achievement, and minimum thresholds levels for mission fulfillment. Units responsible for gathering data include University Studies, Office of Institutional Research and Planning and the Office of Research and Strategic Partnerships. A variety of mechanisms are used to gather data on diverse indicators ranging from student learning outcomes to economic impact. Data are gathered on a quarterly and yearly basis and are compared to minimum thresholds to assess program quality and impact.

Source: Ad Hoc Report Prepared for the Northwest Commission on Colleges and Universities

The Director for Assessment in Student Affairs houses all data in an online portfolio: https://sites.google.com/a/pdx.edu/portland-state-enrollment-management-and-student-affairs-briefing-book-2013-test/. Data are gathered annually from all departments and are used for improvement of programs and services to students. Extensive assessment activity takes place within activities based in the Student Community Engagement Center, as well as other student leadership programs connected to engagement.

Teams of faculty evaluate University Studies Freshmen Inquiry and Senior Capstone student and course portfolios to assess student learning in social responsibility, commitment to community engagement, and indicators of civic competence (see University Studies Assessment: http://www.pdx.edu/unst/university-studies-assessment-reports). Data are gathered on a quarterly and yearly basis, and are discussed by faculty for purposes of program improvement. Capstone faculty experiences are assessed utilizing faculty reflections included in the Capstone course portfolio review, and are used to gather information about effective pedagogical practices as well as improvements to faculty development.

The Office of Academic Innovation regularly hosts Faculty Fellows (long-term faculty learning communities) programs for Engagement and Partnership Development. Through interviews, reflections, and follow-up surveys, data is collected on faculty experiences and the impact of engaged teaching, learning and research.

The Institute for Sustainable Solutions conducts assessment quarterly on student learning in Sustainable Neighborhoods Initiatives. Results demonstrate student learning in the following campus-wide engagement outcome criteria: 1) Students can articulate mutually beneficial outcomes for themselves and community partners; 2) Students can give examples of the ways that community participation
deepen their understanding of academic material; 3) Students can provide evidence of responsible participation in community-based activities and what they learned as a result of participation. ISS website: http://www.pdx.edu/sustainability/iss

The Faculty Senate approved a campus-wide program review cycle in fall 2013, in which all departments will report program data on regular cycles, including student learning assessment data. The Institutional Assessment Council (IAC) recently completed a strategic planning process for incorporating campus-wide learning outcomes assessment into program review. Additional mechanisms to be developed include 1) more systematic, campus-wide framework for gathering of data connected to the Engagement learning outcome; and 2) increased focus on direct assessment of student learning connected to community engagement.

**Question #14**

I C. 3. C. What are the current findings from the mechanisms used for systematic campus-wide assessment and measurement: and how are these different from the findings since the last classification? (Word limit: 500)

At the time of the first classification, a great deal of assessment activity was focused on the experiences of faculty and students with CBL related to social responsibility; for example, whether courses were increasing students' sense of responsibility for serving the community and whether courses deepened faculty understanding of community needs. These measures are still assessed; however, the adoption of the campus-wide Engagement Outcome supports an increasing trend toward diversifying the methods that assess students' learning experiences to: 1) capture the complexity of community engaged learning; 2) assess impact of faculty development activities; and 3) nurture partnerships between the offices responsible for engagement work (Office of Academic Innovation, Research and Strategic Partnerships, Institute for Sustainable Solution, Enrollment Management and Student Affairs) to assess community impact. Recent examples include pedagogical catalysts of civic competence in Senior Capstone courses (see http://www.pdx.edu/unst/sites/www.pdx.edu.unst/files/10-11%20Capstone%20Annual%20Report.pdf) and factors that encourage faculty to engage in community-based teaching and research. Specific examples of these more recent activities follow in questions 1.C.3.d-g.

As discussed earlier, the University's Core Theme 1: Community Engagement and Civic Leadership includes specific indicators and threshold levels for achievement, none of which were in place during the previous classification. One indicator, numbers of Senior Capstone courses, is informed by Senior Capstone evaluation data demonstrating strong reported measures of student community engagement and learning related to civic leadership. Since data from larger courses shows statistically lower scores in these areas, offering a threshold number of small seminar Capstone courses allows the university to support student development in this core theme area. Another indicator, the percentage of Capstone students who agree or strongly agree that the community work helped them to better understand the content of the course, was 87% for academic year 2012-13 as measured by the Senior Capstone end-of-course survey, somewhat above the minimum threshold of 84% for this item. In contrast, indicators measuring the percentage of students agreeing/strongly agreeing that they have a better understanding of how to make a difference in the community showed a slight downward trend from 83% to 81% from 2011 through 2013. The University does not have external comparator data. While still above the threshold of 78% for this item, trends of this type are closely monitored to ensure quality. When individual courses fall below the "meets" threshold, faculty are asked to engage in course redesign and professional development. When courses exceed this level, they are identified as
exemplars and models for investigating best practices. This consistency between external accreditation practices and internal quality assurance practices gives integrity to this approach.

**Question #15**

I C. 3. d. *Impact on students* - Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500)

Recently PSU used interviews that incorporated a critical-incident approach to glean insights into both the frequency with which twenty randomly-selected graduates identify community-based courses as a significant college learning experiences, and the conditions that created the significance. Further, the investigators explored the effects and meaning this course experience had and continues to have on graduates. The researches focused on graduates who participated in our largest Capstone Partnership, Camp Kiwanis, a camp that serves persons with disabilities ([http://capstone.unst.pdx.edu/courses/learning-from-persons-with-disabilities-mt-hood-camp-kiwanis](http://capstone.unst.pdx.edu/courses/learning-from-persons-with-disabilities-mt-hood-camp-kiwanis)).

Our primary findings related the remarkable journey of transformation that took place as a result of participating in this Capstone. Graduates reported, with great consistency, that they’d followed an experiential arc during and after their time in “Learning from Persons,” a trajectory that began in fear of the other, developed into a recognition of difference and the need to modulate their interaction patterns to bridge those differences, and shifted into a deepened engagement with their own capacities as communicators such that they experienced profound appreciation for human diversity. Interviewees repeatedly framed their learning as “epiphanies,” describing, with piercing clarity, moments from their weeks at camp that began in a frustrating attempt to connect with “the other” and ended with an undeniable connection having been established. Specifically, graduates reported enhanced interpersonal skills, a deepened sense of personal and professional efficacy, a strengthened sense of their social responsibility toward others, and enhanced intention around their career goals and development as a result of their transformations.

An interesting finding that emerged was the fact that during the 20 interviewees, 12 mentioned “Learning from Persons” explicitly as one of their most significant learning experiences in college. In other words, 60% of interviewees cited Capstones as a most significant learning experience they had had as undergraduates. Of the eight other interviewees who did not mention “Learning from Persons” as one of their three most significant learning experiences, six of these graduates made it clear that it had been a significant learning experience. For example, one said “[i]t was the most important experience of my life,” and four described it as a “fantastic” or “incredible” experience that had impacted their life since graduation. In all, 18 of the 20 interviewees—a full 90%—identified that the PSU Capstone was a significant learning experience in their college education.

In addition to important studies about the longitudinal impact of our community based Capstones, we conduct extensive rigorous assessment on current Capstone courses. We conduct mid-quarter feedback sessions and end-of-term assessment with quantitative and qualitative data. Furthermore, since our last Carnegie application, PSU developed Capstone course-based portfolios which include syllabi, assignment instructions, examples of student work produced in the course, and faculty reflection as a way to capture, analyze and display the complexity of student learning in Capstones. Annual Capstone Assessment Reports can be viewed at:
Question #16

I. C. 3 e. Impact on faculty

Teaching can be an independent and isolating craft. Faculty drawn to community-based teaching practices are often drawn to learning community program models that allow them to share and improve their practices. PSU has found two strategies, listed below, to assist in supporting effective teaching and learning.

In one common practice, an independent faculty support specialist facilitates mid-term feedback sessions in community-based classes being taught for the first time. Every new Capstone course takes part in this process. Sessions are conducted in an additional 25% of regularly offered community-based Capstone courses each term to maintain a process of continuous improvement at every program level. In this process, the facilitator attends a class session and talks with students about the learning environment in their course, including what factors are helping them learn course content and do their community work; what could be changed to improve the course; and what particular shifts would best bring about those changes. Participating faculty report that the process allows them to understand the needs of their students in relation to the community project at hand, and to make course modifications that materially benefit students and community partners while a course is still operating. These sessions are conducted within an ethic of relationality, such that the faculty support specialists connect 1:1 before and after the session with faculty members to support their making changes within their classes in ways that have integrity for the faculty member and their teaching style. One longer-term result is faculty go on to participate more frequently in other programmatic faculty support efforts, since they have a strengthened relational tie to the program. On the programmatic level, aggregate data from the feedback sessions are used to inform the content of ongoing faculty support programming, creating organic opportunities for the program to respond to the real-time needs of faculty teaching our complex community-based courses on offer.

PSU’s Office of Academic Innovation has been facilitating an annual faculty learning community program called Faculty Fellows for Partnerships. The model brings a group of 8-10 faculty members together once a month over a five-month period from across the campus. Faculty in this multi-disciplinary cohort are all developing courses where their students are engaged in community projects. Facilitated with a faculty support specialist with expertise in community engagement, this cohort collectively redesigns their courses and inspires innovation in research design and practices that facilitate effective course design. Faculty in these learning communities often struggle with questions and concerns about promotion and tenure and the methods of evaluation of their community-based work. This cohort model of support allows them to collectively share wisdom about methods of packaging their community-based work for promotion purposes as well as strategies to parlay their community-based teaching into forms of scholarship that will result in publication. Seventy-five faculty have participated in the Faculty Fellows for Partnership program and 45 of them have been able to successfully discover ways to turn their community-based teaching projects into scholarly work publications, presentations, and/or grant proposals.
Question #17
I C. 3. F Impact on community
Describe one key finding from current data and indicate how you arrived at this finding (word limit: 500)

PSU is well-known for community-based learning and partnerships between the university and community. In its 20 year history of building a robust portfolio of partnerships, thousands of community partners, faculty, and students have benefited from these reciprocal relationships. Partnerships are spread far and wide throughout the metro region and are difficult to track, sustain, and assess because they are often reliant on individual relationships. Feedback from community partners spread throughout the region is that a concentrated approach to partnerships would be helpful. This information has informed the decision of the Institute for Sustainable Solutions (ISS) to launch the Sustainable Neighborhoods Initiative (SNI) – which focuses on building long-term and focused partnerships between PSU and the community within designated areas of the city.

