

THE  
**CENTER OF  
 COMMUNITY  
 AND CIVIC  
 ENGAGEMENT**  
 CARLETON COLLEGE

## WINTER 2019 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.

### *Find us Online*

**Website:** <https://apps.carleton.edu/ccce/>

**Facebook:** <https://www.facebook.com/carletoncollegeccce>

**Instagram:** <https://www.instagram.com/carletonccce/>

**Email:** [ccce@carleton.edu](mailto:ccce@carleton.edu)



CCCE Fellows pose for a group photo during a fall term staff meeting.



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## From the Director's Desk:

CCCE strives to promote a “systems-level approach” across programming areas.



CCCE Director, Amel Gorani

This year, the CCCE has been continuing to diligently promote what we call “a systems-level approach,” which is a central piece of the vision and strategic plan that we adopted in 2017.

A systems-level approach helps students understand the complex web of relations in which they

exist by highlighting the multiple social, economic and political structures that shape their experiences and their interventions. It brings to the forefront the interdependence and intersectionality involved in any issue on which we are working. This underscores for students as well as for faculty, staff and community partners the need to work collaboratively to bring about positive change and to pursue holistic solutions.

In enacting this approach, we have also worked hard to connect our programs and to reorganize our internal structures to allow for greater exchange and collaboration. For example, last year CCCE restructured its co-curricular programs by consolidating the eight issues areas that the Center offered programs in into four new focus areas: education, environmental systems, health and wellbeing and peace and conflict. We have changed our student leadership structure and recruitment model and created instead a cohort-based model to move away from siloed programs. We have already seen the ways this promotes successful collaborative and integrated work within and between the various cohorts of students at CCCE; by bringing together our varied perspectives, we are all able to conceive of these issues in their full scope, as multidimensional and complex.

Further, as part of this reorganization, we reimagined the Global Issues portfolio into the Peace and Conflict focus area. We felt that “Global Issues” was a designation that could obscure how the local and global are intimately connected and indeed are an extension of one another. This new focus area of Peace and Conflict develops programming and provides spaces for students to learn about and analyze the sources and dynamics of conflict in communities both near and far. In Minnesota, a state whose population has been so distinctly shaped by people fleeing from conflict, this is a crucial task. Such an approach exposes the commonalities of the ills and violence produced by oppression, inequality, marginalization and exploitation that are at the heart of every conflict. This helps students gain a more nuanced and deeper understanding of the root causes of conflict and move away from simplistic explanations based on stereotypes and essentializing narratives of race, ethnicity, religion or other factors.

Helping students acquire the tools to analyze power relations and unpack their own positionality is essential for enabling them to act ethically. We strive to sustain community engagement that does not replicate the very systems of oppression that they are seeking to combat. This is a topic that we spend a lot of time discussing in our student fellows’ training and throughout the year.

We are tremendously lucky to have partners in Northfield, and beyond who share this approach and are invested in collective impact initiatives and systems-level approaches to reducing disparities by working in these collaborative and multidimensional ways. Their efforts and approach echo ours and help amplify and strengthen our work.



1. Students help prepare the CAC FoodShelf for the SuperShelf transformation.
2. Chantel Johnson '10 talks to students about the interrelated issues of violence, racism and the environment.
3. Student volunteers for the Blood Drive dress as 'blood drops' to recruit new donors.
4. Carleton students help build a house with Habitat for Humanity during an Alternative Spring Break trip.
5. Students in ACE course on structural biology interact with visitors at the Minnesota Science Museum.



## **Community Connections:** Community-Based Work Study positions create more equitable opportunities for students to engage with local communities and explore careers.

To some students, Community-Based Work Study (CBWS) may sound new and unfamiliar—what exactly is it? CBWS is part of the Federal Work-Study program, which the Department of Education defines as a program that provides part-time jobs for undergraduate and graduate students with financial need.

Most students hear the words “Federal Work-Study” (FWS) and think of traditional campus jobs like office assistant or cafeteria server, but FWS in fact encourages community service work through CBWS jobs. Title IV of the Higher Education Act states the following as one of the program’s purposes: “to encourage students receiving Federal student financial assistance to participate in community service activities that will benefit the Nation and engender in the students a sense of social responsibility and commitment to the community.”

