Civic Engagement through Service-Learning at CSU Monterey Bay: Educating Multi-cultural Community Builders

Seth Pollack and Pamela Motoike

Abstract

Founded in 1995 and envisioned as a university that would prepare graduates to be active, engaged citizens, California State University Monterey Bay (CSUMB) developed a distinctive approach to civic engagement. Guided by an ambitious Vision Statement, CSUMB actualizes its civic engagement goals through an academic plan that mandates service-learning twice in a student's career, academic department status for the Service Learning Institute, and the infusion of civic learning outcomes throughout the curriculum.

Developing students' capacity to become engaged members of a diverse, interdependent 21st century society is the explicit purpose of California State University Monterey Bay (CSUMB), a public institution just ten years in the making. In very deliberate plans to develop the civic engagement skills of its students, the founders integrated civic learning, civic responsibility, and service-learning into its academic program, from the ground up. The Campus Compact Indicators of Engagement, developed to assess the civic engagement of universities, offer a means to describe how this campus actualizes its goal of developing multicultural community builders. Particularly relevant to the CSU Monterey Bay academic program, are the indicators related to curriculum and pedagogy.

The Vision Statement

The commitment to students' multi-cultural civic engagement has its root in the CSUMB Vision Statement. Written in 1994 at the campus' creation, the Vision Statement has served as the touchstone for all academic program development (California State University Monterey Bay 1994) and lays the groundwork for CSUMB's curricular and pedagogical commitment to civic engagement.

The Vision Statement emphasizes that diversity and social justice will be at the core of the university's purposes: "…the campus will be distinctive in serving the diverse people of California, especially the working class and historically under-educated and low-income populations." It also lays an experience-based pedagogical foundation for

civic learning, by emphasizing that: "…the education programs at CSUMB will integrate work and learning, service and reflection." Finally, the Vision Statement identifies civic competence as one of the fundamental goals of a CSUMB education: "Our graduates will have an understanding of interdependence and global competence, distinctive technical and educational skills, the experience and abilities to contribute to California's high quality work force, the critical thinking abilities to be productive citizens, and the social responsibility and skills to be community builders" (emphasis added).

While such lofty statements are commonly found in the halls of higher education, CSUMB has transformed these aspirations into concrete curricular and pedagogical strategies. The goal of civic engagement informs the structure of its academic program, the centrality of service-learning, and the learning outcomes of its courses in the general education program as well as in the majors.

Overview of CSUMB's Academic Program

The academic program at CSUMB has been carefully constructed to develop skilled, socially-conscious community members. From the first year to the senior year, CSUMB students are asked to develop their understanding of their identities, their chosen field of specialty, and their role in communities. It begins with a required First-Year Seminar, a 4-unit course during which students study the Vision Statement, explore diversity and multiculturalism, and develop their own academic plan. In the lower division years, students meet their general education requirements by fulfilling thirteen University Learning Requirements, of which Community Participation is one. This unique Community Participation course is a 4-unit course in which students fulfill a 30-hour community service placement while examining issues of diversity, identity and service in the context of structural inequality. Once students have declared a major, they are required to take at least one service-learning course within their major. In the senior year, all CSUMB students are required to complete a capstone project for graduation. Some choose to do a service-learning related capstone, in which their community participation skills, their analytical skills, and their discipline expertise are brought to bear on a local community issue in collaboration with a local community organization.

The Service-Learning Requirement

All CSUMB undergraduate students are required to complete two service-learning courses: an introductory, lower division course to meet the general education requirement in Community Participation; and an upper division course to meet their major's service-learning requirement. As a result, service learning courses are taught by every department on campus. Students have multiple opportunities to be involved in community work as part of their academic program. Each academic year, 50% of CSUMB students are enrolled in service-learning courses, contributing tens of thousands of hours of service to over 200 local schools, government agencies and

non-profit organizations. Thus, service-learning is integrated into both the general education program and into the requirements of each undergraduate major. The requirement of two service-learning courses makes CSUMB unique among public universities. Adding to this distinction is that the lower division requirement, the Community Participation University Learning Requirement, is a four-unit course that explicitly examines issues of civic responsibility, social justice, multiple identities, and service.