The SNI connects faculty and students from across the University with select groups of organizations to develop and deliver on projects that promote sustainability by increasing economic resilience, advancing social equity and community well-being, and restoring and enhancing ecological systems. Through the SNI, partner organizations significantly increase their capacity to advance local sustainability projects, while also providing applied learning opportunities that help foster the next generation of engaged citizens and sustainability leaders.

Collaboration lies at the heart of the SNI. That collaboration starts with the coordination of partnerships and projects in a mutually identified place, such as a neighborhood. It is upon this foundation that the SNI is built: a long-term relationship between PSU and these groups of organizations that fosters meaningful collaboration to advance sustainability projects in a given place.

In the past three years, PSU faculty and students in more than 20 classes engaged in neighborhood-scale sustainability projects. Through these experiences we have tested and developed a new model for university-community collaboration. The SNI builds on this experience by establishing a multi-year relationship between PSU and groups of organizations to actively promote sustainability in specific places throughout the Portland-metropolitan region. Students and faculty from across the University collaborate with partner organizations to advance local sustainability efforts through course-based projects, research projects, internships, and other student group activities. These activities support student success by providing increased opportunities for college students to apply their learning and to learn from the sustainability expertise that is alive in the region. PSU’s administrative support in the planning, management, and implementation of projects, as well as assistance in communication and resource identification for advancing current and future project phases allows for sequencing of the partnerships. ISS—a cross-university unit for sustainability research, teaching, student activities, and community engagement at PSU—facilitates the SNI.

The University is in the process of selecting SNI partners for the next three years (to start in 2014), and has set up an Letter of Inquiry for community partners to express interest. The SNI model is built with the explicit focus on scale and replication, looking to develop and understand this new form of partnership and expand it to other districts in Portland and also across other focus areas beyond sustainability.
Question #18
I C. 3 G Impact on the institution
Describe one key finding from current data indicate how you arrived at the finding (word limit: 500)

Portland State University has been building an institutional profile that includes community engagement for more than 20 years. Today we have multiple community engagement and partnership programs across campus. Each college (and most departments) has independently negotiated and sustained a variety of teaching, research, and internship/practicum-based partnerships. Although there is currently no single institution-wide unit responsible for characterizing this work, evidence of the many demonstrations of engagement found in virtually every aspect of the institution are described throughout this re-application for Carnegie Classification for Engagement. In 2012, the Offices of Academic Innovation (OAI) and the Strategic Partnerships (SP) initiated a campus-wide assessment of activity in an effort to understand and assess the way that units across campus were bringing the engagement agenda alive in the individual work of faculty and students. This institutional assessment activity included interviews with the Deans and Associate Deans from each of PSU’s six schools/colleges, which surfaced a few key findings: 1) The breadth and depth of community partnerships present in each of the schools/colleges; 2) There is tremendous variability between the ways each school/college engages with its community, and there are also distinctive differences between the engagement practices of individual faculty within units; and 3) There is a need for an established governing body that facilitates communication about the varied community engagement and partnership activity across the units.

These findings inspired two initial action steps.

1) Together, staff from the OAI and SP developed the Partnerships Spectrum [http://www.pdx.edu/partnerships/partnership-spectrum] which responds to the realization that community engagement is a multi-dimensional activity and comes alive in people’s work in varied ways. There are service-learning partnerships, community-based research partnerships, student led engagement activities, and their institutional partnerships that engage students and faculty from a variety of units. Collectively all of these manifestations of community engagement make up Portland State’s institutional profile. Developing these partnership categories provides a framework through which the schools/colleges can describe and report their various partnership activities within an architecture that allows the institution to describe and report engagement activities.

2) The President’s Executive Council has established the PSU Partnership Council [http://www.pdx.edu/partnerships/psu-partnership-council]. This Council engages key faculty, staff, and administrators who focus on developing and sustaining partnerships (ranging from community-based learning and capstones to internships, practicums, and strategic partnerships) in a strategic discussion about how to best organize, articulate, and measure partnership activity. The Partnership Council convenes partnership-focused colleagues across campus to:

   a) Establish a clear and consistent articulation of PSU’s partnership goals and agenda;
   b) Create campus-wide information-sharing mechanisms regarding partnership work; and
   c) Develop common measurement and assessment methodologies for campus-wide use in regular reporting.
The audience for professional development has changed over the past decade to include more faculty/staff who are not necessarily early adopters of engaged teaching and research. In addition, increasing numbers of faculty are interested in ways that engagement overlaps with other priorities (i.e. programs focused on employment opportunities for their graduates, programs which prioritize sustainability initiatives, programs designed to encourage engagement in international settings, and programs which place some or all curriculum online). Finally, many more Student Affairs professionals are involved as the number and type of engaged, co-curricular student leadership programming has increased. These changes have necessitated a diversification of the number and type of professional development activities offered to faculty, staff, and student leaders.

The Office of Academic Innovation (OAI) offers professional development to individuals and groups through events open to the campus and community. Individuals can consult with OAI staff about community engagement in variety of settings including face-to-face, partially, and fully online. OAI also offers regular Faculty Fellows (long-term faculty learning communities) programs on a variety of topics related to engaged teaching and research. In addition, community engagement-themed new faculty events, workshops, brown bag lunches, coffee talks, and seminars are offered each quarter. During the 2013-2014 academic year, OAI’s Assistant Director for Community-based Teaching, Learning, and Assessment, together with the Faculty-in-Residence for Engagement, launched a series of workshops on effective practices for online community-based learning. Like many campuses, PSU is increasing the number of partially and fully online course offerings. With support from the Provost’s Office, OAI is committed to providing professional development for online community engagement to ensure that partnership development and learning experiences are of high quality for students, faculty, and community partners. Finally, campus-wide events provide professional development as well as highly visible occasions for celebration. OAI continues the well-established tradition of hosting Focus on Faculty day each fall (where community engagement is one primary theme), civic engagement breakfasts, and civic engagement awards.

In addition to interdisciplinary professional development, OAI has increasingly partnered with offices/departments interested in creating sustainable, program-specific professional development approaches to community engagement. For example, OAI collaborated with Enrollment Management and Student Affairs on professional development for staff and students involved in their Student Community Engagement Center and the Summer Institute on Service Learning; with Research and Strategic Partnerships to form an Institutional Partnership Council; with the Institute for Sustainable Solutions on their faculty development programming geared toward community partnerships for sustainability initiatives; with University Studies on faculty development implications stemming Senior Capstone assessment results; and with colleges such as the School of Business and the College of Engineering on strategies for more seamless connections between students’ community and classroom experiences. These efforts have resulted in growth and diversification of
leadership for community engagement across colleges and departments, and increased participation from segments of campus that historically were not involved in community engaged teaching and research. Read more about professional development for community engagement in OAI at: http://www.pdx.edu/oai/calendar#CUP

**Question #20**

I C 5. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement? No/Yes, Describe (word limit: 500)

Yes. Job postings and job descriptions reflect the importance of community engagement among new faculty hires. The Human Resources website addressing “Careers” (http://www.pdx.edu/hr/job-opportunities) states that “We are committed to leading through engagement and seek individuals who support this strategy. Engagement describes Portland State’s collaborative approach to the exchange of knowledge and resources with local, regional, national, and global partners for mutual benefit of students, faculty, and the community.”

**Question #21**

I C 6 In the period since your successful classification, what, if anything, has changed in terms of institutional policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? (Word limit: 500)

No change in this regard

**Question #22**

I C 7. Is there an institution-wide definition of faculty scholarly work that uses community-engaged approaches and methods?

Yes. Engaged scholarship is defined as scholarly activities “which are tied directly to one’s special field of knowledge. Such activities may involve a cohesive series of activities contributing to the definition or resolution of problems or issues in society. These activities also include aesthetic and celebratory projects” (Promotion and Tenure Guidelines, p. 10, para. 3).

**Question #23**

Please describe and identify the policy (or other) document(s) where this appears and provide the definition. (Word limit: 500)
Question #24

I C 8. Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods? If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: 500)

Yes. University promotion and tenure guidelines establish criteria for quality and significance of scholarship to be applied to community-engaged scholarly work. Additionally, the guidelines recommend that the evaluation consider the following indicators of quality and significance:

- publication in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach;
- honors, awards, and other forms of special recognition received for community outreach;
- adoption of the faculty member’s models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems;
- substantial contributions to public policy or influence upon professional practice;
- models that enrich the artistic and cultural life of the community; and
- evaluative statements from clients and peers regarding the quality and significance of documents or performances produced by the faculty member.

Source: University Tenure and Promotion Guidelines http://www.pdx.edu/oaa/promotion-and-tenure-information

Question #25

I C 9a Is community engagement rewarded as one form of teaching and learning?

Yes. Promotion and tenure guidelines refer specifically to engaged teaching and learning in the following ways:

1. Community engagement is recognized as involving overlapping activities; for example, “a service learning project may reflect both teaching and community outreach” (P. 7, para. 3).

2. Research, outreach and teaching activities can include “evaluations of accomplishments by peers and other multiple and credible sources (e.g., students, community participants, and subject matter experts)” (P. 8, para. 2).

3. Items strongly recommended for consideration in the evaluation of teaching and curricular accomplishments include the results of creative approaches to teaching methods and techniques, the results of supervision of service learning experiences in the community and
“teaching and mentoring students and others how to obtain access to information resources so as to further student, faculty and community research and learning” (p. 10, para. 1).

Source: University Promotion and Tenure Guidelines  http://www.pdx.edu/oaa/promotion-and-tenure-information

PSU has a strong tradition of supporting campus-wide civic engagement awards that celebrate and promote excellent work in partnership development, research and excellence in teaching. The Office of the Provost, College Deans and Associate Deans, and Directors are all engaged in the process of nominating potential award recipients from their respective colleges and schools, participating in the award ceremonies, and formally acknowledging the accomplishments of awardees. The teaching excellence awards are highly celebrated by recipients, are displayed on department and college web sites, and are also featured in promotion and tenure portfolios.

