



UNIVERSITY of  
DENVER

CENTER FOR COMMUNITY  
ENGAGEMENT & SERVICE LEARNING

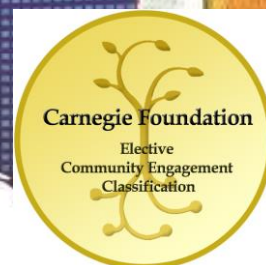
# 2016-2017 END OF YEAR REPORT

July 1, 2016 - June 30, 2017

Presented October 2017 to  
The Office of the Provost, University of Denver



University of Denver  
Center for Community  
Engagement &  
Service Learning



## TABLE OF CONTENTS:

Welcome to CCESL .....	3
Strategic Goal 1: Advance Community-engaged Scholarship and Creative Work.....	10
Faculty Development .....	12
Joint Faculty/Student Opportunities.....	14
Strategic Goal 2: Advance Community-engaged Teaching and Learning .....	16
Faculty Development .....	18
Public Good Associates.....	24
Strategic Goal 3: Champion the Civic Mission of Higher Education as a Means to 21 <sup>st</sup> Century Careers and Communities.....	26
Community Organizing Training.....	28
Puksta Scholars .....	32
Public Achievement .....	36
Spectator to Citizen Course.....	40
Voter Registration .....	43
Work on Purpose Workshop.....	45
Strategic Goal 4: Engage DU in Service <u>With</u> Communities .....	47
DU Service & Change .....	49
Community Engagement Corps.....	51
Service Opportunities.....	53
Strategic Goal 5: Develop Distinction in Community-Engaged Pedagogy, Scholarship, and Practice.....	55
Strategic Goal 6: Maximize Community Impact.....	61
Strategic Goal 7: Build Financial, Resource, and Collaborative Strength .....	64
Conclusion .....	71

# WELCOME TO CCESL



The Center for Community Engagement and Service Learning (CCESL) embraces the [vision, values and mission](#) of the **University of Denver (DU)**.

**CCESL's mission** is to educate, engage, and equip the campus community to accomplish tangible, public work that improves the lives of people in our communities.

**CCESL's vision** is to lead the campus in embracing the University of Denver's commitment of "being a great private university dedicated to the public good."

**CCESL values** the public good, inclusive excellence and social justice, and, as part of higher education's civic mission, building community capacity and engagement.

## STRATEGIC GOALS

CCESL's work is guided by 7 strategic goals:

Strategic Goal 1: Advance Community-Engaged Scholarship and Creative Work

Strategic Goal 2: Advance Community-Engaged Teaching and Learning

Strategic Goal 3: Champion the Civic Mission of Higher Education as a Means to 21<sup>st</sup> Century Careers and Communities

Strategic Goal 4: Engage DU in Service *with* Communities

Strategic Goal 5: Develop Distinction in Community-Engaged Pedagogy, Scholarship, and Practice

Strategic Goal 6: Maximize Community Impact

Strategic Goal 7: Build Financial and Other Resource Strength

To advance these goals, our programming is organized around 4 core initiatives: Community-Engaged Scholarship and Creative Work, Community-Engaged Teaching and Learning, Civic Development, and Service. As illustrated here, our core initiatives are interconnected, grounded in a community organizing approach and formulated with consideration of our campus stakeholders, including students, staff and faculty. Program data for the year are organized by initiative in the remaining pages of this report. At the start of each section, we provide a working definition of the goals of each initiative.





## APPROACH

CCESL's work is grounded in principles of community-engaged scholarship and teaching as well as in the community organizing model.

**Community-engaged scholarship.** Community-engaged scholarship and teaching comprise intellectually and methodologically rigorous work that is anchored in the norms of democratic education: “inclusiveness, participation, task sharing and reciprocity in public problem solving, and an equality of respect for the knowledge and experience that everyone involved contributes to education and community building” (Saltmarsh & Hartley, 2011, p. 17).

Community-engaged scholarship and teaching differ from approaches that emphasize one-way applications of academic expertise to community problems. Instead, community-engaged scholarship and teaching intentionally:

- Emphasize the co-production of knowledge in the context of reciprocal partnerships with local stakeholders.
- Pursue the renewal of democracy and the kind of public action that works to confront public problems and social justice through democratic means.
- Demonstrate strong collaboration with community partners in proposal and project development.
- Forge collaborative enterprises between academic researchers (professors and students) and community members, which validate multiple sources of knowledge and promote the use of multiple methods of discovery and of dissemination of the knowledge produced.

**Community Organizing.** Community organizing has a rich history in American social movements and is about people working together for systemic social change. Community organizing focuses on developing collective self-interest by working with others and taking action on issues the community cares about through true democracy, in which the power is with the people. Our organizing model is not about the short-term mobilization of protests or rallies. Rather, it is about achieving long-term change through building powerful, public relationships; influencing and negotiating with government, corporations and institutions; achieving direct representation; and holding decision-makers accountable to the people through public actions.

## STAFF

CCESL is supported by 3 FTE staff and a part-time director, introduced below.

Anne P. DePrince, Director	DePrince oversees CCESL's long-term vision and strategic plan, working closely with staff on the implementation of programs and assessment of impact. She works with faculty through CCESL's community-engaged scholarship and learning initiatives. She advocates broadly for community engagement on campus.
Cara M. DiEnno, Associate Director	DiEnno supports faculty, staff and students in their community-engaged work. She leads trainings and provides consultation to faculty through the center's community engaged learning and community engaged scholarship initiatives. She assists DePrince in managing the Public Good Fund, which provides grants to DU faculty conducting community engaged scholarship. She also provides oversight of all of the Center's student programs, including managing the Public Good Associates and Community Engaged Student Fellows programs directly. In addition to supporting the campus community, she also teaches university courses using service learning pedagogy and participates in community engaged research.
Ryan Hanschen, Program Coordinator	Hanschen supports students in connecting to CCESL's Service and Civic Development Initiatives, including managing the Puksta Scholars and Public Achievement civic engagement programs. He advises the DU Service & Change (DUSC) student organization, facilitates the annual DU Day of Action Planning Team, develops ongoing service opportunities and trainings, and coordinates the Community Engagement Corps mentoring/tutoring program. Hanschen also manages CCESL's voter registration efforts.
Kate Powers, Office Coordinator	Powers assists with strategic planning, budgetary responsibilities, student hiring, and event planning. She is the editor of the quarterly <i>Public Good Impact</i> Newsletter, manages the CCESL website, and provides other administrative support.

In addition to staff, CCESL's work is supported by Graduate Research Assistants (GRAs). During 2016-2017, GRAs included:

- Alejandra Martinez, Morgridge College of Education (September 1 2016-May 31 2017)
- Brittaney Baker, Graduate School of Social Work (June 1, 2016-August 31, 2016)
- Kim Yalango, Counseling Psychology (August 12 2016 –present)

CCESL is a placement site for students from Morgridge College of Education (Higher Education Program) and Graduate School of Social Work. Students pursuing Student Affairs Internship and/or Independent Study credits have completed special projects with CCESL staff that support student programming. During 2016-17, CCESL worked with two graduate interns:

- Sean McGraw (Graduate School of Social Work) served as a Public Good Program Development Intern
- Joe Winchell (Graduate School of Social Work) served as a Public Good Program Development Intern

## EVALUATING OUTCOMES

As described in greater detail in later sections of this report, CCESL programs are designed around key learning objectives. Across all of our programs, we follow a process of setting benchmarks for success, including goals for learning outcomes. Here we offer an example of this approach to describe our evaluation of changes in critical thinking among undergraduate and graduate students involved in one or more CCESL programs.

Students were asked to submit written critical reflections at the beginning and at the end of their involvement in any CCESL program during AY 2016 – 2017. Students were explicitly asked to give responses reflecting thoughtfulness and careful consideration when addressing each of nine open-ended prompts:

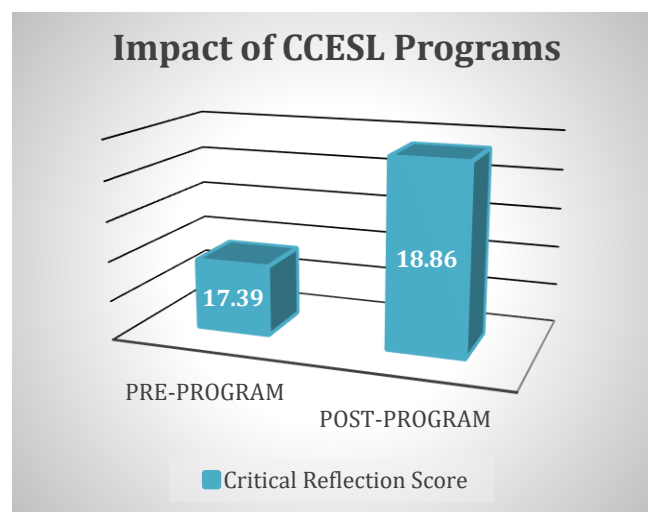
1. How do you incorporate diverse perspectives into the community-engaged work you do? Please give specific examples.
2. Describe how you would proceed if a community member presented to you with a public problem. Please give specific examples.
3. Describe what responsibility, if any, you have to make the world a more equitable place. Please give specific examples.
4. Read the following descriptions of three different types of community members and make an argument for the one type that you believe best supports an effective and democratic society. Please be specific.
  1. A community member who acts responsibly by, for example, picking up litter, giving blood, recycling, obeying laws, and staying out of debt.
  2. A community member who actively participates in the civic affairs and the social life of the community at local, state, and national levels.
  3. A community member who attempts to analyze and understand the interplay of social, economic, and political forces in the pursuit of social justice.
5. From a community-organizing perspective, please define the term “power.” In your definition, please include concrete examples of “power” and describe who possesses “power.”
6. Describe your understanding of privilege and oppression as it relates to your identities.
7. What do people mean when they talk about root causes of social injustices? Please be specific by talking about root causes that relate to social justice issues you care about.
8. Describe how your community-engaged work through CCESL connects to your academic learning (e.g., classes you are taking or will take). Please be specific.
9. Describe the impact of your community-engaged work through CCESL on your career and life goals. Please be specific.

We selected an open-ended critical reflections methodology deliberately so that students had the opportunity to answer questions in their own voice and receive points for demonstrating understanding of various components of civic engagement and service. Points were assigned according to a rubric specifically developed to assess improvements in knowledge, attitudes, and skills relating to civic engagement and service.

The following is an example of how one student’s reflections developed from the beginning to the end of AY 2016-2017 in response to prompt 9 (see above). The prompt asks students to reflect on the impact of their community-engaged work through CCESL on their career and life goals.

CCESL Pre-Program Assessment	N/A. I have not done any community-engaged work yet. It is my hope that through my work with CCESL, I will be inspired to continue to impact the community in powerful ways through my work as a psychologist. (Score = 0)
CCESL Post-Program Assessment	As mentioned in previous responses, my future as a counseling psychologist has been influenced by my community-engaged work. Not only have I fostered a more community-based and systemic mindset, but I also have the knowledge and ability to influence communities and systems as a result of my work through CCESL. While the field of psychology has historically focused on the individual, my experience as a community-engaged fellow has provided me with awareness and tools to impact the community through the individual and to impact the individual through the community. I will always strive to conceptualize my client's issues through a systemic and multicultural lens. I will advocate for my clients at the community level through policy and community organizing. Also, as an academic, I will conduct research not only IN the community but WITH the community, ensuring that the process and the outcomes of my research benefit the participants of OUR research. (Score = 4)

Students demonstrated more sophistication and higher-level synthesis of ideas at the end as compared to the beginning of the academic year. The figure shows participant average scores at the beginning of their involvement in a CCESL program during the academic year ( $M = 17.39$ ,  $SD = 4.89$ ) and at the end of their involvement ( $M = 18.86$ ,  $SD = 5.82$ ). Results indicated significant and positive change from pre- to post-program involvement over the academic year, with a medium effect size ( $t(48) = 2.20$ ,  $p < .05$ ,  $d = .31$ ).



See below for quotes from students' post-assessments about the impact of their community-engaged work through CCESL on their academic learning, career goals, and life goals.

- "Working with CCESL has allowed me to think broadly and impact my community in a stronger sense, but also being able to do what I love, study what my passions are, and really take the time to manage my work."

- “I see the lessons I've learned this year from engagement in CCESL persisting throughout my entire academic career and in my life working in healthcare and global health.”
- “I wouldn't be where I'm at if not for CCESL...Through my four years at DU, and now as a graduate, I realized that I gain a lot of energy and truly love working in youth-focused and youth-driven programs to address civic engagement of youth in creating sustainable change. That wasn't even on my map before I walked into Suite 22, and I truly value the mentors, friends, and community at CCESL for shaping who I've become and learning how I do and want to show up in this world.”
- “The impact I have seen on my career and life goals because of CCESL is amazing. This year I decided to change my career goals to be an advocate and social worker on the macro level to fix the large policy problems that effect communities and public schools or the criminal justice system.”
- “The impact of my work at CCESL has impacted my career goals more than anything. I've started to shape what community engagement looks like for me, and how I want to incorporate it in my work.”

# STRATEGIC GOAL 1:

## ADVANCE COMMUNITY-ENGAGED SCHOLARSHIP AND CREATIVE WORK





CCESL advances community-engaged scholarship and creative work through reciprocal relationships with communities that value co-production of knowledge, collaboration, democratic principles and the public good.

We offer several programs through our Community-Engaged Scholarship Initiative to advance community-engaged scholarship and creative work, including:

Faculty Development

Community-Engaged Scholarship: Student Opportunities



## Community-Engaged Scholarship: Faculty Development

Program Managers: Anne DePrince and Cara DiEnno

### Description:

CCESL supports DU faculty to conduct, write about, and present their Community-Engaged Scholarship locally, regionally and nationally. For example, we highlight Community-Engaged Scholarship through our newsletter, the *Public Good Impact*, which we produce quarterly: ([http://www.du.edu/ccesl/news\\_events/pgnewsletters.html](http://www.du.edu/ccesl/news_events/pgnewsletters.html).)

