

THE
CENTER OF
COMMUNITY
AND CIVIC
ENGAGEMENT
CARLETON COLLEGE

FALL 2018 NEWSLETTER

Our Vision

To engage in inclusive, sustainable, reciprocal relationships that foster student learning and faculty development, fulfill community identified needs, and promote an equitable and peaceful society.

About Us

The CCCE offers a wide array of opportunities for students to deepen their learning, broaden their knowledge, and create reciprocal partnerships by engaging with local, national, and global communities. The CCCE encourages students to pursue their passions by participating in co-curricular programs, academic civic engagement courses, and paid student work positions.

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CCCE Fellows and Professional Staff pose for a group photo during summer training.



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From the Director's Desk:

Subtitle ideas anyone?

This fall, we've returned to the bustle of the term after a productive summer of Carls participating in exciting community-based research and engagement opportunities locally, regionally and globally. Several of CCCE's recent alumni have continued their community-engaged work professionally with years of service at national and international including programs such as Avodah, the Fullbright, the Pittsburgh Urban Leadership Service Experience (PULSE), and the Sabo Center for Democracy and Citizenship.

We have also welcomed a dynamic cohort of new and returning fellows to the CCCE. Our student team represents a greater range of class years, ethnic backgrounds and academic disciplines than previous years. Recruiting a diverse cohort has been one of CCCE's strategic goals. We feel that it is paramount to ensure that the Center reflects the full diversity of students present on our campus and that our programs are continually enriched through the participation of an increasingly diverse group of students who bring varied experiences and perspectives.

We have geared up for new and expanded programming across all areas of our work. From course-based academic civic engagement to new connections being made through co-curricular activities, we're incredibly excited about the progress the CCCE has made deepening our collaborations with our community partners.

We have strengthened our student fellows training and incorporated some new elements in the 10-day orientation program such as a training on mentorship delivered by Sarah Van Sickle of long-time CCCE partner Project Friendship. Our students were more integrated in the campus-wide Peer Leader training, reaffirming their important roles at Carleton and honing key skills. We got very positive feedback on the enhanced training and would like to thank all our community members and faculty who have contributed to this year's training.

We are delighted to report that 2018-19 is on pace to be another record breaking year for Academic Civic Engagement. Last year, we had a total of 60 classes where students either did projects in collaboration with community partners or considered centrally questions about ethical engagement, already up from an average

of 45 courses a year. This year, there are an astounding 88 ACE courses registered across the three academic terms. We are thrilled by the innovation of the faculty who are committed to ACE collaborations as a means to deepen student learning and respond to community-identified needs.

In other great news, CCCE co-wrote a grant with Associate Professor Anita Chikkatur and our community partners in Faribault to launch a participatory action research project focused on education. The project was awarded a \$100,000 grant from the Corporation of National and Community Service and complemented by generous matching funds from the College. It will be co-led by Chikkatur and CCCE director Amel Gorani in partnership with Community Without Borders, The Somali Community Resettlement Services and the Faribault Public Schools.

Lastly, we have been lucky enough to share our renovated office space with both new and familiar faces through the launching of the CCCE Partners-in-Residence program. So far, we have hosted performance artist 2Fik and 2017 alum and environmental activist Sarah Goldman. The purpose of the residency program is to host CCCE and Carleton partners, such as non-profit and community leaders, artists, scholars, 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.

All of us at the CCCE are energized by our continued work with you. We are so grateful for all of our partners in this work and for the generous support provided by the College and Carleton alums, including the Weitz Family, the Puzak fund and the Class of 1966, all of whom continue make these programs possible.



1. Students plant trees with their New Student Week group members during Into the Arb.
2. CCCE Fellows help facilitate the Connecting our Communities event to help incoming first years learn about CCCE opportunities.
3. Carleton attendees at the Nobel Peace Prize Forum in Minneapolis.
4. Mae Jemison talks about the UN's Sustainable Development Goals and the importance of collaborating to create change during the launch of Carleton's capitol campaign.
5. CCCE Fellow Anesu Masakura was invited to attend the Clinton Global Initiative University conference for his work on ThinkBIG Initiative Africa.

Community Connections:

CCCE launches new CCCE Partner-in-Residence program with visits from artist 2fik and alum Sarah Goldman '17.

One of the CCCE's goals is to provide opportunities for holistic learning by creating spaces for integrated exploration that honors diverse forms of knowledge beyond traditional academic content. The CCCE has taken another step forward in realizing this goal by instituting residencies for collaborators at Carleton. Such residencies foster reciprocal relationships between community partners, faculty, staff and students: community partners get a chance to teach, learn, and reflect with faculty and students on campus; faculty, staff and students get more accessible opportunities to interact with CCCE partners, exposing them to a wider range of people in the community and new ways to approach their work.

