

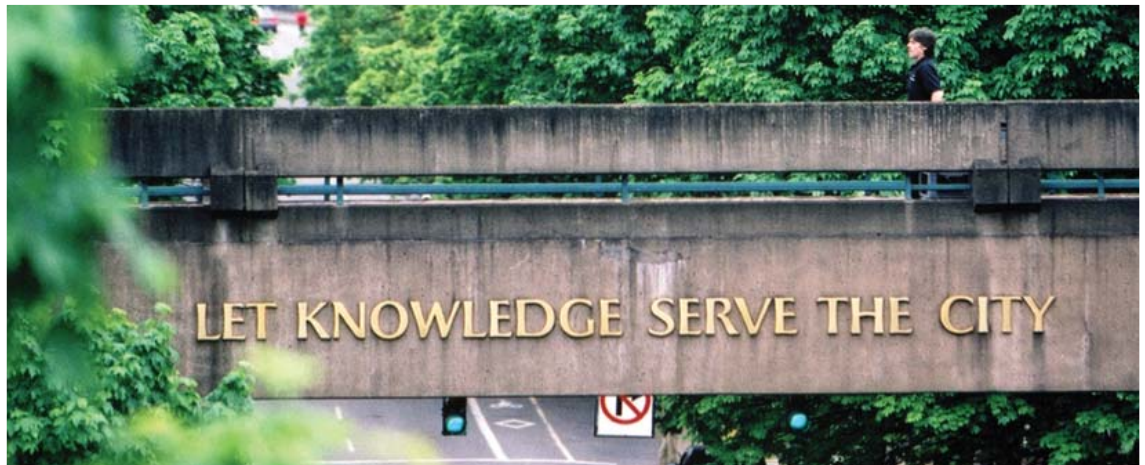
# Center for Academic Excellence

Annual Report 2010-2011



# ABOUT CAE

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. CAE has a dual mission of faculty development in teaching and learning, 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 as well as in the scholarship of teaching, learning, and assessment.



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## FROM THE DIRECTORS

September 2011

Dear Colleagues,

2010-11 was a year of significant change. While overall at PSU the number of new faculty and students continued to grow, the Center's staff diminished, marked by the departure of our Instructional Design Team (IDT) to the new Center for On-Line Learning (COL). This, of course, presents us with new opportunities for collaboration -- with the COL and others -- as well as invites CAE's faculty and staff to re-double efforts and sharpen our program focus on efforts that really count. To that end, we sincerely thank the PSU faculty, staff, administrators, community partners, and students who regularly provide us with insightful feedback about our work.

2010-11 was also a year of significant programming and progress. In addition to CAE's normal suite of annual activities -- Carnegie Conversations, AIM/Faculty Fellows learning communities, Mid-Course assessments, Student Leaders for Service activities, etc -- we received a \$300,000+ grant to work with institutions of higher learning in Palestine as well as successfully hosted PSU's second International Institute on Partnerships (IIP) in May. In this year's Annual Report, we begin with a piece that features the Institute.

And so, we are pleased to offer the 2010-2011 summary of work completed within CAE. We hope you will take the opportunity to review our work and we welcome your feedback. As always, we appreciate the ongoing support we receive from PSU faculty, staff, students, administrators, and community partners and look forward to your robust participation in CAE activities in the current academic year.

All the best,



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



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

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

# LEADING ENGAGEMENT: LOCALLY, NATIONALLY, & INTERNATIONALLY

In May 2011, the CAE hosted the second International Institute on Partnerships (IIP): From Reciprocity to Collective Transformation: Achieving the Potential of Community-Campus Partnerships. Featuring a program directed to strengthen the capacity of both community and higher education constituents for participation in transformative partnerships, the 2011 IIP was attended by 225 participants from 5 countries and 32 states, representing approximately 105 different universities, colleges, and organizations. Portland State is known nationally and internationally as a leader in community-university partnerships; this event is an illustration of the level of leadership the field seeks from Portland State.

A Welcome & Networking Social launched the Institute on the first night, allowing participants to become acquainted with Portland's famous and diverse food scene. Assigned to small groups that explored various fares from food carts to Peruvian tapas and local breweries, participants also engaged in facilitated discussions hosted by local community-campus partners that led each group. These dialogues and activities were designed to help develop community among the participants and inspire deeper dialog about challenging and vexing aspects of partnership development and sustainability throughout the Institute.

With opening remarks and reflections the following morning, the Institute formally opened with three sessions that deconstructed the key elements of successful partnerships; these sessions set the groundwork for interactive learning through critical reflection on real partnerships. Portland State and the City of Portland Watershed Stewardship program was featured as one of the three exemplary community-university partnerships along with featured partnerships from California State University Monterey Bay's partnership with the town of Salinas and the University of South Memphis' partnership with the community of south Memphis.

Also, in an effort to include more campuses and their partners in understanding the powerful and effective aspects of the partnership, we used technology to connect Indiana University-Purdue University Indianapolis (IUPUI) and the University of North Carolina Greensboro (UNCG) with Portland State through a live, fully interactive audio and visual feed. Reflecting the innovative partnership established between Portland State, IUPUI, and UNCG in conjunction with the University of Memphis/South Memphis partnership session, this allowed IIP participants to engage in a dialogue and exchange of ideas with those participants from the Midwest and East Coast partner campuses.

The Institute also featured topical workshops and study sessions which explored opportunities and challenges within a broad range of collaborative efforts, including but not limited to partnerships between universities, communities, city-county governments, educational programs, non-profit organizations, private corporations, philanthropy, and international organizations. In addition, the program included 13 informational sessions and 16 interactive workshops facilitated by teams of community/higher education partners, presenting a range of topics, some of which are highlighted below:

- reciprocity & sustainability
- models of community-based research
- student-centered projects
- research collaborations
- international partnerships
- social solidarity
- service learning as relational learning
- assessment strategies for improvement

A program providing full information on all IIP sessions can be found at [www.pdx.edu/cae/iipprogram](http://www.pdx.edu/cae/iipprogram)



IIP participants at PSU engage in a dialogue and exchange of ideas with participants from the Midwest and East Coast partner campuses.

# LEADING ENGAGEMENT: LOCALLY, NATIONALLY, & INTERNATIONALLY

A reception held on the second day provided networking opportunities, as well as introduced 19 posters developed by students, faculty, and community partners. Many of the posters were presented by Student Scholarship Awardees whose participation was made possible through the generous support of the Lumina Foundation, advancing overall student participation in the IIP. 40 students from 20 different universities attended and presented at IIP. These young scholars with research interests in community-university partnerships will continue to elevate the profile, importance, power, and utility of partnerships between communities and universities. The three-day program came to a close with a reflection session which focused on synthesizing individual insights gleaned throughout the Institute and aimed to promote long-term applied outcomes.

With positive feedback from presenters and participants alike, the 2011 International Institute on Partnerships has successfully gathered support and suggestions which are already helping frame the groundwork for our next Institute, scheduled for Spring 2013.

As a means to highlight PSU faculty at this event, the Center offered substantially reduced registration rates for PSU participants. More than 25 PSU faculty members served as presenters or participants in this high profile event. A number of our local community partners were also able to attend and contribute to the program, and thanks to a grant from the Lumina Foundation, the Center was able to offer student scholarships to 40 students from 20 different universities.

## PSU FACULTY PRESENTATIONS:

C. Cress, Graduate School of Education with D. Hays, Research Associate: *Assessing Community Impact and Leveraging Civic Engagement Data for Capacity Building*



A. Curry-Stevens, School of Social Work, with K. Kecskes, CAE, K. Shaw, Graduate Student, C. Gomez, Community Partner: Program Director, Civic Engagement and Leadership Programs, Latino Network, V. Palmer, Senior Research Associate, Global Health Center, OHSU, and President, Immigrant and Refugee Community Organization: *Racial Disparities Unmasked: Opportunities, Struggles, and Impacts in Partnered Research*

J. Fink, Research & Strategic Partnerships, with C. Allcock, Economic Development Director at Portland General Electric and G. Beard, Alliance Manager, Research & Strategic Partnerships: *The Promise and Challenge of Private Sector-University Cooperation: First Year Thoughts on the PGE-PSU Partnership*

A. Fullerton, Education: *Service Learning as Relational Learning: The Transformative Power of Partnerships*

S. Gelmon, Hatfield School of Government, with T. Aschenbrenner, President, Northwest Health Foundation and J. Woodruff, Program Director, Health Workforce, Northwest Health Foundation: *Research on Partnerships: Insights from Collaboration with Philanthropy*

S. Gelmon, Hatfield School of Government, with S. Seifer, Executive Director, Community-Campus Partnerships for Health: *Faculty for the Engaged Campus: New Strategies for Promoting Community-Engaged Scholars*

