



Center for Academic Excellence
and the

Carnegie Conversation Series present the

11th Annual

Civic Engagement Awards

Tuesday, May 10, 2011

3:00 to 5:00PM

in SMSU 238

Smith Memorial Student Union
1825 S.W. Broadway



Featuring **Paul Loeb**,
author of *Soul of a Citizen*;
Living with Conviction in Challenging

Center for Academic Excellence
and the
Carnegie Conversation Series present the
11th Annual
Civic Engagement Awards
Celebration

Join **President Wim Wiewel** and **Provost Roy Koch** in celebration of this annual event in honor of faculty and community partners in their exemplary community engagement research, scholarship, and teaching.

Welcome

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

Introduction

Wim Wiewel, President

Keynote Address

Paul Loeb, Author, *Soul of a Citizen*

Conferring of Awards

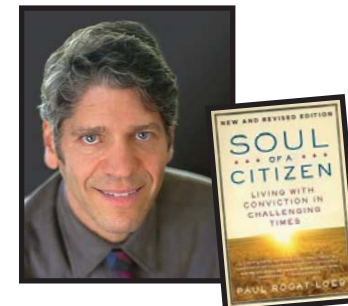
Roy Koch, Provost

and

Amy Spring, Assistant Director of Community-University
Partnerships

Reception

Wine and cheese reception will follow.



Portland State University's Center for Academic Excellence would like to thank President Wim Wiewel, Provost Roy Koch, the Office of Academic Affairs, and all other campus and community friends for their enduring commitment to building, sustaining, and rewarding strong community-university partnerships.



2011 Civic Engagement Award Recipients

To showcase and celebrate the civic engagement efforts of PSU faculty, departmental and programmatic units, and community-based partners, PSU's Center for Academic Excellence recognizes exemplary civic engagement efforts. These awards acknowledge the importance of civic engagement in all facets of university life.

Excellence in Community-based Teaching & Learning

Judy Bluehorse, *University Studies and Educational Leadership and Policy, Graduate School of Education*

Margarette V. Leite, *Department of Architecture, Fine & Performing Arts*

Jamie P. Ross, *Women, Gender, and Sexuality Studies, College of Liberal Arts and Sciences*

Deborah Smith Arthur, *University Studies*

Excellence in Departmental Civic Engagement

Women, Gender, & Sexuality Studies Department,
College of Liberal Arts and Sciences

Excellence in Community-University Partnerships

Mariam Baradar and Lisa Aguilar,
Forest Grove School District

Stephanie Wagner, *Tryon Creek State Park*

Excellence in Community-based Research

Ann Curry-Stevens,
School of Social Work

Greater Portland Vancouver Indicators Project, Metro, and
Institute of Portland Metropolitan Studies, CUPA

James F. Pankow, *Civil & Environmental Engineering, and Chemistry, CLAS*

Evan A. Thomas, *Mechanical & Materials Engineering, Maseeh College of Engineering & Computer Science*

Lisa Weasel, *Department of Biology, College of Liberal Arts and Sciences*

Regional Research Institute and
The Trauma Informed Care Project

Excellence in Community-based Teaching & Learning

The following four faculty members are recognized for utilizing exemplary community-based teaching and learning strategies that enhance student learning and engage in public problem-solving. They achieve this by:

- *teaching at least one community-based learning course per year;*
- *joining theory and practice that results in students' increased understanding of content;*
- *facilitating reflective learning;*
- *understanding and facilitating civic learning outcomes for students;*
- *demonstrating scholarship related to community-based teaching.*

Judy Bluehorse, University Studies and Educational Leadership and Policy, Graduate School of Education

Judy first entered Capstones almost a decade ago when she served as a guest speaker on topic of "Environmental Education through a Native American Lens" for Dilafruz Williams' Capstones. Years later, after obtaining her Bachelor's and Master's degrees, she was recruited to teach the very course she once served as a guest speaker. PSU has been enriched ever since by her disciplinary expertise, her calm presence, and experiential teaching techniques. She makes the content come alive through stories, field trips, guest speakers, rituals, community-based activities, reflection and art. Students often comment that her experiential education techniques represent some of the best teaching they have ever enjoyed at PSU.