Significant resources are devoted to supporting and rewarding excellent teaching in the Senior Capstone. A portion of three experienced Capstone faculty FTE is specifically devoted to the support and recognition of their Capstone colleagues’ teaching growth and accomplishments. This support includes classroom and/or community peer observations, regular retreats, and mini-grant stipends to faculty who are engaged in creative projects and research devoted to engaged pedagogy.

**Question #26**

I C 9 b. Is community engagement rewarded as one form of scholarship?

Yes

**Question #27**

Please describe and provide text from faculty handbook (or similar policy document) (word limit: 500)

University promotion and tenure guidelines make clear that community-engaged approaches to scholarship are valued and that “scholars who engage in community outreach also should disseminate promising innovations to appropriate audiences and subject their work to critical review.” (p. 10, para. 3).

**Question #28**

I C 10 Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

Yes

**Question #29**
Which colleges/school and/or departments? List Colleges or Departments:

All college/school and/or department level policies follow the University-wide promotion and tenure guidelines that include the Scholarship of Community Outreach. Among other things the guidelines state that “Contributions to knowledge developed through community outreach should be judged using the criteria for quality and significance of scholarship."

Question #30

What percent of total colleges/school and/or departments at the institution is represented by the list above?

84% (52 departments)

Question #31

Please provide three examples of colleges/school and/or department level policies, taken directly from policy documents, in the space below (word limit: 500):

The Graduate School of Education expects “scholars (to) draw on their professional expertise to engage in a wide array of …. Activities…(that) can include defining or resolving relevant local, national, or international problems or issues.”

In the College of the Arts, Art faculty “will be expected to show evidence of outreach into the community… through recruitment activities… exhibits made specifically for non-art contexts… (and) community-based learning projects developed independently or with students to serve community organization.”

The Department of Electrical Engineering in the Maseeh College of Electrical and Computer Science expects their faculty to “apply their knowledge in communities, including, but not limited to, local, regional, national, and international and public agencies and local, regional, national, and international engineering research and development institutions… (and) engage and apply a faculty’s scholarly expertise to problems of practical importance.”

Question #32

I C 11. Is there professional development for faculty and administrators who review candidates’ dossiers (e.g., Deans, Department Chairs, senior faculty, etc.) on how to evaluate faculty scholarly work that uses community-engaged approaches and methods?

Yes

Question #33
Describe the process, content, and audience for this professional development and which unit(s) on campus provides the professional
development (word limit: 500)

The Office of Academic Innovation regularly provides a Faculty Fellows (faculty learning communities meeting over several months) program for Academic Portfolio Development which is open to faculty and administrators. In the past seven years, approximately 120 faculty and administrators have participated in these groups. One of the program’s outcomes is to enhance understanding of presenting and evaluating diverse forms of scholarship, including scholarship of community engagement and scholarship of teaching. Each Faculty Fellows group culminates in a campus-wide presentation to which Deans, Associate Deans and Faculty Fellows’ department colleagues also receive invitations. Results from surveys of past participants indicate increased understanding and transparency in several units regarding norms and expectations for the review of engaged scholarship.


**Question #34**

I C 12 If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?

no (had to answer “yes” or “no”. “N/A” is not an option.)

**Question #35**

Describe the process and its current status (word limit: 500):

Not applicable, as PSU policies do reward community engagement.

**Question #36**

I C 13 Provide a narrative that speaks broadly to involvement of students in community engagement, such as the ways students have leadership roles in community engagement (give examples), or decision-making roles students have on campus related to community engagement (planning, implementation, assessment, or other). How has student leadership in community engagement changed since the last classification? How is student leadership in community engagement recognized (awards, notation on transcript, etc.)? Provide relevant links. (Word limit: 500)

Student Community Engagement Center: Since the last classification, there have been significant changes in the role of co-curricular community engagement at Portland State University. What was once housed in the Center for Academic Excellence and primarily a student led program called “Student Leaders for Service” has now shifted to the Enrollment Management and Student Affairs division
within the Student Activities and Leadership Programs after “Student Leaders for Service” went through a nine month strategic planning process from July 2013 - March 2014 and was renamed the “Student Community Engagement Center.”

Within the Student Community Engagement Center there are various opportunities for student leadership roles in community engagement. These are outlined below:

Year Long Programs
- Student Leaders for Service - engaging 15-25 students in year long leadership roles where they engage in 10 hours of direct service with a community organization and recruit additional students to serve at their partner site
- Interfaith Leadership Team - engaging 6-10 students annually in a variety of short term service projects
- Viking Floors (Partnership with Residence Life) - giving 180 students in residence halls the opportunity to engage in community service as part of living on the “Viking” themed floor.

Term Long Programs
- MAPS (Mentor: Alder and Portland State) - College Student/Elementary School Student mentor program - engaging 15 college students and 30 elementary school students per term.
- Graduate Internships - engaging 1-2 graduate students per year in planning and assessing service events.
- MEPI – Middle Eastern Program Initiative (Partnership with the Office of Academic Innovation and International Student Life) - summer only - engaging 6 Student Leaders for Service Members as Resident Advisors for an intensive community engagement program for international students.

Week Long Programs
- ASB – Alternative Spring Break - engaging 20- 40 students per year to attend week-long service immersion trips

Day Long Programs
- Portland State of Mind Day of Service - October - engaging approximately 100 students for service during this annual event
- MLK Day of Service - January - engaging approximately 200 students in service for this annual event
- Earth Day of Service - April - engaging approximately 100 students in service for this annual event
- “Serve your City” Days – Monthly by arrangement - engaging approximately 10 students per month in a customized service day for their group.

More information on Student Leaders for Service/Student Community Engagement Center can be found at http://www.pdx.edu/student-leadership/.

Awards include:
- Student Achievement Award for Community Engagement: http://www.pdx.edu/events/nominations-student-achievement-awards-are-due
For the 2014-15 school year the Student Community Engagement Center is launching a program called “Viking Volunteers” where students will track their community engagement hours to earn a certificate in community engagement.

**Question #37**

I C. 14 Is community engagement noted on student transcripts?

No

**Question #38**

I C. 15 Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

Yes

**Question #39**

Please provide examples (word limit: 500):

There are numerous examples of the way community engagement is connected with diversity and inclusion work for PSU students and faculty. The department of Women, Gender, and Sexuality Studies (WGSS) and the Maseeh College of Engineering and Computer Science (MCECS), for example, offers many community-based courses and co-curricular programming that link with organizations specifically focused on serving underserved populations in our communities. These courses and events in themselves serve as outreach mechanisms for traditionally under-represented students from a variety of social locations.

One such course in WGSS, “Feminist Organizations,” recently partnered with Adelante Mujeres, a community organization that supports Latina women and their children to achieve educational success and economic empowerment. Together the faculty member and students connected to the course, along with the Adelante Mujeres community, hosted an on-campus event around a pending ballot measure to limit statewide driving privileges to documented persons. Extensive outreach resulted in a multi-racial, multi-ethnic, and multi-lingual audience composed both of campus constituents (students, faculty, and staff) and community members, including members of the organization offering testimony about the impact the measure would have on their lives and livelihoods. As they work towards their educational goals, including, for many, the possibility of entering college, it’s quite possible that many of the women who presented their stories that day will become PSU students in the future.

Maseeh College is committed to expanding access to education in STEM (science, technology, engineering and math) fields with particular emphasis on women and students from underserved communities. The programs the lead with the help of students and faculty include: 1) The High School Innovative Challenge program where area students are paired with PSU student mentors to help identify a problem and develop a concept to solve it using the engineering design process. 2) The CyberDiscovery Camp is a week-long program for high school
teachers and students working with university faculty to become better cyber-citizens and by understanding the cyber infrastructure that the nation depends on. The camp exposes student participants to various topics including: history of cyberspace, ethical and social issues, applications, and the need for and use of security in cyberspace. 3) The Oregon Mathematics, Engineering, Science Achievement (MESA) is an outreach program that engages 6th-12th grade students in hands-on, inquiry-based math, engineering, science and technology projects during weekly chapter meetings at school sites. Its mission is to expose young people to careers they may have never considered; and 4) Maseeh College partners with non-profit ChickTech to empower, support, and increase the confidence of women and girls in engineering, computer science and other technological fields. Every year the college hosts ChickTech: High School, two days of hands-on workshops in seven different areas: robotics, microcontrollers, computer games, computer construction, website design and creation, smartphone apps, and user-interface design. More than 100 Oregon teenage girls showcase their projects at the end of the program.

**Question #40**

I C. 16 Is community engagement connected to efforts aimed at student retention and success?
Please provide examples (word limit: 500):

Yes.

All programming through the Student Community Engagement Center is aimed at student retention and success. In order to participate in co-curricular student leadership opportunities a minimum 2.5 GPA for undergraduate students and 3.0 for graduate students is required. Grades are checked quarterly to ensure student success and to provide students with academic resources and support if they are found to be struggling. These programs also provide opportunities for student connectedness to both the institution and Portland community which promotes retention.

The year-around Viking Floor community engagement program was strategically designed for student retention. Students who lived on residence hall floors that were part of the Freshman Inquiry University Studies course were found to have the highest retention rates from freshman to sophomore year out of all students who lived on campus. In these living/learning communities, faculty instructors work in very intentional ways to connect their courses with community based projects that students complete with their resident managers. Not every freshman has the ability to participate in a live-in freshman inquiry program, so themed “Viking Floors” were created. The idea was to provide the same aspects of community engagement within Portland and the university as provided on Freshman Inquiry floors, yet without the course component. The program was piloted over the 2013-14 academic year, with two floors participating. The program will expand to three floors for the upcoming 2014-15 school year.

When Portland State conceived its undergraduate curriculum, the best research on student success at the time informed the design of Freshman Inquiry. More recently, the literature on High Impact Practices affirms many of the practices we have institutionalized (first-year seminars, peer mentoring) and adds community-based or service learning to the list. While community based learning has been a part of many Freshman Inquiry courses over the years, recently, we have seen more integration of CBL activities across Freshman Inquiry including a systematic emphasis in our Portland theme, where each class has focused on a specific Portland neighborhood. Because community-based learning is a widespread practice in Freshman Inquiry, it is difficult to isolate the effect of community engagement
activities on retention and student success. However, we remain committed to community based learning in our freshman courses and believe that it enhances the student experience.

