



HORNET COMMUNITY BUS TOUR



Reflecting on the Impact of the Hornet Community Bus Tour: Three Years of Cultivating Community Partnerships and Belonging in Sacramento

Project Background

Project Goals

- Introducing participants to Sacramento geographically.
- Understanding the history, strengths, and desires of different communities within Sacramento that have been underserved.
- Visiting community partners to learn about what projects they are working on in various communities.
- Promoting mutually beneficial teaching, research and service opportunities with local community partners in mutually beneficial ways.
- Understanding how campus-community partnerships are generated.
- Illustrating ideas for research and teaching collaborations throughout the local community.
- Fostering interdisciplinary faculty connectedness and a sense of belonging within the Sacramento community.
- Facilitating relationships between community partners.

Participants: faculty, staff, administrators

Geographic Focus: City of Sacramento.

Intersectional Topical Focus Areas/Bus Stops:

- Youth Development, Education, Health & Wellness – high schools and Native American community clinic partner, community youth center
- Environment & Sustainability/Farm to Fork/Food Politics – local food banks, community garden development, community-led creek restoration
- Civic Engagement – City Council, Mayor, voting rights and advocacy organizations
- History, Arts & Culture – Mexican Consulate; Community art and maker space; Community art gallery (ft. student art)
- Economic & Community Development – workforce development and social service nonprofits
- Housing Insecurity – low-cost/subsidized housing development, land trust, housing advocacy & wrap-around services and community organizing for unhoused community members



Participant from Year 2

Ongoing Tour Development

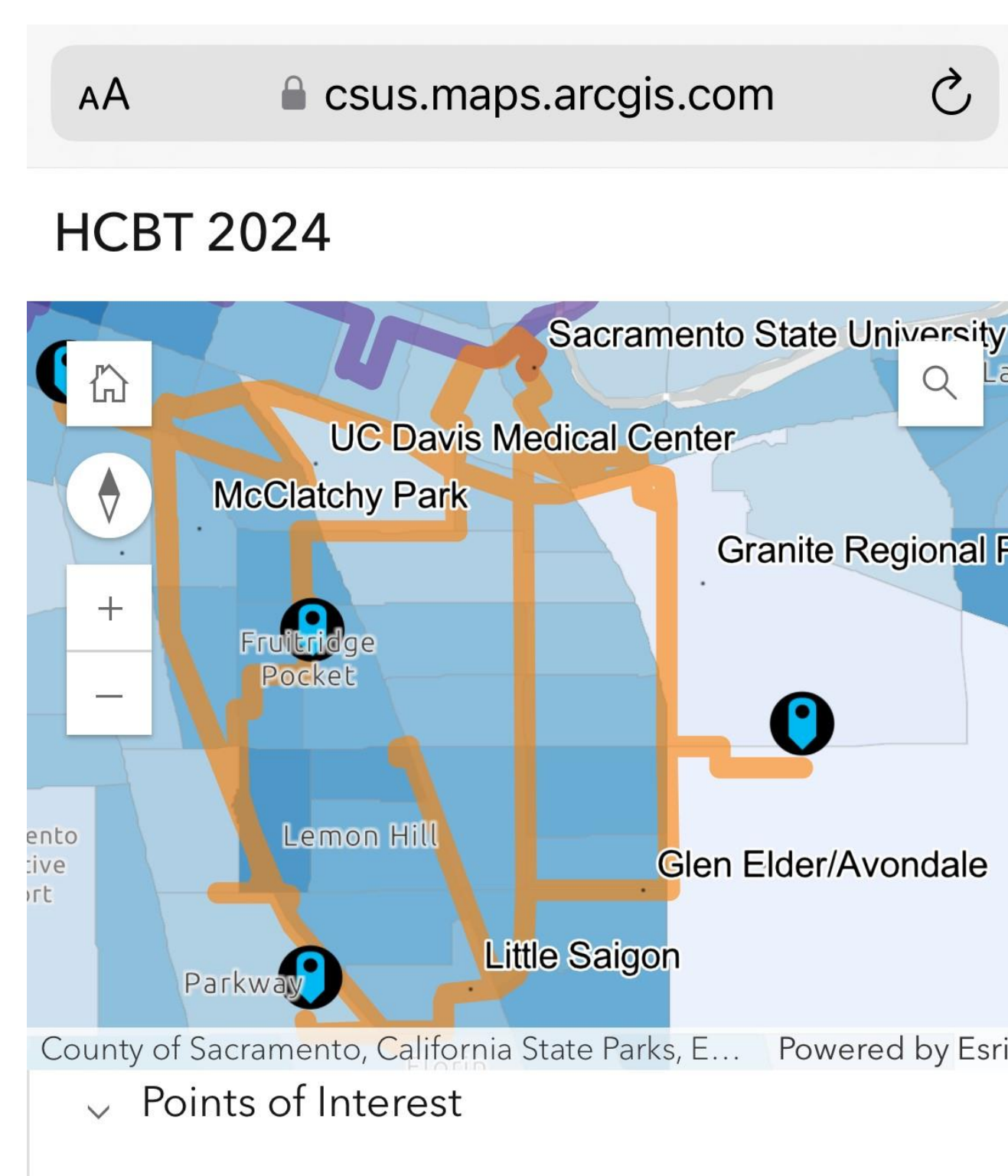
Strategically Enacted Goals: Belonging, Justice and Equity

