

Center for Academic Excellence

**Annual Report
2008-2009**



About CAE

Founded in 1994, the Center for Academic Excellence (CAE) offers curricular and instructional development activities and innovative research support to enhance teaching and learning, and community engagement at PSU. Working with faculty, academic administrators, and students, CAE staff provide both cross-disciplinary campus-wide programs and discipline-specific programs customized to the needs of academic units. CAE faculty and staff are dedicated to improvement of teaching, learning, assessment, community-university partnerships, and engaged research.



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Dear PSU Community,

Since its inception in 1994, the Center for Academic Excellence (CAE) has provided a comprehensive array of cross-disciplinary and discipline-specific development activities in support of the educational function of the university. The Center has a dual mission of faculty development in teaching, learning, and assessment and in the development of community-university partnerships. The Center is a place of innovation, a gathering place for idea generation and testing, and a place where faculty may turn for individual consultation and professional advice. Increasingly, CAE supports faculty interested in community-engaged research.

We are proud to present the 2008-2009 Annual Report of the work completed by CAE. This is our first report since 2002-2003. Our intention is to continue this regular practice of summarizing our recent accomplishments. We hope you enjoy the opportunity to review our work and we welcome your feedback.

Thank you for your interest, your participation in CAE activities, and your continued support. Working together we are making a difference.

Warmly,



Leslie McBride
Associate Vice Provost for Teaching and Learning, and Assessment



Kevin Kecskes
Associate Vice Provost for Engagement and
Director for Community-University Partnerships

The following list briefly summarizes CAE's work in 2008-2009, which is described in more detail throughout our report.

Programs

- CAE offered a wide range of regular programs including new faculty orientation sessions, Focus on Faculty day, Carnegie Conversations, Civic Engagement Breakfasts, Civic Engagement Awards, and Academic Innovation Minigrant learning communities.
- CAE hosted and was involved in the planning of the following special events:
 - The International Partnership Institute. This four-day conference on community engagement was attended by 150 participants representing universities and community partners from more than a dozen states, Canada, Egypt, and South Africa.
 - AAC&U Values Conference. In collaboration with the Vice Provost for Instruction and Dean of Undergraduate Studies, CAE staff organized and hosted this four-day event attended by representatives from 25 institutions.
 - Sustainability Across the Curriculum. CAE planned and hosted this one-day retreat attended by 20 full and part-time PSU faculty teaching sustainability-focused courses.

Services

- Among its regular services, CAE staff conducted nearly 200 Mid-quarter Student Feedback Sessions, helping approximately 6,540 students offer constructive feedback to their instructors.
- CAE staff provided more than 250 consultations with individual faculty members teaching courses online and responded to more than 2,600 phone and e-mail requests for online course assistance.
- CAE distributed approximately \$20,000 in mini-grant support to PSU faculty developing academic innovations in teaching, learning, and engagement.
- CAE staff provided orientation and training sessions for 135 PSU graduate teaching assistants.
- 25 Student Leaders for Service made 35 in-class presentations, served 7,800 hours in 38 community-based organizations, and organized three university-wide community service days.

Additionally, this year CAE

- was awarded ten grants totaling \$444,840.
- faculty and staff gave 14 presentations at 11 conferences, published one book, three book chapters, and three articles.
- CAE staff, in collaboration with the offices of University Communications, and Information Technologies Services, produced a video featuring sustainability efforts at PSU.
- worked with the President's and Provost's Offices to organize the visit of David C. Perry, Director, Great Cities Institute, University of Illinois at Chicago.
- hosted visiting faculty and administrators from universities across the nation and around the globe.
- added faculty book groups and writing retreats to its regular program offerings.
- introduced the CAE Newsletter publishing a fall and spring issue.
- worked with the Provost's Office to support work of the Institutional Assessment Council and the High Achieving Student committee, and was represented on six university committees.

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This report was compiled by Patrice Hudson, Leslie McBride, Kevin Kecskes, Vince Schreck, Amy Spring, and Janelle Voegele. Layout and graphic design by Patrice Hudson.

Focus On Faculty Fall 2008



At the beginning of each academic year, CAE sponsors Focus on Faculty, a campus event featuring teaching and learning innovations of PSU faculty and staff. This year's event consisted of a morning keynote address, *Teaching that Promotes Learning*, by Maryellen Weimer, professor of teaching and learning at Penn State Berks. Editor of *The Teaching Professor* newsletter, and author of the best-selling book, *Learner-Centered Teaching: Five key changes to practice*, Weimer challenged some 115 faculty, staff, and graduate students to think more about learning and less about instruction. The 12 Quick Hit sessions that followed the keynote involved 25 PSU faculty and staff. These sessions focused on aspects of teaching and learning, including technology in the classroom, community-based learning, and the teaching and learning challenges related to diversity.

New Faculty Orientation and Programs

New faculty events support faculty during their first year on campus, providing helpful information about available services, particularly those supporting teaching and learning; assessment; research; and community engagement. CAE staff participated in the campus-wide orientation of 37 tenure- and non-tenure-line faculty, sponsored by the Office of Academic Affairs. This year's program included both a general overview of CAE programs and services, and a session for tenure-line faculty on the tenure review process, emphasizing factors leading to a successful review.

Toward the end of fall quarter, CAE organized a luncheon attended by 24 first year tenure-line faculty. The event provided the opportunity for new faculty to review their first term experiences, and discuss the resources essential to establishing teaching and research programs. The Associate Vice Provost for Research and Sponsored Projects provided a summary of services available through the Office of Graduate Studies and Research. The winter quarter program included explanations of the pre-award process and the Community of Science program. Three faculty who had established successful research programs recounted stories of their initial efforts at PSU and shared some of the lessons they learned over time, emphasizing key factors in their success. The event concluded with a small wine and cheese gathering for the 16 faculty and staff who attended. The spring quarter program took up the topic of community-university partnerships. The Associate Vice Provost For Engagement joined first-year faculty over lunch for a discussion and informal presentation on effective approaches to developing community-university partnerships for both teaching and research purposes.

Consultation Services for Individual Instructors

CAE professional faculty and staff provide consultation services to faculty and graduate students. Short consultations often involve requests for materials, information, and advice about campus resources for teaching and learning. Topics for more intensive consultations include curricular and instructional matters such as course design, integrating innovative approaches to teaching and learning, interpretation of student ratings, and improvement of teaching and learning in a class or discipline.

In addition, 31 faculty members requested “just-in-time” support during the academic year (i.e., needing immediate assistance with an issue related to teaching, learning and/or assessment) resulting in a total of 190 CAE hours spent with these faculty.

Carnegie Conversations

Carnegie Conversations provide a venue for faculty members to talk about key issues affecting higher education, to explore various aspects of the scholarship of teaching and learning and engagement, and to share strategies for the improvement of classroom learning. This year, CAE sponsored two Carnegie Conversations held fall and winter terms. The fall Carnegie Conversation took place in September, as the final event of Focus on Faculty day. The morning’s keynote speaker, Professor Maryellen Weimer, a well-known faculty developer and professor at Pennsylvania State University, spoke to faculty, administrators, and staff about professional literature in teaching and learning that makes a difference. Drawing on a synthesis of scholarship from her recent book, *Enhancing Scholarly Work on Teaching and Learning*, Professor Weimer provided an overview of previously published scholarship, evaluating its strengths and weaknesses, and offered suggestions regarding where the scholarship of teaching and learning may be headed. The second Carnegie was held in February, when some 35 faculty attended “A Vision of Students Today, Academia 2.0”, and spent almost two hours involved in a lively discussion on the gap students experience between how information is used and communicated in their lives and how they experience its use in the classroom. Facilitated by John Olmstead, Psychology, this Conversation included videos and research findings from Kansas State University.



With the support of Miller Award funds, CAE staff, in collaboration with the offices of Marketing and Communications and Information Technology Services, produced a video featuring campus-wide sustainability efforts at PSU. The 10-minute video overviews PSU's sustainability priorities, academic and research innovations, and campus operations. It also highlights the sustainability efforts of student organizations and co-curricular activities. The video was developed for screening during orientation sessions for new faculty, staff, and students and will be posted to the PSU website. Orienting new groups to campus sustainability goals and programs is a strategic, cost effective, and powerful means of increasing participation in sustainability priorities.



