

CONNECTING COMMUNITIES: THE UNIVERSITY AND MULTI-ETHNIC CIVIC ENGAGEMENT

A SOUTHERN CALIFORNIA REGIONAL SYMPOSIUM

February 7, 2008

Title of Workshop: *CIVIC ENGAGEMENT AND GRADUATE EDUCATION*

Time Started: 9:00AM

JUDY BAUERLEIN:

Bauerlein focused her remarks on a civic engagement program that she started while she was a graduate student at UC Santa Barbara (UCSB). In the presentation, she talked about instituting the program, getting credit for it, and continuing it institutionally. The program, called “Nuestra Voz,” involved connecting UCSB undergraduates with residents of a local community called Isla Vista.

Prior to the inception of the program, Bauerlein had noticed that there was no interaction between Isla Vista, a predominantly Latino community near the university, and the academic community in Santa Barbara. Nuestra Voz was originally a volunteer program with graduate students, but after Bauerlein received a grant for its development, it became more sophisticated. The program connected local teens and senior citizens. The groups would get to know each other, then “perform” each other. This helped build deep connections. They would also design a monument. The program constituted a sort of activism in the sense that it gave space for improving cultural understanding. The students and seniors chose how they wanted to define themselves. This helped them confront socially embedded fears and stereotypes. Since they could choose how to represent themselves, it made them feel a greater control over their lives in this process of self-definition and performance.

Nuestra Voz is organized around four major goals. First, it aims to encourage collaborative work between Isla Vista and UCSB communities. Second, it promotes academic preparation through mentorship and weekly workshops. Third, the program aspires to build community and disrupt segregation, and fourth, it aims to encourage cross-disciplinary conversation among scholars.

Next, Bauerlein discussed the effect of her community work on her career. She said that this work positively affected her job search. Her current employer, Cal State - San Marcos, places importance on community work. She was told by mentors in graduate school that it was not important work and that she should focus on writing, but she was later told that her community work was a strong point of her job talk.

Bauerlein concluded by talking about the prospects of Nuestra Voz and other programs like it. She shared that she was concerned about what would happen to her program once she graduated and moved on. Another graduate student at UCSB, Beth Wynstra, took over. Wynstra worked to create a Teaching Assistantship for the class, so that a new graduate student can keep it going. The basic frame is retained, but it is open to creativity. Bauerlein shared strategies for the creation of such programs and their potential to be institutionalized. She emphasized that individuals interested in creating programs like Nuestra Voz should aim to find community partner, make the program exciting and applicable for undergraduates, and find support within the university. Then, to move the project toward institutionalization, a sustainable curriculum needs key lead faculty; the right models, theory, and assessment tools; and demonstration to faculty and the relevant department that the program fits the department’s mission.

OIYAN ANITA POON:

Poon is a 3rd year Ph.D. Candidate at UCLA in Education, but her research position is with the University of California Asian American Pacific Islander Policy Multi-Campus Research Program (UC AAPI Policy MRP). At Poon's earlier position at UC Davis, she did work involving civic engagement in Asian American Studies. At the time, hate crimes against the Asian American community were rampant at Davis. There were instance of police brutality against Asian Americans. Poon was impressed by "organic" undergraduate activism going on at the university in response. She said that she felt underpaid in her position, however. At the time, she was tasked with increasing the number of majors and minors in Asian American studies, establishing and identifying internships, conducting alumni outreach, fundraising, mentorship, in addition to other work.

She said that in her first two years, she spent most of her time forming relationships. This can be a long, tedious process. She would meet with Asian American alumni at the Sacramento capital. She developed a friendship and working relationship with one 20-year old man who was an organizer, and together, they tried to raise money for scholarships. They placed five undergraduates in policy position, but the program she worked on no longer exists.

Poon saw a sustainability issue with her current work and decided that she had to go to grad school to understand how this work could be institutionalized. Her friend from Sacramento did not have an advanced degree, so his extensive experience, so important to developing policy, was not recognized by the university. Further, she found little interest and support from the institution and faculty.

At UCLA, she worked on desegregation in San Francisco with Paul Ong. In San Francisco, race relations aren't black and white, but divided within the Chinese American community. For instance, there are coalitions within the Chinese American community based on attitudes about education.

Poon said that she's learned that civic engagement work requires a lot of time. It involves a lot of relationship building and mentorship. Sustainability is the most important issue. Without institutional commitment, civic engagement work may not be very viable. She said that she has consistently found interest among undergraduates, but not among faculty.

MARGIE CORONEL-BROWN:

Coronel-Brown is a Ph.D. candidate in Department of History at UCI, and she focuses on Chicana-Latina history. Prior to graduate school, Coronel-Brown was very engaged in activism. At UC Berkeley, she learned about the importance of the matriculation and retention of Chicana / Latina students.

Coronel-Brown began by focusing on the challenges of this work. She said that there is a perception of academia as an ivory tower, and she argued that it is important that we bridge social / political consciousness and the university. In graduate school, the curriculum focuses on coursework, comprehensive exams, and dissertation work. Civic engagement needs to be integrated. There needs to be more employment and funding opportunities for students to engage with the community.

She discussed her work with UCI's Humanities Out There (HOT) program. HOT involves a partnership between UCI graduate students and the Santa Ana Unified School District. Santa Ana Unified is 95% Latino, and as many as 45 students sometimes share a single classroom. HOT brings innovative research to inner city classrooms through lesson plans created by graduate student leaders and promotes college matriculation.