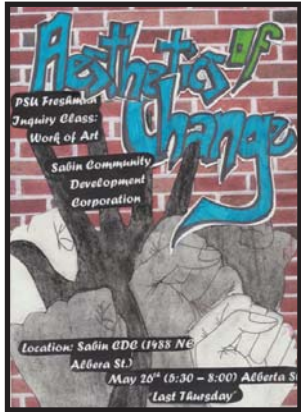


Margarette Leite, Department of Architecture College of Fine & Performing Arts

Every design studio which Margarette Leite has taught here at PSU's Department of Architecture has focused on some aspect of sustainability and community design. From the design of community-based support structures such as urban garden centers and outdoor classrooms, to full scale designing and building of structures with and for communities in need such as a sustainability workshop for a local K-8 as well as a full-scale model home for Haiti relief, she sees the importance of her work in education as a way to teach students by example and by practice what the value of their design education can achieve. In contrast to conventional architectural education, she strives to teach the value of collaborative work by having her students directly involved in design with communities and with other professionals and teaches students to look at every design project as an opportunity to support communities in need locally and around the world.



**Jamie P. Ross, Women, Gender, and Sexuality Studies,
College of Liberal Arts & Sciences**



Creativity is our engagement in the world. Creativity is our response to and emerges from the chaotic, precarious and unpredictable nature of internal passions and spontaneity, intellectual inspirations and experiences of desperation, all bounded by external forces of constraint and conformity and whose criticism is resisted in the words of Oscar Wilde as “the starting point of a new creation.” It is at that starting point for a new creation that my students do and re-do their work all year long as activist art. Passion presentations, theatre workshops, slam poetry performances, street art, billboard subversion and graffiti, hip hop music and documentaries are all analyzed in the context of exploring the effectiveness of activist art as a form of social and political change. A photojournalism art show exhibited at Last Thursday Art Walk, part of Art on Alberta and co-sponsored every year for over 10 years with Craig Fondren, director of Programs and Development at the Sabin Community Development Corp., an elaborate research paper on the extent to which the activist artistic medium of their choice has made political change, and their submission and participation to the McNair Undergraduate Conference in which up to half of the class’ work is accepted all demand the students’ engagement in a world larger than themselves.



**Deborah Smith Arthur
University Studies**

Deb’s Juvenile Justice Capstone has been partnering with the Multnomah County Department of Community Justice, Juvenile Services Division, for about eight years. Each term students provide extensive qualitative feedback on the end of term course evaluations where they describe her Capstones as transformational. Specifically, they report that Deb’s capstones fundamentally change the ways they view oppression, justice, the criminal justice system, and incarcerated individuals. Students also report that they learn about the systemic issues that negatively impact disenfranchised populations and how the system perpetuates itself through unjust practices in the world. In the words of one student: “The opportunities this capstone provides are amazing, especially for any one interested in this field. Working with the youth face to face has been a great, inspiring, eye opening experience. The visit to MacLaren was also an amazing experience. Speaking or hearing the stories the youth had was so moving and changed my perceptions of both these youth and the whole juvenile system.”



The following department is recognized for making engagement with community a central aspect of their departmental aggregate approach to student learning and scholarship. They achieve this by:

- *using community-based learning to facilitate students’ integration of community work and reflection into their academic study;*
- *encouraging and rewarding the scholarship of engagement where community-based action or applied research is pursued; and*
- *providing support to key departmental/programmatic initiatives which engage the community in efforts to fulfill the University’s mission.*

**Women, Gender, and Sexuality Studies
College of Liberal Arts and Sciences**

For the past 16 years, the Women, Gender, and Sexuality Studies program has consistently grown the number of community-based learning courses and community internships and has typically hosted at least 12 Capstones in any given year. The quantity of community-university partnerships that WGSS manages, given the size of the program, is staggering. What is even more impressive is the quality of the partnerships, courses, and practica they offer. During this time, the program’s directors (Johanna Brenner, Ann Mussey, and currently, Sally McWilliams), have recognized and forwarded community-based work that actively builds students’ civic capacities. These administrators have unstintingly supported their faculty to develop CBL courses, have initiated and sustained a 6-credit practicum requirement for WGSS majors, and have included community-based commitments among the consideration of both hiring and faculty review processes (including promotion and tenure).