The largest effort within the Community-Engaged Faculty Program is the administration of the Public Good Fund, which is funded annually by the Office of the Provost to support faculty engaged in innovative community-engaged research projects. This Fund supports Engaged Scholarship Grants for community-engaged projects that have established partnerships and are ready to make measurable impacts in the community.

### Program Data:

Newly-Awarded Funds	\$98,276
Newly-Funded Engaged Scholarship Grants	7

### Accomplishments:

Membership of the Public Good Fund Selection Committee included eight faculty members from the following divisions: Arts, Humanities and Social Sciences, Graduate School of Social Work, Natural Science and Mathematics, Sturm College of Law, Writing Program, Daniels College of Business, Graduate School of Professional Psychology, and Morgridge College of Education.

One call for proposals was made for the Public Good Fund in January. CCESL's Open House in the fall provides a venue for faculty to learn about the Public Good Fund.

The Public Good Fund Selection Committee was convened to review new project proposals. Funded proposals came from across campus, including:

Name	Department/Division	Project Title
Lynn Schofield Clark and Yolanda Anyon	Department of Media, Film, and Journalism Studies; Arts, Humanities & Social Sciences, and Graduate School of Social Work	Incorporating Video Storytelling into Trauma-Informed Practice with Low-Income Youth of Color
W. Neil Gowensmith	Graduate School of Professional Psychology	Community Reentry through a Different Lens
Jennifer Hoffman, Shannon Murphy, and Robin Tinghitella	Department of Physics & Astronomy and Department of Biological Sciences; Natural Sciences & Mathematics	DUSciTech2017: Pathways to STEM Careers for Girls of Color and Low-Income Girls in Denver

Barbekka Hurtt and Nancy Lorenzon	Department of Biological Sciences; Natural Sciences & Mathematics	Health Professions Highway – Creating a Self-Sustaining, Culturally Diverse Pipeline to Develop Future Healthcare Professionals
Christine Nelson and Sophia Cisneros	Higher Education; Morgridge College of Education, and Department of Physics & Astronomy; Natural Sciences & Mathematics	Scaffolding STEM Mentorship for Native Youth: Math Culture Environment (M C E)
Andrea Stanton	Department of Religious Studies; Arts, Humanities, & Social Sciences	Our Diverse America: Developing ESL-Appropriate EBook Chapters that Showcase America's Diversity
Sarah Enos Watamura	Department of Psychology; Arts, Humanities, & Social Sciences	Identifying Risk and Protective Factors for Refugee Children: Promoting Effective Screening and Referral

### Quotes and Spotlights:

In the past year, faculty members have worked on a range of community-engaged projects with support from the Public Good Fund. For example:

- Health Professions Highway: Creating a Self-Sustaining, Culturally Diverse Pipeline to Develop Future Healthcare Professionals* was developed as a collaborative project by two Biological Sciences faculty members and community partner, College Track-Aurora. The goals of this collaboration were to provide CT-A students interested in health care careers exposure to: the college environment, greater understanding of different health professions and academic requirements / expectations / pathways of various health professions careers, and the challenges facing health care patients and providers. We had an amazing week with fantastic students, DU undergraduate mentors, and a diverse array of activities!

**-Barbekka Hurtt, Ph.D., Department of Biological Sciences**  
**-Nancy Lorenzon, Ph.D., Department of Biological Sciences**
- DUSciTech2017: Pathways to STEM Careers for Girls of Color and Low-Income Girls in Denver* - We are a group of female scientists concerned about broadening participation in STEM fields by underrepresented groups, particularly women of color. In partnership with colleagues at Regis University (RU), we developed a summer STEM camp called DU SciTech for middle-school girls from low-income and high-minority backgrounds in the Denver metro area. Our primary goal was to provide high-quality, hands-on STEM experiences to girls from underrepresented backgrounds, in order to provide them with opportunities to build their skills and confidence, and develop strategies for navigating the challenges of a career in a predominantly white and male STEM workforce. Camp activities were designed to engage students in active learning and increase confidence in one's abilities to "do science and math".

**-Jennifer Hoffman, Ph.D., Department of Physics and Astronomy**  
**-Shannon Murphy, Ph.D., Department of Biological Sciences**  
**- Robin Tinghitella, Ph.D., Department of Biological Sciences**

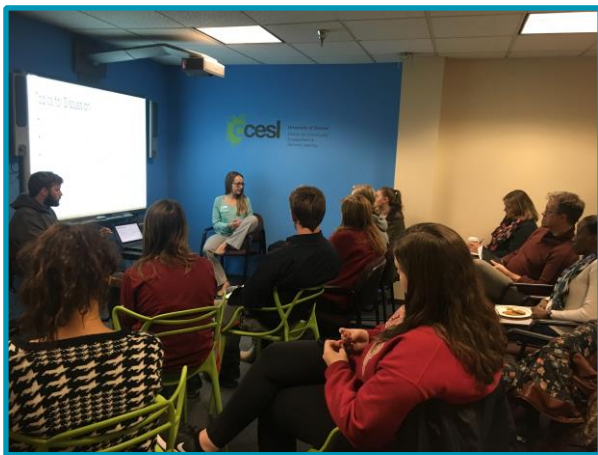
## Community-Engaged Scholarship: Joint Faculty/Student Opportunities – Scholar Shop

Program Managers: Kim Yalango and Kate Powers

### Description:

CCESL's Scholar Shop helps connect DU undergraduate and graduate students, faculty, and staff with community organizations to begin developing partnerships. The development of community-university partnerships is a process that can take time and effort, but it can ultimately lead to a variety of collaborations including student-led and faculty-supervised thesis projects, student service projects, service-learning projects linked to credit-bearing courses, and faculty-led scholarship projects. While other CCESL initiatives focus on building community-university partnerships that are typically already in existence, Scholar Shop plays a unique role in identifying possibilities for new community-university partnerships. Specifically, Scholar Shop identifies community organizations that are seeking help on research questions of public concern, as well as DU faculty, students, and staff who have particular research expertise or training with which community organizations may welcome help.

Scholar Shop helps facilitate the development of community-university collaborations in four main ways. First, the Community Spotlight series brings community partner representatives to the DU campus to share information on current initiatives and actively brainstorm in dialogue with DU faculty, students, and staff about possible avenues for collaboration. Second, Scholar Shop surveys community organizations in the Denver area to identify organizations seeking



**DU CONSTITUENTS DISCUSS POTENTIAL COLLABORATIONS WITH OPENWORLD LEARNING AT A COMMUNITY SPOTLIGHT EVENT**

help on research questions. Organizations can submit initial questions or ideas at any time through the [Community Interest Form](#), and the Scholar Shop Coordinator then works with organizations to fine-tune questions and identify appropriate faculty, students, and staff for potential collaboration. Third, Scholar Shop surveys DU students to identify those interested in working on a community-engaged research project with faculty supervision. Students can indicate their interest at any time through the Student Interest Form, and the Scholar Shop Coordinator then works with students to help identify appropriate community organizations for potential collaboration. Fourth, Scholar Shop advertises and funds the Scholar Shop Student Grant, which provides up to \$250 for costs relating to community-engaged research projects in which students are the main investigators, with faculty supervision.

### Program Data:

Faculty, Staff, and Students in attendance at Community Spotlight Events	61
Community Partners featured by the Scholar Shop	4
New DU/Community Partner Collaborations	1

### Accomplishments:

- Over the course of AY 2016-2017, Scholar Shop successfully organized and hosted four Community Spotlight events. These events were advertised through a variety of avenues to the DU community, and approximately 61 DU students, faculty, and staff from diverse academic disciplines attended. Community organizations and representatives were as follows for each of the academic quarters:
  - Fall 2016
    - HopeKids, a local nonprofit that provides activities and community for families with a child with a life-threatening medical condition;
    - Second Chance Center, an organization that helps formerly incarcerated men and women transition to lives of success and fulfillment in order to reduce the rates of recidivism and protect future generations from the continuing cycle of incarceration;
  - Winter 2017
    - Open World Learning, a local nonprofit that teaches advanced computer technology to elementary and middle school students through fun and challenging after-school programs and summer camps;
    - Women's Homelessness Initiative, a local nonprofit that provides sanctuary and hospitality every night to women who are homeless in Denver with goals of serving, educating, and advocating.
  - Spring 2017 – For additional events similar to the Community Spotlights, see the section on the [Community-Engaged Student Fellows program](#).
- Scholar Shop continued to identify community organizations seeking help with particular research questions. For example, organizations who completed the Community Interest Form or participated in the Community Spotlight series indicated interest in research topics such as barriers to successful re-entry for formerly incarcerated individuals, increasing underrepresented groups of children, especially girls, in STEM, and assessing needs of homeless women in Denver.
- Scholar Shop continues to solicit interest in the Scholar Shop Student Grant through advertising the grant at the workshop and Community Spotlight events.
- Scholar Shop helped facilitate a community-DU collaboration:
  - Political Science Assistant Professor Elizabeth Sperber's "Political Inquiry" course worked with the Second Chance Center on a class-wide [community-engaged project](#).
- Scholar Shop held three abstract workshops in partnership with the Undergraduate Research Center, Writing Center, and Career & Professional Development to help prepare students for submitting abstracts for the Undergraduate Research & Scholarship Symposium. 18 DU students attended the workshops. Following the workshops, the Scholar Shop Coordinator continued to work individually with two students on refining their abstracts.

## STRATEGIC GOAL 2:

# ADVANCE COMMUNITY-ENGAGED TEACHING AND LEARNING





CCESL seeks to advance academic learning through reciprocal relationships with communities that offer opportunities to advance critical thinking, develop civic skills, and address public problems.

We offer several programs through our Community-Engaged Learning Initiative to advance community-engaged teaching and learning, including:

Faculty Development

Public Good Associates



## Community-Engaged Learning: Faculty Development

Program Managers: Anne DePrince and Cara DiEnno

### Description:

The Community-Engaged Learning: Faculty Development Program included several opportunities for faculty development.

- Several professional development opportunities were offered including training for faculty new to service learning through the Service Learning Scholars Program as well as several Engaged Practitioner opportunities from on-campus to regional workshops involving local and national presenters;
- Service Learning Mini-Grants were available for faculty to sustain or deepen existing community-engaged learning opportunities, travel to conferences, purchase books/journals/printed matter related to community-based learning or host conferences/recognitions/community partner dialogues;
- In addition to these specific programs, CCESL staff provided workshops, trainings and one-to-one consultations on community-engaged learning topics to DU faculty as requested throughout the year.

### Program Data:

Faculty/Staff who Participated in Trainings for New Service Learning Practitioners	20
Faculty/Staff who Participated in Trainings for Advanced Service Learning Practitioners	15
Continuing Faculty Mini-Grants	9
New Mini-Grants	14

In addition to the specific program data above, we attempt to track service-learning course offerings across campus. We work with the Registrar's Office to gather a list of courses tagged as "service learning." Because not all faculty request that their courses be tagged as such, we also send out a survey each quarter to ask faculty to report on courses they are teaching that involve service learning. We anticipate that the data collected from these two sources provide a reasonable estimate of service learning on campus but likely underestimate its prevalence.

In 2016-2017, service-learning courses were offered across campus to undergraduate and graduate students.

Approximate Number of Sections Offered with Service Learning Component	141
Approximate Number of Students Enrolled in Classes with Service Learning Component	2,563

## Accomplishments:

Engaged practitioners were provided two opportunities this year. On October 20, CCESL supported 11 faculty and student from DU in attending the regional Mountain West Engaged Scholars Summit at the University of Northern Colorado. The event featured a professional development workshop titled *Improving Services to Community, Students, and Colleagues through the Scholarship of Teaching & Learning* by Dr. Janel Seeley of the University of Wyoming, an awards luncheon and keynote address from Dr. Timothy Eatman, co-founder of Imagining America and an afternoon poster session showcasing community-engaged work from faculty and students throughout Colorado and Wyoming. The second engaged practitioner opportunity supported 6 faculty to attend the Campus Compact Continuums of Service Conference April 6-8.

The Service Learning Scholars program brought together a cohort of 20 faculty, postdoctoral fellows, and graduate students from departments across campus for a two-day workshop in December. The curriculum covered the following topics (please note that we use the terms service learning and community-engaged learning interchangeably):

- Defining Community-Engaged Learning & Historical Context
- Ways of Using Community-Engaged Learning
- Models of Community-Engaged Learning
- Developing Course Description, Goals, & Objectives
- Community-Engaged Learning and DU IMPACT
- Impacts on Practitioners
- Developing Community Partnerships
- Developing Assignments & Grading of the Community-Engaged Learning Component
- Student Perspectives on Community-Engaged Learning
- Critical Reflections in Community-Engaged Learning
- Assessment of Community-Engaged Learning Courses
- Community-Engaged Learning and Scholarship

The primary objectives for the workshop were:

1. Increase participants' knowledge about community-engaged learning key concepts, including:
  - a. Different approaches to community-engaged learning
  - b. Characteristics of community partnerships in community-engaged courses
  - c. Assessing the impact of service learning activities on student learning
2. Enhance participants' self-reported A.) Understanding of the definition of service learning; B.) Confidence in their ability to implement service-learning classes; C.) Confidence in their ability to assess the impact of service learning classes; and D.) Impact of service learning on their professional development.

By meeting these objectives, we hope SL Scholars prepares participants to implement a new (or revise an existing) service-learning course by the 2016-2017 academic year.

DePrince and DiEnno developed the workshop curriculum. Six DU faculty service-learning leaders (Keith Miller, Omar Gudino, Heather Martin, Alejandro Ceron, Dan Singer, Esteban Gomez); community partners from four organizations (Charles Hay World School, Nuestra Comunidad, Transportation Solutions, Red Rocks Gateway Program); and four students (Tyler Camaione, Rebekah Marsh, Emily Krebs, Kendra Smith), and Associate Provost Jennifer Karas made presentations throughout the two-day workshop. In addition to listening to presentations

and working in small groups, Scholars used workshop time to work on the development of their own syllabi.

