



Civic Learning & Engagement

“Where Passion Meets Action”



Civic learning and engagement

Civic engagement is about working to make a difference in the civic life of communities and developing the combination of knowledge, skills, values, and motivation to make that difference. Civic engagement is to promote the quality of life in any given community through both political and non-political processes

Co-Creating Community

Civic Learning & Engagement at Fort Hays State University is proud to announce the launch of the Co-Creating Community initiative, which supports the successful completion of probation requirements and/or the reintegration of previously incarcerated individuals into our local and regional communities in order to enhance their lives and make communities safer, healthier, and more productive.

Carnegie Foundation Elective Classifications

The mission of the Carnegie Foundation is to catalyze transformational change in education so that every student has the opportunity to live a healthy, dignified, and fulfilling life.

A key component of the Strategic Plan is to pursue the following Carnegie Foundation Elective Classifications:

1. Leadership for Public Purpose is a way for Colleges and Universities in the US to gain recognition for institutionalizing the development of leadership abilities in all institutional stakeholders and the understanding of leadership as a public good (Application Cycle 2024).
2. Community Engagement is a way for Colleges and Universities in the US to gain recognition for institutionalizing community engagement (Application Cycle 2026).

Newsletter Highlights

Civic learning and engagement

Mini-conference community engagement in teaching, research, and service

Anti-Racist Community Engagement Principles and Practices

Institutional Memberships and Opportunities

Exploring Educational Horizons: A Journey with Betsy Crawford

Student Spotlight



FORT HAYS STATE UNIVERSITY
CIVIC LEARNING AND ENGAGEMENT



MINI CONFERENCE ON COMMUNITY ENGAGED TEACHING, RESEARCH, AND SERVICE

Fort Hays State University hosted a mini-conference focusing on community engagement in teaching, research, and service on October 5th and 6th. The event featured esteemed guest expert facilitator, Dr. John Reiff, a pioneer in civic engagement and the director of Civic Learning And engagement at the Massachusetts Department of Higher Education.

FHSU Civic investment Plan (2014)

FHSU Civic Investment Plan (2014) outlines key strategies to enhance Fort Hays State University community engagement.

1. Engaged Scholar Development: Encouraging faculty to lead by example in incorporating civic engagement into teaching, research, and service.
2. Academic Focus on Civic Learning: Integrating civic literacy and inquiry throughout various academic divisions, making it a fundamental aspect of education.
3. Institutional Priority: Declaring and demonstrating a steadfast commitment to civic learning and engagement, emphasizing its importance at FHSU.

7. Community Partnerships: Nurturing reciprocal relationships with local, state, and global communities, recognizing their significance in civic engagement efforts.

6. Citizenship Framework: Providing a framework that fosters civic knowledge, skills, values, and collective action outcomes to shape students into responsible citizens.

7. Campus Culture Model: Involving students, faculty, and staff in institutional decision-making, setting an example of civility and engagement within the campus community.

8. Diverse Student Engagement: Ensuring that all students, including international and virtual students, have ample opportunities for civic learning and engagement, promoting inclusivity and diversity.

These elements are central to FHSU's ongoing efforts to enrich the academic experience and cultivate active and engaged citizens within our diverse student body and beyond.



A Message from the Panel

The panel discussion delved into the essence of the "3 C's" – Campus, Community, and Collaboration, central to the university's strategic planning process. A pivotal moment arose when the panel, a group of passionate and dedicated individuals, was asked about their proudest achievements in terms of community engagement, community service, activism, and advocacy. Their collective response centered on the growth of the community, which instilled tremendous hope for the future. The overarching mission was to ensure that every voice finds expression, promoting inclusivity.

When inquired about their aspirations from the university, the panel resonated with the desire for increased attention and care for minority groups. They emphasized the need for providing safe spaces for the articulation of frustrations and the removal of barriers, fostering a supportive community for marginalized voices. This insightful panel discussion underscores the commitment of our community to fostering inclusivity and meaningful engagement, aligning with the university's strategic vision.



Community engagement in higher education involves active participation by faculty, staff, and students in activities that benefit the public.

THERE ARE FOUR KEY DEFINITIONS WITHIN THIS FRAMEWORK:

1. **Community-Engaged Teaching (Service-Learning):** Places students in projects or placements designed through collaborations between faculty members or staff and members of community organizations, leading to action outcomes desired by the community and student learning outcomes or development goals built into the course or project.

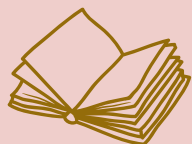
2. **Community-Engaged Research:** Faculty, staff, and students work alongside community organizations to jointly plan and execute research projects. These projects aim to produce knowledge that is immediately beneficial to the community and contributes to the university's academic research efforts.

