



HECUA

A Bi-Annual Newsletter

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Message from ED

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Bangladesh J-Term Program is Award Winning

The Institute of International Education (IIE) created the Andrew Heiskell Award for Study Abroad in 2001 to promote and honor the most outstanding initiatives being conducted in international higher education by IIE Network member member universities and colleges. HECUA's "Development & Community in Bangladesh" program is the 2006 recipient.

IIE's Heiskell Awards showcase the most innovative and successful models for internationalization of campuses, study abroad, and faculty programs in practice today. The organization is particularly interested in highlighting initiatives that remove institutional barriers and broaden the base of participation in international teaching and learning.

HECUA's Bangladesh J-Term program is in its sixth year and has been guided by the leadership of Professor Haroun Er Rashid (see photo to right) and an advisory group of faculty members from HECUA member institutions. Rashid holds graduate de-

grees in geography and economic development at the Independent University of Bangladesh (IUB) and directs the School of Environmental Science and Management. For several years he has had major responsibility for IUB's "Live-In-Field Experience" which sends urban-based Bangladeshi students into rural villages to experience the socio-economic



realities faced by local people with less privilege. It should come as no surprise that Rashid life's work fits beautifully with the mission of HECUA - collaborative action that equips students to become effective citizens and agents of change.

J-Term Bangladesh program traits recognized by the IIE Heiskell Award include:

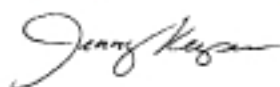
- HECUA is the only U.S based off-campus program provider offering regular programming for undergraduate students to study in Bangladesh. With a population close to 150,000,000 and landmass slightly smaller than the state of Iowa it's a key global site for implementing and testing various models of development.
- Local Bangladeshi students from the Independent University of Bangladesh (IUB) help guide and translate for the American HECUA students throughout the month-stay - this program feature helps integrate students with the community in a very deliberate and supportive way.
- Field work is done in the capital city of Dhaka and in a village area to compare discourse on and methods of development from both urban and rural perspectives.

MESSAGE from EXECUTIVE DIRECTOR

As the old year recedes and the new year unfolds, many voices have called for a renewed commitment to social justice. For 35 years HECUA has provided generations of students with powerful experiences and tools for doing just that—becoming responsible and engaged citizens, professionals, and members of an interdependent world. Our collective work has brought about change in ways that could not have been predicted by the visionary individuals and institutions that created the consortium in the late sixties, during a time of national and worldwide upheaval, not so very different from today.

HECUA is as vital now as it was in 1971. As the cost of higher education grows, students increasingly ask for meaningful programs that have relevance to their own lives and offer intellectual challenge coupled with practical skill building. At every one of our five program sites in the U.S. and around the world, students are engaged in academically rigorous coursework as well as hands-on field study and internships. They learn to test theories against practice, recognize the collective wisdom of community members and experts, and discover ways to act and bring about change. It is no wonder that students return to their campuses with new passion, confidence and commitment, and poised to enter the world energized, competent, and ready to make a difference. The 3,000 HECUA alumni represent a network of socially aware people who contribute to their local communities and the greater world.

We also know we can do more. This year we are redoubling our efforts to ensure that more students have access to HECUA programs, especially students who face barriers to off-campus study. To accomplish that goal, HECUA board members have launched a new scholarship campaign—HECUA Scholarships for Social Justice—and many former board members, staff, and alumni have generously helped jumpstart the fund. Please help if you can. You will be keeping the spirit of HECUA shining brightly.



Jenny Keyser, Executive Director, HECUA

Scholarships for Social Justice

The work of HECUA has always been challenging—and sometimes unpopular. We have weathered periods when the academy considered education for personal and social responsibility “none of its business.” We have seen programs move or close because of instability or civil unrest in the countries where they were located.

Presently, our students face tremendous financial challenges: college tuition costs skyrocket, financial aid dollars are harder and harder to come by, and program costs continue to rise. For low-income students, such financial obstacles can make it impossible to participate in a HECUA program.

