



At a Glance

What We're About

The Center for Community and Civic Engagement (CCCE) is a hub for

- experiential learning that contributes to more just, thriving, and sustainable communities;
- reciprocal community-campus partnerships that advance shared priorities; and
- building civic agency and practicing collaboration that is attentive to racial equity, power, and positionality.

We support Academic Civic Engagement courses, student-led community initiatives, fellowships, volunteer opportunities, community-based work study jobs, faculty public scholarship, and more. Our focal issue areas include food and environmental justice, educational equity, health & belonging, and peace, conflict & democracy.

What We Do

Academic Civic Engagement (ACE)

The CCCE supports faculty to develop course-based projects that put students' academic skills to work in service of community partners' priorities. ACE courses such as Historians for Hire, Stats Consulting, and Nonfiction serve community partners through project-based research and resource development. With about 20 ACE courses on offer each term, there are opportunities for engagement across a wide variety of academic departments.

Student-led Community Programs

Co-Curricular programs in the CCCE connect student volunteers with 40 community programs partnering with local organizations, promoting positive social change and fulfilling community-expressed needs in the focus areas of food and environmental justice, educational equity, health & belonging, and peace, conflict & democracy. Fifty or more volunteer student program directors coordinate these co-curricular programs.

Student Leadership

Approximately 30 student fellows, the student staff of the CCCE, coordinate and support CCCE work and promote an ethic of life-long civic engagement among peers.

Community-Based Work Study

The CCCE facilitates community engagement through community-based work study opportunities. Around 60 students each year earn their work study awards with local schools and nonprofit organizations.

Break Internships

During summer and winter breaks, students join our partner organizations to provide continuity of support between terms. They receive stipends from the CCCE thanks to our generous donors. The stipends make these valuable experiences possible for students regardless of their family financial circumstances.

Public Scholarship

Public scholarship includes a broad set of scholarly or creative activities that join serious intellectual endeavor with a commitment to public practice and public consequence, including faculty-led community-engaged scholarship. Through the faculty Broom Fellowship, the CCCE fosters conversations about public scholarship across campus and provides resources and support for faculty engaged in public scholarship.



Preparing Civic-Minded Graduates

CCCE data collection shows that 1,290 unique Carleton students participated in community or civic engagement through the CCCE in 2019-20, or 62% of our student body.

Academic Civic Engagement is a distinguishing characteristic of a Carleton education.

In 2019, 59.5% of Carleton seniors reported having taken an Academic Civic Engagement course, applying their academic learning through an assignment in the community. We have seen a marked increase in the percent of students who report having this experience in recent years from 35.4% in 2011 to 59.5% in 2019.

Historically underrepresented Carls take ACE courses at higher rates than their peers.

Compared to students who took no ACE courses, students who have taken one or more ACE courses are more likely to identify as Latine, female, first-generation, or low-income. Students who have taken two or more ACE courses are more likely to identify as the above or Black or African American.

Readiness for Life after Carleton

Carls who participated in Community-Based Work Study indicated a higher degree of satisfaction with their opportunities for career preparation at Carleton than their peers. Likewise, the number of Applied ACE courses a student took is significantly positively related to their perceptions of Carleton's contribution to their career-related knowledge and skills.

Collaboration

The number of Applied ACE courses a student took is significantly positively related to their perceptions of Carleton's contribution to their ability to work effectively as a member of a team.

Working across Lines of Difference

Both the number of Academic Civic Engagement (ACE) courses a student took and participation in a co-curricular community engagement program are positively related to the importance students placed on getting to know people with backgrounds different from their own.

Commitment to Making Change

Both the number of Academic Civic Engagement (ACE) courses a student took and participation in a co-curricular community engagement program are positively related to the importance students placed on working for social and political change.

Exercising Leadership

Those who participated in a co-curricular community engagement program while at Carleton were significantly more likely than those who didn't to say that Carleton contributed a great deal to their development of leadership skills.

Thanks

We are grateful for the investments of time and trust from community partners who serve as co-educators for our students, faculty, and staff, and have welcomed us into their organizations. We are equally grateful for the generosity of Carleton alumni and Carleton's investment in the CCCE as a vital function of the College. This work would not be possible without your support!