The 20 Service Learning Scholars who participated in the workshop were diverse with regard to their roles and home departments:

Sara Abdullah, University College (student)  
 Bridget Arend, Office of Teaching and Learning  
 Sarah Bexell, Graduate School of Social Work  
 Michael Brent, Philosophy  
 Libby Catchings, University Writing Program  
 Andy Goetz, Geography & the Environment  
 Barb Hurtt, Biological Sciences  
 Shannon Murphy, Biological Sciences  
 Michael Oyakojo, Economics (student)  
 Leah Persky, Korbel School of International Studies  
 Virginia Pitts, Office of Teaching and Learning  
 Dana Polley, Graduate School of Social Work (student)  
 Karen Powell, Sturm College of Law  
 Ping Qiu, Languages & Literatures  
 Mark Siemens, Physics and Astronomy  
 Elizabeth Sperber, Political Science  
 Zoe Tobier, University Writing Program  
 Janney Carpenter, Korbel School of International Studies  
 Laura Meyer, Graduate School of Professional Psychology  
 Julie Morris, Biological Sciences

Prior to the Service Learning Scholars Workshop, participants completed two readings:

- Stoecker, R. & Tryon, E. (2009). Unheard voices: Community organizations and service learning, pp. 1-18. In *The unheard voices: Community organizations and service learning*. Philadelphia: Temple University Press.
- Saltmarsh, J., Hartley, M., & Clayton, P. (2009). *Democratic Engagement White Paper*. New England Resource Center for Higher Education.

Additional readings and supporting documentation (e.g., sample documents, including syllabi, teaching statements, community partner agreements, etc.) were provided to workshop participants on a DU portfolio site.

In order to assess the two main objectives of the workshop, we used data collected from participants immediately before and immediately after the workshop (pre- and post-assessments, respectively). In addition, we collected information from faculty about their perceptions of the costs and benefits of using SL pedagogy. Below, we highlight our findings as relevant to each workshop objective and domain of assessment.

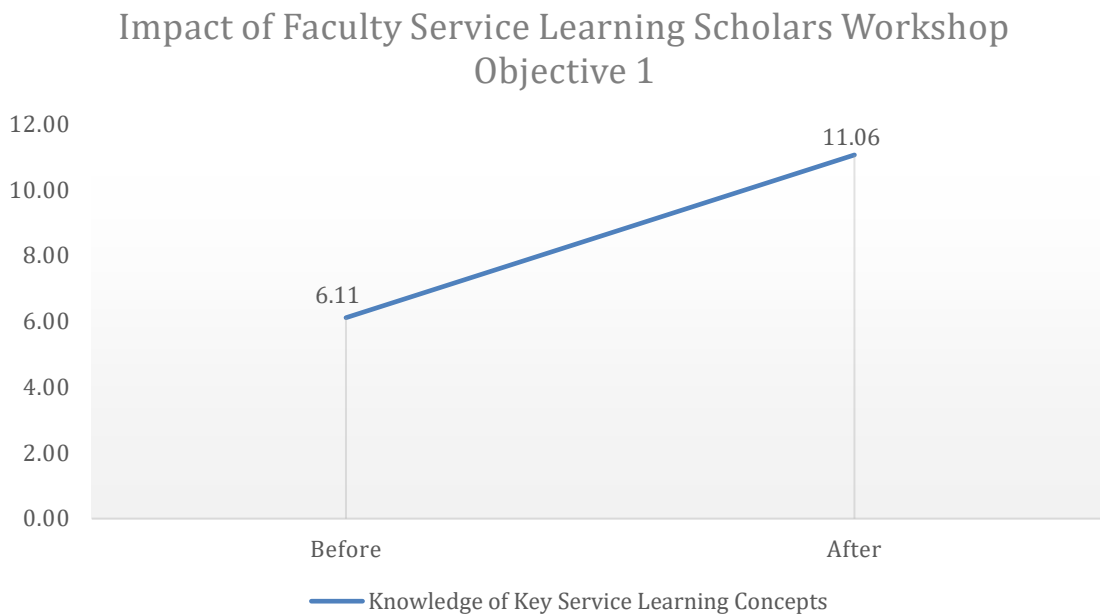
### **Objective 1: Increase participants' knowledge about service learning key concepts.**

To assess Objective 1, we asked participants about the key service learning concepts covered in the curriculum. These questions were a mix of true-false and open-ended questions developed by the Service Learning Workshop Facilitators prior to the workshop.

Sample questions included:

1. How do community-engaged classes differ from other service-based experiences (e.g., student-performed community service, co-curricular service learning)?
2. In a service learning course, students receive credit (e.g., as points for an assignment) for their time performing service.  
☐ True  
☐ False
3. Please describe at least two kinds of activities you might use as part of critical reflection in a community-engaged course.

Pre- and post-assessment comparisons revealed that the training led to a significant increase in knowledge of key service learning concepts ( $t(17) = 7.56, p < .01, d = 1.78$ ). The figure below offers a visual representation of the average knowledge scores measured before the workshop ( $M = 6.11, SD = 3.38$ ) and then after the workshop ( $M = 11.06, SD = 1.59$ ).

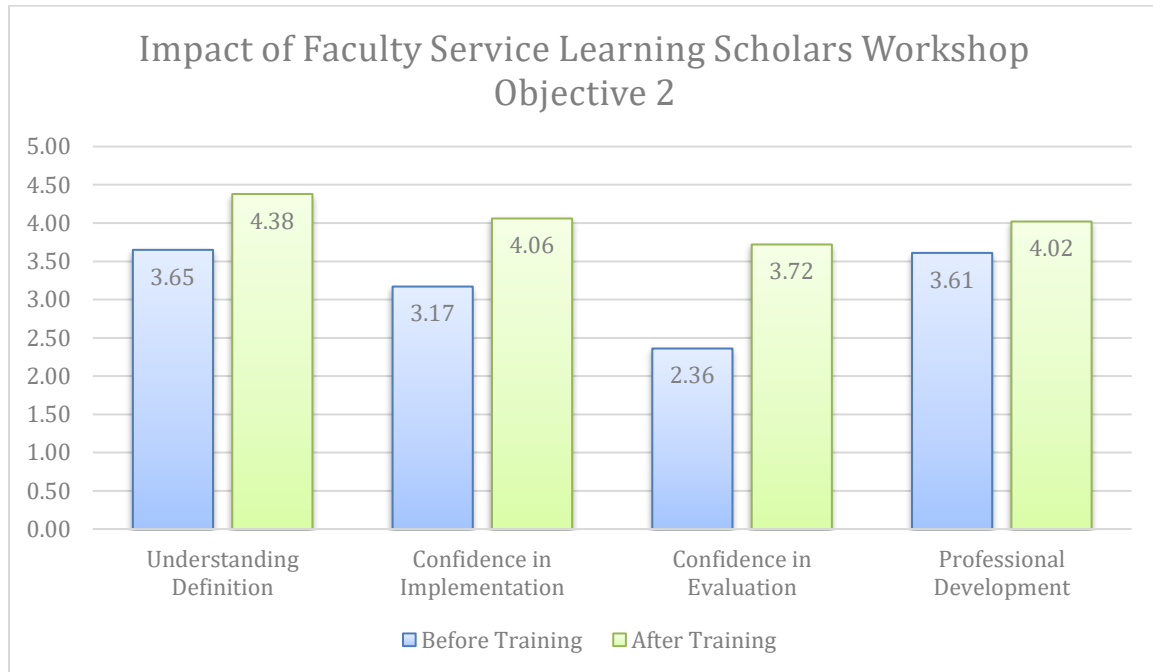


**Objective 2: Enhance participants' self-reported A.) Understanding of the definition of service learning; B.) Confidence in their ability to implement service-learning classes; C.) Confidence in their ability to assess the impact of service learning classes; and D.) Impact of service learning on their professional development.**

To assess Objective 2, we used questions from Colorado Campus Compact's evaluation of their 2011 Engaged Faculty Institute, which covered a similar curriculum, as well as from Community-Campus Partnerships for Health Faculty Service Learning Assessment. Questions were administered pre- and post-workshop to assess changes in attitudes. The response scale ranged from 1 (strongly disagree) to 5 (strongly agree), where 3 was neutral.

The figure below shows participant average scores before and after the workshop for each of the above domains. Results indicated significant increases in scores for each of the domains as follows: Understanding the definition of service learning ( $t(17) = -4.31, p < 0.01, d = -1.01$ );

Confidence in ability to implement service learning classes ( $t(17) = -5.69, p < 0.01, d = -1.34$ ); Confidence in ability to assess the impact of service learning classes ( $t(17) = -6.07, p < 0.01, d = -1.43$ ); and Impact of service learning on their professional development ( $t(17) = -3.11, p < 0.01, d = -.73$ ).



### Reasons for Deciding to Teach a Service Learning Course

Across the pre- and post-assessments, faculty members reported the following as among the top three reasons for deciding to teach a service learning course: 1) desire for increased relevance in courses; 2) wanting to try something new; and 3) curiosity.

Pre- and post-assessment comparisons revealed that the training led to a significant increase in faculty's ratings of the impact service learning would have on their research agenda ( $t(17) = 2.20, p < .05$ ), their plans for publications and presentations ( $t(17) = 3.72, p < .05$ ), their relationships with faculty colleagues ( $t(17) = 3.59, p < .01$ ), the other classes they teach ( $t(17) = 2.13, p < .05$ ), and their relationships with university administrators ( $t(17) = 2.56, p < .05$ ).

### Quotes and Spotlights:

At the end of the workshop, faculty participants were asked to reflect on their perception of service learning and overall experience throughout the workshop. Faculty members highlighted the positive impacts that teaching a service-learning course will have, particularly on their relationships with community partners, professional service in the community, and relationships with students.

Participants in the 2016 Service Learning Scholars Workshop had the following to say in response to specific feedback questions.



*What is the most important thing you are taking away from this workshop?*

- “Tools in my toolkit to implement a SL course, networking with faculty across disciplines, and inspiration!”
- “I’m heartened by the array of logistical tips and tools at my disposal.”
- “That I can actually do this. I had no idea how to implement service learning or really what it was coming into the class.”
- “Service learning is not a rigidly-defined “single way” of teaching or scholarship, but can be done in multiple ways - and really should be defined by a conversation with the community partner.”
- “I found the workshop very informative and was thrilled to see the amount of interest amongst faculty.”
- “Huge desire to be involved in this kind of work in some way! Increased recognition that I am craving this kind of meaning.”
- “Feeling supported, inspired and empowered, and even more proud to be an undergraduate educator here at DU.”

*What other feedback do you want us to have about the workshop?*

- “This workshop was amazingly helpful.... I am so glad I signed up anyhow because now I feel empowered to actually do this.... This was an amazing experience and I'm going to be telling my colleagues to come to this.”
- “This is great; the faculty/student/partner panels were a wonderful addition to see how this works in practice and also for inspiration.”
- “It was fantastic!!!! Thank you so much! I didn't expect it to be transformative for me given that I am not teaching right now, and yet ... it was.”
- “It was awesome - thank you. A highlight of the quarter!”
- “I liked how there were many and diverse guests with first hand experiences with SL. Hearing their stories was very helpful. There was a lot of really helpful and practical information that I will directly use as I prepare for my class in January. Thank you!”

## Community-Engaged Learning: Public Good Associates

Program Manager: Cara DiEnno

### Description:

The Public Good Associates (PGA) program is designed to get students and faculty into working relationships to effectively support community-engaged learning and/or research. The program provides opportunities for students to play a leadership role and to make valuable contributions to DU's public good vision. DU students who demonstrate a deep commitment to community-engaged work and an interest in research and/or teaching are eligible to apply. PGAs assist faculty in the planning, implementation and assessment of service learning courses and/or community-engaged research.

### Program Data:

PGA Hours Spent in Community	450 Hours
PGA Community Partnerships	27 Partnerships
DU Students in PGA Program	7 Students
DU Faculty and Staff Involved in PGA Program	7 Faculty & Staff
Hours in Training for PGAs	16 Hours/student

### Accomplishments:

PGA accomplishments included:

- 7 students worked with 7 faculty members from 6 different departments to investigate a variety of public good issues.
- Supporting a great variety of community-based organizations including Denver Public Schools, Carson Elementary School, The Second Chance Center, Denver Health, One Colorado, UN Association of Denver, El Centro Humanitario, among many others.
- Fostering reciprocal relationships between community organizations and their faculty partner. From developing proposals, organizational task completion, collecting data, assisting in data analysis, writing up reports, and assisting with reflection exercises and organizing panel presentations, PGAs brought their student perspective and their ability to tackle administrative tasks so that the community-engaged work they supported was successful and had high-impact.
- Many of the community partnerships that PGAs support are connected to multiple facets of a faculty member's role including both teaching and scholarship.

### Quotes and Spotlights:

- "It has been a very good experience to work on a research team. I have learned a lot about how academic social science research works and have been surprised by how collaborative it can be. It is great to be working on a project that has such a strong focus on finding information in order to inform positive change in the community. I have

learned that I want to work in collaborative groups throughout my career because it allows for a wide range of ideas to be exposed in the work that I do. I am proud of how I continued to develop new creative ideas about how to expand the project when we run into roadblocks."

- "Being a PGA this quarter was an enjoyable learning experience. I look at this project as an orientation into community based research in the United States in general and Colorado in particular. This experience strengthened my resolve to emerge as a praxis based doctoral student and future professional who has acquired the skills to merge theory and research in order to create best practice and more applied forms of community organizing, funding and outreach based initiatives. It is hoped that I will be able to make a real difference in the lives of the people who are most in need of my services. . . . Finally I believe I have also acquired very valuable knowledge and experience about navigating academia and the relational and professional dynamics between faculty and students."
- "I have had a really good experience working on this project this quarter and throughout this year. I have loved being a part of a study that is happening within the realm of academia that I see has potential to have a significant impact in the 'real world'. I am proud to have contributed to a project that is contributing knowledge to a topic that I feel is very important for improving equity in educational environments. "

# STRATEGIC GOAL 3:

## CHAMPION THE CIVIC MISSION OF HIGHER EDUCATION AS A MEANS TO 21<sup>ST</sup> CENTURY CAREERS AND COMMUNITIES



CCESL promotes civic identity development by preparing students, staff and faculty for active participation in civic life through public good work and community organizing.

