

Community Engagement Center

Bi-Annual Report, 2010



PITZER
COLLEGE

Contents

Overview	2
Partnerships	3
Core Partners	3
Affiliated Partners	6
Academic Initiatives and Community-Based Learning	9
Social Responsibility Courses	9
Pitzer in Ontario	13
Changemakers	15
Research and Service Initiatives	20
Assessment of Student Learning Outcomes Related to Social Responsibility	26
Spring 2010 Internship Outtake Survey Summary of Results	26
2009 Senior Survey Summary of Results	31
Direct Assessment of Student Learning	34
Future Directions	35
Student Leadership Development	35
Urban Fellowships	35
Summer Internships	35
Founding Contributors	36
Current External Funding	36
Internal Funding	37
Academic Course Enhancement Awards	37
Student Reimbursement	38
Senior Thesis Awards	38
Social Responsibility Field Trip Fund	38
Celebrations, Awards and Recognitions	38
Institutional Engagement	39
CEC Staff Presentations, Publications and Consultations	40
Critical Reflections and Next Steps	41
Appendix 1. Other Community-Based Learning opportunities at Pitzer	44
Appendix 2. Peer Network and Community Engagement Resources	44
Appendix 3. Rubric for Assessing Student Learning in Community-Based Education, Version 1	46
Appendix 4. Rubric for Assessing Student Learning in Community-Based Education, Version 2	47
Appendix 5. Rubric for Assessing Student Learning in Local-Global Community-Based Education	48

Overview

Thank you for your support of community engagement at Pitzer College. Inside these pages you will find descriptions of many aspects of how social responsibility and community engagement efforts come to life in the partnerships Pitzer has created with its local communities. We hope that you find this report useful but more importantly, we hope that you find the stories within it inspiring. We believe that the values of Pitzer College (social responsibility and intercultural understanding, in particular) are best manifested when students, faculty and staff of the college participate in mutually nurturing, reciprocal, and ethical community partnerships addressing projects of social change. Essentially, we believe that community engagement in all its forms (i.e., community-based participatory research, service-learning, community organizing and advocacy) not only enriches our teaching, scholarship and student development practices but also breathes life into Pitzer's mission of forwarding "social justice, intercultural understanding and environmental sensitivity." Our office aims to support all involved in these projects and partnerships with guidance and resources (financial, human, and curricular). This report paints a picture of the ways in which this takes place and the outcomes we can see in regards to student, faculty and community benefits.

Relationships between colleges and their surrounding neighborhoods are bound in historical questions of regional equity and the political determinants of knowledge production. We look to uncover inequities that exist as a result and find ways for our community partnerships to directly address the very injustices that we teach our students about. In order for our students to learn the depth of these issues and recognize their social responsibility in addressing them, we believe their experiential education in and with the local community is of utmost importance. But equally important is ensuring that the communities that we learn from and with are also benefiting from our partnerships. Our office attempts to support faculty, students and community partners in navigating these complex and diverse needs, while emphasizing the abundant assets that each group brings to the table.

The pages of this report will provide not only stories of Pitzer's community partnerships, but descriptions of the course-based learning that they connect with, the qualitative and quantitative evaluations that we conduct of both of these, and the support networks and resources that allow us to do so. We will share information about our grant-funded projects, fellowships and awards, as well as our key initiatives, collaborations, and events. To close, we offer some critical reflections about the transformations we advocate for within academic-community partnerships for social change. Overall, we have tried to make this report as inclusive and informative as possible, including the whole range of community engagement work at Pitzer, not simply the activities of our Center. We want to celebrate all the good work being done and would love to hear about partnerships we've neglected to mention.

To kick-start the exciting news shared in this report, we begin with some important announcements:

I. We are changing our name! After a decade known as "The Center for California Cultural and Social Issues", we are changing our name in order to both more accurately reflect the work of our office and shorten our title. As of July 1, 2010, we are now the:

Community Engagement Center!

II. Also as of July 1, 2010, we have taken under the umbrella of the Community Engagement Center Pitzer's Jumpstart Program. Formally under the Office of Student Affairs, Jumpstart has been at Pitzer over ten years. Jumpstart's mission is to work toward the day every child in America enters school prepared to succeed. To this end, Jumpstart trains and supports Claremont Colleges students to serve as part-time AmeriCorps members, working individually with young children to build skills crucial to school success. We are also happy to announce that Jumpstart hired former CEC Urban Fellow, Deborah Lieberman, as their new Jumpstart Coordinator! FMI go to: Atherton 415, ext. 79290, www.jstart.org.

III. This summer we also had some significant personnel changes. We hired two new Urban Fellows: Jenessa Flores was named our primary liaison to the Pomona Economic Opportunity Center and to Camps Afflerbaugh-Paige and Meredith Abrams became our primary liaison for Prototypes and the Pitzer in Ontario program. In July, assistant director, Sandra Mayo, left Pitzer to pursue a teaching job at Azusa Pacific University. During that time of transition, the position changed to "Associate Director" so that the

role could take on advanced academic work (including teaching a course on the ethics and methodology of community work), as well as increased supervisory, training and evaluation duties in regards to work with our office staff and the faculty and students who do community engagement. We are proud to announce that Martha Barcenas, (whom many know from her ten years as a Spanish professor and manager of the Fletcher Jones Language and Culture Lab at Pitzer) is shifting her contract with Pitzer to take on the position of Associate Director at our Center. Martha brings a wealth of knowledge and experience based on her years of teaching and her years of participation with Pitzer community partnerships (with the Pomona Economic Opportunity Center, Uncommon Good, and Pomona Habla, among others). Please join us in welcoming these new staff members to the Community Engagement Center!

These new hires join myself, part-time Urban Fellow Scott Scoggins (who is our primary liaison to local tribal nations) and Tricia Morgan (our recently promoted Office Manager) in our two campus offices, located in the 2nd floor Bernard core bubble and in Avery 105- 107, respectively.

We hope you enjoy this report and thank you for your continued support.

Tessa Hicks Peterson, PhD.
Faculty Director, Community Engagement Center

Partnerships

Core Partners

Pitzer's years of involvement with the surrounding communities has established solid connections with a variety of organizations and institutions. These relationships typically connect specific faculty and course curriculum to corresponding programs at these locations. Students enrolled in social responsibility classes, or others who join as volunteers, participate in the programs of the organization in campus-community partnerships aimed at community-based education and/or community-based participatory research. Our Center provides support and resources to the students, faculty and community partners of these partnerships. We recognize and honor the students, staff, faculty, and community members (past and present) who founded each of Pitzer College's community engagement programs and give thanks to all those who sustain these partnerships day after day.

Camps Afflerbaugh-Paige (Camp AP) and Camp Glenn Rockey

The Community Engagement Center operates an academic enrichment program at Camp Afflerbaugh-Paige, a juvenile detention facility and high school located in La Verne, CA. Since the program's inception, poetry and spoken word lessons have been incorporated into a continually developing literacy curriculum. We also offer a variety of student designed programs, tutoring and juvenile justice advocacy opportunities. Special thanks to Susan Phillips who serves as the Faculty Liaison for this site.

Events held in collaboration with this site:

August 2008	Summer Borrowed Voices at Camp AP
December 2008	Borrowed Voices at Camp AP
December 2008	Borrowed Voices on campus
May 2009	Borrowed Voices on campus
May 2009	Camp AP Talent Show at Camp AP
July 2009	Camp AP Summer Borrowed Voices
August 2009	Camp AP/Orientation Adventure Camp AP Borrowed Voices workshop
December 2009	Borrowed Voices on campus
December 2009	Bringing Borrowed Voices Back Home at Camp AP
July 2009 - June 2011	Camp AP Library Project
May 2010	Borrowed Voices on campus
May 2010	Borrowed Voices at Camp AP

Courses offered related to this site:

- SOC Seminar: Youth and Youth Resistance: Professor Dipa Basu
- ONT104: Social Change Practicum: Professor Tessa Hicks Peterson
- PSYC105: Child Development: Professor Mita Banerjee
- PSYC116: Children at Risk: Professor Mita Banerjee
- PSYC186: Internships in Psychology: Professor Rick Tsujimoto
- ANTH178: Prisons: Theory, Ethnography and Action: Professor Susan Phillips
- SOC034: Sociology of Education: Professor Kathy Yep
- SOC 084: Nonviolent Social Change: Professor Kathy Yep
- PSYC174: Ethnic Minority Mental Health: Professor Rick Tsujimoto

Pomona Economic Opportunity Center (PEOC) and the Fernando Pedraza Community Coalition (FPCC)

The Pomona Economic Opportunity Center (Pomona Day Labor Center) provides a safe, legal site for day laborers to gather and act collectively to ensure safe, fair working conditions for its members. The PEOC's mission as a non-profit day labor organization is to facilitate safe and just day laborer employment, while providing various educational and referral services catered to the needs and interests of the laborers. As a 501 (c) 3 tax-exempt charitable purpose organization, the Center's main interests lie in providing quality and efficient services to the local day labor population, which tends to be poor, immigrant, unemployed or underemployed day laborers, who oftentimes are non-English speaking.

The Fernando Pedraza Community Coalition (FPCC) is a program of the Pomona Economic Opportunity Center. The goal of the FPCC is to educate, organize and serve as a liaison between local residents and workers. The intention is to reach out to local residents and day laborers and create bridges of understanding as we act as a vehicle for the community to voice support or concerns of the workers for mutual benefit. Special thanks to Jose Calderon who is the founding Faculty Liaison for this site.

Events held in collaboration with this site:

February 2009	Know Your Rights Speaker and Workshop Series (3 events)
March 2009	Workshop Series: Teaching ESL
March 2009	Workshop Series: Power Analysis
May 2009	5k PEOC fundraiser
September 2009	Day Labor and Native Americans Unity Picnic
May 2010	Fernando Pedraza Memorial
May 2010	5k PEOC Fundraiser

Courses offered related to this site:

- MLLC100: Language and Community: Principles and Practice of Teaching ESL: Professor Jenifer Onstott
- MS194: Media Arts for Social Justice: Professor Gina Lamb
- ONT104: Social Change Practicum: Professor Tessa Hicks Peterson
- SOC155: Rural and Urban Social Movements: Professor Jose Calderon
- SOC 145: Restructuring Communities: Professor Jose Calderon/Professor Brianne Davila
- SOC035: Race and Ethnic Relations: Professor Jose Calderon

Costanoan Rumsen Carmel Tribe (CRCT)

The Rumsen Ohlone Tribal Center and Pitzer College partnership was established in 2007 as an expression of a joint commitment to generate public awareness of the struggle for indigenous rights and federal recognition. Over the years, the partnership has collaborated in the development of a wellness center within the Rumsen Ohlone tribal office. The center serves as a place where tribal community members and outside agencies can come together to address health care issues through traditional Native American healing practices as well as Western modalities. Support for federal recognition, college access and youth mentoring are also areas of focus for this partnership. Special thanks to Erich Steinman who is the founding Faculty Liaison for this site.

Events held in collaboration with this site:

June 2008	Native Youth Pipeline to College
October 2008	Ancestor Walk
April 2009	American Indian Film Festival and Speaker Series
May 2009	Ohlone Wellness Center Opening
June 2009	Native Pipeline to College
October 2009	Costanoan Rumsen Carmel 5K Run/Walk
October 2009	Ancestor Walk
November 2009	Tribal Nations, Indian Communities and Higher Education Conference
April 2010	American Indian Film Festival and Speaker Series
April 2010	Native American College Board Conference University of New Mexico
May 2010	Medicine Ways Conference at UCR – Healing Through Art: Past, Present and Future
July 2010	Native Pipeline to College

Courses offered related to this site:

- ONT110: Healing Ourselves; Healing Our Communities: Professor Tessa Hicks Peterson
- FS009: Colonization and Racialization: Professor Erich Steinman
- MS 194: Media Arts for Social Justice: Professor Gina Lamb
- ONT104: Social Change Practicum: Professor Tessa Hicks Peterson
- SOC078: Indigenous Peoples of the Americas: Colonization, Identity, Resistance: Professor Erich Steinman

Prototypes Women's Center

The Prototypes Women's Center in Pomona is a comprehensive, residential treatment facility for women who are seeking to recover from substance abuse and their children. The center can house up to 143 women and 90 children at any given time. Services offered at the Women's Center include parenting training, HIV/AIDS counseling, individual and group therapy, survivors' groups, vocational training, 12-step meetings, literacy training, and medical services. Special thanks to Laura Harris who is the founding Faculty Liaison for this site.

Events held in collaboration with this site:

May 2010	Vagina Monologues with women of Prototypes at Pitzer
May 2010	Vagina Monologues with women of Prototypes at Prototypes

Courses offered related to this site:

- ENGL009: Autobiography and Service Learning: Professor Laura Harris
- ONT104: Social Change Practicum: Professor Tessa Hicks Peterson
- PSYC105: Child Development: Professor Mita Banerjee
- PSYC116: Children at Risk: Professor Mita Banerjee
- PSYC186: Internships in Psychology: Professor Rick Tsujimoto
- SOC170: Internship: Sociology of Health and Medicine: Professor Alicia Bonaparte
- PSYC174: Ethnic Minority Mental Health: Professor Rick Tsujimoto

Affiliated Partners

In addition to the Core Partnerships there have been numerous past and current relationships established with other quality community organizations. Students and faculty have worked with the Affiliated Partners in some capacity and therefore the partner list serves as a resource for community involvement.

Amy's Farm

Amy's Farm is a program of the non-profit Southern California Agricultural Land Foundation (SCALF). They stress that equitable access to healthy food is foundational to urban sustainability, as is the preservation of local space to grow this food. They have structured their community supported food program to further these goals. Amy's farm is a local family organic farm wherein students provide assistance with the farm's organic vegetable gardens, animal ranch, memorial and educational gardens, CSA (home delivery of organic produce) and farmer's Markets harvests and distribution, and new urban farm outreach programs.

Claremont After School Programs (CLASP)

This program offers homework-help for elementary-school children Monday--Thursday at two affordable housing complexes and three additional sites. The centers are located within five minutes of the Claremont Colleges. Tutoring schedules are flexible, but tutors must commit to attending regularly. This is an exciting opportunity to get involved in the local community! Make a valuable and rewarding contribution to the lives of elementary-school students and learn from them while enjoying their company.

Foothill AIDS Project

Provides services to individuals throughout eastern Los Angeles, San Bernardino, and western Riverside counties in four core program areas: 1) HIV/AIDS medical case management and supportive care centers, including mental health and substance abuse treatment, food, and transportation services; 2) HIV Education and Risk Reduction for Communities of Color; 3) HIV/AIDS-specific housing case management services; and 4) housing services for the general homeless population.

Hope through Housing

Hope through Housing Foundation is based in Rancho Cucamonga and provides supportive services to low income families and seniors. For school age youth in grades K-12, Hope offers after school programming located on site in learning centers. The programming is focused on building positive relationships between adults and kids, homework help, access to computers/ internet, a violence prevention/character development program, reading literacy, healthy snack/ physical recreation, and enrichment programs.

House of Ruth

House of Ruth's mission is to advocate for and assist women victimized by domestic violence and children exposed to violence in transforming their lives by providing culturally competent shelter, programs, opportunities and education; and to contribute to social change through intervention, education, prevention programs and community awareness.

Inland Congregations United for Change (ICUC)

Through community organizing, youth leaders are making change around issues of violence and racism among youth in the Inland Empire. ICUC has been successful in uniting schools, neighborhoods, religious congregations and others to mobilize for change. Pitzer students have been involved in community organizing, conducting ongoing research and organizing actions for social change. Inland Empire youth serviced by ICUC are in need of college mentorship.

Literacy for All in Monterey Park (LAMP)

Since 1984, Literacy for All of Monterey Park (LAMP) has been a leader in adult and family literacy programs. They work to improve human lives by providing high-quality, learner-centered literacy services to the San Gabriel Valley at no cost. Trained volunteers in one-to-one, small group, and classroom settings provide tutoring and instruction.

LULAC National Educational Service Center (LNESEC)

The LNESEC MODEL Program provides students at Emerson Middle School in Pomona with one-one-one mentoring relationships. This is a great opportunity for college students to create a bond with a youth and serve as encouraging, positive role models. Mentoring sessions run for two hours and fifteen minutes each day.

International Montessori School

Montessori is a revolutionary method of observing and supporting the natural development of children. Montessori educational practice helps children develop creativity, problem solving, critical thinking and time-management skills, to contribute to society and the environment, and to become fulfilled persons in their particular time and place on Earth. This site offers an exciting opportunity for students to design and run their own programs with pre-school children. Students can work alone or team up with friends to introduce educational programs that connect with the Montessori method and are customized for 2-6 year olds.

Pomona Unified School District

Pomona Unified School District is a large, urban district on the eastern border of Los Angeles County that serves over 34,000 students in 26 elementary schools, six middle schools, five comprehensive high schools and four alternative schools. In the past few years, PUSD has struggled to deal with the pressures of being designated a program improvement district prompting them to focus its professional development efforts on basic skills remediation and seek outside venues for content rich professional development opportunities. CEC was able to secure a contract and partnership with the broader Pomona Unified School District to allow other student projects in tutoring, college counseling and mentoring programs in the PUSD schools. Programming and partnership between Pitzer, CEC and the Pomona Unified School district continues to be developed.