Excellence in Community-University Partnerships

The following community partners are recognized for helping PSU realize its motto: “Let knowledge serve the city.” These organizations achieved this by:

- facilitating student learning in a community-based context;
- providing venues for faculty to advance their community-based scholarship;
- serving as a co-educator with faculty;
- suggesting creative ways to work with students and faculty in an educational, community development context.

Mariam Baradar and Lisa Aguilar, Forest Grove School District

Forest Grove School District (FGSD) has demonstrated exemplary collaboration for five years with the PSU capstone, “Global Portland--Migrant Children”. FGSD organized and founded the “Summer Success Academy” (SSA), an educational program that supports children from migrant families. They have collaborated with PSU to engage capstone students as assistants in the classrooms of SSA. This experience has been invaluable for both PSU students and the children in the Summer Success Academies. It is one of PSU’s highest rated capstones by students.



Stephanie Wagner and Tryon Creek State Park

Over 12 years and 28 courses ago Stephanie Wagner, then Executive Director of the Friends of Tryon Creek, proposed and implemented a Capstone course that brought Portland State and Tryon Creek State Park into partnership. Now over 400 students have learned and served through this exemplar Capstone enriching both organizations through a dynamic and reciprocal relationship! Stephanie also served as the instructor for this Capstone. As the Capstone instructor, she shared her extensive academic and professional expertise in field of environmental education and provided students a real world setting in which to apply the



knowledge they gained. At the end of this year Stephanie will retire from Capstones and from her formal roles at Friends of Tryon Creek but she will leave behind a strong partnership that is sure to thrive in the years to come.

Excellence in Community-Based Research

The following six faculty/community teams are recognized for effectively responding to community needs with innovative research. These faculty have contributed to community-based research in new ways that define, discover, and disseminate knowledge. Many of these research projects demonstrate a commitment to social action for social change, collaboration with community organizations, and democratization of knowledge.

Ann Curry-Stevens, School of Social Work



Ann Curry-Stevens has led a 3-year community-based research project with the Coalition of Communities of Color that has been both productive and catalytic. The release of the major publication, *Communities of Color in Multnomah County: An Unsettling Profile* has been widely profiled in the media, among policy makers, funding bodies, in the political arena and across the region in human services. This work profiles broad and deep racial disparities and inequities facing communities of color in 27 different institutions and systems. Capturing the attention of organizational leaders and advocates alike,

it has catalyzed an opening for action, which the Coalition and its supporters are strategically navigating. Reforms are on the horizon in granting and contracting practices, research approaches to the measurement of disparities, and most importantly, equity initiatives in school boards, the city and the county. Dr. Curry-Stevens’ work has been an important dimension of these reform efforts. Today, her work with the Coalition continues with contributions to these advocacy efforts as she now provides technical assistance and evaluation in these areas.



Institute of Portland Metropolitan Studies, College of Urban and Public Affairs, and Greater Portland Vancouver Indicators (GPVI) Project, Metro

Cities and counties in the Portland region are bound by the air we breathe, the water we drink, the roads we travel, businesses, goods and services that drive prosperity, and most importantly, by people who live, work, and play throughout the region. This connectedness means that when something good or bad happens in one part of the region, it almost always impacts the wellbeing throughout the region. The GPVI project has developed a broadly shared set of outcomes that are important to our region and a set of measures to track these ups and downs - socially, economically and environmentally. It offers a common language to help communities collaborate across boundaries to conserve and expand their strengths, diagnose and overcome their challenges and as a result, build a stronger and more vital metropolitan area overall.