**Question #41**

II A 1 a. As evidence provided for your earlier classification, you described an institution-wide definition of service learning used on campus.

**Question #42**

a. For re-classification, describe what has changed, if anything, with the definition of service learning and explain the purpose of the revisions. (Word limit: 500)

Portland State University has a long established definition for service learning. This definition has not changed since the campus’ 2005 Carnegie Classification application.

*CBL (community based learning): A type of course that explicitly engages students in addressing community issues in order to increase students' understanding and application of academic content. Examples include course-embedded service-learning, field experiences (including practicum and internship), capstones, and other community engagement or research projects.*

This definition is made available to students, course schedulers, faculty, administrators, and community partners. Courses that are community based learning courses are designated in the course schedule. Using this definition and designation allows students to select courses that are community based.

**Question #43**

II A 1 b. If there is a process for identifying or approving a service learning course as part of a campus curriculum, explain the process; if there have been changes in that process since the last application, please explain the changes. (Word limit: 500)

Process for Identifying Community Based Courses: Community based courses are identified by the faculty instructor. Using the definition for a community based learning course as a guide, faculty designate their course as community based and work with their department’s course scheduler to ensure the designation is noted in the course schedule. The Provost’s office sends a well timed, quarterly note to faculty and staff to remind them to identify community based courses appropriately in the course schedule. The frequency with which this reminder note is being disseminated has changed since the last Carnegie Classification application. We found that sending the note out quarterly and a few weeks before courses were being submitted by the scheduler, resulted in more courses being identified as community based.
Community Based Capstone Approval: Because community based Capstones are a required part of the undergraduate curriculum, there is an extensive review and approval process. This process is unique in that it combines careful review of proposals with early and targeted faculty development support to ensure the successful launch of a new course.

The capstone review committee is comprised of five seasoned capstone instructors who meet quarterly to review proposals. Before the proposals reach the committee, the Capstone Program Director and a capstone faculty development facilitator meet with individuals to coach them through the proposal design process. In this preliminary stage, specific attention is paid to the development of strong course learning outcomes, sustainable partnerships, strong reflection strategies, the alignment of course learning outcomes with the community-based learning activities, and best practices for community-based learning courses. Once the proposal is ready for submission, it is forwarded to each committee member for individual review followed by a group review at the quarterly meeting of the committee. The committee feedback is summarized by the chair of the capstone committee, who communicates the summary to the individual proposing the course. It is not uncommon for the committee to request revisions before fully approving the course. A link to the proposal is as follows: [http://capstone.unst.pdx.edu/sites/default/files/CapstoneProposal_0.pdf](http://capstone.unst.pdx.edu/sites/default/files/CapstoneProposal_0.pdf)

Once a capstone course is approved by the review committee, the instructor receives continuing support through a comprehensive faculty development and course review program. These faculty development programs include fall and spring workshops, monthly brown bag sessions, faculty book groups, and professional development retreat series. Faculty development resources emerging from these sessions are posted to PSU’s Capstone website at: [http://capstone.unst.pdx.edu/resources](http://capstone.unst.pdx.edu/resources).

**Question #44**

<table>
<thead>
<tr>
<th>Number of service learning courses</th>
<th>Change in number of courses since last application</th>
<th>Percentage of total courses</th>
<th>Percent change in courses since last application</th>
</tr>
</thead>
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<tr>
<td>1,619</td>
<td>+406</td>
<td>18.9%</td>
<td>1.4%</td>
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</table>

<table>
<thead>
<tr>
<th>Number of departments represented by service learning courses</th>
<th>Change in number of departments since last application</th>
<th>Percentage of total departments</th>
<th>Percent change in departments since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>-4</td>
<td>84%</td>
<td>3.3%</td>
</tr>
</tbody>
</table>

Missing two rows of this grid. System WILL allow to leave blank. Are we OK with that?
2. Fill in the tables below using:

a. data from the most recent academic year (2012-2013)
b. data based on undergraduate FTE

Table 1

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of service learning courses</th>
<th>Change in number of courses since last application</th>
<th>Percentage of total courses</th>
<th>Percent change in courses since last application</th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td></td>
<td>1619</td>
<td>406</td>
<td>18.9</td>
<td>1.4</td>
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Table 2

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of departments represented by service learning courses</th>
<th>Change in number of departments since last application</th>
<th>Percentage of total departments</th>
<th>Percent change in departments since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>line</td>
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</tr>
<tr>
<td></td>
<td>52</td>
<td>4</td>
<td>84</td>
<td>3.3</td>
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Table 3

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<th>Response</th>
<th>Number of faculty who taught service learning courses</th>
<th>Change in number of faculty since the last application</th>
<th>Percentage of total faculty</th>
<th>Percent change in number of faculty since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>line</td>
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</tr>
</tbody>
</table>

Table 4

<table>
<thead>
<tr>
<th>Response</th>
<th>Number of students participating in service learning courses</th>
<th>Change in number of students since last application</th>
<th>Percentage of total students</th>
<th>Percent change since last application</th>
</tr>
</thead>
<tbody>
<tr>
<td>line</td>
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</tbody>
</table>

Question #45

II.A. 3. Provide a description of how the data in question 2 above is gathered and used (how it is compiled, who gathers it, how often, how
The offices of Institutional Research and Planning (OIRP) are responsible for campus-wide tracking and documentation of community engagement in the curriculum. These course numbers are collected annually by OIRP and reported to the Partnership Council and the Offices of the Strategic Partnerships and Academic Innovation. There are two primary methods of collecting these data. First, community-based courses in the course schedule are coded by PSU’s colleges, which allows for an automated annual data set. Recognizing that some relevant courses are overlooked in the course schedule, the Office of Academic Innovation reviews the list and identifies courses that are missing from the automated report.

In addition to tracking for internal program assessment and continuous improvement purposes, data is used to generate two annual activity reports: for the Oregon University System (OUS), and for the President’s Annual Report to the Community.

OUS Report: OUS reports on a common set of performance indicators for Oregon’s public universities, and tracks progress on two institution-specific metrics which are unique to each university. For PSU, one of these metrics is the number of students completing community-based internships and community-based courses. Data are collected by OIRP in the fall of each new academic year and reported as the number of student credit hours generated by enrollment in Community Based Learning (CBL) courses.

President’s Annual Report to the Community: Engagement data for this report is gathered using a two-step process. Instead of community-based course enrollment, PSU reports these data as service hours, then uses the Oregon value of a volunteer hour (http://www.independentsector.org/volunteer_time) to calculate the value to our community. The service hour count begins in July (the beginning of PSU’s fiscal year) when the data request is made to OIRP. OIRP returns enrollment data on course types: community-based courses, Capstones, Practicum, Cooperative Education, and Internships. This data is one part of the collection (http://www.pdx.edu/profile/snapshot-portland-state).

Data Trends: As part of its Carnegie Classification effort in 2005, PSU attempted its first service hour count. This estimated the number of undergraduate PSU students enrolled in community-based courses and then applied a multiplier to each enrollment to calculate a total. This method did not take into account the service being provided by graduate students and other student groups. In 2012-13, the methodology for the count was changed to that described previously.

Question #46

II A 4. As evidence requested for your earlier classification, you were asked whether you have institutional (campus-wide) learning outcomes for students’ curricular engagement with community. For reclassification, describe what has changed, if anything, regarding assessment of institutional learning outcomes associated with curricular engagement. What are the outcomes, how are these outcomes assessed, and what are the results of the assessment?

PSU Faculty Senate voted in March 2009 to adopt eight campus-wide learning outcomes: Disciplinary and Professional Expertise; Creative
and Critical Thinking; Communication; Diversity; Ethics and Social Responsibility; Internationalization; Engagement; and Sustainability.

The rationale for the Engagement Outcome is as follows: Engaged students are more effective learners, and have an enhanced capacity to apply their knowledge in ways that can have benefits extending from the personal to the global level. This outcome is aligned with the vision of Portland State as “an urban university known for excellence in student learning, innovative research, and community engagement.” Source: IAC status on Engagement Outcome http://www.pdx.edu/institutional-assessment-council/engagement-cwlo.

Criteria for the Engagement Outcome:

· Students will define and give examples of mutually beneficial outcomes (for students and community partners) facilitated by a community project in which they were engaged.
· Students will analyze and give personal examples of the ways in which participation in community-based projects deepened their understanding of course content or academic field of study.
· Students will articulate key responsibilities associated with being an effective contributor to democratic societies.
· Students will provide evidence of responsible participation in community-based activities and describe what they have learned about themselves as a result of this participation.

In 2011, the Institutional Assessment Council (IAC) created an inventory of engagement assessment across colleges and programs. Findings determined that 57% of undergraduate programs reported at least one learning outcome that mapped to the campus-wide engagement outcome; and found that 35% of undergraduate programs assessed engagement between 2008-2011. To learn more about student learning related to the engagement outcome, the council proposed a four year cycle for all campus-wide outcomes, including engagement, support for programs not currently assessing engagement, and highlighting the work of programs currently assessing engagement. Source: IAC status on Engagement Outcome http://www.pdx.edu/institutional-assessment-council/engagement-cwlo.

In November 2013, the IAC was reorganized to include individuals from across campus whose roles included significant responsibility for assessment, and many of whom have considerable background in engaged teaching and learning. Building on previous IAC goals, the Council established its long-term strategic planning for campus-wide learning outcome assessment cycles, including Engagement, and also developed a plan for incorporating systematic program assessment support for PSU’s recently approved program review process, in which all programs and departments are required to report on a variety of measures including assessment activity, outcomes, and implications. Finally, toward the goal of creating sustainable assessment practices that focus on evidence of student learning outcomes, the Council is currently undertaking an inventory of programs whose assessment data include student learning outcomes and practices that connect data to program revision. Results will be highlighted in a recently created best practices resource network. One example of engagement outcome results that will be centrally highlighted is the Senior Capstone portfolio review process. Findings include pedagogical practices associated with indicators of students’ civic competence and evidence of social responsibility outcomes as well as students’ growth in commitment to community issues.