Co-Curricular Focus Areas



Food & Environmental Justice

This 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. One example of programming in this focus area includes the Food Recovery Network (FRN). It also includes collaborations with Carleton's Sustainability Office, the City of Northfield and the Community Action Center of Northfield (CAC) to develop a community-wide response to food insecurity.



Educational Equity

These programs focus on students in the Northfield and Faribault public school districts. Both districts are striving to improve the equity outcomes 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, community school, and other collaborative programming.



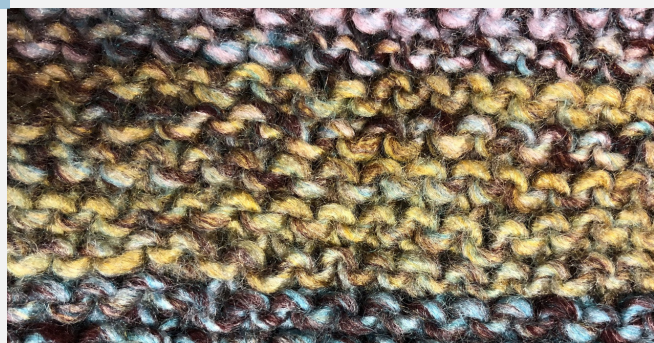
Health & Belonging

These programs connect students to local organizations working to better the physical, mental and/or emotional health of our communities. These programs support community-based efforts to provide healthcare to under and uninsured families, build lasting relationships with youth and seniors, and support survivors of gender-based violence.



Peace, Conflict & Democracy

This is a focus area that seeks to engender conversation about the root causes of inequality, injustice, and violence. We address current issues through community conversations, collaborations with organizers, podcasts, and direct work. For example, Paper Airplanes provides virtual tutoring to Syrian refugees, has spread to over 60 colleges.





2020-2021 Highlights

Academic Civic Engagement

Academic Civic Engagement (ACE) classes put academic skills in service of community priorities. During this pandemic year, Carleton faculty offered about 18 ACE courses each term, when normally there would be around 20. Many ACE courses are project-based, with students using their academic skills to create videos, archives, data visualizations, educational content, and more -- and this work found a way forward, even at a distance. These courses were relevant and important during a time of racial justice uprising, COVID, national elections, and more. They grappled with key issues of race, immigration, criminal justice, public health and pandemic, who belongs, and how we create communities in which everyone's full humanity is recognized.

Anthropology of Health and Illness and Historians for Hire

Professor Pamela Feldman-Savelsberg's Anthropology of Health and Illness and Professor Tony Adler's Historians for Hire students collaborated with the Northfield Historical Society (NHS) to explore the parallels between Northfielders' experience of the influenza epidemic of 1918-19 a century ago and their experience of COVID-19 today. Students from Historians for Hire created a timeline of the 1918-19 flu in Northfield, and students from both classes created a podcast discussing the parallels between Northfielders' experiences a century ago and their experience of COVID-19 today.

Intro to Indigenous Histories, 1887-Present

In Intro to Indigenous Histories, 1887-Present, taught by Professor Meredith McCoy, students collaborated with the Hočokata Ti Cultural Center of the Shakopee Mdewakanton Sioux Community. Students supported Hočokata Ti by helping update metadata for their collection of more than 10,000 items, enabling researchers and community members to search for items more easily. Professor McCoy described the partnerships as "giving us a chance to feel less isolated, more purposeful, and more connected in terms of our relationships to each other and our relationships to the place where we live and work."

Nonfiction Media Production

Professor Laska Jimsen's Nonfiction media production students created videos to support nonprofits' missions. Every fall since 2015, groups of 3-4 students have produced videos in collaboration with community partners and the CCCE. This fall, to safely make short films with community partners, students in Professor Laska Jimsen's Nonfiction class found creative solutions to significant pandemic-related limitations. One student group partnered with the Women's Prison Book Project to make a fundraising film. This new partnership emerged as COVID-19 made geographically dispersed collaborations seem possible.