We offer several programs through our Civic Development Initiative to further our goal to champion the civic mission of higher education as a means to 21<sup>st</sup> century careers and communities, including:

Community Organizing Training

Puksta Scholars

Public Achievement

Spectator to Citizen Course

Voter Registration

Work on Purpose Workshop



## Civic Development: Community Organizing Training

Here at CCESL, our mission is to educate and equip the campus community to accomplish tangible, public work. The Community Organizing Institute, an annual event held each fall, introduces DU students, staff, and faculty to the knowledge and tools necessary to begin to effectively bring about such change. The full-day Institute, held on September 30<sup>th</sup>, included presentations from CCESL staff on topics such as power and power-mapping, collective self-interest, and critical reflection.



**STUDENT, HELEN CHAO FACILITATES A TABLE DISCUSSION AT THE COMMUNITY ORGANIZING INSTITUTE**

For many, the highlight of the day was the keynote presentation, *Struggle with Love*, by local Denver organizer Justin Valas. Valas discussed the importance of each person's identity and talked about activism as having three stages: to educate, organize, and mobilize. He gave in-depth examples about his work on immigration reform and shared stories of challenge and triumph, including the time he found himself involved in an unplanned hunger strike! He also led participants through a variety of group and small group activities such as a discussion on the "world as it is" vs. the "world as it should be" and an interactive exercise exploring the concept of privilege using "privilege beads."

Attendees were given pre- and post-assessments to help CCESL evaluate the effectiveness of the institute. On the post-assessment, attendees are encouraged to share their takeaways and provide feedback, which included:

*"Don't speak for someone but use your privilege to create spaces for [others] to speak."*

*"Developing relationships and making sure they're reciprocal is crucial to building trust and creating lasting change."*

*"I am excited and happy that this training was offered. It is so valuable to ensure the environment DU strives to support (inclusive excellence)."*

### Program Data:

DU Student Attendees	38
DU Student Facilitators	9
DU Faculty	9
Other Attendees	7



Our training included a diverse community of participants. Of participants who chose to include their demographic information, we served about 48% individuals of color, 8% individuals from the LGBTQ community, and reached a diverse range of ages from 18 to 65.

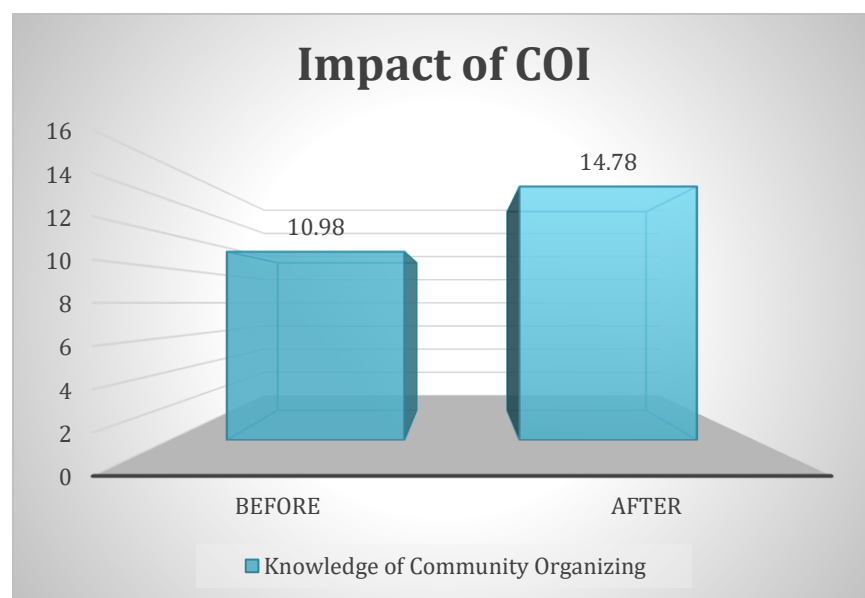
### Accomplishments:

Our primary goal for the 2016 COI was to **increase students' knowledge of community organizing principles and practice**. To assess this goal, we asked that all COI participants complete a written assessment immediately before and after the training. The assessment, comprised of 13 items, used multiple choice and open-ended questions to assess students' knowledge about key points from the curriculum. The questions for this year's assessment were derived from the 2014 COI pre- and post-assessments.

Sample questions from the pre- and post-assessments included:

- Multiple-choice: Self-interest is \_\_\_\_\_ community-engaged work.
  - a) incompatible with
  - b) essential to
  - c) detrimental to
  - d) unrelated to
  - e) a and c
- Short-answer: From a community organizing framework, how is power defined?

In order to examine whether participants' knowledge of community organizing principles and practice increased following the training, we calculated each participant's total points earned (a sum of correct answers for the 13 questions) at both the pre and post-assessments. The figure below shows the participant average scores pre-training ( $M = 10.98$ ,  $SD = 3.91$ ) and post-training ( $M = 14.78$ ,  $SD = 3.10$ ). The increase in participants' scores from pre- to post-training was statistically significant and represented a large effect size ( $t(57) = -8.60$ ,  $p < .001$ ,  $d = 1.08$ ).



We also asked participants to respond pre- and post-workshop to three different statements about their sense of belonging to a community at CCESL, sense of an identity at CCESL, and knowledge about specific CCESL initiatives and programs. This reflects our ongoing goal to ensure that students across many CCESL programs feel a broader sense of connection in addition to their within-program (e.g., Puksta Scholars, Public Achievement) identity. Participants were asked to circle a number (1 = *strongly disagree* to 5 = *strongly agree*) to indicate how much they agreed or disagreed with the statements: “I belong to a community at CCESL,” “I consider CCESL an important part of my identity” and “I am familiar with CCESL initiatives/ programs.” For each statement, participants demonstrated, on average, statistically significant increases in agreement from pre- to post-training (Belonging,  $t(58) = -2.26, p < .05$ ; Identity,  $t(58) = -3.87, p < .001$ ; Familiarity,  $t(58) = -4.32, p < .001$ ).

At the end of the training, we also asked participants to respond to three different statements to assess their learning and the utility of the training. Participants were asked to circle a number (1 = *strongly disagree* to 5 = *strongly agree*) to indicate how much they agreed or disagreed with the statements: “I learned a great deal at today’s training,” “I see connections between what I learned today and my education (e.g. my classes, my major),” and “This training will be useful to me in my education/career.” Participants expressed agreement, on average, with each of these statements (Learning ( $M = 4.27, SD = .80$ ); Connections ( $M = 4.33, SD = .78$ ); Usefulness ( $M = 4.52, SD = .70$ )).

Finally, we gathered participant feedback to inform future trainings. To accomplish this, we administered event evaluation questions. Across participant responses, a few themes emerged. Participants expressed an awareness of the importance of collaboration and working together in order to enact change. Several participants expressed their appreciation of the power mapping activity, which is the creation of a visual representation of power in the community. They also indicated their appreciation of one-to-ones and their utility in relationship building. Participants felt that both the power mapping and one-to-one activities were practical take-aways for them to use in their own education and career.

Participants also indicated an increased awareness of their own privileges and conveyed gratitude for the “privilege beads” exercise which allowed them to more directly see both their privileges and oppressions. They also expressed an increasing understanding of others’ privileges and oppressions and how to navigate systems of power. Participants highly enjoyed Justin Valas’ presentation, especially in learning about real-life situations of community organizing. When asked what participants would have liked to be different, many indicated a desire for more practice time, as well as more small group discussions and time for self-reflection.

Below please find the specific questions posed to students as well as statements that reflect common responses.

***Please briefly describe one or two important ‘take-aways’ from Justin Valas’ presentation.***

- “Engaging with your own privilege to uplift marginalized voices. Amazing to hear real stories of public action.”
- “I got to learn more about community organizing from his experience. His passion was amazing.”
- “I loved his practical examples of agitation and the ways he was able to affect change.”
- “It was just nice to see what a community organizer looks like.”

***Please briefly describe one or two important ‘take-aways’ from the overall event today.***

- “Amazing conversations between table group.”
- “It’s important to use one’s own privilege to affect change instead of perpetuating oppression.”
- “I am excited and happy that this training was offered. It is so valuable to ensure the environment DU strives to support (inclusive excellence).”
- “The privilege beads taught me a lot about privileges I didn’t know I had.”
- “Relationships are key to community organizing efforts.”
- “One-to-one’s are going to be critical in my relationships for now and potentially in my work in the future. Making them intentional and continually reflecting and evaluating this type of work with one another can also help cultivate shared power.”

***What would you change about the training/event to make it more useful to you?***

- “Offer an advanced version as follow-up!”
- “I just wish we had a little more time to discuss.”
- “I really liked the discussions and small group work. I thought there was a good balance between the teaching and activity portions.”
- “I was only at the first half. It was very well done. I wish I was able to attend the interactive portions.”
- “Make the training two days.”

## Civic Development: Puksta Scholars

Program Manager: Ryan John Hanschen

### Description:

The University of Denver Puksta Scholars Program is a four-year, developmental civic engagement program and intentionally diverse community.

Scholars are supported in integrating their academics, personal values, interests, skills, and career preparation with the development of their civic identity and social responsibility as a global citizen. This is accomplished using the community organizing model and includes curricular and co-curricular personal and civic development training, personal and group critical reflection, and mentoring.



**2016-17 DU PUKSTA SCHOLARS WITH PROVOST GREGG KVISTAD, PUKSTA FOUNDATION PRESIDENT JOHN MULSTAY, PUKSTA FOUNDATION DIRECTOR OF DEVELOPMENT AND COMMUNITY OUTREACH NICHEL MULSTAY, AND DU PUKSTA PROGRAM MANAGER RYAN HANSCHEN**

Scholars receive a renewable \$6,000 annual scholarship and individual Puksta Project stipends. In addition, broad-based programmatic support comes from partnership with the intercollegiate Puksta Scholars programs at University of Colorado Boulder, University of Colorado Denver, Colorado State University, and Metro State University of Denver.

### Program Data:

Hours Spent in Community	1,712 Hours
Community Partnerships	25 Partnerships
Campus Partnerships	23 Partnerships
DU Students in Program (total)	14 Students
DU Students Directly Impacted	381 Students
DU Faculty and Staff Involved	22 Faculty and Staff
Hours in Training for DU Students	64 Hours/Student
Total Amount of Scholarships to DU Students	\$ 84,000
<i>Note: Though the Puksta Foundation supports scholars at multiple campuses, these numbers reflect the activities of DU Puksta Scholars only.</i>	

## Accomplishments:

Individual scholars accomplished the following:

- Produced an inaugural DU event that was attended by over 250 people, raised over \$12,000, and educated participants on how to prevent sexual assault as well as support survivors of sexual assault.
- Planned a monthly workshop series at Munroe Elementary to address access to higher education, in collaboration with 4 staff members and 3 parents.
- Worked with the DU Muslim Student Association and South Asian Student Association to create a workshop on Islamophobia which included 20 participants.
- Communicated with the Colorado Muslim Society to increase preventative healthcare and community health fairs while building relationships within Muslim communities.
- Created a video, based on the review of 75 sources, that discusses race in mass incarceration as well as builds understanding between law enforcement and African-American communities.
- Surveyed 15 high school students and 2 ESL teachers while researching for the development of a mentorship program to ease the transition into American schools and culture for newly arrived immigrant students.
- Produced a new DU student organization, the Minority Association of Pre-medical Students (MAPS), to improve the relationships between physicians and their patients by diversifying the field and support minority students in accessing medical school.
- Conducted One2Ones with dozens of Muslim women from across the country to assess their needs for a platform where Muslim women would be able to support one another in their education, their professional lives, and their home life.
- Established an on-campus African Students United organization with fellow DU students and researched the challenges of newcomers and refugees in adapting to Denver.
- Developed a curriculum which includes over 75 lesson plans focused on historical



**DU PUKSTA SCHOLARS AT THE PUKSTA INTERCOLLEGIATE RETREAT  
AT CU BOULDER IN SEPTEMBER 2016**

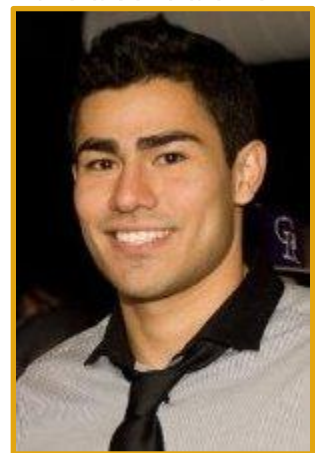


movements, issues, and figures in the LGBT community and distributed this curriculum to several local Gay Straight Alliances.

- Designed a study to investigate the social and biological mechanisms of curious thought by examining compounds in the blood (biomarkers) in older adults after undergoing one of three six-week courses in order to identify new tools for decreasing risk or delaying onset of Alzheimer's disease.
- Established "Road to Distinction," a weekly mentorship program at Abraham Lincoln High School, in partnership with Sigma Lambda Gamma National Sorority, that engaged 11 students in workshops based on access to higher education, self-esteem, and healthy relationships.
- Analyzed the barriers of access to higher education for Southeast Asian American students and conducted research with local community organizations.
- Hosted an annual youth leadership conference through Pi Lambda Chi Latina Sorority Inc. with over 150 high school student participants and implemented a workshop that focused on preventing sexual assault and domestic violence.
- Included as a narrative author in the Many Voices, One DU anthology.

**In addition, as a community, Puksta scholars:**

- Participated in a one-day fall 2016 intercollegiate retreat with Puksta Scholars from CU Boulder, CU Denver, CSU, and MSU Denver that focused on goal setting and action planning, issue cutting, and relationship building across social justice issue areas and universities.
- Marched in Denver's historic Women's March while urging for human rights and social justice for all.
- Participated in a two-day winter 2017 intercollegiate retreat with Puksta Scholars from CU Boulder, CU Denver, CSU, and MSU Denver that focused on implicit bias and privilege, mindfulness practices, Senior Sketches, and a panel of Puksta Scholar alumni.
- Presented their Puksta Projects on posters at the Undergraduate Research and Scholarship Symposium in May 2017.
- Engaged in a Community Organizer-in-Residence series throughout Winter Quarter. Felipe Vieyra, DU Puksta Scholar Alum and Bilingual Community Organizer with Together Colorado, joined scholars every other week to facilitate workshops, support navigation of Puksta Project roadblocks, and practice agitations and peer-led accountability.



