The Hesburgh Certificate and Portland State University's Faculty Development Approach to Supporting Service Learning and Community-University Partnerships

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Service learning now has a prominent home in hundreds of diverse campuses across the nation. Developing service-learning expertise and other community-campus partnership enhancement strategies for faculty requires innovation. Recently, Portland State University's Center for Academic Excellence received the Theodore M. Hesburgh Certificate of Excellence for Community-University Partnerships. This chapter outlines the center's three-tiered approach to supporting and sustaining civic engagement practices that are sensitive to individual needs on campus and in the community, while also working toward ongoing departmental and institutional transformation.

Service learning, once the occasional activity of a small cadre of community-minded professors in the 1970s, now has a prominent home in hundreds of diverse campuses across the nation. Although service-learning pedagogy (or community-based learning, as it is known at Portland State University) intrigues many faculty, these new, community-connected learning environments

can be challenging to navigate. The development, support, and sustainability of community-university partnerships—the collaborative relationships from which service learning must emerge—can seem overwhelming. Despite significant national efforts to move emerging forms of scholarship, such as the scholarship of teaching and the scholarship of community engagement, from the margins to the mainstream in the academy, some faculty continue to view service learning as ancillary to their core work. Therefore, developing faculty for service-learning and other community engagement strategies requires a multifaceted approach, sensitive to individual needs on campus and in the community while simultaneously working toward ongoing institutional transformation.

Given Portland State University's (PSU) institutional mission—essentialized by the university motto, *Let Knowledge Serve the City*—PSU has piloted several efforts over the past decade that work to effect change on multiple levels in favor of institutionalizing and sustaining service learning and community-university partnerships. The Center for Academic Excellence (CAE), PSU's university-wide faculty development center, implements several traditional faculty development activities as well as expands on those initiatives to intentionally integrate dynamic community engagement opportunities into the professional lives of its faculty, staff, and students. For this exemplary community partnership-building work, PSU recently received two national recognitions: the Theodore M. Hesburgh Certificate of Excellence for Community-University Partnerships and a national ranking of fourth in *U.S. News & World Report's* 2003 America's Best Colleges, for the Academic Service Learning category. These recognitions were based largely on PSU's extensive service-learning efforts. Faculty development initiatives at CAE have directly contributed to the growth and sustainability of service learning and civic engagement at PSU.

This chapter articulates how and why PSU and the surrounding community have embraced civic engagement. Also highlighted are the specific faculty development practices facilitated by the Center for Academic Excellence to support and sustain civic engagement within and among the campus and broader community.

PORTLAND STATE UNIVERSITY'S MOTIVATION FOR ENGAGEMENT

Community-based research, scholarship, and teaching can help to deeply connect Portland State University to its metropolitan area host and to communities world-wide. PSU, now recognized as a national leader in the renewal of higher education, in part due to innovative teaching and learning and community engagement strategies, has not always enjoyed such recognition.

During the early 1990s, PSU faced a morale and funding crisis. The university deeply felt the long-term reductions in funding for higher education from the Oregon State Legislature. The university was also suffering from poor freshman retention rates and widespread frustration with the existing undergraduate general education requirements. Many students reported a feeling of isolation from campus life, with approximately 75% leaving higher education or transferring to other institutions to complete their coursework.

Campus faculty and administrative leaders responded to this crisis by creating an undergraduate education program that was both interdisciplinary and connected to the community. Because PSU is located in the center of Oregon's largest urban community, it had the fortunate opportunity to embrace new approaches to teaching and learning, including those that intentionally enhance the surrounding community. PSU's general education curriculum takes an interdisciplinary approach to student coursework; content from the social sciences, natural sciences, and arts is combined into thematic clusters of courses. The model, designed by a committee of faculty and administrators with the specific goal of creating a new approach to teaching, learning, and research at PSU, emphasizes both collaboration and engagement with community. Indeed, a new "PSU identity" has emerged based on this work.

The late Ernest L. Boyer, and the Boyer Commission at the Carnegie Foundation, produced three national reports on the state of higher education in America: *Scholarship Reconsidered* (Boyer, 1990), *Scholarship Assessed* (Glassick, Huber, & Maeroff, 1997), and *Reinventing Undergraduate Education: A Blueprint for America's Research Universities* (Boyer Commission on Educating Undergraduates in the Research University, 1998). These documents called on higher education to reconsider its definitions of teaching, research, and scholarship to improve the state of higher education. Employing a campus-wide integrated approach to teaching and learning while expanding community-based learning programs was how the PSU campus responded to Boyer's concerns. Transformation occurs through the engagement of skills and experience from members of the university community with those of the surrounding community.