HOT holds the following key values:

- Skills – Build skills with high school students, emphasizing critical thinking
- Content – Create links to high school work and use new materials.
- Standards

- “University next door” – Encourage use of the university and dispel “Ivory Tower” myth
- Cultural literacy - Get students to reflect and interpret history regardless of student’s level or background.

HOT program topics have included “Latinos in 20th century U.S. history;” women and gender in the 1920’s; immigration and migration; and urbanization and labor. The programs use oral histories, songs, images, statistics, and films.

She discussed one sample lesson plan that focused on Latinos and Immigration in the 20th century. She said that HOT graduate students worked to help the high school students understand the immigration debate. During the program, they discuss the Bracero program, its legacy and meaning. They also related these discussions to political movement and the North American Free Trade Agreement.

Coronel-Brown discussed another example. In HOT lessons, high school students develop their own political movement. The high school students examine four political strategies: legal actions (e.g., *Mendez v. Westminster*), polling, La Raza, and boycotts. They use projects to see how high school students are civically engaged, and they get students to form their own political movement, recruiting other students for their movement. Students address their major political concerns, find support, and develop strategies and action plans.

She said that her experiences with HOT have significantly shaped her graduate education. She has developed lesson plans with multiple objectives (materials, state standards, skills) and become more aware of the state of public education. She also said that she has trained undergraduate tutors to teach and practice service and learned to make research and scholarship accessible and readable on multiple levels.

JESSE DIAZ:

Jesse began by introducing himself and talking a bit about his background. He is currently a Ph.D. student at UC Riverside (UCR) in the Department of Sociology. Prior to studying at UCR, he studied and worked under José Calderón at Pitzer College. Diaz is heavily involved with human rights issues and focuses his research work on immigration issues: raids, minutemen, and immigrant rights. Recently, he has gotten involved with the national immigrant rights movement.

He first discussed challenges that he has faced in his civically engaged research. He said that he is often faced with the question of validity with regard to his work. Civic engagement work is not supported by the university with funding, fellowships, or an audience. Further, he said that this kind of work is very time-consuming. Between being a father, husband, brother, son, uncle, and mentor, Diaz said that his community organizing work often trumps his other duties.

Diaz argued that his community-focused research methods offer an invaluable insider perspective. There are larger debates within sociology about methodologies and positionality, but Diaz said that the narrative is rising in importance. Contributions emergent of field research can be unique and insightful. He said that a researcher’s outsider perspective is often founded in misguided interpretation. Insider knowledge was said to be crucial.

Next, Diaz spoke about what might strengthen service learning and civic engagement in graduate education. He briefly discussed three important possible elements. First, there must be projects available. There are no projects like Bauerlein’s “Nuestra Voz” or UCI’s HOT program at UCR. Collaboration with undergraduate students, service opportunities, funding, mentorships, and long-term course availability might strengthen this work, according to Diaz. Second, the incorporation of principles of civic engagement into the curriculum would be beneficial. He discussed the possibility of first year core classes on methodology, integrated into the area of specialization. Collaboration between institutions,

faculty, and students might be powerful as well. Third, Diaz said that the “old white guard” of academia needs to be neutralized. Schools recruiting students and faculty should place more value on service learning experiences and mixed methodologies. Faculty with interests in civic engagement should be brought in to educate a new generation.

Finally, Jesse discussed ways in which students can prepare themselves for work in the community. He emphasized the need for sensitivity to gender, racism, discrimination, and immigration, as well as experiences and contact with police. Students should be aware of the cultures and subcultures of a site. They should always give back to the community they enter – even if it means giving something as small as a broom to help out. Diaz said that there has to be good communication between parties, so students should understand the language of the community. Expectations between groups should be made clear to lower suspicions and ready resources to confront needs. Lastly, he said that all parties should benefit. Researchers should ask themselves “Were my goals met?” “Were their goals met?” and “Was there change?”

Question and Answer

1. *Could you please speak about how you incorporate or integrate your own research and civic engagement?*
 - a. **Judy Bauerlein** said that she once saw them as separate things. She didn’t use to know the theory and scholarship of this work, and she didn’t have courses or education in these topics.
 - b. **Oiyen Poon** said that she is currently taking a course on observations and conducting a project on ethnic communities and political engagement in the presidential race. She said that the research has been very exciting and that she is learning a lot.
2. *What are some outcomes from your work? Have you seen impacts on policies or decisions emerge? How is this work measured and evaluated? Also, please speak about sources of funding for this type of work.*
 - a. **Margie Coronel-Brown** said that with the HOT program, successes are measured in pre-test, writing, and post-test. For undergrads, they use surveys, and for graduate students, enthusiasm about HOT is clear. She said that some aspects are tough to measure, though, because they don’t track individual students.
 - b. **Jesse Diaz** said that his dissertation is on the human rights movement and that the outcomes aren’t for the academy. His success would be the legalized status of millions of immigrants. The findings of his sociological analysis of the movement are challenging social movement theories. Power is linked in a different way in this movement. Two million people marched at a cost of \$5000. He added that, at Pomona, recruitment efforts value service-learning experiences.
 - c. **Margie Coronel-Brown** said that she has valued service and her experiences in communities. She is interested in continuing and thinks this work will be important.
3. *All of you spoke about the importance of relationships in this work. How are these programs sustainable with these close relationships with community members?*
 - a. **Judy Bauerlein**: “I say “Myspace” jokingly, but I do keep up with them somewhat this way.” She said that she had her students for years. She would wake the students up and pick them up at their houses. She developed intense bonds with the students.
 - b. **Margie Coronel Brown** said that developing close relationships is impossible in classroom space. Work with HOT in content and lesson planning is a cooperative effort. Trust is built through cooperation. Content matters, too. They cooperatively make the lesson.
 - c. **Stephanie Reyes-Tuccio** (audience): Assessing outcomes is a challenge. There is no money for evaluation after the program. Federal Gear Up grants, though, require pre-post testing. Although we may not be interested in standardized test scores, these scores are important to teachers, administration, and funders.