**FELIPE VIEYRA, DU PUKSTA SCHOLAR ALUM (2012)  
AND WINTER QUARTER 2017 COMMUNITY  
ORGANIZER IN RESIDENCE**

## Quotes and Spotlights:

- “This is one of the best programs I have had the honor to be a part of. This program has truly become family to me.” – DU Puksta Scholar
- “The DU Puksta program, through the amazing support and framework of CCESL, is rooted in the values of community organizing, relationship building, building collective power, and effective and sustainable change that targets root causes to make real change that happened before my eyes. I understood the frameworks of change that have been used by leaders and movements around the world. This is an incredible toolset to be given, not to mention the four years of generous support I received in order to figure out how to use it.” – DU Puksta Scholar
- “Every week when I see familiar faces from the young ladies that attend our mentoring program, I am amazed by their dedication, hard work and perseverance. I am passionate about this project and I'm looking forward to continue this in the future.” – DU Puksta Scholar
- “Before Puksta and college, I could easily say that the emotion regarding my own identities and experiences that I felt the most was anger. And out of anger came helplessness. I wanted to change things so much, but had no idea how to do it. It all seemed really big and insurmountable, but being trained in community organizing made this work feel tangible, doable. It gave me concrete skills to turn values like kindness and respect into actions and principles for community building. I learned that kindness and understanding weren't naive at all, they were crucial to building something lasting and impactful, if you're intentional about them. Kindness is a skill in its own way. When you go through the first course of the program, learning about all these different principles and skills, take them to heart, and know that you're inheriting something really powerful and life changing if you let it be.” – DU Puksta Scholar



**DU PUKSTA SCHOLARS MARCHING IN DENVER'S HISTORIC WOMEN'S MARCH IN JANUARY 2017**



## Civic Development: Public Achievement

Program Manager: Ryan John Hanschen

### Description:

The Public Achievement (PA) program fosters leadership skills in DU and high school students to address issues in their community in a meaningful and academic way. As PA Coaches, DU students act as facilitators to teams of high school students. Together the teams follow a community organizing process that starts with building relationships between the team members. The teams then work to identify social justice issues they care about within their schools and communities and conduct community-based research. The culminating product is a public work (service learning) project to address the issue they identified.



DU PA STUDENTS AND PARTNERS PARTICIPATE IN THE ANNUAL MARTIN LUTHER KING, JR MARADE IN DENVER, JANUARY 2017

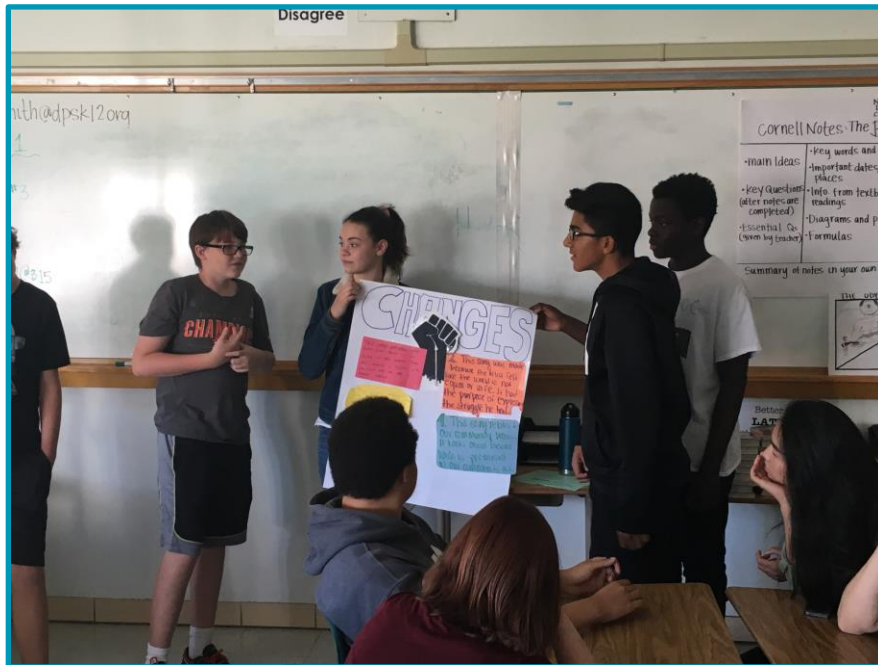
### Program Data:

Hours in the Classroom	785 Hours
Hours Preparing Out of Class	2,708 Hours
Hours Spent with Students out of Class	748 Hours
Community Partnerships	31 Individuals; 3 School Partners
<i>South High School</i>	4 Teachers & 1 Administrator
<i>College Track (Aurora)</i>	1 Administrator
<i>George Washington High School</i>	6 Teacher, 1 Administrator
<i>Additional Community Partners</i>	20 Individuals
DU Students in Program	16 Students
High School Students Directly Impacted	275 Students
DU Faculty and Staff Involved	8 DU Members
Hours in Training for DU Students	42 Hours/Student

### Accomplishments:

- For the sixth year, we organized DU's participation in the MLK Parade. In partnership with DU's Office of Admissions and DU Service & Change student organization, the Public Achievement program organized a DU collective to march in the Denver MLK Parade. Despite blizzard conditions, 24 DU students and staff participated in the event. Participants made posters about their chosen issues and joined thousands in the march that ended in Civic Center Park in January 2017. We used the hashtag #DU2017MLK to highlight our participation through social media.

- We held the sixth annual Public Achievement Summit and College Visit in October 2016. PA students participated in a variety of events including a kickoff, personalized campus tour provided by PA coaches, a variety of breakout sessions, and a working lunch. Additionally, we hosted a PA Project Unveiling event in May 2017 to celebrate students and their accomplishments. The reception featured students presenting posters or videos of their work along with hors d'oeuvres.



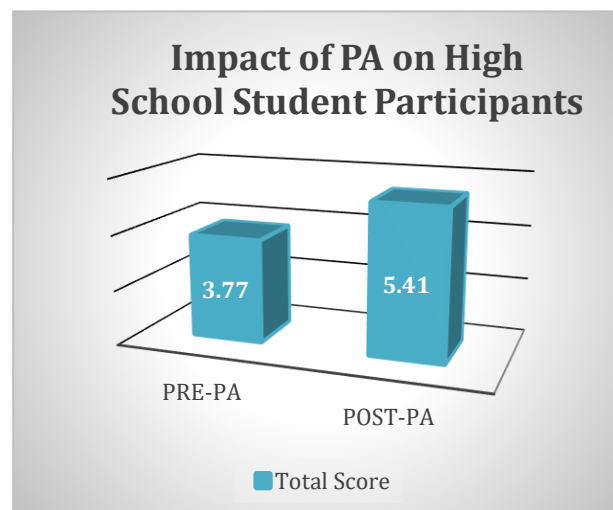
PA STUDENT PARTICIPANTS PRESENT THEIR PROJECT PROPOSAL TO CLASSMATES AT GEORGE WASHINGTON HIGH SCHOOL, MARCH 2017

- **South High School** - Each of the five classes at South High School tackled a different topic for their public work projects. Topics ranged from hunger to environmentalism. Each class created projects that strove to generate change within their chosen topic areas. For example, one class focused on sleep deprivation and tried to increase their peer's awareness of their health and well-being. Another focused on racism and created a documentary to draw attention to South High School students' experiences with racism.
- **George Washington High School** - The students at George researched a variety of subject areas for their public work projects. Popular topics included mental health and school bullying, which were researched by multiple classes. Additionally, students were also interested in tackling issue topics such as gender equality, student representation, and racism. One class raised \$172 from a fundraiser with proceeds going towards a consent and bystander course for incoming ninth grade students.
- **College Track** - The students at College track were interested in exploring issues such as recycling, islamophobia, and policing. The students at Rangeview High School created a public work project that educated the Rangeview community about recycling. They also engaged in meaningful dialogue with the Aurora Police Department about policing practices and members of the University of Denver Muslim Student Alliance to learn more about islamophobia.

To examine the impact of PA on high school participants, we adapted the critical reflections assessment completed by undergraduate and graduate students in CCESL programs, described in the Evaluating Outcomes section above. The PA assessment employed language at the high school level and measured key concepts embedded within the PA curriculum, with items reading as follows:

1. How do you encourage people with different backgrounds and opinions to work together? Please give specific examples.
2. What skills and/or knowledge do students need to take public action when they care about issues – for example, if students wanted to put on an assembly or make a movie to educate others about an issue? Please give examples of specific skills.
3. Describe what responsibility, if any, you have to make the world a fairer place. Please give specific examples.
4. Read the following descriptions of three different types of community members. Pick the one you think best supports an effective and democratic society and tell us why. Please be specific.
  - a. A community member who acts responsibly by, for example, picking up litter, giving blood, recycling, obeying laws, and staying out of debt.
  - b. A community member who actively participates in the civic affairs and the social life of the community at local, state, and national levels.
  - c. A community member who attempts to analyze and understand social, economic, and political forces in the pursuit of social justice.
5. What do people mean when they talk social justice? Please be specific and give an example of a social justice issue you care about.
6. Describe how working on social justice issues and being involved in your community connects to what you learn in school. Please be specific.
7. Describe how working on social justice issues and being involved in your community connects to what you want to do in the future (such as a job, college), and to how prepared you feel to be successful in those endeavors. Please be specific.

Points were assigned according to a rubric specifically developed to assess improvements in knowledge, attitudes, and skills relating to civic engagement and service. Among students who completed PA, 192 students had data at both the beginning and end of the program. The figure shows students' total average scores at the beginning ( $M = 3.77$ ,  $SD = 2.71$ ) and at the end ( $M = 5.41$ ,  $SD = 2.86$ ) of their participation in PA. Results indicated significant increases in students' total scores and represented a medium effect size ( $t(191) = 7.42$ ,  $p < .001$ ,  $d = .54$ ).



## Quotes and Spotlights:

- "As an educator, I have a responsibility to my students to understand social power structures and do everything I can to break them down. Naming power structures, creating extra opportunities for students of color and low SES to excel in school and the community, and voting for legislation and representatives who share the same mission. CCESL gives me the opportunity to be with students, while still getting school done. Much of my mission as a teacher involves social justice work through education, therefore CCESL supports me in attaining long term goals." – Public Achievement Coach
- "Working on a social justice issue has opened my eyes to the injustices I see around my school. I will hopefully be able to stop what I can and connect to my community." –Public Achievement High School Student
- "I use what I have learned through PA ALL THE TIME! I recently gave a speech to DPS students about leadership through my Pioneer Leadership Program class. I referenced power as PA defines it and ensured the students that they all have power." – Public Achievement Coach
- "Working with DU's Public Achievement program has been one of my greatest accomplishments this year. This opportunity taught me about not only myself, but about society through the lens of high school students. As a PA coach I had to balance being a mentor to the students as well as trying to make sure they gain knowledge from the program. I wanted to make sure that the students were able to gain some community engagement knowledge that they would be able to apply to their daily lives. While working as a PA coach, I have been able to work on community engagement/organizing skills, while observing my student's work. I have also learned on how to properly and successfully organize a class with my colleagues. Being able to achieve so much within a school-year has influenced me in continuing my social justice career." – Public Achievement Coach
- "I think the most important thing I've learned through PA and community organizing is to never speak for/do things for a community, but to give them the resources/empowerment to speak for/help themselves. I have witnessed myself work it out through the tough times, build relationships with students, as well as grow as a person myself through being around these students. They have taught me many things, and made me a better person. Overall, this year has been essential to my growth, and I am thankful for that." – Public Achievement Coach
- "My involvement in the Public Achievement program has truly helped me understand the potential that I hold to lead the community organizing and social justice process in different cultural spaces. Over the course of the year, I would say that I witnessed myself grow quite a lot, especially in my ability to be patient and compromise. I hope to someday incorporate what I learn from my minor, my study abroad experience, and the PA program and eventually become an entrepreneur to tackle the issues that I care about." – Public Achievement Coach



**PA STUDENT PARTICIPANTS AND DU COACHES POSE TOGETHER AT GEORGE WASHINGTON HIGH SCHOOL, MAY 2017**



## Civic Development: Spectator-to-Citizen Courses

Instructors: Cara DiEnno and Ryan John Hanschen

### Description:

Spectator-to-Citizen encompasses three two-credit courses offered annually. The courses in the series include Community Organizing (Fall), Denver Urban Issues and Policy (Winter), and School-Based Civic Engagement (Spring). Though students are not required to take all three, the courses are designed to provide opportunities for DU students to develop a set of public skills and a civic knowledge base that will allow them to actively participate in the public life of their communities. These courses strongly encourage students of diverse backgrounds, politics and values to learn together, and from one another, in a safe and challenging learning environment.

The Community Organizing course is arranged as a 10-week community organizing project. The first half of the quarter is focused on learning the community organizing model through discussion, exercises and readings. During the second half of the quarter, students both lead the class and create their own assignments in a workshop style environment. In particular, students define their self-interest and individual public lives, build consensus across multiple perspectives, become experts on a community issue and then bring this issue back out into the community for dialogue and possibly action.

The Denver Urban Issues and Policy (DUIP) course is developed around the idea that a strong democracy depends on its citizens to use their power, knowledge, ethics and strengths to identify problems and work with others to build stronger, healthier communities for all people. Students are encouraged to see themselves as citizens of the City of Denver, with a responsibility and right to investigate important issues and be involved in developing a city that better the lives of the people in the communities. DUIP builds upon the Community Organizing course by emphasizing relationship building, research of multiple forms of knowledge/knowing, public action, evaluation and critical reflection.



DENVER URBAN ISSUES & POLICY STUDENTS IN MARCH 2017

The School-Based Civic Engagement (SBCE) course is arranged as a 10-week community-learning project where students engage with individuals in the K-12 system. Students are challenged to think about how our public schools are preparing students to be effective citizens. We also examine the role that universities and communities can and should play in the education process. Students take a critical look at their own education experience and compare this experience with the education experience of those with whom the student will be working.

