

**Center for Community Based Learning (CCBL) Advisory Committee**  
**Meeting Minutes – February 19, 2019**

Present: Janelle Adsit – faculty, English; Stacy Becker – CCBL staff; Shannon Berge - CCBL staff; Loren Collins – CCBL staff; Kelly Fortner - CCBL staff; Jami Henry – Associated Students Representative; Susan Seaman - Arcata Economic Development Corporation; Melea Smith - staff, Youth Educational Services; Kathy Thornhill – CCBL staff; Meenal Rana - faculty, Child Development; Kai Cooper – HSU student volunteer; Maya Habis – HSU student volunteer

1. Welcome
2. Minutes Approved
3. Updates from Committee Members All
  - Kai Cooper and Maya Habis, CCBL student volunteers, have been making progress on the digital magazine.
  - Susan Seaman: Today is the last day before applications are due in for Workforce Weekend.
  - Meenal Rana: Child Development has a 120 hour internship with no stipend; looking for funding to be able to offer some sort of stipend.
4. a. Director's Update Kathy Thornhill
  - The S4 database that was piloted last year now has base funding through the GI2025 Initiative.
  - The Chancellor's office is doing an infrastructure analysis. Information about each program has been taken from the "Call to Service" grant information and now the Chancellor's office is seeking additional information. We are smaller than most Community Engagement centers and we also support Academic Internships.
  - We submitted a GI2025 proposal for a Student Support Coordinator staff position.
  - The Americorps Vista program that we have participated in for the last two years has changed to a four-year plan that doesn't fit into our capacity and as a result, we will not be applying for a four-year Americorps Vista.
  - We have done some fact finding and have had discussion with faculty and CSU legal counsel in regards to the cannabis industry. On a State level it is legal while on the Federal level it is still illegal. Since HSU receives federal funding, we cannot sign contracts with the industry if it has the potential to put our federal funding in jeopardy. We can work with agencies that deal with cannabis from a third party perspective, however, like City of Eureka or Chambers of Commerce. We are looking for creative solutions to provide opportunities near the industry.
- b. Community Partner Update Stacy Becker
  - The Career and Volunteer Expo was a success with over 640 students visiting and 90 agencies participating.
  - Stacy is going to Continuums of Service conference in San Diego the first week of March.

- The CCBL is teaming up with HSU Office of Sustainability's Morgan King to build a Sustainability Resource Directory of regional contacts for classroom resources and speakers. The two offices will be hosting a sustainability mixer event to thank directory participants in April.
- Community Partner Brown Bag is coming March 27<sup>th</sup>. Faculty and students will be there to share their experiences in Service Learning and Academic Internship practices with community partners. We could use more faculty and student participants at this point.
- The North Coast Regional Land Trust will soon be an approved site and a great match with a number of possible activities for College of Natural Resources students; they additionally seek Spanish bilingual students to help with materials and signage translation.
- Stacy also conducted recent site visits with the Arcata and Eureka Police Departments (PDs) in preparation for Sociology and Criminology Justice Studies and other department placements. Opportunities vary (with steep screening requirements), and the environmental cultures felt very different at each station. Arcata (visited with EOP Advisor Celeste Robertson) seemed open and welcoming, with a tour provided to meet other staff; Eureka felt more institutional, with a badge issued before entrance through a locked door. Both departments have had a checkered past hosting students from these practices, with a need to mutually inform both PDs and students/faculty on expectations/requirements. Stacy is working on getting statements from both PDs regarding their expectations to post into the S4 database, while also working with both departments to try to better accommodate student semester timeframes, and in order to further develop their "community policing" goals.