- d. **Judy Bauerlein** asked Stephanie Reyes-Tuccio if she said that she had that she has an evaluation person?
 - e. **Stephanie Reyes-Tuccio** (audience): Yes. Federal Gear Up grant requires it. We hired someone from UCLA.
4. *Are there resources for community to get involved. I started organization called “One Step to Local and Global Harmony.” If you want to get involved, pick something that irritates you, and do it.*
- a. **Elaine Ikeda** (audience): Some campuses have centers for this stuff! Stephanie Reyes-Tuccio’s office is a good place to look. It is difficult for outsiders to navigate campus, though.

Title of Workshop: *ENGAGED SCHOLARSHIP AND FACULTY DEVELOPMENT*

Time Started: 11:00AM

JOSE CALDERON:

Calderón began his remarks in Spanish and said, “¿Cómo me puedes entender si no entiendes mi lenguaje?” [How can you understand me if you do not understand my language?] He said that he often opens his presentations in Spanish to emphasize the exclusionary potential of language. To understand commonalities we need to understand our differences. Throughout his presentation, Calderón focused his comments on the role of academics in addressing community problems. He encouraged students to participate in community research.

Calderón said that faculty should take the lead to connect the classroom, research, and the community. The Pomona Day Center is an example that promotes action research where students, workers, faculty work together to ensure the community’s voices are heard. Faculty should ask themselves: “What kind of world do I want to live in? How can I shape my classroom? How can we empower our communities?” Ultimately, we must combine students and workers. Calderón argued that the professoriate should be looking for democratic ways of learning, to move beyond volunteerism.

He discussed the various problems and issues that faculty face in engaged scholarship. For instance, he stressed the workload issues and a perceived lack of time for civic engagement work. Minority professors are overloaded with responsibilities in academia (i.e. joint appointments, the lack of minorities in committees, mentorship for thesis). Further, though the college campus is a democratic space, injustices persist there. When students organize service workers (i.e. students organized to push for an increase in wages for cafeteria workers), it may affect tenure, if you are the origin of student organizing.

To involve students and create a multicultural atmosphere, both students and faculty should be involved in issues of power inequality. Faculty should help students by increasing awareness of local issues. For example, this could be done through a grant writing course that teaches students and workers how to write successful grants by having them work together on grant applications.

Calderón concluded by arguing that the professoriate must be proactive – both on campus and in the community.

DAWN PERSON:

Dawn Person discussed the need for transformational changes in higher education. She said that faculty must examine pedagogical work and ask themselves, “What can I do in the classroom to teach students to be effective change agents?” She suggested that professors use narratives as a form of teaching. Through narratives, students often become aware of leaders and their own passions for social change. Person

encouraged instructors to apply theory and practice and to encourage students to interview past change agents. She said that through some methods, education can become an emotional and spiritual experience for students, which therefore moves to action.

Person's presentation was organized around five thematic bases for change in the university environment. First, she argued for a greater sense of reciprocity. Universities must begin to recognize that programs such as MESA contribute to the community. Second, Person said that faculty should contextualize their theoretical bases. Instructors should ask, "What is the norm for California?" and investigate the disparities between textbooks and what happens in the community. Third, faculty must help build a multicultural community and prepare students for action. She suggested that teachers bring people and students to Board of Trustees meetings. In higher education, we should "just add on what's missing". Fourth, she argued that we should place higher emphasis on partnerships and collaboration. She said that "it is not us serving the community, it us collaborating," and said that faculty should be listening to what the community has to say. Fifth and finally, she said that faculty should take risks and bring people together. She argued that it is ok to say "I don't know" why things occurred.

DOUGLAS HAYNES:

Haynes discussed the role of faculty in civic engagement. He said that California's Proposition 206 had negative implications for this type of work: namely, the deterioration of relations between the University of California (UC) and communities. In May 2006, the UC Academic Center declared support for diversity. This was endorsed by the President of the UC system. In the fall of 2006, a holistic study was undertaken, and in the fall of 2007, it was declared that faculty, undergraduate, and staff diversity is essential. However, Haynes stressed that further change needs to occur to support diversity. UC leaders need to be accountable for an increase in diversity. Haynes noted that it may be daunting to implement these changes, given the change in faculty culture. However, UC's definition of diversity has been clarified and made more legible. It is increasingly normal to have in the review process.

Haynes explored the implications of these developments for the support, training, and mentoring of grad students. Faculty need to encourage research around civic engagement. They need more intervention programs and resources that relate to civic engagement. Haynes said that local faculty members need to engage other systems in the UC system, CSU campuses, and community colleges. He closed by posing questions for faculty to ask themselves: What does civic engagement mean? What are its consequences? Do we want to value all types of civic engagement?