We think there’s something we can do about that—with your help. We invite you to join with other HECUA supporters to launch a new scholarship fund—“Scholarships for Social Justice.” This fund will put HECUA programs within reach for many more students, especially first generation college students, students from low-income families, students from communities of color, and those faced with barriers to off-campus study. Please contact us at info@hecua.org or call 651-287-3315 to learn more about contributing to this fund.

Celebrating Nadinne Cruz

Nadinne Cruz, Executive Director of Higher Education Consortium for Urban Affairs from 1983 to 1992, received the 2005 Alec Dickson Servant Leader Award. For more than two decades, Cruz has advanced service-learning nationally and internationally. Following her HECUA experience, Cruz became the Associate Director and then Director of the Haas Center for Public Service at Stanford University (1994-2003). Cruz demonstrated courage in pushing an elite research university not only to accept service-learning, but to embrace it.



the people who are out in our communities, who make things happen.”

The Alec Dickson Servant Leader Award is given annually to honor exemplary leaders who have inspired the service-learning field, positively impacted the lives of young people, and motivated

others to take up the banner of service. In 2003 the late Senator Paul Wellstone, Sheila Wellstone, and Marcia Wellstone-Markuson jointly achieved the award for their work as advocates and educators.

Every year the award is presented at the National Service-Learning Conference. To learn more about the life of Alec Dickson, past recipients, or to obtain a nomination form please visit: www.nylc.org/inaction_award.cfm?oid=3719

Faculty Spotlight: Phillip Sandro

Excerpt from “Teaching & Learning with HECUA Students” found on the staff/faculty page of the HECUA site: www.hecua.org/4

“I can still picture the day my high school sociology teacher handed me a copy of Paulo Freire’s *Pedagogy of the Oppressed*. It was Chicago, 1968. There had been riots on the West Side after Dr. King was murdered. I had participated in anti-war demonstrations outside the Democratic Convention (held in Chicago that year). The Vietnam War was raging and I would soon face the military draft and therefore had some serious decisions to make. And most of my teachers weren’t saying a word about any of



this! This particular teacher was the one exception and this teacher changed my life. I didn’t know then that the way he taught would later be called “experiential education.” Looking back I don’t figure he did either. This teacher connected what he taught to my deepest

values, passions and concerns. I was hooked! I understood that education could empower me to understand and change the world. From that time on I wanted to be a teacher and facilitate the same for others.”

While Phil Sandro was discovering experiential education, the Metro Urban Studies Term (MUST) program was being born in Minneapolis. 1968 marked the first year of *Crisis Colony*, an experiment bringing undergraduate students in the Twin Cities out of the classroom and into the community. Students worked on projects ranging from the development of a new community newspaper to public housing issues. They had seminars on urban issues taught by local community leaders and by Professor Joel Torstenson from Augsburg College.

To learn more about the history of HECUA and the inception of our first and longest running domestic program please visit: www.hecua.org/ourstory

ENVIRONMENTAL SUSTAINABILITY PROGRAM SECURES GRANT FOR SECOND YEAR



For the second year in a row, the Environmental Sustainability (ES) program acquired a grant from the Mississippi Watershed Management Organization to fund a study of environmental attitudes in two neighborhoods in South Minneapolis. This year's research project was structured to further analyze the findings of the 2004 survey project which illustrated knowledge of environmental problems. The 2004 survey demonstrated that positive attitudes towards the environment were not necessarily correlated with positive personal actions affecting water quality. This fall the ES students interviewed 22 individuals, most of whom took part in the survey last fall, to further understand barriers to behaviors.

Working closely with a research consultant, Kimberly Byrd, the students developed interview questions that probed residents about what issues were important to them, what they thought the role of government was, and how a local watershed group might provide incentives for further action. After a long process of interviewing, transcribing, and analyzing results, their research successfully culminated in a public presentation of key findings which the community was invited to attend.

Steve Fenster (University of Minnesota) reflected on his experience participating in the survey project. "One of my interviewees for our field methods project told me, 'I like to view nature through the window.' My key issue for this semester has been considering how to create involvement from people who previously considered the environment somebody else's problem. What kinds of strategies can we use to increase environmentally-safe practices?"

