



**The Center for Community and
Civic Engagement**

Annual Report 2018–2019

Center for Community and Civic Engagement
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CCCE at a Glance

Highlights of CCCE's 2018-2019 achievements

2018-2019 has been another exceptionally productive, record breaking year for the CCCE. Here are some of the notable accomplishments of the past academic year:

We have about 30 Academic Civic Engagement (ACE) courses more than the last academic year. ACE is at an astounding 90 courses this year, double the number of ACE courses two years ago. CCCE collaborated with St. Olaf and Campus Compact to provide an institute for engaged faculty, something that we hope to do more of in the coming year.

Student fellowships have greatly increased, both extending and deepening our relationships with community partners locally and globally. CCCE supported 29 fellowships this summer, and this is a six-fold increase in fellowships from 2016. The fellowships have been expanded to encompass new international partnerships, as well as collaborations with new partners in the Twin Cities, in addition to fellowships with a range of long time partners in Northfield and Faribault. The CCCE offered 4 inaugural international fellowships with the [Union of Medical Care and Relief Organizations \(UOSSM\)](#) in Turkey. The fellowships support the organization's work with Syrian refugees in Turkey.

The co-curricular focus areas have expanded and evolved in significant ways. Topical cohorts of students are working together in a much more intentional way and with a systems-level approach that capitalizes on the synergies and intersectionalities present in our work to build holistic and multidimensional programming. For example, the Health and Wellbeing cohort devised a Public Health, Policy and Practice series around the theme *Exploration* that covered a wide variety of topics from careers in sexual health to HIV prevention, to sex and relationships. The Environmental Systems cohort created and planned a week of programming around the 15th annual Empty Bowls event, including a movie screening, a food recovery network potluck and publicity for the Carleton Cupboard food drive.

Lighten Up! and Empty Bowls both generated record high revenues for our community partners. Empty Bowls generated over \$12,000 in revenue to support the Community Action Center's food shelf. Kelly Connole's ACE ceramics class produced 200 additional bowls for the 15th anniversary of Empty Bowls. The CCCE's 19th annual Lighten Up! Garage Sale generated \$37,300 in revenue this year. The funds support three community partners, namely, Project Friendship, the Key and Special Olympics. In addition to benefiting our community partners, the sale is a collaboration between the CCCE and the Sustainability Office to reduce the amount of student waste ending up in a landfill; this year the sale diverted 54,000 pounds of waste from student dorms.

Community-Based Work Study (CBWS) places approximately 50 students each year in the Northfield Reads and Counts Program as well as some nonprofits in Northfield. Two exciting additions this year have been in the area of placing Spanish language assistants to support the Northfield Public Library's efforts to increase its Spanish language programming and cater more for the Latinx and Spanish-speaking community. CCCE is exploring opportunities for increasing the number of CBWS positions within Northfield Public Schools, not

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least in after-school programs, including academic support programs and enrichment programs. CCCE also organized a job fair in April featuring different nonprofits in Northfield in an effort to increase outreach to prospective CBWS students.

CCCE hosted four partners in residence this year. Two artists, 2 Fik and Max Lyonga, Sarah van Sickle of Project Friendship and Carleton alum Sarah Goldman '17. The purpose of the CCCE residencies is to provide partners time and space to reflect, to explore questions of relevance to their work, and an opportunity to be in conversation with relevant interlocutors. The partners in residence have been a wonderful resource for our students and faculty. These paid residency opportunities come with a stipend made possible by the generous support of Carleton alums.

CCCE implemented a Participatory Action Research Project focusing on the educational experiences of Latinx and Somali youth in Faribault. The project won a \$100,000 grant from the Corporation of National and Community Service (CNCS) and was implemented in collaboration with Educational Studies Associate Professor Anita Chikkatur. The CNCS project is an important step in the CCCE's continuous efforts to adopt more egalitarian methodologies and approaches that honor diverse forms of knowledge and leverage the knowledge and expertise of the communities we work with.

CCCE nominated Erica Zweifel, Program Manager, to the Stewsie Sustainability award for her thoughtful and transformative efforts in furthering the Center and the College's sustainability efforts. Erica won the award, which is a great recognition of the impactful and relentless work that she has done on campus and in the Northfield community to advance and strengthen sustainability efforts. We congratulate Erica on this important recognition.

Annette Nierobisz is ending her tenure as the Broom Fellow for Public Scholarship. We thank Annette for the rich collaboration with CCCE and all the work she has done over the past three years to promote Public Scholarship on Campus. History Professor Serena Zeben will be taking over as Broom Fellow. Zeben has been teaching history at Carleton since 2000, her courses focusing specifically on early Colonial America. She is currently working on a book, exploring pre-Revolutionary British and American civilian families, tentatively titled *An Intimate History of the Boston Massacre*.

Amel Gorani resigned from her position as director of CCCE as of early July, as her family relocated to Lebanon in August. Emily Oliver will be serving as the interim CCCE director in addition to her role as Associate Director for Academic Civic Engagement. Seth Snyder also departed from the CCCE at the end of his year, and Erica Zweifel is taking on the role of interim associate director in addition to her Program Manager responsibilities.

Professional and Student Staff

Center Professional Staff in 2018–2019

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1. Amel Gorani - Director of the Center for Community and Civic Engagement
2. Emily Oliver - Associate Director for Academic Civic Engagement
3. Erica Zweifel - Program Manager for CCCE
4. Kendall Clements - Program and Administrative Assistant for CCCE
5. Michelle Perkowski - Program Associate for CCCE
6. Seth Snyder - Associate Director for Student Leadership for CCCE

Center Student Staff in 2018-2019

1. Sophie Rogers '21 - Academic Civic Engagement: Public Scholarship Fellow
2. Abby Walker '19 - Academic Civic Engagement: Public Scholarship Fellow
3. Anesu Masakura '20 - Academic Civic Engagement Fellow
4. Maya Margolis '19 - Academic Civic Engagement Fellow
5. Amairany Fuentes '19 - Academic Civic Engagement Fellow
6. Mara Blumenstein '19 - Education Fellow
7. Alina Maki '20 - Education Fellow
8. Patrick Wigent '19 - Education Fellow
9. Lauren Goboff '19 - Education Fellow
10. Parma Yazdanpanah '21 - Education Fellow
11. Olivia Siu '20 - Education Fellow
12. Baustin Shaw '19 - Education Fellow
13. Jack Sherrick '20 - Education Fellow
14. Jaylin Lowe '21 - Education Fellow
15. Nayoung Kwak '19 - Education Fellow
16. Caroline Carty '20 - Environmental Systems: Farm Fellow
17. Clara Liang '20 - Environmental Systems: Food Fellow
18. Jonah Kan '19 - Environmental Systems: Food Fellow
19. David Roizin '20 - Environmental Systems: Environment Fellow
20. Madeleine Hagar '20 - Environmental Systems: Sustainability Fellow
21. Alle Brown-Law '21 - Environmental Systems Fellow
22. Daniel Johnson '20 - Health & Wellbeing: Healthfinders Fellow
23. Juliette Bobrow '19 - Health & Wellbeing: Community Development Fellow
24. Hibo Abdi '20 - Health & Wellbeing: Health Fellow
25. Jackie Tyson '20 - Peace & Conflict: Political Engagement Fellow
26. Mallika Dargan '19 - Peace & Conflict Fellow
27. Carly Bell '21 - ComPS Fellow
28. Mica Bahn '20 - ComPS Fellow
29. Lena Stein '21 - ComPS Fellow
30. Eunice Valenzuela '21 - ComPS Fellow

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Academic Civic Engagement (ACE)

Overview

2018-2019 was another period of change and innovation for Academic Civic Engagement (ACE) at Carleton. First, in the Fall, Emily Oliver transitioned to the permanent role of Associate Director for ACE after holding an interim position for her first year at the College. At present, Emily is transitioning again into the interim role of CCCE Director. In other major news, there was an astounding 90 academic civic engagement courses over the last three academic terms. This large number of ACE classes, up from 60 last year and an average of 45 in years previous, also represents a greater range of departments than ever before, as well as a faculty spread across various points in their career.

The CCCE has collaborated closely with Carleton's Public Works Initiative supported by the Mellon grant. Associate Director Oliver supported faculty applying for Public Works grants with developing and implementing their projects. Many more faculty who received project funding from Carleton's Mellon Public Works Initiative this year also taught ACE-related courses, which is partially responsible for the increased energy and discourse around civic engagement on campus.

This Winter, the CCCE supported Anita Chikkatur, Associate Professor of Educational Studies, on a winter break workshop that brought together members of the Carleton community, Northfield, and Faribault to learn more about best practices for Participatory Action Research (PAR). PAR is a framework for conducting research and generating knowledge centered on the belief that those who are most impacted by research should be the ones taking the lead in framing the questions, design, methods, and modes of analysis of such research projects.

This workshop was an opportunity to develop strong reciprocal partnerships between Carleton College and the surrounding communities in two ways: first, by offering Carleton faculty the chance to learn about PAR as a potential framework for conducting community-based research and second, by providing an opportunity for Northfield and Faribault community organizations to learn about PAR, which can hopefully inform their future collaborations with the people they serve and/or with Carleton and other institutions. While the workshop was be an one-time event, it will hopefully serve as a model for how more reciprocal relationships can be built between Carleton and its surrounding communities, particularly in the realm of community-based public research and scholarship.

Oliver participated in a faculty travel research seminar that examined migration at the Northern border, traveling with 11 Carleton faculty from Montreal, Toronto to Detroit. The Faculty Travel Seminar was extremely informative and intersected with various CCCE agendas. It was especially exciting to see the ways faculty *doing* experiential, place-based learning themselves naturally encouraged others to envision how ACE coursework could benefit their students.

Because of the recent surge of academic civic engagement courses, CCCE is eager to develop cohorts of faculty from various disciplines whose classes deal with related topics of civic learning and/or involve projects that address similar community-identified needs. During the travel seminar, a model for building such interdisciplinary dialogue was happening in real time. This trip also reaffirmed the ways the CCCE and the Center for Global and Regional Studies can work in even deeper collaboration, both encouraging

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pedagogy among cohorts of ACE faculty that engages with regional and global communities and even potentially with international CCCE break fellowships.