PAUL ONG:

Ong began by asking faculty in the audience a few questions: How do we practice? What should be done? What are the possibilities for structural change within the academy? He argued that the history of civic engagement is important. In Ong's generation, Kennedy's and Martin Luther King's speeches were built on ideas and language. Civic engagement was then driven by historical events, such as the development of ethnic studies, which was later institutionalized and co-opted. Faculty must be sensitive to the local history when engaging civically. Ong stressed that there is a necessity of going beyond a temporal excitement of civic engagement and into something more sustainable.

Faculty need to be collaborative, according to Ong. He said that faculty sometimes "forget that we need to be our own person." The professoriate must make contributions based on each individual's identity. As citizens, faculty vote, and as people of academia, they bring specialized knowledge to the table. What faculty see and analyze must be a learning experience and integrated into their work.

Ong concluded by outlining remaining challenges. How can we make forms of civic engagement independent of history? How do we make civic engagement independent to causal change? He emphasized the challenge of getting started and making efforts sustainable.

CLYDE WOODS:

Woods focused his presentation on the challenges of moving beyond charity and volunteerism in community engagement work. His research is focused on New Orleans, post-Hurricane Katrina. Woods said that post-Katrina New Orleans is “the greatest civic engagement lab in the world.” He said that arrogance and lack of preparation in civic engagement efforts in New Orleans became a disaster in their own right. Woods was part of a group that interviewed residents of New Orleans. He stated that there was 60% unemployment and a 70% high school drop-out rate in the region. Further, he stressed that poverty had not been addressed and incarceration rates had increased. He argued that many groups working in post-Katrina New Orleans did not attempt to learn about the history and context of the region. Relationships between outside institutions and local groups were not adequately developed. Woods closed by saying that civic engagement efforts exist, but intergenerational leadership must be further bolstered.

Question and Answer

- a. **Clyde Woods** stated that we need to have communities create their own agenda rather than others imposing their own. We need to make sure there is autonomy where they [the community] are not dependent on grants.
- b. **José Calderón** said that research can begin from the needs of the community. The community needs to be treated as experts (i.e., Kenneth Clark).
- c. **Paul Ong** contributed a different perspective. He added that there is expertise on both sides and that we have to recognize who we are. The question is: how do we bring what we have? Overall, there needs to be sensitivity to different experiences.

Title of Workshop: *INSTITUTIONALIZING CIVIC ENGAGEMENT*

Time Started: 2:15PM

ALEXIS MORENO:

In order to sustain a successful and mutually beneficial partnership between the university and the community organizations, the benefits of the partnership need to be apparent to the partnering community organization. We can use specific tools from community organizing to foster successful partnerships and identify what is the people’s self-interest. Various outcomes have resulted from this approach at Occidental College. First of all, the Center for Community Based Learning has grown and thrived throughout four presidential transitions over six years. This included changes in deans, administration, budgets, and priorities. However, the center was still able to better finance its staff and hire students. A second notable outcome is that students have reacted in a positive manner to the new opportunities, requesting instruction on how to bridge the university to the surrounding community. Lastly, an education strategy group to discuss access and equity group has emerged reweaving the relationships between the college and the community. The purpose of this group is to articulate why community-based research is important to the community and to understand why it is in the self-interest of the college to be civically engaged.

KATHY O’BYRNE:

O’Byrne addressed six challenges of institutionalizing university/community relationships. The first involves language and the intellectual debate behind the definition of “civic engagement.” Those involved in civic engagement work constantly try to articulate what “civic engagement” is and what it isn’t, because there is no one definition that satisfies everyone. The second challenge involves infrastructure and resources. It is important to talk about where the resources are going to come from. Service learning also needs to be an institutional priority. A Chancellor’s Task Force on Civic Engagement has emerged at UCLA making Civic Engagement one of the Chancellor’s top priorities. The purpose of this group is to

articulate the civic engagement goals of the campus (including the administration, deans, chairs, etc.). This ideology made it possible for their center to flourish. The third challenge is matching civic engagement goals with those of the campus. Campus priorities include what the academic senate is talking about and what is on their agenda. Those who want to do civic engagement need to consider how to connect their work with the campus' priorities and also know what qualifies as community work and what doesn't. The fourth challenge is to collectively continue to look forward. This involves thinking of research as a form of civic engagement, connecting service learning to political engagement, and identifying the next frontier. The fifth challenge is to know the research. Academic researchers need to articulate why they do things the way they do and what their models are. There should also be a research base to civic engagement work that will help define civic engagement. Sixth, researchers should continue to discuss their stories of civic engagement through conferences and publications so that we can learn from one another and see what it is that we can do to address these challenges collectively.

TIM STANTON:

Opportunities for civic engagement are emerging. Global challenges such as the technology revolution, call for a new role for higher education in society. New times demand new scholarship, especially interdisciplinary scholarship. Consequently, the university is being given the opportunity to reinvent itself both in the public eye and in the way it evaluates its work. The civic engagement movement is at the heart of this as education is called to play a more societal role. A global shift in research culture from a conventional scholarship mode with an emphasis on pure disciplinary, peer reviewed, expert-led research, to an applied, problem-centered, transdisciplinary, heterogeneous, demand-driven, hybrid of network embedded research. It is important to realize that knowledge and wisdom reside in the community. We can think of civic engagement as an evolving social contract between the society and the academy in which science speaks to society and society speaks back to science. This model results in "socially robust research" that is verifiable and can be tested out in the reality of life.