INFRASTRUCTURE FOR INSTITUTIONAL ENGAGEMENT

As an urban university, part of PSU's mission is to provide quality education shaped by, and relevant to, the urban community. The general education reforms of the 1990s helped the university move closer to actualizing this mission. PSU has become an institution that uses its resources to find solutions to the kinds of problems uniquely impacting urban areas.

Connecting curricula, research, and scholarship to community can create a transformation within the academy. These connections demand new ways of thinking about teaching, new ways of identifying research projects, new ways of assessing student learning, and new ways of evaluating scholarship. These are a few of the modifications the academy must undergo if community-campus engagement is to be fully integrated into colleges and universities. These new approaches to faculty work are not realized quickly, nor can they occur without significant and consistent infrastructural assistance.

In an effort to pioneer new approaches teaching and learning, the PSU administration and faculty founded the Center for Academic Excellence (1995). CAE's stated mission is to "support and promote academic excellence in teaching, assessment, and community-university partnerships in order to enhance faculty scholarship, improve student learning outcomes, and contribute to the Portland metropolitan community." The CAE mission, consistent in many respects with most teaching and learning centers around the country, provides faculty with resources to assist with teaching, research, and scholarship. See the CAE web site (<http://www.oaa.pdx.edu/cae/>) for the activities that support teaching assistant development, assessment, teaching and learning with technology, scholarship, new faculty development, engaged department development, and administrative leadership development. CAE's annual report is also available online: <http://www.oaa.pdx.edu/cae/annualreport/2001-2002.phtml>.

A unique element of CAE, however, is the support it offers to faculty engaged with community-based teaching, research, and scholarship. It was these community-university support efforts that earned CAE the Theodore M. Hesburgh Certificate of Excellence Award.

PSU is unique in its community-based learning support effort because it is one of the few institutions in the country that has centralized support in its Office of Academic Affairs. The CAE office, physically located adjacent to the provost's office, is directed by the vice provost and special assistant to the president. The Community-University Partnerships (CUP) program, a formal division of the CAE, is supported by the general budget, and recognized as an integral part of the faculty development efforts that enhance teaching, learning, and community engagement at PSU. Institutional need for faculty development, specifically focused on community-university partnerships, is evidenced by the fact that the community-based senior capstone is a graduation requirement for all seniors. Each year, over 160 senior capstone courses, serving 175 community partners and well over 2,000 students, are offered at PSU. Because there are resources to support, facilitate, and sustain students, faculty,

and community partners in these community-based courses, the capstone program element of PSU's undergraduate curriculum continues to develop and expand with increasing quality.

The centralized nature of CAE programs promotes the efficient use of campus resources. For faculty, technical assistance and consistent, fiscal support, even if limited, is available. For potential community partners, CAE provides the entry point of access to PSU faculty. Additionally, grant writing efforts for community-based learning have been quite effective. Since CAE's inception, over \$1,500,000 in grant dollars have supplemented community-based learning and faculty development initiatives at PSU.

FACULTY DEVELOPMENT STRATEGIES FOR COMMUNITY-UNIVERSITY PARTNERSHIP DEVELOPMENT

A civically engaged campus must model the values it hopes to carry into its community-university partnerships. Therefore, CAE activities are designed to encourage a spirit of community and collaboration within the university. CAE initiatives promote faculty collaborations across disciplines, establish mentor-mentee relationships, and support diverse faculty networks. PSU's faculty programs are based on collectively developed learning outcomes, and share best practices in support of the goals of the group.

Unlike many faculty development centers around the country, CAE's charge is not only to support faculty in traditional ways such as pedagogical enhancement and professional portfolio development, but also to integrate assessment and community engagement strategies into the core of university life. The faculty development efforts of CAE, therefore, support the ongoing transformation of PSU into an engaged campus. This role presents CAE's professional staff with considerable opportunities for creativity. Through tested and modified strategies, CAE presents an integrated approach to pedagogy, assessment, and community engagement that supports faculty, students, and community partners on multiple levels simultaneously. These levels can best be organized into three distinct stages.

- Stage I programming initiatives focus on supporting university transformation at the macro level.
- Stage II activities are typically more modest in scope and center on work at the small group, or meso, level.

- Stage III activities focus on support and transformation largely directed at the micro level, that is, focus on the individual faculty member or community partner.