In addition to presenting at various community and civic engagement conferences, this year Oliver was the co-author of *Digital Participatory Poetics and Civic Engagement in the Creative Writing Classroom*, which was published in *The Journal of Creative Writing Studies*.

Select Courses Highlights

Kim Smith: ACE Connections, Even on Sabbatical

Long time ACE faculty Kim Smith's most recent project focuses on the issue of light pollution in Northfield, which she was made aware of in her role as an advisor to the City Council and as part of the [Environmental Quality Commission \(EQC\)](#).¹ Smith, and the EQC, advocate for the use of warmer LED lights, which are less harmful and more efficient than more commonly used blue light LEDs. In order to amend Northfield's Dark Sky ordinance which regulates light locally, the committee must convince City Officials and the broader community of the need for change.

Utilizing her membership in the [Greater Northfield Sustainability Collaborative \(GNSC\)](#)² — a group which connects issues in the Northfield community to courses at Carleton and St. Olaf — Smith has worked with classes to promote community engagement and education. Collaborating with Smith as a community partner during her sabbatical from Carleton, Professor Laska Jimsen's Cinema and Media Studies ACE course created a [short video](#)³ explaining light pollution in Northfield. In Winter Term, Smith worked with physics student, Sacha Greenfeld '19, who was enrolled in physics Professor Marty Baylor's ACE course, to create a presentation for City staff about the issue.

[Prof. Rou-Jia Sung Helps Bring Structural Biology to the Science Museum of Minnesota](#)⁴

Pool noodles, pom-poms, and plastic toy animals — these might not be the supplies you would imagine for a college science class. In Professor Rou-Jia Sung's Structural Biology Seminar, however, it's all part of the course. For the past two years, Rou-Jia has incorporated an Academic Civic Engagement component to her curriculum. Students are tasked with creating an interactive project to take to the Science Museum of Minnesota, and the results are as fascinating as they are fun!

In addition to increasing her student's academic knowledge, Rou-Jia wanted to bring this scientific material out of the college environment and to a wider population. She said: "Being able to communicate and engage with each other is something we all need. I think it is more important than ever to get out of your own bubble and to extend beyond it." That's where the idea for a partnership with the Science Museum of Minnesota came from.

¹ <https://bit.ly/30jkEyE>

² <http://northfieldsustainability.org/>

³ <https://bit.ly/2JnawiX>

⁴ "Structural Biology goes to the Science Museum", April 3, 2019

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Students were challenged to take some of the complex concepts they spent their term grappling with and find a way to communicate these ideas to a general public audience. The projects had to be both entertaining and adaptable in order to cater to a wide array of museum goers. “Since our audiences ranged in age, from preschoolers to middle schoolers, we had to simplify and adjust our vocabulary and the length of our activity to improve their understanding and maintain their engagement,” Jessica Makori ’19 remembers. “Through this experience, I improved my ability to communicate science to a variety of people and in a fun way that makes it more accessible.”

Using highlighter marks, water, mason jars, and jellyfish cut-outs, Jessica and her partner Saki Amagai ’18 explored how green fluorescent protein makes jellyfish fluoresce, or glow, and how it is used in research. One project used blocks and tubing to examine how the shape of hemoglobin can block blood vessels in disease, and another looked at how structure can allow cells to be “picky” about what is let inside. What all the projects had in common was their ability to excite young museum goers about STEM topics and relay information that may otherwise be inaccessible to people outside of the scientific community.

Arjendu Pattanayak, ACE Learning Globally and Locally

This past fall, students in Sustainable Energy Principles and Design learned the physics behind sustainable energy, studying bicycles, agriculture, nuclear energy, and solar panels. Then they applied what they learned over winter break by traveling to Auroville, a sustainable village in India. While there, students installed solar panels on the largest farm in the village to power a water pump.

The course and subsequent trip are taught and led by Arjendu Pattanayak, chair of the Physics department. Arjendu has been creating and perfecting this course over the past 5-7 years, and it is now on its 7th version. “The science itself is easy -- the biggest challenge is actually changing people’s perspective on learning.” One of Arjendu’s goals for the course is to teach students that real problems are not textbook problems. He also wants them to understand the complexity of world problems. “I think most Carleton students in the sciences think that the best way they can make a difference is by getting a PhD and inventing a better battery, but that is only 1% of the problem. Almost 80% of the problem is finding better lawyers, communicators, people who can fight for better policy, and sell ideas to legislators.” Beyond that, Arjendu hopes that students will understand that a career in the sciences can mean many different things. “To succeed and do good seem like conflicts in most Carleton students’ heads, and I want to show them that they aren’t conflicting at all. Expertise is irrelevant; you can transform drive and desire into something that is both useful and successful.”

Arjendu’s learning goals were reflected in an interview with Emily Schwartz ’19, one of the 12 students who took his class in the fall and traveled to India over the break. Not only did this experience have an impact on her academics at Carleton, motivating her to emphasize sustainability in her Comps project on architectural engineering, but it also added a new dimension to her future career. “I went from saying that I want to be an architectural engineer to saying that I want to be a sustainable architectural engineer. Now instead of thinking solely about aesthetics, I am more concerned with my carbon footprint and giving back to the community by being ecologically friendly.” In addition, Emily remarked that the trip imbued in her a new global perspective and a deep investment in combating climate change. “I walked away with a stronger sense of purpose in life; I know now that I want to change global climate change as much as possible. It’s a huge task but everyone has a part to play.”

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Bdote: Learning from Place

For the last two years, Carleton students, faculty, and staff have participated in an all-day bus tour called Learning from Place: Bdote, and are now exploring ways to make this a long-term partnership going forward. This experience has been a collaboration between the Minnesota Humanities Center (MNHUM), the Mellon Public Works Initiative, the CCCE, and the multiple departments involved in Academic Civic Engagement at Carleton. The tour, now in its sixth year of being offered, is a 7-hour long combination of presentations and visits to historical sites put on by the Minnesota Humanities Center and led by Ethan Neerdaels and Ramona Kitto Stately, who are American Indian Culture and Language Specialists at Osseo Area Schools. Ethan Neerdaels is Bdewakantunwan (Dakota) and Ramona Kitto Stately is Santee Sioux, and through sharing the stories of Minnesota's indigenous peoples and their long standing relationships with the land, they and the other tour organizers challenge participants to expand not only their understanding of the state's history, but their visions for the future.

As Bdote Tour participants, students were encouraged to confront the complex chain of treaties that has made Minnesota what it is today, and to critically examine how history has been presented to them in schools, culture, and governance. After the tour itself, classes resumed the next week and began the reflection process. The two classes that participated in this year's Bdote Tour were in two quite different fields. The first class, "Multicultural Education", an Educational Studies course taught by Dr. Anita Chikkatur, is concerned with how indigenous history is incorporated in public schools in Minnesota and nation-wide. While on this tour, students in this course reflected on how Native American history had been taught to them, if it had been taught at all. They also thought about the ways in which they could prepare comprehensive curriculum for today's Minnesotan youth. Their tour experiences were framed by course materials such as an episode of This American Life podcast about the U.S. Dakota war in 1862. After the tour, students in Dr. Chikkatur's class heard from Dr. Iyekiyapiwin Darlene St. Clair, a Dakota professor at St. Cloud State University, who developed a Dakota homelands curriculum for 6th grade teachers in Minnesota.

The second class on the tour, Dr. Austin Mason's "Digital History, Public Heritage and Deep Mapping" course, took a different perspective. The main premise of the course is to interrogate the ways in which maps are presented, how they portray spatial information, and how they do or don't accurately reflect the way different populations interact with the world around them. Deep maps can take many forms and be a powerful way to capture and represent multiple voices and ways of knowing. Students in the course compared the online Bdote Memory Map that includes multimedia impressions of important Dakota places to the in-person version of the tour, which visits many of the sites presented on the memory map. After the tour, students reflected on the impact of presenting information online versus experiencing a guided tour on the land itself. They also considered models for digital maps that encompass more interactive material and participatory, crowd-sourced information than a standard map derived from the norms of European cartography.

While these two classes went into the tour with different academic purposes, they were very similar in their willingness to embrace a different perspective on history, and were receptive to the stories shared throughout the tour. In both courses, students expressed respect and gratitude for the tour guides, who shared painful and personal histories about their families and the oppression of their cultures. Multiple students also noted

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frustration that they had not heard these stories until now, and multiple students stated they now feel a responsibility to share these lessons with others and encourage more people to think critically about how history is generally presented in the United States. One student remarked, “I found the physical experience of being on site to be more moving than I expected,” and that it is “hard to mimic this type of experience online, it’s hard to convey the love and respect and significance of the earth to the Dakota people without physically being there.” This student’s sentiment was met with nods around the classroom. It is clear that the in-person tour made a difference to these students, and it was important for them to leave campus and explore the land around them in a thoughtful manner.



Co-Curricular Programs

This year we re-arranged our 30 CCCE Fellow leaders into topical cohorts, a change from the individual leadership model used last year. The cohort model that we launched this year has proved very effective in creating synergies between the student cohorts engaged in our co-curricular focus areas, as well as those supporting the curricular-based Academic Civic Engagement work. The cohort model has advanced our efforts to implement a holistic, interdisciplinary approach that seeks to connect our various areas of work and promote a systems-level approach.

Co-Curricular programs connect student volunteers in 40 volunteer programs with local community partner organizations, promoting positive social change in the focus areas of Education, Environmental Systems, Health and Wellbeing, and Peace and Conflict. CCCE Fellows (30) and volunteer Program Directors (50) recruit, coordinate, and manage their peers (1,000) to fulfill community-expressed needs.

Fellows and Program Directors give daily support to the nearly half of all Carleton students who are engaged with communities on and off campus during a given year, helping their peers connect to projects, community partner organizations, and a multitude of events that raise awareness and help students prepare to be full participants in civic life.

Program Directors participated in group training during the Fall Term, a session that helped new and continuing PDs connect and see each other as resources. PDs were also given opportunities for more targeted training throughout the year, focused on the specifics of the community partners and projects each of them supported.