Question #47
For each curricular activity listed below, indicate whether or not community engagement is integrated into it, and then describe what has changed since the last classification. Provide relevant links if available. (4 COLUMNS)

<table>
<thead>
<tr>
<th>II. A. 5. Curricular Activity</th>
<th>Is Community Engagement integrated with this activity?</th>
<th>What has changed since the last classification?</th>
<th>Web Link (if available)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Research</td>
<td>PSU's Ronald E. McNair Scholars Program introduces academic research and effective strategies for getting into and graduating from PhD programs to first-generation and low-income juniors and seniors, and/or juniors and seniors of under-represented groups. The PSU Ronald E. McNair Scholars Program sponsors activities and seminars throughout the academic year. In addition, McNair junior/senior scholars work closely with faculty mentors on original research projects during a summer internship. The demand to engage in original research forces scholars to find primary sources and rely on community partners to conduct their projects. McNair Scholars Program community engaged research projects have included work in both metropolitan and rural areas with local non-profit organizations, day laborers, farmers, and health clinics. In PSU's Masters of Urban Studies and Planning program, advanced level masters</td>
<td>No significant changes since 2005</td>
<td><a href="http://www.pdx.edu/mcnair-program/">http://www.pdx.edu/mcnair-program/</a></td>
</tr>
</tbody>
</table>
students work in teams with community partners to complete a planning project in the highly regarded Planning Workshop. These planning projects are problem-centered, geographic area, require the development and evaluation of alternatives, produce a product with a recommended course of action, and include direct community consultation and participation. Between 6 and 12 of these projects are completed annually.

The Psychology Department is an applied discipline at Portland State. As one of the largest undergraduate programs, more than 1200 Psychology majors a year are encouraged and supported to do community based, applied research. In their research, Psychology students are expected to use science to generate knowledge that guides action and frames policy in the contexts and settings of daily life. It is common to question neighborhoods, businesses and non-profits, schools, and families who are diverse in ethnicity, class, gender, culture, age, and disability status. In addition to collaboration with other researchers, this method of research also involves people in settings where they live and work. Undergraduates are supported in this form of applied research through the Community Psychology course.

The School of Education’s Leadership for Sustainability Education specialization is an academic program that prepares students to

http://www.pdx.edu/elp/leadership-for-

http://www.pdx.edu/usp/master-of-urban-and-regional-planning-workshop-projects

http://capstone.unst.pdx.edu/courses/community-psychology

http://www.pdx.edu/elp/leadership-for-
| Student Leadership Courses | Leadership Fellows is a one-year academic program offered to 100 organization leaders in Student Activities and Leadership Programs. Through class discussion and activities, reflection, and experiential learning students will be able to learn about themselves as a leader and will be able to develop skills and awareness in diversity and social justice, controversy with civility, and citizenship. Students are expected to participate 4-20 hours a week in community engagement through their student groups. |
| Internships/Co-ops | Portland State University Advising & Career Services works with community partners to develop a wide variety of internship and experiential learning opportunities for our students. These opportunities serve to meet |
| | This did not exist in 2005 |
| | Did not exist in 2005 |

be effective leaders in sustainability education informed by evidence-based sustainability practices. Sustainability education is approached in this program by developing the knowledge, perspectives, new ways of thinking, and skills needed to advocate for justice and equity, democratic participation, economic viability, and the regeneration and vitality of communities and ecosystems. Students in this program thrive in an educational setting that is participatory, experiential, thematic, critically questioning, place-based and transformational. Students design and complete a culminating research project that addresses real sustainability issues through a theory to practice curriculum that includes ongoing community-based learning.

http://www.pdx.edu/student-leadership/leadership-fellows-program

http://www.pdx.edu/careers/getting-experience-through-internships
campus-wide learning outcomes including creative and critical thinking, communication, diversity, ethics and social responsibility, engagement, and sustainability. Community based opportunities are shared with students and alumni through an online database and with targeted announcements to relevant academic programs. In 2012-13 PSU’s Advising & Career Services posted 884 internships, and with increased community outreach efforts in 2013-14, we expect to provide even more student opportunities for the academic year.

In addition to our online offerings, we provide support for experiential learning through group and class information sessions, individualized student advising, faculty resources, career and internship fairs, and through program development and best practices consultation with community partners. We are also currently in partnership with faculty to develop an experiential pathways pilot course which allows students to incorporate community-serving experiences with complementary themed coursework. The course is designed to meet a portion of Portland State University general education requirements which serve to “provide students with integrated, connected learning experiences that lay the foundation for lifelong intellectual development”.

Advising & Career Services also manages a special sustainability-focused internship program. The Sustainability Internship
Program provides funding to Portland State University undergraduate and graduate students from all PSU Schools and Colleges to participate in academic year-long internships with local organizations working in areas of sustainability such as: green building, renewable energy, energy efficiency, sustainable food systems, transportation and natural resources. In broad terms, the goals of the internship program are to provide students with meaningful professional experience to enable the development of skills, knowledge and experience related to a career. Additionally, students gain a deeper understanding of how organizations operationalize responsibilities and develop professional relationships that provide mentoring, ongoing support and post-graduation job connections. Interns receive a monthly stipend (roughly equivalent to federal work-study stipends) that enables them to focus fully on their internship experience and reduces their level of debt. Employer partners agree to provide the intern with substantive work and a designated supervisor to facilitate hands-on training and opportunities to network. Employers and interns complete a learning agreement at the outset of the internship to assure shared expectations for the experience and both interns and intern supervisors complete evaluations of the internship at the middle and end of the internship. Since inception, 72 interns have been placed at internship sites.
| Study Abroad | PSU offers 35 international Faculty Led Programs annually, averaging 12 students per program. More than a third of these programs are specifically designed with community engagement as an integral course learning outcome. This is manifested in a variety of ways. For example, in the spring a group travels to Panama to teach educators of Panamanian school children how to develop and deliver inquiry based science curricula, along with co-developing curricula that can be used both in the U.S. and in Panama. Another program that travels to Nicaragua focuses on Sustainable International Community Development, where the first three weeks are spent observing and interviewing community partners, and the fourth week is spent working with a community development cooperative. PSU also offers several international capstone courses each year to destinations including Spain, Costa Rica, Nicaragua, Mexico, and Ghana. While the specific tasks vary by destination, each Faculty Led Program addresses a specific community issue or need highlighted by the community - from volunteering in orphanages or organic farm cooperatives, to conducting community health education assessments. For the remaining faculty led programs that less directly address a specific community need, engaging with the local culture remains a central learning outcome, through program design – homestays, cultural observations, interviews with community and |
| | In 2005 there was no coordinated or supported effort to engage students and faculty in international community based experiences | http://www.pdx.edu/unst/international-capstones |
business members, and language immersion.

In addition to the faculty led programs, PSU offers several international internship placements for PSU students through IE3, as well as programs that are service learning or community engagement intensive. In these programs, students design and engage in projects and community work for academic credit with local organizations, either one on one, or as a group. In 2012-13, 13 students conducted internships on each of the continents, with placements ranging from The Trailblazer Foundation, to a local school, and centers for social medicine. In addition, six students participated in programs designed with community engagement as the focus, with work in wildlife conservation, national identity and the arts, multiculturalism and human rights and community health and traditional medicine.

Other. (Please specify in the “What has changed...” text box to the right.)

(Word limit: 500)
For each curriculum area listed below, indicate whether or not community engagement has been integrated into the curriculum at the institutional level, and then describe what has changed since the last classification. Provide relevant links if available. (4 COLUMNS)

<table>
<thead>
<tr>
<th>Curriculum</th>
<th>Is Community Engagement integrated into this area?</th>
<th>What has changed since the last classification?</th>
<th>Web Link (if available)</th>
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<tr>
<td>Core Course</td>
<td>(Word limit: 500) Yes</td>
<td>The Sophomore Inquiry (SINQ) and Upper Division Cluster levels of general education offer students the opportunity to explore a range of interdisciplinary topics at the sophomore level which lead into related disciplinary courses at the upper division level. Over the last several years, a number of efforts have enhanced the community engagement opportunities for students at these levels in our general education program. Nearly all the SINQ-Cluster pathways have courses that engagement students in community based teaching and/or research. A few examples of this engagement working coming alive include the following. Through a process of curricular revision, several of our SINQ-Cluster pathways have redefined their goals. In particular a group of faculty who delivered Leadership for Change refocused their course, which is now called Leading Social Change. While the course has always had a community-engagement emphasis, the re-written learning goals focus much more on social change as an area of study, encouraging students to examine their community work through the lens of social change frameworks in addition to leadership theory. Several faculty across the sophomore and junior levels</td>
<td><a href="http://www.pdx.edu/unst/sophomore-inquiry-upper-division-clusters">http://www.pdx.edu/unst/sophomore-inquiry-upper-division-clusters</a></td>
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have worked with the Institute for Sustainable Solutions’ curriculum coordinator to more intentionally integrate community engagement into their courses. In particular, several courses are participating in the Strategic Neighborhood Initiative linking several courses and their students to community groups in targeted neighborhoods with the intention of increasing the University’s impact in those neighborhoods.

A key project for the University Studies program is the Online Pathways project. We are designing online curricular pathways of thematically linked courses from the sophomore through senior levels of the general education program; paying particular attention to the community-engagement aspects of our curriculum as we undertake this work. We have designed a new course at the junior level that will promote students’ community-based internships and projects focused on community problems. We have hired a faculty member as a point person to ensure that we maintain the integrity of our community-based Capstone program as we move more actively into online learning.

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<tr>
<th>General Education</th>
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<th>Yes</th>
<th>Each of the 4,200 students that graduate through General Education requirements (95%+ of graduates) are required to complete a community-based Capstone course that has the civic engagement experience as its central mission. Out General Education program also include a Freshman Inquiry (FRINQ) year long course as well as SINQ-Cluster pathways. At each of these levels we have thoughtfully developed a series of applied and community based experiences that follow a developmental model of increasing challenge. Numerous entities including U.S. News and World Report and AAC&amp;U have celebrated this community engagement work. These courses are designed to further students’</th>
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critical thinking, communication, appreciation of human diversity, and ethical decision making and social responsibility. Every course must demonstrate in the proposal process how faculty will encourage reflection along each of these learning goals. The vast majority of these courses are seminar-style courses that engage students in deep dialogue around issues of power, privilege, and civic agency. This program has long used an electronic portfolio, culminating assignment as a pedagogical method of bridging theory and practice, as well as method of program assessment.