Project Caring & Sharing

Project Caring and Sharing is a local organization that provides academic mentoring and tutoring for children of incarcerated parents and foster youth. The program seeks caring individuals who will help provide youth, who are at risk of educational failure, with academic and social support, counsel, friendship, reinforcement and a constructive example.

Reach LA

Reach LA offers an Art Program where kids use various mediums to express themselves through art with the assistance of students; a Computer Education Program where students can work with kids to teach them the basics of word processing, Internet use and email; a Health Education Outreach Program where interns can work with kids in the Reach LA program and the surrounding community about health issues related to their everyday lives; a Radio Station Program where youth run the Reach LA radio station and interns can work with the kids to produce radio programs; Youth Festivals where interns can organize and participate in youth festivals to disseminate information about Reach LA to local kids from the community; and Queer Resources where interns can be a part of fostering a positive atmosphere and building a place for gay and lesbian kids to be themselves and to seek information.

Study Buddies

Initially, Study Buddies' tutoring program served only homeless children. They now tutor underprivileged children in various subject matters, students from schools in Ontario, Montclair and Pomona. They offer tutoring for children (K-8th grade) in various subject matters. Kids in the program are typically at-risk students from schools in Ontario, Montclair and Pomona.

Uncommon Good

This nonprofit works to provide fair access to education, health-care and legal services in underprivileged communities and populations. Students are involved in mentoring programs to help break the cycle of poverty through education. Students can also be involved in UC's Teen Green program (a youth environmental group to raise community awareness and work for environmental justice locally).

Tutors for a Cause

Tutors for a Cause is a student run tutoring and mentoring K-12 program whose objective is to serve underprivileged children of our local community. The group was started in 2007 by Pitzer College student Nancy Murillo in response to requests from our dining hall staff to help their children with schoolwork. Since then the group has continued to provide this service and has grown in its capacities and activities.

Additional Pitzer - Community Involvement:

- Ability First
- Bernard Field Station
- California Youth Authority – Chino
- Center for Community Action and Environmental Justice
- Children's Hospital
- CHLA
- Claremont Autism Center
- Claremont Colleges Dining Hall Workers
- Claremont Public Library
- Claremont Tutorial Center
- Danbury Elementary
- East Valley Community Health Center
- Garey High School
- Girls and Gangs
- HERO
- High Desert Primary Clinic
- Inland Hospice Association
- Kids Come First Clinic
- KIWA
- Lideres Campesinas
- Magnolia Elementary
- Mount San Antonio Gardens
- Mountain View Elementary
- Newcomer School
- Oakmont Elementary School
- Pomona Habla
- Pomona Valley Medical Center
- Rare Diamonds
- Red Cross
- Renacimiento
- Seneca Tribe
- Sycamore Elementary
- The Children's School
- Tongva Tribe
- Tubotolobo Tribe
- Tutors for a Cause
- Upward Bound
- Visual Communications
- Western University
- Young Chef's Kitchen

Academic Initiatives and Community-Based Learning

Social Responsibility Courses



ANTH102: Museums and Material Culture Professor Sheryl Miller

Material culture consists of artifacts that represent the behaviors of humans who create, utilize, value and discard things in culturally significant ways. This course will investigate the cultural and individual meanings of objects from several different groups. A major section of the course will focus on museums: how they present cultural materials (and possibly misrepresent). In required lab section meetings throughout the semester, students will cooperate to design and mount an exhibition of early American material culture.

ANTH178: Prisons: Theory, Ethnography and Action Professor Susan Phillips

This seminar critically analyzes past and present issues in juvenile detention, mass incarceration and the prison-industrial complex in the United States. Although the class is primarily focused on juvenile detention, we familiarize ourselves with readings about the current state of our penal system as a whole. This semester, the class will create and pilot a curriculum designed as a rapid-fire, three-week literacy intervention. The class will consist of readings and discussion, as well as planning curriculum development and implementation.

ASAM090: Asian American and Multiracial Community Studies Professor Kathy Yep

Introduces students to studying and working in Asian American and interracial communities. Issues to be addressed in the course include field research and community organizing; major issues in Asian American communities; nation-centered organizing; and interracial coalition-building. A major project for this course will be a community-based internship or other community research project. Occasional all-day site visits will take place on Fridays.

ASAM102: Fieldwork: Asian Americans Professor Kathy Yep

This half-credit course is field work in Asian American communities and is a “lab” for the community engagement component of a full unit course.

ENGL009: Autobiography and Service Learning Professor Laura Harris

A service-learning course in which Pitzer students and community participants explore autobiography, how it produces a private space within prevailing public discourse, a space of social theory, historical revision and self-reflection. Assignments are organized around hands-on community service in a literacy program at an off-campus community-based location.

ENGL061: Poetry and Public Space Professor Brent Armendinger

This course is a site-specific collaboration in finding/making poetry outside the walls of the classroom. Half of our classes will be in the local community—in parks, buses, the farmer’s market, and community centers. We will partner with a local service agency to begin a long-term poetry workshop. Our readings will explore the relationship between poetry, documentary, activism, and the boundaries between public and private space.

ENGL166: Literature, Illness and Disability Professor Brent Armendinger

How do writers learn new modes of assemblage from illness and disability? How is the surrounding culture haunted by the fear and stigma of different bodies? Students will respond to readings through their own poetry and fiction, literary essay and community outreach.

ENVS086: Environmental Justice Professor Brinda Sarathy

Is environmental harm distributed in a fundamentally racist manner? How do we adjudicate such claims? In this course you will actively learn to analyze environmental issues using an environmental justice lens, evaluate the race and equity implications of environmental harms and hopefully be inspired to do something about environmental injustice.

ENVS101: Environmental Internships Professor Susan Phillips

The environmental internships course engages students in real-world environmental challenges. Students work with local nonprofit, for-profit, governmental, or non-governmental organizations, contributing to efforts in environmental justice, conservation, green architecture and planning, agro ecology, public policy, and education. Students critically study topics associated with their internship sites, as well as learning the ethics and practice of respectfully engaging local communities. The course requires a weekly commitment of ten to fifteen hours.

ENVS124: Protecting Nature: Parks, Conservation Areas & People Professor Melinda Herrold-Menzies

Creating parks and conservation areas is one major way that governments and non-governmental organizations attempt to protect endangered species and biodiversity. In this class we will examine a variety of protected areas, conflicts around these areas, and programs designed to reduce these conflicts. We will use the Bernard Field Station as a central case study.

ENVS125: Power and Social Change Professor Brinda Sarathy

(Formerly IIS 50). "Power to the people!" "Knowledge is power." "Taking power." What exactly does one mean by power and how may altering power relations lead to social change? This course will critically examine different theories of power, the relationship between power and violence and how power can be used to liberate as well as dominate and manipulate. This course introduces students to interdisciplinary fields and movements, such as Marxism, feminism, postmodernism, anti-colonial and postcolonial movements and grassroots movements.

ENVS146: Theory and Practice in Environmental Education Professor Paul Faulstich

Students are trained in principles of environmental education and serve as instructors to children from elementary schools in Pomona and Claremont. Participants work in teams to develop and teach effective environmental curricula at the Bernard Biological Field Station. In addition to teaching environmental ethics, local ecology and critical ecological concerns, course participants serve as role models of environmental sensibility and community involvement.

**ENVS154: The Political Economy of Global Production and Natural Resources
Professor Brinda Sarathy**

(Formerly IIS 144) This course critically engages relations between labor and the environment by examining the political economy of various natural resources in both domestic and global production processes. We will also evaluate race, class and gender dynamics within production processes and evaluate their implications for social and environmental justice.

HIST118: Teaching U.S. History: Practicum Professor Michelle Dymerski

This course will examine both the politics and practice of United States history teaching. It will explore how the California State standards for U.S. history came to be and the sometimes problematic classroom relation between history and "social studies." In the first half of the course, students will attend lectures and examine primary documents related to the U.S. rise to world power in the period 1898-1917, which is one of the California standards. In the second half of the course, students will prepare for and serve an intensive internship in a local public school, including a classroom presentation that addresses the standard we've studied.

LGCS082: Race, Ethnicity and the Politics of Teaching Professors Kathy Yep and Carmen Fought

(Also Soc 82). This class examines how race and ethnicity are constructed in schooling from sociological, linguistic and ethnic studies standpoints. Specifically, we will discuss how race and ethnicity are constructed in schooling and ways teachers/educators may refine their pedagogies in relation to race and ethnicity. Students will do a research project.

MATH015: Math for Teachers I: Number and Operation Professor Stacy Brown

A mathematics content course for students interested in pursuing a teaching credential. We will explore elementary mathematics topics (numeration systems, standard and non-standard algorithms, place value) from an advanced viewpoint.

MATH016: Math for Teachers II: Geometry and Data Professor Stacy Brown

The choice of topics and their treatments are motivated by the central ideas of the elementary school curriculum and by state and national teaching/learning recommendations (the concept of a covering, tessellations, area and volume in two and three dimension, transformations, measurements, data analysis through representations in the context of studying magnitude and relations among magnitudes).

**MLLC100: Language and Community: Principles and Practice of Teaching ESL
Professor Jenifer Onstott**

This course will introduce students to the theory and practice of teaching English as a second language within the context of the local community of Southern California. The main focus of the course will be teaching adults basic English, the language necessary to live and work successfully within the community.

MLLC166: Directed Research in American Culture Professor Jenifer Onstott

Students explore American culture through field research and a volunteer internship in the community. They learn and apply community-based research techniques through surveys, interviews and participatory action research. Internship placements may include local schools and tutoring programs, community services agencies and environmental organizations. Reflective and report writing as well as oral presentations give students the opportunity to analyze and critically reflect on their experiences.

MS 194: Media Arts for Social Justice Professor Gina Lamb

Working in groups or individually, students will implement hands-on media production projects with local nonprofit and social service agencies. Students will culminate projects with an end of semester event for all participating groups. Collaboration will be a key component with Pitzer in Ontario Program, CORE Partners of CCCSI including Kaos Network and the Women's Multimedia Center.

POST194: International Studies Colloquium I Professor Nigel Boyle

(Also MLLC 170a/formerly Post 194 International Studies Workshop) This course is a workshop for students applying for fellowships to undertake international research and teaching. Focused primarily on the Fulbright, the workshops will guide students through the development of proposals, personal statements and other items required for proposals. Students may take the course for credit or audit it. The course will operate in the first seven weeks of the semester.

PSYC105: Child Development Professor Mita Banerjee

Evidence pertaining to the development of the child is examined and discussed in relation to selected theoretical formulations. Facets of the child's cognitive, social, emotional and personality development are included.

PSYC116: Children at Risk Professor Mita Banerjee

This course will examine topics such as the risks posed to development by poverty, homelessness, parental mental health issues, domestic violence and abuse. We will also study ways to support resiliency in children in the face of these concerns. Students will be carrying out internships with related community agencies in Ontario that focus on children and families.

PSYC174: Ethnic Minority Mental Health Professor Rick Tsujimoto

Course covers culturally sensitive treatment approaches and ethnic disparities in mental health treatment rates. Course requires an internship; tutoring a minority student in a program for disadvantaged students, mostly Latinos. Readings focus on children/adolescents of color, with less on adults. Class is discussion-intensive and emphasizes integration of readings and internship experiences.

PSYC186: Internships in Psychology Professor Rick Tsujimoto

This course involves supervised experience in the application of psychological knowledge in real-world human service settings. Examples include settings focused on: mental health, substance abuse, regular or special education, rape and sexual abuse and domestic violence.

SOC014: Social Stratification Professor Jose Calderon

This course examines conflicting perspectives on the nature, causes and consequences of social stratification and inequality. Attention is paid to how individuals and groups are differentiated, ranked and evaluated.

SOC034: Sociology of Education Professor Kathy Yep

This course explores the role of education in society. Drawing from the work of Paulo Freire, bell hooks and Michael James, students will interpret various educational paradigms in relation to inequality, race, geography, class, gender, and sexuality. As part of a social documentation project, students will research the use of “popular education” in social movements.

SOC035: Race and Ethnic Relations Professor Jose Calderon

This course examines major concepts and theories in the study of race and ethnic relations. Attention is given to the social construction of race as it relates to interethnic conflict, immigration patterns and the intersections of class, race and gender.

**SOC 078: Indigenous Peoples of the Americas: Colonization, Identity, Resistance
Professor Erich Steinman**

This course will critically examine the experience of the indigenous peoples in the context of the European and Euro-American expansion. The focus will be on processes of institutional change, ethnic group formation and collective action under colonialism. While the predominant focus will be on indigenous people in the U.S., the course will also analyze developments elsewhere in North, Central and South America.

SOC 084: Nonviolent Social Change Professor Kathy Yep

Asian American Studies emerged out of the longest student strike in the history of the United States. The third world liberation front used nonviolent social protest to call for educational relevance and greater access to higher education. This class takes a comparative racial approach to examine the history, philosophy and practice of nonviolent social change.

SOC 145: Restructuring Communities Professor Jose Calderon

(Also Chicano Studies 145CH.) This course examines how Latino and multi-racial communities are being transformed through economic restructuring locally and globally. The issues of community building and participation in the informal economy will be brought to life through a service learning collaborative with a day labor center in Pomona. Students will work in teams as part of a partnership with immigrant day laborers, city officials, community leaders and a community-based board of directors.

SOC155: Rural and Urban Social Movements Professor Jose Calderon

(Also Chicano Studies 155CH.) This course will examine the emergence of social movements, the process of their formation and the varied strategies for their mobilization. Particular attention will be paid to the Chicano, Civil Rights, Farm Labor and union movements. Students will draw practical experience from organizing a memorial and alternative spring break with the United Farm Workers Union.

SOC170: Internship: Sociology of Health and Medicine Professor Alicia Bonaparte

(Formerly Soc 175 Fieldwork in Health Care.) This practicum is a semester-long internship in which students will work within health organizations serving or addressing health issues. In addition, students will be exposed to potential careers or volunteer activities in the community.

SOC188: Teaching as Social Change Professor Kathy Yep

This seminar will explore theoretical work on radical education-most notably the writing of Paulo Freire and Asian American Studies scholars. With an emphasis on “to serve the people,” Asian American Studies sought to transform higher education and strengthen student’s political engagement for a more just society. This seminar has a community-based component.

SPAN031: Community-Based Spanish Practicum I Professor Ethel Jorge

(Formerly Span 11). This conversation course offers students the opportunity to develop fluency in the language while promoting intercultural understanding. Students are received into the homes of host families once a week for discussion, exploration of the community and participation in family activities. Faculty assist the student in debriefing sessions to support the language and intercultural learning goals.

SPAN033 Intermediate Spanish Professor Martha Barcenas

Review and reinforcement of four basic skills. Emphasis on conversation, reading ability and writing. Includes laboratory work and/or tutorial sessions (times arranged). It is required that the student participates in a service-learning project for the duration of the semester.

SPAN051: Spanish in the Community Professor Ethel Jorge

This course is a continuation of Spanish 31, Community-based Spanish Practicum and offers students the opportunity to extend the use of the language in a local community. Students are received into the homes of host families once a week for discussion, participate in family activities and engage in field based community studies and service in Spanish in the wider community. Faculty assist the student in debriefing sessions, readings and projects to support the language and intercultural learning goals.

Pitzer in Ontario

Pitzer in Ontario (PIO) is a comprehensive, semester-long, community-based education and cultural immersion program with theoretical foundations in the social sciences and a strong emphasis on experiential education. The program integrates extensive internship experiences in city, private or non-profit organizations with interdisciplinary coursework that provides the analytical framework from which social and urban issues can be effectively evaluated. The program creates space for students to collaborate with leaders and organizations throughout the diverse communities of the Inland Empire to learn to recognize competing demands facing their communities and to collectively implement solutions. Through internships in Ontario and the surrounding area, and through interactive fieldtrips, which provide insight into major urban issues of the region, students have the opportunity to engage firsthand with diverse perspectives and to better understand the many layers of engaged citizenship.

The Pitzer in Ontario House

Pitzer owns a house in the heart of the city of Ontario which is overseen by the Community Engagement Center and the Pitzer in Ontario program. As a local immersion program, PIO understands the need for students to become fully immersed in local communities while learning experientially. Maintaining student residency at the house, using the house as a hub for community organizing and building, and holding courses there are core components of the Pitzer in Ontario program.

Student Residents

Students living at the Ontario House are responsible for contributing to the overall upkeep, safety, and activities that take place throughout the house. The Site Manager of the Ontario House assumes overall responsibility for upkeep of and safety within the house, for general housekeeping, for upkeep of the yard, and for issues related to the scheduling of the house. Students are responsible for reporting to the Site Manager in regards to the issues described above. In general, student residents should care for the house in ways above and beyond how they might care for their own house, keeping in mind that the house is a public space, owned by the College, and represents the face of the Pitzer in Ontario Program. The way in which the house is kept is both a reflection of the professionalism of the Pitzer in Ontario Program as well as a reflection of the measure of respect Pitzer accords the participants in the program.