Peace & Conflict

Established in 2016 by CCCE director Amel Gorani, the Peace and Conflict focus area seeks to deepen students' understanding of the dynamics of conflict and to encourage conversation about inequality and discrimination as key causes of conflict both locally and globally. CCCE does this by creating spaces for dialogue on current peace and conflict issues in the news—through lectures, community conversations, film screenings, podcast listening sessions—and through establishing student fellowships where students can partner with organizations working on these issues.

This year the Peace and Conflict focus area implemented robust programming that encompassed a wide variety of themes and prominent speakers on topics ranging from the challenges of addressing justice in peace negotiations to migration, gun control, incarceration and countries in conflict like Syria, Sudan and Cameroon.

- Mallika Daragan '19 served as the Peace and Conflict fellow at CCCE. Next year we will have three student fellows — Sophie Rogers '21, Win Wen '22 and Mary Zhang '22 — to further develop and manage this growing area of interest. Two of the incoming fellows in this area are international students who are particularly interested in exploring how to better connect local and global issues.

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- CCCE led an effort to get Carleton more engaged with the Nobel Peace Prize Forum in Minneapolis. Carleton became a sponsor of the [2018 Nobel Peace Prize Forum](#).⁵ The Forum was titled “The Paradox of Peace” and was held at Augsburg University, September 13-15, 2018. Over 50 students and several staff and faculty participated in the Forum functions. Amel Gorani also introduced and participated in a panel titled “Navigating the Paradox of Peace: Violence, Justice and Reconciliation in Columbia.”
- Renowned politics scholar [Elizabeth Shakman Hurd](#)⁶ of Northwestern University gave a workshop titled “Thinking about Religion on the Border: Law, Politics and Practice” on May 2, 2019. The workshop discussed questions around the limits of state-sponsored countering violent extremism programs, invisible versus visible violence, and the dangers of unchecked executive power at the highest levels of the US government. Professor Hurd’s visit to Carleton was co-sponsored by the Middle East Studies Program.
- We had the pleasure of organizing a dinner conversation with [Bailey Ulbricht ’15](#) who was back on campus to give the annual Honors Convo address this year. [Bailey met with peace and conflict fellows, Paper Airplanes program directors, and the CCCE students interning with UOSSM](#). Bailey is the founder of [Paper Airplanes](#), a program she started while at Carleton and that has spread to approximately 100 campuses nationwide. The program is housed at the CCCE, and connects college students, among others, with Syrian refugees and offers virtual tutoring in English and other subjects.

Health & Wellbeing

Health and Wellbeing is the focus area that connects students to local organizations working to better the physical, mental and/or emotional health of our communities. These programs support community-based efforts ranging from providing healthcare to under- and uninsured families, to building lasting relationships with youth and seniors, to supporting survivors of gender-based violence. Fellows Daniel Johnson ‘20, Hibo Abdi ‘20 and Juliette Budrow ‘19 provided exceptional leadership for this cohort:

- Health and Wellbeing Fellows Hibo Abdi ‘20, Juliette Bobrow ‘19 and Daniel Johnson ‘20 are collaborating with the Office of Health Promotion, Student Health and Counseling, Office of International and Intercultural Life, and the Gender and Sexuality Center to put on a series of events called “Sexploration” in April related to sexual health.
- Hosted Red Cross Blood Drives each term, which donated over 300 units of blood in total with a “lives saved” impact of 920 lives; next year they plan to pilot a three-day drive.
- Students spent over 560 hours spent as HOPE center volunteers providing support to victims of violence in Rice County. (Each volunteer gets 40 hours of training from the community partner prior to performing support).
- Provided 72 Project Friendship mentors to local elementary and middle school children while the Food Recovery Network provided meals to Project Friendship to use for some of the mentor/mentees meetings.
- Provided daycare, made fleece blankets, and painted at Ruth’s House of Hope, a domestic violence shelter in Faribault.

⁵ <http://peace.augsburg.edu/2018-forum/>

⁶ northwestern.edu: “Elizabeth Shakman Hurd”

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- Adopt a Grandparent (Three Links), Special Olympics and College Buddies (Laura Baker) gave students the opportunity to spend time with seniors and people of differing abilities.
- Planned and implemented a Run the Arb fun run, highlighting the Arb, healthy choices and the positive impact of nature on mental health. Cross-cohort collaboration with Environmental Systems - Invited Project Friendship mentors to run with their mentees.
- Working with the Northfield Hospital and HealthFinders are popular volunteering options that often tie into ACE classes and public health interests of our students.

Environmental Systems

The Environmental Systems cohort aims to promote sustainable initiatives through community activism, engagement, and collaboration. Areas of focus include mitigation of food insecurity, education and practice of sustainable agriculture, and diversion of food and consumer waste from landfills. The student leaders for this team are Alle Brown Law '21, Jonah Kan '19, Clara Liang '20, Caroline Carty '20, David Roizin '20 and Madeline Hagar '20.

This year the Environmental Systems focus area has elevated its collaborative efforts with the CCCE's community partners to address food insecurity issues in Northfield. Food Recovery Network recovered food 6 days a week from both dining halls and delivered it to 7 community partners. They provide retail recovery from Cub and Target twice a week and farm recovery during the growing season. They put in over 550 volunteer hours per term. [FRN](#) article. FRN was invited to run a workshop at the Post Landfill Action Network national conference. Three FRN program directors took on this charge and traveled to Philadelphia in October to run the workshop. Carleton's FRN chapter hosted the regional FRN conference Spring Term.

- Assisted the Community Action Center's (CAC) with their [SuperShelf](#) transition and a new walk-in cooler (grant writing). CCCE supported the efforts to convert its food shelf into a Super Food Shelf with capacity to store fresh produce. This has positively impacted the CCCE's programs capacity and enhanced its food recovery initiatives.
- Swipe Out Hunger received a record number--over 600 spring term--of meal swipes to support Carls in need of meal assistance.
- The cohort, in collaboration with Professor Kelly Connoles ACE course, programmed a week of activities to compliment the 15th annual Empty Bowls event.
- Students attended the MOSES organic farming conference and ran a long-sleeve shirt drive to aid farm workers.
- Student leaders participated in the City of Northfield Climate Action Planning, Environmental Quality Commission and Greater Northfield Sustainability Collaboration.
- CCCE hosted a BikeMN joint bike university workshop with St. Olaf College.
- The cohort is collaborating with the Sustainability Office to host the Upper Midwest Association of Sustainable Campuses (UMACS) conference next year.
- Green Thumbs was active at Greenvale elementary school and the Middle school garden was active at the Northfield middle school.

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Education

Education programs focus on supporting students in the Northfield and Faribault public school districts. Both districts are striving to improve the equity of their schools in the context of rapidly changing demographics and the welcoming of thousands of new citizens and residents. CCCE Fellows and Carleton volunteers actively tutor and mentor students across college access programs, homework help, after-school, in-school, evening community school, and community college collaborative programming.

CCCE Fellows Jaylin Lowe '21, Alina Maki '20, Olivia Siu '20, Baustin Shaw '19, and Nayoung Kwak '19 were instrumental in responding to quickly-changing needs in the Faribault district this year. Many of the established student-support programs in Faribault are undergoing changes, and the Fellows working with both the middle school and high school in Faribault spent considerable time and energy not just supporting the ongoing programs, but actively seeking to help the district shape and update its equity-focused work to better serve its students.

Alternative Spring Break

This year, the CCCE connected with our familiar partners at Wolf Ridge Environmental Learning Center in Finland, MN and with Habitat for Humanity in Waterloo, IA. Prior to the long Winter break, the CCCE staff distributed a survey to gauge interest from students about participating on these trips and if any students would be interested in being a Trip Leader. We had three students express interest in the leadership opportunity, and Kendall interviewed them in January. The CCCE staff then publicized and distributed the application for trip participants. All applicants were offered the opportunity to go on the trips. There were 17 students in total. 1 trip leader and 11 participants traveled to Wolf Ridge, and 2 trip leaders and 4 participants traveled to Waterloo. The decision was made to have two leaders on the Waterloo trip because one leader was a first year, and the other leader had participated in ASB the previous year.

The trip leader for Wolf Ridge, Fernando Dominguez '19, was a participant on the previous year's trip and had the right energy to become a leader this year. He applied for a Naturalist position at Wolf Ridge upon returning to campus. He was offered the job and now will be working up there for the next year in an educator role. It was exciting to see his passion for this work grow into his interest in pursuing it professionally.

Clara Posner '22, one of the leaders for Waterloo, is becoming a CCCE Fellow in the Fall. These leadership opportunities launched these students into further engagement and we're excited that these trips could help community engagement work become more accessible!

These trips were funded by CSA and the generous Julianne Williams Memorial Fund. Christian Hakala in Development informed Kendall that this fund is now endowed and the definitions have expanded to allow the CCCE more power in deciding how these funds are spent. It is important to remember to inform Development about these trips. This year, the CCCE staff specifically requested ASB groups to share pictures of their trips and now we have lots of great shots from both Wolf Ridge and Waterloo. A selected few photos were sent to Development and they were excited to share them with the Williams family.

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This year's trip roster can be found in the Appendix.



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Center-Wide Initiatives

Collaborative All-Campus Events

Into the Arb

Into the Arb is an event where every new student plants a tree. It is a partnership between the CCCE and the Arb. This event highlights the natural beauty of the Arb and the many benefits of this natural setting on campus, while also highlighting the CCCE's reciprocal work in the community and its many programs. Students enjoy the experience of tree planting, hearing about CCCE program opportunities and eating apples donated by a local orchard. Both departments highly value this opportunity to interact with the first-year students during New Student Week (NSW). Two hundred trees were planted in the upper Arb during NSW 2018. The lower Arb will be the planting site for 2019.



Empty Bowls

Empty Bowls is a collaboration with the Art and Art History Department and the Community Action Center of Northfield (CAC). This year was the 15th annual event and it was a wonderful success. Prof. Conolle's ceramics class threw over 700 bowls for this special anniversary, the Carleton community made over 30 pots of soup, and we raised over \$12,000 for the CAC to address food insecurity in the greater Northfield area. CCCE provides the logistical support and the community partner relationship support for this event.

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Lighten Up!

