

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

Portland State University's Center for Academic Excellence
and the Carnegie Conversation Series present the

8th Annual Civic Engagement Awards Celebration



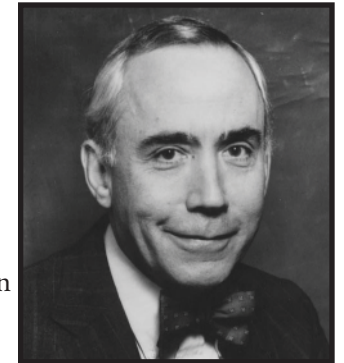
Portland State University's Center for Academic Excellence would like to thank President Michael Reardon, Provost Roy Koch, the Office of Academic Affairs, and all other campus and community friends for their enduring **commitment** to building and sustaining strong community-university partnerships.

Welcome

Kevin Kecskes, Director
Community-University Partnerships

Introduction

Dilafroz Williams, Professor of
Educational Policy, Foundations
& Administrative Studies - Education



Keynote Address

"Educating for Democracy"
Thomas Ehrlich, Senior Scholar
The Carnegie Foundation

Thomas Ehrlich co-directs the Political Engagement Project, and the Business, Entrepreneurship, and Liberal Learning project. Before coming to the Carnegie Foundation, he served as president of Indiana University, provost of the University of Pennsylvania, and dean of Stanford Law School and was a Distinguished University Scholar at California State University. His most recent book, *Educating for Democracy*, was published in 2007.

Conferring of Awards

Roy Koch, Provost, and
Amy Spring, Assistant Director
of Community-University Partnerships

Reception

Wine and appetizer reception following program

2008 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 Research

Jennifer Dill, Urban Studies and Planning

Ted Donlan, Social Work

Ann Fulton, History

Darrell Grant, Music

Marek Perkowski, Electrical & Computer Engineering

Barbara Tint, Conflict Resolution

Excellence in Partnerships for Student Learning

Transitions Projects Inc.

Excellence in Departmental Civic Engagement

Regional Research Institute for Human Services

Department of Architecture

Excellence in Community-based Teaching and Learning

Melissa Appleyard, School of Business Administration

Patricia Schechter, History

Mary Seitz, English and University Studies

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.

Jennifer Dill, Urban Studies & Planning

The BikeGPS project aims to improve the urban environment, including Portland, for bicycling. We equipped cyclists with GPS units to find out where they ride. We are partnering with Metro to use the data to improve their travel demand models and make better decisions about where to locate bicycle paths, lanes, and/or boulevards. The findings will also be used to improve the website that allows people to find bike routes between two points.



Ted Donlan, Social Work

Mexican migrant farmworkers are major contributors to agricultural production in Oregon yet many suffer from undiagnosed health conditions, while preventive self-care measures are vastly under-utilized. In a commitment to social action for social justice, the Migrant Health Outreach Project joined the Mexican health professional and academic community, the Oregon health services community, and the Oregon academic community through the participation of PSU, the School of Social Work, and the Oregon Community



Donlan with grad student Eusebio Herrera-Perez

Excellence in Community-based Research

Ann Fulton, History



Local groups interested in preserving their histories provide PSU History professor Ann Fulton with the opportunity to do community-based research. At the request of such organizations as Chinese Consolidated Benevolent Association, the Northwest China Council, Oswego Heritage Council, Banks Historical Society, and Columbia County Parks and Recreation Department, Fulton provides historical information that allows local groups to identify historic structures and events and use history to strengthen community identity and pride. Communities can contribute to their future by preserving their past.

Darrell Grant, Music, Leroy Vinnegar Jazz



The central theme of my scholarship is the exploration of the role of the artist in the community. Engaging community has been an integral part of my creative activities work. It inspired me to create the Leroy Vinnegar Jazz Institute, and to start LV's Uptown Jazz Club. It has led me to a broader vision of the ways in which we carry out our artistic lives as members and leaders of communities.

