A Renewed Focus: Community Based Learning and Research

will no longer house the student-led projects, which have been moved to Student Affairs, under Ella Turenne.

As we begin a new decade, the CCBL is renewing its commitment to supporting faculty as they access and integrate community based learning and research into their classes and research interests. From this year on, the department will focus completely on curriculum connected community engagement. Also, this year we are increasing our efforts to provide assistance in expanding Community Based Research initiatives, in addition to continuing to provide assistance with community-engaged course work.

Since 2001, the CCBL has led the efforts to institutionalize community based learning through curriculum connected community engagement, in addition to housing, guiding and supporting a number of student-led community engagement projects.

This year, a Civic Engagement Taskforce has been created to improve coordination amongst all civic engagement efforts campus wide. This Taskforce is co-chaired by UEP Professor Robert Gottlieb and Assistant Dean of Civic Engagement in Student Affairs Ella Turenne. As part of this transition, CCBL assistance in expanding Community Based Research initiatives, in addition to continuing to provide assistance with community-engaged course work.

CBL and CBR: An Introduction

Community Based Learning (CBL) is a structured learning experience that combines community engagement with preparation and reflection. Students engaged in community-based learning provide community service in response to community-identified concerns and learn about the context in which service is provided, the connection between their service and their academic coursework, and their roles as citizens.


Community Based Research (CBR), sometimes also referred to as Community Based Participatory Research (CBPR) is a collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBR begins with a research topic of importance to the community or to the researcher, has the aim of combining knowledge with action and achieving social change to improve community outcomes and eliminate social disparities.

—definition adapted from WK Kellogg Foundation Community Health Scholars Program

http://www.ccph.info/

2010 At a Glance

Last semester, our focus on Community Based Research (CBR) was kicked-off by a workshop for faculty we offered in May 2010.

This semester we offered a presentation on CBR, including a panel led by Professor George Sanchez (USC), Professor John Rogers (UCLA), and Maria Brenes (InnerCity Struggle). See article on p. 4.
How the CCBL Supports our Faculty Partners

- In addition to, and in support of faculty practicing CBL and CBR, we will continue offering student facilitators to assist faculty through our Education In Action program (see program description in article below).

- We also, as in the past, will offer assistance in paying for guest speakers for CBL classes** and this year we are also able to offer limited assistance with funds to cover expenses for CBL and CBR logistics related expenses.

- We will continue to assist faculty with CBL course development as needed, finding community partners, offering guidance in documenting CBL/CBR work for inclusion in tenure and promotion portfolios, and providing information on publications and conferences for CBL and CBR dissemination.

- Finally, the CCBL continues to be a member of the (CCBL founded) Northeast Education Strategies Group (see NESG description on the following page). Through this network of educators dedicated to improving education in the area, CCBL can work with faculty from various disciplines who may be interested in partnering with schools from K-12.

**Supported by the Remsen Bird Fund

What is Education in Action (EIA?)

EIA recruits and hires student facilitators to work with professors and coordinate a community-based learning project that connects either faculty research interests or CBL class material with a community site. By creating opportunities for one-to-one interaction among students, faculty, and community members as they plan and act around their interests, the CCCL also encourages students and faculty to think about the long-term goals and outcomes of collaboration. In addition, students read, reflect, and discuss their experience assisting faculty with CBL courses, and they are mentored by CCBL staff and faculty as young, civically engaged scholars.
A Guide for Integrating CBL into a Class Curriculum

into the syllabus in accordance with the learning objectives for the course.

4. Establish criteria for the selection of community project placements.

5. Determine how community service is to be graded, and establish this with clarity in the syllabus. What percentage of the total grade is to be given to the community project? Will the community project be graded by reports from community partner? Student’s journal? Other?

6. Use guided reflections to help students integrate their academic and civic learning.

7. Rethink the faculty’s instructional role in a way that recognizes the role of students and the community as knowledge creators.

8. Coordinate with the community partner to establish clear expectations from both sides.

For more information on the overall process, please visit: http://departments.oxy.edu/ccbl/faculty.html

CCBL Highlights and Accomplishments ‘09–’10

In 2009–2010, there were 457 students, enrolled in 37 CBL classes, from 15 academic departments, including Art History & Visual Arts, Critical Theory & Social Justice, Cultural Studies Program, Education, Kinesiology, Mathematics, Politics, Psychology, Theater, and Urban & Environmental Policy.

Occidental College was awarded the President’s Higher Education Community Service Honor Roll with Distinction for exemplary service efforts for the fifth consecutive year.

Occidental College was selected for the 2008 Community Engagement Elective Classification in the category of Curricular Engagement and Outreach and Partnerships, the third and highest ranking in the classification awarded by the Carnegie Foundation for the Advancement of Teaching.

Occidental College is an active member of California Campus Compact, Project Pericles, Imagining America, and the Talloires International Network.