## Program Data:

Hours Spent in Community	525 Hours
Community Partnerships	6 Community Partners
DU Students in Program	40 Students
DU Faculty and Staff Involved	3 Staff
Hours in Training for DU Students	770 Hours

## Accomplishments:

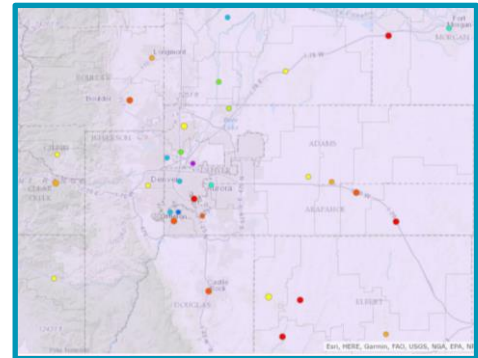
- Through an understanding of collective self-interest, students in the Community Organizing course identified a broad problem they were all passionate about, inclusive excellence at the university. Specifically, students began a campaign to bring about the translation of important documents into other languages than English, believing that it is essential that students and families that speak multiple languages are provided the important information regarding their status at the institution in their preferred language. Students engaged in conversations to determine the strategies and tactics they felt would be most successful in carrying out their campaign. Ultimately, students decided to create an informational pamphlet (in five languages), a change.org petition, and hosted a tabling event.
- In the Denver Urban Issues and Policy class, students partnered with Colorado Youth for a Change, a local nonprofit organization focused on solving the dropout crisis in Colorado. Students conducted community-based research on the programs school districts implement to support students at-risk of leaving school. For their final project, students created a Geographic Information System (GIS) map that included program details and graduation data from each school district in the state. Students analyzed the collected data and presented their findings, identified patterns, and reflections to Colorado Youth for a Change staff. The completed GIS map resource will be made publicly available through the Colorado Reengagement Network.
- The School-Based Civic Engagement class partnered with the Day of Action (DoA) planning committee. DoA is a day-long college experience held at DU for elementary school students and their families. Please see the section about [DU Service & Change](#) for more information about the event. SBCE students hosted five workshops (Dance, Athletics, Study Abroad, Slime Poetry, and Volunteerism) during the day. Students also created a student and family survey, analyzed results and presented a report to the DoA planning committee. To prepare for the student with whom they would work with at the DoA, students visited Munroe Elementary School and conducted readings with students after hearing about best practices from Munroe teacher and DU alumni, Julio Alas.



**STUDENTS IN THE SCHOOL-BASED CIVIC ENGAGEMENT CLASS HEAR FROM TEACHER AND DU ALUM, JULIO ALAS ON A VISIT TO MUNROE ELEMENTARY SCHOOL.**

## Quotes and Spotlights:

- “Before college I didn’t really understand the concept of community organizing or how important its impact was on the larger community. Now knowing how vital it is to a society and how effective it is when it comes to implementing change I want to play a larger role in it. The lessons that this class has taught me has inspired me to take action.” – Student in the Community Organizing Class
- “After taking the class I think there is a myriad of things I learned also about myself. In general, I am glad to have learned about community organizing because it was a concept I was not even aware that existed. In the past, I considered myself a person that was not really interested in going out and physically advocating for problems that need to be solved. However, after working with the class and actually turning plans into action I learned that I am definitely interested in doing some kind of organization in the future whether it is on the DU campus or in my local community.” – Student in the Community Organizing Class
- “My biggest take-away was seeing the effects of dropping out on a more macro level. While the individual effects are just as important, the effects on society matter as well. These effects are also seen when funding is dramatically different for school districts that are literally next to each other or when schools have different programs to help students such as blended learning or credit recovery.” – Student in the Denver Urban Issues & Policy Class
- “I learned how many of the solutions to solve dropout rates are intertwined and that there’s not just one single solution but multiple little ones. This issue has always been an ongoing problem and we can improve it but it may never be perfect.” – Student in the Denver Urban Issues & Policy Class
- “After eight weeks of SBCE class I have learned a lot which makes me more aware of myself and I have a new lens to see life through. I still have this burning desire to help people but I am more mindful that I should listen to the needs of the others instead of assuming I already knew what they wanted.” – Student in the School-Based Civic Engagement Class



**SAMPLE DISTRICT DATA FROM THE DENVER  
URBAN ISSUES & POLICY MAPPING PROJECT**



## Civic Development: Voter Registration

Program Manager: Ryan John Hanschen

### Description:

The Voter Registration Provision in the Higher Education Amendments of 1998 requires universities to make good faith efforts to distribute voter registration information to students in attendance. CCESL is the campus office designated to lead this good faith effort for DU.

During fall quarter, CCESL partnered with a nonpartisan community organization to support members of the DU community in registering to vote throughout the quarter, as well as was a part of National Voter Registration Day. DU community members were also able to update their voter registration electronically as well as register to vote in a state other than Colorado.

### Program Data:

Nonpartisan Community Organization Partnerships	1 Partner
Classroom Presentations Facilitated by Partners and Supported by CCESL	4 Presentations
Tabling Events Held by Partners and Supported by CCESL	29 Tabling Events
DU Students Delivered to the Polls via Golf Cart or Walkover to Cast their Ballot	130 Students
DU Students, Faculty or Staff Who Registered to Vote through New Era	673 Individuals

### Accomplishments:

- DU students received an email with information about voter registration more than 120 days before the 2016 registration deadline, which was November 8, 2016.
- Information about registering to vote and updating voter registration details was included on the CCESL website.



**DU STUDENTS REGISTER TO VOTE ON NATIONAL VOTER REGISTRATION DAY  
IN SEPTEMBER 2016**

## Quotes and Spotlights:

- “I think it's important to vote because it's a direct way to have an influence on the government. As a woman of color, it's especially important because there have been women of color before me who didn't have the chance to do the same. I want to be a voice that has a stake in the future of our country. I volunteered on Election Day on the DU campus to help remind students about the importance of our voice. We are going future teachers, doctors, businesswomen/men, and we will run the world, so it's crucial that we shape our country in the best possible way.” – DU Student Volunteer

CCESL's website includes the following information for students:

### Voter Registration

Registering to vote is quick, easy, and an essential element of our democracy!

CCESL helps students register to vote in several ways. All DU students will receive an email with information about voter registration 120 days before the registration deadline. In addition, trained volunteers will be available to help you register leading up to elections.

Register to vote in Colorado:

<https://www.sos.state.co.us/voter-classic/secuRegVoterIntro.do>

### COLORADO VOTER ELIGIBILITY

You are eligible to vote in Colorado if you:

\*are a Colorado resident

\*have lived in your current precinct for at least 30 days before the election

\*will be 18 years of age or older at the time of the next election

\*are a U.S. citizen

\*are not serving a sentence of confinement, detention, or parole for a felony conviction

Registered Colorado voters can access the Go Vote Colorado website to update their address, party affiliation, or permanent mail-in ballot status:

<https://www.sos.state.co.us/Voter/secuRegVoterIntro.do>

You also can register to vote in a state other than Colorado:

<https://vote.usa.gov>

Please send any voting related questions to [ccesl@du.edu](mailto:ccesl@du.edu).

## Civic Development: Work on Purpose Workshop

In February, DiEnno and Hanschen worked with staff from the Career Center, Student Engagement, Center for World Languages & Cultures, the English Language Center, and the student organization DU Service & Change to cohost a Work on Purpose Workshop. Work on Purpose, a program of Echoing Green, helps people uncover their own unique way to live and work for social good. 21 students from across campus attended the half-day workshop that culminated in developing their personal hustle statement, outlining actions they could take to move their passions forward and identifying a mentor to support them. Students also had the opportunity to hear from three DU alumni who are living out their purpose. The panelists included Sean Duncan (BA 2016; MPP 2016), Olivia Hunte (MSW 2015) and Jerrold Yeo (PsyD candidate).

### Program Data:

DU Student Participants	13 Participants
DU Staff & Student Facilitators	9 Facilitators
Hours in Training for DU Student Participants	105 Hours

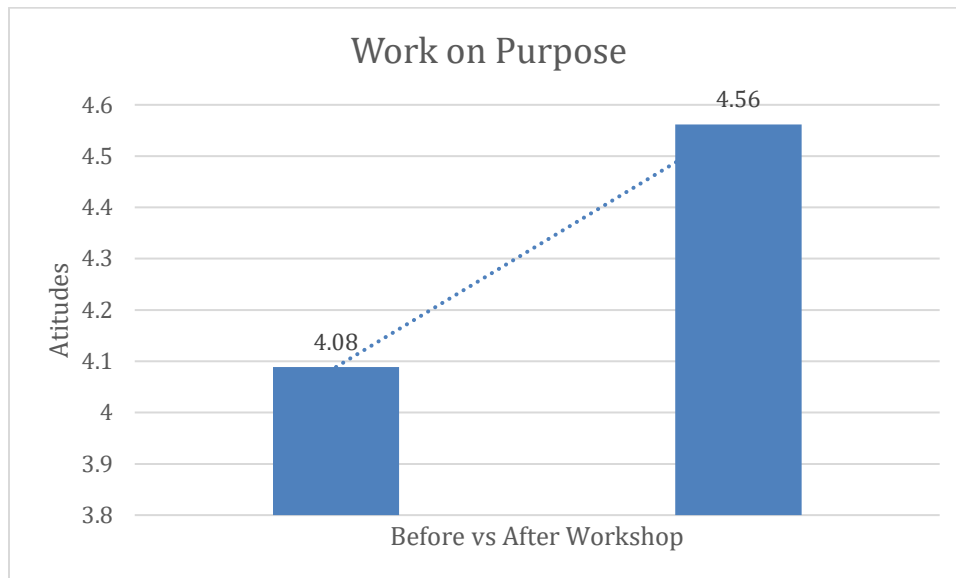
### Accomplishments:

To examine the impact of Work on Purpose, participants completed an assessment that gauged attitudes toward living and working for social good. The pre-assessment measured attitudes prior to participating in the training, and the post-assessment measured attitudes immediately following the end of the training. The assessment included a series of thirteen attitudinal statements to which students indicated their agreement or disagreement on a five-point Likert scale from “Strongly disagree” to “Strongly agree.” The statements read as follows:

1. I’ve thought about what social issues I connect with on a personal level.
2. I value and prioritize my own well-being.
3. I value and prioritize making the world a better place.
4. I can distinguish between when I am motivated by my own passions as compared to motivations resulting from others’ influence (parents, society, etc.)
5. I know some steps I could take to move my life in the direction I want it to go.
6. I plan to take the above steps to move my life in the direction I want it to go.
7. I ultimately plan to pursue a career in which I can have a positive social impact.
8. I am aware of resources available at DU that I can use to create and implement community initiatives.
9. I understand my connection to DU’s vision to be “a great private university dedicated to the public good.”
10. I am aware of my strengths, skills and personal traits that I can use to propel my passion forward.
11. I am aware of my behaviors and thinking that may serve as obstacles to my goals.
12. I understand my personal call to action.
13. I have the knowledge to bring reality to my vision through an action plan.



Pre- and post-assessment raw scores (a sum of responses for the 13 statements) were calculated for each participant who attended the event in order to assess whether attitudes toward living and working for social good increased or became more positive following the training. The figure below shows participant average scores pre-training ( $M = 4.08$ ,  $SD = 0.49$ ) and post-training ( $M = 4.56$ ,  $SD = 0.22$ ). Although pre-assessment scores were on average already above the neutral point on the scale, post-assessment scores still demonstrated a significant increase as compared with pre-assessment scores, and there was a large effect size ( $t(9) = 4.51$ ,  $p < 0.001$ ,  $d = 1.42$ ).



### Quotes and Spotlights:

Students who completed the workshop offered the following feedback:

- “It is a great reminder to keep my focus on what matters to me and what I can do to be part of the greater good.”
- “I enjoyed the group teaching format. I learned a lot from the diversity of perspectives.”
- “CCESL has helped to ground me as an international student. There are various ways to get involved in issues that transcend geography and culture and appeal to our common humanity.”
- “I really enjoyed the stories shared and direction to self.”
- “The workshop reminds me to continue to use my schooling and career to promote social change.”
- “The panel was great. It was nice to hear from people who are changing the world who have been where I am now.”
- “After this workshop I feel ready and able to make a change.”
- “This was very useful and reminded me of my passions.”

## STRATEGIC GOAL 4:

# ENGAGE DU IN SERVICE WITH COMMUNITIES



CCESL engages students, staff and faculty in service experiences that involve critical reflection, examination of root causes, community building, and increasing campus and community capacities.

We offer several programs through our Service Initiative to further our goal to engage DU in service with communities, including:

DU Service & Change

Community Engagement Corps

Service Opportunities





## Service: DU Service & Change

Program Manager: Ryan John Hanschen

### Description:

DU Service & Change (DUSC) is a student organization that engages the DU community in diverse service opportunities that contribute to the public good.



DUSC has four separate committees leading different service projects throughout the academic year:

- Project Action arranges standing weekly/bi-weekly volunteer opportunities in the community.
- Project Connect leads drives and fundraisers throughout each quarter that promote awareness and help a specific cause through monetary and item donations.
- Project Depth organizes long-term service projects where DU students learn about and discuss public issues while exploring root causes and examining solutions.



DUSC VOLUNTEERS PARTICIPATE IN THE DU DAY OF ACTION, APRIL 2017

- Project Volunteer coordinates large-scale service events where the DU community can engage in a variety of volunteer activities and issue areas.

### Program Data:

DU Students Involved in DUSC Leadership	16 Students
Hours in Training for DU Students	160 Hours
DU Faculty and Staff Involved	2 Staff
Community & Campus Partners Engaged	32 Partners
Service Projects Implemented	20 Service Projects
DU Volunteers Engaged (students, alumni, staff, faculty)	465 Volunteers
Total Direct Service Hours Volunteered	1,814 Hours



### Accomplishments:

- Project Volunteer facilitated three large-scale service projects, including participation in the 31<sup>st</sup> annual MLK Parade, the fourth annual DU Oxfam Hunger Banquet, and the fifth annual DU Day of Action.
- Project Action participants facilitated carnival games for Asbury Elementary students, restored trails at Austin Bluffs Open Space, cooked meals for Ronald McDonald House residents, planted wildflowers at Rocky Mountain Arsenal National Wildlife Refuge, supported children with autism at rock climbing events, and planted trees at Jackie Robinson State Park.
- Project Depth facilitated long-term projects with two community organizations – The Bridge Project and the Immigrant Resource Center – visiting each site weekly to volunteer and support programming.
- In April 2017, DUSC partnered with the Center for Multicultural Excellence (CME), DU Programming Board (DUPB), Cheltenham Elementary, Greenwood Academy, and Johnson Elementary to facilitate the fifth annual Day of Action. DUSC recruited and trained 66 DU volunteers who hosted over 335 elementary students and their family members on campus to discuss college access. Participating students – many of whom will be first-generation college students – engaged in demonstrations conducted by DU academic departments or programs, small group discussions and Q&A sessions with DU students, and campus tours.