Trevor Huggins (University of St. Thomas), another ES student from the Fall 2005 semester, argues that we must provide more opportunities for citizens to experience a "land ethic." "The environment needs to be defended, protected, fought for, sustained, respected, nourished, nurtured, and neglected. Most of all it needs to be enjoyed...This discovery process is what moves us to make changes and advocate to organize around environmental issues."

To learn more about the ES experience and the survey results visit www.hecua.org/es_mn.

TWIN CITIES INTERNSHIPS: RECENT ACCOMPLISHMENTS

Every HECUA semester program has an internship component that is integral to the experiential learning model.

Students reflect on and integrate what they learn in the classroom with what they experience at their internship sites and field visits, while exploring their own role in the broader community. The internship is one of four credit-bearing components of the semester programs. Students are graded based on their participation at their internship, their reflection and analysis about their internship in class, and in their writing and creative praxis assignments.

HECUA is in contact with over 350 internship placement opportunities that are updated annually according to the available projects at local nonprofit organizations and through outreach to new organizations.

Michele Smith (University of Minnesota) interned with the *Minnesota Coalition for the Homeless* (see photo below). This past semester she has led several projects for the organization, including informing residential facilities for the homeless about a new MN law that allows residential facilities to vouch for an unlimited number of their residents on election day.



The most rigorous learning happens when students are challenged with real life problems in the community where they have an authentic role to play. Recent participants in HECUA's domestic programs have completed the following projects:

- Taught classes of middle school students about native and invasive plants and insects and collaborated on a video project documenting environment classes.
- Developed and facilitated a Hmong teen circle focused on empowerment and started an after school youth swimming program.
- Designed a playbill, acted as stage manager, and performed in a theatre production company for developmentally and physically disabled artists.

- Facilitated comprehensive sex education classes in Spanish with Latino students, facilitated Latino youth group meetings, and attended health fairs and HIV trainings at the Red Cross.

- Researched and wrote news articles and stories about Latin America, labor and immigrant issues in Minnesota, and U.S. relations in Latin America for the Resource Center of the Americas' monthly publication and for RCA's and other independent media Web sites.

- Updated and assessed data on American Indian education disparities in Saint Paul high schools.

- Wrote and presented bi-weekly news reports for KFAI radio.

- Helped to plan, organize, and implement Art Advocacy Day at the Minnesota State Capitol.

PARTNERS INTERNSHIP PROGRAM

Twenty nonprofit organizations have been selected to receive summer internship grants, made possible through funding from the Otto Bremer Foundation. The grants are made through the Partners Internship Program (PIP) to introduce students to the nonprofit sector, provide them with valuable work experiences, and raise public interest in the mission of nonprofit work. The Otto Bremer Foundation established PIP in 1990 to allow non-profits to engage college students in their work and to educate students about community needs and nonprofit initiatives. Since 2001 HECUA has been administering these grants to nonprofit organizations and helping to connect students with the internship sites. Did we mention that they are PAID summer internships?

This year's selected internships are located in Minnesota, North Dakota, and northwestern Wisconsin. Organization are now accepting student applications with the March 3rd deadline fast approaching.



Among the projects are developing a Mental Health Justice Network, documenting the Upper Minnesota River Watershed by kayak, and developing a American Indian community garden.

More description on the selected 2006 summer internships sites are available at: www.hecua.org/pip

A Look Back: Fall 2005 Programs



"I can't even put into words the things that I've learned studying abroad. There has been so much time for me to develop personally in a way that I can't reflect on when in the midst of a semester at school." - Ruth, Macalester College (Community Internships in Latin America Fall 2005)

"I am really glad for my internship. Because it was a small staff I was able to become a part of the team and participate in staff meetings and have a voice and they were very attuned to my concerns. They were interested in obtaining an outside opinion to critique them." - Laura, University of St. Thomas (Environmental Sustainability Fall 2005)

"People experiencing homelessness lead a very challenging life and I can see how you could so easily get into a state of hopelessness. However, many of the people I have worked with do not feel hopeless. They continue to fight to make their lives better even when things get real rough...As a result, I feel a dedication within myself to continue to help in making social changes." - Michelle, University of Minnesota (Metro Urban Studies Term Fall 2005)