In the scope of Carleton, the CCCE defines the program’s purpose in a similar way: “The Community-Based Work Study program is designed to create partnerships between Carleton and community organizations with our students serving as the bridge between the organization and the campus. This establishes an important component of engagement between students, the community, and Carleton.”

In addition to furthering Carleton’s commitment to community and civic engagement, CBWS provides professional experience in organizations outside of the college. This exposure may help students make important decisions about their career paths. By having community-based jobs that complement their career interests, students can get an idea of how that experience might fit into their future. It is in this way that CBWS positions create more equitable opportunities for exploration and development, as many nonprofits only have unpaid positions, which may exclude students who need to earn an income while in school.

According to a study conducted by the Department of Education in 2000, of all FWS jobs, 43% were clerical, 10% library support, 5% computer support, and 19% “other,” like maintenance and food service. While convenient, these kinds of jobs are not as likely to complement student academic fields or career interests the same way that internships and research experiences do. In fact, this same study surveyed students who were employed in CBWS positions. Over 80% of them said they would take similar jobs or community service opportunities in the future. 62% even said that their jobs supported their career goals.

If CBWS aligns with important college values, creates more equitable opportunities for students, and the majority of students like it, why are CBWS jobs rarer on college campuses? The answer is not a simple one. It could be because most colleges are not engaged enough in their community and therefore cannot offer positions in it. Another reason might be that colleges need the money that is used to pay for a FWS student’s salary to financially support other needs like dining halls and libraries. More information can be found in this article!

In short, CBWS is important because it ensures that students with financial considerations have opportunities to engage with the community. Additionally, its positions are valuable career development experiences that should be available to students regardless of financial situation. Students that are eligible and interested in these positions should attend the CBWS Job Fair on April 30th from 11:00-1:00 in the Great Hall!



## **Sharing Scholarship:**

An interview with Public Scholarship Fellow Abby Walker '19.

**Eunice:** *How would you describe public scholarship in your own words?*

**Abby:** I think of public scholarship as having two types. 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 participatory action research.

**E:** *What did you know about public scholarship before this position in the CCCE?*

**A:** I knew nothing about it. I was actually feeling a little put off by academia; I felt like most academic research was hierarchical and inaccessible.

I enjoyed what I was learning in sociology and anthropology but felt like it wasn't doing much for social justice. But in this role, I talk to so many professors who do research that is accessible to the community. I also learn that in this more accessible research, the people who are most important are the very same people who are producing the knowledge.

**E:** *What do you do in your position as a public scholarship fellow?*

**A:** I mostly work with Annette Nierobisz, the faculty Broom Fellow for Public Scholarship. My work is pretty open—sometimes I work with Annette on projects, a lot of the time I talk to and interview professors who teach classes related to public scholarship or who are conducting research. I also talk to Carleton students who do comps related to public scholarship.

**E:** *What are the goals of the public scholarship cohort?*

**A:** So public scholarship is pretty difficult; it involved many moving pieces. But we as a cohort want to highlight its good sides and importance. We try to encourage more professors to engage in public scholarship by highlighting the ones that do, since public scholarship is especially difficult for new professors without tenure to do it right away because public scholarship is not as highly valued as purely academic research.

The CCCE recruits for Fellow positions like Abby's, and other student volunteer and work opportunities, every year. If you're a Carleton student interested in working with the CCCE, visit our website for current openings.

## ***What We're Working On:*** Health and Wellbeing Fellows collaborate with Carleton offices and Community Partners for a new sexual health event series on campus.

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 in April related to sexual health. A recent request from a student about PREP, a preventative measure for HIV/AIDS “sparked a conversation about how we can improve sexual health education on campus,” said Hibo. “We all come from really different high school experiences...so this series is meant to supplement the education that students did or did not get in high school.”

Daniel remarked that these events were also inspired by a talk organized last spring by former Public Health Fellow, Apoorva Handigol '19. “There has been a history of the CCCE connecting with different offices on campus...which has helped to foster a lot of collaboration.” In addition to events organized by other offices, the CCCE is organizing a panel on careers in sexual health. According to Juliette, “The CCCE has a lot to bring to the table because we are uniquely positioned given our strong relationships with the community here in Northfield and Faribault.”

