

Civic Engagement Gallery Walk

Part I

Within small group conversations, participants responded to - *What new ideas do you have that you want to take back to your campus?*

- Project Ideas
 - Working on art project together to break barriers. How do we use this energy to solve entry problems (any of the arts disciplines are a good median for this)
 - Come up with more joint projects with a more common outcome, opportunity to work across difference, negotiate
 - Fall faculty orientation to the local community in the community
 - Create more issue-oriented opportunities (rather than individual working on separate issues)
 - Getting people to work on something they are MAD about
 - Create strategies for the things people are mad/passionate about and are in opposition to each other

- Philosophical Perspective
 - More SL away from pedagogy to creating explorations
 - Student as change agent, create excitement
 - Change lens thru which we Do SL/CE
 - What defines commonality of various C.E efforts
 - The idea of “free space” on campus (maybe better language would be a “safe space” or “community space”)
 - “Market place of ideas”- the university in that role: is this good/bad/realistic?
 - There are struggles in this idea of civic engagement
 - Look at how we approach our “service”
 - Conversations around deconstructing terms e.g. CE Civic Engagement

- Dialogue, dialogue, dialogue
 - Inject controversy once in a while (skilled facilitator needs to be available to help students or faculty work through controversy.)
 - Importance of ground rules in discussion spacers
 - How to talk to faculty-- how it affects them-- the value to them
 - Needs structure to open community/campus dialogue on big idea and sustain this dialogue and implant it and coordinate it.
 - Collective “talking points” for C.E/Co-education
 - Learning how to facilitate dialogue with people who have other/different perspective from you

- Focus on Community
 - Planning meeting in advances of a training with community partners and faculty, They both drive the agenda: helping each other in political reform, joint grants, long term c-b research, focus on capacity building and advocacy

- Keep community at the table from the beginning: changing our view of our community partners (acknowledge skills and knowledge), From obstacle to asset
- Skill Building Ideas
 - Learn about strategies for speaking with/building support from administration protocol
 - Skills development for students: identifying issues, clearly communicating arguments/points, taking responsibility, and targeting efforts. The role of GE course in developing these skills then transfer these skills an experience in the community.
 - Nuts and bolts of running workshops
 - Are “workshops” most effective mechanisms to disseminate ideas?
 - Weekly Brown Bags with faculty, students by reading an article and discussing it

Part II

The second part of the conversation, participants were asked to complete the statement:
It would be easier to work towards a civically engaged campus, if

- Working with Influential Leaders
 - The provost retired
 - All the presidents attend Campus Compact Meeting or WRCCC, or ADP
 - If other Academic and Administration offices are more civically minded
 - If Academic Senate had more of a role inviting them in the conversation (integrating role of RTP)
 - Finding a champions (outside service learning), developing allies
- Infrastructure Issues
 - If we are not expected to take on all of the work load
 - If we remember that the action comes from sustained conversation over time; and inspire others once we are gone
 - This were not a one-person show facing multiple expectations
 - The resources were there (time especially)
 - More support at all levels (CO to students to presidents and back)
 - Orientations for new staff/directors
 - We had more time and money to get people together for the conversation
 - Coordination and integration programs and offices on a given campus
 - If we didn't have to worry about risk management
 - More resources to have these conversations with students, campus and community, compensating people to come to the table, tolls for facilitating the conversations
 - Integrity of a CSU campus –not the “Flavor of the month” and dictated by latest grant money
- Visioning
 - If campuses become clearer about what “we” want to do (i.e. Academic Affairs VS Student Affairs)
 - If we view our campus as integral part of our community
 - Vision statement has “GRADS” will be civically engaged

- We all realized election day was not the goal itself
- Sustainable-civic engagement is more appropriate goal
- How to not diffuse service-learning work while pursuing civic engagement?

- Faculty
 - Have faculty understanding limits of their discipline
 - Faculty support
 - RTP documents included CE (also included in program reviews or WASC or job announcement)
 - Examine the implications of discipline focus vs. interdisciplinary focus (this person was suggesting that because of RTP issues focus primarily on discipline contributions, faculty are too protective of their work)
 - If we had cross disciplinary projects

- Definitional Issues
 - Critical deconstruction of how government works
 - Cohesive approach to C.E. and public work
 - Stop using the term democracy
 - Expand understanding of terms
 - Learn from a broad definition or multiple definitions to spark conversation
 - To clarify the goals, how people can benefit?
 - Campus must define CE and differentiate among terms (SL, civic ed, etc.)

- Other Issues
 - We create dialogue
 - If participants understood diverse view points are ok
 - If our students had a foundation in civic values
 - If it wasn't dangerous politically/personally, etc.
 - Learning community(ies) means everyone is a learner
 - Multiple methods for community involvement
 - If we are really honest about what we are trying to do/create
 - Is there an assumption from the Chancellor's Office, Service Learning Centers should be promoting leaders in civic engagement?
 - If Campus Compact allowed us to determine how they could help us and not the reverse