CSUMB's Service-Learning Program: A New Perspective on Disciplines, Departments and Interdisciplinary Work

Implementing such a broad vision for the integration of civic engagement throughout the curriculum has required CSUMB to reinterpret "civic engagement" as it relates to the traditional concepts of "disciplines," "departments," and "interdisciplinary work." At CSUMB, service-learning is more than just a pedagogy or approach to teaching. It is also a knowledge-base that examines the complex intersection of issues of justice, compassion, diversity and social responsibility with the technical, conceptual and theoretical world of the academic disciplines (Service Learning Institute 1999). This fundamental re-conceptualization has required a new organizational framework, one that places service-learning squarely in the academic main tent as a full partner in the development and implementation of CSUMB's academic program. Viewing service-learning as a knowledge-base and not just a pedagogical strategy has helped to make civic-learning a core element of the academic program and ensure that community-based learning opportunities are found across the entire curriculum. CSUMB's innovative service-learning program can be distinguished by the following three characteristics: (1) the Service Learning Institute is organized as an academic department; (2) service- learning is inextricably linked to issues of diversity and social justice; and (3) all service- learning courses teach to explicit civic-learning outcomes.

Service-Learning Institute is an Academic Department

CSUMB has made the cultivation of students' social, civic and moral learning a core focus of its academic program (Colby et al. 2003), and the Service Learning Institute serves as the academic home for this dimension of student learning. Though it does not currently offer an undergraduate major, the Service Learning Institute is organized as an academic department and is a legitimate member of the academic community, participating in all aspects of academic program planning and implementation. Having an organizational structure that makes the Service Learning Institute a full-voiced member of the academic community has given visibility and legitimacy to CSUMB's civic engagement mission and has greatly facilitated the integration of civic engagement across the curriculum. At CSU Monterey Bay, social, civic and moral

learning is recognized as a legitimate field of study for university students and is a respected, legitimate component of the academic program.

The Service Learning Institute has one tenured and two tenure track faculty members and is responsible for teaching the lower division courses that meet the general education requirement in "Community Participation." The Institute also offers upper division courses in "Service Learning Pedagogy," and "Service and Social Justice." These upper division courses form the core of the minor in "Service Learning Leadership," a unique combination of coursework in experience-based pedagogy and theoretical knowledge about service, social justice and social change. In addition to delivering these courses, the Service Learning Institute provides essential support for the service-learning courses that are taught by each undergraduate major. In fact, 75% of the service-learning each semester takes place through 30 different major-based service-learning courses. The support provided by the Service Learning Institute includes: community partnership development, faculty development, curriculum development, student teaching assistants, risk management support, and overall program tracking and evaluation.

Focus on Issues of Diversity and Social Justice

Diversity and multiculturalism underlie all aspects of the CSUMB academic program, and deeply inform our approach to service learning (Rice and Pollack 2000). CSUMB students reflect the diversity of the region, with 42% of students identifying as people of color, 47% identifying as first-generation college, and 32% identifying as low income (California State University Monterey Bay 2005). Many students come from the marginalized communities in the region, the very communities with which CSUMB's service-learning program has built strong partnerships and which receive the support of hundreds of CSUMB service-learning students each semester. Though their journeys are very different, CSUMB students (privileged and marginalized alike) work in the local communities, examine community issues, and develop a deeper sense of their own potential role in addressing complex social problems.

While providing service to address community-identified needs, CSUMB service-learning students examine the deeply-rooted issues of systemic injustice (racism, classism, sexism, hetero-sexism and homophobia, etc.) that underlie many of our society's complex social problems. Students examine their social group identities, and how their own privileged or marginalized statuses contribute to and inform their participation in the community. This focus on diversity and social justice emphasizes that service is never neutral and that power relations must always be taken into consideration in the context of service. It emphasizes the development of students' self-awareness as well as their knowledge of how the deep structures of social inequities operate. Finally, it encourages students to reflect on their own role in reinforcing or undermining this system of structural inequities. Thus, CSUMB undergraduates have the opportunity to examine their own history, identities, and

connection to community issues, as they develop a more informed perspective on their potential future capacity to contribute to the creation of more just and equitable multicultural communities.

Outcomes-Based Approach to Civic Learning

CSUMB's approach to civic-learning is strengthened by the university's commitment to outcomes-based education. Both the general education program (University Learning Requirements-ULRs) and the graduation requirements for each major (Major Learning Outcomes-MLOs) have been developed following an outcomes-based framework, specifying the knowledge, skills and attitudes that students are expected to acquire. Course syllabi are required to include explicit learning outcomes and to clarify which ULRs or MLOs the course is designed to address. This outcomes-based educational framework enables faculty to translate CSUMB's broad goals for students' civic-learning into explicit learning outcomes in general education courses, in the majors, and in each service-learning course.