Sustainability Across the Curriculum

In May, CAE sponsored a daylong retreat for faculty teaching courses with sustainability as a major theme. The retreat provided both an overview of the range and variety of sustainability curricula on campuses around the country and an overview of factors characterizing sustainability curricula and coursework at PSU. Geoff Chase, Dean of Undergraduate Studies at San Diego State University, and chairman of the board of directors of the Association for the Advancement of Sustainability in Higher Education, co-facilitated the retreat with Leslie McBride, co-director of CAE. Three graduate assistants helped Jeff Gerwing, Sophomore Cluster Coordinator in University Studies, present survey results of faculty and of graduate and undergraduate sustainability courses. The 20 faculty attending the retreat discussed common goals, the challenges they experienced teaching sustainability courses, and their ideas about what students should gain from the learning opportunities their courses provide. Geoff Chase's stories of novel teaching ideas and of curricular innovations occurring nationally freshened participants' perspectives on their own course designs.

New This Year

Faculty Book Groups - Teaching and Learning staff sponsored a faculty book group each quarter during the academic year, giving faculty the opportunity to participate informally in interdisciplinary discussions about teaching and learning issues. Approximately 32 faculty participated in at least one of these discussions; 10-12 faculty were usually involved in discussions covering a particular book; and a core group of six participated regularly throughout the year. Sessions took place every other week beginning the second week of the term and lasted one hour. During fall quarter the group read and discussed Maryellen Weimer's *Learner Centered Teaching*. Weimer's newest book, *Enhancing Scholarly Work on Teaching and Learning*, was the subject of winter term discussions, and Ken Bain's *What the Best College Teachers Do* wrapped up a year of engaged and lively discussions in the spring.

Faculty Writing Retreat - In May, the Teaching and Learning staff partnered with the English Department to sponsor a two-day writing retreat for faculty. The retreat, which filled after a single announcement of the event, marked a return to CAE's past practice of offering faculty members the space, time, and support to focus on key writing projects. Additionally, faculty from the English Department were present throughout the retreat to consult with participants as needed. A total of 18 faculty members attended the retreat; 14 attended both days. The majority of participants strongly agreed that CAE should continue to hold writing retreats on a regular basis.

Also This Year:

At former Portland State Provost Michael Reardon's request, Teaching and Learning staff participated in a professional development program for three visiting faculty members from Waseda University, Tokyo, Japan. The three-week program included disciplinary pairings between Portland State and Waseda faculty that provided opportunities for class observations and guest lectures. Teaching and Learning staff presented workshops on the role of faculty development centers, research and practice for learner-centered teaching, and the impact of technology on education.

With CUP, the Teaching and Learning staff also hosted two visiting faculty from Brooklyn College, The City University of New York, who visited CAE as part of their study on place-based education.

CAE made arrangements to hold a "Teaching Professor Webinar: Using Concept Maps to Assess Online and Traditional Learning" in January that was attended by 14 faculty and staff.

CAE held a reception honoring the publication and release of *Journal Keeping: How to Use Reflective Writing for Learning, Teaching, Professional Insight and Positive Change* written by Dannelle Stevens, Professor of Education and CAE Faculty-in-Residence for Assessment, and her co-author Joanne Cooper. A group of 36 faculty attended to hear the authors talk about their new book and to greet their PSU and OHSU colleagues whose work was featured in it.

Graduate Assistant Development

The CAE continued its twelfth year of support for the professional development of Graduate Teaching Assistants. CAE staff, in collaboration with staff from the Office of Graduate Studies and Research, Office of Information Technology, Millar Library, Human Resources, Student Affairs, and multiple campus resource offices, produced the annual campus-wide orientation for new Graduate Assistants.

CAE staff also conducted 19 departmental workshops for TAs, conducted ongoing classroom assessment and teaching observations, and supported faculty advisors for TAs in their efforts to develop a wider range of TA development activities. CAE once again sponsored seminar courses in which TAs from 15 departments were active participants.

Teaching and learning workshops were conducted in 11 departments during the academic year. Workshop topics included effective assessment and grading, student development, facilitating discussion, ethical issues in teaching, inclusive teaching and learning, and dealing with difficult situations. The seminar course IST510: Graduate Assistant Professional Development was offered fall and spring quarters to 180 GAs from departments across campus. They learned about professional and academic portfolio development, a process that not only provides an important vehicle for instructional improvement, but also serves as important documentation of professional growth throughout graduate school. Fourteen additional teaching assistants consulted with CAE staff to develop portfolio materials for application packets to advanced graduate programs, faculty positions or community/professional positions.

“I have gained many tools for working with students and helping students learn, but I’ve also gained a larger perspective on my graduate experience and graduate school generally by having the opportunity to learn with graduate TAs from so many disciplines.”

Graduate Teaching Assistant,
Sciences

Online Learning

The Instructional Design Team (IDT) serves as a catalyst for, and nurtures excellence in, the productive application of technology for teaching and learning. During 2008-2009 members of the IDT responded to 2,600 e-mail requests and held over 250 face-to-face consultations with faculty. This year, IDT members responded to the needs of the campus community by:

Editing and maintaining the www.psuonline.pdx.edu website, which provides the logon to PSU's Learning Management System and important information to current and prospective students and faculty members;

Published an on-line newsletter four times during the year to inform the PSU community about issues concerning PSU's Learning Management System (LMS);

Conducting 16 training workshops (four per term) on pedagogical and technological online learning issues.

The four members of the IDT also planned, implemented, and evaluated the Academic Innovation Mini-grant (AIM) program: *Design or Retool a Web-Enhanced Course: A Comprehensive Approach* (see pg. 23).



Campus Wide Learning Outcomes (CWLOs)

As the university moved forward with development of its CWLOs, the Faculty-in-Residence for Assessment and CAE staff organized faculty discussions and work sessions designed to help dozens of faculty as they drafted learning outcomes and their rationale. These sessions were also essential as members from academic units, student affairs, and the student body considered their importance.

On March 2, 2009 the Faculty Senate voted to approve eight CWLOs: Disciplinary and/or Professional Expertise, Communication, Creative & Critical Thinking, Diversity, Engagement, Ethics & Social Responsibility, Internationalization, and Sustainability.

Midterm Student Feedback

CAE collects student feedback for faculty and GAs who wish to assess and improve their teaching during the term. A CAE consultant observes the class and then confers with the students about what is going well and what changes would improve their learning. During a follow-up meeting with the instructor, the consultant reports findings and discusses strategies for change. During the 2008-2009 academic year, CAE staff conducted 200 midterm student feedback sessions across campus. These sessions provided an opportunity for more than 6,540 students to offer constructive feedback at mid-term, when course changes could directly benefit their learning experience.

Assessment Services

CAE staff and graduate students consulted on evaluation with Portland State's eight schools and colleges, and with individual units as requested throughout the year. Additionally, Teaching, Learning, and Assessment staff collaborated with the Office of Institutional Research in a university-wide review of undergraduate assessment

plans in all academic units. This review was incorporated into the accreditation progress report submitted to the Northwest Commission on Colleges and Universities in April 2009.

"The timely feedback from students was great, but the perspective that you provided on the feedback gave me ideas for the changes that would improve the course this quarter... I've incorporated many of the ideas from our conversations, and so far the quality of student participation and work is very noticeable."

PSU faculty,
CLAS

Community-University Partnerships

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. In keeping with Portland State's motto, "Let Knowledge Serve the City", Community-University Partnerships (CUP) marshals support for over 400 faculty, 8,200 students, and 1,000 community partners via community-based learning (CBL) and other civic engagement initiatives to address specific and compelling issues locally, regionally and worldwide.

CUP Staff Programming Activities

Research Grant Program: Facilitated a Partnership Research competition for PSU faculty and community partners. Awarded and supervised \$21,000 in research award dollars.

Focused Curriculum Development: Worked with over 20 faculty and staff from Academic and Student Affairs on Core Commitments transfer student curriculum for University Studies (UNST); Developed and delivered a three session curriculum development workshop for Chiron Studies Fall 2008 and Spring 2009.