The Health and Wellbeing Fellows reached out to community partners about being on the career panel, further strengthening the CCCE's relationships and reaffirming reciprocity.

All three Fellows agreed on the value of cross campus collaboration. “Everyone has something to bring to the table and when we're talking about an issue that is as complex as sexual health, it is important...to get lots of different voices and perspectives,” said Juliette. “It is important for this series in particular that there is a range of offices involved so we can get a comprehensive look at the issue.”

While considering the next steps in this process, Hibo noted that “the last piece is getting the word out to the campus.” Moving into spring term, the Health and Wellbeing Fellows have started working with COMPS Fellows to develop publicity materials, broadening their collaborative network. As she reflected on the advantages of collaborating with so many different offices and cohorts, Juliette recognized that having the backing of multiple offices is “a great opportunity for our CCCE focused event to reach parts of campus it might not have otherwise.”



## ***Your Contributions Create Change:***

“Historians for Hire” begins new accessible archive project with Minnesota State Academy for the Blind.

This winter term, a 2-credit civic engagement class focusing on public history, “Historians for Hire,” began work on a collaboration with Faribault’s Minnesota State Academy for the Blind (MSAB) with funding from the **Puzak Endowed Fund for Experiential Learning and Community Engagement**.

This project, initiated by Carleton Professor of History Susannah Ottaway and Digital Archivist and Librarian Nat Wilson, arose from conversations with MSAB about helping to organize and catalogue their immense collection of historical institutional documents and artifacts. The school, alongside the Minnesota State Academy for the Deaf, serves to expand and improve education access for students and has incredible archives of photographs of former classes, records of past music performances, and boxes of objects and crafts either used or made by students, such as handwoven baskets. However, most of these artifacts either have gone unlabeled, like photographs with no documentation of the people or events they capture or are, like one glass case holding the trophies the school has won, currently inaccessible as public history for blind students.

Ottaway and Wilson aim to support the MSAB achieve their goal of creating a fuller and more digitized inventory, and one that can be made more accessible for the blind with the use of online audio recordings and image descriptions. Ottaway remarks that, though she has worked on public history projects in the past, this project has truly invited collaboration by many, and she especially credits colleagues at MSAB for their generosity of lending historical artifacts to Carleton students for further study. In addition to members of MSAB’s community, the program has offered students greater leadership opportunities through meeting with new community partners, coding online programs, learning how to write audio descriptions, and managing the online blog. Carleton’s Presentation, Events, and Production Support (PEPS) staff has played a role in this collaboration, too, helping to digitize vinyl records of MSAB music performances. Even another community member, Northfield Hospital and Clinics’ Community and Public Relations Director, Betsy Spethmann, has served as a resource on physical and online accessibility for blind students.

In the next few terms, this ACE collaboration will continue to consider questions of which perspectives need to be considered in this public history work, how the memorialization and documentation of history can be approached differently for more accessible results, and what it means for blind students to interface with a screen. Thanks especially to generous funding for ACE classes, collaborative conversations like this will continue in spring term at Carleton and in future years.



## Alumni Updates:

Former CCCE Fellow Natalie Jacobson's work on food insecurity continues beyond graduation. ●●●●●



Many members of local communities are food insecure and do not have access to the food they need. To help with this, the Northfield Community Action Center upgraded their FoodShelf to a SuperShelf, creating a space where customers might feel more comfortable, like shopping for food in a conventional grocery store. The newly remodeled SuperShelf (pictured above) celebrated its grand opening on February 27th. This accomplishment was the result of long-term planning and collaboration between many members of the community, including student volunteering and research conducted in past years by former CCCE Fellow **Natalie Jacobson '18**.