Table 1 shows civic engagement-related outcomes from five of the 13 University Learning Requirements that make up the general education program. These representative learning outcomes illustrate the expectation that lower division students develop abilities to understand their own values, examine their perspectives on political participation, contribute respectfully to a community, understand complexities of culture and difference, and analyze complex social problems, among other civic-learning outcomes.

Table 1

Learning outcomes relevant to civic engagement in 5 university learning (general education) requirements

English Communication ULR • Students use empathic and critical thinking skills to analyze why different perspectives exist on a given topic and to evaluate their merits. ***Democratic Participation ULR*** • Students understand and are able to use tools of political action for political projects at the local, state, or national level. • Students reflect on the values and assumptions that inform their political participation. ***Ethics ULR*** • Students identify and analyze real world ethical problems or dilemmas and identify those affected by the dilemma. • Students articulate and acknowledge their own deeply held beliefs and assumptions as part of a conscious value system. • Students consider and use diverse choices, beliefs, and ethical frameworks when making decisions to respond to ethical dilemmas or problems. ***Community Participation ULR*** • Students demonstrate critical self-reflection of one's own assumptions and stereotypes. • Students comprehend their own social and cultural group identities and the relative privilege or marginalization of each. • Students demonstrate intercultural communication skills. • Students demonstrate knowledge of the demographics, socio-cultural dynamics and assets of a specific local community. • Students examine and analyze a community issue in the context of systemic inequities.	• Students enter, participate in, and exit a community in ways that do not reinforce systemic injustice. • Students demonstrate reciprocity and responsiveness in service work with community. ***Culture and Equity ULR*** • Students define and describe the concept of culture using insights from scholarly literatures of culture and compare their own culture with other cultures using their conceptual understanding. • Students analyze and describe the concepts of power relations, equity, and social justice and find examples of each concept in the U.S. society and other societies. • Students analyze historical and contemporary cross-cultural scenarios of discrimination, inequity, and social injustice in the United States and other societies. • Students define and describe various personal and institutional strategies/processes that could create equity and social justice in the United States and other societies. • Each undergraduate major has developed a set of Major Learning Outcomes (MLOs) that provide students with a comprehensive framework of the knowledge, skills and attitudes that they need to develop in order to graduate. While the MLOs are different for each major, all majors are required to include civic engagement as a core component of their MLOs. Students are expected to examine the civic responsibility inherent in their future professional field, whether it is education, journalism, technology, business or social work. Table 2 includes examples of MLOs that explicitly address the civic component of student learning in the undergraduate majors.

Table 2
Major learning outcomes that address civic learning

Earth Systems Science and Policy (MLO 11: Service-Learning)	Business (MLO 10: Ethics and Social Justice)
• Ability to combine disciplinary knowledge and community experiences to share the relevance and importance of science with culturally, linguistically, technologically, and economically diverse populations in the context of issues of social responsibility, justice, diversity and compassion. **Telecommunications, Multimedia and Applied Computing (MLO C6: Social and Ethical Dimensions)** • Understanding of current and future technology and its economic, social, cultural and ethical impacts.	• Ability to develop a set of values and beliefs that incorporate personal and professional ethics and integrity; identify and respond to personal and organizational ethical dilemmas; identify social inequity and take concrete action to promote social justice; promote just, fair, and caring transactions between people and agencies.

Working within the MLO framework from the major, all service-learning courses include learning outcomes that address issues of service, social responsibility and civic learning. In their syllabi, faculty clearly articulate these explicit service and social justice learning outcomes and develop the appropriate learning experiences and assessment strategies to enable students to meet them. As it is articulated through specific learning outcomes, learning about service and social justice is an intentional, explicit and legitimate component of the course. Thus, students from every department on campus are not only working in the community but also are examining some of the difficult questions related to service, diversity and social justice in their field. For example, information technology students are doing more than just wiring classrooms. Working with local non-profits, they are looking at issues related to the "digital divide" and exploring ways in which they themselves can use technology to decrease the "technology gap" and address issues of chronic poverty. Science students are doing more than using the communities as living laboratories. They are examining issues of environmental justice and discovering ways in which science can increase and improve the quality of life of the region's marginalized communities. Museum Studies students are doing more than developing interpretive materials for museums. With their museum partners, they are asking questions about how society determines what objects are "museum-worthy," and how marginalized communities can feel more "at home" in the region's museums.