Stanton discussed several features of engaged research. One, engaged research features an intentional public purpose. Following from this, engaged research is a collaborative process in which the community and university collaborate at each research stage. The final product of engaged research should impact both the campus and the community and the research results should be accessible to the community being addresses. Second, in order for civic engagement partnerships to be successful, the university needs to provide motivation. By doing this, the university not only responds to a changing student body, it strengthens the impact of the research and renews the "public purpose" of the research. Third, an ideal strategy for civic engagement research is "bottom up/top down." Getting students involved in community engagement means incorporating civic and community engagement in graduate studies programs.

OCTAVIO PESCADOR:

Pescador reflected on his background as a living representation of diversity. He chooses to take a more theoretical approach since he has a different perspective on things since the Latin American school he attended connected academics with community actions. He emphasized the epistemological foundations of civic engagement work. Paulo Freire, for example, stressed the benefits of civic engagement in the classroom. Praxis is reflection and action. He embraces one particular definition of civic engagement which states that if you believe that you can create a better world and that this world isn't right the way it is, work. Do not merely reflect on this situation through discussion, but engage in action.

Pescador also addressed the connection between diversity and civic engagement. Diversity highlights the difference between something that is, and something that is not. UCLA has embraced those who stand at the margins of society through ethnic studies programs especially through the department of Chicano Studies. Service learning programs have also addressed this issue by sending students out to the *barrios*.

Pescador concluded with a reference to Robert Putnam. According to Putnam, though diversity is challenging and may decrease social capital, we need to strive for diversity because it has a lot of positive aspects.

JEANNIE KIM-HAN:

Kim-Han emphasized how we need to be more deliberate about the unintended outcomes in civic engagement. She addressed the relationship between diversity and civic engagement. [Slide depicting forest]: It is intertwined, inseparable, and mutually exclusive. It must be dealt with in its entirety. [Slide depicting fruit]: The fruits of civic engagement and diversity need to continue throughout the generations. We must utilize academics to kick at the walls that are keeping the community out. Interdisciplinarity in research allows us to engage new concepts. [Slide of waterfall]: The end result is harmony. Civic engagement allows for a discussion of the information that will benefit the community.

Kim-Han also addressed the challenges to institutionalizing partnerships. [Slide of people] She contends that the biggest challenge is people and the relationships that develop between them can strengthen and sustain the movement. Relationships are key to institutionalizing civic engagement partnerships. [Slide of a road] Those engaged in civic engagement work need to ask themselves what vision they are implementing, who it belongs to, as well as why are they implementing that particular vision. The ultimate goal is to have a vision that everyone can embrace. The job of the administrator is to be the relationship broker. [Slide “Socio-Ecological Model”]: This slide depicts how individual roles intersect in interpersonal, organizational, and community spheres. We are ultimately trying to change the individual’s behavior.

Question and Answer

1. *What are your perspectives on the advantage to bringing this together at a university? What are the advantages and disadvantages of centralization, or creating a home for civic engagement?*
 - a. **Tim Stanton:** Those engaged in civic engagement work need to ask what is it they are seeking to centralize. There is no way to centralize all engagement activity, but we need to centralize information so people can navigate the system. University institutions are difficult for people to navigate – sends message outsiders are not welcome on campus. Websites can be helpful.
 - b. **Kathy O’Byrne:** It is not ideal to run everything out of a center. We want to transmit messages between departments. Departments have choices in how they engage the community.
 - c. **Alexis Moreno:** Rather than run everything out of one office, it is best to bring community work under one umbrella.

2. *What is the link between service learning and political action? The students do not realize the political implications of what they are doing unless the instructor clarifies that connection. What is gained and lost through institutionalization?*
 - a. **Kathy O’Byrne:** O’Byrne mentioned a two-year program (Carnegie Fellows Program) that addresses service learning and political action. Also mentioned that course will emerge from this program.
 - b. **Jeannie Kim-Han:** The link between service learning and political action is campus culture. It is imperative to gauge the tenor of the campus – how will the campus react to this language and discourse?
 - c. **Octavio Pescador:** Expressed that his home campus, UCLA, is blessed with very politicized students. Those engage in civic engagement work there have not experienced

backlash from the school or the department, although there are people who do think of education as a neutral terrain.

- d. **Tim Stanton:** Mentioned the importance of role-modeling as a part of the scholarly role. Preaching alone does not get through to students. Academics interested in civic engagement work also need to dismantle the thinking that one can be a scholar and an active citizen at the same time. The scholar's job is to show students the structural conditions of society that require us to have soup kitchens. Scholars also need to question the structure that trains them to work within disciplinary boundaries.

Title of Workshop: **COMMUNITY COLLABORATIONS, CURRICULAR INNOVATIONS AND POLICY-BASED RESEARCH**

Time Started: 3:42 pm

STEPHANIE REYES-TUCCIO:

Reyes-Tuccio began by addressing different ways to think about community partnerships. Collaboration is a strategic plan. No single educational entity when working in isolation from others can create the change that is needed. Successful partnerships reinvent notions of citizenship. Newly constituted groups can include those who are normally left out of discussions and policies. However, the diversity of partners leads to different perceptions of the problems at hand. This affects the solution for, and the actual definition of, the problems. Partnerships can provide a venue for effective problem-solving through coordinated action and compromise.