Community Organizing

Students in the Ontario Program's community organizing project work in collaboration with local youth organizers to further specific community projects and organize activities that work toward social change. Students attend community trainings and community organizing events in the area to enrich their understanding of real world organizing challenges and victories. Ontario 76, Introduction to Community Organizing, taught by Professor Tom Dolan provides the time and labor for long-term social change projects, by creating relationships with students, city leaders, press, educators, and churches. These relationships are built on reciprocity, working from present foundations to produce sustainable programs in which passionate people can make a difference.

PIO Courses:

ONT076: Intro to Community Organizing

Professor Tom Dolan

This course provides a theoretical and practical introduction to community organizing in the United States through historical and contemporary texts, case studies, and professional organizing training materials. Students are asked to view community issues from an organizer's perspective and learn organizing tools, including community engagement strategies, community-based research, leadership development, power analysis, and direct action. Practical skill building is taught in a workshop format with community participants and grassroots neighborhood leaders. Students put their learning into practice in Ontario, California, modeling community training and attending community organizing events in the area to enrich their understanding of real world organizing challenges and victories.

ONT101: Critical Community Studies

Professor Susan Phillips

This course will enable students to understand the dynamics of globalization and community in contemporary U.S. The course takes the Southern California region as a case study and deals with some of its most pressing socio-political and environmental problems, such as ecological sustainability, health, education, housing, immigration, and the growth of the prison system. Students contribute to seminar discussions on critical readings and participate in 5 fieldtrips, including the L.A. River, Skid Row, Tijuana and the California Youth Authority, among others.

ONT104: Social Change Practicum

Professor Susan Phillips

This course must be taken concurrently with ONT 101 or ONT 106. The course provides students with an intensive, ten-fifteen-hour per week internship focused on understanding the role that organizations face in meeting urban challenges. Partnerships have been established with numerous organizations in which students are able to pursue their interests while adding to solutions for community problems. This course will give students some tools to assist in community-building efforts and the recognition of community assets as opposed to deficits.

ONT106: Applied Qualitative Methods

Professor Tessa Hicks Peterson

This course must be taken in conjunction with Ontario 104. The course offers you an opportunity to conduct community-based research. You begin by focusing on the importance of who sets the research agenda and the types of questions that are asked, examining research frameworks and different methodological approaches. You then develop and implement your own research project on a critical community concern and present your findings. You will leave the course with a strong foundation to carry out systematic research using focus groups, ethnography and person-centered interviews.

ONT110: Healing Ourselves; Healing Our Communities

Professor Tessa Hicks Peterson

This course will explore the presuppositions of indigenous and non-indigenous philosophy and how they affect individual and community health and healing, social ecology and social justice. Through community-based service and research students will be exposed to applied alternative strategies for healing human and environmental landscapes.

Pitzer in Ontario Field Trips

The Border Trip

Our trip to the border will explore many factors involved in understanding immigration and border economies. Particular emphasis will be placed on examining the connection between global market integration, neo-liberal economic policies, and migration and anti-immigrant movements.

The Housing Tour

Lack of affordable housing and homelessness comprise a crisis that is transforming the way people utilize and value urban spaces. This trip will introduce students to skid row, as well as to housing solutions and alternatives that are being implemented in local communities.

City of Ontario Tour:

This tour is meant to introduce students to the City of Ontario by visiting some of the different neighborhoods within the city, civic offices, museums and other points of interest, social justice non-profit organizations, as well as various historical landmarks.

The Toxic Tour

On this trip, the Center for Community Action and Environmental Justice (CCA EJ) will introduce students to the toxic and super-fund sites in the Inland Empire, focusing on Riverside and San Bernardino. This trip and this organization will help contextualize the environmental history of this region and provide a model for community-based organization and action.

Changemakers

In 2008, through a generous grant from the Weingart Foundation, the Community Engagement Center launched Changemakers, a new project to promote Pitzer's social responsibility ethos through scholarship, action and advocacy. Programs focus on linking local and global social and cultural issues in relation to students, faculty, staff, and community-based organizations. Changemakers is specifically designed to integrate community engagement programming within the first-year student experience and to promote social responsibility as a fundamental aspect of our new residential learning communities on campus.

The Changemakers program is overseen by an advisory committee of students, staff and faculty which meets monthly to review proposals for new programming, select speakers and evaluate program progress.

The primary objectives of this grant are:

- Emphasizing Pitzer's social responsibility ethos to students, with a particular emphasis on the first-year experience
- Promoting student-faculty and/or staff collaboration in community engagement activities
- Enhancing opportunities to address relationships between local conditions and global issues
- Supporting the development and needs of our local communities and community-based organizations.
- Helping to create the students' new residential complex as a Social Responsibility Learning Community

This grant has funded a variety of community-based and social responsibility-related programming including: new or revised Community Engaged Courses (CECs); Community Partnership Liaisons (CPLs); a monthly public speaker and workshop series; and student/staff/faculty Changemakers initiatives (projects, programs, events and/or community-based research which align with and further the primary Changemakers objectives).

Changemakers Community Engaged Courses

Spring 2010	Professor Kathleen Yep: Teaching as Social Change
Fall 2009	Professor Martha Barcenas: Pre-Hispanic Oral Wisdom Traditions of the Peoples of Mexico
	Professor Tom Dolan: Introduction to Community Organizing
	Professor Brent Armendinger: Poetry and Public Space
Spring 2009	Professor Martha Barcenas: Intermediate Spanish 33
Fall 2008	Professor Erich Steinman: Survival and Resilience: Indian Nations of Southern California
	Professor Dipa Basu: Youth and Youth Resistance

Changemakers Community Partnership Liaisons

Changemaker Community Partnership Liaison stipends assist Pitzer faculty and staff members to develop partnerships (CPLs) with local community-based organizations. Partnerships facilitate collaboration between the local community, faculty and/or staff and Pitzer students, whenever possible encouraging first-year student participation. Awardees are expected to establish and maintain a new partnership over a minimum of 2 years. This must include a comprehensive assessment of the assets, needs, the goals of the organization and full participation and long-term vision in the strategic plan to build the relevant capacities of the partner agency and mechanisms for regularly assessing progress on partnership goals.

Fall 2009

Professor Kathleen Yep secured CPL funding to develop a partnership with *LAMP, Literacy for All in Monterey Park*. Through her classes, Non-Violent Social Change and Teaching as Social Change, Professor Yep trains, places and guides her students through internships designed to support the needs and assets of LAMP and Pitzer students. Since 1984, Literacy for All of Monterey Park (LAMP) has been a leader in adult and family literacy programs. They work to improve human lives by providing high-quality, learner-centered literacy services to the San Gabriel Valley at no cost. Trained volunteers in one-to-one, small group, and classroom settings provide tutoring and instruction. Through Yep's courses, this partnership will provide LAMP with consistent set of tutors who are also studying relevant issues in coursework and reflecting on their community-immersed experience.

Changemakers funded a proposal for ongoing programmatic funds for Tutors for a Cause. *Tutors for a Cause* is a student run tutoring and mentoring program whose objective is to serve underprivileged children of our community. The group was started in 2007 in response to requests from our dining hall staff to help their children with schoolwork, which the parents were unable to help with. There was such a large need for this that founder Nancy Murillo realized she could not do it on her own and envisioned a program in which Pitzer students would participate with their individual abilities. Since then the group has continued to provide this service and has grown in its capacities and activities.

Tutors for a Cause is a bridge between Pitzer College and the local community through which both sides benefit. The children who have been participating in our program have, according to their teachers and parents, improved in their schoolwork. They also benefit by getting to know college students, getting to see what college is like, and realizing that they too can go to college. Likewise, Pitzer students benefit from their participation in multiple ways as well. Many of the Pitzer students participating in our program intend to be educators and through their participation in Tutors for a Cause they are gaining valuable experience in this field. Another advantage is that, by working with children of our dining hall staff, Pitzer students are able to create a personal and meaningful relationship with members of our dining hall staff who work hard for us every day, yet for the most part remain nameless faces to the students who they serve.

Spring 2009

Student Meredith Abrams submitted a proposal to develop a budding partnership with *Garey High School* through a student-designed and students-driven program called Girltalk. Girltalk was created in 2007 by Pitzer students Meredith Abrams and Milan Cook as an after-school educational and peer support group for at-risk teen women struggling with abuse, addiction and other risk behaviors. The Changemakers committee approved funding to bolster the longevity of the partnership with Garey High School in the nearby city of Pomona. Through this relationship with Garey High School, CEC was able to secure a contract and partnership with the broader Pomona Unified School District to allow other student projects in tutoring, college counseling and mentoring programs in the PUSD schools. Programming and partnership between Pitzer, CEC and the Pomona Unified School district continues to be developed. Although the Girltalk program went on a semester-long hiatus due to some school-based obstacles, it is now up and running again on a small scale.

Fall 2008

Professor Erich Steinman and former student Scott Scoggins developed a partnership with the local *Costanoan Rumsen Carmel Tribe*. This tribe is part of the Ohlone Nation and is a non-profit organization devoted to fighting for the rights (and federal recognition) of this American Indian Tribe. Students are involved in research and activism around legal rights, health care access, cultural or historical research projects and have helped to create and recruit resources for the Ohlone Wellness Center and a college pipeline program for Ohlone youth. Students may also get involved in community outreach and advocacy through college mentorship as well as policy and lobbying work. In the Fall 2008 semester, the course placed its twelve, enrolled first-year students at this site, and the faculty for this course helped to facilitate projects and internships with other interested students. Students, staff and faculty continue to be involved in the community with the Costanoan Rumsen Carmel Tribal office.

Professor Rick Tsujimoto was awarded a CPL with *Study Buddies*, a community-based after-school tutoring program for at-risk and transient youth in Ontario, Montclair, Pomona, Claremont and other neighboring municipalities. This program provides extensive training for tutors and a comprehensive testing system to

evaluate the needs and academic levels of tutees. Changemakers has agreed to fund the development of this partnership and the facilitation of student interns/tutors, an additional evaluation process for the new site, and a summer intern to maintain the relationship with the site and analyze the evaluation material for the betterment of the program over its proposed two-year span.

Professors Gina Lamb and Alex Juhasz were awarded CPL funding to develop a partnership with the local community-based organization, *UnCommon Good*. This small non-profit organization provides legal and health services to underprivileged populations and tutoring and mentoring to at-risk youth. Their newest program is Teen Green, an environmental leadership program composed of high school students committed to community projects and awareness-raising around environmental issues; Teen Green has over 25 active members and over 200 youth participating through college mentoring programs. Through this group, Uncommon Good is spearheading a new project called the Khalili Community Center, wherein they have planned to build a LEED-certified, environmentally sustainable community center in Claremont.

Student, Staff, and Faculty One-Time Initiatives*

May 2009	Costanoan Rumsen Youth Computer Courses
April 2009	Costanoan Rumsen Wellness Center supplies
April 2009	Inland Congregations United for Change (ICUC) Conference funds
March 2009	China Rising: Asian American Activism academic event
March 2009	Food Not Bombs speaker event, to launch to start of an on-campus FNB student club
February 2009	Fund Feminist Coalition students to attend Young Women's Leadership Conference
February 2009	Know Your Rights workshops
January 2009	Senior Research Project on reducing racialized violence in San Bernardino High School (in collaboration with ICUC community organization)
January 2009	Beehive Collective activist-art event
November 2008	Global Local Documentary series (to take place throughout Spring 2009)
November 2008	New Resource Students initiative to travel to DC and produce documentary on presidential Inauguration
November 2008	Fund Ecology Center and Pitzer Farm Club students to attend Eco Farm Conference
November 2008	Diana Pei Wu Speaker event
October 2008	Vina Danks Middle School college pipeline event to Claremont Colleges
October 2008	Students and staff to attend Sustainability Conference
June 2008	All-day Anti-Bias Workshop on campus
April 2008	Ancestor Walk
April 2008	Cinco de Mayo Labor Rights March
March 2008	Cheryl Oring public art event
March 2008	Young Integral Leaders workshop series

*Primarily funded by the Changemakers program

Changemakers Public Speaker Series

The purpose of the public speaker series is to raise awareness about critical social and political issues and to help empower and inspire our students and our communities to move from scholarship to action.

Fall 2009 - Spring 2010:

“Learning to Live Responsibly in an Irresponsible Time”

Focus on different definitions, both theoretical and practical, of social responsibility across diverse perspectives and disciplines and on interpersonal, community, local and global levels.

September 22, 2009: “The New Global Citizen-Consumer: Bringing Social Responsibility to Everyday Life” with Dr Ellis Jones

The Better World Handbook is the only comprehensive guide for socially and environmentally responsible consumers available. This book ranks every product on the shelf from A to F so you can quickly tell the “good guys” from the “bad guys,” turning your grocery list into a powerful tool to change the world. Representing over 15 years of distilled research, data are organized into the most common product categories including coffee, energy bars, soda, chocolate, juice, pet care, supermarkets, bottled water and more. Also included is a summary of the essential information about particular product categories, profiles of the best and worst companies, practical buying tips and the most useful online resources available. The event was about turning lofty ideals about a more ecologically balanced and socially just world into easy, effective, everyday actions.

October 14, 2009: “Dr Vandana Shiva: Beyond Dead Democracy and Killing Economies”

Dr. Vandana Shiva is a physicist and philosopher of science deeply engaged in the ecological, social and economic struggles of subsistence workers in India. Her work is deeply interdisciplinary, drawing on indigenous knowledge systems, feminist studies, philosophy, physics and the hard sciences, environmental studies, postcolonial and deconstructionist theory and much more. Dr. Shiva is the author of many books, including: *Soil Not Oil*; *Water Wars: Pollution, Profits and Privatization*; *Stolen Harvest: The Hijacking of the Global Food Supply*; *Biopiracy: The Plunder of Nature and Knowledge*; *Monocultures of the Mind*; and *Staying Alive*. She is director of the Research Foundation on Science, Technology and Ecology, the vice president of Slow Food International and the founder of a new movement for biodiversity conservation and farmers’ rights in India called Navdanya.

November 17, 2009: “Navigating Contested Perspectives on Social Responsibility: The Challenges of Being Authentic, Civil and Sustainable Across Differences” with Nadinne Cruz

As a pioneering leader in community-based learning, Nadinne Cruz has been an advocate and practitioner of service-learning across diverse institutions of higher education. At the Higher Education Consortium for Urban Affairs, Nadinne led a consortium of 18 colleges and universities to develop community-based learning programs. At Stanford University, Nadinne directed the Haas Center for Public Service and taught service-learning courses in Urban Studies. She is co-author of *Service-Learning: A Movement’s Pioneers Reflect on its Origins, Practice and Future* (1999) and is the recipient of many awards. Now an independent consultant, Nadinne works with colleges and universities across the U.S.

**Fall 2008- Spring 2009:
“The Many Faces of Justice”**

September 16, 2008: “Hungry Planet”: A Food Justice Event Presentation

Menzel and D’Aluisio’s latest book is another around-the-world exploration of average daily life in 24 countries — focusing on food. *Hungry Planet: What the World Eats*, details each family’s weekly food purchases and average daily life. The centerpiece of each chapter is a portrait of the entire family surrounded by a week’s worth of groceries accompanied by interviews and detailed grocery lists. The book received the coveted James Beard Best Book Award in 2006 and was awarded Book of the Year from the Harry Chapin World Hunger Media Foundation. Menzel and D’Aluisio’s first collaboration, *Women in the Material World* (Sierra Club Books, 1996), which explored the lives of women around the world, builds upon the documentary work of Menzel’s first book, *Material World: A Global Family Portrait* (Sierra Club 1994). (Workshop hosted by Hunger Los Angeles)

October 28, 2008: “Interrogation or Torture”: Political Justice and Torture panel

Changemakers presented a panel of diverse experts on the critical issues of political justice and the politics and controversies of U.S. practices of torture:

- NEIL KOSLOWE is a litigation specialist and former appellate attorney in the U.S. Department of Justice. He has represented Guantanamo Bay detainees with two victories in the U.S. Supreme Court.
- CLAYTON CAMPBELL is a political artist recently renowned for his projects entitled “Words My Son Has Learned Since 9-11” and “After Abu Ghraib.”
- JOSE QUIROGA, MD is the medical director at the Program for Torture Victims and has worked for more than 30 years with torture victims.

(Workshop hosted by Artist Clayton Campbell)

November 18, 2008: “Sustainability in the 21st Century”: An Environmental Justice Event

In his lecture, Harvey Stone:

- Briefly defined the roots of some of today’s environmental crises.
- Highlighted examples of the cutting-edge steps towards sustainability being taken by communities, corporations and countries.
- Illustrated two very powerful tools that concerned individuals and organizations can incorporate into their daily lives.
- Made the case for a systems-based approach that solves seemingly unrelated environmental, social and economic issues within a single solution.
- (Workshop hosted by sustainability consultant Harvey Stone)

February 24, 2009: Academy Award Winner Alex Gibney: Taxi to the Dark Side

An Academy Award and Emmy Award-winning writer, producer and director, Alex Gibney is the director and producer of the 2008 Academy Award Best Documentary winner, Taxi to the Dark Side, an in-depth look at the torture practices of the United States in Afghanistan, Iraq, and Guantanamo Bay, focusing on an innocent taxi driver in Afghanistan who was tortured and killed in 2002. He also wrote, directed and produced Enron: The Smartest Guys in the Room, which premiered at the 2005 Sundance Film Festival and was subsequently nominated for a 2006 Academy Award for Best documentary feature.