As the recognized home of service-learning at CSUMB, the Service Learning Institute has the responsibility for supporting faculty in developing the civic learning dimension of their service-learning course, and for developing explicit civic learning outcomes. This is accomplished through curriculum development institutes and workshops as

well as through one-on-one work with faculty. The Service Learning Institute has developed a framework for this outcomes-based approach to service -earning curriculum development and has shared this model widely through regional and national professional conferences (Pollack 2005).

The Overall Goal: Educating Multi-cultural Community Builders

The goal of CSUMB's service learning program is to have all students become multicultural community builders, i.e., "students who have the knowledge, skills and attitudes to work effectively in a diverse society to create more just and equitable workplaces, communities and social institutions" (Service Learning Institute 2003). CSUMB distinguishes multicultural community builders from traditional service providers by their ability to be responsive to immediate needs while also examining and working to address underlying causes of poverty and social marginalization. Furthermore, multicultural community builders are able to listen to, work with, and learn from diverse people and communities. Multi cultural community builders have knowledge and skills in the areas of communication, analysis of social issues, self-awareness, and capacity for action.

Table 3 lists the learning outcomes that CSUMB faculty have identified as fundamental to the concept of the multicultural community builder. These outcomes provide a rich terrain for interdisciplinary learning and collaboration by faculty, as they traditionally have not been seen as core to the academic agenda. Developing our faculty's capacity to effectively facilitate student learning with regard to these highly challenging and contentious civic learning outcomes has been a rewarding component of our faculty development work at CSU Monterey Bay.

Table 3
Multi-cultural community builder learning outcomes

Communication	• Understands root causes of social problems
• Understands and works constructively with conflict	
• Can communicate respectfully and effectively with diverse community members	*Self-Awareness*
	• Is aware of her/his own identities, stereotypes, and assumptions
• Is able to facilitate the participation of traditionally marginalized community members	• Is aware of the impact of systemic inequities on her/his own life and opportunities
Analysis of Social Issues	*Action*
• Analyzes problems from diverse viewpoints	• Organizes and implements efforts that address systemic inequities
• Is knowledgeable of how power dynamics operate within communities	• Interacts responsively with community members (Service Learning Institute 2003).
• Gathers information relevant to historical and current social inequities	

Capstone Projects and Course-Based Community Initiatives

In addition to meeting the service-learning graduation requirement, all CSUMB students are required to complete senior capstone projects, synthesizing diverse aspects of their academic program in a research project or creative effort that is publicly presented to the campus and external community. Guidelines for students wanting to complete a "service learning capstone" were created in 2003 as a component of the Minor in Service Learning Leadership. In essence, a service-learning capstone is completed in partnership with a community organization, is responsive to community-identified needs, and contributes to community capacity. CSUMB's commitment to service-learning capstone projects is growing. Beginning in 2004, seniors were invited to meet community partners and learn about potential service-learning capstone ideas at the "First Annual Capstone Opportunities Fair." In the past two years, a number of inspiring service-learning capstone projects have been completed including:

- A study of the environmental health knowledge of healthcare workers in Monterey County and its relevance to marginalized communities.
- An evaluation of the effectiveness of a tutor training program.
- A study of the impact of murals on East Salinas youth and community.
- Creation and assessment of an experiential field trip-based science curriculum for minority youth.

The Service Learning Institute has also begun a long-term interdisciplinary collaboration with the City of Salinas Redevelopment Agency and the Coalition of Homeless Services Providers to develop a comprehensive plan to revitalize a blighted area of downtown Salinas. The project will include faculty and students from eight of the 13 CSUMB majors (Business, Collaborative Health and Human Services, Earth Systems Science and Policy, Visual and Public Art, Teledramatic Arts & Technology, Music & Performing Arts, Communications Science & Technology, and Social & Behavioral Sciences) along with faculty and student leaders from the Service Learning Institute. This course-based interdisciplinary collaboration is a direct result of the ten years of collaboration with the homeless services providers in downtown Salinas and a growing recognition of the potential of CSUMB to play a role in the neighborhood revitalization process.