Presidential Engagement Consultant Preparation and Visitation Facilitation: Dr. David Perry, Vice Chancellor, University of Illinois, Chicago – Dr. Perry's week-long campus visit with focus on engagement was coordinated by CUP. This included the production of a "White Paper" (Kevin Kecskes and Sheila Martin, Institute for Portland Metropolitan Studies) focusing on PSU's past, present, and future engagement efforts, per Provost Koch's request.

Sustainability Support: Grant Writing Workshop for students applying for Miller Sustainability Funds, Winter 2009.

Courses Taught by CUP Staff

This year the Director and Assistant Director of Community-University Partnerships taught the following courses:

PA 510: Development Management in Vietnam: Perspectives on Sustainability, delivered in Vietnam with Marcus Ingle, December, 2008.

PA 311U: Introduction to Civic Leadership, Kevin Kecskes and Amy Spring, winter 2009. Forth year teaching the required gateway course for PSU's Minor in Civic Leadership (Hatfield School of Government, CUPA).

UNST 421U (Capstone): Environmental Activism and Community Engagement in Mexico, with Jack Corbett, (PAP/CUPA), inaugural course delivered July 2008 in Oaxaca, Mexico.

UNST 421U (Capstone): Inside-Out Prison Exchange, Coffee Creek Women's Prison, Fall 2008.

PA 311U: Introduction to Civic Leadership for Student Leaders for Service, 2 credits each term for 08-09 academic year.

IST 299: Civic Participation and Leadership, Spring 2009

Community Engagement: Legacy of Presidential Leadership

"I see my tenure as the president of PSU as part of a continuum with the University- providing leadership, pursuing partnerships, preparing students, and promoting engagement with governments, businesses, and community organizations"

Wim Wiewel
PSU President

"My vision is of a university so thoroughly engaged with its community...that people throughout the region refer to it as 'our university'."

Daniel O. Bernstine
PSU President,
1997 - 2007

"If colleges and universities become properly engaged with our communities, we can become the source of social capital for a new era."

Judith Ramaley
PSU President,

Civic Engagement Awards

To showcase and celebrate the civic engagement efforts of Portland State's faculty, departments, programs, and community-based partners, CAE recognizes exemplary civic engagement efforts. These awards acknowledge the importance of civic engagement in all facets of university life.

2009 Award Categories and Recipients

Excellence in Departmental Civic Engagement

Awarded to departments or programs that make engagement with community a central aspect of their aggregate approach to student learning and scholarship.

NEW Leadership™ Oregon
Business Outreach Program

Excellence in Community-based Teaching and Learning

Awarded to faculty members who utilize exemplary community-based teaching and learning strategies that enhance student learning and engage in public problem solving.

Scott Burns, Geology
Harrell Fletcher, Fine & Performing Arts
Cynthia Gomez, Chicano/Latino Studies
Priya Kapoor, Communication
Masami Nishishiba, Public Administration

Excellence in Community-based Research

Awarded to faculty/community partner teams that contribute to community-based research and provide pertinent data and responses to community needs with a focus on research.

Peter Collier, Sociology
Barbara Friesen, Regional Research Institute
Community Geography Project

Excellence in Community-University Partnerships

Award winners are PSU community partners, in recognition and celebration of the contributions their organization has made to help PSU realize its motto: "Let knowledge serve the city."

Green Empowerment
The Healthy Eating Active Living (HEAL) Coalition



Civic Engagement Breakfast Series

This periodic series engages a campus/community conversation about ways to improve practices in bridging campus and community.



Partnership Dialogue: Power - November 13, 2008

In an effort to increase development of understandings and practices to improve the quality of community-university partnerships, community and campus participants engaged in a facilitated dialogue. Panelists were Dalton Miller Jones, Chair, PSU Black Studies; Eric J. Crum, PSU Senior, Arts and Letters; and Nargess Shadbeh, Oregon Law Center; and facilitated by Sherwin Davidson, Chair, PSU Psychology.

Shades of Green - April 28, 2009

This sustainability-focused event explored the multi-disciplinary approaches to sustainability practice; explored the nexus between transportation engineering, the environment, and urban planning. Panelists were: Margi Lifsey, Sustainability Program Manager, ODOT; Linda George, ESM; Vivek Shandas, USP; Robert Bertini, OTREC, CEE, USP; and was facilitated by Interim Dean Dick Knight, MCECS.

Local Partnership Development and Faculty Support

Respond to partnership requests from community partners and faculty: approximately 150 per year.

Provided support for 15 faculty conference presentation submissions and/or review of articles for publication.

Assisted in the development of five Miller Grant proposals with units across campus.

Support for Capstone program by offering mid-quarter observation and faculty support to nine courses.



Harry Boyte, Senior Fellow, Co-director, Center for Democracy and Citizenship, Hubert H. Humphrey Institute of Public Affairs, University of Minnesota, was supported by CUP for various workshops with PSU faculty from the College of Urban and Public Affairs, the department of University Studies and the City of Portland, Office of Neighborhood Involvement.

National and International Partnership Development

CUP staff facilitated PSU campus visits for colleagues from the following institutions:

University of Natural Sciences, Ho Chi Minh City (7 days)

University of California, Pahoma (1 day)

Metropolitan State College, Denver CO (2 day)

University of Maryland College Park (2 day)

University of Pennsylvania (1 day)

Ohio University (1 day)

City University of New York (1 day)

Tri Viet University, Vietnam (1 day)

World Affairs Council of Oregon

(various international university visitors/2 days)



Established partnerships with American Association of State Colleges and Universities (AASC&U)'s "Civic Agency Initiative" with the Humphrey School of Government, University of Minnesota. This initiative, co-led by Chris Carey, UNST, and Amy Spring, CAE, has resulted in the development of a living/learning community focused on leadership and anchored by helping students gain and practice civic skills.



Established membership with the International Talloires Network and completed a case study for upcoming publication on global institutional leaders in community engagement. The Talloires Network is an international association of institutions committed to strengthening the civic roles and social responsibilities of higher education. They envision universities around the world as a vibrant and dynamic force in their societies, incorporating civic engagement and community service into their research and teaching mission.



Initiated and facilitated the re-location of the International Partnership for Service-Learning and Leadership (IPSL) at Portland State University. IPSL, founded in 1982, is a not-for-profit educational organization serving students, colleges, universities, service agencies, and related organizations around the world by fostering programs that link volunteer service to the community and academic study. CAE/CBL participated as invited speakers for IPSL's inaugural event, *New Perspectives on Service-Learning*, an international conference on February 17, 2009 at PSU's Native American Student and Community Center.

Assisted in the development of international community engagement at:

International Christian University, Tokyo, Japan

Universidad Tecnológico de Monterrey, Mexico

University of Sciences, Ho Chi Minh City, Vietnam



International Partnership Institute

On May 18th and 19th, 2009, Portland State University hosted the International Partnership Institute in Portland, Oregon.

Reciprocal Partnerships: Transforming Higher Education and Community for the Future



The Institute was organized around two primary goals: 1) building a strong knowledge-base of partnership understandings and practices; and 2) creating an international network to improve partnership development in higher education. To achieve these objectives, the program engaged a diverse group of higher education faculty and staff as well as representatives from community partner organizations. With over 160 participants from 25 states, and international participants from Canada, Egypt, and South Africa, the Institute aimed to address a critical gap in the broader field of community engagement in higher education by better understanding community-campus partnership development. Participants joined the Institute from 57 public and private academic institutions and 34 community organizations for two days of presentations from the field, problem-solving sessions, in-depth conversations, analysis of practices, role plays and demonstrations, and authentic group processes.

In post-Institute evaluations, 89.2% participants stated that the Institute “deepened [their] knowledge of the practices of partnerships,” while 81.8% expressed that the Institute, “deepened [their] understandings of partnerships.” Of those surveyed, 80% requested an annual Partnership Institute.