(Film Screening hosted by CEC)

March 11, 2009: “Preventing Violence and Critiques of Criminal Justice System” with James Gilligan

Dr. James Gilligan is a visiting professor of psychiatry and social policy at the University of Pennsylvania, teaching on the causes and prevention of violence. Gilligan explores the causes and prevention of the human propensity to engage in violent behavior, from individual (homicide and suicide) to collective (war, terrorism and genocide). Gilligan’s unique approach reframes violence not as a moral and legal problem but as a bio-psycho-social problem in public health and preventive medicine. Violence, from this perspective is seen as a form of lethal and life-threatening pathology that threatens the survival of the human species.

March 25, 2009: “Social Change and the Mind” with Larry Ward

This talk explored how states of mind create social patterns and how applying the art of mindful awareness can make a real contribution to personal/ social wellness. Larry Ward conducted an exploration of mindfulness teachings, principals, and practices on the individual, professional, and institutional level, with the aim of encouraging personal and collective healing and transformation in ways that enhance planetary social evolution.

March 31, 2009: “The War on Drugs: Is Current Drug Policy Effective?” with Judge James Gray and Dr. Kevin Sabet

- JUDGE JAMES GRAY Member, Law Enforcement Against Prohibition; author of “Why Our Drug Laws Have Failed and What We Can Do About It”
- DR. KEVIN SABET Senior Drug Policy Advisor, Clinton and Bush Administrations

This debate event focused on the effectiveness of drug prohibition policy. Current topics such as Mexican drug cartels and the possibility of marijuana legalization (AB390) as well as broader issues associated with the war on drugs were addressed.

April 3-5, 2009: Theater for Social Justice Workshops and Performance

Playback Theater was first developed by Jonathan Fox, a director, theatrical scholar, and social activist in the 1970s. It is an improvisational form whereby personal stories told by audience members are transformed into theater pieces. The Living Arts Playback Theatre Ensemble is a non-profit organization that produces performances, workshops and events for personal, professional and organizational growth. Created in 1986 under the direction of Armand Volkas, the Living Arts Playback Theatre Ensemble has established itself as an innovative local and national resource for transformation.

Featuring: Roni Alperin, Christine Kalb, John Kadyk, Allison Kenny, Joyce Lu and Gina McKuen.
Directed by Armand Volkas.

Spring 2008: “Social Change Agents and Movements”

February 27, 2008: “Dial H-I-S-T-O-R-Y”

An extraordinary visual account of terrorist sky-jacking from ‘60s to ‘90s. Internationally acclaimed Belgian artist Johan Grimmonprez will present extracts from his seminal film *Dial history* (1997) (currently on view at UCLA’s Hammer Museum). Artist will appear in conversation with Ciara Ennis, director/curator, Pitzer Art Galleries.

March 12, 2008: “Repression,” L.A. Newsreel’s Unreleased Documentary of the L.A. Black Panthers and a Call for Revolution

Focusing on the Los Angeles Black Panther Party, at the very moment that their L.A. headquarters were bombed by the LAPD, a small group of avant-garde filmmakers from L.A. Newsreel created the short documentary, “Repression.” USC film historian and critical studies scholar, David James, and two of the original L.A. Newsreel filmmakers, Dennis Hicks and Stephanie Waxman, will screen this unreleased documentary and other Newsreel footage, share the background to this tumultuous filmmaking experience and contextualize its historical and present-day significance within social change movements.

April 22, 2008: “Christian Parenti: Afghanistan, Iraq and Journalism for Social Change”

Learn about what is happening on the ground with the U.S. in Afghanistan and Iraq from acclaimed author and journalist, Christian Parenti. Christian Parenti received a PhD in sociology from the London School of Economics and reports for *The Nation*. He has authored three books: *The Freedom: Shadows and Hallucinations in Occupied Iraq* and *The Soft Cage: Surveillance from Slavery to the War on Terror* and *Lockdown America: Police and Prisons in the Age of Crisis*. His recent articles have appeared in *The London Review of Books*, *Fortune*, *Playboy*, *Salon*, *The International Herald Tribune*, *In These Times* and *Mother Jones*.

Research and Service Initiatives

Research

Global Local Senior Thesis Awards

This award is designed to support Pitzer seniors who will be completing his or her senior thesis during a Spring Semester. Funding is awarded to students who write a thesis involving community-based work that spans across both local and global settings. In 2010 CEC awarded two paid Global Local Senior Thesis Awards:

Popular Education and Empowerment through Community Radio

Jennie Renn

This thesis explored community radio as an active tool for social change in Mexico and the United States using Freirian theories surrounding pedagogy and popular education. Community orientated and generated, participatory in nature, horizontally organized and run, community radio serves as consciousness-raising vehicle for empowerment to work towards positive social change within marginalized communities who are underrepresented in commercial media. Researching philosophies and practices, pedagogies, perceived purpose and role served in the communities of *Radio Planton* in Oaxaca, Mexico as compared to *Radio Campesina* and *Radio Bilingue* that serve Latinos and Latino immigrant communities in the United States. Also explored the scope of the meaning of community and how the stations address raising awareness, facilitating dialogue, and taking action.

Transnational Stories: A Comparative Analysis of Immigration and Access to Health Care among Columbian Refugees in Quito and Undocumented Immigrants in the Inland Empire

Hannah Dithrich

This thesis researched the causes for Columbian immigration to Ecuador, and the laws, both national and international, concerning refugees' rights. It examined the lived experiences of Columbian refugees in Quito and their access to public services like education and healthcare. Collaboration in Ecuador included the United Nations High Commissioner for Refugees (UNHCR) in Quito and the Hebrew Immigration Aid Society (HIAS) which are both deeply involved in advocating for refugees' rights and providing them with help navigating the legal system and gaining access to public services like education and healthcare. This thesis centers on a cross comparative analysis between Columbian refugees and local day laborers at the Fernando Pedraza Community Coalition in Rancho Cucamonga, CA and the respective migration experiences of both communities and their access to public services with an emphasis on healthcare.

Previous Global Local Senior Thesis Awards

Youth at Risk and Juvenile Detention: A Cross Cultural Comparative Study

Anna Spector

Research was conducted at Ikago Center School of Industry, the first and only juvenile rehabilitation center in Molepolole, Botswana and at Camps Afflerbaugh-Paige High School for incarcerated juveniles in La Verne, California. This study examines how these two societies use detention as a means for dealing with the global at-risk youth population: young people who struggle with complexities including delinquency. Additional library research focuses on what factors contribute to the international at-risk youth population, the existing problems within juvenile justice systems and the treatment of youth, as well as alternative rehabilitation programs and theories that have proven to be successful. From the collected narratives of the young people in Botswana and Camps Afflerbaugh-Paige High School, their stories share insight into the lives of at-risk youth.

Intersecting Lines Will Meet at Some Point

Danielle J. Brown

A collection of poems; a meditation on the power of the written and spoken word as a means to challenge and question institutional thought, heteronormativity, colorism, and other social stigmas, this work hearkens back to the poetry of Nikki Giovanni, a Black feminist poet of the 1960s, and the performance poetry of Staceyann Chin, a queer feminist activist of mixed race. Danielle J. Brown attended and performed at several public readings on and off campus; as part of her project she also attended readings by poet Staceyann Chin, Black queer filmmaker Cheryl Dunye, Pomona College's acclaimed poet, Claudia Rankine and Def Jam poet Ishle Yi Park. Having the unique experience of getting to know Ishle Yi Park was truly inspirational for Danielle, as she taught her how performing her poems publicly was just as effective, if not more than the written word in mobilizing individuals. Danielle intends to continue reading her poetry publicly and to distribute them in chapbook format.

The Mexico City Policy: Social and Environmental Consequences

Holly Carpenter

This thesis is entitled *The Mexico City Policy: Social and Environmental Consequences*, and details just what this suggests. The Mexico City Policy is a ban on USAID foreign aid funding for NGOs that are in any way associated with abortion, and pertains highly to Holly Carpenter's interests in population and environmental issues. This thesis was complemented by previous work at Planned Parenthood in Pomona, CA, where Holly Carpenter volunteered weekly.

Un Avance y Una Manera de Exclusión: La Educación Intercultural Bilingüe en el Ecuador

Jessica MacMartin

This senior thesis is a continuation of the Directed Independent Study Project Jessica MacMartin completed while abroad in Ecuador Fall of 2006. This investigation and project looks at the state of intercultural bilingual education in Ecuador. Ecuador is a multi-faceted nation with a complex and tumultuous history.

The indigenous peoples of Ecuador have been excluded for centuries but have recently been receiving the attention, power, and resources they deserve. Through the Indigenous Movement was born the program of intercultural bilingual education between Quichua and Spanish. This program created a bridge between these different cultures and sectors of Ecuadorian society. Through interviews, fieldwork, and extensive research in Ecuador as well as the United States, this investigation attempts to answer if intercultural bilingual education is truly advancement, or simply another tool to perpetuate exclusion. This project was unique in that it allowed Jessica to expand on her research from abroad, looking critically at that research and project and drawing more informed conclusions. All in all, Jessica believes that the program of intercultural bilingual education can be the catalyst for change to a more equal society, but only if it receives the attention and necessary changes to realize that potential.

Environmental Bilingual Education, or Educación Ambiental Bilingüe

Kirsten Brewer

Environmental Bilingual Education, or Educación Ambiental Bilingüe, effectively integrates Kirsten Brewer's two majors Environmental Studies and Spanish and Pitzer's core values of social responsibility. She traveled twice weekly to Azusa, California: to assistant teach in a bilingual kindergarten and to tutor a student in her home. Writing her thesis Kirsten learned of the value of native language instruction for young bilinguals. Kirsten is very proud that she has been able to offer support to this program and to their class teacher Maria Villegas, also a Pitzer graduate.

What Now?: An Educational Video for the Young Men at the California Youth Authority

Leah Newman

Leah Newman's project is an instructional video about reentry into society after youth incarceration to be shown in the classrooms at the Division of Juvenile Justice in Chino, CA. The project began by interviewing 5 wards at the Hemen G. Stark Youth Correctional Facility. Leah learned what was frightening about the prospect of reentry and why they had failed at past attempts to stay out of prison. A video was created based on the interviews which includes sections on meeting positive influences, education options, interviewing, resume writing, job possibilities, cars and transportation, time management, money management, and the sealing of records. The video is entertaining while also addressing key concerns about reentry. It is intended to give realistic advice in order to help the young men survive in an overwhelming environment where there is often little support.

India to Incarceration

Sarah Zellweger

Opportunities orchestrated through CEC introduced Sarah Zellweger to a variety of community organizations and intuitions—experiences that greatly shaped the creation of her major, Urban Studies. Sarah's CEC Senior Thesis centered upon the co-creation of a multicultural urban studies class at Camps Afflerbaugh-Paige, a juvenile detention high school located in La Verne, CA. Working with the young men to create curriculum her participatory action research sought to understand the significance of a multicultural paradigm in an incarcerated setting. An array of urban issues was discussed, using local-global comparisons that contextualized our writings and discussion. CEC truly is the heart and soul of Pitzer College, giving students freedom to turn the process of learning into active engagement.

Bonner Fellowships

Students awarded the Bonner community-based research fellowships use a collaborative approach to research/project development that is community-driven and participatory in nature. The fellow demonstrates sufficient level of engagement with community partner site and the project adheres to standards of mutual support and reciprocity, community empowerment, and ethics of Community-Based Participatory Research. Projects have the commitment and guidance of a faculty member who serve as an advisor to the student throughout the project duration. Students conduct regular assessment of progress with community members under the direction of the faculty advisor. Students think critically about developing concrete results that will benefit the community (and add something to new or existing programs). Projects aim to continue community-based research, establish a service learning class or other sustainable outcome(s). In Fall 2009, CEC awarded three paid Bonner Fellowships and three more in the Spring 2010 semester.

Incarcerated Youth Project

Susy Sobel – Fall 2009

As a student enrolled in one of the applied research methods courses, Susy expanded on her course research to create a broad community-driven narrative inquiry project and multi-partnership collaboration. Interning at two organizations: Street Poets, a non-profit designed to support currently and formerly incarcerated youth in finding their voice and expressing their pain and their empowerment through the arts, and Camps Afflerbaugh-Paige, a juvenile detention facility, allowed the student to come in and lead a weekly poetry course entitled, My Roots, where she brought many of her own poetry-based experience and the ideas of the former organization to the population in the latter. Based on the interests of the organizations, she focused her inquiry on how poetry is used as a vehicle for self-expression and healing in the trajectory of rehabilitation from incarceration. She also created a re-entry packet of information and resources for youth once they are released from prison. Finally, both Street Poets and Camp AP wards participated in sharing their poetry at Pitzer's annual "Borrowed Voices" event wherein Camp AP youth are brought to Pitzer to present their work (and for the first time, outside community artists, as well). A publication of the Camp AP's poetry was created and distributed and lesson plans for the weekly poetry workshops were formulated.

Day Laborer Project

Maya Rosas – Fall 2009

Her community-based research experience gave Maya Rosas the opportunity to devote the time and energy she had always wanted to spend on studying and working with day laborers and college students interested in working with day laborers. Maya started a club at her college of students who taught ESL to day laborers in the area and together, with her organizing, they began to work together sharing resources and experiences to benefit themselves as teachers and the day laborers as their students in the ESL classroom. With continued work, Maya is confident that she will have begun a tradition of students building off each other to make the experience of day laborers easier in the United States that will continue each semester. Maya appreciated the flexibility in developing her project and having her mentor, Scott Scoggins, as a part of the CBR guiding and advising her. Supporting day laborers is an inherently political act. As students invested in the lives of disenfranchised people, she believes that we cannot limit our work to the classroom although that always be the focus.

Ontario House Liaison & College Pipeline Project

Jennifer Sirkus – Fall 2009

Jenny created a student/community initiative (between Pitzer and Ontario) to reclaim the space of the Ontario house. She worked towards creating a safe space in which members from Pitzer and Ontario communities can gather and co-create. In order for a community to be created at the house, we need the community to create it. There is a potential community (PIO students), that can connect the dots between the potential of the house and their role in shaping its future. Worked with CEC and PIO faculty and staff to restructure the Ontario program so that students can begin to incorporate the space of the house, their internships, research projects, and the Ontario community with a much longer term, action based research project. Efforts thus far will be cumulated towards how the space of the house can and will be incorporated into future relationships between Pitzer students, the Ontario community, PIO, and the potential community-based research projects that are to follow.

Shrinking the Fire Truck

Benjamin Rubin – Spring 2010

This project examined a more comprehensive understanding of the fire truck as it functions in contemporary culture including strategies for increasing firefighter safety and methods for improving emergency response time. There are several advantages to shrinking the fire truck, such as creating "Living Streets." Living Streets have economic, environmental, social, and health benefits. Living Streets can be created by narrowing streets and installing traffic calming devices. Existing ordinances prevent living streets from being created and the International Fire Code, adopted by all 50 states, has rigid specifications, such as that all streets must be unobstructed and have a minimum width of 20 feet. Evidence suggests that the way cities use the fire code is political. By examining fire truck history and changes over time, we can understand what components of current Fire truck design are essential. Changing the fire truck is possible, and changing the fire truck is a pathway to constructing modern cities.

The Hyde Park Half

Troy Kokinis – Spring 2010

The Hyde Park Half was founded by a collection of individuals in Inglewood, CA. It is a safe environment for creative self-expression and intellectual growth. The collective provides resources and opportunities to members of the South Central Los Angeles community that may otherwise not be readily available. Such resources and opportunities include: tutoring, creative writing workshops, college counseling, art tutorials, SAT prep courses, wood carving, mural painting, music lessons, ESL classes, automobile maintenance, and book clubs. The collective provides services and opportunities to both youth and adults in the community.

Ontario Youth Organizing Project

Nicole Scheunemann – Spring 2010

Activities included help in organizing actions, attending youth group meetings and Pitzer student meetings for the ONT076: *Introduction to Community Organizing* course and being a liaison between the two. Spoke in-depth with Ontario students to gauge awareness and concern for entrance to college and pipeline projects as well as organizing focus groups. The goal was to develop an understanding of the conscious and unconscious challenges to graduate from high school and to get into college. The Ontario Youth Organizing Project is devoted to learning together to create an organization that can combat the issues we identify in Ontario, to find a voice to demand excellence from Ontario high schools and to support each other in our endeavors. The objective is to create a strong organization that allows students the opportunity to enact plans to pressure the city and school district leaders to recognize and solve issues identified. It is not the goal to create a dependent relationship, but a reciprocal one; a bridge, not a pipeline.