Pedagogy and Epistemology for Developing Multi-cultural Community Builders

So, how does CSU Monterey Bay develop multicultural community builders? Civic-learning outcomes are embedded in the curriculum at CSUMB, but our success in helping students reach those outcomes resides in the efficacy of our pedagogical practices. The very personal nature of moral, civic and social learning demands a pedagogy that is experiential, grounded in critical reflection of experiences in the real world, and interpersonal. Our practice in the classroom must allow students to create their own meaning from the complexities of identities, power, privilege, and community.

Early Opportunities for Civically-Engaged Learning

To meet the general education requirement in Community Participation, students take the required sophomore level course, "Introduction to Service in Multi-cultural Communities." This is a unique course with the explicit focus on developing the skills, attitudes, and knowledge for future multicultural community builders. Each section of the course has a theme, or an issue, which is explored in the context of discussions about service and social responsibility. The themes have included women's issues, hunger and homelessness, educational equity, and disease and the environment. Community placements relate to the theme and community partners are encouraged in their roles as co-teachers. The learning outcomes (see Table 1—Community Participation ULR) emphasize the development of the skills necessary for ethical, reciprocal relationships with the community. Faculty and student co-facilitators are trained to teach this course through retreats and workshops, and participate in a weekly learning community, sharing insights and offering support to their colleagues.

Since the emphasis is on experiential learning, faculty use a variety of exercises, demonstrations, and activities to engage discussion and encourage thoughtful reflection of the complexities of community work. These techniques, practices, and assignments have been shared with the larger service-learning community through conferences and workshops (Pollack, Motoike, and Teranishi 2003; Motoike, Pollack, & Shinault, 2005).

Confronting Complex Social Problems

Service-learning courses provide students with the opportunity to make an intimate, personal connection to a complex social problem and examine the assumptions and stereotypes that they have unknowingly held. For example, students in the "Introduction to Service in Multi-cultural Communities—Hunger and Homelessness" course generally enter the course with stereotypes about the homeless and the poor. Through their service in soup kitchens, food banks, and residential communities for formerly homeless persons, they re-examine these stereotypes and begin to raise questions. The direct contact with the diversity of persons experiencing homelessness causes them to question why so many go unsheltered. Students must re-examine their assumptions as they contemplate "solutions" that are based in charity rather than in fundamental structural change. The richness of the community experiences, the immediacy of the personal contacts, and the difficulties of the real social problems are highlighted in these service-learning courses. Through classroom discussions, activities and written assignments, these personal experiences become a central part of the course.

Similar confrontations with deeply-held assumptions and stereotypes about complex social problems take place in the service-learning courses taught by the majors. For example, technology students hear diverse perspectives on immigration from a panel of community activists, officers from the Immigration and Naturalization Services, and immigration lawyers. This is a critical dimension of their learning about the

contentious relationship between our nation's educational priorities and the demands of globalizing the labor force. Students in an environmental justice course collect data on the impact of pesticides on agricultural workers and assist an agency influencing new legislation that protects the rights of agricultural workers. Again, this is part of students' examination of the complex issues associated with our modern, industrial farm economy.

In the general education courses as well as in the major-based service-learning courses, students are asked to confront complex social issues, and to examine their own responsibility for perpetuating, exacerbating, or alleviating those problems.

Integration of Community Knowledge and Expertise

Students gain exposure to community partners in their service-learning sites, but also in the classroom as co-teachers. Community partners visit the classroom, host community visits, and keep the faculty in touch with community events. In trainings and workshops, community partners give guidance to other partners about best strategies for working with service learners. In introductory level service-learning courses, community partners evaluate the students' work. In fact, students cannot pass the course unless they receive satisfactory evaluations from the community supervisor.

In another example of incorporating community knowledge, the Service Learning Institute has sponsored a Community Partner in Residence Program. In 2005, one community partner was selected to educate the campus community on issues of homelessness and community revitalization. In this program, called the Soledad Street Revitalization Project, service learners, community members, homeless people, faculty and staff concentrated their efforts on an area of downtown Salinas known as Chinatown. CSUMB co-hosted a forum to discuss issues of neighborhood revitalization, and more than 100 people converged on the street to clean, paint, plant flowers, and paint a mural. The Community Partner in Residence Program provided the community partner with some monetary compensation for the time and effort it took to collaborate on these projects.