CCCE collaborates with the Sustainability Office to manage Carleton’s annual “Lighten Up!” garage sale. This 19th annual Lighten Up! Garage Sale generated \$37,300 in revenue for our three community partners--Project Friendship, the Northfield Union of Youth, and Special Olympics. Event volunteers spend over 2,000 hours and three weeks transforming the stadium into a giant garage sale. Our community partners had this to say about the volunteer experience, “Our kids love working this event where every volunteer job has equal value” and “We had the opportunity to interact with people in the community that we would not otherwise encounter.” In addition to benefiting our community partners, the sale is a waste reduction event; this year the sale diverted 54,000 pounds of student materials from the local landfill.

This year, we piloted an express check-out line and a pop-up sale during Reunion. The express line was a tremendous success, cutting down on long lines and wait time to check out. Although the Reunion sale was small and it rained, we made \$300 and our Carleton student workers had fun conversations with alums. I recently learned that the sale is popular with our trans community because they can freely shop the large range of inexpensive clothing at the sale. One local high school student, who identifies as trans, expressed gratitude when another volunteer gave her \$20 to expand her clothing options.

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CCCE Partners-in-Residence

We launched a new CCCE Partners-in-Residence program this year. The CCCE's renovated and expanded space has enabled us to maintain a dedicated office space for hosting partners in the CCCE suite. In this inaugural year, we hosted four partners: performance artist 2Fik, 2017 alum and environmental activist Sarah Goldman, Cameroonian artist and former OCS program host, Max Lyonga and Sarah Van Sickle, the executive director of Project Friendship, CCCE's longest running program.

The purpose of the residency program is to host CCCE and Carleton partners, such as non-profit and community leaders, artists, scholars, and alums, providing space for exploration, deeper conversations, and reflection on questions of shared interest. This is an opportunity for mutual learning and active exchange of ideas; the college benefits enormously from vital outside perspectives while community partners deepen their own practice through conversations with members of the interconnected Carleton, Northfield, and Faribault communities. Together, we can work towards complex solutions to vexing questions. CCCE partners receive paid stipends. Some of the stipends have been supported by a grant from the Weitz family. 2Fik's residency was supported by Public Works through a project with Stephanie Cox of the French department. Max Lyonga's visit was supported by the office of the Dean of the College and the Center for Regional and Global Studies. We are grateful for all our partners for making these residencies possible.

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Information on this year's Partners-in-Residence can be found in the Appendix.

Campus Compact

Emily was selected to co-lead a Minnesota Campus Compact Community of Practice on Community-Based Research Methods (CBPR). This consisted of planning and convening six meetings of regional scholars to explore the perennial questions about CBPR, read relevant texts and share best practices. The major topics included building trust and sharing power between institutional and community collaborators, ensuring mutual benefit, community-based work “counting” for faculty tenure and promotion, and transformative projects operating within the structures of colleges and universities.

This CoP led to Emily co-presenting *Gathering Towards Action: Communities of Practice for Community-Based Participatory Research* at the 2019 Midwest Campus Compact conference. The session concluded with dialogue about how to build communities of practice on campuses with various constituents, especially around topics that go against the grain of the institutional culture at many colleges and universities.

Associate Professor of Educational Studies Anita Chikkatur and student Juliette Bobrow '19 received in April the 2019 Minnesota Campus Compact Presidents' Awards. In a summit at St. Paul's St. Catherine University, Chikkatur received the Presidents' Civic Engagement Steward Award, which recognizes efforts to advance a campus' distinctive civic mission; and Bobrow received the Presidents' Student Leadership Award, acknowledging a deep commitment to civic responsibility and leadership. Campus Compact and Carleton also honored the Northfield Public Library, recognizing their contributions to the community and their valued partnerships with the college.

Project Pericles

Each year, Carleton and Macalester College rotate between hosting the Project Pericles D4D On the Road workshop. Carleton hosted this past February, inviting students from St. Olaf to attend as well. There is always a great deal of student interest in the workshop, as it is an accessible opportunity for both novice and experienced activists looking to gain new skills and collaborate with members of multiple campus communities.

This spring and summer, the Periclean Faculty Leadership program will also allow Cinema and Media Studies Professor Laska Jimsen to improve the “Community Video Project” of her Nonfiction Film class. During the project, students collaborate with community partners in Northfield and Faribault to create videos that benefit the community partner, whether for fundraising, volunteer recruitment, or awareness.

According to Jimsen, while the project has been very beneficial for both the students and the community partners, there are always hiccups that prevent the project from being as successful as it could be. Students and community partners often do not know who is responsible for the release forms, and have questions about who owns the video. Jimsen will spend the summer working out some of these legal kinks.

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“The other part of the project that I am really excited about is that we are kind of overdue for doing an assessment of the project. I really want to go back to the community partners I’ve worked with over the years to hear what worked for them and what could have been better,” Jimsen said.

Jimsen expressed her gratitude at the CCCE’s efforts to provide resources and support both during and after the term. “I really really appreciate the idea that I am going to have some extra time this summer to really iron some things out,” Jimsen said. “The fact that there is not only the amount of support [the CCCE] gives during the term, but there’s also this opportunity to improve and get support for improving is wonderful.”

CNCS Participatory Action Research Project

Carleton was awarded a \$100,000 grant from the Corporation for National and Community Service to conduct a Participatory Action Research (PAR) project about the educational experiences of Somali and Latinx families in Faribault, MN. The project, co-directed by Education faculty Anita Chikkatur and CCCE director Amel Gorani, is done in deep collaboration with the Faribault school district and two community organizations, all with the support of CCCE staff members Emily Oliver, Seth Snyder and Kendall Clements as well as students.

PAR exemplifies Carleton’s desire to utilize more egalitarian models of community-based work. The project leverages the knowledge and expertise of the community to examine and address concerns. Thirty community researchers (high school students, parents of high schoolers, and teachers) have been trained in PAR methodology to conduct research on what is working and what can be improved. Three of the four teams (high school students and two separate parent groups) have completed their first research projects, and recently shared their findings with Faribault High School administrators and teachers.

Community-Based Work Study

CCCE also facilitates community engagement through community-based work study opportunities. Around 50 students each year earn their work study awards with local schools and non-profit organizations. This diverse group of students do everything from assisting school teachers with one-on-one support for students in math and literacy, advocating for public policies concerning adults with disabilities, or planning Spanish language programming at the public library. This benefits our local partners as they are able to hire students to boost their organization's capacity at a very affordable cost while helping students develop professional skills in a real world setting with the support of both the College and community. Some highlights of this year's CBWS accomplishments and challenges are outlined below.

- 57 students on the roster. 10 placed in organizations, 47 Northfield Reads and Counts tutors.
- 5 work sites around Northfield: Public library, Greenvale Community School, Middle School Youth Center, Laura Baker, Northfield Day Care. Rosters attached as an appendix.
- Kendall and Lauren Goff '19 met individually with each student early in the year to help find hours via Accelerate Northfield for tutoring shifts. Many students cannot find their full 8-10 hours so many pair their off-campus position with something on campus.
- There were two seniors who had done NRC in the past and wanted to tutor for their last term at Carleton. These students reconnected with the teachers they used to work with and hopped back into the NRC routine for Spring Term.
- One large obstacle this year was the amount of snow days that interrupted off-campus student employment. There were 9 snow days, and on average, students missed several days in the schools and average missed 15-20 hours of work. This prompted Lauren to investigate ways we could help support these students. We offered additional training, but there was no way that was going to suffice. Lauren and Kendall met with Kris Parker and Liz Rowley in Student Financial Services to discuss ways we could supplement the students' income. Kris and colleagues developed a Special Circumstance Form that student needed to submit that included the number of hours they missed. It was important for us to have the students schedule in advance to help us verify the hours they missed. Students were given a grant that applied directly to their accounts, and then their student employment hours were reduced by the same amount.
- There was a new position at the Public Library called Spanish Language Programming Assistant. They found a good fit, Javier, and the library was able to conduct more classes in Spanish and cater more to the Latinx community. At this time, it's unclear if the new LINK Center at the library will be able to support a CBWS student.
- Lauren offered several trainings throughout the year as paid opportunities for tutors. We also hosted the MN Literacy Council for the first time and had a really good turn out. The 3 hour training cost \$350 and was worth it. I have already scheduled another training for the first Saturday after Fall term begins to invite all incoming tutors and other volunteers in education related programs.

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Student Leadership

Student Leadership development in the CCCE occurs in multiple ways across all of our strands of work. From running or supporting student-led co-curricular programming to pursuing opportunities to attend and present at conferences to holding CSA office positions, CCCE students and alumni are leaders on and off campus.

Student Accomplishments

This year, CCCE Fellows received a variety of prestigious awards and nominations, inside and outside Carleton, recognizing their stellar community engagement and outreach achievements.

- Academic Civic Engagement Fellow Anesu Masakura '20 and Health and Wellbeing Fellow Hibo Abdi '20 were elected Carleton Student Association (CSA) President and Vice President, respectively.
- The former also [attended the 2018 Clinton Global Initiative University \(CGIU\) conference hosted by Bill and Chelsea Clinton at the University of Chicago](#).⁷ Masakura was nominated to attend the event as a result of his work with ThinkBIG Initiative Africa, a nonprofit organization he founded to assist underprivileged students in Zimbabwe to stay in school.
- Thirty Carls received academic and community civic engagement–related awards this year e.g. Phi Beta Kappa, the Larson International Fellowship, and the Scott Tyler Bergner Prize.

Peer Leaders, NSW Group Leaders

For the first time, CCCE Fellows were full participants in the Peer Leader collaborative group during the 2018-2019 academic year. Peer Leaders are students employed in leadership roles across the whole campus community. While Peer Leaders are involved in offices that range from the Disabilities Services to the Office of Intercultural and International Life to the Career Center, they all collaborate as a network to create a welcoming, inclusive campus community, serve as positive role models, and facilitate the engagement of students with the broader campus community. The participation of CCCE Fellows in this network identified them as leaders, mentors, and resources to the campus community, and provided an avenue for them to connect and collaborate with leaders in other areas of student life.

As Peer Leaders, CCCE Fellows participated in a week of Peer Leader and New Student Week (NSW) training that prepared them to welcome new students to campus during NSW, as well as serve as resources and mentors to students throughout that week and the upcoming Carleton year. This included serving as group leaders for the Carleton Class of 2022 students during NSW. In this role, Fellows helped facilitate relationships between and across students in each group; introduced new students to different parts of campus; and led discussions on well-being and resilience, diversity and inclusion, and consent and sexuality.