CEC Annual Community Engagement and Action Research Symposium

Students, faculty, staff and community partners are invited to present research findings and discuss community involvement participation from the current year. This is an opportunity for students, faculty and community partners to come together for a celebration of community-based research and activism. Here is a list of presentations from our last symposium:

Lideres Campesinas Bandana Art Project: Assault in the Fields

Organización en California de Líderes Campesinas with Rosa Lee and Kaylie Wilson

“The Big Read”: Latina/o Literature and Community Studies Service-Learning Research

Anna Jacob, Rosa Idenbaum and Edith Vasquez

Socially Responsible Language Acquisition through Community Service-Learning Projects

Students of Martha Barcenas SPAN033 with Uncommon Good, Spanish Encuentros, Pomona Economic Opportunity Center, Rancho Cucamonga, Camp Afflerbaugh-Paige, Project Arte y Cultura, Pomona Habla Coalition marches and protests and Tutors for a Cause

Pomona Police Checkpoints – Protect and Serve?

Pomona Habla and Pomona Economic Opportunity Center with Sarah Ruiz, Jennifer Trejo and Chris Elia

Alternative Arts and Education Programming at Camp AP

Samantha Field and Vincent Gianotti

Changemakers Student Project: Drawing Together

Magnolia Ave Elementary School with Dean Pospisil and Garbo Grossman

Changemakers Student Project: Supporting A WORLD OF DIFFERENCE at San Bernardino High

Laura Schreiner

Prototypes: Kids and Caring

Jacky Franquez, Cristina Velazquez, Mick Rosenthal and Sonya Fierst

Without Voice, With Voice: The Ethics of Images

Lindsay Talbot: CEC Local Global Senior Thesis

BikeShare: Movement or Mainstream

Ramon Martinez: CEC Local Global Senior Thesis

The Effect of Empathy and Issue Framing on Public Opinion Formation of Prisoner Visitation Policy

Rena Kreimer: CEC Local Global Senior Thesis

Teaching to Learn: A Curriculum for Teaching English in the Sociolinguistic Climate of Northeastern Brazil

Amaris Cox: CEC Local Global Senior Thesis

Developing Relationships with Our Native Neighbors

Brooke Jordan, Jesse Meisler-Abramson and Jonathon Humiston

**Ohlone – Costanoan Rumsen Carmel Tribe – Preserving Visual History
Costanoan Carmel Rumsen Tribe**

Camilla Starkam, Abigail Spears and Randy Smith

Social Responsibility at Pitzer College: What Does It Mean?

Meredith Abrams

NRS Inauguration Screening “Brand New Day” and Panel Discussion

Scott Phillips, Heather Halk, Zee Wilson, Jennifer Julian-Johnson and Nicole Aragon

Service**The Magnolia Avenue Elementary Beautification Project**

This beautification project began with one collaboratively designed mural in which elementary school students and Pitzer art majors worked together to complete a mural on one of the vandalized walls of the Magnolia Ave. Elementary School. After this first chapter was completed, Pitzer students and Magnolia Elementary school staff worked to develop the next phase of this project, the “Community Identity and Pride Mural Project”. With local artist and community collaboration, Pitzer students, Magnolia Ave Elementary students and staff, and local high schoolers worked together to create a mural design contest to paint over graffiti-ed walls of the elementary school. Four high schoolers’ designs were selected by a committee and the community worked together to move these designs from ideas on paper to walls covered in artful paint.

Fil-I-Am Benefit

Changemakers contributed to a 5-C funded event hosted by CAPAS (the Center for Asian Pacific American Students). Held on October 29, 2009, Fil-I-Am was a hip hop concert designed as a unified effort to raise awareness and money for disaster relief efforts. This event served as a benefit show to aid the Filipino Red Cross in helping the areas affected by Typhoon Ketsana, also known as Typhoon Ondoy. This typhoon, which occurred less than a month ago on September 26, wreaked havoc on the Philippines. This storm was more powerful than Hurricane Katrina, and was extremely destructive to the population.

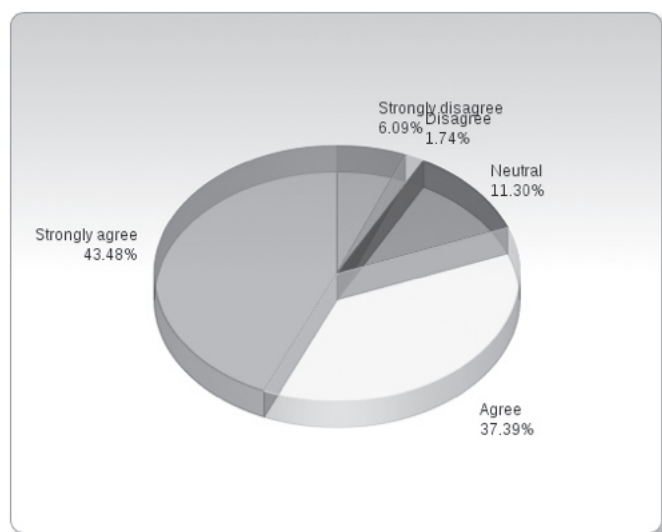
Pitzer-New Orleans Brigade

The Pitzer College New Orleans Brigade in conjunction with Wesleyan University and Brooklyn College will focus on skill building and community organizing as well as building an inter-state and inter-college connection. The trip will be a 9-day community organizing experience from January 7-17th, 2010 wherein 10 students will travel to New Orleans to assist in reconstruction with lowernine.org, urban farming with School at Blair Grocery, and community organizing with a multitude of different groups working in the area to mobilize local residents. The students will participate in experiential learning workshops that directly connect to their everyday organizing, reconstruction and farming work. Changemakers was able to assist in funding a small aspect of this initiative, providing some travel funds for two local high school Ohlone American Indian youth to join the brigade and some post-trip funds to host workshops on campus to bring this experience and learning back to the campus and local community.

Assessment of Student Learning Outcomes Related to Social Responsibility

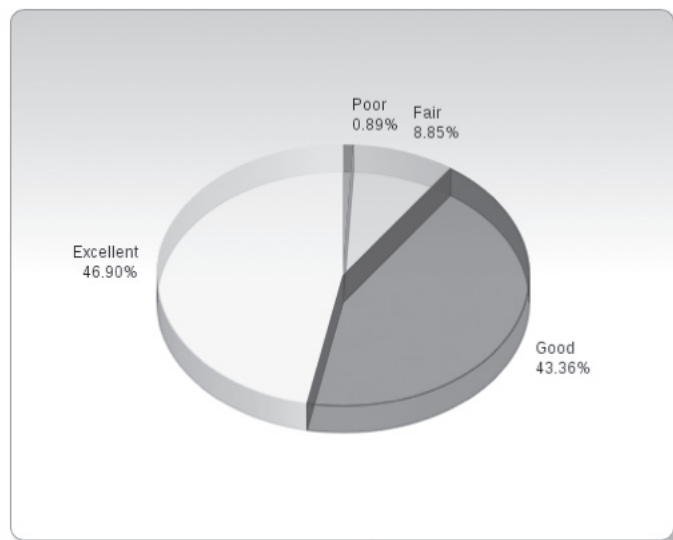
Spring 2010 Internship Outtake Survey Summary of Results

As CEC does every semester, at the end of the spring 2010 semester students were asked to complete a survey to assess their overall experience in their service learning class and community-based internship. A total of 115 students (approximately 93% of those participating in a community-based internship) completed the survey. In general, data indicated that students' experiences were positive and that they acquired new knowledge and skills as a result of their participation. Slightly more than 80% of respondents indicated that their internship experience enhanced their classroom learning at Pitzer.



*Data source: Spring 2010 Internship
Outtake Survey*

Just over 90% of students rated their community-based internship experience as good or excellent.



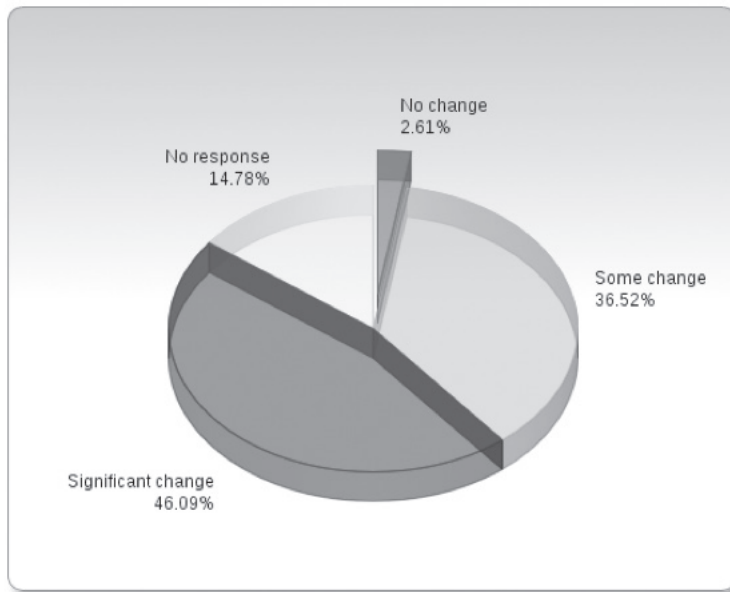
*Data source: Spring 2010 Internship
Outtake Survey*

The evaluation also measured the extent to which students believed their service learning class and/or internship experience contributed to their development in six (6) critical areas: ability to apply theories to real-life community issues; ability to recognize assets and needs of communities; ability to put social responsibility into action; ability to understand ethical issues pertaining to community service and research; ability to express empathy; and ability to recognize own biases/assumptions about others. When asked,

“As a result of your service-learning course and/or internship, how much have you developed in the following areas. Please indicate the extent to which you have developed in each area AND whether you attribute that growth to your service learning class, internship experience, or both.”

This is what students had to say...

1. **Nearly 83% of students reported some change or significant change in their ability to apply theories to real-life community issues.**

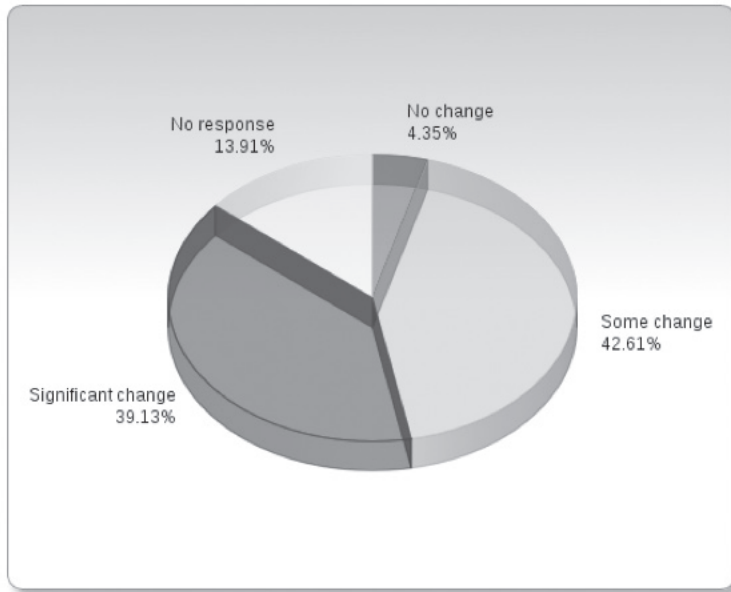


*Data source: Spring 2010 Internship
Outtake Survey*

Of those who reported some change,

- ☐ 13.04% attributed that change to their service-learning class;
- ☐ 10.43% attributed that change to their internship; and
- ☐ 70.43% attributed the change to **both their service learning class and internship.**

2. **Nearly 82% of students reported some change or significant change in their ability to recognize assets and needs of communities.**

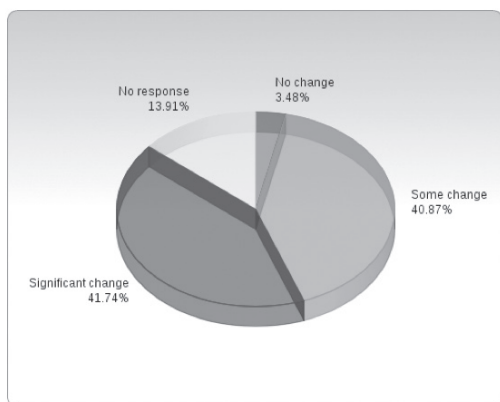


*Data source: Spring 2010 Internship
Outtake Survey*

"I have become more patient and positive in seeing that things can get done."
- Pitzer in Ontario student/Ohlone Tribe Intern, spring 2010

"It is hard for me to explain how I have grown and developed from this internship, but it is clear that I have. I believe the biggest change has been in the way that I gain knowledge. This internship has helped me learn that it is very possible to learn from someone who may not be considered by society as smart and who is years younger than myself. I suppose I believed it possible for this to occur, but had not experienced it until this year."
- Pitzer in Ontario student/SOAR Academy Intern, spring 2010

3. **Approximately 83% of students reported some change or significant change in their ability to put social responsibility into action.**

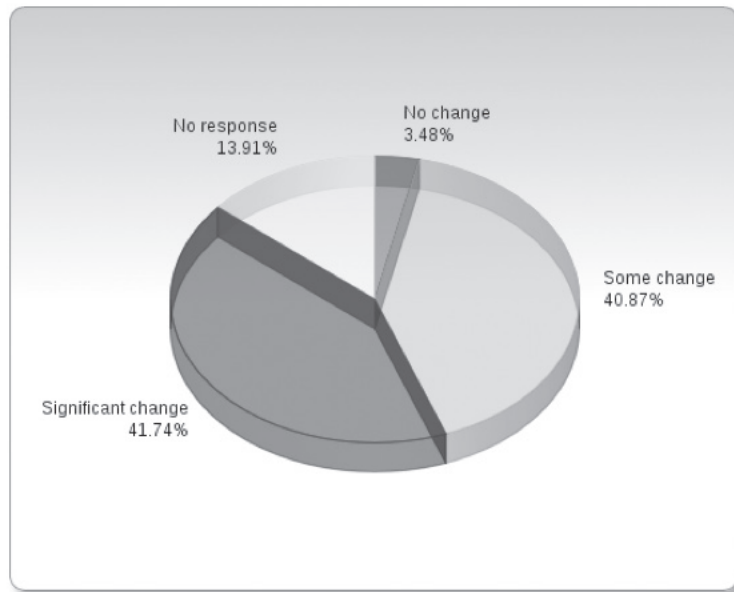


*Data source: Spring 2010 Internship
Outtake Survey*

Of those who reported some change,

- ☐ 8.70% attributed that change to their service-learning class;
- ☐ 23.48% attributed that change to their internship; and
- ☐ 61.74% attributed the change to **both their service learning class and internship.**

4. Nearly 77% of students reported some change or significant change in their ability to understand ethical issues pertaining to community service and research.

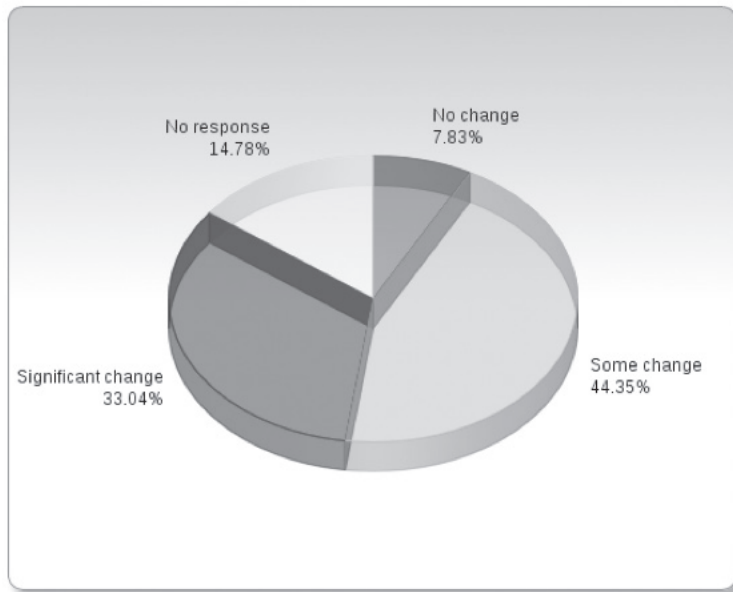


*Data source: Spring 2010 Internship
Outtake Survey*

Of those who reported some change,

- ☐ 8.70% attributed that change to their service-learning class;
- ☐ 23.48% attributed that change to their internship; and
- ☐ 61.74% attributed the change to **both their service learning class and internship.**

5. Slightly more than 77% of students reported some change or significant change in their ability to recognize their own biases /assumptions about others.



