Over the past 6+ years of working at Carleton, I’ve been energized by the rapid growth trajectory at the Center for Community and Civic Engagement (CCCE). Within one year of joining what was first known as ACT, the College formed the CCCE to create a more fluid transition between co-curricular and curricular programming. As the Program Director for Civic Engagement Pathways, I’ve seen our office expand its volunteer programming and academic civic engagement projects, while also adding a summer fellowships program which allows us to work on issues year-round.

Most importantly, however, we’ve cultivated relationships with members of our community, providing new ways for students and community members to learn from one another. Through our office, students find opportunities to engage with real world complexity, recognize different forms of knowledge, and nurture a lifelong commitment to civic engagement. I can speak to this, because I’ve continued to learn and relearn these lessons throughout my time at the CCCE.

Collaborating with all of you to create meaningful social change has continually inspired and renewed me, which makes sharing this news difficult. I recently accepted a position at Oregon State University-Cascades in Bend. The decision to leave Carleton was difficult. I love my work and feel so fortunate to have learned from so many amazing colleagues, community partners, and students. Yet, the pull West where my children have settled is a greater call. I only hope that my new colleagues at OSU-Cascades won’t get annoyed with the many stories I will surely tell of my time at Carleton.

I want to thank all of the students, staff, faculty, and community partners who’ve made my time here so enjoyable. I am confident that the work we began together will live on.

Keep in touch!

KELLY SCHEUERMAN
PROGRAM DIRECTOR FOR CIVIC ENGAGEMENT PATHWAYS

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Several Carleton alumni now partner with the CCCE in the Northfield community as employees of nonprofit organizations. Alumni engagement in the Northfield community is broad with alumni working in community education, college access, public health, and more. Teddy Gelderman ’11, has been partnering with the Northfield High School since he graduated from Carleton.

Teddy’s civic engagement pathway began with a study abroad program in Ecuador, where he started thinking critically about reciprocity, responsible tourism, and supporting grassroots organizations. Upon returning to Carleton, he looked for ways to continue this work and began tutoring and participating in Habitat for Humanity trips through the CCCE.

Teddy’s first job after college was a Northfield AmeriCorps position facilitating a collaboration between Carleton and Northfield High School that allowed high school TORCH students to take online community college classes and earn free college credit. Teddy now works for TORCH and is actively involved in creating community-wide opportunities for educational and post-high school support.

Teddy helps “guide students as they transition into adulthood.” The most rewarding part of his work is building relationships with students, he explains. In the years he’s spent with TORCH, he’s enjoyed watching “students learn and grow.”

For current students interested in pursuing pathways in community engagement or nonprofits, Teddy stresses the importance of consistency and dedication.

Visit our website to learn more about Carleton alumni who are partners in the community! 

PATHWAYS
CARLETON ALUMNI WORKING AS COMMUNITY PARTNERS

“There’s a lot of emphasis on trying different things, which is important. But the value of working in a non-profit, with communities or with young people, is more about the long-term commitment and consistency.”

Teddy Gelderman ’11
NORTHFIELD HIGH SCHOOL TORCH COORDINATOR

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"Since ACT started in 1985 with 250 student volunteers, our office has grown in both capacity and involvement. We’re proud that today nearly half the student body engages with their community through the CCCE. For us, this demonstrates that community engagement is a core value of Carleton."

LAURA RIEHLE-MERRILL
DIRECTOR FOR COMMUNITY ENGAGEMENT AND STUDENT LEADERSHIP
ACE STUDENTS TEACH PHILOSOPHY THROUGH CHILDREN’S LITERATURE

Last spring, ten Carleton students learned how to teach philosophy through children’s literature in Associate Professor Daniel Groll’s course, Philosophy of Education and Philosophy in Education. Groll’s students thought critically about approaches to teaching philosophy, developed original lesson plans, and implemented them in a first grade class at Greenvale Park Elementary School.