Since our last Carnegie application the four most significant changes have been: the growth in the number of courses, the development and growth of on-line community-based courses, and the use of student work samples in our assessment process. The most significant of these is the growth of our on-line course development. We have now dedicated .50 FTE of an experienced faculty member to mentor new faculty in the development of high quality online community-based courses. This faculty development specialist works with faculty to implement strategies to facilitate the most effective discussions including difficult/complex discussions on race, class, gender, power and privilege. We are taking tremendous care to ensure that our on-line courses are as thoughtfully designed and delivered as our face-to-face courses.

First Year Experience Courses

| (Word limit: 500) | Yes |

Community Engagement is integral to the Freshman Inquiry curriculum. Each Freshman Inquiry course incorporates a community-based learning or civic engagement component. In the 2012-13 academic year, 60% of Freshman Inquiry courses made community engagement a central learning outcome. With a maximum enrollment of 36 per class, Freshman Inquiry
students form a cohort by remaining in the same class section throughout the academic year. In addition, students participate twice a week in smaller peer mentor sessions of 12 students, led by intensively trained upper-division undergraduates. The year-long seminar format paired with the peer mentor component allows faculty to develop curricula rich in experiential and community-based learning opportunities.

The Race and Social Justice Freshman Inquiry classes have for several years worked at a high poverty school as college student mentors and project leaders for programs led by the school that are meant to reduce gang membership. The Work of Art Freshman Inquiry classes have been working on applied projects with the Portland Art Museum. The Portland Freshman Inquiry classes have been working on contributing to an open access electronic museum in partnership with the Oregon Historical Society.

University Studies continues to innovate community-based learning in the Freshman Inquiry program. For example, the program expanded to create Living Learning Communities with the University Residence Halls. These classes focus even more intently on integrating the values and activities of community-based learning into the freshman experience. Living Learning Community students, as one cohort, enroll in the same Freshman Inquiry section, live on the same floor, and participate in off-campus community programs. In 2014, University Studies created the position of Director of Freshman Year Experience to support faculty in enhancing and expanding community-classroom connections within Freshman Inquiry.

Capstone (Word limit: 100) The community based, senior Capstone course is the http://capstone
culminating experience of the general education curriculum and is a required course for nearly all PSU students getting a degree from PSU. In these 6-credit courses, students work in multidisciplinary teams in collaboration with a partnering community organization to complete real-world projects in mutually beneficial ways. With more than 2000 students completing a senior Capstone each year, serving many dozens of community partners, it is fair to say that community engagement is an academic way of life at PSU.

One significant development since the last classification has involved the shifting of the focus for students in the School of Business Administration from the University Studies Capstone to a class in “Business Strategies,” in which students from across the majors within the business school work together deliberately and directly in support of area for-profit and not-for-profit business ventures. This course, which combines a rigorous study of strategy theory and its application with those ventures, has resulted in 80 new partnerships (and counting) and dozens of projects targeted directly at the needs of those client-partners.

Students begin by establishing a scope of work via dialogue with their client-partner, and then develop their work products in alignment with those agreed-upon parameters. Resulting projects have included comprehensive marketing plans, research and preparation of patent applications, feasibility studies, and plans for local and global market expansion, among many others. As students learn course content and work with their client-partners they: practice new forms of applied critical thinking and business communication approaches; directly engage with the diversity of the human experience as they navigate difference experienced within their working groups and with their client-partners;
and investigate genuine ethical dilemmas as they interrogate the meaning of social responsibility in a business setting.

The Capstone has always been an academic “site” where students have been prompted to draw upon and apply the learnings of the major in the service of both our local communities and the completion of the general education requirements. Since the inception of University Studies and the Capstone in particular, this has been a hallmark of the bridging effect of PSU’s community-engaged general education course and remains so in all Capstone courses, including the new variation of the course which we now offer our business students and our client-partners through “Business Strategies.”

Students in 52 departments, or 84% of PSU majors, are exposed to applied learning—in some form—as a part of their course work. Each of these departments require community engagement as an expectation of students studying within the program. Most have community-based learning as a required part of the student experience and some of them have a required community-based research expectation. These experiences are typically situated early in the program in 100- and 200-level courses, and then again in upper division classes where students have higher levels of disciplinary competence and expertise.

For example, Graphic Design majors are required to do a design project during their third year of study where they complete a design project for a community partner. Civic Leadership minor students in Public Administration are engaged in community-based learning experiences in each of their courses, and are expected to compile an integrative portfolio of their work as a culminating project in their final course in the sequence. Anthropology
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<th><strong>Graduate Studies</strong></th>
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<td>The tracking of graduate studies community engagement is done on a more limited basis than that of undergraduate community engagement. PSU has a number of professional graduate programs. The School of Social Work offers a Master’s of Social Work, the College of Urban and Public Affairs offers a Masters of Urban Planning, the School of Education, and the School of Business all have practicum and internship requirements. These applied experiences are built into the graduate course sequence and as a result institutional research is able to track the number of students engaged at the graduate level.</td>
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<td>The Office of Institutional Research and Planning documents a total of 768 graduate-level</td>
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<td>students are engaged in community-based experiences early in their academic program. In their 400-level research methods classes they are also expected to do an applied community-based research project with a community organization of their choosing. Community Health and Community Development students are engaged in a variety of community-based learning experiences in Portland’s local communities. They also are required to conduct an applied research project with a community partner as they near their end of their course sequence. Students in the School of Business are all required to complete a culminating business Capstone where the students work with a local business on an applied business concern. This program engages more than 600 students annually in projects with local community business partners. Twenty-six percent of courses in the Child and Family Studies program engage the community in community-based learning. The bachelor’s degree in Social Work reports 52% of its courses have a community-based learning component.</td>
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practicum/internships/community-based courses annually. Some graduate programs have more overt and robust community engagement expectations for their students than others. The Masters of Social Work program has an extensive community engagement expectation of students. Within the graduate curriculum, 14% of the courses have a community-based component. The School of Education Pre-Service Teacher program and School Counseling program similarly have a community engagement expectation of all students graduating with degrees. Masters of Public Administration students are required to complete an “Organizational Experience” where students must work in a community organization on a community based project that results in a product that the organization had identified as a needed product. The Masters of Urban Planning and the Masters of Business Administration each have culminating student projects which require students to engage in a community organization in ways that are responsive to a community identified need.

Question #49

II A. 7. How have faculty not only incorporated community-based teaching and learning into courses, but turned that activity into research to improve teaching and learning through the scholarship of teaching and learning (SoTL), i.e., publishing articles, making presentations,
conducting studies of their courses, conducting workshops, etc. Provide five examples of faculty scholarship to improve, critique, promote, or reflect on community engaged teaching and learning. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

Portland State’s promotion and tenure guidelines support diverse forms of scholarship, including the scholarship of teaching. Since PSU’s last classification, professional development for faculty and administrators specifically designed to support the process of evaluating scholarship of engagement and teaching has been expanded (see question 1.C.12). In addition a Faculty-in-Residence for Academic Writing in OAI has been retained, with responsibilities including programs designed to support scholarship of teaching in classroom and community-based settings. The following examples reflect the range of work in this area from faculty.

1) One notable collaborative project to come out of the Capstone program is the article “Transformed through Relationship: Faculty and Community Partners Give Voice to the Power of Partnerships,” published in the Fall 2012 issue of PRISM: A Journal of Regional Engagement. In their research, Dr. Seanna Kerrigan, Capstone program director and Vicki Reitenauer, senior Capstone instructor, interviewed ten Capstone instructors and community partners. Research results affirmed the deeply relational nature of partnerships, the importance of role clarification, and the emergence of a reciprocal dynamic whereby faculty, students, and community partners are positively transformed through the partnering process.

2) In 2008 and with a second edition in 2013, School of Education faculty Dr. Christine Cress and six additional PSU faculty published the book, Learning through Serving: A Student Guidebook for Service-Learning and Civic Engagement Across Academic Disciplines and Cultural Communities, Stylus Pub. Using wisdom gained as a result of years of practitioner expertise in facilitating community-based learning experiences, the authors contributed to a body of service-learning literature, sharing how best to engage and support students in these educational experiences.

3) Dr. Sherril Gelmon has long engaged in community-based teaching and research. In 2013 she published an article in Change: The Magazine of Higher Learning, called “Community-Engaged Scholarship in the Academy: An Action Agenda." This influential article is one of many contributions Gelmon has made to the body of engagement literature. Her work on this project brings into focus ways for faculty to present, and the academy to assess, the impact of community-based scholarship.

4) Dr. Heather Burns teaches in the Leadership for Sustainability Education program in the School of Education. Most courses in this program have a community-based learning component, and Dr. Burns’ teaching responsibilities consistently engage sustainability-related community engagement activities. In her 2011 publication, “Teaching for Transformation: (Re) Designing Sustainability Courses Based on Ecological Principles” in the Journal of Sustainability is an illustration of how Burns turned her teaching practices into scholarly work.

5) In 2008 Dr. Barry Messer, Urban Studies and Planning and Dr. Kevin Kecskes, Public Administration published “An Anatomy of a Community-University Partnership: The Structure of Community Collaboration” in the Journal of Higher Education Outreach and Engagement. This work uses a case study model describing a partnership more than 20 years old between PSU and the City of Portland. Their article outlines the hallmarks of the partnership found to facilitate the strongest student learning and community impact outcomes.
Question #50

II A 8. Provide a summary narrative describing overall changes and trends that have taken place related to curricular engagement on campus since the last classification. In your narrative, address the trajectory of curricular engagement on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500)

Since 2005 Portland State University has substantially expanded its engagement work. Community engagement finds its way into virtually all corners of the campus and at all levels of the curriculum. The undergraduate experience is initiated by community based work in the First Year Experience and punctuated by the highly regarded community-based Capstone. Nearly all academic majors have community engagement as part of their student and faculty experience. Because of the existing array of curricular engagement experiences currently at PSU the next phase of strategic growth is going to be in some targeted arenas.