CCBL Director, Maria Avila, was selected for a Fulbright Specialists grant, as a visiting scholar in the area of Civic Engagement, at the National University of Ireland, Maynooth (NUIM) from October 25th through December 20th. Maria will be giving workshops and individual and group consultation for faculty, administrators and community and business leaders at NUIM and other academic institutions in Northern Ireland and the Republic of Ireland.

CCBL’s model of civic engagement was published by the Journal of Higher Education Outreach and Engagement, Vol. 14 No. 2, in June 2010, Community Organizing Practices in Academia: A Model, and Stories of Partnerships. Alan Knoerr, Celestina Castillo, and (a community partner) Nik Orlando from Partnerships to Uplift Communities contributed their stories of their role in this model.

CBL CLASSES FALL ‘10

AMERICAN STUDIES
AMSTD 295: Black Literary Activism and the Archive (P. Gabrielle Foreman)

BIOLOGY
BIO 110: Organisms on Earth (Elizabeth Braker)

CULTURAL STUDIES PROGRAM
CSP 4: Science and You (Andrew Udit)
CSP 5: Science of Wellbeing (Carmel Levitan)
CSP 19: Gender, Race, and Gay Rights in the Obama Era (Ron Buckmire)
CSP 21: Community and Communities in Los Angeles (Regina Freer)
CSP 23: Los Angeles: From Pueblo to World City (Jan Lin)

ECONOMICS
ECON 328: Economics of Race and Gender (Mary J. Lopez)

EDUCATION
EDU 140: Community Literacy (Desiree Zamorano)
EDU 390: Ethnicity of Race, Gender, and Schooling (Mary Christianakis)
EDU 412: Literacy and Language for Culturally Diverse Schools (Mary Christianakis)

HISTORY
HIST 277: Cross-Cultural Perspectives on Women and Community Health (Sharla Fett)

MATHEMATICS
MATH 201: Math, Education, and Access to Power (Alan P. Knoerr)

POLITICAL SCIENCE
POLS 101: American Politics and Public Policy (Thalia Gonzalez)
POLS 244: Constitutional Law (Thalia Gonzalez)
POLS 246: Civil Rights and Civil Liberties (Thalia Gonzalez)

PSYCHOLOGY
PSYC 340: Organizational Psychology (Brian Kim)

THEATER
THEA 260: Children’s Theater, 3rd Grade (James K. Angel)

KINESIOLOGY
KINE 295/395: Directed Research (Marcella A. Raney)

URBAN & ENVIRONMENTAL POLICY
UEP 101: Environment and Society (Susan B. Steckler, Gregory Morrow)
UEP 205: Urban History (Jeremiah Axelrod)
UEP 246: Environmental Problem-Solving I (Mark A. Vallianatos)
UEP 304: Community-Based Research Methods: Urban & Environmental Projects (Gregory Morrow)
UEP 305: Public Health: Community and Environment (Jane Steinberg)
UEP 310/311: Community Organizing and Leadership/Community Internship (Peter Dreier)
UEP 410: Senior Seminar: Controversies in Policy and Politics (Robert Gottlieb)
George Sanchez (left), John Rogers (center) and Maria Brenes (right) shared their community based research practices with Occidental’s community partners, faculty, and students.

On October 21st, the CCBL hosted a panel presentation on community based research for faculty and community partners. The panelists were George Sanchez, a Professor of American Studies & Ethnicity at USC and Director of College Diversity, Maria Brenes, the Executive Director for InnerCity Struggle, and John Rogers, an Associate Professor in UCLA’s Graduate School of Education and the Director of UCLA’s Institute for Democracy, Education and Access (IDEA).

The panelists shared their experiences on how they created deep and long-term partnerships rooted in Los Angeles communities, ignited and sustained by community-based research practices. Dr. Sanchez shared a research process which resulted in the formation of a Boyle Heights and neighborhood asset map; Oxy students observed a video-based community asset map; Oxy music students observed music instruction at Yorkdale elementary school and made presentations to 2-5th grade students on college life and how to prepare for college. Since 2006, Oxy Math 201 – Math Education and Action to Power - students have worked in algebra classrooms at Franklin HS. Highlights of this partnership include Math Mania Monday and Math Mania Martes-school wide math events reaching over 1200 Franklin and 800 Burbank Middle School students respectively.

The NESG has engaged in meetings with Occidental’s past and current presidents since 2002, as well as with elected officials and high-level administrators in the Los Angeles Unified School District. An important element of NESG is ongoing political education for its members. Most members of NESG have attended community organizing trainings held by the Industrial Area Foundation (IAF), a national community organizing group. Most of NESG’s institutional members are also a part of One LA, the IAF’s local organizing affiliate. This gives the group ongoing access to all aspects of community organizing training, and to an organization that has the power and resources to make an impact locally, regionally, and nationally. The aim is to create an entity with enough power to partner with Occidental and other institutions, on an equal and reciprocal basis in order to jointly create long-term change. This type of partnership is also intended to provide deeper educational experiences for students in CBL classes.