M. Ingle, Urban and Public Affairs, with E. Lim, Graduate Assistant, K. Kecskes, CAE, A. Spring, CAE, D. Drane, Associate Director, Searle Center for Teaching Excellence, Northwestern University; and G. Light, Director, Searle Center for Teaching Excellence, Northwestern University: *Searching for Common Ground: International and USA University Partnerships for Faculty Development*

S. Kerrigan, University Studies: *Service Learning as Relational Learning: The Transformative Power of Partnerships*

L. McBride, CAE, with G. Withers, Executive Vice President, Concordia University; S. Hopp, Vice President for Student Affairs and Athletics, Linfield College; C. Kolins, Interim President, Portland Community College, Southeast Extension; R. Rennekamp, Associate Dean, Outreach and Engagement, College of Health and Human Services; Oregon State University: *Going Inside the Campus: Partnering with Higher Education*

B. Messer, Urban and Urban Affairs, with G. Phillips, Graduate Student, and B. Wineman, Community Liaison: *Community Watershed Stewardship Program*

D. Morrow, Public Administration *Opportunities and Challenges: Partnering with Non-Profit Organizations*

V. Reitenauer, Women, Gender, and Sexuality Studies: *Service Learning as Relational Learning: The Transformative Power of Partnerships*

N. Rigelman, Graduate School of Education, with S. Perrins, Principal, Jason Lee School, Portland Public Schools: *What We Know and Don't Know: Partnering with Schools and Educational Programs*

A. Schroeer, Public Administration: *Opportunities and Challenges: Partnering with Non-Profit Organizations*

# CAE SIGNATURE START-UP EVENTS

## Focus On Faculty

Before classes start each fall, the CAE presents Focus on Faculty, a half-day event featuring teaching and learning innovations. The fall 2010 program included three concurrent (90-minute) afternoon workshops. This year's workshops were both innovative and practical, addressing challenges of large enrollment courses, showcasing innovative hybrid courses, and exploring how technology can enhance community-based courses.

*The CBL-technology nexus: Exploring virtual and real community-based strategies to improve your course* – In this interactive session, participants heard from faculty currently teaching technology-enhanced CBL courses about bringing CBL and technology-related teaching strategies together in one course. Speakers provided tips and best practices, identified problems to avoid, and offered helpful resources (photo below). Participants found this session useful, and especially appreciated the teaching strategies and the many suggestions presented to make online classes more personal and interactive, as well as the possible advantages of using technology for the benefit of community and students.

*Meeting the Numbers Challenge: Teaching and Learning in Large Classes* – Teaching in a larger class setting poses unique challenges, involving different teaching styles, restricted classroom communication and interaction, and an array of class management challenges. This workshop explored research-based

solutions, including techniques and strategies designed with larger enrollment courses in mind. The meaning of “large class” varies according to discipline and type of course. This workshop was offered for faculty seeking both to enhance their teaching experience and to encourage active learning among their students.

Participants expressed they learned appreciation for the teaching technique information they learned, for the resources that were shared, and for their increased confidence in using think-pair-share, small group discussions, and student peer evaluations.

*“Hybrid teaching is successful and not to be feared. I’m now excited about it!”*

- PSU faculty participant of the Dzuiban Carnegie Conversation

*Hybrid Course Showcase* – In this roundtable session, PSU faculty members who had recently designed and delivered hybrid (blended) courses shared their course designs and experiences, walking participants through their online course environment and explaining how it interfaced with the face-to-face portion of their course. Participating faculty expressed appreciation for insights into problems encountered, and the pedagogical and technological solutions to improve teaching and learning in online courses. Participants requested additional presentations on the topic.

These three workshops were followed by the first Carnegie Conversation of the year, *Blended Learning: Opportunities and Challenges for Higher Education* (see page 9). Comments from participating faculty indicated increased comfort with the idea of teaching blended courses and interest in future presentations of successful blended learning models. Over 100 PSU faculty and staff participated in the day's activities, which ended with a wine and cheese reception.



Kevin Keeskes and colleagues presenting *The CBL-technology nexus*.

*“This skeptic is persuaded. Inspiring!”*

- PSU faculty participant of the Dzuiban Carnegie Conversation

# CAE SIGNATURE START-UP EVENTS

## 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, research, and community engagement. The CAE staff participated in the campus-wide orientation of 42 tenure- and non-tenure-line faculty sponsored by the Office of Academic Affairs in September. Center members provided a general overview of the CAE's programs and services, and Leslie McBride joined Provost Roy Koch in an informal discussion with tenure-line faculty, explaining factors leading to a successful tenure review.

Responding to suggestions from new faculty, Leslie Rill, Assistant Professor of Communication, initiated a new roundtable series for first-year faculty, based on Jeffrey Buller's *The Essential College Professor: A Practical Guide to an Academic Career*. Rill facilitated the series, which had two main goals: 1) to provide new faculty the opportunity to increase their understanding of key career events, including tenure and promotion review, and 2) to provide an environment that helped new faculty connect with fellow newcomers as well as seasoned faculty. The round table events took place fall quarter and were attended by twelve new faculty.

Based on the success of last year's session, the center hosted a winter luncheon for newer faculty entitled: *Your Research or Scholarly Agenda*. Nancy Koroloff, Associate Vice Provost for Research and Sponsored Projects, with staff members Bill Helsley and Kam Pierce, provided an overview of resources available to faculty in various phases of research including the pre-award process, identifying potential funding sources, and an overview of the steps and timeline involved in getting a proposal out the door on time. Eleven new faculty listened while faculty hired over the past four to five years shared their insights and answered questions regarding the lessons they had learned as they established successful research programs (photo below).

The spring term new faculty luncheon, *Turning Engagement into Scholarship that Counts* was presented by Kevin Kecskes, who led a discussion with four new faculty about engagement activities on campus and what it means to work at a university that has embraced engagement as a core theme.



Faculty at winter luncheon.

## 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 to explore learning strategies.

The fall Carnegie Conversation took place in September, as the final event of Focus on Faculty day (see page 7). In *Blended Learning: Opportunities and Challenges for Higher Education*, Charles Dziuban, Director of the Research Initiative for Teaching Effectiveness at the University of Central Florida, presented various models of blended learning along with evidence of their impact. As director of the impact evaluation of UCF's distributed learning initiative, Dziuban examines student and faculty outcomes, gauging the impact of online courses on the university (photo below). He has co-authored or edited the *Handbook of Blended Learning Environments*, *Educating the Net Generation*, and *Blended Learning: Research Perspectives*.

The first of two spring Carnegie Conversations, *ePortfolio and Generative Learning: Educating Students to Connect Academic*



*Concepts* was held in April. Nearly 50 faculty met with Melissa R. Peet, who is Academic Director of the Integrative Learning and Mportfolio Initiative at the University of Michigan. Dr. Peet spoke about the need for students to develop the capacity to identify the knowledge and skills they are gaining directly from life in order to learn for life. This is challenging because life experience is largely tacit and unconscious in nature, and is therefore very difficult to identify and share with others. Although many scholars believe tacit knowledge is essential for innovation, creativity, competent practice and lifelong learning, it has been largely ignored in higher education curricula.



Peet described the principles, research, and practices related to 'Generative Learning'- a teaching, assessment, and e-portfolio approach developed to help students integrate formal (conscious) knowledge they've gained from academic courses, with tacit (unconscious) insights, knowledge, and skills they've acquired from life experience.

The second spring Carnegie Conversation was the 11th annual Civic Engagement Awards Celebration. As part of CAE's signature Carnegie Conversation events, President Wim Wiewel and Provost Roy Koch joined the May celebration (see page 16) honoring faculty and community partners for their exemplary community engagement research, scholarship, and teaching.

Charles Dziuban and Leslie McBride (left)  
Faculty and staff take notes on Generative Learning (below)



# TEACHING AND LEARNING

## Consultation Services for Individual Instructors

The CAE 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. Longer consultations typically include curricular and instructional matters such as course design, learner-centered approaches to teaching and learning, interpretation of student course evaluation ratings, and improvement of teaching and learning in a course or discipline.

Faculty members also request “just-in-time” support during the academic year. This form of consultation responds to faculty requests for immediate assistance with an issue or challenge related to teaching, learning, and assessment.

## Midterm Student Feedback

The Center collects student feedback for faculty and GAs who wish to assess and improve their teaching during the term. CAE Consultants Janelle Voegele and Patrice Hudson observe a class and then confer with 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 2010-2011 academic year, CAE staff conducted 213 midterm student feedback sessions across campus. These sessions provided an opportunity for more than 7,000 students to offer constructive feedback at midterm, when course changes could directly benefit their learning experience.