Stage I: Macro-Level Programming

Many of the center's CUP programs and activities are designed to support institutional transformation at the macro level. These activities are referred to as Stage I Programming. Events such as the quarterly Civic Engagement Breakfast Series, the year-long Carnegie Campus Conversations, and the annual President's Community Scholars Awards are primarily designed to create and support institutional momentum for innovation (see Appendix 18.1 for a brief description of faculty development activities; see the CAE web site for complete description of activities: <http://www.oaa.pdx.edu/cae/>). These university-wide events invite the campus and community constituents to think and imagine how they might partner with one another. At these events, nationally recognized speakers are often invited to campus to discuss topics related to community engagement. Participants in Stage I Programs self-select. Conversations and dialogue that support the growth of individual participants in relation to university transformation outcomes are expected from Stage I Programs. See Table 18.1 for a list of the faculty development activities that represent Stage I Programming, and Appendix 18.1 for specific descriptions of these activities.

TABLE 18.1
Stage I Programming

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• The Civic Engagement Breakfast Series • The Civic Engagement Celebration • Carnegie Campus Conversations • Focus on Faculty • The Annual Capstone Fair • The Teaching and Learning Excellence (TLE) Listserv • The Faculty Focus Newsletter • Student Leaders for Service Program • The President's Community Scholars Award
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Stage II: Meso-Level Programming

Stage II Programming supports university transformation primarily via the mechanism of small group work. This level of programming is developed to engage campus constituents who have already indicated interest in community-university partnerships. Therefore, initiatives focus on developing specific skills and techniques that are necessary for effectively connecting campus and community constituents. These programs are generally offered in a seminar format over a period of months. Perhaps the best example of a middle-range programmatic activity indicative of this type of support is CAE's Engaged Department Program. This program currently supports 12 academic units for one year to participate in an in-depth process to encourage department-wide community-university engagement. Utilizing funding from the Corporation for National and Community Service, the strategy of this initiative is to shift the focus of support from individual faculty members to collective teams in departments where they are located in order to increase the collaborative integration of community-based learning (CBL) into their respective units. Stage II Program topics are developed based on requests made by community partners and faculty. See Table 18.2 for a list of the faculty development activities that represent Stage II Programming and Appendix 18.1 for specific descriptions of these activities.

TABLE 18.2
Stage II Programming

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- The Engaged Department Program
 - The Civic Engagement Study Circle
 - Mini Grants Funding
 - The Focus on Diversity Series
 - The Teaching Excellence Series
 - The Scholarship of Teaching Resource Team (STRT)
 - The Annual Capstone Fair
 - Scholarly Work in Progress (SWIP)
 - The Leadership Series
 - The New Faculty Series
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Stage III: Micro-Level Programming

CAE's Stage III faculty development efforts focus at the micro level, that is, primarily on the development of the individual faculty or community partner. Stage III Programming is comprised of one-on-one development activities such as syllabus revision, in-class observation, discussions concerning service-learning pedagogy, and so on. This level of programming is meant to provide particular and specific resources in response to a very explicit individual concern. Typically, faculty or community partners involved in Stage III Programming are already involved in a community-university partnership. Often, participants turn to CAE for ideas on how to enhance a specific course or community element, or they may be experiencing some challenge with the partnership and are seeking resources to address the concern. This level of support requires individual meeting, classroom visitation, and personal attention. See Table 18.3 for a list of the faculty development activities that represent Stage III Programming and Appendix 18.1 for specific descriptions of these activities.

TABLE 18.3
Stage III Programming

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- One-on-One Consultations
 - Faculty in Residence
 - Promotion-Tenure Portfolio Assistance
 - The Faculty Resource Library
 - The Annual Capstone Fair
 - The Leadership Series
 - Focus on Faculty
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CONCLUSION

The Theodore M. Hesburgh Certificate of Excellence recognized Portland State University and the university-wide faculty development Center for Academic Excellence as an exemplar in the facilitation of deep undergraduate learning. Over the past decade, Portland State University's Center for Academic Excellence has developed a three-stage approach to support and sustain community-university partnerships. Stage I programming initiatives focus on supporting university transformation at the macro level. Stage II activities are more modest in scope, and center on work at the small group, or meso, level.

Stage III activities focus on support and transformation largely directed at the micro level of the individual faculty member or community partner. All of these faculty development activities ultimately support the realization of the university's motto, Let Knowledge Serve the City. Each activity attempts to support faculty and other campus and community constituents to be effective and responsive to the diverse needs and roles of a large, public, urban institution of higher learning and to the communities that comprise them in the 21st century.