Philosophical discussions ranged from lessons in ethics using Shel Silverstein’s The Giving Tree, to the philosophy of mind and epistemology in Frank Asch’s Milk and Cookies. Carleton student Alex Chang ‘16 found the class inspiring. 

“The questions in our philosophy classes were questions kids already ask,” explained Alex. “We saw kids becoming empowered to speak their minds, because the topics we were discussing didn’t have right or wrong answers.”

Professor Groll and philosophy majors Alex Chang ‘16 and David Racine ‘16 saw potential to build on the successes of the ACE course. With the help of the CCCE, they’ve decided to expand the program to 4th and 5th graders at Greenvale Park Elementary School’s after-school PLUS program starting this Winter.

“We hope this program will help empower kids to think creatively about complex problems,” explained Alex. “Our education system is increasingly based on results and the more time a child spends in school, the less questions they ask.” Alex and David are excited to help kids ask big questions through leading weekly philosophy sessions at PLUS. Providing the infrastructure to help students engage with community partners and explore their passions beyond the Carleton classroom is core to the CCCE’s mission.

COMMUNITY

EMPTY BOWLS

This year marked the 11th annual Empty Bowls fundraiser at Carleton College, an event which brings the community together to enjoy soup, ceramics, and help end hunger. On Friday May 13th, Carleton students, staff, faculty, and Northfield community members gathered in the Great Hall to support the Northfield Community Action Center’s food shelf.

Attendees chose a bowl hand-crafted by Carleton students and filled it with homemade soups and bread. Last year, over 600 bowls were made for the event through Carleton’s Studio Art Department.

“I love the personal aspect of the event,” said Heidi Eyestone, Curator of the Visual Resources Collection in the Carleton Art Department, explaining why she loves watching people choose their unique bowl.

Last year, 26 student groups made soups for the event. Harrison Reeder ‘15, last year’s Hot Karls’ frisbee team captain, made a soup, his first time volunteering for the event.

“I bought at least one bowl every year since freshman year and I have about 6 bowls from the event,” Harrison explained.

For Natalie Jacobson ‘18, the event is important because it “brings together lots of different groups in the community.” She got involved last year with the student organization Students Organized for the Protection of the Environment (SOPE). “What makes it different from a lot of other events is that people put a lot of love into the things they create,” she explained.

Heidi Eyestone also appreciates that the event makes connections between groups in the community.

“Heidi Eyestone, Carleton Art Department

“Empty Bowls is part of a national movement that is celebrating 25 years.”

COMMUNITY-BASED WORK STUDY PROGRAM

Getting Involved

Hannah Nayowith ’16, CCCE Education Fellow

Empty Bowls, continued from previous page

Being assigned to community-based work study freshman year made me realize that engaging in the local community was something I really valued,” explained Hannah Nayowith ’16. Nayowith is one of about 36 students at Carleton who participates in a community-based Federal Work-Study (FWS) program. The FWS program encourages “students receiving Federal student financial assistance to participate in community service activities that will . . . engender in the students a sense of social responsibility.”

All institutions that participate in the Federal Work Study are required to spend at least 7% of their annual FWS allocation on community service jobs. These jobs can be identified through collaborations with local nonprofit, governmental, and community-based organizations, and they must be designed to improve quality of life, particularly for low-income community members.

Last year, Carleton more than doubled the 7% mandate with 15.52% of work-study being community-based.

Julie Bubser, Community-Based Work Study Coordinator, explained how involvement has steadily increased as the role of the Center for Community and Civic Engagement (CCCE) has become more prominent on campus.”The program is getting noticed more by students . . . [They’ve started coming] to me,” she explained.

Bubser enjoys encouraging students to reflect on their experience. “We’re intentional about doing reflection with students to see if they are aware of not only how their work is making an impact on the organization, but also on themselves,” Bubser explained.
If you are interested in supporting the work that we do in the CCCE, please contact the Development Office directly at 507-222-4200.