## Large Enrollment Class Initiative

As class sizes at Portland State continue to increase, more faculty face the challenge of teaching large enrollment courses effectively. In response, the CAE initiated a Large Enrollment Class Initiative to facilitate cross-department discussions among faculty to document their efforts to enhance student learning in large classes. During its second year, the initiative included:

- Presenting a Focus on Faculty workshop on tools for enhancing large course redesign
- Facilitating large enrollment class workshops requested by four academic departments
- Increasing one-on-one consultation related to teaching in large class settings
- Expanding CAE’s web resource pages on teaching large classes and using technology in larger class settings
- Continuing facilitation of a faculty-initiated classroom response system (“clicker”) task force
- Providing formative assessment for large enrollment courses using classroom response systems
- Offering an AIM (Academic Innovation Minigrant) faculty learning community on innovative large enrollment course redesign (See AIM information on pages 25 and 26.)

As part of the Academic Innovation Minigrant program, Leslie McBride and Janelle Voegele co-facilitated *Enhancing Your Large Course Design*, a ten-member faculty learning community interested in enhancing opportunities for student engagement and deep learning in their larger courses. Each participant received a copy of Ken Bain’s highly regarded book, *What the Best College Teachers Do*. Supplemented by recent scholarship on large course design and a panel of PSU students who discussed their large course experiences, Bain’s book formed the basis for group discussions. Faculty participants (re)designed facets of their courses to address the teaching and learning challenges they identified. They also contributed written descriptions of their results along with reflections of their experiences for inclusion on CAE’s Large Course Resources web page. At least three faculty members anticipated pursuing scholarly activities related to innovative practices in large course settings.



Left: Faculty concentrate at the writing retreat.

# TEACHING AND LEARNING

## Faculty Book Groups

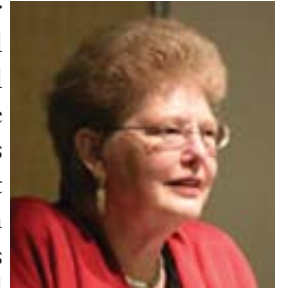
Teaching and Learning staff sponsored a faculty book group each quarter during the academic year, giving faculty the opportunity to participate informally in interdisciplinary discussions about teaching and learning issues. Discussion sessions took place on alternate Fridays beginning the second week of the term. Approximately 10-12 faculty committed to the five-session discussion each quarter, and a core group of seven participated regularly throughout the year. The fall quarter group read and discussed Donald Finkel's *Teaching with Your Mouth Shut*. Gerald Graff's book, *Clueless in Academe: How Schooling Obscures the Life of the Mind* was the subject of winter term discussions, and Therese Huston's *Teaching What You Don't Know* wrapped up a year of engaged and lively discussions in the spring.

## Faculty Writing Retreats

The Center's Teaching and Learning staff continued to offer faculty members the space, time, and support to focus on key writing projects. Faculty response to these events in the previous two years has been so enthusiastic that CAE added two additional retreats this year. A retreat was offered in January, February, April, and May (photo on page 10) and seating was increased to 15 per session. Registration filled quickly as faculty expressed their continued interest in this writing opportunity.

## Teaching & Learning in the Age of Media

The *Deep and Hyper Attention: Implications for Teachers* forum featured Katherine Hayles, and was co-sponsored by the Center and the PSU Challenge Program. Seventy people attended this session to hear Hayles discuss the shift in cognitive modes from deep attention to hyper attention. Professor Hayles reviewed the evidence and suggested pedagogical responses to what the National Endowment for the Arts has called "the national crisis in reading." Professor of Literature at Duke University, Hayles teaches and writes on the relations of science, technology and literature in the 20th and 21st centuries. A prize-winning author, Hales is a recipient of a Guggenheim, a Rockefeller Residential Fellowship, two NEH Fellowships, and a University of California Presidential Fellowship.



Forum panelists David Wood of Portland Public Schools, Ron Narode of PSU's Curriculum and Instruction, Laurel Kash of the Rainier School District, and John Olmsted of Portland Community College.

# TEACHING AND LEARNING

## Graduate Assistant Development

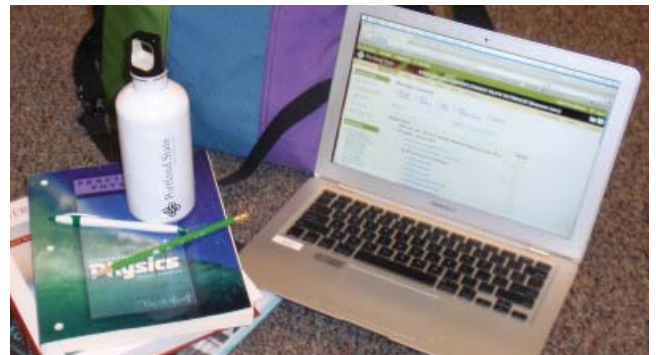
The CAE continued its fifteenth year of support for the professional development of Graduate Teaching Assistants. CAE staff, in collaboration with staff from the Office of Graduate Studies and Research, Office of Information Technologies, Millar Library, Human Resources, Student Affairs, and multiple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

CAE staff also conducted eight departmental workshops for Teaching Assistants (TAs), conducted 30 classroom assessment and teaching observations for TAs, provided two program evaluations for departments seeking to assess their graduate teaching development programming, and supported faculty advisors for TAs in their efforts to develop a wider range of TA development activities. Teaching Assistant workshop topics included effective assessment and grading, student development, ethical issues in teaching, best practices for engaging students in learning, teaching in larger class settings, and academic portfolio development. The Center continues to provide academic portfolio workshops and resources for TAs, an important vehicle not only for instructional improvement, but also for documentation of professional growth and accomplishment throughout graduate school.

## International Faculty Development

In November, Waseda University sent a delegation of five administrators and staff from Tokyo, Japan to Portland State. The purpose of their visit was to research faculty development and outreach strategies and to use this information to increase faculty

participation at Waseda's new Faculty Development Center. During their visit, Leslie McBride met with the delegates to explain the role of CAE at PSU and its faculty development activities.



## Teaching with Technology

The Instructional Design Team (IDT) serves as a catalyst for and nurtures excellence in the productive application of technology for teaching and learning. The IDT offers pedagogical and technical support for the Learning Management System, *Desire to Learn* (D2L), in the form of consultation sessions with individual faculty members and formal training workshops. As appropriate, the team also provides support for technical issues with computers and browsers.

The IDT hosted two webinars during fall quarter: *Student Engagement & Web 2.0 in Blended Learning*, and *Helping Faculty Manage Online Workload*. Additionally, it provided training support for Elluminate and Respondus including the creation of a *Respondus Quick Start Guide* tutorial, and hosted ECHO 360: *The Benefits of Lecture Capture* training during fall quarter. For information on the number of trainings and consultations that IDT members provided during 2010-2011 turn to *The Page That Counts* (page 39).



# ASSESSMENT AND EVALUATION

## Assessment Services

At the invitation of California State University, Fullerton, Leslie McBride served as consultant for its Program Performance Review and Assessment Institute, delivering the keynote address during its October meeting. Later that month, Dr. McBride teamed up with Kathi Ketcheson, Director of Portland State's Office of Institutional Planning and Research, and Rowanna Carpenter, Chair of the Institutional Assessment Council and the Assessment Coordinator for University Studies, for a presentation given at the 2010 Assessment Institute in Indianapolis. The session, *Coming to Terms with Campus-wide Learning Outcomes*, described how unit-level assessment data contribute to campus-wide assessment processes.

In February, Arianna Stumbaugh, CAE's graduate assistant for assessment, provided significant support to the Institutional Assessment Council as it planned and then hosted an Assessment Forum focused on Portland State's eight Campus-Wide Learning Outcomes. The Forum, designed to encourage interdisciplinary conversations regarding how various departments have incorporated outcomes into their curricula, also included presentations on the role of portfolios in student learning.

As spring quarter came to a close, CAE helped departments summarize their program assessment efforts for the year. Staff helped with the reporting process and provided assistance both in refining learning outcomes and in matching outcomes to assessment measures. For the first time, department representatives loaded assessment data into Portland State's new Assessment Module, an online platform for storing and reporting program-level assessment activity.

## PSU'S CAMPUS-WIDE LEARNING OUTCOMES:

### DISCIPLINARY AND/OR PROFESSIONAL EXPERTISE

*Students will gain mastery at a baccalaureate level in a defined body of knowledge through attainment of their program's objectives and completion of their major.*

### CREATIVE AND CRITICAL THINKING

*Students will develop the disposition and skills to strategize, gather, organize, create, refine, analyze, and evaluate the credibility of relevant information and ideas.*

### COMMUNICATION

*Students will communicate effectively in a range of social, academic, and professional contexts using a variety of means, including written, oral, numeric/quantitative, graphic, and visual modes of communication using appropriate technologies.*

### DIVERSITY

*Student will recognize and understand the rich and complex ways that group and individual inequalities and interactions impact self and society.*

### ETHICS AND SOCIAL RESPONSIBILITY

*Students will develop ethical and social responsibility to others, will understand issues from a variety of cultural perspectives, will collaborate with others to address ethical and social issues in a sustainable manner, and will increase self-awareness.*

### INTERNATIONALIZATION

*Students will understand the richness and challenge of world cultures and the effects of globalization, and will develop the skills and attitudes to function as "global citizens."*

### ENGAGEMENT

*Students will engage in learning that is based on reciprocal and mutually beneficial relationships, and through this engagement will apply theory and skills in diverse venues, linking the conceptual to the practical.*

### SUSTAINABILITY

*Students will identify, act on, and evaluate their professional and personal actions with the knowledge and appreciation of interconnections among economic, environmental, and social perspectives in order to create a more sustainable future.*

# COMMUNITY-UNIVERSITY PARTNERSHIPS

## 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, 12,500 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 Programming Activities

***Faculty Fellows for Community Partnerships/Focused Curriculum Development:*** CAE awarded ten mini-grants to faculty for the integration of community-university partnerships into their teaching and/or scholarly agendas via the faculty fellows program.