Fellows also participated in a mid-year Peer Leader Conference with the theme “Empower Self, Empower Others.” Fellows were able to choose from a number of different workshops, including *Gender, Race, and*

⁷ “Attending Global Conference at UChicago”, October 29, 2018

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Power in Leadership, Mindfulness Meditation in Life and Work, Sustainable Event Planning 101, and We All Know Someone: Supporting Survivors of Sexual Misconduct.

Beyond their training as Peer Leaders, CCCE Fellows participated in a thorough onboarding process within our office, with a full week of training sessions tuned to the needs of our many community partners and the specific roles each Fellow fills in the CCCE. This training included both broader discussions of positionality in relationship to community partners and reciprocity in civic engagement, as well as sessions on the logistic aspects of community engagement work, such as peer recruitment, transportation, and project management. Many of these topics were continuous themes at biweekly Fellows Staff Meetings throughout the year. Additionally, Pro Staff members Kendall Clements and Erica Zweifel, Northfield residents, led Fellows on a lively bus tour of Northfield and Faribault, which included stops at the Community Action Center, Faribault Middle School, and the Faribault Education Center.

Alumni updates

Naomi Borowsky '18 — Community School Initiative

Naomi Borowsky is working as the Program Manager for the Community School Initiative at a K–8 Chicago Public School called Daniel Boone Elementary School. The main part of her job so far has been coordinating the school's after-school program and parent involvement. The program is new at the school this year, and while Naomi isn't completely set on one future career path, she hopes this job will help her narrow down what might be a good fit.

During her time at Carleton, Naomi was the Publicity & Communications Fellow for the CCCE, and, later, the Education Fellow for Northfield Middle School.

“The CCCE definitely had an impact on what I wanted to do after graduation,” she said. “Working with the Northfield Middle School was one of the most meaningful parts of my college experience, and [it] gave me a lot of insight into the kind of youth work I enjoy most.”

Victor Huerta '18 — Pittsburgh Urban Leadership Service Experience (PULSE)

Victor Huerta is working with PULSE, which mainly involves living in an intentional community with other fellows, attending seminars every Wednesday, and serving at a nonprofit. He is serving at Homewood Children's Village as a Research and Evaluation Fellow, which involves entering data, designing flyers and graphics, writing content for reports, and learning about data analysis.

During his time at Carleton, Victor was an Education Fellow with the CCCE and worked at Northfield High School as a tutor for TORCH. He said that his time at the high school taught him valuable lessons regarding communication.

“How do you get ideas across to people who might not be extremely familiar with whatever information or knowledge you have?” he said. “That kind of skill is applicable to evaluation (what I help do now) as it is to helping a high schooler understand algebra or geometry.”

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“As for after PULSE, I’m planning on applying to grad programs for genetic counseling, which could involve being able to communicate scientific ideas to people who might not have backgrounds in science.”

Vayu Rekdal '15— Harvard University

Vayu Rekdal’s work with the CCCE has profoundly influenced his missions and goals in life by centering them around civic engagement. During his time at Carleton, Rekdal founded Young Chefs, collaborating with chemistry professor Deborah Gross to make the program more grounded in science. Together they developed the lesson plans that would help students explore cooking and science together. Following graduation from Carleton he took the Young Chefs Program to Boston, where he has been teaching cooking and science classes to kids as well as running programs to train teachers in our hands-on science and cooking curriculum. Rekdal attests that “running the program and working with the students showed me the power of using cooking to teach science...We can use cooking and science to empower people with hands-on culinary and scientific skills. I carry this with me wherever I go and will continue working with this for the rest of my life.” He is currently getting his PhD in Chemistry and Chemical Biology at Harvard, studying specific bacterial species and enzymes in order to develop more individualized approaches to medicine and nutrition. In the future, Rekdal hopes to start a research center devoted to education and research at the interface of science and cooking.

Lauren Blacik '09 — Aztec Ruins National Monument

Lauren Blacik listed Carleton staff member Adrienne Falcon '89 as an influence in laying the foundation for her current career as the Superintendent of Pipestone National Monument. During Blacik’s time at Carleton, Falcon was building the College’s Academic Civic Engagement program, focusing on how classroom learning can be applied in the real world; Falcon had a thoughtful approach to balancing effective policy with compassionate humanity, Blacik recalled. With Falcon’s encouragement, Blacik applied for and received a Student Conservation Association internship at Chaco Culture National Historical Park in New Mexico. She shortly after became an interpretive ranger, and, later, visitor services manager at Aztec Ruins National Monument, before her position today.

Community-Engaged Fellowships

During summer and winter breaks, students join partner organizations as short-term team members, and receive stipends from CCCE thanks to our generous donors. The stipends make these valuable experiences possible for students regardless of their family's financial circumstances. Fellowships supported students contributing to a wide range of community partners' projects during the 2018-2019 academic year, including climate action planning for the City of Northfield, economic justice investigation, public poetry as civic engagement, support for the Center for Victims of Torture, and the Miami Girls' Fund. Fellowships for the upcoming summer of 2019 will set a new total number record, building off the success of the significant increase from past years through the 2018-2019 academic and program year.

Summer 2018 Fellowships

Maya Kassahun '19, who participated in the Diversity, Equity, and Inclusion Fellowship with the City of Northfield, approached her senior summer from this standpoint: "I've really been questioning what I want to do after my undergrad career ends. And I wanted to explore certain realms of civic engagement-- particularly in the public sector, like city government."

Her work built upon existing collaborations between public schools, colleges, and the City of Northfield to expand local diversity initiatives. In addition, she had the opportunity to conduct research for Northfield's Racial Equity Action Plan and aid its implementation. Although Maya had previously taken ACE courses, the summer-long civic engagement fellowship offered her a unique space to do the type of in-depth work that is not necessarily possible during a term. "I definitely feel I have a better understanding of Northfield -- both in good and bad ways. There's a lot of work to be done here, and of course in the larger state of Minnesota, but there's also so many passionate, kind townspeople who earnestly want to change the fabric of Northfield," she explained.

The eleven other students who had Community Engaged Fellowships spent their summers gaining experience in a range of vocations, from public poetry work to climate action planning and economic justice. A significant part of Carleton's culture is grounded in a student body that is passionate about social justice, which creates the basis for initial engagement. Occasions for community involvement are paramount to creating a future generation of socially conscious and informed individuals, whether or not their summer opportunities lead to a future in that specific field. Maya said that ultimately, "I figured out that I don't really want to pursue governmental jobs, it's just not for me. But I also learned a lot about the impact cities have in their residents' lives."

Winter 2018 Fellowships

This winter break, eight students participated in five different fellowships addressing community-identified

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needs. Two students stayed in the area to work for the Northfield [TORCH](#)⁸ and Faribault [CAST](#)⁹ programs. These fellowships extend the coverage of regular CCCE programming over break, addressing the unique calendar gap that emerges between Carleton and the Northfield public schools in the month of December.

Outside of Northfield, a cohort of three students traveled to Miami to work for the [Miami Girls' Foundation](#)¹⁰ and created a booth related to labor trafficking at Miami's premier art show, Art Basel. Hibo Abdi '20 described the challenges of political activism at an event that caters to a politically diverse art community mostly interested in art at the surface level. "I had to cater to audiences that did not want to hear what I had to say," said Abdi, and "had to learn how to rework what I needed to say so that it could reach different audiences, broadening my message to appeal to more people."

Other fellowships included a recurring partnership with the Northfield Link Center's [Growing Up Health](#)¹¹ program, support for the off campus study program in Cameroon, and assessment and evaluation processing for academic civic engagement courses. All of these fellowships allow students to continue community engagement outside of the academic term and possibly outside of Northfield, gaining an in-depth understanding and appreciation for an organization. They also help students explore their academic and career interests in a new community and work environment, which is a valuable experience for considering life after Carleton.

Summer 2019 Fellowships

The CCCE's Summer 2019 fellowships range widely both in focus area and geographic location. Fellows are working in Northfield, Minneapolis, and even Turkey, becoming involved with food shelves, canine services, and humanitarian aid.

Jaylin Lowe '21 is a Data Fellow with the Northfield School District, where she's learning ways to effectively communicate data and results, along with assessing what those outcomes mean for the District at large.

"One of my biggest takeaways is the importance of explaining what I'm doing to people who haven't taken statistics courses, or aren't well versed in statistical language," she said. "I've also learned to focus on asking questions about the data that would have a practical impact... While my coursework at Carleton has definitely given me the skills to do this type of work, I'm not used to having to ask questions about the data myself, or on focusing on what principals and teachers (or anyone involved with the data) can actually do with my results. On a personal level, I've been learning about what it feels like to work on these types of problems as part of a job, instead of as work for one class out of three."

As the Public Outreach Intern for Minneapolis' Children of Incarcerated Caregivers (CIC), Naomi Lopez '22 helps connect the organization with families experiencing parental incarceration — a demographic, she noted,

⁸ <https://bit.ly/2LIoptC>

⁹ <https://bit.ly/2NHoxvT>

¹⁰ miamigirls.org

¹¹ growinguphealthy.org

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that is particularly difficult to locate due to stigma-related factors and a lack of resources tracking such families.

In her time at CIC, Naomi has learned much about professionalism and future careers. “[I’ve] learned... that a person can be professional and also have a lot of personality and empathy,” she said. “Prior to my work at CIC, I assumed that being professional entailed being unemotional and detached, which has been the opposite of my experience at my fellowship. My supervisor and ... co-workers are extremely passionate and caring, which is super refreshing.”

Since beginning the fellowship, Naomi noted: “I am definitely more interested in criminology and am debating whether or not I should change my major. For my career, I am more certain that law school is the right path for me.”

Public Scholarship

Overview

“Public Scholarship” refers to methods for spreading information, knowledge, and resources among communities via involvement and engagement, which often entails close higher education–local community reciprocal relationships.

The CCCE’s Public Scholarship program offers students and faculty opportunities to engage in Public Scholarship in its many forms, working to strengthen Carleton’s bonds with external organizations and communities, while training students in valuable engagement and involvement skills.