International Partnership Institute Co-Sponsors:



American Association of Colleges and Universities

American Association of State Colleges and Universities



Campus Compact

Community-Campus Partnerships for Health



International Association for Research on Service-Learning and Community Engagement



Innovations in Civic Participation



Lumina Foundation for Education



International Partnership for Service-Learning and Leadership



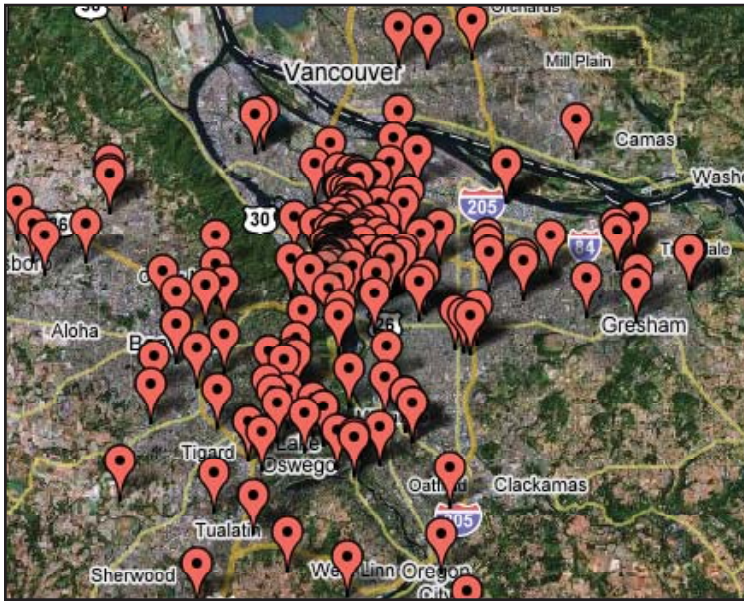
The Talloires Network

“It’s all about relationships, but this is the first conference where I was presented with models for establishing and maintaining those relationships. Simply being at Portland State was a great way of doing this. As a clear national leader in this work, it was great to be among the people who are doing the promising practices.”

IP
participant

PSU Partnership Map Development

In spring 2009, in conjunction with the Office of University Communication and with support of Miller Foundation funds, CAE engaged in a full re-design process for the PSU Partnership Map, identifying 635 new community-university partnerships that focused specifically on sustainability activities in courses or faculty research and programmatic activity. The original map was developed in 2004 by the CAE and PSU's Office of International Affairs to help individuals and groups connect to larger-scale efforts and featuring regional, national and world maps that use Geographic Information Systems (GIS) technology to display many of PSU's community-university partnerships.



Student Leaders for Service

Over the past nine years, the Student Leaders for Service program (SLS) at Portland State University has cultivated a diverse and growing group of engaged student leaders. Each year, 25 students make a full academic-year commitment to serve up to ten hours a week at a local organization where they provide direct service and act as a liaison between the university and the community, connecting institutional resources to PSU partner organizations in an effort to build their capacity to address significant social concerns. SLS members engage PSU faculty and fellow students in community-based projects. In return for their commitment, students receive a small (\$1,000) stipend and are supported through a full-year, eight-credit Introduction to Civic Leadership course specifically designed for SLS members (and supported by PSU through tuition credit waivers).



SLS Community Partners

In 2008-2009, 25 students enrolled in SLS. SLS members directly partnered with or facilitated partnerships between 38 community organizations:

Access to Student Assistance Programs in Reach of Everyone (ASPIRE)	Multnomah County Schools Uniting Neighborhoods Community Schools
Cascade AIDS Project	Ockley Green School
Children's Community Clinic	Oregon Episcopal School
Doernbecher Children's Hospital	Oregon Health and Sciences University
Habitat for Humanity	Outside-In
Immigrant and Refugee Community Organization	Portland Impact
Jefferson High School	Portland Nursery
Jessie F. Richardson Foundation	Portland Public Schools and Facilities
KBPS AM 1450 Radio	School and Community Reuse Action Project
Kelly Elementary School	Sisters of the Road Café
King Elementary School	SOLV
Lane Middle School	Vernon School
Le Sorelle Café	Voz Workers' Rights Education Project
Macdonald Center	Whitman Elementary School
Madison High School	Woodlawn Community Garden
Marshall Campus	Woodlawn Park
Mercy Corps	Woodlawn School
Miller Paint	Woodmere Elementary School
Multnomah County Library	Zenger Farm



Engaging Others in Community-based Work

In 2008-2009, SLS members planned and facilitated projects that engaged over 1,270 PSU students, faculty, staff, and community members through days of service, on-campus panels led by community partners, connecting student groups to community sites, and classroom visits.

Two on-campus panels focused on community issues, featuring community partners and 165 participants:

- Roundtable discussion on immigration featuring Valerie Palmer, of OHSU, IRCO's Africa House, and Sa'eed Haji of PSU's Multicultural Center
- Martin Luther King, Jr. panel on poverty (Sister's of the Road Café, Impact NW, PSU Alpha Phi Alpha chapter, and PSU students)

SLS Connects to PSU's Student Groups

In 2008-2009, Student Leaders for Service helped 22 student groups identify and connect with community partners. A few examples include:

- PSU men's soccer club coached Woodmere Elementary School's soccer team
- SLS partnered with PSU Environmental Club for New Student Week Service Day work on the PSU campus
- PSU Ambassadors, Minority Youth Achievers, and Greek Life invited SLS to present service opportunities at group meetings
- SLS led discussions about community-based learning in Freshman Inquiry (FRINQ) courses.

SLS: PSU CBL Course Support and Professional Development

In 2008-2009, 35 instructors invited SLS members to present information on community-based learning opportunities. In addition to these classroom presentations, SLS members presented at the following three conferences:

- PSU Student Leadership, Portland, OR (Bree Freeman, Emily Hoffer, Faiza Mohamed, Sarah Simpson)
- IMPACT Conference, Washington, DC (Bree Freeman, Emily Hoffer, Megan Jensen, Whitney Pfeifer)
- Western Region Campus Compact "Continuums of Service," Seattle, WA (Emily Hoffer, Amber Lang, Faiza Mohamed, Casey Wang)

SLS Student Success

SLS's impact on student success and campuses has been recognized at local, national, and international levels. In 2008-2009, SLS was a finalist for the Tailloires Network's MacJannet Prize for Global Citizenship. SLS's work was recognized in 2008-2009 by the General Student Affairs Committee of the Faculty Senate by selecting four SLS members for the President's Award for University Service and Community Engagement (30 members have won this award since 1999). Recipients this year included Donna Harris, Outstanding University Service Award; Megan Jensen, Outstanding Community Engagement Award; Sarah Simpson, Outstanding University Service Award; and Whitney Pfeifer, Outstanding Community Engagement Award

SLS alumni responding to a formal program assessment tell us that participation in the SLS program has directly contributed to changes in: career goals (56%), academic major or minor (44%), academic focus area / specialization (37%).

SLS: Replicated Nationally and Worldwide

In recent years, SLS has diversified its activities to include national and international projects. In December 2008, SLS members traveled to Ho Chi Minh City, Vietnam to facilitate a multi-day workshop for a group of University of Science students and faculty interested in replicating the SLS program on their campus.

SLS - International Student Mentor Program

In March 2009, SLS was awarded a \$2,590 Student Miller Grant through PSU's Center for Sustainable Processes and Practices to build upon social sustainability and community-based learning efforts through an SLS-International Student Mentor Program. Based on SLS's recent program replication work abroad, SLS members proposed a project to support international students through community-based learning experiences that would enhance their experience with sustainability-related curriculum at PSU and their engagement with the Portland metropolitan community.

During the spring term, international students were paired with an SLS mentor at four local elementary schools. Each pair worked to connect PSU resources to their partner organization in an effort to build their site's capacity to better serve the community. With funding from the Student Miller Grant, SLS provided international students with a monthly bus pass to cover transportation to community sites, a monthly stipend for their work, the opportunity to participate in the SLS Introduction to Civic Leadership course. Bi-weekly meetings to discuss service from a cultural perspective and better understand responsibility to future generations worldwide were attended by the international students and their SLS mentors.