Excellence in Community-based Research

Marek Perkowski, Electrical & Computer Engineering

Marek Perkowski works with a group of talented teenagers, ages 12-15 on a project called "Quantum Robots for Teenagers" since 2005. The goal of this project is to teach middle and high school students about the state of the art research in intelligent robotics and quantum computing by building humanoid robots, programming their behaviors and the "emotions" displayed by them as well as designing quantum controllers for them. Students present papers in international conferences and obtained numerous awards in robotics and science competitions.



Barbara Tint, Conflict Resolution

This project is a partnership developed by Dr. Barbara Tint of the Conflict Resolution Program and Mr. Djimet Dogo of the Immigrant and Refugee Community Organization. It addresses challenges within African refugee communities through action research designed to explore and intervene in historic and current community tensions. Dialogue and reconciliation processes are being designed and conducted between differing communities of the Great Lakes Region of Rwanda, Burundi and the Congo and between multiple Somali communities. Dialogue participants will then be trained as dialogue facilitators and work within their own communities to continue processes of community building and reconciliation. Multiple levels of assessment are taking place at different phases of the process to inform the evolution of the project.



Tint with Djimet Dogo of IRCO

Excellence in Partnerships for Student Learning

The following community partner is recognized for helping PSU realize its motto: "Let knowledge serve the city." This organization 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.

Transition Projects Inc.

For the seven years of Gretchen Kafoury's Capstone Class, "Homelessness and Poverty", TPI has been an important Community Partner. Among many projects that PSU students were able to participate in were the City-County 10-year Plan to End Homelessness, and the first annual Project Homeless Connect in 2006. TPI's exceptional leadership in Portland, and their willingness to partner with PSU students, provided an educational context for student learning that could not be found in any text book.



Excellence in Departmental Civic Engagement

The following departments are recognized for making engagement with community a central aspect of their departmental aggregate approach to student learning and innovative scholarship. They achieved 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;
- providing support to key department/programmatic initiatives that engage the community in efforts to fulfill the University's mission.

Architecture

The Department of Architecture is aligned with, and a full participant in, the modern urban university. Within this urban context, the program is structured not to isolate its students and faculty from society, but rather to engage them in the demanding task of understanding and conceiving appropriate contributions to it. The Department believes that it is imperative that students are given multiple opportunities to use their particular talents for the public welfare. As an integral aspect of the pedagogy of the department, architectural design studio projects have tended, wherever possible, to have dual functions:

- 1) to address the educational objectives of the curriculum and
- 2) to connect the needs of the studio with the issues and activities of the community at large.



Presenting design ideas to the community of SE Stark Street

Excellence in Departmental Civic Engagement

Regional Research Institute for Human Services

The Regional Research Institute for Human Services (RRI) is nationally recognized for innovative practices in engaging individuals, family members, and community leaders and organizations at all levels of human service research and evaluation. A vibrant program of community-based participatory research and evaluation brings together faculty, students and community leaders and programs across the region. Ongoing professional development activities support the use of innovative engagement approaches, and provide an environment for faculty and student scholarship.



Excellence in Community-based Teaching and Learning

The following three 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*

Melissa Appleyard, School of Business Administration

Over the last four years, Melissa has been a co-principal investigator on Oregon's Lab2Market program, funded by the National Science Foundation. Through this program, she has sought to further PSU's mission in civic engagement by linking students to university-based innovators to assist them in reaching the marketplace. Her contributions include developing classroom and project team experiences focusing on entrepreneurship, as well as academic research on the formulation of business models for novel technology-based companies.



Excellence in Community-based Teaching and Learning

Patricia Schechter, History

Development of the library archival collections, “Pasts & Possibilities: Oregon Lives and the World” (oral histories) and the “Oregon



Leadership Project” (papers of elected officials) contributes to engaged student learning and scholarship through the discovery, preservation, and dissemination of historical research.

Mary M. Seitz, English and University Studies



The Enhancing Youth Literacy Capstone, now in its 6th year of tutoring at Martin Luther King, Jr., Elementary, has contributed significantly to improved student literacy at King. This classroom experience, in conjunction with course literature, has, in turn, enhanced capstone understanding of the challenges faced by a Title I, majority-minority school in the wake of No Child Left Behind and

neighborhood gentrification. Five recent Family Literacy events hosted by the capstone have also increased parental participation and knowledge of King curricular innovations and goals.