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Devorah Lieberman serves as Vice Provost and Special Assistant to the President at Portland State University. In these capacities she is Director for the Center for Academic Excellence and also facilitates the president's four campus wide initiatives: diversity, assessment, student advising, and internationalizing the campus. She continues her discipline-based scholarship in Intercultural Communication as well as research and scholarship on institutional transformation in higher education.

APPENDIX 18.1

SERVICE-LEARNING FACULTY DEVELOPMENT ACTIVITIES

Stage I Programming

- The Civic Engagement Breakfast Series
- The Civic Engagement Celebration
- Carnegie Campus Conversations
- Focus on Faculty
- The Annual Capstone Fair
- The Teaching and Learning Excellence (TLE) Listserv
- The Faculty Focus Newsletter
- Student Leaders for Service Program
- The President's Community Scholars Award

The **Civic Engagement Breakfast Series** is a monthly discussion meant to inform PSU's work in community-university partnerships. All faculty are invited to join campus and community partner colleagues in discussions that help increase understanding of civic engagement in higher education and community contexts. Examples of past discussion topics include, "Diversity and Multiculturalism—Challenges for Civic Engagement," "Community Coalitions Partnering with the University to Promote Civic Engagement," and "Developing Civic Capacity for the Good of Communities: What Counts for Successful Civic Engagement?"

The **Civic Engagement Celebration** was held May 17, 2001, and sponsored by PSU and the Kellogg Civic Engagement Cluster to honor Portland State University and its faculty for their exemplary civic engagement. Elizabeth Hollander, Executive Director of National Campus Compact, Mike Kenefick, Senior Program Officer for the Corporation for National Service, and a representative from the Urban League of Portland were present to recognize PSU, Dilafruz Williams, President Bernstine, and Charles White for outstanding civic engagement work. Ten PSU faculty were also recognized for their exemplary civic engagement efforts and awarded the PSU Civic Engagement Award.

Carnegie Campus Conversations supported with funds from Portland General Electric, offers faculty a venue to gather together one afternoon each month and address issues of teaching and learning.

Focus on Faculty is an annual one-day event sponsored by the CAE that joins together faculty from across campus to participate in a variety of activities

showcasing the talents and knowledge of faculty and staff at PSU. Faculty participate in discussions and mini-workshops facilitated by their peers that are focused on teaching, learning, advising, and campus life. Past themes include “Who are our students and how do they learn?” and “Enriching the Undergraduate Experience at PSU.”

The **Annual Capstone Fair** is a campus-wide event that highlights new capstones and many of Portland State’s community partners. The fair serves as an opportunity for faculty to interact with those involved in capstones and to explore a variety of ways to design and implement a capstone.

The **Teaching and Learning Excellence (TLE) Listserv** is a means by which faculty can communicate with each other on topics ranging from specific problems or concerns related to teaching and learning to more general discussions related to pedagogy and higher education. Weekly announcements of upcoming events sponsored by the CAE are also provided on the TLE listserv.

The **Faculty Focus Newsletter** is a PSU in-house newsletter published by the CAE that offers faculty an opportunity to share information with others about teaching and learning. Past articles include “Portland State University’s Civic Engagement Celebration,” “Water in the Environment—A Science in the Liberal Arts Community-Based Learning Course,” and “Integrating Diversity into the Classroom.”

Student Leaders for Service is a program meant to provide students with the opportunity to represent PSU in community service initiatives. Once selected, students are placed with a community partner agency and serve as volunteer coordinators for the many PSU students fulfilling community-based learning course requirements. Student Leaders for Service meet weekly with a member of CUP staff to receive ongoing training and support in issues relevant to volunteer management and to provide information about their community-based learning placement site.

The **President’s Community Scholars Award** is jointly sponsored by CUP and the Office of Student Affairs. Seven awards are given annually to students who have made contributions through their community-based learning and capstone experiences. The awards also recognize students who have distinguished themselves in terms of realizing the goals of community-based learning programs at PSU.

Stage II Programming

- The Engaged Department Program
- The Civic Engagement Study Circle
- Mini Grants Funding
- The Focus on Diversity Series
- The Teaching Excellence Series
- The Scholarship of Teaching Resource Team (STRT)
- The Annual Capstone Fair
- Scholarly Work in Progress (SWIP)
- The Leadership Series
- The New Faculty Series

The Engaged Department Program provides resources to 12 academic units for one year to participate in an in-depth process to encourage department-wide community-university engagement. This initiative focuses on shifting the support of individual faculty members to collective teams to increase the collaborative integration of community-based learning into their respective units. The Engaged Department uses community-based learning to facilitate the integration of community work and reflection into students' academic study while providing support for collaborative community engagement activities and encouraging the scholarship of engagement.