As a student, Natalie was excited about the opportunity to tie Civic Engagement and her American Studies Comps together. Through her research, Natalie learned about food insecurity in Northfield and Faribault and was able to acquire knowledge and skills for her current work at Augsburg University:

*This year, I'm working as the Campus Kitchen Coordinator at Augsburg University in Minneapolis. In my role, I supervise a team of nine student interns, and together we work to reduce food waste on campus, make healthy food more accessible in Minneapolis' Cedar-Riverside neighborhood (a food desert), and build community through food with our neighbors.*



Natalie Jacobson '18

*My comps research is closely related to this work. In my comps, I explored food waste and food insecurity in Northfield and Faribault through interviewing a variety of stakeholders including folks from food businesses, social service agencies, and food recovery organizations. During my comps process, I gained a greater understanding of the complicated landscape of food access work, and I've been able to apply that learning to my new setting in Cedar-Riverside. One project I'm currently working on is a chapter in a new book about Augsburg's partnerships with local community organizations. My interviewing/writing skills that I developed during my comps process have equipped me well for this new work project!*

The CCCE continues to support efforts to reduce food insecurity through its programs like Food Recovery Network, allowing students to be exposed to such issues, learn about them, and potentially continue to work with them as alums. *Share your alumni updates with us at [ccce@carleton.edu](mailto:ccce@carleton.edu)!*

## Student Spotlight:

Another generation of CCCE Fellows elected as CSA leaders for the 19-20 school year.



Hibo & Anesu

Academic Civic Engagement Fellow **Anesu Masakura '20** and Health and Wellbeing Fellow **Hibo Abdi '20** were recently elected to be the next president and vice president of CSA, continuing the legacy of former Health and Wellbeing fellow and current CSA president, **Apoorva Handigol '19**. These three students have a history of involvement in their

home communities that they sought to continue at Carleton through CCCE programming. For Hibo, community engagement has had a large impact on her identity. "I am a very service oriented person and giving back is extremely essential not just to me but to the way I practice my culture and religion."

The involvement of all three leaders in the CCCE and their home communities shaped their values and fostered their interest in student government. "The CCCE was my entry point into formal civic engagement and made me realize I could serve more," Anesu remarked. "I have been in CSA since my freshman year, but I realized that the presidency is one way I can really make a difference." For Apoorva, "once I started the fellow position and learned more about local communities, that really led to my interest in leading CSA, to connect what we are doing on campus to things that are happening in the world." Hibo recognizes that she does not have any CSA experience, but is confident that this will not hinder her success as vice president: "I want to come at it from an angle of having fresh eyes."

In their joint campaign, Anesu and Hibo emphasized their own individual stories and what makes them who they are. "The main thrust of the campaign is that we wanted everyone to feel like they belong here," said Anesu. When asked to share their leadership styles, the importance of personal identity emerged as a common thread. "We are all unapologetically ourselves and that is super important to how we approach leadership," said Hibo, who credits Ailya Vajid from the Chaplain's Office for shaping her conceptualization of what it means to be a good leader. "A lot of people think of leadership as being loud and bold, but now I know that is not the case. There is a beauty to stepping back and allowing other voices to be heard...you are being a leader even when you are not speaking."

Apoorva envisions her leadership style as empowering others. "Everyone has their own stories. Initially, when I came into CSA I had all these ideas of what I wanted to get done, but once I got into the role I realized it's not about me at all, it's about every single other person in the room. It's about creating a space for people's personal stories and commitments to making Carleton better." Anesu reflected that "One of the things I have learned at the CCCE is that real change comes from the bottom and then goes up...I truly believe in grassroots activism and that is why one of my platform priorities is to promote organic change on campus; the people who are involved in or affected by issues should be at the forefront of solving them."

# UP NEXT ON OUR AGENDA

## Alternative Spring Break

March 24th-30th  
Trips going to  
Waterloo, IA and  
Finland, MN

## SEXploration Event Series

April 10th-25th  
5 sexual health  
education events

## Campus Compact Conference

April 10th:  
Awards Luncheon  
May 30th-31st:  
Regional Conference

## CBWS Job Fair

April 30th  
Great Hall

## Community Partner Appreciation Lunch

May 7th  
Great Hall

## Empty Bowls Community Meal

May 17th  
11:45am-1:15pm  
the Bald Spot

## Lighten Up Sale

June 28th and 29th  
Laird Stadium