Educate, Dream, Give: Empower (EDG:E)

SLS is a recipient of a three-year, \$300,000 Safe and Drug Free Schools and Communities grant through Multnomah County Department of Human Services to operate Educate, Dream, Give: Empower (EDG:E), a K-12 community-based learning, civic education, and mentorship program. EDG:E uses service-learning to increase student success by building community-focused leadership skills at 10 schools in the Portland Public Schools system. The program was launched in January 2008 with 105 students participating: 86 at the K-8 level and 19 high school students. In the second year, 149 students enrolled: 116 at the K-8 level and 33 high school students. These groups met once a week after school with an SLS member. Every team focused on leadership, community, and service and every group was actively engaged in planning a variety of school-based service projects. All EDG:E students at all levels build leadership skills and are encouraged to see themselves as agents of change in their schools and within their community.

In 2008-2009, EDG:E clubs completed 28 service-learning projects, partnering with 28 outside organizations. EDG:E clubs planned school- and community-wide projects for 199 volunteers. Twenty-seven of 33 high school students participated in activities at the PSU campus; 14 of them earned two college credits and began a college transcript.



Carter Partnership Award for Campus-Community Partnerships



Atlanta GA
April 08.

CUP developed and implemented a university-wide competition associated with the first-ever Jimmy and Rosalynn Carter Partnership Foundation Award competition for a university. This award was made possible due to attention drawn to PSU's multiple partnership programs after the 2008 Carter Partnership Award was bestowed upon PSU and the City of Portland for Professor Barry Messer's Community Watershed Stewardship Program.

The Jimmy and Rosalynn Carter Partnership Award for Campus-Community Partnerships (JRCPA) showcases examples of campus-community partnerships with academic departments and interdisciplinary teams that leverage the resources of the university for the benefit of both the community and the university and enhance both research and student learning by developing and sustaining reciprocal teaching and/or research partnerships which are foundational to effective community engagement.



Rosalynn Carter presented the award at PSU's annual Simon Benson Award Dinner in April 09.

Winning Partnership awarded \$10,000:

Lynn Fox, Speech and Hearing - *Stroke Camp Northwest*

Finalist Partnerships awarded \$5,000 each:

Dilafuz Williams & Ramin Farahmandpur, Educational Leadership & Policy
Portland Public Schools Migrant Education Program

Lena Koessler, Applied Linguistics - *Community ESL Project*

Exemplary Applicants:

Lara Damon, SBA - *Trimet*
Sarah Sterling, ANTH - *Marion County Historical Society*
Barbara Tint, CR - *African Diaspora/Immigrant and Refugee Community Organization (IRCO)*
Seth Moody, EWB - *Hogar de Ancianos de Jinotepe*
Janet Cowal, LING - *Community & Language Enhancement Partnership*
Keith Walters, LING - *OHSU English Language Group*
Karen Marrongelle, MTH - *Teachers Development Group*
Erna Gelles, PA - *Leadership Fellows*
Shelly Chabon, SPH - *Portland Public Schools*
Sukhwant Jhaj, UNST - *University Studies Capstone Program*
Marion Sharp & Kellie Herold, GSE - *Therapy with Adoptive and Foster Families*
Margaret Everett, SOC & Meg Merrick, UPA - *Healthy Eating Active Living Coalition*

Margaret Beth Neal, UPA - *Global Aging and Health: Enhancing Communities in Nicaragua*
Melody Rose, PS - *National Education for Women's Leadership Oregon*
Eric Mankowski, PSY - *Allies in Change Counseling Center*
Moshoula Capous Desyllas, SSW - *Sex Worker Outreach*
Ginger Edwards, SSW - *Marion County Juvenile Department*
Laurie Powers, SSW - *Regional Research Institute for Human Services*
Matthew Carlson, SOC - *Oregon Health Research & Evaluation Collaborative*
Paula Stanovich & Ruth Falco, SPED - *NW Down Syndrome Association*
Cynthia Gomez, CLS - *Community Greenworks*
John Rueter, ESM - *Green Empowerment*
Mary Ann Schmidt, ESM - *Clackamas Basin River Council*

Academic Innovation Mini-grants

In 2008-2009, CAE administered four separate Academic Innovation Minigrant (AIM) programs designed to help faculty improve teaching and learning. Participating faculty received grants of \$500 each. The funds may be used for expenses such as supplies and equipment, programming or research assistance, and conference fees. CAE staff prepared and sent guidelines, reviewed applications, and met with grant recipients during scheduled learning community sessions and informally throughout the terms.

Sustainability: A Campus-wide Learning Outcome

Shelly Chabon, Speech and Hearing
 Margaret Everett, Sociology
 Gina Greco, Foreign Languages and Literatures
 Rosalyn McKeown, Educational Leadership
 Laurie Powers, School of Social Work
 Pauline Jivanjee, School of Social work
 Dan Sullivan, Sociology

This AIM group focused on integrating the proposed campus-wide learning outcome on sustainability with the academic curriculum. Facilitated by the Faculty-in-Residence for Assessment and the Assessment Associate, participants designed projects to further their understanding of how sustainability could be addressed within their academic discipline and/or program's curriculum, including how student learning would be assessed. Through conversation with colleagues during and between meetings, the group developed a broader understanding of how different disciplines across campus address sustainability in their curricula.

Academic Portfolio Development

Nike Arnold, Applied Linguistics
 Paula Carder, Institute on Aging - Urban & Public Affairs
 Gigi Harris, Hatfield School of Government
 Hillary Jenks, University Honors
 Wendy Machalicek, Special Education
 Cornel Pewewardy, Native American Center
 Nocona Pewewardy, School of Social Work
 Amanda Sanford, Special Education
 Christof Teuscher, Engineering & Computer Science
 Michelle Trudo, Art

The Academic Portfolio Development faculty learning community met during winter and spring quarters. Ten tenure-line faculty members, who were between one and five years away from their review for tenure and promotion, participated. The group investigated the purposes served by academic portfolios and their advantages during the promotion and tenure process. Participants explored the promotion and tenure procedures within their academic units and discussed what counted as scholarship in their disciplines. They reviewed literature on portfolios, the scholarship of teaching,

and the process of academic review, using this to inform initial planning of their own portfolios. In May, the group held an afternoon program for interested colleagues and administrators during which they engaged participants in a lively discussion that covered various aspects of the academic review process. This is the second academic portfolio development group facilitated by the Teaching and Learning staff, who are studying its effects, over time, on the tenure and promotion process.

Educating for Sustainability Using Community-Based Learning

Janet Cowal, Applied Linguistics
Carol Gabrielli, Presidents Diversity Initiative
Tanya Lyn March, Urban Studies & Planning - Urban & Public Affairs
Swapna Mukhopadhyay, Education
Mary Anne Schmidt, Environmental Sciences
Roselyn MacKeown, Educational Leadership and Policy

This cohort worked to integrate sustainability-related themes into new or current courses in ways that intentionally connect to community partners in business, government, and non-profit organizations. Participants engaged and enhanced their community-based teaching and learning strategies and courses in ways that directly connected to environmental, economic and/or social sustainability themes so to improve the quality of life today and for future generations.

Design or Retool a Web-Enhanced Course: A Comprehensive Approach

Janine Allen, Education
Turiya Autry, Black Studies
Alexandria Cesar, IELP/Applied Linguistics
Emily De la Cruz, Curriculum and Instruction
Susan Danielson, English
Samuel Henry, Curriculum and Instruction
Carol Holdt, Sociology
Melinda Hutson, Geology
Daniel Pirofsky, Art
Jody Sundt, Academic Affairs
Jill Weston Tuleya, Liberal Arts and Sciences
Linda Walton, History

This co-hort collaborated with one another and with instructional designers to retool an existing technology-assisted course. The program broadened pedagogical perspectives through systematic instructional design, review of different teaching methodologies, and the sharing of ideas among group members. Emphasis was placed on course goals and outcomes, teaching and learning strategies, learning activities, and assessment methods for effective technology-enhanced, hybrid, and fully online courses. Additionally, the program used one-on-one sessions with instructional designers to help faculty participants implement information from the group sessions and to solve problems specific to participants' classes. Through peer-to-peer interactions, connections between online learning and student success were strengthened. Faculty participants also gained greater familiarity with the pedagogical uses of Blackboard.

External Support: Funding, Grants and Gifts

This year, two CUP projects enjoyed continued support:

\$180,000, Multnomah County Department of Health and Human Services. This additional funding for 2008-2010 builds on the 2007-2008 original grant of \$100,000 for the EDG:E/SLS program.