*Data source: Spring 2010 Internship
Outtake Survey*

Of those who reported some change,

- ☐ 9.57% attributed that change to their service-learning class;
- ☐ 19.13% attributed that change to their internship; and
- ☐ 60.00% attributed the change to **both their service learning class and internship.**

Key Findings from the CEC Spring 2010 Internship Outtake Survey:

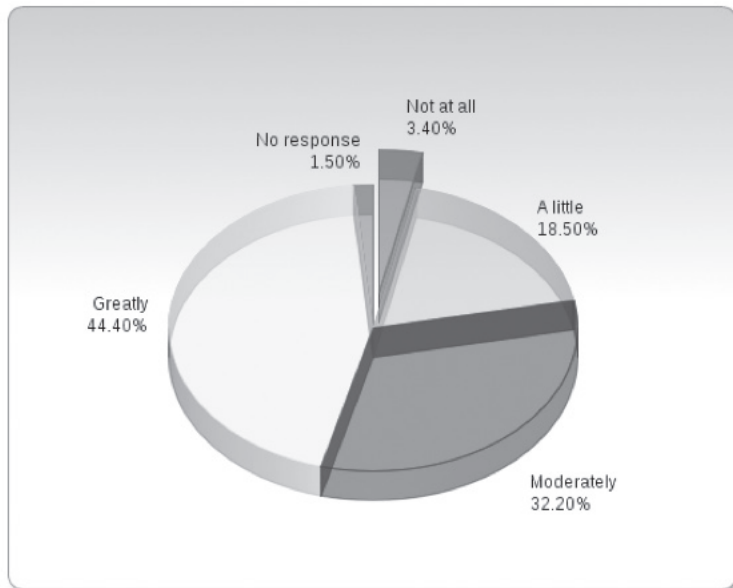
- Community engagement enhances student learning. Slightly more than 80% of respondents indicated that their internship experience enhanced their classroom learning.
- Community-based education enhances students' skills in such areas as putting theory into practice, understanding ethical issues, and recognizing community needs and assets. Students reported growth along each of the six learning objectives included in the survey.
- Community engagement increases students' confidence in their ability to contribute to meaningful change. Upon completion of their service learning class and/or internship, 83% of students (the highest percentage among all indicators) reported growth in both their ability to apply theories to real-life community issues and their ability to put social responsibility into action.
- Students make the greatest gains in learning when coursework is combined with community engagement. Overwhelmingly, students attributed their development in critical areas of learning to both their internship and service-learning class.

2009 Senior Survey Summary of Results

Each year Pitzer College asks graduating students to complete a senior survey which includes self-report items about actions and opinions focused on social responsibility, diversity, and intercultural understanding. In 2009, CEC designed and incorporated additional questions that examine student development along five critical areas of learning related to social responsibility and community engagement. (These five are also included on the student outcome survey, which is administered at the end of each semester to students participating in a service-learning class and/or internship).

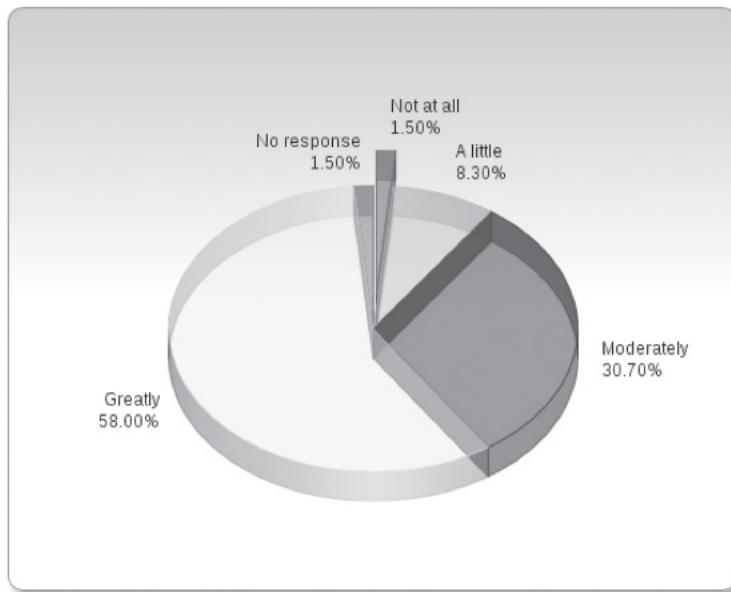
In May of 2009, graduating seniors were asked to indicate the extent to which each area of learning (i.e., capacity) was enhanced by their undergraduate experiences. A total of 205 seniors completed the survey. The following results from the 2009 Senior Survey provide an additional data point and help demonstrate the ways in which graduates' social responsibility capacities, understanding of community and applied knowledge were impacted as a result of their educational experience at Pitzer College:

- 1. Nearly 77% of students reported that their ability to apply critical theory to address community needs was enhanced moderately or greatly by their undergraduate experiences.**



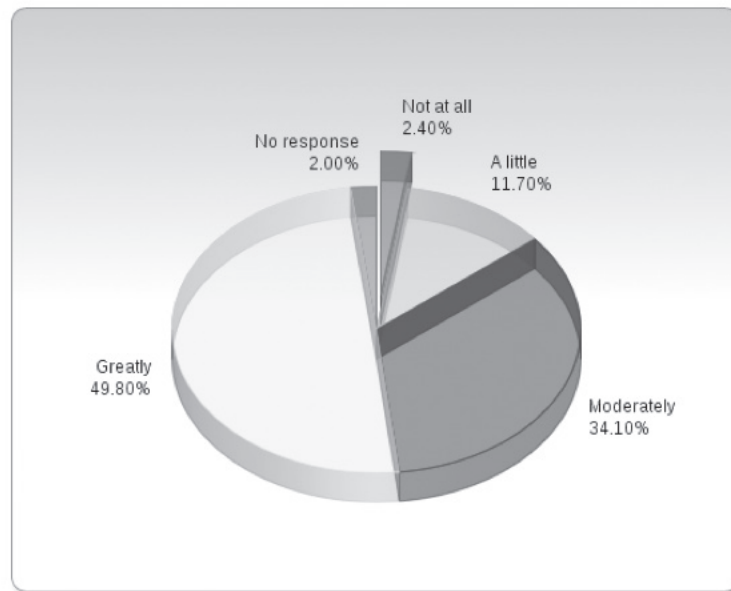
Data source: 2009 Senior Survey

2. Nearly 89% of students reported that their awareness of own perceptions, biases, and assumptions was enhanced moderately or greatly by their undergraduate experiences.



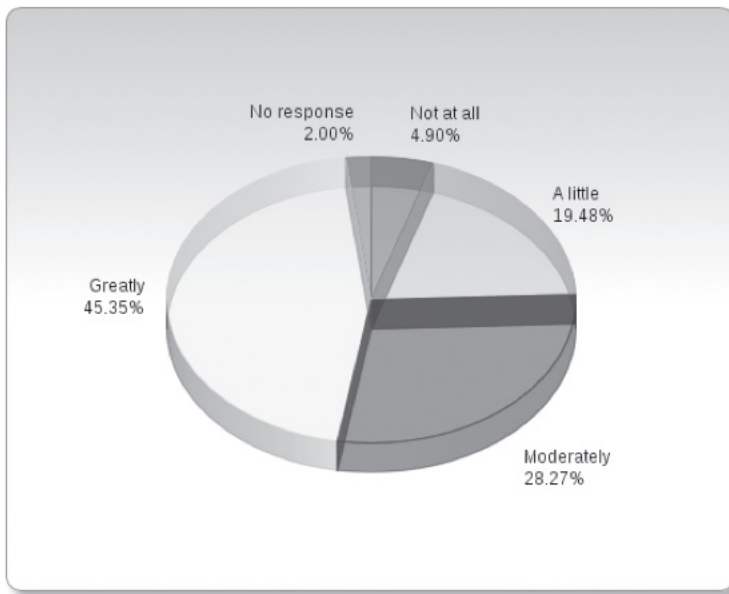
Data source: 2009 Senior Survey

3. Approximately 84% of students reported that their capacity to recognize and value the assets and strengths of communities was enhanced moderately or greatly by their undergraduate experiences.



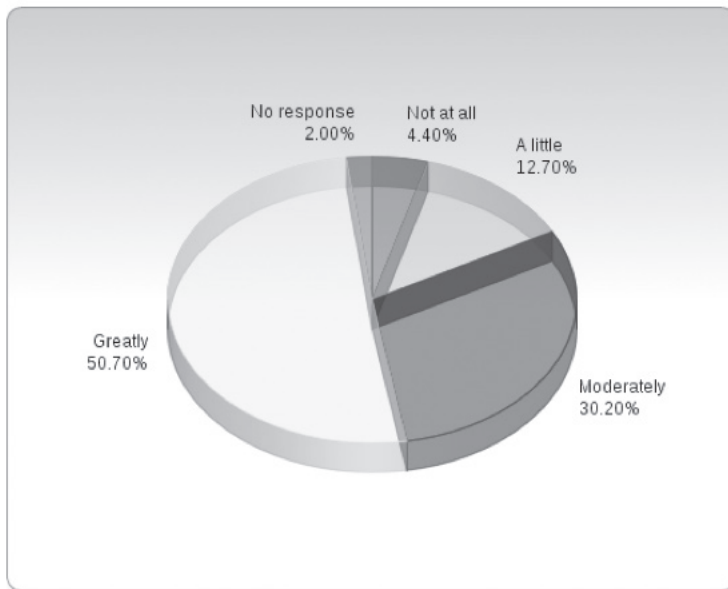
Data source: 2009 Senior Survey

4. Nearly 74% of students reported that their capacity to use ethical practices in community-based research was enhanced moderately or greatly by their undergraduate experiences.



Data source: 2009 Senior Survey

5. Approximately 90% of students reported that their capacity to express empathy was enhanced moderately or greatly by their undergraduate experiences.



Data source: 2009 Senior Survey

Direct Assessment of Student Learning

The WASC Capacity and Preparatory Review (CPR), which took place in October 2008 illuminated and reinforced the need for ongoing and consistent assessment of student learning, particularly as it relates to Pitzer's core educational goals. During the capacity and preparatory review it became increasingly clear that indirect measures of student learning were not sufficient and that data collection efforts needed to move beyond anecdotal evidence. Since 2009, in addition to collecting self-report data (i.e., student surveys), CEC has made a concerted effort to conduct direct assessment of student learning related to social responsibility and intercultural understanding.

To that end, CEC, in collaboration with the Office of Institutional Research (OIR), conducted a qualitative evaluation on student learning as evidenced through students' academic work in community-based courses (i.e., journal reflections, field-notes, research papers) and senior research projects. The pilot study was comprised of a sample of one semester's worth of coursework from the fall 2008 ONT106 Pitzer in Ontario class (Applied Research Methods) and a sample of local-global senior thesis projects completed in spring 2008 and spring 2009. A "Rubric for Assessing Student Learning in Community-Based Education" was designed to identify evidence of learning along five different educational objectives: social responsibility, intercultural effectiveness, interpersonal competency, self-knowledge, and community engagement. Each of the five objectives included four different learning outcomes, for a total of 20 indicators (see Appendix 3).

SENIOR THESIS PROJECTS

In May 2009, a researcher from the OIR assessed a total of five (5) senior thesis projects using the rubric. Titles of the projects included in the assessment are listed below:

- Education Under Pressure: Experience of Youth HIV/AIDS Education
- India to Incarceration: Multicultural Education and Why Perspective Matters
- Supporting a World of Difference at San Bernardino High: Implementation, Evaluation, and Recommendations
- The Effect of Empathy and Issue Framing on Public Opinion of Prisoner Visitation

Senior thesis projects were read for evidence of learning within each of the five educational objectives. Aggregate scores were determined based on the number of times students demonstrated evidence of each educational objective (or construct) within their senior projects. The research assistant found that learning outcomes involving Social Responsibility (frequency = 15) and Interpersonal Competency (frequency = 16) appeared most often. Both Self-Knowledge and Intercultural Effectiveness had a frequency of 11. The learning outcomes associated with Community Engagement were displayed 7 times.

In terms of specific learning outcomes, the following appeared most frequently for each construct:

- "Demonstration of an understanding of and commitment to personal ethics and values of community engagement" (Social Responsibility)
- "Recognition of the value of crossing cultural boundaries and the ability to effectively do so" (Intercultural Effectiveness)
- "Development in sense of self, capacity, and moral reasoning" (Self-Knowledge)
- "Demonstration of an ability to assess and critically examine community needs as determined collectively by community members" (Community Engagement)
- "Display of teamwork and leadership skills in community building, both inside and outside the classroom" (Community Engagement)
- "Understanding of knowledge as socially and collectively constructed and owned—an outcome of interaction" (Community Engagement)

ONT106 (APPLIED RESEARCH METHODS) COURSEWORK

The researcher also looked for evidence of learning in student coursework, including journal entries and research papers. Once again, the research assistant found that Social Responsibility (frequency = 73) and Interpersonal Competency (frequency = 78) had the highest frequencies. Community Engagement was displayed 55 times and Self-Knowledge appeared 45 times. Intercultural Effectiveness had the lowest rate, which was 38.

The following learning outcomes had the highest frequencies for each particular, overarching learning objective:

- “Demonstration of awareness of systematic and historical roots of the conditions affecting local communities” (Social Responsibility)
- “Demonstration of an appreciation for and capacity for empathy with different cultures, ways of being, and viewpoints” (Intercultural Effectiveness)
- “Demonstration of effective oral and written communication skills” (Interpersonal Competency)
- “Development in sense of self, capacity, and moral reasoning” (Self-Knowledge)
- “Demonstration of an ability to assess and critically examine community needs as determined collectively by community members (Community Engagement)

No single student had all twenty learning outcomes in their coursework. Many students were missing the ability to “integrate and apply theories to address community needs and vice versa.” Other learning outcomes that received low marks are: “engages diverse and competing perspectives to examine social issues in the theoretical and the practical” and “recognizes links between interests and skills and academic career goals.” The other learning outcomes were fairly strong in terms of how often they appeared in student work. However, there was a wide range between students in terms of evidence learning; there were several students who were only missing two or three learning outcomes, while others were missing 12-15 of the outcomes.

Future Directions

CEC is committed to soliciting feedback, monitoring, and refining its own assessment practices throughout the next Educational Effectiveness phase of the reaccreditation process and into the future. Revisions have already been made to the rubric based on lessons learned from the pilot study of student coursework and senior thesis projects (see Appendix 4). The most significant change is the addition of gradations (i.e., initial, emerging, developed, and highly developed) for each of the learning objectives to assess student learning along a continuum of growth. The updated rubric also contains fewer learning outcomes that are more closely aligned to current Pitzer in Ontario curricular objectives and programmatic goals. In spring 2010, a second rubric was developed to evaluate student learning across local and global settings (i.e., ability to compare, contrast, and identify and analyze points of intersection between local and global perspectives on course topics). The “Rubric for Assessing Student Learning in Local-Global Community Based Education,” will be used to examine student work in the Local Global Paired Courses Program (see Appendix 5).

Student Leadership Development

Urban Fellowships

Urban Fellows act as a liaison between Pitzer College and community partner sites and assist faculty and students with their community-based internships, research and projects. The Urban Fellow also supports the Center with basic administrative needs. As a liaison to partner sites, the Urban Fellow utilizes his/her experience in community work to guide the ethical practices of community-based education among students, faculty, and staff. Urban Fellows report to the CEC Faculty Director and Associate Director and work collaboratively with other CEC staff, Pitzer students and faculty, and community partners. Urban Fellowships are one year contracted positions and can be either part time or full time with a possibility of renewal. CEC typically awards up to 2.5 Urban Fellowships each year to serve core community partner sites.

Summer Internships

The purpose of CEC summer internships are to act as liaisons to community partner sites and assist in delivering programs and services to the sites in addition to some clerical work with CEC. The summer intern serves as a bridge between the CEC and our community sites which have sharply decreased student involvement over the summer months. Summer Interns assist in the direction, administration, curriculum development, and coordination of site programming and coordinate activities related to the programs. They assist in the active promotion of CEC, its sites, and its activities and provide support as needed for evaluation purposes. Summer Interns are expected to prepare written materials related to CEC programming and

promotional materials. They perform other duties specific to the position, as needed. Summer Internships typically take place in one or two sessions and are earmarked for CEC core sites. CEC awards four to seven paid summer internship positions each summer.

Work Study Students

Awards in this federal program, administered by the Financial Aid Office, are made to students on the basis of financial need. Through this program, students work on the campus or for public or private nonprofit organizations. CEC offers on-campus as well as off-campus work study positions. Often, students become introduced to CEC community sites through enrollment in a Social Responsibility course which they can later continue as Work Study.

Founding Contributors

The James Irvine Foundation

Established in 1937 as trustee of the charitable trust of James Irvine, a California agricultural pioneer, to promote the general welfare of the people of California. The Foundation is dedicated to enhancing the social, economic, and physical quality of life throughout California, and to enriching the State's intellectual and cultural environment. Within these broad purposes, the Foundation supports arts, community development, health, higher education, and youth programs.

W. M. Keck Foundation

One of the nation's largest philanthropic organizations. Established in 1954 by the late William Myron Keck, founder of The Superior Oil Company, the Foundation's grantmaking is focused primarily on the areas of medical research, science, and engineering. The Foundation also maintains a program for liberal arts colleges and a Southern California Grant Program that provides support in the areas of civic and community services, health care and hospitals, precollegiate education, and the arts.