3. **Community-Engaged Service:** This component involves faculty, staff, and students collaborating with community organizations to achieve outcomes that align with the community's goals. For faculty and staff, this work is directly related to their professional roles at the university, drawing upon their expertise. For students, the work is designed to contribute to their personal, educational, and career development.

4. **Service:** Nadinne Cruz, former director of the Haas Center for Public Service at Stanford University, defines service as the establishment and sustenance of fair and equitable relationships.

The Five Principles of Service-Learning and Community Engagement

1. Preparation
2. Action Beyond the Campus
—the engagement or service that students do
3. Reflection
—looking creatively and critically at the experience to extract what it has to teach.
4. Evaluation
—both formative and summative.
5. Celebration
—acknowledging what was accomplished by all the stakeholders.



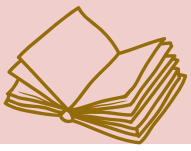
Anti-Racist Community Engagement Principles and Practices



We are excited to introduce *Anti-Racist Community Engagement: Principles and Practices*, edited by Christina Santana, Roopika Risam, Aldo Garcia-Guevara, Joseph Krupcznski, Cynthia Lynch, John Reiff, Cindy Vincent, Elaine Ward, with a foreword by Timothy K. Eatman. This thought-provoking book presents a groundbreaking perspective on community engagement, setting the stage for a transformation in higher education and beyond.

About the book:

The book commences with a set of four foundational principles for anti-racist community engagement, laying the groundwork for meaningful and impactful initiatives. It goes on to illustrate how these principles are put into practice by a diverse range of students, community members, staff, and faculty. Each chapter offers a unique "case" study, highlighting the specific anti-racist community engagement "practices" employed in response to real-world challenges. Importantly, these case studies extend beyond individual acts, drawing vital "connections" to broader processes of curricular reform, pedagogical innovation, institutional change, and community transformation.



Anti-Racist Community Engagement Principles and Practices



Why It Matters:

Anti-Racist Community Engagement challenges conventional higher education-centric approaches and rejects the outdated "white savior" paradigm of community-engaged teaching, research, and practice. It is a rallying cry for those committed to centering anti-racist values and driving meaningful, lasting change in community engagement efforts

To delve into this pivotal work and explore the multitude of voices shaping this collection, we invite you to visit the Civic Learning Department in Rarick Hall 119. *Anti-Racist Community Engagement: Principles and Practices* is more than a book; it's a call to action, and we're excited to embark on this journey with you. If you have any questions or would like more information, please don't hesitate to email us at cle@fhsu.edu.



Institutional Memberships and Opportunities

Unlocking a world of possibilities for community and civic engagement, our department proudly collaborates with esteemed institutions and organizations, providing you with access to a treasure trove of resources, workshops, and webinars.



American Association of Colleges and Universities (AAC&U)

Institutional Membership: The CLE department is a proud member of AAC&U, a global membership organization dedicated to advancing the democratic purposes of higher education by promoting equity, innovation, and excellence in liberal education.

By being a member of AAC&U, the CLE department gains access to a wealth of resources, workshops, and webinars that promote equitable and innovative higher education. These opportunities can be beneficial for faculty, staff, and students involved in community and civic engagement.



American Association of State Colleges and Universities

CLE is also a part of AASCU, which represents 350 state colleges and universities united by their commitment to expand student access, success, and opportunity.

AASCU membership provides access to resources and opportunities aimed at enhancing student success and expanding educational access. This can be particularly relevant to those involved in community and civic engagement within the department.



Campus Compact

Campus Compact offers events, programs, opportunities, and resources designed to support senior leaders, faculty, staff, and students in building the knowledge and skills required for effective community and civic engagement.

County Health Rankings & Roadmaps

CHR&R, a program of the University of Wisconsin Population Health Institute, provides valuable data and resources related to community health and well-being. These resources can be useful for those involved in public health and community engagement.



International Association for Research on Service Learning and Community Engagement (IARSLCE)

IARSLCE is the primary international organization focused on cultivating, encouraging, and presenting research across all engagement forms and educational levels. It promotes high-quality transdisciplinary research and capacity-building in community engagement.

Exploring Educational Horizons: A Journey with Betsy Crawford

In a recent interview with Betsy Crawford, a dedicated faculty member of the Department of Teacher Education, we uncovered the enriching experiential learning opportunities she has orchestrated for students in summer 2023. Crawford's vision, as she shared, encompasses a distinctive project aimed at preparing future educators for the dynamic world of teaching.

Costa Rican Cultural Exploration:

The experiential learning adventure transported students to the vibrant culture of Costa Rica. This immersive journey included traditional dance and a sumptuous meal. What sets this endeavor apart is that students were financially guided, the department, through its Experiential Learning Grant, facilitated the experience.



When asked about the impact of this initiative on the students, Crawford emphasized the overwhelming excitement that the Costa Rica trip generated. It turned out to be an unforgettable evening, beginning in the late afternoon with a scenic city drive.