**DUSC DISPLAYS MLK PORTRAIT - CONSISTING OF HUNDREDS OF DU STUDENT REFLECTIONS ON POST-IT NOTES - AT THE ANNUAL DU DIVERSITY SUMMIT**

### Quotes and Spotlights:

- “DUSC has been an exhilarating experience, and this year was no exception. It’s been incredible to see DUSC grow over the last four years, and this year, we had so many extraordinary changes happening. We partnered with some incredible new organizations. We expanded Day of Action. And we celebrated volunteers. My heart is full as we wrap up. I’ve appreciated the community built through service. I’ve met some of my favorite people through DUSC. I’m excited to see how DUSC grows after I’m gone.” – DUSC Co-President
- “This was only my first year with DUSC and I can't wait for more. From Day of Action to planting trees with Denver Parks & Rec I had a blast giving back to the community. All in all, I am excited for more service with great people next year! – DUSC Co-Chair
- “For me, DUSC has been a place and community where I've been able to find like-minded, service-oriented people at DU. It's amazing to bring people together who come from all different walks in life, but care for the same social justice issues that we address in our service projects. DUSC has also been a great platform for me to get to know the Denver/Colorado community as an out-of-state student.” – DUSC Co-President

## Service: Community Engagement Corps

Program Manager: Ryan John Hanschen

### Description:

CCESL's Community Engagement Corps provides an opportunity for DU students to serve as mentors/tutors with local Denver Public Schools (DPS) partner sites. These partnerships span grades, subjects, focus areas, times and locations. DU student mentor/tutors may volunteer or earn their Federal Work Award by participating.

The Community Engagement Corps provides training and reflection opportunities for mentors/tutors and connects DU students with DPS students through in-class and out-of-class mentoring/tutoring support that builds relationships with K-12 students. This provides academic assistance in small groups or individually, facilitates a better understanding of concepts, assists students in developing public, academic, and research skills, and engages students in studying and problem-solving strategies.



**CEC MEMBERS PARTICIPATING IN WORK  
ON PURPOSE WORKSHOP**

### Program Data:

DU Student Serving as Mentors/Tutors	5 mentors/tutors
Hours in Training for Mentors/Tutors	24 hours
School Partnerships	3 partnerships
DPS Students Tutored/Mentored	92 Students
Hours Served by Mentors/Tutors	574 hours

### Accomplishments:

- Community Engagement Corps members served with four programs at three school partner sites: Force Beacon Elementary School, Denver Green School and South High School.

### Quotes and Spotlights:

- "I've learned a lot about how ambiguous the word "intelligence" is. Some of the students that I have worked with in the past are very book smart, but that doesn't motivate them to do their homework. They can do it very easily, but they just need someone to nudge them a bit. Some of the students that I have worked with love sports and being active, but they don't understand how to add or subtract fractions. Some of the students are extremely passionate about video games and fun-problem solving. Intelligence is so ambiguous and the school systems as it is now shames students for not meeting the societal definition of "intelligent." In terms of service, I've been trying to combat this defeating-perspective by motivating my students as much as possible. I've been trying to be as positive as I can even if a student is obviously struggling. I'm actually extremely proud of realizing this, since I could be the difference in a child's life

- “I learned how to work with all ages of kids and the importance of names and face recognition to many children. I enjoyed my service a great deal because I was able to go to many classrooms and help in the ways that were needed. This also gave me an opportunity to work with more kids than before. This was a cool experience because now when I walk in the halls I recognize most students from time at recess or their classes. I learned that many of the kids need as many positive role models in their lives as possible and that in this position I strive to be as positive as I can. I am most proud of the fact that when kids at the school see me they are excited that I am there and see me as someone they can come to with the good news and the hard things they experience.”
- “I think that I’m really proud of the patience I’ve acquired, even when it was really hard. I’ve learned a lot about what our education system looks like and what I can contribute to it. I think that in a lot of ways I’ve been able to check my privilege and see how I’ve been able to get a lot of resources and go to really great schools, and that’s not the reality for a lot of people. I think it’s been really humbling for me in that sense, and also made me self-reflect on what it means to be supportive of others and how I can use my privilege to help them without making them feel bad, and being aware of the assumptions I might bring to the table.”
- “My experience as a tutor and mentor has been really positive. I enjoy going to work and I’ve developed deeper relationships with these kids which has been very rewarding. I’ve learned that service can be so different for various individuals. I’ve really realized that each kid needs something different while I’m serving them. Something that I’ve learned about myself that it can be really tough when kids make a big deal about something that seems small from my perspective, such as writing a letter in their name incorrectly. While I think about it as a small mistake, sometimes the kids I help will get really overwhelmed and frustrated about a small mistake such as that but aren’t able to realize that it’s okay. I know that I got frustrated about similar things as a kid. Overall, I am most proud about the patience that I’ve had. It’s been really hard to help the kid who gets so emotional and frustrated, so I’m glad that I’ve been able to be really patient even when I’ve felt helpless when I feel like there’s nothing that I can do to help him.”

## Service: Service Opportunities

Program Manager: Ryan John Hanschen

### Description:

In addition to DU Service & Change and Community Engagement Corps, DU members may also be involved in CCESL Service Opportunities, including the DU Something: Volunteer database.

CCESL's DU Something: Volunteer is a website and database that connects DU student, staff and faculty volunteers with service opportunities at community partner sites.

CCESL coordinated five First-Year Seminar (FSEM) Destinations Trip service projects in September 2016. Participating students engaged in critical reflection and the following service activities:

- Facilitated STEM activities for elementary, middle, and high school age youth through The Bridge Project;
- Participated in an awareness initiative for the Capitol Hill Care Link program through the GLBT Community Center of Colorado;
- Engaged in event preparation and site beautification through the Museo de las Americas;
- Mulched trees, removed debris, and painted equipment at Sonny Lawson Park through Denver Parks & Recreation;
- Supported on-campus farm operations through Denver Green School.

CCESL and DUSC collaboratively facilitated a 'Leveraging Service for the Public Good' workshop for Multicultural Greek, PanHellenic, and Interfraternity Council student leaders. Each participant received 50 minutes of critical reflection training, access to a network of student leaders, an overview of the community organizing framework, and action plans for next steps. Fraternity & Sorority Life co-sponsored this critical reflection training ahead of their member's participation in 2017 Day of Action service projects.



**DU FIRST-YEAR STUDENTS PERFORMING SERVICE AT DENVER GREEN SCHOOL  
ON AN FSEM DESTINATION TRIP**

CCESL participated in the Colorado Business Reads Book Drive in collaboration with Serve Colorado | Governor's Commission on Community Service and Executives Partnering to Invest in Children. CCESL collaborated with three other DU units (Anderson Academic Commons; Fisher Early Learning Center; and Undergraduate Admissions, International Student Admission) to collect over 770 books for elementary school students across the state, an 85% increase from 2016!

CCESL also tracks student participation in community service for DU. This information helps to capture DU's contribution to the public good as well as support DU's application to the



President's Higher Education Community Service Honor Roll and reports to Campus Compact. The data below spans service program information from across campus and includes the Department of Athletics; CCESL; Center for Multicultural Excellence; Child, Family, & School Psychology; Counseling Psychology; Denver Teacher Residency; DU Service & Change; Financial Aid; Fraternity & Sorority Life; Graduate School for Professional Psychology (GSPP) Doctoral Program; GSPP International Disaster Psychology; GSPP Sport and Performance Psychology; Graduate School of Social Work; Graduate Tax Program; Josef Korbel School of International Studies; Living & Learning Communities; Morgridge College of Education Teacher Education Program; Pioneer Leadership Program; Psychology Multicultural Interest Group; Religious & Spiritual Life; Volunteers in Partnership, and the Writing Program.

### Program Data:

Approximate Total Number of DU Students Engaged in Community Service	4,197 Students
Approximate Total Hours of Service Engaged in by DU Students	567,357 Hours
Number of FSEM Student and Faculty Volunteers	100 Volunteers
Number of 'Leveraging Service for the Public Good' Workshop Participants	22 Student Leaders
Total Hours of Service Engaged in by FSEM Students and Faculty	420 Hours
Books Collected for Children Throughout Colorado	770 Books
Number of Volunteer Opportunities posted by community organizations via the DU Something: Volunteer Website	117 Volunteer Opportunities

### Quotes and Spotlights:

- Ashley Edinger was recognized as the 2017 DU Service Student of the Year. Ashley has demonstrated passion and dedication to service, reflected critically on his experiences, and addressed root causes of community issues through service. Through CCESL, Ashley has served as a DUSC Co-President, COI Facilitator, and PA Coach.

## STRATEGIC GOAL 5:

# DEVELOP DISTINCTION IN COMMUNITY-ENGAGED PEDAGOGY, SCHOLARSHIP, AND PRACTICE



Advancing our local and national footprint, we pursue several avenues to develop distinction in community-engaged pedagogy, scholarship, and practice.

### Scholarly Publications and Conference Presentations:

In addition to the scholarly products developed by CCESL-connected faculty and students, CCESL staff members are committed to disseminating knowledge and experience in the field of service learning and community engagement through scholarship. The following list offers examples of last year's staff community-engagement scholarly products:

*Selected publications authored by CCESL staff presented (italicized names indicate student or alumni co-authors):*

- DiEnno, C. M. & *Plummer Taylor, S. R. G.* (2017). Practicing What We Teach, Practitioner Reflections: Understanding the Impact of Service Learning on Those Who Teach It. In C. R. Crosby & F. Brockmeier (Eds.) Community Engagement Program Implementation and Teacher Preparation for 21st Century Education. (pp. 238-263). Hershey, PA: IGI Global.

*Selected conferences at which CCESL staff presented (italicized names indicate student or alumni presenters):*

- DePrince, A.P. (March 2017). *From Hysteria to Social Justice: Community Engagement and Collective Self Interest for Impact*. Invited keynote, 2017 Continuums of Service Conference, Campus Compact Western Region. Denver, CO.
- DePrince, A.P. (March 2017). *From Hysteria to Social Justice: A Case for Community-Engaged Scholarship*. Invited keynote, Gulf South Summit on Service Learning and Civic Engagement through Higher Education. Greensboro, NC.
- DePrince, A.P. (March 2017). *Telling the Story of Community-Engaged Work: Data, Stories, and Impact*. Invited half-day workshop, Gulf South Summit on Service Learning and Civic Engagement through Higher Education. Greensboro, NC.
- DiEnno, C. M. (July 2016). Using the Community Organizing Framework to Create Powerful Projects. Invited presentation at the International Baccalaureate World Student Conference: From Farm to Fork: Ethics of Food Sourcing, Production and Consumption. Denver, CO.
- DiEnno, C. M. (October 2016). Practicing What We Teach - Practitioner Reflections: Understanding the Impact of Service Learning on Those Who Teach It. Poster presentation at the Mountain West Engaged Scholars Summit. Greeley, CO.
- Hanschen, R.J., Saxe, A. (January 2017). Practical Community Organizing Strategies to Build Reciprocal Relationships & Socially Just Communities. Presentation at University of Denver Diversity Summit. Denver, CO.
- DiEnno, C. M. (February 2017). Discussion Facilitator: Using Reflection as a Tool for Learning. DU Office of Teaching & Learning 'Unconference.' Denver, CO.
- *Chao, H. & Kikhia, N. & Saxe, A.* (February 2017). Young Women's Stories as Agents of Change: How Aesthetic Education and Brave Spaces can Facilitate



Action in High School. Presentation at University of Denver Women's Conference. Denver, CO.

- DiEnno, C. M. & Powers, K. (February 2017). Public Narrative for Community Transformation: Using stories to motivate social change. Presentation at the University of Denver 22nd Annual Women's Conference. Denver, CO.
- DiEnno, C. M., *Abdullah, S., Polley, D. & Oyakojo, M.* (April 2017). From Serving Individuals to Creating Community Engagement Programs Focused on Collective Impact: The Evolution of Collaborating for the Public Good. Presentation at the 19th Annual Continuums of Service Conference: Elevating Higher Education for the Public Good: Commitment|Action|Impact. Denver, CO.
- DiEnno, C. M. & Kleinhesselink. (April 2017). Work on Purpose. Workshop at the 19th Annual Continuums of Service Conference: Elevating Higher Education for the Public Good: Commitment|Action|Impact. Denver, CO.
- DiEnno, C. M. (May 2017). Panelist: How Universities Help Create Smart Cities with Guest Harvey Miller of Ohio State University. Smart Cities Lecture Series. DU Daniel Felix Ritchie School of Engineering & Computer Science. Denver, CO.

## National Voices

In April, we welcomed nationally recognized scholar and leader, David J. Weerts, PhD to campus for a full day of events focused on broadening conversations about community engagement as a method of accomplishing institutional goals.

Weerts is an Associate Professor in the Department of Organizational Leadership, Policy, and Development at the University of Minnesota's College of Education and Human Development. His scholarship specializes on external relations and higher education, including university-community engagement institutional advancement.

During his day at DU, he made his way through a packed schedule that engaged groups of administrators, faculty, staff, and students. Weerts gave two talks, 1) What's Your Public Good Story? Branding and Marketing the Engaged University and 2) A Lunch & Learn on Alumni Relations, Philanthropy, and the Engaged University. He also met with the Collaboration for the Public Good and Alumni & Friends Clusters individually to engage in conversations about advancing their work related to the DU IMPACT 2025 strategic plan. A reception was also held for all DU IMPACT 2025 leaders as an opportunity to engage in conversation about using community engagement to advance institutional goals. We welcomed new colleagues to the dialogue about community engagement.