Reyes-Tuccio also talked about the qualities of effective partnerships. She argued that an authentic partnership eliminates the boundaries of town and gown and creates a true community. Organizations and institutions should both be committed to the goals. The partnership cannot be people dependent but rather engrained in the people it represents so that it may survive as people move through the partnership. Also, sustainable partnerships move towards large-scale efforts.

Partnerships that can overcome the challenges of collaboration have shared values in common, set mutually beneficial goals and objectives, provide leadership support, hold activities that are grounded in the needs of the community, establish clear channels of communication, and have measurable outcomes. To her, the single most important, unappreciated, and overlooked factor is trust. Trust building takes time, but once established, trust saves time. It enables partners to work at a rapid pace and produces greater more cost-effective outcomes.

We need to avoid falling into the trap of using civic engagement partnerships as an alternative to state support and as a means of decentralization.

The goal of the civic engagement curriculum is to urge students to find a moral imperative in improving their world. Engaged learning needs to address the mystification surrounding inequality. Without this, civic engagement will obscure the structures it should be taking down.

ELAINE IKEDA:

Ikeda offered the perspective of an organization. Her organization is trying to help faculty establish a connection between service learning and political engagement. She talked about the reasons why community partners choose to get involved or stay involved with universities. In other words, what are the essential characteristics of effective partnerships between community organizations and the university? [The findings of the center's study can be found on their website]. First, community members see themselves as co-educators, and sometimes university faculty fail to recognize the importance of this. Second, the partnership should provide university students with opportunities to be exposed to diversity.

Community partners would like for university faculty to increase collaboration in the curriculum, planning, and goals of a course. Community agencies need a clear understanding why the student is there. She encouraged everyone to continue pushing the field of civic engagement.

J.D. HOKOYAMA:

Hokoyama discussed the leadership program at his community organization, LEAP. The program operates from the understanding that leaders are made and not born. People can develop the skills needed to be leaders while preserving their own values. The program also stresses the need for leaders to know the issues facing the API community and help others understand these issues. This way, the program can influence public policy. The issues that face the API community need to be formally documented. Too often, community organizations rely on anecdotal information. In order to get funds, they need information gleaned from systematic methods. The data LEAP creates empowers the API community. Hokoyama said that we also need to get people to understand that the “Model Minority Myth” is just a myth – the API community is diverse. Finally, leaders are grounded in their communities by giving back.

From the point of view of a community-based organization, it is very difficult to work with the university due to the bureaucracy. The organization must find a way to satisfy and abide by the universities regulations, while maintaining its integrity. Having a partnership with the university, however, is very important and powerful. To sustain a successful partnership, it is important to hire scholars who are active in the community. Such scholars can take academic information and convert it into something that everybody else can understand and use. If the community does not understand the data, it is ultimately ineffective. Trust is also very important. Having trust between the two partners, faculty and community organization, is important for efficiency. We must think of a way to simplify the making of these partnerships.

LEAH ERSOYLU:

Ersoylu gave a more community-based perspective. She discussed the topic of community organizations and UCI interns working together to produce policy briefs. In order for this relationship to be successful, interns need an appropriate skill set, and there needs to be trust between both parties. The university should consider what classes students can take to prepare them with skills that will apply when working with nonprofit organizations.

Another challenge has to do with needs-assessment. One challenge to sustaining a successful civic engagement partnership is the tendency of academics to act as if they are experts on everything, overlooking the expertise of the community organization. Smaller nonprofits do not have the privilege of having fulltime J.D.’s, M.D.’s or Ph.D.’s on their staff, and when these individuals do present themselves, there is a skewed power dynamic. As she phrased it, communities have been “needs assessed out.” The neighborhoods are already fully aware their problems, and do not need an “expert” to tell them what their problems are but rather to help them work through the problems. To create a successful partnership, a certain level of comfort and respect between the community and the university needs to be established. The faculty should work towards helping communities through policy change including the formulation, implementation, and various stages of developing policies.

On the other hand, professors and academics have instant legitimacy, and the information they generate goes a long way to the extent in which the state is concerned. Thus, in order for civic engagement partnerships to be successful, we need to eliminate a “publish or perish” ideology as it inhibits professors’ participation in the surrounding communities. We need institutional change at the university level that emphasizes the importance of community involvement and credits civic engagement.