1) The Provost Challenge Initiative described in I. C. 2. a. dedicates $3 million to 24 projects that will accelerate the innovative use of technology across the curriculum. Many of the projects will be launching online degree completion activities. Because community based engagement is a hallmark of the PSU educational experience, there is a heightened interest to bring community engagement practices into online learning experiences. The Office of Academic Innovation (OAI) is working with these projects to provide technical and pedagogical support to online learning experiences that have community based experiences that have the same vibrancy as their face-to-face counterparts. Several of the Provost Challenge projects are moving towards the implementation of an electronic portfolio. The implications of these efforts are varied but one essential benefits is the power of the tool to pedagogically bridge theory and practice.

2) As described in I. C. 3. f., Institute for Sustainable Solutions (ISS) has learned that a concentrated set of long-term partnerships on the neighborhood scale is an important investment and critical for realizing sustainability outcomes. ISS in partnership with OAI, and University Studies will be working to intensify and sequence the number of community based teaching and research activities in these select neighborhoods as a means to sustain engagement and increase community impacts.

3) The Institutional Assessment Council is responsible for facilitating the strategic assessment of the campus-wide learning outcomes as outlined in I. C. 3. b. In the coming year the campus will intensively focus on the Engagement learning outcome. This work will take the form of developing a systematic method of collecting authentic assessments and use methods that will allow for the use of student work samples to illustrate Engagement learning outcomes across the disciplines.

4) To date PSU has not done a robust campus-wide assessment of engagement throughout Graduate Studies. As outlined in II. A. 6 there are plenty of illustrations of ways PSU graduate students are engaged in community based work. Yet, the occasion of completing this campus self study has highlighted the limitations of our knowledge at this curricular level. In the coming years the campus will focus its energy on capturing a more inclusive understanding of the number and methods of community engagement at the graduate level.

Question #51

II B 1. What changes to outreach programs (extension programs, training programs, non-credit courses, evaluation support, etc.) have taken place since your last classification? Describe three examples of representative outreach programs (word limit: 500):
Since the last classification, PSU has become substantially more organized in its outreach activities. Three examples:

1. **Center for Executive and Professional Education (CEPE)** - In 2013, PSU undertook an extensive review of the effectiveness and financial health of its continuing education offerings to improve service and better meet customer demand. The result is the new Center for Executive and Professional Education within the School of Business Administration. CEPE offers in-class, online, and onsite options to help working professionals move their careers forward and help businesses with staff development. Top-notch industry leaders teach courses and seminars from a practical perspective and pass down years of experience and knowledge. The center offers both credit and non-credit courses in a variety of fields including:
   - Athletic and Outdoor Product Management
   - Lean Healthcare
   - HR Management

2. **Northwest Economic Research Center (NERC)** - In 2012, PSU launched NERC in response to community partners’ need for objective, third-party economic analysis. Led by Tom Powtiosky, former state economist for Oregon, NERC specializes in modeling, data management, research, and analytical methods applicable to issues of urban and regional economic development. NERC investigated the economic footprint of the TV and Film Industry in Oregon and the Portland area, and it produced the first, definitive study of the Oregon electric vehicle industry.

3. **Portland Metro STEM Partnership** - In partnership with OHSU, Intel, and five area school districts, PSU launched the Portland Metro STEM Partnership and the Intel STEM Center for College and Career Readiness in Beaverton. The goal is to measurably increase the college and career readiness of K-12 students by engaging students, teachers and schools to transform STEM learning in support of Oregon’s 40-40-20 education goals. They place particular emphasis on schools and programs that serve traditionally underrepresented populations so that all students have pathways to achieving college and career readiness in STEM.

**Question #52**

II B 2. What changes have taken place regarding institutional resources (co-curricular student service, work/study student placements, library services, athletic offerings, etc.) that are provided as outreach to the community? Describe examples of representative campus resources (word limit: 500)

There have been significant changes in co-curricular community engagement roles. What was once a student-led initiative of community engagement, “Student Leaders for Service” (SLS) was institutionalized in Enrollment Management and Student Affairs/Student Activities and Leadership Programs. Through a 9-month strategic planning process (7/2013 - 3/2014) SLS was renamed “Student Community Engagement Center” (SCEC). Over the past seven years, SCEC has garnered increasing financial support from PSU’s Student Fee Committee. SCEC provides outreach to the community through its mission of “empowering students to engage with communities to create
positive social change.” Fostering meaningful and mutually-beneficial partnerships between PSU and community organizations is one of SCEC’s fundamental values.

PSU’s Millar Library is open to the public, where community members are free to access print and online resources. Since 2005 the Library has become more inclusive of high school students throughout the region. PSU’s two educational programs, Challenge/Link http://www.pdx.edu/challenge-program/ and Senior Inquiry http://www.pdx.edu/unst/senior-inquiry-high-school-program enroll high school students in PSU courses. A PSU librarian is assigned to assist these students, and groups organized by high school teachers, by providing guidance about library use and research support, and to fully utilize this important community resource.

Viking student-athletes are active in the metro community. All student athletes participate in community engagement, averaging 3,000 volunteer hours/year, including: the annual ALS walk in honor of long-time Viking athletics supporter Eleanor Nudelman; National Read Across America (Dr. Seuss Day); school visits where they read with young students and build mentorship relationships; and Friends of the Children, an influential and memorable experiences for college athletes, meeting with at-risk youth, encouraging academic and physical activity. Youth enjoy supporting athletes at sports events leading to long-term friendships. Athletes visit Doernbecher’s Children’s Hospital and local retirement homes, make Valentine’s for patients under the care of the Albertina Kerr Centers, and The Children’s Book Bank, delivering over 1,500 books to students at Albina Head Start-Carolyn Young Center.

Community-based Workstudy: PSU continues to engage with the local community by placing students in community service positions through Federal Workstudy. These positions provide services that are designed to improve the quality of life for community residents, particularly low-income individuals, or to solve particular problems related to their needs. Placements in 2005-6 academic year were $79,855 and grew to $110,740 in 2012-13. Students are employed in a variety of different positions such as reading and math tutors in local schools, science educators at the Oregon Museum of Science and Industry (OMSI) children’s museum, and positions in local government.

Question #53

Il B 3 Describe representative new and long-standing partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum 15 partnerships). Please follow these steps:

[EXCEL SPREADSHEET ATTACHED]
Download the Partnership Grid template (Excel file) and save it to your computer;
Provide descriptions of each partnership in the template; and then,
Upload the completed template here.

Question #54

Il B 4. In comparing the “partnership grid” from your previous application/classification and the grid from #3 above, please reflect on what has changed in the quality, quantity, and impact of your partnership activity. (Word limit: 500)
The quality, quantity, and impact of PSU’s partnerships have all increased since the previous classification. As discussed in II.B.5, in creating the Strategic Partnerships Office [http://www.pdx.edu/partnerships](http://www.pdx.edu/partnerships), PSU created an institutional home for outreach partnerships. Strategic Partnerships has organized and significantly advanced the following existing strategic partnerships:

- Intel – created the first ever, comprehensive inventory of PSU-Intel relationship (updated annually); established regular meetings with Intel to review partnership; launched the Intel-PSU annual leadership luncheon; presented Intel-PSU partnership at Fall 2013 SSTI conference (with Jill Eiland at Intel)

- Pacific Gas and Electric (PGE) – routinized PGE-PSU partnership; organized and documented PGE-PSU touch-points (research, workforce development, philanthropy); organized research agenda for Electric Avenue; established regular reporting mechanisms; organize annual President’s meeting.

- Oregon Health Sciences University (OHSU) – established new organizational structure for a strategic partnership that has resulted in construction of a collaborative Life Sciences Building, planning for a joint OHSU/PSU School of Public Health creating joint appointments, and the ability for courses to be cross listed and students to easily take courses at each other’s institutions.

Additionally, the following new institution-wide partnerships have been developed:

- Technology Association of Oregon (successful kick-off event October 25 with Stephen Fleming from Georgia Tech; planning Health Ignite events)

- Port of Portland (built from 10-year department focused partnership – expanding Port Partnership in conjunction with ISS Sustainable Neighborhoods Initiative and CES)

- South of Market EcoDistrict Energy Efficiency (SoMa3E)– with EDA, ISS and CES (SoMa E3 + Energy Certificate).

- Oregon Museum of Science and Industry (OMSI)- in partnership with Dean of the Engineering College Ren Su, NW Collaboratory for Sustainable Manufacturing and Innovation District

**Question #55**

II B 5. What actions have you taken since the last classification to deepen and improve partnership practices and relationships—in initiating, sustaining, and assessing partnerships? How did these practices encourage authentic collaboration and reciprocity with community partners? (Word limit: 500)

Since the previous classification, PSU created the Office of Research and Strategic Partnerships in 2010. Much of PSU’s research portfolio, as well as its distinctive approach to community-based learning, grew out of relationships established by faculty members with businesses, agencies, and non-profit organizations. PSU leaders felt that better integrating this legacy with its research mission could bring
economic, political, and social benefits, while continuing to define PSU's unique brand. The Research side of the office is focused on encouraging and supporting faculty research activities, while on the Strategic Partnerships side the mission is to “Identify and cultivate public and private partnerships that simultaneously address pressing metropolitan challenges (economic, social, environmental) while building PSU’s reputation and capacity as a world-class, urban-serving university.” With the creation of this office came the creation of a new senior level position in 2011 of Associate VP for Strategic Partnerships and a full time research analyst position along with multiple part time positions. This new capacity has enabled PSU to move from highly decentralized partnerships to partnerships that are coordinated and implemented at the institution level. Centralization has allowed us to see all the partnership activity from a bird’s eye view and from this perspective develop the partnership spectrum.

Building upon PSU’s long tradition of community engagement, Strategic Partnerships fulfills its mission by cultivating and building business and civic partnerships that address pressing economic, social and environmental challenges facing the Portland metro region. Strategic partnerships typically involve multiple colleges, departments and service units across campus. These partnerships require a high degree of coordination and oversight due to the complexity and strategic significance of each relationship. The process of institutionalizing these partnerships includes setting up a governance structure, setting regular committee meetings, developing joint messaging and presentations and creating inventories of the work done together. This typically results in increased funding from the partner to PSU as well as a way to track the progress of the partnership.