***Faculty Fellows for Internationalization:*** This program was designed specifically for faculty developing and planning to teach an international community-based learning course. In partnership with the Office of International Affairs, the Center developed this program to assist faculty in development of these complex international courses. Collaboratively, participants developed a broader understanding of how community-connected pedagogies can leverage existing international partnerships as well as venture into new international arenas. Read more about this program on page 25.

***Faculty Fellows for Sustainability:*** This program was developed specifically for faculty teaching, or planning to teach, a course on sustainability. Participating faculty were interested in (re)designing a course to include appropriate learning outcomes aligned with course components and innovative, community-based learning strategies. Read more about this program on page 25.

*"Those who make us believe that anything's possible and fire our imagination over the long haul, are often the ones who have survived the bleakest of circumstances. The men and women who have every reason to despair, but don't, may have the most to teach us, not only about how to hold true to our beliefs, but about how such a life can bring about seemingly impossible social change."*

-- Paul Loeb



## Study Circle

In May 2011, the Center brought Paul Loeb to campus. More than 300 students, faculty, administrators, and community partners participated in activities, including Mr. Loeb. His visit was co-funded by the Community Development student group and student fee funds. He led a workshop for University Studies, where faculty discussed his recent book *Soul of a Citizen* and how to apply insights to capstone courses.

Loeb also met with a group of 40 student leaders to discuss ways their campus leadership can be mobilized to implement sound change in the world.

# COMMUNITY-UNIVERSITY PARTNERSHIPS



President Wim Wiewel welcomes Civic Engagement Award winners and guests.

## Civic Engagement Awards

As part of CAE's signature Carnegie Conversatoin events, President Wim Wiewel and Provost Roy Koch joined the CAE May celebration at the 11th annual event in honor of faculty and community partners in their exemplary community engagement research, scholarship, and teaching. To showcase and celebrate the civic engagement efforts of PSU faculty, departmental and programmatic units, and community-based partners, the awards recognize exemplary civic engagement efforts and acknowledge the importance of civic engagement in all facets of university life. More than 140 faculty, administrators, and community partners participated in this event, where Paul Loeb, internationally recognized author of *Soul of a Citizen: living with Conviction in Challenging Times* delivered the keynote address.

### *Excellence in Community-based Teaching & Learning*

- Judy Bluehorse, University Studies and Educational Leadership and Policy, Graduate School of Education
- Margarete 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 Community-University Partnerships*

- Mariam Baradar and Lisa Aguilar, Forest Grove School District
- Stephanie Wagner, Tryon Creek State Park

### *Excellence in Departmental Civic Engagement*

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

### *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

# COMMUNITY-UNIVERSITY PARTNERSHIPS

## Civic Engagement Breakfast Series

This annual series engages campus and community members in conversations about ways to improve practices in bridging the university to the metropolitan region, and beyond. The February 2011 breakfast, *Global Citizenship: Engaging Diverse Voices in this New Global Century*, examined what responsibility Portland State University / higher education has to sensitize and educate ourselves and our students to assume significant community leadership roles in increasingly complex and diverse, globalized environments and how we integrate these important themes into our classrooms and programs. Some 50 participants braved inclement weather to join Gilma Meneses, Chief Diversity Officer; Melody Rose, Vice Provost for Academic Programs & Instruction; and Vivek Shandas, Assoc. Professor, & Chair of Internationalization Council in the exploration of innovative strategies to educate students who want and need to be smart, effective, and inclusive contributors to communities.

In feedback collected at this event, participants expressed gratitude for being informed of what's happening across campus and for the various opportunities presented to continue PSU community engagement in internationalization. Faculty were inspired to engage global students by connecting international and American students in innovative ways, and the importance of institutionalizing global citizenship into the curriculum to infuse globalization into daily practice. Of particular note was the responsibility to fill gaps where missing information and learning can cause stereotypes, and the fact that the discussion isn't over. All in attendance agreed that the efforts must continue.

Mark Wubbold and Jahed Sukhun at the Civic Engagement Breakfast.



## CUP Administrative Activities

### MARKETING AND COMMUNICATIONS:

In 2010-2011, CAE faculty worked on several projects with the PSU Marketing and Communications staff to: 1) provide strategic direction and feedback to community engagement communications plan; 2) develop a video profile of student engagement and 3) design and produce a new brochure about community-university partnerships.

### The Real World

In the spring, CUP staff coordinated the public debut of *Lessons From the Real World* (<http://www.docmakeronline.com/>) at Portland's Hollywood theater. This documentary by Dr. Bob Gliner, was produced in collaboration with PSU's Graduate School of Education. Learning to read, do math and other subjects happens when students care about what they are learning, rather than drilling them with subject matter largely divorced from their real lives. This engaging documentary provides a first hand look at K-12 schools and classes that weave community and societal problem solving through their curriculum as a way of both preparing students for active participation in democratic society, as well as motivating them to learn basic skills as part of a meaningful educational experience.



Civic Engagement Breakfast panelists Gilma Meneses, Melody Rose, and Vivek Shandas



# CUP / STUDENT LEADERS FOR SERVICE

## Student Leaders for Service

Over the past twelve years, the Student Leaders for Service program (SLS) at PSU has cultivated a diverse and growing group of engaged student leaders. Each year, approximately 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 liaisons 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). What began twelve years ago as four students has since evolved into a 25-student, internationally and award-winning, and replicated program.

### *2010-2011 Community Partners:*



### **Martin Luther King Jr. Day of Service**

- Cedar Sinai Park
- City of Tualatin - tree planting
- De La Salle High School
- Film Action Oregon/Hollywood Theatre
- Friends of Trees
- Friends of Tryon Creek
- Homestead Neighborhood Association
- Linnton Community Center / Linnton Neighborhood Association
- Love Letters
- Mt Tabor Parks
- Mt. Pleasant Elementary School
- Multnomah County Library: Title Wave Bookstore
- North Portland Neighborhood Association
- North/Northeast Business Association
- Northwest Portland Ministries
- Oregon Campus Compact
- Oregon City High School
- p:ear mentor
- Partnership for Safety and Justice
- Pioneer Special Schools
- Powellhurst-Gilbert Neighborhood Association
- Random Acts of Thanks (thank you cards for our nonprofit partners)
- ReBuilding Center
- Schoolhouse Supplies
- SCRAP
- SHARE
- Southeast Uplift
- Tigard-Tualatin School District
- Tryon Creek Watershed Council Site #1
- Tryon Creek Watershed Council Site #2
- Village Gardens (Janus Youth Programs)

(Photos on page 21)

# CUP / STUDENT LEADERS FOR SERVICE

## 2010-2011 Community Partners (continued):

### Partner Sites

- Kelly Elementary
- Jefferson High School
- Woodlawn Elementary
- Vernon Elementary
- Ockley Green Elementary
- City of Portland, Office of Neighborhood Involvement
- Macdonald Center
- SOLV
- Immigrant and Refugee Community Organization
- Rose Haven
- Cascade Aids Project
- Safe Passage to Motherhood
- City of Portland, Community Garden Program
- PAL
- LEP High School
- Learning Gardens Laboratory

### Earth Day

- Duniway Elementary School

### Alternative Spring Break

- Project Open Hand
- Glide Memorial Church
- Living Lands Agrarian Church
- Soil Born Farms
- Sacramento Community Gardens
- Petaluma Bounty
- Habitat for Humanity
- Rebuilding Center
- Friends of Trees



Earth Day 2011

## COMMUNITY-BASED LEARNING SUPPORT AND PROFESSIONAL DEVELOPMENT

In 2010-2011, SLS members planned and facilitated projects that engaged over 1,500 PSU students, faculty, staff, and community members through days of service.

- New Student Week Service Day
- Martin Luther King, Jr. Day of Service
- Global Youth Service Day/Earth Week
- Alternative Spring Break

SLS members often serve as ambassadors for PSU's engagement mission. In 2010-2011, members were called upon to present to the following audiences:

- "Solidarity through Service" Martin Luther King, Jr. panel discussion
- World Affairs Council visitors studying youth activism in the U.S.
- Students at the PSU Student Leadership Conference
- Worked with University Studies to develop online materials to support faculty's student engagement in community-based projects.