- Informed selection of stops that illustrated strengths of community members/agencies
- Shared meals and discussions evolved from campus (year 1) to small locally-owned restaurant
- In year 2 & 3, provided participants' bios, contact info, and headshots to community partners.
- Created GIS app that included stops and community partner websites in context by year 3.
- Curriculum with pre-reading and experiential learning activities facilitated participant reflection on community partnership using an assets- and desire-based framework (rather than deficit model) in year 3.

Readings:

Community Research Collaborative. (2021). *In it together: Community-based research guidelines for communities and higher education*. Salt Lake City, UT: University of Utah.

Tuck, E. (2009). Suspending damage: A letter to communities. *Harvard Educational Review*, 79(3), 409-428.



My favorite part of the tour was the Roberts Family Development Center. Seeing a living vibrant example of anti-racism, with outstanding individuals that reflect the diversity of those they serve in their community. When we were welcomed to the Roberts Center by children drumming, it really lifted my spirits! I enjoyed connecting with colleagues and like-hearted people at Sacramento State that I have not had the opportunity to meet.

Evaluation

Conducted Surveys with Sac State participants and community partners each year and one follow-up survey with year one and two participants.

Sac State participants found that the Community Bus Tour:

- Increased their understanding of the history of different communities in Sacramento that have been oppressed
- Fostered their sense of belonging within the Sacramento community
- Increased their awareness of issues facing Sacramento
- Expanded their thinking about potential collaborations with partners across teaching, research and service



Faculty, Staff, and Administrators formed new partnerships and integrated approaches into coursework and beyond

Year 1 participant:
I learned about community service opportunities through the River City Food Bank and Loaves and Fishes (services for unhoused individuals).

Year 1 participant:
I hosted community folks at cost at the ASI Challenge Center (ASI Peak Adventures) for team building for them.

Year 2 participant:
I've updated course content... to engage students with local civic engagement organizations. This idea came to me from one of the presentations with a community partner on the tour. I've co-written a grant with a refugee resettlement organization...that was connected to our campus following the tour. I've reached out to a few partners from one of the lunches about internship opportunities and connected others to my colleagues

Lessons Learned

- Find ways to support community partners and university personnel with continued connection and follow-up.
- Establish a committed, interdisciplinary planning team that includes community-engaged faculty, staff, and administrators.
- Identify someone who can share local history on tour.
- Collaborate with community partners to help shape the itinerary for the tour.
- Engage faculty, staff, and administrators in the tour, to foster new understandings and relationships.
- Involve a representative from the community and the university for impactful stops.
- Find ways to intentionally integrate goals such as belonging, justice and equity.
- Allow more time at stops, including opportunities to explore potential partnerships.
- Share information about tour goals and participants with community partners in advance.



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