Annette Nierobisz Concludes Tenure as Broom Fellow for Public Scholarship

This year, Professor of Sociology Annette Nierobisz concluded her three-year tenure as the CCCE’s Broom Fellow for Public Scholarship, a position that aims to deepen the academic focus of civic engagement by encouraging faculty- and student-involved engagement.

Reflecting on her Broom Fellowship, Professor Annette Nierobisz said:

In my three-year tenure as the Broom Fellow for Public Scholarship, I accomplished numerous goals I set for myself when beginning this position in 2016. In my final entry in the CCCE annual report, I highlight four accomplishments that were particularly meaningful to me.

The first goal was to broaden faculty and student understanding of public scholarship. I did so through a variety of means, including delivering several LTC presentations to the Carleton community over the past three years. These presentations, designed to highlight various strategies for integrating public scholarship into the classroom, were titled:

- ❖ Public-facing Student Scholarship In Your Classroom (Fall, 2018)
- ❖ ACE at Carleton: How Well Are We Doing and What Can We Do Better? (Fall 2017)
- ❖ Truth, Information Literacy, and the American Way: Assignments that Make Sense of Current Events (Spring 2017)
- ❖ Writing for Wikipedia: Public Scholarship and Sharing to Learn (Fall 2016)

In my classes, I created assignments requiring students to work with community partners and/or present their scholarship to a larger public, whether that public was fellow students, staff and faculty at Carleton College; local community organizations; or the global community of Wikipedia readers. Additionally, I taught CCCE fellows about public scholarship in their fall orientation, and empowered students who were eager to better understand and perform civic engagement work, whether through independent reading courses, their comp experience, or their employment as Broom Fellow assistants.

Second, I continued supporting the public scholarship efforts of other faculty through the small grants program created by my predecessor, Professor Debby Walser-Kuntz. The projects I funded had a local, national, or global scope; descriptions of some of these projects are located on the Engaged Research and Scholarship webpage of the CCCE. Furthermore, I

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sponsored two faculty winter break workshops: the 2017 Civic Engagement & Public Works Workshop I designed with Susannah Ottaway and Kelly Connole, and the 2018 Participatory Action Research Workshop created by Anita Chikkatur. These workshops assisted faculty with thinking about academic civic engagement, public scholarship, and working with community partners.

Third, as Broom Fellow I sought to draw attention to social inequality in contemporary US society. One way I did this was by inviting faculty and staff to participate in book groups that featured timely selections such as Arlie Hochschild's "Strangers in Their Own Land" and Virginia Eubank's "Automating Inequality." The latter book group concluded with a public presentation by Professor Eubanks, which she delivered in the 2019 Spring Term to a large audience of Carleton students, faculty, and staff.

Within this theme of social inequality, I also strove to highlight the phenomenon of mass incarceration in the United States, a topic that receives much attention in my course, "Contemporary Issues in Critical Criminology." I did so by inviting speakers to campus such as Chris Uggen, a Criminologist in the Department of Sociology at the University of Minnesota and the author of "Locked Out: Felon Disenfranchisement and American Democracy;" Sarah Walker, Carleton alum and current Deputy Commissioner of Corrections for the Minnesota Department of Corrections; and Vina Kay, Carleton alum and currently the VP of Movement & Capacity Building at Race Forward. These scholars and activists shared their work both in my Criminology class and to larger campus audiences.

In the same spirit, I worked with other faculty and students to bring relevant speakers on mass incarceration to campus. These speakers included Erica Gerrity, Program Director and founder of the Minnesota Prison Doula Project; Adam Kuehnel, a corrections educator with the Minnesota Department of Corrections (DOC); Jason Sole, author of "From Prison to Ph.D.: A Memoir of Hope, Resilience, and Second Chances;" poet Jimmy Santiago Baca, and Amanda Kate Weber, founder of The Voices of Hope, a women's prison choir at the Minnesota Correctional Facility in Shakopee, MN.

Finally, in my three years as Broom Fellow, I highlighted civic engagement activities engaged in by faculty and students across campus. This task was accomplished with the skilled assistance of several Broom research assistants including Dana Paine '17, Flora Richey '18, Abby Walker '19, and Sophie Rogers '21. These students interviewed faculty about their public research projects and posted the stories they created on the Engaged Research and Scholarship webpage of the Center for Community and Civic Engagement. The skilled assistance of these students, in addition to the foundational support I received from the Dean of the College and the Center for Civic and Community Engagement allowed me to utilize the Broom Fellow for Public Scholarship to its full capacity.

Conversations on Public-facing Student Scholarship: Public Scholarship Fellow Sophie Rogers '21 reflects on discussions about teaching student scholarship

Tuesday, November 6th, 2018, Carleton students, faculty and staff joined in a community discussion at a Learning and Teaching Center Lunch on "Public-facing Student Scholarship in Your Classroom." Our very own Annette Nierobisz, Professor of Sociology and Broom Fellow for Public Scholarship, and Emily Oliver, Associate Director for Academic Civic Engagement (ACE), along with music professor Nikki Melville led the panel discussion.

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Each panelist was tasked with highlighting academic civic engagement and public scholarship in their work. Nierobisz discussed her experiences teaching ACE classes, giving helpful advice to others thinking about adding civically-minded projects to their courses. Oliver presented an overview of her role working with professors and community members to develop projects that simultaneously deepen student learning and respond to publicly-identified needs. Engaging the audience with fun anecdotes, Melville closed the discussion focusing on her own framing of the arts as public scholarship within private music lessons and courses.

This short panel inspired a long discussion as the attendees were first divided into table discussions and then later brought back to a large group discussion. Within my own table, which included professors, librarians and staff from Carleton and St.Olaf, it was easy to see how public engaged scholarship requires an entire community of practitioners to ensure its success. In what was shared, the time-consuming nature of this kind of research became clear. However, perhaps more salient was the mutually agreed upon reward of public scholarship, not only to students who sign up for these courses, but all integrants of these programs. As a student, I was grateful to attend this program.

I frequently take ACE courses and engage in public scholarship, but rarely reflect on the hard work of others that my work relies upon. It was inspiring to see a room full of practitioners making time to critically interact with the topic; conversations featured voices from departments across the college and inspired holistic, interdisciplinary methods of critical cooperation.

As the luncheon ended and discussion freely flowed, it was clear that this was just one step in making the Northfield community of public scholars stronger and better than ever as faculty, staff and students continue their dedication to civic engagement.

Some Highlights from an Interview with Public Scholarship Fellow Abby Walker '19

Abby Walker '19 is a Public Scholarship Fellow in the CCCE and works with Fellow Sophie Rogers '21 and former Broom Fellow Annette Nierobisz.

How would you describe public scholarship in your own words?

I think of public scholarship as having sides. One is a form of research that is disseminated in a public context, like in a newspaper or blog to be presented to a community or beyond academia. The other type is research done with the community, like PAR (participatory action research).

What are the goals of the public scholarship cohort?

Public scholarship can be pretty difficult; it involves many moving pieces, and the ethical challenges are often more visible. Additionally, it can be especially challenging for new professors without tenure to spend time on public scholarship, because community-oriented research is often not as highly valued as 'purely academic' research. So as a cohort, we want to provide resources to faculty and students who are interested in engaging with public scholarship, at a variety of levels, and highlight individuals on campus who are doing really great social change work through public scholarship. We try to encourage more professors to engage in public scholarship by highlighting the ones that are already doing so.

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Some Highlights from an Interview with the Next Broom Fellow, Serena Zabin

Professor Serena Zabin will be the next Broom Faculty Fellow, succeeding Professor Annette Nierobisz. We asked Serena some questions about her work and what she hopes to achieve during her time as Broom Fellow. What follows are her insightful responses about her work and goals.

Introduce yourself!

I have been at Carleton since 2000. I live mostly in the history department, but I am currently the director of American Studies. Mostly I teach about North America before the Civil War, especially the American Revolution. I write about eighteenth-century British America, trying to understand how ordinary people who did not have much political power perceived the political and economic world around them.

My first book was on a suspected slave conspiracy in New York City in 1741. Now I am finishing a book called “The Boston Massacre: A Family History,” which investigates the families that traveled with the British Army and ended up in Boston in the years before the American Revolution.

What made you interested in doing work in/with public scholarship?

Two different interests have drawn me into public scholarship, and they’ve only come together fairly recently. I have had a longstanding interest in the question of how academics share their work with non-academics. In 2012, Michael McNally (the first Broom Fellow) and I organized a faculty seminar through the Humanities Center entitled “Varieties of Public Humanities.” We were interested in exploring the wide range of public scholarship that faculty were doing on campus. As we explored the relationship of scholarly work to various kinds of publics, we found that our own work took on more urgency. It was an exciting experience.

At about the same time, I began to get involved with an academic civic engagement project with the 6th grade social studies teachers at the Northfield Middle School. As I developed a course around the community engagement piece, I discovered a whole field of public and publicly engaged history that was exploding into fascinating directions.

What are some goals you have for your future work in the position? Is there anything about public scholarship you want to see changed or that you want to explore more?

I have both a specific and a broad goal for my work as a Broom Fellow. Specifically, I want to focus on the importance of history in public conversations about everything from Nike ads to medical schools. I am fond of reminding students that “everything has a history,” and too often we treat contemporary issues as if they emerged from nowhere. In particular, I am eager to think about how to bridge the gap between the scholarship of the founding of the United States and the public who lives in the political and social world that the American Revolution created.

More broadly, as a Broom Fellow, I would like to find ways to invite people from every academic field on our campus to consider the ways that scholarship — including deeply specialized work — can contribute to the world in which we all live together. We think about

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bringing our scholarship to the non-academic world, but I would also like to think about bringing the non-academic world to our scholarship.

Sometimes faculty fear that only “applied” products — statistics, software design, performance, or public history — really qualifies as public scholarship. I would like to help orchestrate a campus-wide conversation on a richer and broader understanding of what is meant by both “public” and “scholarship.” Deep knowledge has a place in public life, and it is our job to figure out how to plant it there.

Saying Goodbye to CCCE Director Amel Gorani

The 2018–2019 school year served as the conclusion of the three-year tenure of former CCCE Director Amel Gorani. Having joined the Center in 2016 as the inaugural director, she helped lead the staff in developing a comprehensive future-oriented vision and strategic plan, and represented Carleton on the boards of the Higher Consortium for Urban Affairs (HECUA) and the Minnesota Council of Nonprofits (MCN).