Community partners often work alongside faculty in curriculum development workshops, bringing their knowledge and experience directly into the teaching and learning process. Faculty have found that collaborating with community partners in the development of their courses brings a new perspective to their curriculum, with relevant real-world examples and insights. It also helps the community partner to see the connections between their workplace and the topics that the students are studying in the course. This insight allows the community partner to take advantage of "teachable moments" at the work site, reinforcing or explicating concepts that have been introduced in the course. The students benefit greatly from this curricular collaboration, as both the faculty and community partner serve as co-teachers, bringing valuable information to the student's learning process.

Lastly, each year, the Service Learning Institute awards the Marian Penn Partnership Award. Named after the founding director of the Service Learning Institute, the Penn Partnership Award goes to a faculty and community partner team that best exemplifies the concepts of collaboration, reciprocity, and the integration of community perspectives in the curriculum. This award allows us to acknowledge efforts that truly integrate community perspectives and knowledge as a core component of the curriculum. Recent award winners have included the collaboration between the director of a community program on media literacy and a professor in Human Communication who co-created a service-learning course on the Social Impacts of the Media; and faculty in the Visual and Public Art program and staff of the Monterey History and Art Association for their collaborative work in the creation of a new Museum Studies service-learning course. These partnerships exemplify cases where community knowledge and expertise are valued and linked inextricably to the students' learning process.

Evidence of Effectiveness

What has been the impact of CSUMB's unique service-learning requirement and its explicit focus on diversity and social justice? Evaluation results are encouraging and show that requiring service along with the examination of deep-seated social injustice can have a positive impact on students' attitudes. Over the past four academic years (2001-2005) 4,033 students have completed an end-of-semester evaluation of their service learning course experience (Service Learning Institute 2005). Of these students:

- 89% state they feel more comfortable participating in the community after their class;
- 84% state they were encouraged to think about social justice issues in new ways;
- 90% state they were motivated to listen to perspectives different from their own;
- 80% state that their assumptions were challenged; and,
- 85% state they feel a stronger commitment to being involved in their community.

These data are significant in light of the protests some students raise about "being forced" to take service-learning courses and the concern expressed by some campus administrators about developing required service-learning programs. Indeed, requiring service-learning is seen as a bold, controversial step for a public university. Yet, these data tell us that, at least by their self-report, our students are deriving the benefits that we had imagined from a pedagogy that integrates community engagement with serious study of social issues.

In 2002, CSUMB participated in the National Survey of Student Engagement (NSSE) along with 135,000 randomly selected students at 613 four-year colleges and universities (www.iub.edu/~nsse). The survey was taken by first-year students and seniors, who answered questions related to engagement in their educational experiences. Of interest here are the items in which students rated their educational and personal growth. CSUMB seniors rated themselves significantly higher than the NSSE 2002 national sample on "Understanding people of other racial and ethnic

backgrounds" (p<.001) and "contributing to the welfare of your community."(p<.001). However, there were no differences between CSUMB students, other California State University students, students in similar Carnegie 2001 classification schools, and the NSSE 2002 national sample in "Voting in local, state or national elections" or "solving complex real world problems." These results indicate that the curricular emphasis on diversity, and the engagement in the community does have an impact.

We have yet to study CSUMB graduates over the long-term to find out whether they have or maintain a commitment to community involvement after graduation. Because CSUMB is such a young school, our alumni group is still small. As the years go by and our alumni group grows, we will collect more data about whether our graduates are civically engaged to a greater degree than their counterparts in other universities.

Conclusion

In its first decade of operation, CSUMB has succeeded in making civic engagement a core component of the academic program. Service-learning courses can be found across the entire curriculum. Reinforced by the campus' outcomes-based approach to teaching and learning, all service -earning courses have developed explicit learning outcomes related to service, social justice and civic learning. Students have multiple opportunities to do community-based work, both in the general education curriculum and in their majors. Civic engagement is a component of every undergraduate major, and every CSUMB student must acquire relevant civic engagement knowledge, skills, and attitudes.