Prior to the development of the Strategic Partnerships office, PSU’s major partners found it difficult to identify a single access point for the institution. After the creation of the office, partners have been markedly more enthusiastic about continued engagement with PSU. Now that the partners can see PSU’s commitment to partnership work, they are willing to expand and grow their relationship with PSU. Other recent achievements of the Strategic Partnerships office include successful applications to PSU to the National Honor Roll for Civic Engagement and the 2013 selection of PSU as a recipient of the Washington Center’s National Civic Engagement Award for Higher Education: http://www.twc.edu/partnerships/colleges-universities/awards/civic-engagement-awards/2013-recipients

**Question #56**

II B 6. How are partnerships assessed, what have you learned from your assessments since your last classification, and how is assessment data shared? (Word limit: 500)

Assessment of PSU’s partnership work has expanded since our initial Carnegie classification and now helps inform Campus-wide Learning Outcomes, University Studies (UNST), NWCCU Accreditation, Sustainability Education, ReThink PSU, and other programs. Although assessment data is gathered for all of these activities, some programs (i.e. UNST) have more robust assessment tools in place. Regardless, the assessment data collected for any of these purposes is shared online or in a summative report. Some assessments reports (see: http://www.pdx.edu/unst/university-studies-assessment-plan-methods-and-tools) also include formative data.

As PSU’s engagement agenda has evolved, the important lesson learned is that the quality of our community engagement is dependent upon the quality of our partnerships. Proof of this can be seen in several important actions that have taken place since 2006.

- 2008 – The Oregon University System Board, PSU Faculty, Staff, and Community Partners select Dr. Wim Wiewel as PSU’s eighth
president. Author of such books as **Partnerships for Smart Growth: University-Community collaboration for Better Public Places** and **The University as Urban Developer: Case Studies and Analysis**, Wiewel is an acknowledged national expert in community/university partnerships.

- 2008 – 2010 President Wiewel restructures his leadership team to include new officers (i.e., Chief Diversity Officer) whose responsibilities include expanding the university’s community engagement profile, particularly as concerns equity partnerships.
- 2011 - PSU hires Dr. Erin Flynn (formerly of the Portland Development Commission) to lead a new Department of Strategic Partnerships, charged to “build deep partnerships between PSU and industry and community groups to address pressing urban issues.”
- 2013-14 – Flynn and the Assistant Director for Community-based Teaching, Learning, and Assessment works with campus and community stakeholders to develop a Partnerships Spectrum Plan, which the President’s Executive Council votes unanimously to adopt. The plan’s first major deliverable is the Partnership Council, an internal coordinating body to begin work in fall 2014.

Assessment Data Example: One of PSU’s eight Campus-wide Learning Outcomes (CWLO) is Engagement. The rationale for this is that engaged students are more effective learners, and have an enhanced capacity to apply their knowledge in ways that benefit themselves and their community. This outcome is aligned with PSU’s vision as “an urban university known for excellence in student learning, innovative research, and community engagement.” Assessment of the Engagement CWLO is the responsibility of the Institutional Assessment Council ([http://www.pdx.edu/institutional-assessment-council/](http://www.pdx.edu/institutional-assessment-council/)).

As an example of what we have learned from the assessment data gathered, we know that:

*“Engagement is addressed across 57% of majors on campus and is emphasized at the Capstone level of general education courses. Over one-third of academic departments have assessed this outcome in the last three years.*

**Question #57**

2 B. 7 How have faculty collaborated with community partners to produce scholarly products of benefit to the community that are representative of co-created knowledge between academics and community partners resulting from outreach and partnerships (e.g., technical reports, curriculum, research reports, policy reports, publications, etc.). Provide five examples of faculty scholarship conducted with partners for community benefit or to improve, critique, promote, or reflect on partnerships. Also, describe how this scholarship has been supported since your last classification. (Word limit: 500)

“Community-engaged research unites research, education, and action.” Budd Hall (1981). These three pillars imply an intentional
interaction connecting campus with community members who, beyond being heard, also serve as co-researchers shaping every part of the process, honored as research leaders rather than subjects, valued for social capital, wisdom, and practical knowledge. Emphasis on mutual partnership distinguishes this form of scholarship. Illustrations of how faculty/community partner scholarship has been co-created, realizing mutual benefit, are many. These were organized at the initiative of individual faculty/community partner teams facilitated by the Center for Academic Excellence.

1) The Coalition of Communities of Color approached PSU’s School of Social Work in 2008, concerned that data used to inform decision-making in Multnomah County inadequately captured experiences of communities of color; existing reports rarely included race/ethnicity dimensions. Much research was undertaken without involvement of those most affected by research-guided decisions; communities of color were rarely visible at the policy level. Data was often used to obscure/oppress rather than empowerment and elimination of disparities. To address this concern the Coalition partnered with PSU to produce reports documenting experiences of people of color in Multnomah County http://coalitioncommunitiescolor.org/culturally-appropriate-data-research/.

2) In 2013, a Community Health faculty member and an MPH student collected quantitative and qualitative data on documented Commercial Sexual Exploitation of Children (CSEC) cases in the Portland Metro Area between 12/2012 and 6/2013. http://www.justice.gov/usao/or/news/2013/20130805_CSEC.html. This research, sought by the US Attorney’s Office, was conducted in partnership with Department of Human Services Child Welfare and the Sexual Assault Resource Center to quantify the scope of child sex-trafficking in the Portland area and provide data to guide intervention and services for these children.

3) In 2014, a Women, Gender, and Sexuality Studies faculty member traveled to Guatemala to collaborate on a professional service-learning project with international NGO Natik. She lent her expertise around organizational/program development and community-based learning to the creation of a long-term strategic plan and short-term action steps in collaboration with Natik leaders, other professionals from higher education and the non-profit sector. Collaboration results will assist Natik in maturing programming/organizational structure.

4) Institute for Metropolitan Studies (IMS) is an urban research team of Urban and Public Affairs http://www.pdx.edu/ims/about-institute governed by a 23-member board (elected officials, jurisdictions community members, and others with special expertise). This body defines and co-investigates pressing urban research questions, often shaping local/regional policy.

5) In 2010 a Sociology faculty member joined an Urban and Public Affairs colleague in ‘Reduce Childhood Obesity: The Healthy Eating Active Living Coalition’ (HEAL), a participatory research project founded on the belief that communities can be safe, supportive, healthy places to live, work and play. Students trained & equipped community members to operate PhotoVoice to document hopes and concerns, to inform policymakers of needed changes. HEAL is launching the North Portland Healthy Corner Store Initiative intervention project to stock Latino-owned stores with affordable, healthy food options.

Question #58

II B 8. Provide a summary narrative describing overall changes that have taken place related to outreach and partnerships on campus since the last classification. In your narrative, address the trajectory of outreach and partnerships on your campus – where have you been, where are you now, where are you strategically planning on going? Provide relevant links. (Word limit: 500)
Since PSU’s last Carnegie Classification in 2005, the volume, breadth and depth of outreach and partnership work have accelerated dramatically across campus. This reflects the growth in our student body as well as PSU’s ever-deepening relationship with business, civic and non-profit partners in the Portland metro region. With the proliferation of outreach and partnership activity over the past decade, PSU’s ability to understand, measure, and communicate its outreach and partnership agenda were stretched to their natural limit.

The past five years have ushered in a new era in PSU’s outreach and partnership agenda characterized by core themes, central coordination and disciplined documentation. In sum, PSU is actively engaged in a process of professionalizing its outreach and partnership agenda.

· Core Themes: As noted in our response to 1.B. 1. b., when Wim Wiewel became President in 2008, he established “Provide Civic Leadership through Partnerships” as one of 5 priority themes of the university. This immediately elevated the partnership agenda to the highest institutional level. In addition, President Wiewel articulated priority partnership agendas for PSU including urban sustainability, Cradle-to-Career/P-20 education reform, community health, and economic development. This established an outreach and partnership framework that set the stage for deeper partnership work, greater central coordination, and more rigorous documentation.

· Central Coordination: In order to deliver effectively on priority partnership themes identified by President Wiewel, the Office of Strategic Partnerships was created in 2010. OSP serves a central coordination function for outreach and partnership work and serves as the partnership backbone at an institutional level. As described in responses to 11. B 1-5, OSP has organized and provided structure to multiple, institution level strategic partnerships that deliver on core themes. These partnerships include, among others, Portland General Electric, Intel, Oregon Health & Science University, City of Portland, Multnomah County. In each case, OSP has worked with lead faculty, Deans and administrators to establish shared strategic goals related to each partnership, routinized partnership meetings, and consistent communication with partners.

· Documentation: A central role of OSP is documentation of outreach and partnership activities. OSP has established an inventory methodology that enables PSU to quickly gain an institutional view of its engagement with specific partners and/or in specific content areas. Since it was created in 2010, OSP has produced inventory documents that capture PSU’s extensive engagement with strategic partners including Intel, OHSU, PGE, and Multnomah County. In addition, OSP has documented PSU engagement and partnerships through the lens of early childhood, renewable energy, and urban mobility. This work is shared with partners and provides a basis for strategic planning and goal setting.

PSU’s investment in central coordination and documentation of its partnership activities demonstrates the high priority this work holds for the institution. Looking forward, PSU will continue to deepen and refine its outreach and partnership work. Outreach and partnership continue to distinguish PSU and our commitment to this work has never been greater.

Question #59 Closing Statement (Optional)
In 2005 the Carnegie Classification for Engagement application requirements did not demand the rigor of a campus-wide assessment that includes robust examples and data capturing the engagement activities from all corners of campus. The completion of the 2005 application was primarily done by a single unit with the editorial privilege of making judgments about what to include and exclude from the application. Portland State University’s 2005 application certainly reported on campus-wide activities but not in the inclusive way requested in the 2014 Reapplication.

The comprehensive nature of the Reapplication process provided an opportunity for our campus to examine the substantial changes that have occurred over the past several years and realize ways that engagement thrives on our campus and within the community. Our institutional commitment to engagement continues to inspire our imagination for new ways to imbed partnerships into emerging and ever-changing priorities.

The methods used to complete this Reapplication are substantially different than used in the 2005 application. Over the course of many months, units from across campus have collectively:

1) engaged in strategic conversations,
2) gathered quantifiable and quantitative data,
3) authored sections of the Reapplication,
4) developed priorities for future growth, and
5) read and re-read the draft narratives.

As a result of these many levels of Reapplication development activities, the Carnegie Reapplication has demanded the campus engage in a reflection process that requires assessment of where we are currently and the next phases of our development.