"I think this is the most rewarding film I've ever made because I know it's not just about myself, it's also about other people...And I always thought that only professional filmmakers could do something like that—as a student, I'm very honored . . ."

- Alison Hong '22



Summer Community Engagement

In the summer of 2020, 14 Carleton students participated in community-engagement summer internships and fellowships. These included in-person and remote opportunities with long-standing CCCE partner organizations working on issues including pandemic response, climate, education, food insecurity, and a range of other issue areas.

Carly Bell '21 served as a marketing & communications fellow for the Northfield Area Family YMCA. This fellowship grew out of a session hosted by Carleton and St. Olaf about how the colleges could support community efforts during the pandemic. CEO Krista Danner says, "Having Carly with us this summer was a gift. Through her efforts, a monthly newsletter was created in English and Spanish and sent out on a monthly basis to our constituents. This communication tool was a key factor in keeping our partners informed and connected to the Y mission during the pandemic."



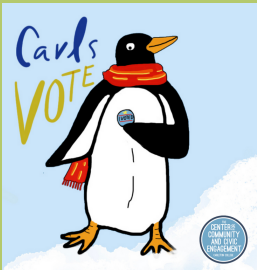
Shaping Our Shared Future: Advancing Equity through Community and Civic Engagement

Racial justice is central to community engagement, and the CCCE is committed to grappling with and fulfilling our role in that work, as it is fundamental to vibrant communities and mutual flourishing. In June, approximately 50 faculty, staff, and community partners participated in an interactive workshop focused on co-creative approaches to advancing social and racial justice. This event was made possible in part by the the Carleton-Faribault Participatory Action Research project funded by the AmeriCorps and Public Works: Arts & Humanities Connecting Communities funded by the Mellon Foundation.

Student Civic Agency

Though person-to-person interaction in the community wasn't possible during the 2020-21 academic year due to the pandemic, Carleton students still found ways to contribute to their communities.

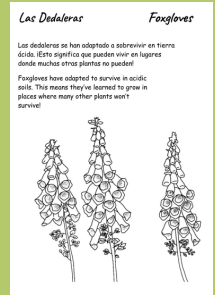
Carls Vote Though President Larry Gould's penguin didn't actually vote in the November election, the college supported election engagement in many nonpartisan ways, from voter information webpages to faculty resources for discussing election politics in and out of class. Clarissa Guzman '22 and Yuki Nagaoka '22 of the CCCE Peace Conflict and Democracy Cohort took on much of this year's election support. Thinking back on the work, Yuki remarked: "Through our election work, we got to meet and work with some amazing leaders both on and off campus. It was definitely motivating and energizing to be a part of an effort full of passionate people who were all committed to making voter engagement more accessible and exciting for the Carleton community."



Creativity and Community Since the beginning of the pandemic, volunteer programs have faced the particular challenge of keeping their volunteers involved while students are geographically scattered and most activities have moved online. In response to this challenge, Program Directors (PDs) Gracie Little '21 and Maya Feldberg-Bannatyne '23 conceived of a new project to engage Carleton students with the local community during Winter Term 2021. Combining the forces of Green Thumbs and Kids for Conservation (KFC), the PDs partnered with the Greenvale PLUS after school program and a local art shop to create art kits for students that would include a bilingual coloring book and art supplies.

Farm to Family In the summer of 2021, the Community Action Center (CAC) launched the Farm to Family summer market in collaboration with partners including the Carleton student Food Recovery Network which helped to plan and fundraise for this project. CAC is working with Northfield area farmers, including the Carleton Student Farm, to purchase fresh, organic, locally grown produce to be distributed twice weekly to families and individuals in our community that are facing food insecurity.

Lighten Up! "Lite" Each spring, Carleton students donate unneeded items to the Lighten Up Garage Sale to raise money for local nonprofit partners. When it wasn't safe to gather for a large event, students and staff got creative. They developed an online store and also distributed items directly to neighbors at Growing Up Healthy's Northfield and Faribault Evenings in the Park, the CAC's Farm to Family and Operation Backpack events, and a UCC pop-up sale. In addition to raising funds for our partners, this year's new distribution events helped ensure Lighten Up's many household goods like pots, pans, bedding, and school supplies went directly back into our community.