Question and Answer:

1. *Part of this discussion should address things that failed in trying to sustain partnerships between a community organization and the university. What do such failures tell us about what we can do to improve sustainability? What are some factors within our control do we need to address if we want to make civic engagement sustainable?*
 - a. **Elaine Ikeda:** One failure is not starting this work carefully. It is unwise to institute widespread change. Emphasis should be placed on the development of a few high-quality linkages between the university and the community (quality vs. quantity). Also, be strategic so the university administration will see that the students are doing great work. The business community needs to see that service learning is beneficial to future employees. This will help to persuade universities to provide more funding. The more attention that is given, the more positive effects it will have to sustain civic engagement.
 - b. **Stephanie Reyes-Tuccio:** Faculty is well-intentioned when they start plans to work with the community. They end up creating a product based on their assessment and is inflexible when it is actually offered to the community, which is problematic as the community often identifies different needs. The struggle is to figure out how we can push each other, figure out what we bring to the table. There needs to be a balance.
 - c. **JD Hokoyama:** It is difficult to get the university to see community organizations as an equal partner. Academics get to a place where they think they are experts on everything. Developing something for the community involves trust and respect. As long as the university does not give faculty credit for doing other kinds of things, then a lot of faculty will not do it. There needs to be institutional change from within, because there is a desperate need for information that universities have.
 - d. **Jeannie Kim-Han** (not on panel): At the crux of the problem are the requirements imposed on graduate students enrolled in Ph.D. programs, because community work does not count towards anything in the academic world. This is the biggest problem of all. This is akin to the hazing process of new faculty members, and someone needs to say stop. Community learning needs to be integrated into the university experience.
 - e. **Unidentified person (not on panel):** Another problem are faculty members who practice service learning but never set foot on the site to which they send their students. The university needs to provide funds, fellowships, and foundational processes that will allow professors to have time to do proper service learning. Allowing professors who do civic engagement work to cut back on their committee work is one example.

2. *Where do businesses fit in? Is it possible incorporate businesses as a third component of the civic engagement partnership?*
 - a. **Stephanie Reyes-Tuccio:** UCI has involved businesses in civic engagement endeavors. The Center for Educational Partnerships at UCI has a program, SAGE Scholars, that matches undergraduates with business internships. The businesses, in turn, provide a scholarship for the student's education. This program has been very successful and it has attracted positive attention from the central administration.
 - b. **J.D. Hokoyama:** LEAP emphasizes the need to give back to the community in our training. Corporations are always left on the outside of this relationship. Although the corporate sector is often subject to disdain, they do accommodate for racial and ethnic diversity. Hokoyama believes it is important to have the business community entered into civic engagement collaborations since they are what keeps civic engagement alive.

3. *It is difficult for community organizations to understand the extent to which the IRB limits faculty and graduate students, especially when they are dealing with undocumented populations. Do you have any tips?*
 - a. **Tim Stanton:** Stanton referenced a website that contains information regarding this question.

Title of Workshop: *STRUGGLING FOR SUSTAINABILITY: AAPIs AND CIVIC ENGAGEMENT CURRICULUM*
Time Started: 6:30PM

WARREN FURUTANI:

Furutani said that there is an important issue of empowering ourselves through education and knowledge. It is important to involve communities in ethnic studies. He discussed how his anger about his situation gave him a voice to speak out, become an activist, and get involved in community issues. He then briefly summarized his background. Furutani began his work at UCLA before working as an L.A. assemblyman. He stressed that the most important part to realize is that education is empowerment.

SEFA AINA:

Aina began by stating that his story is similar to Warren Furutani's work at UCLA. He built his work from student community projects and student activism. He said that he has maintained connections with people in the community, students, and faculty. He sought to lower the anxiety of AAPI students and get them to think as a collective. He said that as he looked at the campus, he saw areas that needed change. These were opportunities for people to get involved and get active in the community.

The first half of Aina's class was really geared toward giving empowerment to students. He looked at civil rights and ways that students played a big role. The first classes were organized by students of the initial group. Seven years later, the Asian Studies minor was created. Aina stressed that the energy of the students made things happen as it forced them to look long term with issues.

The second part of the course involved internships with non-profit organizations such as the Filipino Workers Center. Aina said that college is not just a phase; it is an opportunity to find a way to sustain your way of thinking for the rest of your life. He believes that people should be surrounded by people who can teach what they want to know, to empower them, to give them practical knowledge, and to see what's needed in the community.

JULIE PARK:

Park said that she went to school in Tennessee and had no access to Asian American studies. After coming from a student activist background, she decided to go to graduate school. She found that grad school brought a shift of view: instead of actively getting involved into student campus and student life, it was more research-based. She said that it was easy to get isolated within studies.

A unique opportunity was offered by federal funding in the College Cost Opportunity Act. Park worked around policy makers in Washington D.C. They needed someone to do statistics and find the issues and needs of the AA student population. She was able to pull a lot of resources and study the process by which legislation evolves.

Park said that ethnic studies was already inherently committed to some form of service learning even before service learning gained more wide-spread popularity on campuses. At UCLA, she worked with Sandy and Lena Astin, who have conducted some of the most extensive studies on the benefits of service learning on long-term civic engagement, and who also authored the Social Change Model of Leadership, also known as "the 7 C's", one of the more popular leadership frameworks. The 7 C's model refers to ways of understanding how social change works, and it includes congruency, commitment, collaboration, controversy with civility, and others.

She detailed one instance of working with Asian American students in which students challenged the meaning behind citizenship. Cooperatively, they interrogated the meaning of citizenship for the Asian American community and thought about how the multiple identities that APA students hold complicate how the community thinks of citizens to America, Asian America, and our own communities. Park said that Asian American perspectives can complicate traditional service-learning pedagogy and practice, which have been critiqued for being based off of majority white student populations or creating hierarchical relationships between the servicers and the served.

Park stressed that the commitment to service learning by Asian American Studies is important. It creates a nexus between Ethnic Studies and civic engagement. She said that the strongest predictor of faculty diversity is whether faculty held positive attitudes about role of civic engagement in higher education. According to Park, “We cannot make the mistake of divorcing the academy from the community or theory from practice.”