Alternative Spring Break

# INTERNATIONAL FACULTY DEVELOPMENT

## *Bridging Worlds Apart: A Global Outlook on Improving Higher Education*

In September 2010, PSU's Center for Academic Excellence and Northwestern University's Searle Center for Teaching Excellence were selected as consultants for the Palestinian Faculty Development Program (PFDP), a major seven-year endeavor funded by USAID and the Open Society Institute (OSI) and administered by AMIDEAST and OSI. The project is an institute-building effort focusing on improving higher education in the West Bank and Gaza area in preparation for eventual Palestinian statehood. PFDP was first launched in October 2005 by assisting Palestinian doctoral students in accessing advanced degrees from around the world, with the motivation to strengthen the capacity of Palestinian universities to deliver high quality, innovative teaching and learning practices. As part of this larger program, Portland State University and Northwestern University received funding for a two-year effort to assist Palestinian universities—particularly Bethlehem University (BU), An-Najah National University (ANU), and Hebron University (HU)—in establishing teaching and learning centers on their respective campuses.

Portland State University has long been recognized for its distinct vision to emphasize and enhance the value of higher education through excellence in research, teaching, and outreach programs. Seeking to extend this vision beyond our immediate academic and social spheres, as well as in keeping with the goals of PFDP, PSU's Center for Academic Excellence has worked closely in the past year with the above-mentioned partner universities to facilitate multi-disciplinary engagement in this international collaboration. The partnership was established with initial visits by CAE's Kevin Kecskes and Amy Spring to Palestine in



September and December 2010, which included campus visits, launch workshops, and extensive meetings to solidify a shared work plan to be implemented over the two-year period. In March 2011, the CAE hosted a visit from Samar Abboushi, PFDP Education Program Manager of AMIDEAST, highlighting the Center's activities as well as the PSU community's interest in the program. This was shortly followed by a visit from our partners at Bethlehem University--Drs. Rabab Tamish (Director of the Center for Teaching Excellence, BU) and Irene Hazou Makhoul (Assistant Vice President for Academic Affairs, BU). Most recently, the PFDP team advised on the development of an extensive evaluation plan, including formative and summative components, for the emerging Centers of Excellence in Palestine.

Throughout the past year, the PSU community's ongoing support of PFDP has translated into broad-ranging interests



(Left to right) Irene Hazou Makhoul and Rabab Tamish look on as Kevin Kecskes addresses PSU faculty at luncheon hosted by PSU's Middle East Studies Center.

# INTERNATIONAL FACULTY DEVELOPMENT



CAE's Kevin Kecskes (far left) and Amy Spring (third from right) at Bethlehem University .

and direct engagement across the disciplines. To date, over 60 PSU faculty and staff have participated in the program's events, including faculty members Carol Morgaine and Dannelle Stevens who visited Bethlehem to conduct faculty development workshops in May, and Keith Walters who will be part of a September trip to the West Bank. Designed to maximize the interests and needs on all fronts of the partnership, these endeavors are directly engaging senior PSU faculty in development activities that CAE faculty believe will make significant contributions at our partner universities while also offering all involved multiple professional growth opportunities in an international setting.

Multiple new developments are anticipated in the next academic year, with ongoing preparations for additional visits including workshops and presentations to be conducted by Keith Walters and Kevin Kecskes in September 2011, and joint presentations by respectively paired American and Palestinian partner universities at the Professional and Organizational Development (POD) Network conference in October 2011. With another year to go, the Center will continue in helping establish a sustainable and constantly expanding network of higher education resources which will make a lasting impact on the greater West Bank region, as well as inform PSU faculty teaching and learning excellence in the Portland Metropolitan region.



Irene Hazou Makhoul and Rabab Tamish were guests of honor at a reception in Portland hosted by Keith Walters, Applied Linguistics.

# CUP AWARDS AND RECOGNITIONS

## Spotlighting PSU Work in National & International Venues

Annually, the Center tracks and, on behalf of PSU, responds to information requests and award applications, often resulting in the receipt of various (inter)national awards and recognitions, including the following:

**Corporation for National Service Honor Roll** - The Corporation for National and Community Service oversees the Honor Roll in collaboration with the Department of Education, Department of Housing and Urban Development, Campus Compact, and the American Council on Education. The Honor Roll's Presidential



Award, given each year to select institutions, is the highest federal recognition a college or university can receive for its commitment to volunteering, service-learning, and civic engagement. Awardees are chosen based on a series of selection factors including scope and innovation of service projects, percentage of student participation in service activities, incentives for service, and the extent to which the school offers academic service-learning courses. In 2010-11, PSU was recognized for the 5th year.

**National Campus Compact Annual Survey** - Campus Compact is a membership organization of more than 1,100 colleges and universities, representing more than a quarter of all higher education institutions nation wide. Members are interested in supporting community engagement and the civic purposes of higher education. The membership profile reflects the full range of diversity among colleges and universities, including public and private, two-year and four-year, rural and urban, and those classifying themselves as faith-based, women's, tribal, Hispanic-serving, and historically black colleges and universities, among others. Each year Campus Compact asks its member campuses to report on the state of engagement on their respective campuses. These data are used to measure growth in student and faculty engagement on an individual campus and on state and national levels. PSU, via the Center, responds to this request for data each year.



**Campus Compact**

(Photos on this page from Student Leaders for Service - MLK Day of Service. Read more on page 17.)

# FACULTY MINI-GRANTS

## Academic Innovation/Faculty Fellows Mini-grants

For the 16th year, Academic Innovation/Faculty Fellows (AIM/Fellows) Mini-grants were awarded to support faculty innovation in teaching, scholarship, and engagement. AIM/Fellows is open to all PSU faculty in areas that forward the University's mission and goals. The program convenes interdisciplinary groups of faculty who work on discreet individual projects over a period of 10 to 20 weeks, sharing discussions and resources with fellow AIM/Fellows colleagues. In 2010-2011, CAE administered five separate AIM/Fellows programs designed to support improvements in teaching and learning and community partnerships. As a result of their participation, faculty received funds to be used for expenses such as purchasing supplies and equipment for research assistance, conference attendance, etc. CAE staff managed the application process, and planned, organized, and facilitated all AIM/Fellows sessions.

### *Enhancing Your Large Course Design*

Leslie McBride and Janelle Voegelé co-facilitated this group of ten faculty interested in enhancing opportunities for student engagement and deep learning in their larger courses. Each participant received a **\$1,000** grant and a copy of Ken Bain's highly regarded book, *What the Best College Teachers Do*. Supplemented by recent scholarship on large course design and a panel of PSU students who discussed their large course experiences, Bain's book formed the basis for discussions and project development. At the program's conclusion, participants contributed descriptions of their large course project strategies along with written reflections of their program experiences for placement on CAE's Large Course Resources web page. At least three faculty members were planning scholarly activities related to innovative practices in large course settings.

#### *Participating Faculty:*

- Kenneth Bagley
- Peter Boghossian
- Sherwin Davidson
- Yasmeen Hanoosh
- Jon Holt
- Maura Kelly
- Glen Richardson
- Karen Strand
- Lisa Weasel
- Ellen West

## *Faculty Fellows for Partnerships Program*

CAE's Amy Spring facilitated the Faculty Fellows group, consisting of faculty interested in exploring a new community partnership to be coupled with academic curriculum or engaged research. Participants, who possessed minimal or no experience with community partnership development, were provided with partnership development resources over the winter term. CAE staff also shared local, regional, and national expertise with participants to facilitate the development of partnerships and powerful community-engaged teaching, learning, and/or research. Participants each received a **\$1,000** grant, and developed a broader understanding of how partnerships with community organizations can ground research and teaching in local, regional, and global concerns.

#### *Participating Faculty:*

- Deborah Arthur
- Priya Kapoor
- Alex Sager
- Patricia Schechter
- Alma Trinidad

## *Faculty Fellows for Internationalization Program*

The Faculty Fellows for Internationalization Program, funded and run collaboratively with the Office of International Affairs, was designed specifically for faculty developing and planning to teach an international community-based learning course. Faculty interested in (re)designing a course in partnership with an international community organization that includes appropriate learning outcomes aligned with course components (e.g., class sessions, assignments, etc.) and plans to utilize community-based learning strategies were encouraged to apply. CAE and OIA staff provided appropriate resources about involving local, regional, and national expertise in internationalization & curriculum development, supported efforts of participants to develop engaged teaching strategies, and assisted participants in developing a community-based learning course proposal for submission to the International Faculty-Led Program Review Committee. Participants received **\$1,000** grants, and collaboratively developed a broader understanding of how community-connected pedagogies can leverage existing international partnerships as well as venture into new international arenas.