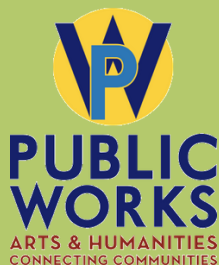


Campus Compact Presidents' Awards



Student Leadership Award: Eunice Valenzeula

Through diligence and passion, CCCE fellow Eunice transformed a public-facing website that documents an ongoing Participatory Action Research project and serves as a repository of PAR resources in Spanish, Somali, and English. She has conducted extensive research to gather and translate materials in Spanish, expanding accessibility for future community researchers.



Civic Engagement Leadership Award: Professors Kelly Connole and Susannah Ottaway

Through the Mellon-funded Public Works initiative, the co-directors have ignited a vibrant flourishing of public scholarship in the arts and humanities at Carleton. They've made possible individual projects and complex campus-wide initiatives, all of which have drawn on their creative, strategic, and purposeful leadership.



Community Action Center
OF NORTHFIELD

Community Partner Award: Community Action Center of Northfield

The Community Action Center of Northfield collaborates with Carleton to address life-sustaining needs. We co-create solutions through ACE courses (heat mapping, GIS), co-curricular programs (food recovery network), and campus (Empty Bowls) and community events (mass food distributions). Their response to the pandemic and impact in the community is tremendous.

Engaged Campus

Study Groups: Carleton, the Dakota, and Dakota Homelands

This last year, the CCCE collaborated with Public Works, the Humanities Center, the Learning and Teaching Center and the Ethical Inquiry at Carleton initiative to fund and facilitate "Carleton, the Dakota, and the Dakota Homelands," a campus-wide study group for students, faculty, and staff. These learning sessions attended by more than 100 Carleton community members focused on the Wahpekute and Mdewakanton Dakota on whose homelands Carleton stands, the laws and treaties that affect the Dakota relationship to the land, and how higher education institutions can work to build and sustain relationships with Indigenous communities. The three sessions were led by professors Michael McNally, Kim Smith, and Meredith McCoy. Together, these conversations help ready our campus to engage with the Why Treaties Matter exhibit coming this fall. The study groups also are one small step toward beginning the healing and honest storytelling work called for in our college's recently adopted land acknowledgement statement.

Chauvin Trial Resources

This winter, the CCCE curated a living document with resources related to the Derek Chauvin trial for the Carleton community. Over the course of the trial, the CCCE collected relevant news about the trial, online educational events, and tools created by community organizers, organizations, and colleagues.

Education Collaborations

Faribault RISE Program

RISE is a student-centered program at the middle and high school that strives to eliminate barriers and foster healthy learning. It is focused on serving students of color, low-income youth, and first-generation college students but does not turn any students away. RISE provides tutoring, academic advising, and social-emotional resources for a successful high school experience and post graduation. The program started in Fall 2019, partly in response to the research done by parent and youth research teams during the first year of the AmeriCorps-funded Carleton-Faribault participatory action research project. RISE is a collaborative effort supported by AmeriCorps, Healthy Community Initiative (HCI), Faribault Youth Investment, HealthFinders, Carleton College, and Faribault Public Schools Community Education.

Remote Tutoring

It is no easy feat to pivot and grow an educational program during a global pandemic while also being full-time students learning and working remotely, but CCCE fellows Jaylin Lowe '21 and Izzy Quattrucci '22 did just that in order to continue the Tutoring Hotline program during the pandemic. This CCCE program is a free service that matches Carleton students with Rice County pk-12 students seeking one-on-one academic assistance. Carls were highly interested in the program, even though interactions took place via zoom. "It has been really amazing to see the commitment to community engagement even during our period of virtual life," Izzy noted.

Likewise, community-based work study (CBWS) tutors were supporting local learners via zoom this year with support from 5th Year Education Associate Alan Zheng '20 and Fellow Rose Delle Fave '21. About the experience, Rose says, "I think the most important skill I've gained is the ability to facilitate discussions and create spaces for community to develop through conversation . . . where students reflect on their own experiences and learn from each other new strategies for tutoring and thinking about education equity."

