Civic Engagement Gallery Walk

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

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

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

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

- **Focus on Community**
  - Planning meeting in advances of a training with community partners and faculty, They both drive the agenda: helping each other in political reform, joint grants, long term c-b research, focus on capacity building and advocacy
Keep community at the table from the beginning: changing our view of our community partners (acknowledge skills and knowledge), From obstacle to asset

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

Part II
The second part of the conversation, participants were asked to complete the statement: 

*It would be easier to work towards a civically engaged campus, if ……*

- Working with Influential Leaders
  - The provost retired
  - All the presidents attend Campus Compact Meeting or WRCCC, or ADP
  - If other Academic and Administration offices are more civically minded
  - If Academic Senate had more of a role inviting them in the conversation (integrating role of RTP)
  - Finding a champions (outside service learning), developing allies

- Infrastructure Issues
  - If we are not expected to take on all of the work load
  - If we remember that the action comes from sustained conversation over time; and inspire others once we are gone
  - This were not a one-person show facing multiple expectations
  - The resources were there (time especially)
  - More support at all levels (CO to students to presidents and back)
  - Orientations for new staff/directors
  - We had more time and money to get people together for the conversation
  - Coordination and integration programs and offices on a given campus
  - If we didn’t have to worry about risk management
  - More resources to have these conversations with students, campus and community, compensating people to come to the table, tolls for facilitating the conversations
  - Integrity of a CSU campus –not the “Flavor of the month” and dictated by latest grant money

- Visioning
  - If campuses become clearer about what “we” want to do (i.e. Academic Affairs VS Student Affairs)
  - If we view our campus as integral part of our community
  - Vision statement has “GRADS” will be civically engaged
o We all realized election day was not the goal itself
o Sustainable-civic engagement is more appropriate goal
o How to not diffuse service-learning work while pursuing civic engagement?

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

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

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