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. 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 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 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.



Kendall Clements, 2fik, Erica Zweifel, Sarah Goldman and Amel Gorani during a special Coffee and Donuts gathering to celebrate the launch of the program.



This term the CCCE also brings Carleton alum Sarah Goldman '17 back to campus as part of the community partner in residency program. During her years at Carleton, Sarah Goldman co-founded Heart of the Heartland, which Goldman describes as a student leadership program where students on any occupation track can learn about various topics such as farm technology, farm business, and soil and water quality. Students who are a part of the program work on different kinds of farms and help with the physical labor it takes to keep them running. They also have an opportunity to talk to the owners about "how they run [the] business [side of the farm] and what they can do to sustain soil and water quality. The program helps to shed light on the topics that people don't really see or think about. I think the usual idea of working in the community is helping people, but with Heart of the Heartland, we turned that around; we relied on farmers to give their knowledge to students," Goldman explains.

During her residency, Sarah is both working on planning a sustainable future for Heart of the Heartland and sharing her professional experience with current Carleton students interested in agriculture. As a young alum, Sarah understands just how valuable community and civic engagement experiences can be for life after Carleton: "I value my experience with the program because it gave me more confidence with project management. When I get interviewed for jobs, I don't really talk about the classes I took. Instead, I talk about my work within the Northfield community."

With community partners like 2Fik and Sarah Goldman in residence on campus, the CCCE is able to create more accessible opportunities for Carleton faculty, staff and students to learn and collaborate with community partners. The CCCE will welcome more partners throughout the year from a variety of backgrounds and experiences. Providing not only space to work, but connections across the campus, this residency program aims to assist our community partners in their work as well. Thanks to the generosity of the Weitz family for making this possible.

What We're Working On:

CNCS awards \$100,000 to CCCE collaborators for participatory action research project about educational equity in Faribault Public Schools.

The CCCE has been working with students, faculty, and staff to increase collaboration with our colleagues and community partners at Faribault Public Schools, from student-led volunteering programs to an increase in Academic Civic Engagement projects. Excitingly, Carleton and Faribault's collaborative work is set to continue with a participatory action research project investigating diverse experiences of rural secondary education.

This research project is co-directed by Carleton Education Studies professor Anita Chikkatur and CCCE Director Amel Gorani. The project has been funded with a \$100,000 grant from the Corporation for National and Community Service and matching funds from Carleton. CNCS sponsors the AmeriCorps programs as well as grants for "communities that are already working collaboratively to tackle a locally identified issue." The grant proposal was developed and is being implemented in close collaboration with the Faribault Community Education, the Somali Community Resettlement Services, and Community Without Borders.

Faribault High School, like many schools in small cities experiencing rapid ethnic diversification, has a teaching staff that is almost entirely white in a school whose student body is increasing people of color. The city is also confronting gaps in educational attainment, high school completion, and the pursuit of higher education between and among ethnic and socioeconomic groups. Instead of simply lamenting disparate educational outcomes among Somali and Latinx students, this project seeks to use participatory action research (PAR) to empower Somali and Latinx high school students and their parents to document their own and peers' experience with the public school system in Faribault. Similarly, rather than merely attributing responsibility to teachers for the disparities in outcomes, teachers themselves will contribute to the project by conducting parallel PAR research at Faribault High School. The findings of all three research groups will be deeply informative to each other, the school system at large, and other local and regional community stakeholders.

Participatory action research differs from the traditional research in that it not only works to incorporate community voices, but is wholly reliant on communal work from different perspectives. As community members become co-researchers in this initiative, the CCCE and our colleagues are hoping not to merely identify differing perspectives but to carve out space for solidarity and collective inquiry.

"The power of PAR is that it attempts to democratize research. It allows communities themselves to define the research agenda, gives them the tools to investigate questions of importance to them. This leverages the community's knowledge and resources to identify solutions for complex problems. We, at CCCE, can't wait to learn about what the teams of students, parents and teachers will find out about their cohorts' experiences with the education system in Faribault. Their findings will be valuable for all those interested in strengthening the school system to make it productive and responsive to the needs of students from diverse backgrounds. It will certainly help inform our own practices and education programs at CCCE", says CCCE Director Amel Gorani.

Community partners are currently busy recruiting the research teams who will meet in January for a training led by Anita Chikkatur on conducting participatory research. After that the teams will then conduct their data collection and analysis. This first round of the project is expected to conclude by June 2019.