#### *Participating Faculty:*

- Jeanne Enders
- Ann Marie Fallon
- Eric Mankowski
- Helen Reed
- Richard White

# FACULTY MINI-GRANTS

## *Faculty Fellows for Sustainability*

A Miller grant-funded review of 127 sustainability course syllabi conducted by UNST and CAE faculty determined that 50% had learning outcomes, goals, or objectives; and approximately 20% involved a community-based learning component (e.g., field study, action research, site visits, etc.). This Faculty Fellows Program, developed in response to these findings, was designed specifically for faculty teaching, or planning to teach, a course on sustainability. Participating faculty were interested in (re)designing a course to include appropriate learning outcomes aligned with course components (e.g., class sessions, assignments, etc.) and innovative, community-based learning strategies. Each participant created a new or significantly redesigned course syllabus to include a learner-centered approach and substantive community-connected strategies as key pedagogical components. Each also completed a written reflection on what was learned through completing the project, and received a **\$1,000** grant. Reflections were posted on the Center's website.

### *Participating faculty:*

- Peter Boghossian
- Eileen Brennan
- Elisabeth Charman
- Jeanne Enders
- Jeff Fletcher
- Avram Hiller
- Sarah Wolf Newlands
- John Rueter
- Mary Ann Schmidt
- Laurel Singer

## *Design and Deliver a Blended (Hybrid) Course: A Comprehensive Approach*

PSU and universities across the country are increasingly exploring hybrid blended learning course design. For this reason, CAE staff developed and facilitated three Hybrid Course ReDesign faculty learning communities, with several more planned for the upcoming academic year. Participants collaborated with instructional designers and other faculty to redesign a course for hybrid delivery during a subsequent term. The project emphasized course goals and outcomes, teaching and learning strategies, learning activities, assessment methods, and appropriate use of online and multi-media resources. The resulting hybrid courses were taught 50% online, 50% in the classroom. Each participant in the hybrid workshops received a grant of **\$500**, as well as an additional **\$1,000** upon course delivery.

### *Participating Hybrid faculty:*

#### *Summer 2010:*

- Dean Atkinson
- Annie Knepler
- Mark Berrettini
- Cindy Brown
- Michael Clark
- Anne Curry-Stevens
- Maggie Elliot
- William Fischer
- Lisa Stewart
- Keith Kaufman
- Rik Lemoncello
- John Olmsted
- Barbara Page
- Neil Ramiller
- John Rueter
- Theresa Schmidt
- Jeanette Soby

#### *Fall 2010:*

- Rodney Barker
- Teresa Bulman
- Janet Cowal
- Amy Donaldson
- Lisa Ekman
- David Galaty
- Shirlee Geiger
- Sam Gioia
- Bill Griesar
- Loretta Manning
- Carol Morgaine
- Gerry Recktenwald
- Pat Rumer
- Kama Simonds
- Albert R. Spencer

#### *Winter 2011:*

- Sy Adler
- Katrine Barber
- Tami Blumenfield
- Moshoula Capous-Desyllas
- David Gerbing
- Linda Golaszewski
- David Hansen
- Moti Hara
- Martin Lafrenz
- William Lang
- Charla Mathwick
- Jill Mosteller
- Alexander Sager
- Lynn Santelmann
- Andreas Schroerer
- BT Shaw
- Frances Stehle
- Hyeyoung Woo
- Kristi Yuthas

#### *Spring 2011:*

- Alexandria Cesar
- Susan Carlile
- Susan Danielson
- Don Dickerson
- Douglas Crow
- Emily De la Cruz
- Karla Fant
- Tom Gillpatrick
- Jana Meinhold
- Barry Messer
- Ann Mussey
- Will Parnell
- Tiffany Perala
- Grier Philips
- Amy Peti
- Sarah Sterling
- Daveena Tauber
- Sarah Wolf-Newlands

# FUNDING, GRANTS, & GIFTS

## External Support: Funding, Grants and Gifts

CAE projects enjoyed continued support of:

**\$3,619** for summer work to support the Eco District initiative from the Institute for Sustainable Solutions

**\$305,000** in an ongoing grant (Aug. 2010 to Aug. 2012) from AmidEast/USAID/Open Society Institute for the Palestine Faculty Development Project

**\$65,205** of support for Student Leaders for Service 2010-2012 operational costs from PSU's Student Fee Funds/Student Fee Committee

**\$36,315** in registration fees for the International Institute on Partnerships

**\$18,036** in tuition remissions from PSU's Office of Graduate Studies

**\$10,000** Miller Foundation Sustainability Planning Grant, (ongoing grant originally awarded Spring 2010) as part of overall grant to Vivek Shandas, Ethan Seltzer, Connie Ozawa, and Barry Messer, Summer 2010.

**\$5,140** to support the development of international community based learning courses via the Faculty Fellows for Internationalization Program from PSU's Office of International Affairs

**\$6,500** to support the International Institute on Partnerships from the Lumina Foundation

**\$3,000** to support visiting international speaker Paul Loeb awarded to Student Leaders for Service from PSU's SFC/AAA

**\$3,000** from the Portland Development Commission for coordination of the Neighborhood Economic Development Roundtable

**\$3,000** to support the International Institute on Partnerships from an anonymous donor

**\$1,000** Martin Luther King Jr Service Day grant awarded from North Carolina Campus Compact

# COMMITTEE WORK

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

## University Committees

- Capstone Review Committee, Chair (L. McBride)
- Dean of Instruction Advisory Committee on Tenure and Promotion, Chair (L. McBride)
- Director of the Center for Online Learning, Search Committee (L. McBride)
- Faculty Advisory Council (L. McBride)
- Faculty Development Committee (L. McBride)
- Faculty Senate (L. McBride)
- Institutional Assessment Council (L. McBride)
- Institutional Assessment Council (A. Stumbaugh-Young)
- Provost's Cradle 2 Career/P-20 member, faculty advisory committee (K. Kecskes)
- Vice President for Research and Strategic Partnerships, member, selection committee – Spring/Summer, 2010, (K. Kecskes)
- Vice Provost for Academic Programs and Instruction, Screening Committee (L. McBride)
- President's Commission on the Status of Women Co-Chair (P. Hudson)

## Ad Hoc Program Committees

- Chiron Studies (J. Voegele)
- Martin Luther King, Jr. Planning Committee - Multicultural Center (E. Hoffer)
- Martin Luther King, Jr. Planning Committee - Oregon Campus Compact (E. Hoffer)

## Community Committees

- The Journal of Public Scholarship in Higher Education, Senior Advisory Board member (K. Kecskes)
- Oregon-Waseda Program faculty advisor, Winter, 2011 (K. Kecskes)
- Oregon Council on Multiracial Affairs (P. Hudson)
- Portland Development Commission's Neighborhood Economic Development Roundtable advisory committee, Summer 2010 (K. Kecskes)
- Portland Development Commission's Neighborhood Economic Development Roundtable logistical support, Summer 2010 (P. Hudson, A. Spring)
- PSU Liaison and committee member, OHSU Health Educator's Conference, June 2011 (J. Voegele)
- Cradle 2 Career/P-20 community-wide event advisory committee, Fall 2010 (K. Kecskes, A. Spring)
- Oregon Governor's Commission for Voluntary Action and Service, Commissioner, ended second three-year term, Fall 2010 (K. Kecskes)

## Dissertation Committees

- Stephanie Stokamer, "Pedagogical Catalysts of Service-Learning for Civic Competence" Graduate School of Education (L. McBride)

# COURSES, SEMINARS, AND WEBINARS

## PSU Courses Taught by CAE Faculty and Staff

ELP 536: *Postsecondary Curriculum* (J. Voegele) Fall 2010

IS 405: *Civic Engagement Course Development* (K. Kecskes) Fall 2010

PA 411U: *Integrative Seminar, required capstone course for HSG's/PAP's Minor in Civic Leadership* (K. Kecskes) Winter 2011

PHE 507 Reading & Conference: *Sustainability and Our Health* (L. McBride) Winter, 2011

PHE 511: *Foundation of Public Health* (L. McBride; co-taught with L. Wallack) Fall 2010

UNST 421U (Capstone): *Inside-Out Prison Exchange, Coffee Creek Women's Prison*, (A. Spring) Winter 2011

UNST 421 (Capstone): *Organizing and Defending Immigrant Workers* (M. Chamberlain) Spring 2011

## Webinars & Seminars hosted by CAE

Student Engagement and Web 2.0 in Blended Learning webinar, Fall 2010 (A. Wang Gordon)

Helping Faculty Manage Online Workload webinar, Fall 2010 (A. Wang Gordon)

## Invited Consultancies of CAE Faculty and Staff

Abstract reviews for the annual conference of the Professional and Organizational Development Network, L. McBride

*Program Performance Review and Assessment Institute*, Consultant, California State University, L. McBride (October 2011) Fullerton, California.