\$125,000, USAID/HED. In the final year of this three-year grant, this support builds engagement at the University of Natural Sciences in HCMC, Vietnam.

Additionally, CAE was awarded eight new grants:

\$45,000, Oregon Campus Compact grant for Vista Volunteers

\$42,000, PSU Student Fee Committee for Student Leaders for Service

\$28,000 Miller Foundation grant for faculty and curricular development in sustainability

\$13,250, Maybelle Clark Macdonald Foundation

\$7,000, Lumina Foundation grant for the International Partnership Institute

\$2,590 Miller Foundation grant for Student Leaders for Service in sustainability

\$1,000, Oregon Volunteers, Martin Luther King Jr. Service Day grant

\$1,000, Commission on Voluntary Action and Service grant, Engaging People with Special Needs



As part of their collaborative efforts, CAE faculty and staff served on the following committees:

University Committees

ACAIT - Campus Academic Computing (M. Chamberlain)

Blackboard Advisory and Administration (M. Chamberlain, A. Wang)

Faculty Senate (L. McBride)

Faculty Senate: High Achieving Students (P. Hudson)

Faculty Senate: Institutional Assessment Council (L. McBride, D. Stevenson - Chair, C. Ramette, P. Hudson)

President's Commission on the Status of Women (P. Hudson, Co-Chair)

Ad Hoc Program Committees

AAC&U: Core Commitments: Educating Students for Personal and Social Responsibility (J. Voegele)

AAC&U Values Conference planning (P. Hudson)

Boren/NSEP Undergraduate Scholarship application review committee (P. Hudson)

Campus Copyright Policy (M. Lane)

Capstone Faculty Development ad hoc committee (J. Voegele)

Chiron Studies (A. Spring and J. Voegele)

Dean of Students Leadership Steering Committee (E. Hoffer)

Intellectual Property Rights Concerning Online Materials (M. Chamberlain)

Student Leadership Planning Committee (A. Spring)

University Studies: Capstone Review Committee (L. McBride, Chair)

University Studies Diversity/Capstone Committee (A. Spring)

University Studies: Mentor Training Curricular Revision (J. Voegele)

University Studies Transfer Course Committee (A. Spring)

Community Committees

Marshall High School Campus SUN Advisory Board (E. Hoffer)

Martin Luther King, Jr. Planning Committee - Multicultural Center (E. Hoffer, A. Spring)

Marysville Elementary School SUN Advisory Board (E. Hoffer)

Oregon College of Oriental Medicine NIH/NCCAM APREE Project Advisory Board (L. McBride)

Oregon Council on Multiracial Affairs (P. Hudson)

Oregon Governor's Council on Volunteerism and Service (K. Kecskes)

Publications by CAE Faculty and Staff

Kecskes, K. (2008). Engagement in the disciplines. *The Department Chair*, 18(3), 16-18.

Kecskes, K., and Kerrigan, S. (January, 2009). *Capstone Experiences: Integrating Education for Civic Engagement*. In B. Jacoby (ed.), *Civic Engagement in Higher Education*, San Francisco: Jossey-Bass.

McBride, L. (2008). Exploring common ground: Community food systems and social sustainability. In J. Dillard, V. Dujon, & M. King (eds.), *Understanding the Social Dimension of Sustainability*, New York: Routledge.

Messer, W. B and Kecskes, K. (2008). Social Capital and Community-University Partnerships: Constructing the 'Soft Infrastructure' of Social Sustainability. In J. Dillard, V. Dujon and M.C. King (eds.), *Understanding the Social Dimension of Sustainability*, New York: Routledge.

Messer, W. B. and Kecskes, K. (2008). An Anatomy of a Community University Partnership: The Structure of Community Collaboration, *Journal of Higher Education Outreach and Engagement*.

Stevens, D. D. & Cooper, J. E. (2009). *Journal keeping: How to use reflective writing for teaching, learning, professional insight and positive change*, Sterling, VA: Stylus Publications.

Voegelé, J. D. & McBride, L. (2009). Rendering promotion and tenure transparent: A faculty learning community approach. *Academic Leader*, 25(4), 2-3.

Wang, A (2009). *Cognitive Styles and Hypermedia-Assisted Instruction: Implications for Design of HAI*. VDM Verlag.

Presentations by CAE Faculty and Staff

* Indicates peer reviewed

American Educational Research Association, *Keys to faculty success: Teaching, research, writing and... organization*. Stevens, D. (April 2009). Association workshop.

Asking the Tougher Questions: Two Efforts to Link Teaching, Learning, and Assessment. Ketcheson, K., McBride, L., & Carpenter, R. (April 2009). Western Association of Schools & Colleges, Academic Resource Conference, Hollywood CA.*

VALUE project: Civic Engagement Assessment Rubric. Kecskes, K. A country-wide effort with Association of American Colleges and Universities staff and colleagues.

Babson College conference attendance, *Be The Change*. Lang, A. and Simpson, S. Student Leaders for Service. (April 2009) Babson Park MA.

Building Local and Global Partnerships: A Grounded Theory Approach to Collaboration. Kecskes, K., Carey, C., Bowling, E., and Cha, N. (April 2009) 12th Annual Western Region Campus Compact Consortium *Continuums of Service* conference, Seattle WA.*

Changsha University of Science & Technology visiting scholars: *Pedagogical Use of Blackboard*. Wang, A (Nov. 2008 and May 2009) PSU, Portland OR.

Connecting Global Service-Learning Partnership Initiatives with Local Community Partners: Emerging Efforts & Unresolved Challenges at UNC and PSU. *International Partnership Institute*. Kecskes, K. and Bender, D. (May 2009) Portland, OR.*

Creating a Culture of Engagement: Leadership Strategies and Institutional Processes, American Association of State Colleges and Universities Chief Academic Officer annual conference. Koch, R., Kecskes, K., and Farquhar, S. (February 2009) Savannah, GA.

IMPACT National Student Conference on Service, Advocacy, & Social Action. "Who Has the Supplies?" E. Hoffer, M. Jensen, W. Pfiefer, B. Freeman. (March 2009) Washington DC.

International Christian University, *Engaging with Service-Learning: Higher Education's 21st Century Global Imperative*. Kecskes, K. (March 2009). Tokyo, Japan

Kentucky State-wide Engagement Conference *Data and Directions for Academic Departments in Facilitating and Rewarding Engagement*. Kecskes, K. (November 2008) Lexington KY.

New Perspectives on Service-Learning, first annual International Partnership for Service-Learning and Leadership conference. *Engaging Departments, Engaging Universities*. Kecskes, K. (February 2009) Portland OR.

Oregon Governor's Commission on Voluntary Action and Service, Commissioner: 5th year of appointment. Kecskes, K.

Oregon Health and Science University's Community and Practice Research conference, Community-Engaged Research, invited panel presentation. Kecskes, K. (September 2008) Portland OR.

POD Professional and Organizational Development Network in Higher Education. *A Tapestry of Change: Learning from Academic Portfolio Collaborations*, McBride, L. and Voegelé, J. (October 2008), 33rd annual conference in Reno, NV.

POD Professional and Organizational Development Network in Higher Education. *Journal keeping as a professional; Using journals in classroom teaching*. Stevens, D. (October 2008). 33rd annual conference in Reno, NV.

Portland State University Student Leadership Conference "*Helping, Fixing, Serving*" Student Leaders for Service student presentation. Freeman, B., Hoffer, E., Mohamed, F., Simpson, S. (January 2009). Portland OR.

University of Alabama. Workshop on Rubrics. Stevens, D. (February 2009) Tuscaloosa AL.

University of Hawaii workshops, *Journal keeping; Rubrics*. Stevens, D. (May 2009) Manoa HI.

University of Louisville, accreditation reviewer. Kecskes, K. (October 2009) Louisville KY.

Interviews by CAE Faculty and Staff

The Scholarship of Partnerships, interview of Kevin Kecskes by The Talloires International Network Communiqué, Tufts, University. Retrieved from: <http://www.tufts.edu/talloiresnetwork/?pid=208> on May 26, 2009.