Sharing Scholarship: Professor Anita Chikkatur develops PAR workshop.

The Broom Public Scholarship Project provides grants to Carleton professors engaged in public scholarship projects, one of which was recently awarded to Anita Chikkatur. Her funded project, described in this interview, exemplifies public scholarship through a focus on participatory action research (PAR) by involving communities in research and honoring diverse forms of knowledge.

What is PAR?: Participatory action research is more of a framework, not a methodology. The basic idea is to do research with people, and not research on people. The research problems themselves are developed by the community; it's about asking a community, What are your concerns? What are particular things you're struggling with? And then once we define that problem, we work with the community to figure out a good methodology to study that problem.

Why is PAR important?: I think PAR really takes seriously the idea that everybody has expertise—it might be different kinds of expertise, but it's expertise. The community members are the experts of their community; they're the experts of their context. While I might have training in how to create a good survey, they have the knowledge of which questions wouldn't quite work for their community. It's the idea of trying to think about communities as having complementary expertise to researchers.

At the end of the day it's about getting people to think differently about what they're doing, and I think PAR gives everybody a way to think about their own practice. And for youth, PAR gives them a structured way in which they can be heard. I think a lot of the time when we think about schooling, we so rarely think about student perspectives and voices. PAR gives students a way to think about their own context and personal experiences within the context of their peers, the school, and their society.

Could you tell me a bit about the project for which you received the grant?: I'm developing a workshop for the 2018 winter break that focuses on participatory action research, and will be open to faculty and community members. The Broom Fellowship, in conjunction with Public Works, funded both my own training at a week-long participatory action research workshop run out of the City University of New York, and the winter workshop.

For the workshop, I want to make sure that community members are in attendance along with faculty. I want the workshop to provide strategies that community members and community organizations can use to do research in their own communities. Perhaps it will lead to a longer relationship with Carleton, but I hope at the very least it provides them with a useful tool.

Your Contributions Create Change:

Endowed funds for Community-Engaged Fellowships open opportunities to all students.

Madeline Hagar '20 Growing Up Healthy Fellow

This experience enabled me to develop strong connections with people and organizations across Northfield and Faribault, something that has truly enriched my Carleton experience. By working in surrounding neighborhoods, I gained a lot of exposure to the issues facing the members of my community that can often seem separate or distant from campus life.

Over all, this summer was full of learning. In the end, I am very grateful for this experience, as it has given me much to think about as I chart my path forward. This experience has given me a broader knowledge base from which to consider what I want to do in the future.

Each year the CCCE strengthens our community connections by extending the work of ACE projects and co-curricular programs into school break work opportunities. During the summer of 2018, we were able to offer a dozen community-engaged fellowships with stipends that were made possible by a committed network of Carleton alumni. These fellowships included a range of experiences, from public poetry work to climate action planning and economic justice.

Starting after Thanksgiving, our winter break opportunities give students one more chance to make an impact with the community this year. Four fellowships will connect students locally with the Growing Up Healthy program at the LINK Center, the TORCH program at Northfield Public Schools, the CAST program at Faribault Public Schools, and with Greenvale Park to create a website. Fellowships range from three to ten weeks, and students interested in making an impact over their winter or summer break can explore the Fellowships and Work page on our website.

Fellowships are a way for community partner organizations to bridge gaps and build capacity during academic breaks, ensuring that projects get the time and attention they need to be successful. Carleton's Capital Campaign has contributed considerably to the CCCE's ability to offer fellowship stipends, with significant support from the **Class of 1966 Endowed Fund for Civic Engagement**, the **Puzak Endowed Fund for Experiential Learning and Community Engagement**, and the **Weitz Community-Engaged Fellowships Fund**. The contributions of our donors are essential for college students who wish to undertake impactful school break work in a financially viable way.

Alumni Updates: See what two of our past Education Fellows are up to now. ●●●●●

One of the CCCE's objectives is to nurture a lifelong commitment to civic engagement. In this vein, the office encourages students to continue their work in the community throughout their years at Carleton as well as after graduation. We asked **Victor Huerta '18** and **Naomi Borowsky '18** to share their reflections on their time with the CCCE, their current endeavors, and the impact that their experiences with community and civic engagement have had on life after Carleton so far.



Naomi Borowsky '18

My sophomore year I was the Publicity & Communications fellow, and my junior and senior years I was the Education Fellow for Northfield Middle School. I was also the Program Director for Girls Circle at the middle school.