At the annual Spotlight on Service, a ceremony held each May to celebrate the accomplishments of our service-learning collaborations with the community, we can witness the rewards of this institutional structure that is infused with civic engagement. One outstanding student from each undergraduate major receives the program's Service Learning Award, and at the ceremony, the award recipients are introduced by their community partners. The partners describe the real, tangible accomplishments that have been made by CSUMB service-learning students: an agency's good work being disseminated in the community through an innovative public service announcement; an agency receiving a wireless computer system which integrates their far-flung offices; an enrichment program for children with AIDS begun by a capstone student; a successful policy change as a result of data collected and disseminated by CSUMB students. They tell us stories of students being hired by their former agencies of new projects begun, and of students who continue to show up for service long after they have graduated. We hear community members tell us that CSUMB makes them proud of their community. We hear that students from local elementary and middle schools feel comfortable and welcome on our campus. We see on buses the digital posters made by CSUMB students and local high school students, and we see the new, vibrant murals that decorate the drab walls of a local high school.

As graduating students present their community-based capstones, we marvel at their poise, maturity, and ability to negotiate the cultural, class, and ethnic complexities involved in community work. Seeing these capstones, some of them accomplished by students who had absolutely no interest in community work when they entered as first-year students, makes us realize the value of placing a commitment to civic engagement at the core of our university's identity.

Because we can teach the concepts of civic responsibility as a serious academic subject, rather than a voluntary topic explored according to self-interest, CSUMB's academic program gives value to these issues and creates a clear expectation that our graduates will participate actively in the communities of their future. With its emphasis on social, civic and moral learning, infusion of issues of diversity and multiculturalism, and its outcomes-based approach to teaching and learning, the CSU Monterey Bay service-learning program has made civic engagement a vital centerpiece of the academic program and is proud of its ten-year history of educating multicultural community builders.

References
California State University Monterey Bay. 1994. Vision Statement. http://csumb.edu/vision/ (accessed April 27, 2005).

Colby, A., T. Ehrlich, E. Beaumont, and J. Stephens. 2003. *Educating citizens: Preparing America's undergraduates for lives of moral and civic responsibility.* San Francisco: Jossey-Bass.

Motoike, P., S. Pollack, and B. Shinault. 2005. Placing diversity and social justice at the core of your service-learning course. Pre-conference workshop presented at Campus Compact Continuums of Service Conference, San Diego, CA.

Pollack, S. 2004. Service learning for social change: A curriculum development workbook. California State University. http://service.csumb.edu/faculty/faculty_development.html

Pollack, S., P. Motoike, and C. Teranishi. 2003. Who is learning in service-learning? Presentation at Western Region Campus Compact Continuums of Service Conference, Bellevue, WA.

Rice, K. L., and S. S. Pollack. 2000. Developing a critical pedagogy of service learning: Preparing self-reflective, culturally aware, and responsive community participants. In *Integrating service learning and multicultural education in colleges and universities, ed.* C. R. O'Grady. Mahwah, NJ: Lawrence Erlbaum Associates.

Service Learning Institute. 2005. Service Learning Institute: Review of evaluation data (2001 – 2005). Unpublished report, Service Learning Institute California State University Monterey Bay.

_____. 1999. CSUMB's service learning prism. California State University Monterey Bay, Service Learning Institute. http://service.csumb.edu/overview/prism.html (accessed April 27, 2005).

_____. 2001. Summary report: 1998-2001. California State University Monterey Bay, Service Learning Institute. http://service.csumb.edu/overview/Summary_Report_1996_2001.pdf. (accessed April 27, 2005).

_____. 2002. Service Learning Institute: Review of evaluation data (1999-2001). California State University Monterey Bay, Service Learning Institute. <http://service.csumb.edu/overview/Summary_Report_1996_2001.pdf> (accessed April 27, 2005).

_____. 2003. What is a multicultural community builder? California State University Monterey Bay, Service Learning Institute. http://service.csumb.edu/programs/ sl_requirement.html (accessed April 27, 2005).

Author Information

Seth Pollack is Associate Professor of Service Learning and Director of the Service Learning Institute at California State University Monterey Bay.

Pamela Motoike is an Assistant Professor of Service Learning and the Coordinator of Introduction to Service Learning Instruction at California State University Monterey Bay.

Seth Pollack
100 Campus Center
Seaside, CA 93955
E-mail: seth_pollack@csumb.edu
Telephone: 831-582-3914
Fax: 831-582-3568

Pamela Motoike
100 Campus Center
Seaside, CA 93955
E-mail: pamela_motoike@csumb.edu
Telephone: 831-582-3633
Fax: 831-582-3568