Amel’s CCCE career oversaw numerous integral developments and advances in long-term strategic goals. Under her direction, the office was restructured, and the number of Academic Civic Engagement (ACE) courses doubled from 45 in years past to 90 this year—and, through ACE, she has overseen the implementation of an assessment plan for student learning. She has also helped grow the number of fellowships with nonprofits and other organizations in Northfield and beyond, helping form new relationships and benefitting both students and faculty alike.

In pursuit of focusing on the CCCE’s values and ethics, Amel also co-led—with Educational Studies Associate Professor Anita Chikkatur—a participatory action research project on immigrant and refugee communities. The pair also increased the diversity of student participants.

And in a similar vein, Amel helped create the Peace & Conflict Fellowship, a leadership opportunity for students to help develop the CCCE into a hub for student involvement while engendering conversation about the root causes of inequality, injustice, and violence.

She has also helped significantly in expanding the CCCE’s political engagement opportunities, including, as well, the creation of the Center’s first international fellowships.

Before leading the CCCE, Amel worked in philanthropy, non-profit, and international and community development. In a [2016 introductory interview](#),¹² she emphasized the importance of taking advantage of Carleton’s abundance of local resources:

“[T]he CCCE has spent years developing deep and strong partnerships with community organizations, which allows the Center to gauge community need and work in solidarity. Such connections, when combined with Carleton’s wealth of resources and engaged students, can make a real difference. Looking forward, the CCCE should seek to amplify system change capabilities by nurturing and cultivating partnerships in priority areas such as education, environment, and challenges around peace and migration in Northfield and globally.”

Throughout her time at the CCCE, Amel has consistently nurtured and built upon that belief, helping grow and strengthen the Center and its practices. It is with mixed feelings that we bid goodbye to Amel, but we know she will continue to further her leadership and vision wherever she goes.

Prior to her departure, Amel expressed her gratitude to all of the CCCE collaborators and supporters she worked with over the years:

¹²“Getting to know CCCE Director Amel Gorani”, October 12, 2016

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“In closing, I want to thank all of our partners – community organizations, faculty, staff, students, alumnae donors and Carleton colleagues and senior management– for all your incredible contributions to our programs. This work would not have been possible without you and we are deeply grateful for all your generosity and deep commitment to our mission. As sad as I am to be departing from this wonderful Center and institution, I am heartened to be leaving CCCE in the hands of an amazing and capable team who will be carrying this work forward.”

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Appendix

Fellows 2018-2019

HEALTH & WELLBEING



DANIEL JOHNSON '20



JULIETTE BOBROW '19



HIBO ABDI '20

PEACE & CONFLICT



MALLIKA DARGAN '19



JACKIE TYSON '20

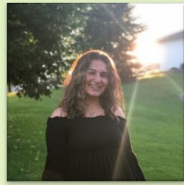
EDUCATION



PATRICK WIGENT '19



LAUREN GOBOFF '19



PARMA YAZDANPANA '21



JACK SHERRICK '20



NAYOUNG KWAK '19



MARA BLUMENSTEIN '19



ALINA MAKI '20



JAYLIN LOWE '21



BAUSTIN SHAW '19



OLIVIA SUI '20

COMMUNICATIONS AND PUBLICITY SUPPORT



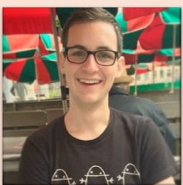
EUNICE VALENZUELA '21



CARLY BELL '21



CLARA LIANG '20



JONAH KAN '19



DAVID ROIZIN '20



LENA STEIN '21



MICA BAHN '20



MADELINE HAGAR '20



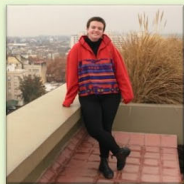
ALLE BROWN-LAW '21



CAROLINE CARTY

ENVIRONMENTAL SYSTEMS

ACADEMIC CIVIC ENGAGEMENT & PUBLIC SCHOLARSHIP



SOPHIE ROGERS '21



ABBY WALKER '19



ANESU MASAKURA '20



MAYA MARGOLIS '19



AMAIRANY FUENTES '19

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PROGRAM DIRECTORS
2018
2019



COLLEGE BUDDIES
Kaylin Steinberg '20
Nora Brown '19

FARIBAUT MIDDLE SCHOOL SCIENCE CLUB
Kyle Duplessis '20
Claire Shugart '20

ADULT ELL
Zhaobin Li '21
Rita Khurshudian '20
Edmund Wackerman

YOUNG CHEFS
Lena Nyblade '21
Jack Johnson '21
Maria Fairchild '20
Valerie Umscheid '19

KIDS FOR CONSERVATION
Tian Wu '21
Juliette Bobrow '19
Amber Zhang '20

ART SPROUTS
Maya Ben-Shahar '19

ARTS CONNECTION
Maya Ben-Shahar '19

GIRLS' CIRCLE
Heather Luedke '20
Maggie Goldberger '19

ADOPT A GRANDPARENT
James Smith '19
Grant Ackerman '19

Health & Wellbeing

HUMANE SOCIETY
Wyen Cai '21
Hanna Anderson '19
Abby Walling '19

PROJECT FRIENDSHIP
Christian Heuchert '20

TOPSOCCER
Andy Younkins '20

NORTHFIELD MIDDLE SCHOOL GARDEN
Sarah Ward '19
Clara Liang '20
Maria Fairchild '20

EAT THE LAWN
Harry Matthiasson '20
Nicola Lowry '20
Daniel Kim Lee '20
Julia Brautlick '20

CARLS AGAINST CANCER
Zoya Siddiqui '19
Hailey Mair '19

RUTH'S HOUSE OF HOPE
Catalina Alvarez-Ruiz '21
Katie Babbitt '21
Maya Ben-Shahar '19

SPECIAL OLYMPICS
Anli Gerbino '21
Asha Bozicevich '21
Tracy LeBlanc '21

Environmental Systems

NORTHFIELD HOSPITAL
Abby Walling '19
Margriet VanDerwerker '20

HOPE CENTER
Jessica Makori '19
Yoojin Kim '19
Hayat Ahmed '19

RED CROSS BLOOD DRIVE
Emily Hall '21
Aaron Frankl '19
Jocelyn Ho '20
Caroline Kratovec-Kirchherr '19

FOOD RECOVERY NETWORK
Camille Jonlin '19
Christof Zweifel '21
Brendon Lin '20
Julia Brautlick '20
Grace Liao '20
Alysata Malik '19
Emily Moses '20

GREEN THUMBS
Jenni Rogan '19
Caroline Carty '20
Katie Babbitt '21

POLITICAL ENGAGEMENT
Jackie Tyson '20

PAPER AIRPLANES
Emily Bruell '20
Oren Lieber-Kotz '21
Annie Seefeldt '21
Kavie Yu '20
Catherine Johnson

SWIPE OUT HUNGER
Andrew Farias '21
Nicole Binder '21
Jonah Kan '19
Ruthie Boyd '20

CLOTHING CONNECTION
Sam Morgan '19
Jesse Barerra-Ledezma '19

ENERGY CLUB
Alejandro Gallardo '19
Sarah Allaben '21
Iris Arogast '20

Peace & Conflict

FOOD SHELF
Yiwen Luo '21

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Alternative Spring Break Roster 2019

Wolf Ridge	First Name	Last Name
1 (Leader)	Fernando	Dominguez
2	Ingrid	Worth
3	Aspen	Blair
4	Ayaka	Moriyama
5	Julia	Braulick
6	Astrid	Steiner-Manning
7	Andrew	Hoyt
8	Sophie	Marks
9	Elliot	Schwartz
10	Anders	Bruhler
11	Hana	Uyeda
Waterloo	First Name	Last Name
1	Edgar	Aguirre
2	Xinyan	Xiang
3 (Leader)	Rina	Tanaka
4 (Leader)	Clara	Posner
5	Cara	Meyer
6	Shaw	Qin

2018–19 CCCE Partners-in-Residence: 2Fik, Max Lyonga, Sarah Goldman '17, Sarah Van Sickle

2Fik

This October, the CCCE welcomed 2Fik to campus as the first partner. 2Fik is a multidisciplinary artist whose work combines photography, video, modeling, and performance art. He was invited to campus by Stephanie Cox of the French Department. Through his art he tackles the multiplicities of identity and encourages people to question what they see. “My work is about identity/gender perception. It’s about how

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we have this really bad habit of putting people in boxes because of how they look. I'm really trying to break the molds that we have in our head about who we are as people—I'm a firm believer that a human being is way more complex than what we think he or she is or they are—so that's what I'm trying to do." As part of his residency, 2Fik spoke with dozens of classes in numerous departments, led a workshop and performance with the Northfield Arts Guild, exhibited in Carleton's Mar-G lounge, and spoke to the broader Northfield community.

As someone who challenges traditional ideas around identity, 2Fik finds that he does not directly belong in any one community: "I see myself as the outsider leader, if I can say it that way, meaning that I don't feel that I'm 100% part of any group, but I genuinely feel like I'm someone who's heard." 2fik uses his position as both an outsider and a leader to encourage people to rethink their own conception of their communities by adapting his work to reflect the communities he engages with. One tactic he uses is referencing current local issues and events in his performances: "For example, while I was in San Francisco, I was [wearing an iPad with content] referring to the fact that homelessness was not chic, or [was] not allowed in certain areas, or that the Castro [district] was like a derelict museum of gayness—I like the idea of focusing on topics that are linked to the place where I am performing." By dressing up as "a bearded lady with a hijab walking around in silence and referring to things that they just read in the newspaper that morning", 2fik uses his art to create opportunities for people to engage with their own ideas around identity and community.

2Fik also hosted a talk, "Dating Apps: The Art of Self-Curating and Performance", which explored his central project: to create 100 unique characters on a fake dating app and allowing students to interact with them—which he would control live. "The goal is to let people really be something that they wish they could be online and never dared to," he said. "I like this idea of allowing people to let it out, just unleash the beast in them; I just want people to let it out."

More information about 2fik's [residency](#)¹³ and [artwork](#)¹⁴ can be found in articles written by our Fellows on our website.