Current External Funding

Weingart Foundation

The Weingart Foundation makes grants to assist organizations that work in the areas of health, human services, and education. The Foundation gives highest priority to activities that provide greater access to people who are economically disadvantaged and underserved. Of particular interest to the Foundation are applications that specifically address the needs of low-income children and youth, older adults, and people affected by disabilities and homelessness. The Foundation also funds activities that benefit the general community and improve the quality of life for all individuals in Southern California. The Weingart Foundation grant at Pitzer has enabled the "Changemakers" Initiative. Changemakers goal is to promote Pitzer College's social responsibility ethos through scholarship, action and advocacy. Programs focus on linking local and global issues and encouraging a critical approach to important social, political and cultural issues.

California Council for the Humanities

The mission of the California Council for the Humanities is to foster understanding between people and encourage their engagement in community life through the public use of the humanities. Their experience has demonstrated that one of the most effective ways to fulfill this mission is to engage Californians in programs that involve the telling and sharing of stories. California Council for the Humanities has twice funded the Community Engagement Center's collaboration with Camps Afflerbaugh-Paige, funding the annual Camp AP Borrowed Voices performance at Pitzer in 2008 and funding a new library and life histories curriculum program at Camp AP in 2010.

Bonner-Princeton

Bonner supports the Bonner Scholars Program, Bonner Leaders Program, and other initiatives that engage students and colleges at 75 colleges and universities in improving the lives of individuals and communities while providing an "access to education and opportunity to serve." Their work strengthens student development, community impact, and campus infrastructure while promoting civic engagement, community

building, diversity, international perspective, spiritual exploration, and social justice. Princeton University is a sub-grantee of the Bonner Foundation and in turn the Community Engagement Center is a sub-grantee of Princeton University.

Glikbarg

Through two courses offered by Professor Jose Calderon, Restructuring Communities and Rural and Urban Social Movements, along with coordination by the Community Engagement Center (CEC), Pitzer's partnership with the Pomona Day Labor Center continues to advance, maintaining students' involvement with day laborers and expanding the multicultural experiences of both populations. As in past years, we continue to connect the sociology classroom to service learning, participatory research, and lived multicultural experiences. Glikbarg Family Foundation has provided funds for over five years to support a multitude of programs within this partnership, including: ESL Classes, Spanish Table Encuentros, Health Clinics, Photography and Art Exhibits, Soccer Team Competitions, 5K Run Fundraisers, and Community Gardens.

Rose Hills

Thanks to a generous grant received from the Rose Hills Foundation in 2009 the classes of 2011 and 2012 will be well supported in their community engagement endeavors. This grant will enable the Community Engagement Center to continue providing the same high level quality of service to students, faculty and community members. These funds will help support on and off campus events, internship opportunities, and other CEC operational costs.

Project Pericles

Project Pericles is a non-profit organization that encourages and facilitates commitments by colleges and universities to include education for social responsibility and participatory citizenship as an essential part of their educational programs, in the classroom, on the campus, and in the community. This learning experience is intended to provide students with a foundation for social and civic involvement and a conviction that democratic institutions and processes offer each person the best opportunity to improve the condition of society. Funded programs have included: Project Pericles D4D on the Road, Periclean Faculty Leadership Awards, Debating for Democracy student conference, and Civic Engagement course awards.

Association of American Colleges & Universities:

Bringing Theory to Practice

A new course, Healing Ourselves and Healing Our Communities offered by Professor Tessa Hicks Peterson, has been created to explore and provide tools for personal healing (increasing individual states of psychosocial well-being) and healing of communities (through civic engagement addressing community health from a variety of perspectives). The learning and service center around the themes of this course in a paradigm of mentorship and service. The purpose of this is to learn from and give back to local, Native cultures while being mentored by Native elders about how communities ensure well-being through practices related to health, food/horticulture, education, ceremony, and service work. This funding has allowed the Native elders in this course to be rightly recognized for their role as community educators and provides them with stipends for the act of sharing their time and knowledge in the civic engagement component of this course.

Internal Funding

(provided by the Community Engagement Center)

Academic Course Enhancement Awards

This award is designed to support faculty in connecting community-based projects to courses in the Pitzer curriculum. Awards can vary from year to year, and can depend on course project. A new application and set of criteria have been established for awarding of this fund to faculty; please inquire at the CEC office for more details.

Student Reimbursement

This award allows reimbursements to our students for costs related to their service learning site such as clearance, transportation, supplies, and other operational expenses. Please inquire at the CEC office for more details and restrictions.

Senior Thesis Awards

This award is designed to support Pitzer seniors who will be completing his or her senior thesis during a Spring Semester. Funding is awarded to students who write a thesis involving community-based work that spans across both local and global settings. Senior Thesis Application is required and reviewed by the CEC Steering Committee.

Social Responsibility Field Trip Fund

Faculty members are invited to request funds to support social responsibility field trips. The range of field trips varies greatly as do definitions of social responsibility. Awards are given on a case by case basis dependent upon fund availability, nature of the request, anticipated impact, and other factors.

Celebrations, Awards and Recognitions

Tenth Anniversary Celebration

In December 2008, over 100 supporters celebrated the achievements of students, faculty, staff and community partners who invested in social responsibility research and service with CEC for the last ten years. The evening included a research symposium, community fair and reception. At the reception Alan Jones, dean of faculty, and Lourdes Arguelles were honored. Jones founded CCCSI (now CEC) and Jones and Arguelles co-founded the Pitzer in Ontario Program. Also honored were Professor José Calderon, day laborers from the Pomona Economic Opportunity Center, Gil Gonzalez '03, Meredith Abrams '11 and over 30 faculty members who have collaborated with CEC. The evening was supported by the Weingart Foundation.

Clinton Global Initiative: Outstanding Commitment Award

Thanks to the generous support of the Pat Tillman Foundation, CGI U is able to recognize the extraordinary vision of a small group of students and assist them in reaching their goals. These funds are earmarked for the purchase of books, binders, and shelves in the creation of a library at Camp AP – something which did not previously exist for the incarcerated high school students who attend the school.

Project Pericles Debating for Democracy Conference

Debating for Democracy student leaders annually join 60 student leaders from 26 Periclean colleges and universities along with practitioners, activists, and experts in civic engagement, for a three day conference in New York City around some of the most pressing public policy issues, including the collapse of the newspaper industry and its impact on democracy, the failure of schools to educate lower-income students, and environmental degradation. Pitzer finalists students submitted their crafted public policy proposals for the Project Pericles Debating for Democracy Conference and were flown to the Periclean New York conference in hopes of winning a chance to present their proposals in front of a legislative hearing in addition to being awarded \$4,000 to do advocacy and activism on the subject once they return to Pitzer.

2008 Student Finalists:

Maris Findlay: Public Policy Proposal: Required Buffer Zones to Restrict the Zoning of Manufacturing and Industrial Sites Near Residential Areas

Nicole Scheunemann: Public Policy Proposal: Ensuring Water Sustainability in Claremont through Water Conservation Regulations

2009 Student Finalists:

Susy Sobel: Public Policy Proposal: Rethinking Restorative Justice

Elisha Whitman: Public Policy Proposal: Providing After School Programs for All Students K-12 in Large Urban Cities

**Periclean Faculty Leadership Award:
Erich Steinman**

Erich Steinman was awarded the Periclean Faculty Leader award and will thus work with Project Pericles and the President, Program Director, faculty, administrators, and students at Pitzer to champion civic engagement in the classroom, on the campus, and in the community (local and national). Periclean Faculty Leaders create and teach courses that address issues of social concern, enrich curriculum, and enhance student social interest and involvement.

Pitzer College Named to the 2009 President's Higher Education Community Service Honor Roll

Pitzer College was named to the 2009 President's Higher Education Community Service Honor Roll by the Corporation for National and Community Service. Through the Pitzer College Community Engagement Center (CEC) Pitzer students donate over 100,000 hours annually to local and global organizations. Students work in programs that range from tutoring at-risk kids and helping abused women and children to providing hands-on environment lessons. "Advocating for social justice through community-based teaching and learning is a pinnacle part of what social responsibility means at Pitzer College and we appreciate the on-going recognition of the Corporation for National and Community Service of these efforts," said Tessa Hicks Peterson, director of CEC. The Corporation for National and Community Service oversees the Honor Roll in collaboration with the Department of Education, Department of Housing and Urban Development, Campus Compact and the American Council on Education. Honorees are chosen based on a series of selection factors including scope and innovation of service projects, percentage of student participation in service activities, incentives for service and the extent to which the school offers academic service-learning courses.

Carnegie Community Engagement Classification

The classification for Community Engagement is an elective classification, meaning it is based on voluntary participation by institutions. Whereas the Foundation's all-inclusive classifications involve secondary analysis of existing national data sources available for all institutions, elective classifications involve additional data collection and documentation, with substantial effort invested by participating institutions. Elective classifications enable the Foundation's classification system to recognize important aspects of institutional mission and action that are not represented in the national data. The Community Engagement Center, on behalf of Pitzer College, intends to apply for this distinction September 2010.

California Campus Compact (CACC)

A membership organization of college and university presidents leading California institutions of higher education in building a statewide collaboration to promote service as a critical component of higher education. Membership in California Campus Compact includes membership in National Campus Compact. There are network offices in 33 states and over 1000 public and private two- and four-year member colleges and universities across the nation.

Institutional Engagement

CEC Steering Committee Under leadership and the guidance of the Steering Committee, the Center supports innovative community-based projects by offering research awards and fellowships. The CEC Steering Committee plays a vital role in center activities including: strategic planning of the center; hiring; awarding fellowships and awards; and guiding assessment efforts. The Steering Committee is made up of representatives from community partnership(s) and community engaged faculty, students and staff.

Academic Planning Committee This committee made up of students, faculty, and staff is responsible for considering and recommending major changes in academic policies and for planning the long-term academic direction of the College. During 2009-2010, CEC's Tricia Morgan served as a staff representative on this college governance committee.

Staff Council Representatives Staff Council Representatives (SCR) is a peer-elected committee tasked with the following responsibilities: Address important staff policies and benefits; Provide a formal avenue of communication for all staff; Vote on behalf of staff on college-wide issues at College Council meetings. During 2009-2010, CEC's Tricia Morgan served on this college governance committee.

Changemakers Committee The Changemakers program is overseen by an advisory committee of students, staff and faculty which meets monthly to review proposals for new programming, select speakers and evaluate program progress. Since its inception, CEC's Tessa Hicks Peterson, Debbie Lieberman, and Tricia Morgan have served on the Changemakers Committee.

Institute of Global-Local Action and Study (I-GLAS) I-GLAS is dedicated to promoting interdisciplinary curricular and research programs and activities that link the global and the local, and addressing key issues of globalization and its effects on communities and nations. CEC's Tessa Hicks Peterson has participated in vision and development of linking global and local actions here at Pitzer through collaboration of the External Studies Department and the Community Engagement Center and will serve on the I-GLAS hiring committee for 2010-11.

Western Association of Schools and Colleges (WASC) Pitzer College is accredited by the Accrediting Commission for Senior Colleges and Universities of the Western Association of Schools and Colleges (WASC). WASC is an institutional accrediting body recognized by the Council on Postsecondary Accreditation and the U.S. Department of Education. Throughout the accreditation process, CEC has been instrumental in providing data that demonstrates the social responsibility ethos at Pitzer, a focus on first year involvement, a connection between the global and the local, and the production of real learning outcomes related to community engagement.

Distinguished Alumni Panel The Distinguished Alumni Award is bestowed annually upon an extraordinary Pitzer College graduate at Alumni Reunion Weekend in accordance with the mission and values of Pitzer College including academic excellence, diversity, social responsibility and intercultural understanding. Recipients are those who embody the unique qualities and character of a Pitzer education—professional and/or personal achievements of the highest order with an unwavering commitment to the community (local, national or global) and the greater good. Pitzer's core values—social responsibility, social justice, intercultural understanding and/or environmental sensitivity are reflected in their outstanding achievements, community activism and life's work. The Distinguished Alumni Award is selected by a committee, chaired by the President of the Alumni Association. In 2010, CEC's Debbie Lieberman served as a staff representative on this committee.

CEC Staff Presentations, Publications and Consultations

Conference Presentations

Annual Native Youth Pipeline to College at Pitzer College, Program Coordination and Presentation by Scott Scoggins, July, 2010

Annual Caribbean Studies Association Conference in Barbados, Structural Violence and its Impact on Invisible Children in Jamaica, Presentation by Sandy Mayo and Alicia Bonaparte, June, 2010

Community-Campus Partnerships for Health Conference in Portland, Oregon. Partnering with youth organizers to prevent violence: An analysis of relationships, power and change, Presentation by Tessa Hicks Peterson with Tom Dolan and Rocio Ruiz, May, 2010

American Indian Film Festival and Speaker Series at Pitzer College, Program Coordination and Presentation by Scott Scoggins, April, 2010

Family Weekend at Pitzer College: Going Global by Staying Local: Critical Impact Through Local Community Engagement: Presentation by Tessa Hicks Peterson, February, 2010

Tribal Nations, Indian Communities and Higher Education Conference at Pitzer College, Program Coordination and Presentation by Scott Scoggins, November, 2009

Association of American Colleges and Universities, Seattle Washington: "Building a comprehensive response to the challenges of globalization: Local-Global community engagement": Presentation by Tessa Hicks Kebokile Dengu-Zvobgo, January, 2009

International Partnership Institute at Portland State University, "Community-based participatory research and community organizing with youth": Tessa Hicks Peterson with Tom Dolan, May 2009

Publications

Partnering with youth organizers to prevent violence: An analysis of relationships, power and change in Progress in Community Health Partnerships: Research, Education, and Action. By Tessa Hicks Peterson (co-authored with a Pitzer in Ontario student, Sam Hanft and with community organizing partner, Tom Dolan, August 2010.

Young Voices Make a Powerful Statement: LA County Office of Education newsletter Schools on Point by Deborah Lieberman, June 2010.

Engaged scholarship: reflections and research on the pedagogy of social change in Teaching in Higher Education: Special Edition. By Tessa Hicks Peterson, August 2009.

Afterword in Howard L. Bingham's Black Panthers, 1968. By Tessa Hicks Peterson, June 2009.

Consultations

Tessa Hicks Peterson, Martha Barcenas and Sandy Mayo served as faculty consultants on a School Centered Community Revitalization project in North Long Beach with faculty from Pitzer, Harvey Mudd and Claremont Graduate University through a BLAIS Grant-funded project of CGU's School of Education, 2009-10.

Tricia Morgan served as a contributing writer and spokesperson at Pitzer College on the "Toward a Staff Strategic Plan", 2009-10.

Critical Reflections and Next Steps

Introduction

Pitzer College Community Engagement Center aims to support Pitzer faculty, staff, students and community members in their current community-based teaching and learning models while also pushing the College to expand its depth and scope in shared projects of social change. The staff of the Center work together to provide services and support around a continuum of community-campus partnership models, from typical service-learning to community organizing and community-driven action research. From funding sources to logistical support, from student leadership training to relationship-building with community partners, our office aims to guide and nurture respective efforts to stretch and deepen traditional notions of social responsibility. We close with our own critical reflections and questions regarding what next steps our Center and Pitzer as a whole should take to support this growth:

FACULTY SUPPORT

To ensure that our community efforts lead to real social change with, not for, marginalized communities, Pitzer needs to ensure that the root causes of injustice are simultaneously being researched, advocated for and engaged with critically as students do service to address community needs. This specifically requires more time and energy for relationship-building and research on the part of faculty leading the partnerships on behalf of the college. Without the investment of faculty leading these partnerships, Pitzer's long-term community engagement efforts are severely limited. While Pitzer is leaps and bounds beyond other colleges and universities in terms of valuing community engagement, we still need to reflect on if we have an adequate (and truly functioning) reward system within the college's framework in regards to faculty's community-based research funding, community-engagement related course release and tenure and promotion practices so that faculty are supported in these labor-intensive efforts. In addition to advancing these institutional policies and practices, we also see the need for our Center to connect more consistently with veteran and junior faculty to explore how we can better support their involvement and leadership in new and existing community partnerships.

PITZER AND 5-C COMMUNITY ENGAGEMENT FACULTY NETWORKS

Frequently social responsibility courses and individual projects are not well-connected one to the other and the disparate levels of impact have less widespread and sustainable consequence than if they were more strategically linked. Public scholars (tenured, junior, and visiting faculty) participating in community engagement in some form (service-learning, community-based participatory research, community organizing, arts and advocacy, etc) exist within each of the distinct field groups at Pitzer yet rarely have the opportunity to create a network of their own. The same can be said for the many faculty who do this work in different sectors of each of the Claremont Colleges, most of whom carry out their teaching and researching practices in the community alone and with little support. Convening these scholars to discuss the projects and aims can provide not only opportunities for individual collaborations in research, publishing and teaching, but for collective decision-making and organizing. Working together, faculty members can harness power that could result in a greater ability to lobby for increased faculty support for community engagement (institutional practices outlined above). Larger goals for inter-disciplinary and inter-institutional community engagement research, education and policy could naturally evolve from convening such a group and add to future strategic plans (creating an intercollegiate center or minor around community engagement are some possible examples). The first step in this larger plan involves bringing together the various faculty members at Pitzer who do this work in an on-going network that can internally streamline power, goals, ideas, and resources to make united change around how community engagement pedagogy and research is carried out and supported. Our office partnered with the Teaching and Learning Committee to launch such a convening of these faculty members in late Fall, 2009. This group of self-identified community engagement scholars met monthly in Spring 2010, and plan to continue to do so, with hopes of expanding to the other Claremont Colleges in the future. We invite all faculty who are active or interested in community engagement to join these monthly meetings.