HOWARD WANG:

Wang is a mentor and faculty member who helped with leadership development in Asian American students. He said that his ten year involvement with civic engagement has seemed more like volunteer work. As part of a student government Asian American project, he went to Chinatown to tutor kids in math and science. Recently, in 2005, Wang got involved in the legislation previously mentioned by Julie Park. He said that the bill was submitted to Congress about five times. The sixth time, it finally went through. Due to the student loan controversy, the senate introduced the bill, which addressed student funding for Asians and Pacific Islanders, and it was later signed into law by President Bush.

He said that within the Asian American Studies program, most classes address civic engagement. Students go on to become community leaders. He said that he aims to sustain civic engagement as part of the student curriculum.

TU-UYEN NGUYEN:

An alum of UCI, Nguyen got involved with part of the movement to Asian American studies on the UCI campus in the early 1990s. Before the protest, there were only two Asian American studies classes. Nguyen said that when people learn of the history of what Asians had to go through in order to be where they are today, they gain a big appreciation of what they are and where they are. At the time, AAPI community members got to thinking: we make up 40% of population, why aren't there any more classes on Asian Americans? Consequently, they stormed the administration building and held hunger strikes. Today, Asian American Studies is a reality.

Nguyen currently teaches Introduction to Asian American Studies at Cal State Fullerton. She said that no one really knows much about AA studies, and that she feels privileged to be in the position to teach them. She stressed that she considers role-modeling to be important. Students learn to take ownership of what they are doing in the community. She said that students need to have the knowledge, as it helps make them personally involved. It makes them go out into the communities and meeting people.

Nguyen argued that, often times, communities know exactly what their problems and challenges are. She said that their group is able to sit at the table and listen to what they need. She said that when dealing with the community, there is a two-way education benefit: how we can help them; and how they deal with the institutional bureaucracy. An essential component is having resources on campus. In order to sustain things, you need resources to develop and have tools and skills to go out and make change.

EDWARD PARK:

Park is an Assistant Professor in Asian American studies. He began by emphasizing that sustainability in civic engagement and service learning is like a marathon. He then posed strategic questions to the room: How do we forge relationships that are long lasting and durable? That will outlive the individual?

Park said that to develop collaboration between nonprofit organizations and AA studies programs, community members should be hired to teach classes. This is an institutionalized way to bring the community into the program, and it works best when people are very familiar with the university setting, have relatable personalities, and are enthusiastic about their job. Using academia on the community organization side is a question of organizational capacity, and in order to build capacity, we must think strategically about what is wanted out of the collaboration. He stressed that responsibility goes both ways: students must be willing to work, and organizations must take a moment to manage the relationship. With APA communities, things change very rapidly.

Park said that imagining what the Asian American community looked like 30 years ago made him wonder, “Can we still use the same framework to still think about today?” Today, there are new realities and challenges confronting the community. There are more people entering the U.S., but they are using temporary visas rather than becoming permanent residents. He said that there is a “geographical mismatch” in that the capital of the Asian American community is Orange County. What do we do with this geographic mismatch?

ROUNDTABLE RESULTS:

Table One addressed the following questions:

What are the challenges to institutionalizing civic engagement courses in the university? What are some ways we can overcome these challenges?

Focus on federal plans and corporate business establishing an infrastructure to make changes and establish resource centers.

What are some factors that hinder faculty from developing and implementing sustainable civic engagement curriculum? List ways in which we can begin addressing some of these.

One big factor: Faculty are not being considered in the tenure process. When faculty go out into the community, universities and colleges do not consider it a part of establishing tenure. There is a tension between policies: Asian American studies put an emphasis on community services, but the college does not. There needs to be a reworking of policies. How do we make universities realize the importance of the community service?

If you can create the ideal civic engagement course in AAS, what should be the main components? Explain why.

One major component should be the history of AA experiences. Experiential courses provide the students with occurrences that lead to sustainability

Table Two said that the model from AA program studies puts only one course in service as part of the curriculum requirement. Asian American Studies should go beyond that. There is a concentration within the major and a curriculum that trains students to engage students in their work. Edward Park said there should be greater collaboration coming out of the Academic environment. Park also stressed that whatever happens should be subordinated to the needs of the students and community.

Park said that there are ongoing discussions about junior faculty getting involved in community. Some feel that the university needs to change. Others feel that is problematic and say that they would rather not have faculty show up who are fretting over their tenure. Park feels that this is a serious issue and said that he is able to see from both perspectives.

Aina said that there is also student affairs and advising. They are creating relationships between community and students through counseling sessions and organizational meetings. Aina said that making relationships and friendships is essential. Those types of things are sustained. He said that often the most exciting courses are classes that are taught by community people.

Table Three addressed the following question:

If you create the ideal civic engagement course in AAS, what should be the main components? Explain why.

Not only students at a site, but representatives would also go to the site. The purpose of civic engagement is to connect their personal lives to larger structural forces that have an impact in their lives. Thus, students gain experience and are exposed to a different life. This would be the beginning of an exposure that will be sustainable.

Departmental agreement that gives faculty instructors the institutional support for a long-term relationship is desirable.

How would this work in the 10-week quarter system? Students need to be trained, but there may not be enough time in a quarter. This is a challenge for the faculty. What will be the actions and changes needed to make things work?