Sarah Goldman

During Sarah's time with the CCCE, she was able to connect with students through one-on-one advising opportunities, give a presentation titled "Farm Bill 101 and Ag. Policy Engagement Opportunity", and work on the long-term sustainability plan and assessment for the Heart of the Heartland program. Her residency at Carleton College lasted from Thursday, October 25th to Friday, December 21st, and she described the time spent at the CCCE as "an invaluable experience that has enriched my growth as a young professional and entrepreneur."

One of the most impactful aspects of the residency included being able to connect students with resources and contacts related to sustainable agricultural policy. In this capacity, Sarah worked with the Career Center and participated in a program titled "1:1 Employer Session." She met with students and discussed different questions that they had about future career opportunities in environmental and agricultural policy and

¹³ "Carleton Brings Artist 2Fik Back to Minnesota", October 3, 2018

¹⁴ "Merging the Public with the Personal: 2Fik's Carleton Residency," December 1, 2018

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programming. From these conversations, Sarah was able to connect students to other Carleton College alumni, further strengthening career connections between current students and the alumni network.

In addition, Sarah gave a presentation to students titled “Farm Bill 101 and Ag. Policy Engagement Opportunity.” In this presentation, she discussed the current state of federal agriculture policy in the United States with particular emphasis on Native American inclusion and parity for agriculture and federal food assistance program, as well as the current debate and political process for the 2018 Farm Bill. During this presentation, Sarah also worked with staff from the CCCE to present policy engagement funding opportunities for current students through the Project Pericles Debating for Democracy competition. The event ended with a question and answer session.

In addition to working on engaging students in important topics around agriculture and career planning, Sarah worked on programmatic aspects of Heart of the Heartland. The [Heart of the Heartland Program](#)¹⁵ (Facebook page [here](#)¹⁶) is an educational non-profit summer program that launched in June, 2017 designed to train the next generation of agricultural leaders. Students in this month-long program study the politics and biology of agriculture while also gaining technical skills through hands-on field work on farms in Minnesota. The program focuses on five weekly themes: water quality, soil health, farm business management, farm technology, and food systems justice. Sarah co-founded and launched the Heart of the Heartland Program through the Center for Community and Civic Engagement at Carleton College, and ran the program successfully through the center for two summers.

Sarah’s time as an alumni in Residency allowed for a period of reflection and long-term sustainability planning for the program. During this time, she was able to successfully conduct programmatic work including finalizing a grant report and deliverables for the C. Charles Jackson Foundation grant which funded the program this past summer. Sarah also met with many HoH stakeholders including professors, farmers, and non-governmental leaders in Northfield to discuss potential long-term plans for the program, and found new potential fiscal agents for the program. In addition, she conducted a rigorous assessment and wrote a program narrative to discuss the development of HoH, which will be released in our first programmatic report.

In Sarah’s words, “my time as an alumni in residency gave [me] clarity and much needed time and space to plan for the long-term development of the Heart of the Heartland program. The Alumni in Residency with the Center for Community and Civic Engagement at Carleton College has been an incredible experience, and I thank the staff and investors who made this experience possible.”

More information about Goldman’s work with Heart of the Heartland can be found in a CCCE alumna interview article [here](#).¹⁷

Max Lyonga

¹⁵ heartoftheheartland.com

¹⁶ facebook.com/theheartoftheheartland/

¹⁷ “CCCE at the Heart of Life After Carleton”, September 12, 2018

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Currently CCCE is hosting renowned Cameroonian artist Max Lyonga. Max was one of the partners and family hosts for students on the Carleton Off-campus Studies program in Cameroon. The program has since ended partly due to the rising conflict in the Anglophone region in Cameroon.

Max is a self-taught artist. He developed his painting skills himself from the attendance of painting workshops organized in as well as out of Cameroon. He has been in the world of painting for more than two decades. Max is a prolific painter with a wide range of styles ranging from abstract to figurative and impressionist styles of paintings. He paints with acrylic as well as local painting materials.

Max's residency at Carleton extended over four weeks during the winter and spring terms. Max is giving multiple talks in classes and in events that feature his work. In addition to talking about his art and life's work, Max's engagement with the CCCE includes conversations reflecting on the questions of peace and conflict in Cameroon and the role of art in addressing social issues and promoting peace.

His visit has been made possible thanks to a collaboration with Dickinson College. Additional funding and support comes from Carleton's Dean of the College Office, Center for Global and Regional Studies, Center for Community and Civic Engagement, and The Arts at Carleton.

Sarah Van Sickle

This May, the CCCE welcomed Sarah VanSickle into the office as a Community Partner in Residence (CPiR). Sarah is Executive Director of [Project Friendship](#)¹⁸ (PF), a program that matches elementary school students in Northfield to Carleton and St. Olaf students as friends and role models. During her time in the CCCE, Sarah hopes to reflect on what has worked for PF in the past:

"I don't ever have time to reflect... [if I do], it's really quick, like, 'Yeah, we did that and it worked, so let's move on.' So, [the CPiR program] has really given me time to just [think about] what really worked about [what we've done] or why we would do it differently, and just be able to think through some of that instead of rushing to the next thing."

As Sarah contemplates and assesses PF's prior methods, she plans to continue gathering information and opinions from Carleton fellows in the CCCE office about peer leader training: "We're trying to develop [a model for a new training program] and what that's going to look like right [by] asking Carleton students what they think about volunteering, what obstacles they have, and how we can support them... Through informal conversations in the office, I've been asking CCCE fellows questions like, 'How do you think the training went at the beginning of the year now that you've gone through a year? What do you feel like you've missed or that wasn't provided?' And... most of them are saying that they have what they need, [but the training is] very specific to the organization, and not the volunteer."

Sarah utilizes not only her time in the CCCE to hold informal conversations about trainings with the peer leaders she meets, but also her own experience: "Well, for preparing curriculum and training, I have a degree

¹⁸ projectfriendshipmentoring.org

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in education, and then I was an event planner for [Irish Fair](#)¹⁹ for five to seven years. So, I've got event experience to bring into the training, but also to develop the training sessions.

All the experience with PF, working with college students who are working with youth, and some of the obstacles that they face throughout the relationships--this requires a lot of the interpersonal skills that everyone has; it's just a matter of tapping into it the right way."

In order to tap into these interpersonal skills in a way that is useful for peer leaders, it is important for Sarah to note the similarities between trainings for PF mentors and peer leaders: "The similarity is the volunteer recruitment, and the best practices that we have in place that first build a relationship with a child... and then maintain that relationship. But also, as the leader, how are you there for your volunteer? [This is] that volunteer management piece, or that support piece that [we give] in our role of staff at PF.

"So, there's that similarity. We'll talk about things like: how [to] recognize volunteers and how [to] stay in communication with them; what questions should be asked; how [to] know that it's going well. Because if they say, 'Oh, it's great,' how do you really know? So, some of those measurement things, we'll talk about that too. That way, you don't just send them out on their way, and then at the end of the year, you [ask], 'Hey! How'd it go?' Instead, you're checking in on the progress as they go."

As she continues her research, Sarah is optimistic about this new training lasting beyond this fall: "It's human nature to be nice and to check in and to be inquisitive, and as soon as you start doing that, it's just like a snowball effect. When your volunteers start checking in more with the kids, the kids start talking to their families, and the families start talking back--it's a huge circle. I think once you open up that line of communication, then it could snowball. We've seen a lot of success with it and I think that once you start, you want to keep getting better."

Carnegie/CCEC

CCCE led Carleton's efforts to apply for the 2020 Carnegie Community Engagement classification cycle. The Carnegie Classification is a highly regarded classification of community engagement with a very thorough institution-wide review process. Applications open every 5 years.

The elective classification provides a special-purpose classification for institutions with commitments in the area of community engagement. It is intended to assist in a process of institutional change to improve the educational effectiveness of the campus through the institutionalization of community engagement. The classification framework represents best practices in the field and encourages continuous improvement through periodic re-classification.

Campuses that have applied for the classification report that they found the application process very helpful as it provides for an institution-wide review process of how community engagement efforts are integrated across an institution, from tenure and promotion to the level and nature of the collaboration between an institution and its community partners.

¹⁹ irishfair.com

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CCCE director Amel Gorani, in collaboration with Program Associate Michelle Perkowski, devised a plan for gathering the needed information for the application process. Teams were set up to help with the extensive work required for the application. The core team of working groups was composed of the following people:

- CCCE staff: Amel Gorani, Emily Oliver, Michelle Perkowski, Seth Snyder and CCCE student fellow Lena Stein.
- Public Works staff: Susannah Ottaway and Briannon Carlsen
- The Broom Fellow for Public Scholarship: Annette Nierobisz
- The Community and Civic Engagement Committee (CCEC)

The CCCE reviewed some of its standard surveys in preparation for the Carnegie application process and the Center's continuous efforts to strengthen its tracking and assessment work. The Center made some revisions to its ACE student and faculty surveys, community partner surveys, among others. We also met with Institutional Research and George Shuffelton, who was leading the College's preparation for accreditation by the Higher Learning Commission to discuss intersections with the accreditation process. Amel Gorani also participated in a Campus Compact Assessment Cohort led by the Iowa Campus Compact that brought together several campuses in the Midwest region who were planning on applying for the Carnegie Classification to share resources and exchange information about strengthening assessment and preparing for the classification process.

Public Works Co-director Susannah Ottaway and Broom Fellow Annette Nierobisz held a session with faculty to inform faculty about the process and discuss their priorities and interest in the process.

After some reflection the Office of the Dean of the College decided to forgo the College's application for the Carnegie classification for this round. The Dean's Office worried that it was too burdensome to apply for the classification while the College is busy with the accreditation process as the two processes will draw on people and resources that were already very busy with the accreditation process such as Institutional Research. Furthermore, the timeline was too short to allow for certain strategic discussions and changes ahead of the application deadline, especially with regards to faculty, tenure and promotion, among other areas.

Even though we did not proceed with the 2020 Carnegie Classification process, the discussions, reflections and work set in motion in preparation for the Carnegie application has been most helpful. The framework and different aspects covered by the Carnegie classification provide a comprehensive and helpful framework to structure efforts for review and advancement of community engagement across campus. We plan to build on this work as we continue with our efforts to strengthen and advance community engagement best practice in all aspects of the College's operations.