Civic Engagement Study Circles/Small Group Faculty Development Seminars meet on a monthly basis each term to examine some of the theoretical frameworks that inform the work of community-university partnerships and community-based learning in a democracy. Faculty and staff from various disciplines meet with their colleagues for lively discussions.

Mini Grants Funding is offered each year through a campus-wide RFP process. Mini grant funds can be used for the development of community-based learning in courses or curricula and are used by faculty to support professional development including, but not limited to travel to professional conferences, subscriptions to relevant professional journals, purchase of books and/or other material, or activities that enhance faculty teaching and scholarship. Funds may also be used to support the special needs of community-based learning courses, such as hiring a student assistant to work with community partners, preparations of "readers" or other curriculum materials for students, and/or production of any course final product.

The Focus on Diversity Series includes programs intended to address research findings and recommendations relating to diversity, teaching, and student

learning. Faculty, students, and staff are invited to participate in these monthly sessions that promote dialogue on race and other diversity issues. Additionally, this series focuses on helping faculty to redesign a syllabus so that diversity issues are integrated into course curriculum and integrate a community-based learning component into the course curriculum so that students connect with diverse populations in the community in completing their student learning outcome.

The Teaching Excellence Series provides faculty with an organized, exciting, easily accessed format for building community, gaining strategies for enhancing classroom teaching, and raising the visibility of teaching at PSU.

The Scholarship of Teaching Resource Team (STRT) is made up of PSU faculty who are particularly interested in scholarship of teaching, scholarship of community outreach, and research design. Participants get feedback on a scholarship of teaching project they envision or provide support to those working on projects.

Scholarly Work in Progress (SWIP) sessions provide a monthly venue that encourages faculty to share their work in progress, get feedback from others, hear about research support from experts on campus, and access one-on-one assistance from the CAE Faculty-in-Residence for Scholarship. The first hour of each meeting involves a presentation or discussion of resources available to faculty to assist them with their research and/or other projects. The remainder of the meeting is devoted to faculty sharing and assisting each other.

The Leadership Series offers directors, chairs, and deans a venue to address topics of leadership. Topics included diversity, hiring and retention, collaboration, assessment and program review, defining and documenting the scholarship of teaching and community outreach, enhancing faculty vitality while improving student learning, and more.

The New Faculty Series offers opportunities for first year, tenure-track faculty to gather once a month in a common setting, gaining new knowledge about teaching and learning, learning more about the mission and vision of the university, discussing their scholarly agenda, and using one another as a resource to acclimate to the university. Session topics include syllabus design, setting and managing a scholarly agenda, assessment of teaching and learning, and more.

Stage III Programming

- One-on-One Consultations
- Faculty in Residence
- Promotion-Tenure Portfolio Assistance
- The Faculty Resource Library
- The Annual Capstone Fair
- The Leadership Series
- Focus on Faculty

One-on-One consultations are available with CAE and CUP staff for support in designing and teaching community based-learning and interdisciplinary courses. This includes, but is not limited to, designing new curriculum, crafting a syllabus, developing instructional strategies, grading collaborative and group learning projects, conceptualizing a new interdisciplinary capstone, and other CBL courses, and collaborating with community partners.

Three Faculty-in-Residence are appointed on a yearly basis to deliver services to faculty related to community-based learning, scholarship of teaching and/or community outreach, technology, and assessment. Each Faculty-in-Residence works closely with the CAE staff but takes the primary lead on supporting individual faculty and academic departments through one-on-one consultation, facilitating workshops, and sponsoring CAE groups such as the Scholarship of Teaching Resource Team.

Promotion-Tenure Portfolio Assistance. The promotion-tenure portfolio is a document designed and completed by faculty in universities across the United States. Portfolios can be used for both teaching enhancement and personnel purposes, such as promotion and tenure. The CAE assists faculty in focusing on the process and format of portfolios, including ways faculty can document their own scholarship of teaching, research, and community-university partnerships. CAE provides support by offering ways to design a scholarly agenda, collect the best teaching practice documentation, and use peer consultation.

The Faculty Resource Library is available to all PSU faculty. Faculty members are encouraged to drop by the CAE office to review various faculty development resources including books, videos, publications, and journals. The CAE library contains material on community-based learning, chair leadership, assessment, diversity, and more.