Center for Academic Excellence 2008-2009 Faculty and Staff

Associate Vice Provost for Engagement and
Director of Community-University Partnerships Kevin Kecskes, Ph.D.

Associate Vice Provost for Teaching, Learning, and Assessment Leslie McBride, Ph.D.

Assistant Director for Community-University Partnerships Amy Spring

Assistant Director for Teaching, Learning, and Assessment Janelle Voegelé

Instructional Designer Michael Chamberlain

Instructional Designer George Kawamoto

Instructional Designer Mike Lane

Instructional Designer Vince Schrek, Ph.D.

Instructional Designer Aifang Wang, Ph.D.

Program Coordinator for Student Leaders for Service Emily Hoffer

Program Administrator Patrice Hudson

Assessment Associate Cheryl Ramette

Faculty in Residence for Assessment Dannelle Stevens

Graduate Assistant, CUP Anya Hankin

Graduate Assistant, CUP Tu Van Trieu

Graduate Assistant, CUP Sara Mahan

Graduate Assistant, SLS Ahnjene Schnase

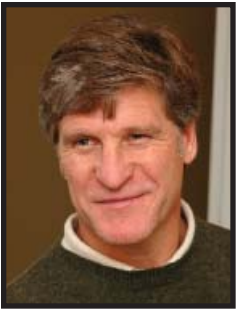
Graduate Assistant TLA Ben Evans

Graduate Assistant TLA Anna Price-Meader

Student Employee Daisy Alva

Student Employee Catie Charnock

Student Employee Megan Fanning



Kevin Kecskes, Ph.D.

Associate Vice Provost for Engagement and
Director of Community-University Partnerships

Kevin Kecskes, Associate Vice Provost for Engagement, and Director for Community-University Partnerships, is charged with helping campus and community constituents live the university motto: “Let Knowledge Serve the City.” From 1997-2002, Kevin was the Director of Service-Learning at Washington Campus Compact, and the Program Director of the Western Region Campus Compact Consortium. Kevin co-founded the Boston College International Volunteer Program and has spent a dozen years working, serving, and studying in the developing world, primarily in Latin America and Asia. His recent publications focus on the nexus between cultural theory and community-campus partnerships, faculty and institutional development for civic engagement, student leadership development, ethics and community-based learning, and service-learning impacts on community partners. Kevin edited *Engaging Departments: Moving Faculty Culture from Private to Public, Individual to Collective Focus for the Common Good* (2006, Anker Publications). He received his B.S. from Boston College, Ed.M. from Harvard University, and Ph.D. from Portland State University.



Leslie McBride, Ph.D.

Associate Vice Provost for Teaching, Learning, and Assessment

Leslie McBride has served as Co-Director of CAE since 2007. She was named Associate Vice Provost for Teaching, Learning, and Assessment in 2009. Prior to co-directing CAE, Leslie served for 22 years as a faculty member in the School of Community Health at Portland State where she served twice as interim director and as chair of the Department of Health Studies. At CAE, her focus is on the role of faculty development in institutional change. Her current scholarship concerns faculty and curricular development for sustainability and the role of the academic portfolio in faculty development. Leslie represents CAE on issues of teaching, learning, and assessment, as well as supervising on-line learning responsibilities of CAE’s instructional design team. She received her B.S. and M.Ed. from the University of Missouri, Columbia, and her Ph.D. (Education) from Southern Illinois University.



Michael Chamberlain
Instructional Designer

As an Instructional Designer, Michael Chamberlain serves as a consultant to faculty who seek to incorporate multimedia or online resources into their instruction. Michael specializes in the design and development of hybrid instruction: courses that substitute online content and interaction for a portion of the traditional class time. Michael is an administrator for the learning management system at PSU and serves on the Advisory Committee for Academic Information Technology. Specialization: Hybrid instruction, learning management system planning and development. Michael received his Masters of Science in Instructional Technology and Design from the University of Houston Clear Lake in 2002.



Anya Hankin
Graduate Assistant, Community-University Partnerships

Anya Hankin has worked with CAE since May 2008 when she began her master's studies in Conflict Resolution and Mediation at PSU. Anya's GA efforts have been focused on supporting and enhancing institutional commitment to partnerships and engagement. Anya was a lead organizer and featured presenter for the first annual International Partnership Institute, compiled a comprehensive literature review on Community-Higher Education partnerships, and conducted a forthcoming qualitative study with Dr. Amy Driscoll on PSU faculty perceptions of partnerships. Committed to experiential learning and critical pedagogy, Anya's academic studies center on the use of creative modalities (theatre, writing, visual art) to teach communication skills, inspire self-reflection and conflict-resolution, promote dialogue, and strengthen community. Anya teaches interactive social justice theatre courses for Portland State University, Portland Community College, Kaiser Permanente, Oregon Children's Theatre, and middle and high schools throughout Oregon and Washington. In tandem with her CR graduate studies, Hankin is pursuing a Masters in Drama Therapy at the National Association of Drama Therapy.



Emily Hoffer

Program Coordinator for Student Leaders for Service

As the Program Coordinator for Student Leaders for Service, Emily Hoffer supports graduate and undergraduate students through nine-month community engagement placements at local organizations. These students provide direct service while acting as a liaison between the university and the community: connecting institutional resources to PSU partner organizations, supporting fellow students fulfilling community-based learning requirements, planning annual days of service, and bringing community-focused projects to campus. Emily started work as Program Coordinator in the fall of 2008 after a year in the Center for Academic Excellence as an AmeriCorps*VISTA. As a VISTA she launched a civic engagement after-school program for K-12 students in Portland Public Schools. Before moving to Portland, Emily earned a B.A. from Bates College in Lewiston, ME where she worked in the Harward Center for Community Partnerships as a volunteer coordinator.



Patrice Hudson

Program Administrator

As program administrator, Patrice is the central hub in the CAE, keeping all the spokes—CUP, TLA, and IDT—in line. She coordinates CAE programs and events in collaboration with CAE faculty and staff, thereby providing resources to enhance and support the work of faculty and the academic departments. She coordinates CAE site visits, manages the CAE library, maintains program statistics, participates in grant-writing, edits and designs the CAE newsletter, provides triage for IDT online course calls, and manages the CAE web site. In addition to her CAE responsibilities, Patrice is a certified notary public, Co-Chair of the President's Commission on the Status of Women, and editor of PSU's AAUP Newsletter. Patrice served in the Peace Corps as a volunteer teacher-trainer in Belize, Central America, from 1988-90. She currently edits the monthly newsletter for her Quaker Friends Meeting, and volunteers for two nonprofit organizations: Donate Life Northwest, and the Oregon Council on Multiracial Affairs. Patrice is a member of Phi Kappa Phi, and earned her BS in Education at Portland State University in 1988 and her MS in Publishing in 2008, also at Portland State University.



George Kawamoto
Instructional Designer

Since 1994 George has been working in the field of media design and production, with the last eight years focused on instructional design for higher education. At the Center for Academic Excellence George trains faculty in the use of online teaching techniques and tools. He also helps update and deliver information to the online community. Before coming to CAE, George worked at PSU's School of Extended Studies, California State University, Blue Volt Technology, and WGBH Boston, among others. In addition to instructional design duties he contributed in video production, graphic design, programming, audio production, Flash production, web maintenance, and technical writing. George earned a B.A. in Music, and an M.S. in Instructional Design.



Michael Lane
Instructional Designer

As an instructional designer, Michael has taken a lead role in University Studies and eportfolio technology, focusing intently on advising and supporting eportfolio development for students, mentors, and faculty in Freshman and Sophomore Inquiry, and course portfolios for the Capstone program. Michael is skilled with multimedia and web development, with keen interest in video and audio production and was the creator and producer of the PSU Sustainability Sustainability Video for Faculty, Staff, and Student Orientations funded by CAE Miller Award funds. In addition, he has enjoyed working on many other special projects for the campus academic and administrative community at PSU for the past 12 years. He has worked in PSU's Audiovisual Services, the Instructional Development Support Center, and the Criminology and Criminal Justice department. Michael enjoys participating in campus initiatives for integrating instructional and information technologies, and is always willing and eager to help evaluate and select appropriate tools for our community. Michael holds an M.A. in Educational Technology from University of Northern Colorado, is now an MLIS candidate with the iSchool at University of Washington, expecting to graduate in late 2011.