## Honors Awarded to CAE Faculty and Staff

Early Career Research Award: International Association for Research on Service-Learning and Civic Engagement, Honorable Mention, Fall 2010 (K. Kecskes)

# PUBLICATIONS AND PRESENTATIONS

## Publications by CAE Faculty and Staff

Allen, J.H., Gerwing, J.J., & McBride, L.G. (2010). Building capacity for sustainability through curricular and faculty development: A learning outcomes approach. *Metropolitan Universities Journal*, 20(4), 60-73.

Halimi, S., Ingle, M., Kecskes, K. (2011). Strategic international SL institutional partnership: Mitigating the impact of rapid urban development in Vietnam. In *Crossing Boundaries: Tension and transformation in international service learning*. Green, P., & Johnson, M. (editors).

Kecskes, K. (in final review) The Engaged Department and Higher Education Reform: Research, Theory, and Transformation of the Academic Unit, invited chapter in Clayton, Bringle, & Hatcher, (Eds.) *Research on Service Learning: Conceptual Frameworks and Assessment*, Stylus Publications.

Kecskes, K. (2011). Engaging Departments in the Game: Increasing Awareness and Assessment for the Academic Unit, in J. Saltmarsh and E. Zlotkowski (Eds.) *Higher Education and Democracy: Collected Essays on Service-Learning and Civic Engagement*. Temple University Press.

Kecskes, K. and Robinson, J. (2010). Making values education real: Exploring the nexus between service-learning and values education, in T. J. Lovett (Ed.) *International Research Handbook on Values Education and Student Wellbeing*, Springer Publications (invited chapter)

McBride, L., & Voegelé, J. (in press). Reflecting together about tenure and promotion: A faculty learning community approach. *To Improve the Academy*: 30.

Wiewel, W., Kecskes, K., and Martin, S. (2011, in press). Portland State University's Second (R)evolution: Partnering to Anchor the Institution in Sustainable Communities. *Metropolitan Universities* (Special Issue on "International Perspectives on Community-University Partnerships").

## Presentations by CAE Faculty and Staff

\* Indicates peer reviewed

3E Forum and Eco-City Promotion Group from Tsukuba, Japan, *Portland State University*, K. Kecskes and E. Hoffer (October 14, 2010) Portland, Oregon

A 21st Century Imperative: Crafting Community-engaged Scholarship that Counts, keynote address, *Campus Compact Regional Conference*, K. Kecskes (September 23, 2010) Tulsa, Oklahoma

Arab World Perceptions of Civic Engagement. Lead presenter with Amani Elshimi, American University in Cairo, *International Association for Research on Service-Learning and Community Engagement Conference*, K. Kecskes (October 2010) Indianapolis, Indiana\*

Assessment as an ongoing process: Using assessment for program improvement. Invited keynote presentation *Program Performance Review and Assessment Institute, California State University*, L. McBride (October 2010) Fullerton, California

Building capacity for sustainability through faculty and curricular development, *Association for the Advancement of Sustainability in Higher Education 2010 Conference*, L. McBride with S. Halimi (October 2010) Denver, Colorado\*

Challenging Our Assumptions: Exploring International Partnership Practices, *International Institute on Partnerships, Portland State University*, K. Kecskes and A. Spring with B. Holland (May 2011) Portland, Oregon\*

Civic Engagement and Sustainability, *Oregon University System-wide Sustainability Symposium*, K. Kecskes with P. Boulay (February 2011) Corvallis, Oregon

Coming to terms with campus-wide learning outcomes. Presentation at the *2010 Assessment Institute*, L. McBride, with K. Ketcheson, and R. Carpenter (October 2010) Indianapolis, Indiana\*

Community Engagement, Higher Education's 21st Century Global Imperative: Implementation and Impact Challenges and Opportunities, King Faisal University, K. Kecskes (June 2011) Ahsaa, Saudi Arabia

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## PUBLICATIONS AND PRESENTATIONS - *continued*

Community-Based Learning: Portland State University's Approach to Civic Engagement, *International Visitor Leadership Program, Portland State University*, K. Kecskes with Best Practices in NGO Management Team (February 14, 2011) Portland, Oregon

Creating Engaged Departments: Metrics, Conundrums, Successes, and a View Forward. *International Association for Research on Service-Learning and Community Engagement Conference*, K. Kecskes (October 2010) Indianapolis, Indiana\*

Doing the Hard Work: Sustaining Service-learning by Building Multi-disciplinary, Community-Connected Academic Programs, *Continuums of Service Annual Meeting*, K. Kecskes with M. Nishishiba (April 2011) San Diego, California\*

Faculty development at Portland State University: An overview. Invited talk to visiting educational administrators from the Jilin Province, China. L. McBride (February, 2011) Portland, Oregon

Going inside the campus: Partnering with higher education. Panel presentation, *International Institute on Partnerships, Portland State University*, L. McBride with G. Withers, S. Hopp, C. Kolins, and R. Rennekamp (May, 2011) Portland, Oregon

How Are We Doing? Evaluating How Partnerships with Pre K-12th grade Youth are Affecting School Performance, *Continuums of Service Annual Meeting*, A. Spring (April 2011) San Diego, California\*

Impacting Local and Global Social Issues through Reciprocal Research Partnerships: Lessons from the Field, *Continuums of Service Annual Meeting*, K. Kecskes with M. Nishishiba, K. Shaw, and L. Weasel (April 2011) San Diego, California\*

Pedagogies of Engagement for Sustainability Education *Linfield College*, K. Kecskes with J. Rueter (April 8, 2011) McMinnville, Oregon

Portland State University's Engagement Model: Outreach, *Association of Public and Land-grant Universities Summer Meeting*, A. Spring (June 2011) Portland, Oregon

Project Grow facilitated conversation, In Between Spaces: Transdisciplinarity, Field Work, Urban/Rural, Defining and Naming, *Open Engagement Conference, Portland State University*, K. Kecskes (December 2010) Portland, Oregon\*

Racial Disparities Unmasked: Opportunities, Struggles, and Impacts in Partnered Research, *International Institute on Partnerships, Portland State University*, K. Kecskes and K. Shaw with A. Curry-Stevens, C. Gomez, and V. Palmer (May 2011) Portland, Oregon\*

Searching for Common Ground: International & USA University Partnerships for Faculty Development, *International Institute on Partnerships, Portland State University*. K. Kecskes, E. Lim, and A. Spring, with D. Drane and G. Light (May 2011) Portland, Oregon\*

Sustainability and Community Engagement: Co-creating in the Third Order - Integrating Active Learning Strategies into Sustainability Curricula, *Sonoma State University institution-wide workshop*, K. Kecskes (March 3, 2011) Santa Rosa, California

Transformative Education Behind Bars, *University of Washington*, A. Spring (June 2011) Seattle, Washington

## **Center for Academic Excellence 2010-2011 Faculty and Staff**

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

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

Assistant Director for Community-University Partnerships - Amy Spring M.P.A.

Assistant Director for Teaching and Learning - Janelle Voegele, M.A.,  
Doctoral Candidate, Educational Leadership

Program Administrator - Patrice Hudson, M.S.

Instructional Designer - Michael Chamberlain, M.S.

Instructional Designer - Vince Schrek, Ed.D.

Instructional Designer - Mark Terui, M.A.

Instructional Designer - Aifang Wang Gordon, Ph.D.

Program Coordinator for Student Leaders for Service - Emily Hoffer

Graduate Assistant, Assessment - Arianna Stumbaugh-Young

Graduate Assistant, Community-University Partnerships - Anya Hankin

Graduate Assistant, Community-University Partnerships - Esther Lim

Graduate Assistant, Community-University Partnerships - Katie Shaw

Student Employee - Jaime Becker

Student Employee - Jessica Beckett

Student Employee - Nikki deLeon

# CAE Co-DIRECTORS



**Kevin Kecskes, Ph.D.**

Associate Vice Provost for Engagement and  
Director for 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.” Kevin was the Director of Service-Learning at Washington Campus Compact, and the Program Director of the Western Region Campus Compact Consortium from 1997-2002. 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 lessons learned from five years of effort to work with universities in Vietnam to help build community-campus partnerships, faculty and institutional development for civic engagement, building integrated academic programs for civic leadership, student leadership development, ethics and community-based learning, values education, 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). Kevin is affiliated faculty in the Mark O. Hatfield School of Government, where he annually teaches courses on civic leadership in the Division of Public Administration and Policy. He received his B.S. from Boston College, Ed.M. from Harvard University, and Ph.D. from PSU.