I'm working as the Program Manager for the Community School Initiative at a K-8 Chicago Public School called Daniel Boone Elementary School. So far the main part of my job has been coordinating the school's after-school program and parent involvement. The program is brand new at the school this year so it has been exciting (and challenging) to be a part of creating something new! I'm not exactly sure what I want to do in the future - I'm interested in teaching, school counseling, restorative justice coaching, and outdoor education/access programs. Hopefully this job will help me to narrow in on what would be a good fit for me.

The CCCE definitely had an impact on what I wanted to do after graduation. Working with Northfield Middle School was one of the most meaningful parts of my college experience and gave me a lot of insight into the kind of youth work I enjoy most. I also took a lot of Ed studies classes at Carleton, and I really appreciated applying the more theoretical concepts I was learning about to real situations with classroom management/curriculum building/youth work at the middle school.

Victor Huerta '18

I was an Education Fellow and also worked at the Northfield High School as a tutor for TORCH.

I'm working with Pittsburgh Urban Leadership Service Experience (PULSE). The main components of PULSE are living an intentional community with other fellows, attending seminars every Wednesday, and serving at a nonprofit. I'm serving at Homewood Children's Village as a Research and Evaluation Fellow, which has come to look like entering a lot of data, designing flyers/graphics for people, writing content for reports, and learning more about data analysis.

I think what a lot of what I learned working with students at Northfield High School was around communication: How do you get ideas across to people who might not be extremely familiar with whatever information or knowledge you have? That kind of skill is as applicable to evaluation (what I help do now) as it is to helping a high schooler understand algebra or geometry. As for after PULSE, I'm planning on applying to grad programs for genetic counseling, which would involve being able to communicate scientific ideas to people who might not have backgrounds in science.



Are you an alum who participated in community and civic engagement while at Carleton? Share updates with us at ccce@carleton.edu.

Up Next on Our Agenda:

Learn about some of our upcoming opportunities to get engaged.

As fall draws to a close and campus grows quiet over winter break, the CCCE continues to work on a variety of projects and events.

- First up is “Coffee with the CCCE”, an event for community partners to join us on campus for conversations and collaboration (and of course, coffee). Everyone is welcome to join us anytime from 9:00-10:30am in Carleton’s Alumni Guest House on Friday, November 30th.
- In December, Anita Chikkatur, Associate Professor in the Department of Educational Studies, will facilitate a Participatory Action Research (PAR) workshop with help from the CCCE’s Emily Oliver. PAR is an approach to research that challenges colonizing methodologies, and the workshop will additionally address how to build a community that can bridge social differences. The two-day program is open to Carleton faculty as well as the greater Northfield and Faribault communities.
- CCCE Fellows will participate in the college’s Peer Leader conference during winter term. Students have a choice of fifteen sessions to participate in, and are asked to choose one that will benefit them as a peer leader and another that will benefit them as a human being; such dialogues include time management, conflict management, self care etc. This will offer a chance for campus leaders get together as a group, hear perspectives on different challenges faced, and look at Carleton as a whole and examine what is needed in terms of leadership. ProStaff or faculty will act as facilitators, and students may co-present if they were peer leaders the previous year.
- The CCCE has organized and is offering two Alternative Spring Breaks again this March—one in Finland, Minnesota and one in Waterloo, Iowa. In Finland, Minnesota, students have a chance for hands-on learning experiences through work on a sustainable farm and discussions about best agricultural practices. The trip that goes to Waterloo will work with Habitat for Humanity on home construction in low income areas. Students will also work with a Habitat ReStore to help package lightly used home goods for resale below retail price.

To stay up to date on CCCE events and news continue to check our website over the school break. Even as Carleton’s term ends we will keep adding to our calendar and posting updates about on-going projects.



STUDENT SPOTLIGHT

Environmental Systems



JENNI ROGAN - GREEN THUMBS PROGRAM DIRECTOR

"I am really passionate about environmental education and plan to go into that field after graduation, so getting to teach kids about science every day through interesting, hands-on activities is engaging, fun, and helpful for my professional development."

ANDREW FARIAS - FOOD RECOVERY NETWORK VOLUNTEER

"Although I have never met the people who I make these meals for, I know that every bit of food I recover is appreciated. I recover food because I want to ensure that those who need it the most in our community are cared for in every way possible, starting with knowing where their next meal is coming from."



ALLE BROWN-LAW - ENVIRONMENTAL SYSTEMS FELLOW

"I try to communicate with and support the environmental community on campus, as well as challenge us (as a whole) to be creative in our future environmental solutions. I also try to encourage Carls to volunteer in whatever way works with them."