Cheryl Ramette
Assessment Associate

Cheryl Ramette works with faculty across campus on developing and implementing student learning assessment activities. She provides individual consultation, team meeting facilitation, and workshops focused on a variety of issues related to assessment at the program level. Her research interests and areas of expertise include developing learning outcomes to guide teaching, developing and implementing assessment plans and protocols, and utilizing rubrics to assess work samples, and incorporating sustainability into the curriculum. Cheryl has earned her Bachelor of Science in 1992 from Lewis and Clark College.



Amy Spring
Assistant Director for Community-University Partnerships

As the Assistant Director, Amy works with PSU students, faculty, staff, and community partners to facilitate and support community-based learning. While working as the Assistant Director, Amy has been responsible for coordinating assessment of activities, facilitating faculty and student development workshops on community service, coordinating recruitment of students and faculty to participate in community service, and managing all grant financial and programmatic reporting. Her experience in working with many university and community constituents is clearly demonstrated by these varied responsibilities. She has worked on several curriculum development efforts while at PSU. She also developed and manages the Student Leaders for Service Program. This curricular student leadership program engages students in community organizations as leaders and advocates for community engagement. On the national level, Amy has a range of scholarly presentations and publications which include topics such as “Student Leadership Development in Service Learning; The Impact of Service Learning on Students, Faculty and Community Partners: Learning Outcomes and Changing Roles; and Comprehensive Case Studies of the Impact of Service Learning on Students, Faculty, Community, and the Institution: Findings; Defining, Documenting & Evaluating The Scholarships of Engagement and Teaching. She received her Masters degree in Public Administration from Portland State University’s Hatfield School of Government. Her emphasis of study was on non-profit management and collaborative management styles. She received her undergraduate degree in Sociology and Urban Studies.



Vince Schrek, Ed.D.

Instructional Designer

As an Instructional Designer, Vince Schreck assists faculty members with all phases of online course design and development including web-enhanced courses, hybrids and exclusively online. With a background in teacher education, Vince uses various pedagogical perspectives depending on the course objectives and offers creative insight into assignments, assessments, and course evaluation. His research interests include online course retention and student satisfaction. Vince has been an instructional designer since 2000, formerly serving as Marylhurst University's Assistant Director of Online Learning Services (2000 – 2005). His favorite part of instructional designer is building relationships with faculty members through one-on-one consultations. Vince earned his Master's Degree in Adult and Continuing Education from Michigan State University (1994) and his doctorate in Educational Leadership from Portland State University (2004).



Janelle Voegele

Assistant Director for Teaching, Learning, and Assessment

In her role as Assistant Director for Teaching, Learning, and Assessment, Janelle works with faculty and graduate teaching assistants in both classroom and community-based settings. She provides individual consultation, classroom observation, workshops and seminar courses focused on a variety of issues related to teaching and learning in higher education. Janelle has over twenty years experience in postsecondary education, and has taught in a wide range of classroom and online environments - large and small, introductory and advanced level. She has won two student-nominated teaching awards while at PSU. Her research interests include the role of faculty in community-based learning settings, and the impact of academic portfolio development on faculty scholarship and professional development. Specialization: Consultation on teaching, learning, assessment and curricular enhancement; strategies to increase student engagement and learning.



Aifang Wang, Ph.D
Instructional Designer

Aifang Wang holds Ph.D. in Curriculum & Instruction: Instructional Technology and a master's degree in Computer Education & Technology from Ohio University. She is an Instructional Designer in the Center for Academic Excellence at Portland State University. Her primary responsibility provides support to faculty by assisting them in incorporating sound pedagogical principles and best practices in online and hybrid courses. Her major research interests include technology in the development of distance learning, instructional technology and cognitive style interactions with computer-mediated instruction.

Prior to joining the PSU community, Aifang served as a curriculum assistant with the Academic Affairs Instructional Development, College of Osteopathic Medicine at Ohio University. She developed online instructional modules as directed and funded by a grant from the Health Resources and Service Administration, U.S. Department of Health and Human Services.

Student Employees

Daisy Alva, Senior

Daisy came to the CAE in the summer of 2008 and completed her Bachelor of Science in Human Resources in June 2009.

Catie Charnock, Junior

Catie joined the CAE in the fall of 2008 and is working on her Bachelor of Science in Liberal Arts and Sciences. She expects to graduate in 2010.

Megan Fanning, Junior

Megan joined the CAE in the spring of 2008 and is working on her Bachelor of Arts in International Studies with a minor in Business Administration. She expects to graduate in 2010.



Dannelle D. Stevens, Ph.D

Faculty-in-Residence for Assessment 2008-2009

In her role as Dannelle as Faculty-in-Residence for Assessment, Dannelle served as chair of the Institutional Assessment Council to oversee assessment on campus and develop campus-wide learning outcomes. She worked closely with the Assessment Associate and three graduate student members of the ASSIST team to support faculty in development of broader learning outcomes as well as assessment plans for individual academic units.

Dannelle is a full professor in the Curriculum and Instruction department in the Graduate School of Education and the co-author of three books- all framed around different ways to assist faculty in their complex roles as teachers, researchers and community members. Her acclaimed book, *Introduction to Rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning* details the way faculty can develop scoring tools for their classroom assignments and programs. She has written numerous articles and papers. Educational background: Ph. D., Michigan State, Educational Psychology; M.S., University of Utah, Educational Studies; B. A., University of California, Berkeley, Political Science.



Amy Driscoll, Ed.D

Senior Scholar, University Partnership Initiative

Amy held the temporary position of Senior Scholar for Portland State's University Partnership Initiative. She is also an Associate Senior Scholar with the Carnegie Foundation for the Advancement of Teaching and former Director of Teaching, Learning, and Assessment at California State University Monterey Bay. At CSUMB, she facilitated the development of outcomes-based assessment for both general education and 13 major programs of study, as well as supported the faculty with campus-wide outcomes-based classroom assessment. Her Carnegie work focuses on the new classification for institutions engaged with community. Dr. Driscoll was the first Director of Community-University Partnerships at PSU, where she initiated the community-based learning and capstone aspects of the university's innovative curriculum. She is the author of *Community Based Teaching & Learning: Changing Roles for Faculty, Students, and Community*; *Assessing the Impact of Service Learning: A Workbook of Strategies and Methods*; and *Developing Outcomes-based Assessment for Learner-centered Education: A Faculty Introduction*.

Numbers from CAE's 2008-2009 academic year:

\$444,840 in external support was received by CAE in the form of grants and gifts.

\$20,000 was distributed by CAE in mini-grant support to PSU faculty.

1,635 consultations with faculty, staff, and GAs were provided by CAE staff this year.

190 CAE hours were spent with 31 faculty members who requested "just-in-time" support for immediate assistance with issues related to teaching, learning and/or assessment.

135 PSU graduate teaching assistants were provided orientation and training sessions by CAE staff.

200 mid-quarter student feedback sessions were conducted by CAE staff, helping 6,540 students offer constructive feedback to their instructors.

1,050 faculty and staff participated in CAE-sponsored programs and events.

150 participants representing universities and community partners from more than a dozen states, Canada, Egypt, and South Africa attended CAE's International Partnership Institute.

35 in-class presentations were made by 25 Student Leaders for Service members.

7,800 SLS hours were served in 38 community-based organizations.

25 SLS members organized 3 university-wide community service days.

364 PSU students participated in 3 university-wide community service days.

2,600 e-mail requests were responded to by the Instructional Design Team.

250 face-to-face Blackboard consultations with faculty were held by the IDT.

16,372 total visits were made to the CAE website.

9,148 visits were made to the CAE website resulting from search engines.

4,753 visits were made to the CAE website from direct traffic.

2,365 visits were made to the CAE website referred from other sites.

1600 items for check out are available in the CAE Lending Library, including:

322 titles on Community-University Partnerships,

295 titles on Teaching and Learning,

200 titles on Assessment,

145 titles on Professional Development,

135 titles on Higher Education,

91 titles on Leadership, and

36 titles on Online Instruction.

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