#### c. AmeriCorps STEM VISTA Update

Kelly Fortner

- CCBL is hiring four students to help produce the HSU Community Engagement Digital Magazine, which will be titled Redwood Roots Magazine. They received some submissions last semester but are hoping to make a large call run at submissions and have a draft of the magazine by May.
- In regards to Academic Internship classes, Kelly, Stacy, and Loren have been working with the BIO 482 class to get feedback so they can make it a smoother class for future students. She is also working on a project with the Dean of the College of Natural Resources and Sciences, which involves compiling position descriptions from the Dennis K. Walker Greenhouse, the CNRS Core Research Facility, the Wildlife Museum, and the Vertebrate Museums. The Dean of CNRS, Dale Oliver, plans to pitch these position descriptions to potential donors in an effort to increase paid internship opportunities for students.
- Kelly has been helping students navigate and sign-up for internship and service-learning placements through the S4 database.
- CCBL and the Academic and Career Advising Center will be hiring three to five AmeriCorps Summer Vistas soon for this summer. Hiring will take place around April or May.

#### d. Faculty Partner Update

Loren Collins

- Most of our faculty development efforts this past two years has been one-on-one, behind the scenes or with our faculty Service Learning committee. This semester however, Loren has also been working with the Center for Teaching and Learning and Amy Rock, Geography faculty, on preparing a series of faculty development workshops. In April we will try to pilot two introduction workshops for faculty regarding “What is Service Learning?” and “What do Service Learning assignments look like?”
- Last semester Loren organized Professional Learning Community meetings with Yvonne Doble (coordinated with the Center for Learning & Teaching )regarding equity and engagement in Service Learning and Academic Internships. Inquiry Sessions with faculty and staff took place in a World Café style. Now they are working on getting some student and community feedback in regard to equity issues, including transportation, live-scan costs, etc. Once the report has been organized it will be sent to the Advisory Committee.
- We conducted a World Cafe activity to collect this kind of info for the last half of our meeting. The results are attached.

Results from our “Equity in Community Service” World Cafe: These notes have been compiled at this point; our Professional Learning Community will be working this semester to synthesize and begin addressing this feedback.

#### **“What do Faculty/Coordinators need to know to ensure equitable community engagement?”**

- Need to know about Partners expectations, opportunities
- Students and their background experiences
  - Abilities
  - Physical/body/appearance
  - Transportation needs, bus schedules
  - Expectations
  - Schedule realities and time expectations
- Takes time to develop community-based learning classes
  - Research pedagogy and practices
  - Develop, gain knowledge, volunteer process
  - Connect with Partners
- Take money into account
  - Transportation
  - Livescan/TB test/background checks
- Benefits and Best Practices for Students and Community Partners
- Risk management policies
- Non-hierarchical class structures
- Evaluation from Students and Partners
- Intentional language
- Time to meet with partners - shared learning around community-based Learning
- Available resources

- Cultural humility training
- Good communication between students, partners and faculty
- Clear expectations of success and support
- Address bias in expectations
- Understand the different goals and levels of different kinds of experiences

**“What do Students need to know to ensure equitable community engagement?”**

- Upfront costs - Livescans, TB tests, background checks, drug testing
- Safety - public transportation, where site is located, what sites are on campus or close by
- 1st Generation/immigrant backgrounds/safety concerns for women
- Approach SL/AI with an open mind
- Importance of reflection
- Community-based practices
- Inclusive language
- Awareness of CCBL and other resources
- Background of the site and the site’s needs
- Expectations on time management and professionalism
- Racism - Prevalence in the community and where welcome spaces are made for them
  - History of Humboldt County
  - How to address microaggressions
  - How to report problems
  - Resources available to address these issues.
  - Feelings of isolation

**“What do Community need to know to ensure equitable community engagement?”**

- HSU demographics
- Stereotype threat, microaggressions, bias, implicit bias
- Best practices for equity and inclusivity
- Power dynamics
- Student needs and workloads
- Discussion about reasonable student availability, expectations and budget constraints
- Balancing student goals with site goals
- Community Partner agreement meeting, access a mediator from our office or campus
- Point people or liaison available to both students and community partners
- Faculty roles
- Be consistent with the opportunities offered
- Listen to students, create space to share stories (if they want to share)
- Be aware of space you are using and what students may need
- Be clear what you need, what you expect
- Difference between equity and equality
- Risk management, safety issues
- How to bring students on board to your mission, your service to community, rules, regulations and facilities