The evening's venue, perched atop a hill, offered a breathtaking view of San Jose at night, enhanced by gentle rain. Students were treated to a delectable buffet of traditional Costa Rican cuisine, enabling them to choose their favorite dishes.

The culinary adventure was paired with musical accompaniment, and after dinner, students had the privilege of witnessing traditional Costa Rican dances. Performers not only entertained but also explained the cultural significance of the props they used. Even more exciting, the students were invited to join in the dance, fostering a deeper appreciation of cultural diversity. For the students, this experience marked not only an enjoyable adventure but also an opportunity to broaden their horizons, fostering empathy and understanding in a world where language barriers can be significant.



In response to inquiries about the sponsorship of these trips, Crawford mentioned that the Department of Teacher Education has been actively supporting these endeavors. Their commitment is further demonstrated by the ongoing planning for the 2024 trip. The decision to venture to Costa Rica, Crawford explained, is not exclusive to language programs but is open to students from various disciplines. The two-week journey is a chance to immerse in the culture and traditions of Costa Rica.

Interestingly, this opportunity also extends to students who haven't had much travel experience, some of whom were taking their first plane ride or obtaining their first passport.



The intention behind this is to allow students to explore the incredible world of travel and interaction despite language barriers. Given that these students are future educators, Crawford highlighted the importance of understanding what it's like for students who may not speak English. Experiencing such barriers firsthand is invaluable.

The inclusion of a traditional dinner and dance in Costa Rica serves to foster an appreciation for diverse cultures, even if students don't enjoy every local dish. Students were introduced to new and unfamiliar flavors, with the added bonus of hosts explaining the dishes' cultural significance. In preparation, students are advised to learn some Spanish, recognizing the importance of effective communication in an unfamiliar environment.

Moreover, students from various academic disciplines are welcome to partake in these cultural exchanges, emphasizing inclusivity. To join, all that's required is Fort Hays State University affiliation. The department offers guidance on budgeting and signing up for programs, including the Costa Rican Language Academy. Typically, students contribute around \$2,500, which covers accommodation with host families, eschewing traditional hotel stays.

For those eager to embark on this enlightening journey, the department is gearing up to release information about the next trip in the coming days. International students are also encouraged to participate, provided they meet the university's guidelines and policies.

In summation, Betsy Crawford's interview showcases the unwavering dedication of the Department of Teacher Education to provide unique and transformative educational experiences.

These experiences, blending cultural immersion, language exploration, and empathy-building, exemplify the department's commitment to holistic education and



the preparation of students for a diverse and interconnected world that they will one day shape as educators.

Stay tuned for more information about other journeys and the opportunities offered to all Fort Hays State University students.

Student Spotlight



- Unveiling the Costa Rican Adventure with Myranda Berner

We shine the spotlight on Myranda Berner, one of our adventurous students who recently embarked on a life-changing journey to Costa Rica

Memorable Cultural Experiences:

In response to our question about memorable cultural experiences, Myranda shared, "One of the most unforgettable moments in Costa Rica was the opportunity to live with a host family. It was an amazing experience, connecting with people from around the world who shared the same roof. We've become lifelong friends, staying in touch with friends from Germany, Virginia, and California."

Discovering Traditions and Customs:

When asked about traditions and customs, Myranda revealed, "One tradition that took me by surprise was the traffic in Costa Rica. Street laws don't quite apply the same way as they do back home. Stop signs are more of a suggestion, and the highways seem like a free-for-all. Additionally, the rule about driving on specific days left a lasting impression."

Impact on Personal Growth:

"This journey has been transformative for me," Myranda said. "Navigating a foreign country where my language isn't widely spoken taught me self-sufficiency and independence. I've learned to travel alone and rely on myself."

Message for Fort Hays State University:

In a heartfelt message to FHSU, Myranda expressed her gratitude, saying, "I can't thank Fort Hays State University enough for this incredible experience. It opened my eyes to the world and helped me understand the challenges ELL (English Language Learner) students may face in my classroom. My parents' unwavering support made this journey possible. I can't wait to go back next summer, and I'll never take AC or hot water for granted again."

Realizing Our Blessings:

Myranda concluded with a reflection, "This journey made me appreciate the little things we often overlook at home, like hot water, air conditioning, and reliable internet."


In the spirit of embracing new experiences and cherishing the diversity of the world, Myranda's adventure serves as an inspiring reminder of the importance of travel and the beauty of finding joy in the small luxuries of home




CONTACT INFORMATION

For any inquiries, information, or assistance, please feel free to reach out to the Civic Learning & Engagement Administrative Team

 cle@fhsu.edu


 Rarick Hall 119

 [Civic Learning & Engagement](#)

Newsletter Credits

Tayyabunnisa Tahera

Graduate Assistant for Civic Learning and Engagement Department

 t_tahera.se@fhsu.edu