



## Center for Academic Excellence

### REQUEST FOR PROPOSALS: Partnership Initiative

Proposals Due By: May 19<sup>th</sup>, 2008

#### **Background:**

The Center for Academic Excellence requests proposals for faculty scholarship related to partnerships. The Center's new partnership initiative is intended to contribute to the knowledge base of understandings and partnership practices on a national level. The scholarship of partnerships is an important component of the university's strategic priorities for leadership in engagement. Two of PSU's priorities for engagement as foci for institutional efforts and resources are "improved student success" and "expanded scholarship." The responses to this RFP will contribute to those priorities.

The literature on partnerships indicates that community partners who engage with higher education partners find a lack of collaborative processes and communication (Leiderman, et al, 2003; Campus Community Partnership for Health, 2008), while the Carnegie data (Driscoll, 2008) indicates that higher education partners seldom describe the kind of reciprocity that community partners seek. The faculty grants described in this RFP are expected to contribute to better understandings and intentional practices that support reciprocal partnerships. As part of an institutional inquiry process, the grants are expected to respond to some or all of these overarching questions:

*What is a reciprocal partnership between higher education and community partners?*

*How is a reciprocal partnership initiated, developed, and sustained between higher education and community partners?*

*What are the benefits of a reciprocal partnership between higher education and community partners?*

*What are the challenges of a reciprocal partnership between higher education and community partners?*

#### **Project Categories:**

Possibilities for proposed scholarship of partnerships may include one of the following perspectives but are not limited or restricted to them. Creative integration of the perspectives is encouraged.

#### ➤ **Scholarship of Teaching with a focus on Student (undergrad/graduate) Learning**

This perspective of scholarship is focused on preparation of students as partners in community. The scholarship will be directed to developing curriculum of partnerships to include student learning outcomes, pedagogical activities for student learning, curricular materials, student learning assignments, and assessment of student learning. The curriculum will be integrated into Capstones, community-based learning courses, and/or

traditional courses in disciplines appropriate for studying partnerships, and used for at least one quarter. It is expected that the faculty member will conduct a study of its use with varied forms of data such as student reflections, student papers, peer observations, etc. depending on the learning outcomes, course and curriculum. It will be required that the curriculum be developed with a rationale for its impact on student success.

Questions that may be addressed include:

*What understandings, skills, and attitudes are important for graduates?*

*How can graduates be prepared to initiate and participate in partnerships in society?*

### ➤ **Scholarship of Discovery/Research**

This perspective of scholarship may take one of two forms – either a study of a partnership(s) with a focus on the qualities of the partnership, or a study of change or impact in the context of a partnership. The study will adhere to research protocols and involve community members as research partners. Findings will be analyzed for implications and recommendations for partnerships and will contribute to the knowledge base on partnerships.

This perspective of scholarship also includes investigations of the partnership practices in higher education. Studies may include extensive literature reviews and/or investigations focused on varied types of universities and colleges and their partnership practices. The studies may address faculty perspectives, student impact, administrative roles, etc.

Questions that may be addressed include:

*What are current practices in higher education that support reciprocal partnerships with community?*

*What understandings and practices currently characterize higher education partnerships with community?*

### ➤ **Scholarship of Teaching with a focus on Faculty Development**

This perspective of scholarship will be directed to faculty development. The scholarship will be directed to developing curriculum of partnerships to include learning outcomes, pedagogical activities for faculty development in the form of workshops, orientation, seminars, etc. to include readings, activities, course material, and assessment. The faculty development curriculum will be connected to teaching and learning for student success. It is expected that a study of faculty development using the curriculum be conducted to include varied forms of data such as faculty interviews, reflections, course materials, and peer observations, with dissemination of the findings to colleagues at PSU and other campuses.

Questions that may be addressed include:

*What insights do faculty have about partnerships with community?*

*What understandings, skills, and attitudes are necessary for faculty to participate in or initiate reciprocal community partnerships ?*

### **Expectations of Grantees:**

1. All projects must be developed with scholarly processes and plans to produce appropriate forms of scholarship. Those forms may be traditional scholarship such as refereed journal articles, national and regional presentations, and book chapters. Alternatively, those forms may be engaged scholarship such as manuals, curriculum materials, productions, and policies. The scholarship will expand the forms and focus of PSU scholarship to a “kind of scholarship of partnerships,” enhancing the institutional agenda and national visibility.
2. Mentoring and resources to guide grantees will be available. Amy Driscoll, Senior Scholar with CAE and CAE staff will meet with grantees on an ongoing basis to support the scholarship and dissemination.
3. Completion of the grant with submission of report is due January 5, 2009.

### **Eligibility and Funding:**

All PSU faculty (tenured and tenure-track, full/part time, adjunct and fixed term) are eligible and encouraged to apply.

Collaborative proposals are encouraged: joint faculty and community partner proposals, proposals from faculty from several disciplines working together, faculty/student/community partner projects are possibilities.

Funding will range from \$1,000 to \$3,000 depending on breadth and scope of proposal. Funding will be awarded for professional development use to include publications, equipment, travel, student assistants, and consultants/speakers in accordance with University Expenditure Guidelines.

Grant awards will be announced the first week of June.

Grant funding will be awarded immediately after the report submission. If the grant requires operating expenses, CAE staff will negotiate funding availability based on budget narrative.

### **How to Apply:**

Faculty must submit a proposal of no more than 8 pages. Proposals must be submitted electronically ([caestaff@pdx.edu](mailto:caestaff@pdx.edu)) and must address each of the following sections:

#### **Section 1:**

Contact information (name, title, affiliation, telephone number and email address) for the lead grantee along with names, affiliations and email addresses of collaborators

**Section 2:**

Introduction with purpose and inquiry framework (questions to be answered)

**Section 3:**

Description of how this scholarship aligns with faculty's professional interests and scholarly agenda

**Section 4:**

Literature support

**Section 5:**

Methodology (may be research methodology or curriculum development approaches)

**Section 6:**

Expected Results and Potential for Application across Disciplines or Institutions

**Section 7:**

Dissemination Plan

**Section 8:**

Budget Information with Narrative for Operating Expenses

A faculty committee has designed the criteria for the proposals and will review the submitted proposals for funding decisions. Criteria for developing and for review of the proposals are:

1. Clarity and coherence of the proposal and project
2. Feasibility of project
3. Potential to contribute to the knowledge base of understandings and practices of partnerships
4. Potential to contribute to PSU's institutional strategic priority of leadership in engagement
5. Involvement/participation of community partner(s)
6. Specificity and appropriateness of dissemination for the proposed project

**References:**

Community-Campus Partnerships for Health. (2008). *Achieving the promise of authentic community-higher education partnerships: Community partners speak out*. Racine, WI: Wingspread Conference Center. (report available at [www.ccph.info](http://www.ccph.info)).

Driscoll, A. (2008, January -February). Carnegie's Community-Engagement Classification: Intentions and Insights. *Change*, 39-41.

Leiderman, S., Furco, A., Zapf, J., & Goss, M. (2003). *Building partnerships with college campuses: Community perspectives*. Washington, DC: The Council of Independent Colleges. 1-25.