**Leslie McBride, Ph.D.**

Associate Vice Provost for Assessment and  
Director for Teaching and Learning

Leslie McBride left her position in the School of Community Health after 25 years on its faculty to serve as director for the CAE’s teaching and learning programs, accepting the position of Associate Vice Provost for Teaching, Learning, and Assessment in 2008. Since joining the CAE, she has focused on the role of faculty development in institutional change, including academic portfolio development, and faculty and curricular development for sustainability. Her most recent publications focus on faculty learning communities and academic portfolio development, building capacity for sustainability through curricular and faculty development, and the contributions of community food systems to social sustainability. In her past role as chair of the School Health Education and Services Section within the American Public Health Association, Leslie helped develop a national action plan for comprehensive school health education. Over the years, she has provided evaluation and assessment support to Northwest Regional Educational Laboratory, the Healthy Communities Initiative for the Portland Tri-Counties Community Care Network, the Oregon College of Oriental Medicine, and PSU’s Institute for Nonprofit Management. She continues her faculty affiliation with the School of Community Health, most recently teaching a graduate course, *Sustainability and Our Health*, during winter quarter, 2010. Leslie received her B.S. and M.Ed. from the University of Missouri, Columbia, and her Ph.D. (Education, emphasis Community Health) from Southern Illinois University.

# CAE ASSISTANT DIRECTORS & PROGRAM STAFF



**Amy Spring, M.P.A.,** Assistant  
Director for Community-University  
Partnerships

Ms. Spring works with PSU students, faculty, staff, and community partners to facilitate and support community-based learning. She has been responsible for coordinating and facilitating assessment activities, faculty and student development workshops, student and faculty participation in community-based work, the development of community-based curriculum, and all grant financial and programmatic reporting. She developed and manages the Student Leaders for Service Program in which students work in community organizations as leaders and advocates for community engagement. On the national level, Amy has presented and published on a range of topics including: student leadership development in service learning; impact assessment of service learning on students, faculty and community partners; and 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 service learning and its impacts on students, faculty, and community partners. She received her undergraduate degrees in Sociology and Urban Studies and Planning.



**Patrice Morris Hudson, M.S.,**  
Program Administrator

Patrice supports each of the units in the CAE. She coordinates programs and events, 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. In addition to her CAE responsibilities, Patrice serves as Co-Chair of PSU's Commission on the Status of Women, is a member of PSU's Diversity Action Council, and is a certified notary public. After earning her B.S. in Education at PSU in 1988, Patrice served as a Peace Corps volunteer (1988-90) training teachers in Belize, Central America. A single mother of three, she spends her free time volunteering for both Donate Life Northwest and the Oregon Council on Multiracial Affairs. Patrice earned an M.S. in Publishing at PSU in 2008 and is a member of Phi Kappa Phi.



**Janelle Voegele, M.A., Doctoral  
Candidate, GSE**

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. Janelle specializes in consultation on teaching, learning, assessment and curricular enhancement; strategies to increase student engagement and learning. Janelle is pursuing a doctoral degree in PSU's Graduate School of Education.



**Emily Hoffer,**  
Program Coordinator  
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 Harvard Center for Community Partnerships as a volunteer coordinator.

# CAE INSTRUCTIONAL DESIGN TEAM



**Michael Chamberlain,  
M.S.,** 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 received his Masters of Science in Instructional Technology and Design from the University of Houston Clear Lake in 2002.



**Vince Schrek, Ed.D.,**  
Instructional Designer

As an Instructional Designer, Vince Schrek 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).



**Aifang Wang Gordon, Ph.D.,**  
Instructional Designer

Aifang Wang Gordon holds a Ph.D. in Curriculum & Instruction: Instructional Technology and a master's degree in Computer Education & Technology from Ohio University. Aifang 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.



**Mark Terui, M.A.,**  
Instructional Designer

Mark is the newest member of the Instructional Design Team. Originally from Hawaii, Mark received a Bachelor of Science in Computer Science from Hawaii Pacific University. He later moved to Los Angeles with his wife and during his 1 3 year visit there he acquired a M.A. in Educational Technology from Pepperdine University. For the past 15 years he has worked in various positions of IT technical support and training for several different colleges and universities. He is also currently a part-time instructor for PCC in the Computer Applications & Office Systems department, teaching fully online and face-to-face classes. His specialties are making technology work and translating technical terminology (“geek speak”) for others.

# CAE GRADUATE ASSISTANTS & STUDENT STAFF

**Esther Lim,**  
Graduate Assistant,  
Community-  
University  
Partnerships



Esther joined the CAE in Fall 2010. She is a graduate student in PSU's English MFA program. A Korean-American from Indonesia, Esther's multi-cultural background and focus on communication have helped cultivate a broader vision toward international, interdisciplinary collaborations. She is the lead administrative support for the CAE's involvement in the Palestinian Faculty Development Program. The scope of Esther's work includes contributions to PSU's active collaboration with partner institutions in the West Bank to help establish teaching and learning centers on their respective campuses. She was also an organizing committee member for the 2011 International Institute on Partnerships, for which she coordinated communication, managed data, and facilitated web development. Before moving to Portland, Esther received her B.A. in English and Music from the University of Virginia, with a minor in Sociology.

**Katie Shaw,**  
Graduate  
Assistant,  
Community-  
University  
Partnerships



A part of CAE since September 2009, Katie graduated from PSU's School of Education this spring. Her GA contributions focused on the Community Engaged Research Scholars (CERS) and Student Leaders for Service (SLS) programs, and the recent renovation of CAE's website. She compiled a comprehensive literature review on engaged research and assisted with many CUP programs and events. Katie also has worked to increase SLS participation of international students, and facilitated several meetings on the topic of international service. Arriving at PSU with a B.A. in Global Studies and French and a Concentration in Environmental Studies from Providence College, Katie's passion lies in the use of small team collaborations and mentoring as means to revitalize community sustainability. She is a member of the tribal organization, Wisdom of the Elders, where she currently serves as a volunteer coordinator.

**Arianna  
Stumbaugh-  
Young**  
Graduate  
Assistant,  
Assessment  
Description



Arianna joined the CAE in the fall and works closely with the Institutional Assessment Council to host events such as the winter 2011 Campus-Wide Learning Outcomes Forum. Before she came to Portland, Arianna worked as Project Coordinator for the National Science Foundation grant Rocky Mountain Middle School Math and Science Partnership at the University of Colorado. She earned her B.A. in International Studies, with a minor in French, from the University of Colorado in 2007. She is currently pursuing a Masters of Arts degree in Political Science and plans to graduate in 2012. Her dream is to work for the United Nations, the U.S. State Department Foreign Service or an Anti-Trafficking NGO.

**Jaime  
Becker,**  
Senior



Jaime joined the CAE in the summer of 2010 as a transfer student from Kansas, working on a degree in Sociology.

**Jessica  
Beckett,**  
Junior



Jessica came to the CAE in the winter of 2009. She is majoring in Computer Science.

**Nikki  
deLeon,**  
Sophomore



Nikki joined the CAE in the fall of 2010. She is working on a Bachelor's degree with a focus on Business and Management.

## CAE SPECIAL STAFF



**Amy Driscoll, Ed.D,**  
Senior Scholar,  
CUP Partnership Initiative

Amy served as 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*.



**Anya Hankin,**  
**M.A.**  
Special 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 efforts have focused on supporting and enhancing institutional commitment to partnerships and engagement. Anya was a lead organizer and featured presenter for PSU's second annual International Institute on Partnerships, compiled a comprehensive literature review on Community-Higher Education partnerships, and conducted a 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 PSU, Portland Community College, Kaiser Permanente, Oregon Children's Theatre, and middle and high schools throughout Oregon and Washington. In tandem with her Conflict Resolution graduate studies, Hankin is pursuing a Masters in Drama Therapy at the National Association of Drama Therapy.

# THE PAGE THAT COUNTS

## **In 2010-2011,**

**\$228,352** was received by CAE in new grants and gifts.

**\$72,205** was received by CAE in continuing grants and gifts.

**\$133,500** was distributed by CAE in mini-grant support to PSU faculty for the development of academic innovations in teaching, learning, and engagement.

**110** faculty, staff, and GAs met individually with CAE Staff for assistance with issues related to teaching, learning and/or assessment, including **22** faculty members who received “just-in-time” support during the academic year.

**89** new faculty received orientation assistance from CAE staff

**79** faculty, administrators, and staff requested and received overviews of faculty development support for teaching and learning

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

**213** mid-quarter student feedback sessions were conducted by CAE staff, helping **7,000** students offer constructive feedback to their instructors.

**3,000** requests for D2L assistance were responded to by the Instructional Design Team.

**300** hours of face-to-face D2L training was provided by the Instructional Design Team.

**360** hours of individual faculty consultations for hybrid course design were provided by the Instructional Design Team.

**1,535** items are available for check out in the CAE Lending Library, including:

310 titles on Community-University Partnerships,

220 titles on Teaching and Learning,

126 titles on Professional Development,

105 titles on Assessment,

100 titles on Higher Education,

75 titles on Leadership, and

35 titles on Online Instruction.

32 national education periodicals

**1,500** PSU students, faculty, staff, and community members volunteered in school and community-wide projects planned by Student Leaders for Service.



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