James F. Pankow, Civil & Environmental Engineering, and Chemistry

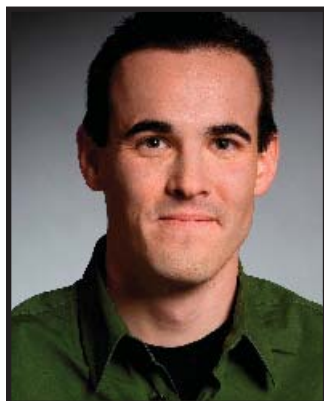
Dr. James F. Pankow, Professor of Environmental Engineering and Chemistry, came to PSU in 2008 after 30 years at OGI/OHSU. He has trained more than 200 environmental scientist/engineering professionals in Oregon, and has conducted nationally recognized research in environmental science and engineering. Professor Pankow is listed as a “highly cited researcher” (<http://isihighlycited.com/>) and is well known for his research work on the “gas/particle (G/P) partitioning” process that is a fundamental component of all

models that predict the amounts of particulate matter (PM) in urban and global air. He has received numerous awards and was elected to NAE in 2009. Dr. Pankow was a co-author on the 2010 Surgeon General’s report *How Tobacco Smoke Causes Disease* and is interested in contaminants in the nation’s water. He conducts a large USGS funded research project; has been devoted to accelerating the teaching program in environmental chemistry/environmental engineering at PSU, has developed CH 410/510-Environmental Chemistry as a foundational environmental curriculum component, and has been teaching the increasingly popular CE 410/510-Aquatic Chemistry at PSU, where he received the 2010 Professor of the Year award from CEE students.



Evan A. Thomas, Mechanical & Materials Engineering, Maseeh College of Engineering & Computer Science

Evan A. Thomas, Ph.D., P.E., is an Assistant Professor and Director of the SWEET (Sustainable Water, Energy and Environmental Technologies) Laboratory, and a Faculty Fellow in the Institute for Sustainable Solutions. Evan’s research and teaching interests include developing sustainable life support systems for spacecraft and the developing world. Evan is also a social enterprise executive, designing appropriate technology programs in developing communities as the founding Executive Vice President of Manna Energy Limited. Manna is a social enterprise, installing instrumented monitoring, water treatment, biogas and cookstove technologies and funding these ventures, in part, and as the first organization to claim United Nations carbon credits for the treatment of drinking water. Evan has worked in Afghanistan, Nepal, Indonesia, Rwanda, Kenya, Mexico and Guatemala on these programs.



Lisa Weasel, Department of Biology, College of Liberal Arts & Sciences

All too often, science and technology are developed as solutions to problems without adequate stakeholder involvement. True community-engaged research in the sciences must move from the “deficit model” of scientific literacy to participatory, engaged projects that begin with questions generated by and within target communities, epistemologically rooted in the communities which they aim to engage and serve. Food security is a complex and pressing social and scientific challenge, and community engaged research is essential to moving this research agenda forward. Lisa Weasel’s work with dalit caste women farmers in India has helped to both identify community knowledge networks important for increasing access to and production of food under conditions of economic uncertainty, and to generate new scientific research questions rooted in community knowledge and practices.



Regional Research Institute and The Trauma Informed Care Project

The Trauma Informed Care initiative is a collaboration between the Regional Research Institute at PSU and our housing partners at Impact Northwest and Catholic Charities. The goal is to improve outcomes for vulnerable adults and families in Multnomah County by providing trauma recovery services in housing communities and by creating a culture of trauma informed care in the anti-poverty housing system. In addition, we are working with community partners across multiple service sectors, including mental health, addictions,

child welfare, and others, to increase recognition of the impact of trauma on child, adult and family outcomes and to share ideas and information about how these systems might reduce the likelihood of re-traumatization and better support healing and growth.



TIC project partners from PSU, Impact Northwest and Catholic Charities

*Civic Engagement
is active involvement
in the discourse dealing
with the need to develop
and utilize knowledge for the
improvement of society, to use
talents and offer wisdom for
the greater good, and to provide
opportunities for education
in the spirit of a democratic
society. A civically educated and
engaged citizen is one who is
skilled in coalition building,
collaboration, negotiation,
and synthesis of multiple
perspectives.*

PSU Delphi process,
March 2001

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