COLLEGE ACCESS

While Pitzer has been conducting service-learning and applied research in our local communities for many years now, there are very few examples of sustainable and structured attempts to empower residents to organize for themselves the changes they wish to see in their city or provide assistance in the realization of a local college pipeline. While beneficial for the community members and Pitzer students who have nurtured relationships and learned from one another in our current service-learning programs, our programs have rarely surpassed the level of individual benefits of service nor directly explored (and attempted to re-structure) the root causes of educational inequity that have created the need for these services to begin with. For true community-based and institutional transformation to occur, greater emphasis must be placed on the long-term investment of all parties in overturning policies and practices that keep these communities distant and unequal. Without this effort, are we sincerely addressing the disparity between the college's demographics and that of the surrounding communities within a context of shared burdens/ social change goals?

Just as Pitzer College expects its students to recognize and act on their rights and obligations as global citizens, the college itself needs to recognize its social responsibility as a civic actor in the local and global community. While we are eager to engage in service and research in our local communities (which need this support based on the unequal distribution of resources in our surrounding neighborhoods), we must also engage in transforming our own academic community to recognize our responsibility institutionally to support social justice, beyond the good deeds of our students. In order to make fundamental changes to the issues of inequity and injustice (that have led to the need for our service projects), we might consider reframing current tutoring and mentoring service-learning programs in a community organizing framework that moves beyond the individual successes of various service-providers and into a city-wide campaign for increased college access. We, along with input from community partners, propose that Pitzer engages in community organizing on and off-campus in order to garner support and power for a campaign to increase graduation rates and increase college access rates through an organizing approach to the college pipeline model. In so doing, the partners propose that a community organizing institute be implemented at and with Pitzer College that is open to both on-campus students and off-campus community members that wish to become collaborators in the task of re-shaping their shared community through social and political engagement. We also propose that an intercollegiate college access program be implemented in and with the local communities and that scholarships be put aside annually for local applicants (both legal and undocumented) to succeed in a Claremont college pipeline. With CEC's help, in 2009 two small groups of students, faculty, staff, community organizers and community members began Pitzer College pipeline projects (the "Ontario Youth Organizing

Project” and the “Native Youth Pipeline to College,” respectively) but both need long-term institutional involvement and funding to ensure sustainable success.

COMMUNITY INVOLVEMENT

How involved are local community members in co-navigating community engagement courses, research, projects, funding, policies, and governance? How do we and how do they assess our accountability in this regards? Are we only ensuring that service providers become the ones garnering greater capacity and success (along with the students and college) instead of the community members themselves? Are service-providing programs (and our involvement in them) uprooting unjust social circumstances that have necessitated these services or simply making the unjust circumstances more tolerable? Are members of the community assessing their own needs and assets and driving the plans of action that our service projects take for addressing them? Do disparate community partners have any opportunity to get to know one another, explore shared interests, and build an agenda around these shared interests to give support to each other (e.g., how to manage interns)? If so, they could use their combined resources and local knowledge as a tool for accruing power and becoming a decision-making body in the community so that the colleges aren't the only ones deciding what community-campus partnerships and research projects will look like. How can Pitzer faculty, staff, and students do a better job of addressing these concerns within their community engagement programs? These are all questions we believe should be at the forefront of planning any community-based education and research partnerships that Pitzer engages and, as such, are ideas we hope to share with faculty and the curriculum committee in the collective creation of criteria for social responsibility courses at Pitzer. These are also issues we are working on to better integrate into our Center, specifically in our community engagement orientations and trainings with Pitzer students and faculty.

ASSESSMENT

Pitzer needs to engage in continual critical self-reflection regarding how we are doing this work in each field group and as a whole: Are our community engagement efforts (courses and research) having intended impact on students, community members, community organizations, faculty and the college itself in terms of intellectual, personal, and civic transformation? Have we even spelled out what those intended impacts include for different disciplines? How do we assess that and how often do we re-access it? How do we know that community engagement courses are teaching toward that? Do we know if or how this kind of education impacts our alumni in their future professional and civic lives? Do we know if or how our various community engagement efforts impact our community partners in their individual program and overall issue goals, over time? Our Center has begun to address these questions by creating a learning outcomes rubric for assessing developing levels of social responsibility that we have used in student surveys but we know our evaluation efforts can definitely continue to be improved and expanded. We hope to share our assessment tools and work together with field groups to launch a new era of thoughtful and on-going reflection and assessment. (see appendix 3-5).

Conclusion

These are the concerns and questions that are at the forefront of our own work at the Community Engagement Center, influencing the work of our staff, steering committee and of the new engaged faculty network. We proposed many of these ideas in the school's strategic planning process and hope to see them take a more prominent role in future planning and policy-making at Pitzer. We believe that the community engagement efforts of those at Pitzer have been truly noteworthy and that, as a school that deeply values social responsibility, we must collectively ensure that these efforts are deepened and expanded at the college and that adequate institutional infrastructure and financial support exist to promote the kind of widespread and long-term goals we have outlined. We hope that you will join us in this aim, and that you will share with us your own ideas of what best paths will take us there.

Appendix 1. Other Community-Based Learning opportunities at Pitzer

1. Fletcher Jones Language and Culture Laboratory
2. Center for Social Inquiry
3. Jumpstart Program
4. Claremont After School Programs (CLASP)
5. Leadership in Environmental Education Partnership (LEEP)
6. Community-based Spanish Practicum
7. Consortium of Innovative Environments for Learning (CIEL)
8. Gateway to Exploring Mathematical Sciences program (GEMS)
9. Global-local community-engagement initiatives (ie: Paired Courses)
10. Insitute for Global Local Action and Study (I-GLAS):
11. Center for Asian Pacific American Studies (CAPAS)
12. CISEP (Claremont International Studies and Education Program)
13. Graduate Fellowships (Fulbright, Watson, Rhodes, Teach for America, etc.)
14. PACE: Programs for English Language and American Studies for International Students
 - a. Waseda Program
 - b. Bridge Program
 - c. Kobe Women's University Program "Here, There, and Back Again"
 - d. International Fellows Program for CGU's MBA program
 - e. Short-term summer and spring programs for students from Taiwan and Japan)
13. Study Abroad
 - a. Semester-long Pitzer cultural immersion programs
 - b. Semester-long exchanges internationally and domestically
 - c. Combo of semesters for a one-year abroad or a global-local combo
 - d. Summer Pitzer programs in Japan in Costa Rica (Health)
 - e. Pitzer collaboration with HMC on Global Engineering Clinics
 - f. Preparatory courses in field research methods and engaging difference
 - g. Less Commonly Taught Language Independent Studies (New program for studying languages not taught in Claremont for half-course independent study.)
14. Firestone Center for Restoration Ecology---Costa Rica.
 - a. Longitudinal research projects
15. Vaccine Institute---Pitzer/Botswana
16. School of Public Health and School of Educational Studies at CGU---Pitzer 4 + 1 program

Appendix 2. Peer Network and Community Engagement Resources

Academic Community Engagement Offices

Community Colleges

De Anza Community College: Institute of Community and Civic Engagement
Evergreen Valley Community College: Center for Service Learning and Public Service
Glendale Community College: Service Learning Center
MiraCosta Community College: Service Learning Department
Citrus Community College: Service Learning Program

California State Universities

California Maritime Academy: Community Service Learning Center
Cal-Poly San Luis Obispo: Community Center
CSU Bakersfield: Community Partnerships and Service Learning (CPSL)
CSU Channel Islands: Center for Community Engagement
CSU San Bernardino: Center for Community Engagement

Colleges and Universities:

Allegheny College: Office of Community Service and Service Learning
Bowdoin College: Community Service Resource Center
Brandeis University Community Engaged Learning
Cabrini College: The Wolfington Center
Dickinson College: Office of Religious Life and Community Service
Hamilton College: Levitt Center
Indiana University: Center on Philanthropy
Lafayette College: Landis Community Outreach Center
Lynchburg College: Center for Community Development and Social Justice (CCDSJ)
Occidental College: Center for Community-Based Learning (CCBL)
Macalester College: Civic Engagement Center
Princeton University: Community-Based Learning Initiative (CBLI)
Rice University: Community Involvement Center
St. Mary's College of California: Catholic Institute for Lasallian Social Action (CILSA)
Stetson University: Center for Service Learning
Tougaloo College: Office of Community Service and Service Learning
University of Alaska-Anchorage: Center for Community Engagement and Learning
University of California Irvine: Center for Service In Action
University of California Los Angeles: Center for Community Learning (CFCL)
University of Notre Dame: Center for Social Concerns
University of Southern California: USC Civic and Community Relations (CCR)
Washburn University: Learning in the Community (LinC) The Center for Community Service and Civic Engagement
Washington & Lee University: Community/Academic Research Effort (CARE)
Whitworth College: The Center for Service Learning
Yale University: Dwight Hall Center for Public Service & Social Justice

Community Engagement Organizations

American Humanics
AmeriCorps
Bonner Foundations
Break Away
Campus Compact
Cesar Chavez Foundations
Community-Campus Partnerships for Health
Corporation for National and Community Service
Democratic GAIN
Forgotten Souls Redeemed
House of Ruth
Idealist
Lideres Campesinas
Lions Clubs
National School and Community Corps/ EducationWorks
National Student Campaign Against Hunger and Homelessness
National Youth Advocacy Coalition
OXFAM – America
Partnership for Public Service
Peace Corps
Points of Light/ Hands on Network
Project Pericles.org
Public Allies
Student Environmental Action Coalition
Student Conservation Association
Teach for America
United Farm Workers Foundation
Up With People
Visual Communications
Youth Service America
Youth Venture

Appendix 3. Rubric for Assessing Student Learning in Community-Based Education, Version 1

LEARNING OBJECTIVES	LEARNING OUTCOMES				
SOCIAL RESPONSIBILITY	Awareness of social conditions affecting local communities	Depth and scope of conceptualizations of social issues	Use of theoretical understandings to critically examine social issues (praxis)	Understanding of and commitment to personal ethics and values of community engagement	Development of long-term commitment to engagement in community
INTERCULTURAL EFFECTIVENESS	Recognition of the value of crossing cultural boundaries	Appreciation for different cultures and ways of being	Openness to multiple viewpoints	Engaging diverse and competing perspectives to examine social issues in the theoretical and practical	Ability to develop relationships across cultural boundaries
PROFESSIONAL COMPETENCY	Exhibits professional and ethical practices in classroom and community settings	Ability to apply learning to unscripted life experiences (problem solving)	Effective oral and written communication skills	Development of teamwork and leadership skills	Demonstrates innovation (creative in designing, constructing, developing teaching, etc.)
SELF-KNOWLEDGE	Awareness of own perceptions, biases, assumptions; issues of power, privilege, positionality	Personal capacity to express empathy	Ability to critically reflect upon and evaluate own experience in community	Citizenship development: seeing oneself as an effective community participant	Academic and career development
COMMUNITY ENGAGEMENT	Ability to assess and critically examine community needs as determined by those in need	Knowledge of community resources, assets and strengths and of community power structure	Sense of belonging - Community building inside and outside the classroom and campus	Generate effective strategies that build democratic and civil societies	Recognizing knowledge as socially and collectively constructed (and owned) - an outcome of interaction

Appendix 4. Rubric for Assessing Student Learning in Community-Based Education, Version 2

Learning Objective	Level of Achievement			
	Initial 1	Emerging 2	Developed 3	Highly Developed 4
Social Responsibility	Lacks an awareness of systematic and historical roots of the conditions affecting local communities; does not integrate any theories or address social justice issues.	Displays basic awareness of historical roots of local communities but does not delve into an active, personal commitment to facilitate community engagement.	Is aware of systematic and historical roots. Lacks depth and scope in conceptualizing social justice issues. Theories are mentioned but does not compare/ contrast or connect them. Begins to feel responsible to community issues.	Conceptualizes social justice issues (i.e., environmental, economic, educational, etc) and integrates different perspectives. Integrates and applies community lessons to understand theory and vice versa. Feels heightened sense of personal responsibility to community issues.
Intercultural Effectiveness	Does not appreciate or empathize with different cultures, ways of being, or viewpoints. Lacks direct contact with community.	Appreciates different cultures & recognizes the value of crossing cultural boundaries. However, still lacks the ability to effectively interact and connect with other cultures/ community members.	Can successfully cross cultural boundaries, has empathy and appreciation for other cultures. Has established a working relationship with some community members. Is unable to generate effective strategies to address social issues.	Appreciates different cultures, can cross cultural boundaries. Has close connections with community members. Creates effective strategies and also engages diverse, perspectives to examine social issues in the theoretical and practical.
Self-Knowledge	Cannot evaluate one's experiences in the field. Only reiterates observations in narrative form but does not reflect on them.	Is aware of one's own skills/abilities. However, does not display knowledge of one's personal biases, assumptions, or perceptions which can lead to incorrect evaluations of other cultures.	Can reflect on one's experiences with depth and also critique one's interactions with others. Shares personal thoughts & beliefs about own experiences, is aware of one's personal biases or privileges.	Awareness of one's skills & can evaluate one's experience. Demonstrates an awareness of own perceptions, biases, assumptions; issues of power, privilege, positionality. Exhibits development in sense of self, capacity, and moral reasoning.
Community Knowledge	Does not see knowledge as a phenomenon that is socially constructed. Is aware of community needs but does not recognize, affirm, or value the assets and strengths of communities. Places more emphasis on the deficiencies of the community than its strengths.	Recognizes, values, & affirms the assets of communities. Also, understands knowledge as socially and collectively constructed and owned- an outcome of interaction. Has not attempted to address community needs.	Recognizes community strengths & is aware of social construction of knowledge. Tries to address community needs based on observation & empirical articles, without allowing its members to help determine own needs.	Is aware of community strengths & the social construction of knowledge. Has the ability to assess and critically examine community needs as determined collectively by community members. Possesses leadership/ teamwork skills within the community.
Interpersonal Competency	Lacks professional and ethical practices in classroom and community settings; is rude, disrespectful. AND/OR lacks the skills to effectively interact and present themselves to the community.	Possesses some professional & ethical practices. Still displays some inappropriate behavior towards community members AND/OR lacks the skills to effectively interact and present themselves to the community.	Demonstrates solid ethical & professional behavior. Can present themselves to the community effectively. Implements a new or existing approach but does not expend much creativity. Implements what is already in place. Does not input own ideas or does so minimally.	Demonstrates the highest standards of professional and ethical conduct in community. Shows innovation (creativity in designing, constructing, and developing curriculum/ programs and teaching practices). Also, demonstrates the ability to apply learning to unscripted life experiences (problem solving).

Appendix 5. Rubric for Assessing Student Learning in Local-Global Community-Based Education

Learning Objective	Level of Achievement			
	Initial 1	Emerging 2	Developed 3	Highly Developed 4
Self-Knowledge	Cannot evaluate one's experiences in the field. Only reiterates observations in narrative form and does not reflect on them.	Has the ability to reflect on one's experiences in the field, but does not evaluate those experiences in terms of own interaction with community members.	Can reflect on one's experiences and also critique one's interactions with others. Shares personal thoughts & beliefs about own experiences and is aware of one's personal biases and/or privileges.	Can reflect on, evaluate and critique one's experiences <i>in depth</i> . Demonstrates an awareness of own perceptions, biases, assumptions; issues of power, privilege, positionality. Exhibits development in sense of self, capacity, and moral reasoning.
Intercultural Understanding	Does not appreciate or empathize with different cultures, ways of being, or viewpoints. Lacks direct contact with community.	Has empathy and appreciation for other cultures. However, still lacks the ability to effectively interact and connect with other cultures/ community members.	Displays knowledge of one's biases, assumptions and perceptions <i>in relating to other cultures</i> . Has established a working relationship with some community members and is just beginning to understand effective strategies to communicate across cultures.	Appreciates different cultures, can cross cultural boundaries, and has close connections with community members. Demonstrates understanding of effective strategies to communicate across cultures and engage diverse perspectives to examine social issues in the theoretical and practical.
Local-Global Connections	Lacks the ability to describe local and global perspectives on course topic.	Has the ability to describe local and global perspectives on course topic but lacks skills to compare, contrast or find intersections within them. Cannot situate local circumstances within broader, global context.	Has the ability to compare and contrast but not find points of intersection between local and global perspectives on course topic. Ability to situate local circumstances within broader, global context but does not provide in-depth analysis.	Has the ability to compare, contrast and identify and analyze points of intersection between local and global perspectives on course topic. Ability to critically analyze and situate local circumstances within broader, global context (i.e., politically, culturally, socially, historically).