### Regional and National Leadership

CCESL Staff received several awards, institutional and national, that illustrate our regional and national leadership. We are pleased to recognize the following:

- Ryan J. Hanschen: 2017 Staff Pioneer Award, University of Denver Pioneer Awards
- Ryan J. Hanschen: 2017 Outstanding Student Organization Advisor, University of Denver Pioneer Awards

A partnership with **George Washington High School (GWHS)** that began during the 2014-2015 continued again this academic year. In August CCESL welcomed more than 300 students to campus for two days during the GWHS Ninth Grade Academy for incoming high school students. CCESL recruited and trained 10 college mentors who lead activities in an event called the Patriot Games – a tournament of engaging activities where teams went head to head on tasks modeled after programs and clubs at GWHS that students could get involved in.



RYAN HANSCHEN WITH CARL JOHNSON AT THE PIONEER AWARDS

The **Summer Associates Volunteers in Service to America (VISTA) program** was a new partnership between the Colorado Service-Learning Council (CSLC) and AmeriCorps. DiEnno, a Coordinating Committee member of the CSLC, provided support and leadership to the new VISTA program. In conjunction with an intern from the Graduate School of Social Work, DiEnno organized a series of trainings to certify associates in service learning practices and provided support to the 42 students from across the country participating in the program. The program provided an exciting way for students to engage in service learning while earning a modest living stipend and educational award. During the 10 week AmeriCorps VISTA program volunteers engaged in intensive service experiences with Colorado nonprofit/government agencies and K-12 schools to develop programs, design curriculum, and work with youth and marginalized populations across the state. Associates contributed more than 12,000 hours of service valued at more than \$200,000 (calculated at \$16.44/hour, the 2015 US Census average for adults with some college/Associate's). Summer Associates served from May 28-August 5, 2017, and earned a modest living stipend of \$2,718 and an education award of \$1,222.

CCESL Staff had a strong presence at this year's **Continuums of Service Conference** held in Denver on the Auraria campus. The theme for this year's conference was "Elevating Higher Education for the Public Good: Commitment|Action|Impact." DePrince gave the keynote, "From Hysteria to Justice – Community Engagement and Collective Self Interest for Impact." DiEnno was asked to serve as a proposal reviewer, gave a presentation with 3 student co-presenters, and co-facilitating the Work on Purpose workshop.



**CARA DIENNO WITH STUDENT CO-PRESENTERS AT THE CONTINUUMS OF SERVICE CONFERENCE**

Associate Director, Cara DiEnno, worked with a team of DU faculty to submit a **Smart Cities Proposal to the National Science Foundation (NSF)**. Amin Khodaei, Associate Professor in the Daniel Felix Ritchie School of Engineering and Computer Science (RSECS), was the lead of the project and spoke about the initiative in the DU magazine. The NSF proposal was submitted in partnership with the City and County of Denver (CCD). According to CCD, a Smart City will “connect people to mobile, affordable, and environmentally-sustainable city services by leveraging strong partnerships, technology, and innovation that are holistic, inclusive, equitable, and sustainable to enable people-centered, performance-driven, real-time solutions.” A component of the partnership between DU & CCD was to explore high impact, deeply reciprocal community engagement efforts. Working closely with Emily Silverman of CCD, DiEnno created an engagement initiative for the NSF proposal that included Citizen Science and Photovoice as key strategies. The key outcome of these strategies is advanced citizen-centric engagement models that provide citizens with opportunities to be involved in the creation of smart communities that are more livable, workable, have an improved quality of life, and are sustainable for their citizens. The objective is to engage citizens in thinking about both the direct and indirect impacts and benefits of Smart City technology. DiEnno joined Khodaei, Silverman and several other faculty from DU, along with distinguished guest Dr. Harvey Miller of The Ohio State University on a panel in May as part of the Smart Cities Lecture Series offered by Daniel Felix Ritchie School of Engineering and Computer Science. DiEnno has been recognized for her expertise in weaving community engagement into these initiatives and has been sought after for multiple other opportunities including participating in planning calls for a summer workshop with the National Renewable Energy Lab, piloting an engagement strategy with the City & County of Denver’s Smart City Program over summer, and contributing to two additional funding proposals currently being developed (an additional NSF grant and the Bloomberg Mayor’s Challenge).

## Social Media Presence

This year, senior Strategic Communications major Elaina Fenstermacher served as CCESL's Social Media Specialist. Elaina was responsible for managing the CCESL Facebook, Instagram, and YouTube station accounts and was successful in growing our audience. She put her videography talents to use by helping to live stream Public Good forums, record training videos, conduct video interviews of CCESL students and more. Some of the social media projects undertaken this year include:

- Elaina highlighted CCESL students on CCESL's Instagram account. Student highlights included a name, biography, and headshot.
- Elaina also worked to increase CCESL's Facebook page to 377 likes and 375 followers
- CCESL utilized Facebook Live to record events in real time. At its peak, the Public Good Implementation Forum on February 22 recorded a reach of 690 people.
- A CCESL LinkedIn page was established
- CCESL published event videos to its YouTube channel. Eight videos were viewed 282 times.

## Local News

A wide variety of news outlets reported on stories involving CCESL programs and/or partners, including both television and radio. CCESL-related news stories also appeared regularly in institutional outlets such as the DU Magazine and DU Newsroom.



THE DU MUSEUM OF ANTHROPOLOGY'S *PARA-PLACE* EXHIBIT WAS HIGHLIGHTED IN THE ROCKY MOUNTAIN PBS FEATURE "THIS IS MY DENVER"



NBC NEWS RADIO IN DENVER FEATURED A STORY ON A PUBLIC GOOD FUND PROJECT THAT BRINGS LOW-INCOME GIRLS TO A STEM SUMMER CAMP ON CAMPUS



THE DU MAGAZINE INTERVIEWED CCESL DIRECTOR ANNE DEPRINCE FOR AN ARTICLE ON SOCIAL INNOVATION AND THE PUBLIC GOOD



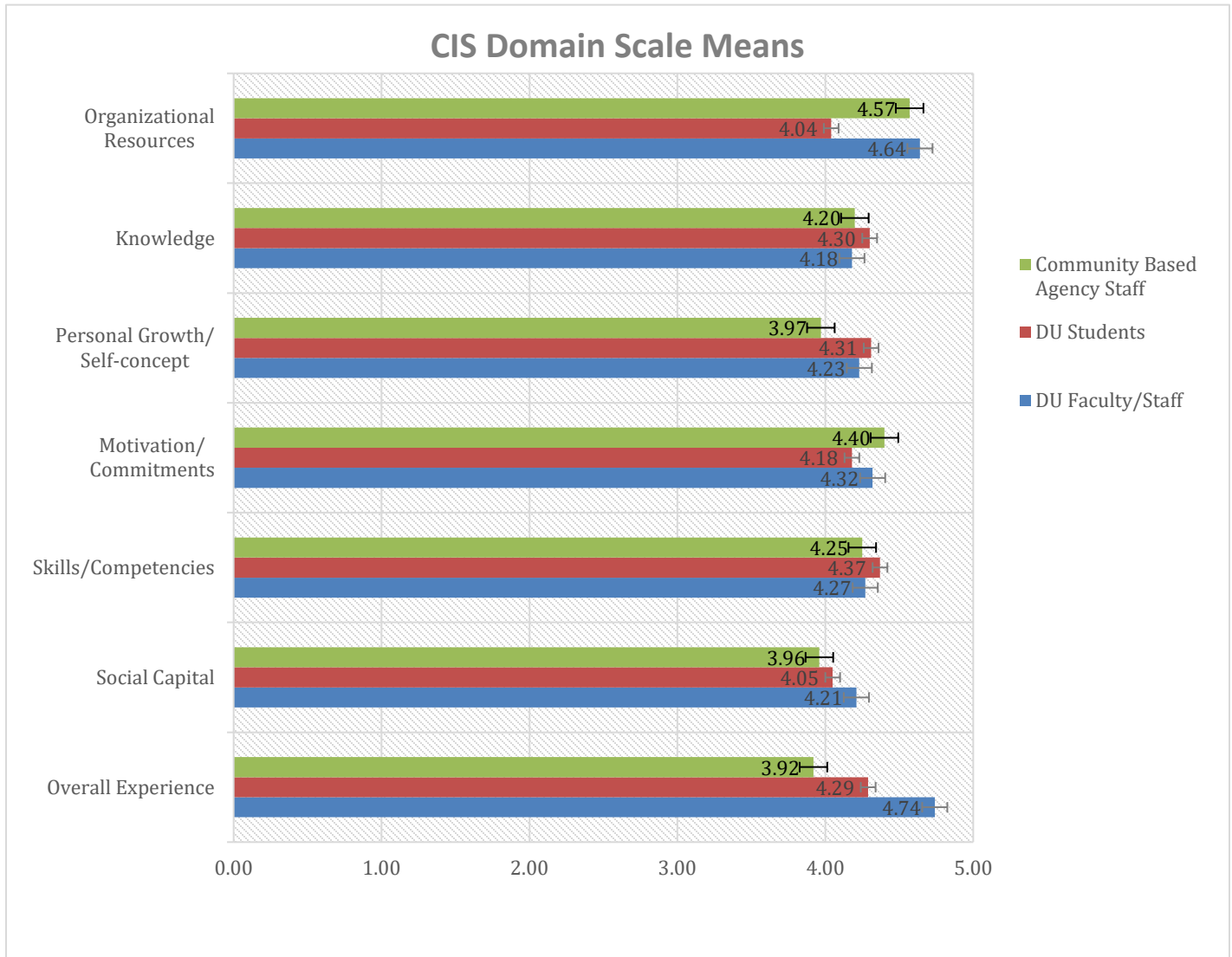
## STRATEGIC GOAL 6: MAXIMIZE COMMUNITY IMPACT





CCESL advances community-engaged work that addresses public issues important to *both* community and university partners and is a leader in assessing impact.

We used the **Community Impact Scale (CIS)**, developed at CCESL, to measure impact. We analyzed responses from 43 people reporting on community partnerships (17 DU students, 19 DU faculty members, 1 DU staff member, and 6 Community-based agency staff members).



The graph above depicts domain scale means as measured by the CIS. Ratings on the CIS are measured on a Likert scale where 1=Very Unfavorably, 2=Unfavorably, 3=Neutral/No Impact, 4=Favorably, and 5=Very Favorably. Respondents could also indicate that an item was not applicable or that they did not know by selecting 6 or 7 respectively. To assess the perceived benefits of community partnership, we compared each domain scale mean with the neutral rating (a score of 3). Across groups (DU faculty/staff/students and community-based agency staff), domain scale means were all significantly greater than 3 ( $p < .05$ ). In summary, respondents perceived positive and favorable results of community partnerships across the domains of impact.

Respondents endorsed not only participating in a variety of different activities but also having many different reasons for partnering with community organizations. Displayed below are percentages based on how many group members felt that a given item captured their experience. These do not reflect cumulative percentages because group members could select multiple kinds of projects/reasons for partnering.

	DU Faculty/ Staff (n=20)	DU Students (n=17)	Community- Based Agency Staff (n=6)
Provided direct service to clients/populations served by the organization	55%	14%	50%
Planned, organized, and/or implemented events put on by the organization	45%	14%	50%
Obtained resources	15%	0%	0%
Provided technical/physical skills	45%	0%	17%
Exchanged/applied product knowledge	60%	0%	50%
Did community building	50%	57%	17%
Did community organizing	15%	0%	17%
Course requirement	0%	88%	0%
Organizational mandate	5%	0%	17%
Board member expectations	0%	0%	0%
Recruited by a friend or family member	0%	0%	0%
Recruited by a university staff member or faculty	15%	18%	17%
Recruited by a community agency	10%	6%	0%
Seeking a new learning experience	55%	47%	0%
Exposure to internship and/or career possibilities	25%	6%	0%
Desire to make a difference in the community	90%	71%	17%
Sense of responsibility to have a positive impact on the community	80%	59%	67%
Expand personal and professional network	60%	29%	17%
Develop new skills and competencies	45%	47%	17%
Seeking volunteers to assist with direct service, plan events, provide skills, etc.	0%	0%	33%
Seeking additional funding and/or help with fundraising efforts	0%	0%	0%
Seeking to create a university-community partnership	70%	53%	33%
Seeking to sustain a university-community partnership	65%	35%	67%
Seeking to preserve the possibility of future university-community partnerships	40%	35%	50%

## STRATEGIC GOAL 7:

# BUILD FINANCIAL, RESOURCE, AND COLLABORATIVE STRENGTH



To support CCESL's work toward our vision, we commit resources to building strength in many forms, both within our team and campus/community partnerships.

During the academic year, CCESL reached faculty in every degree-granting division at DU. More than 150 faculty and staff were involved in formal CCESL programs or leadership opportunities (this does not include consultations, open forums to discuss community engagement or similar activities). Given our approach of providing broad and diverse opportunities for faculty to learn the skills of community engagement, receive financial support to pursue engagement and develop their leadership skills in engagement; we enhance the impact that community engagement has on the university's vision as well as individual contributions to their department and discipline.



**FACULTY, STFF, AND STUDENTS EXPLORE CCESL AT THE BEGINNING OF THE YEAR**

## Community-Engaged Student Fellows

Program Manager: Cara DiEnno

### Description:

The Community-Engaged Student Fellows program was created to advance aspects of the Collaboration for the Public Good strategic initiative of the university's new strategic plan, DU IMPACT 2025. Fellows are assigned to an interdisciplinary issue area and charged with co-developing a plan to advance community-engaged work in this area in consultation with community and campus stakeholders as well as CCESL staff. Fellows work to identify activities (events, programming, assessment, etc.) to advance collaboration in their issue area.

The fellows cohort also serves as an interdisciplinary “think tank,” working collectively to address campus and community identified needs in real time. Fellows serve as liaisons providing continuous communication between faculty and CCESL, sharing out ideas across disciplinary or issue lines to further the goals of the cohort. CCESL serves as the backbone providing expertise in community engagement and best practices for integration into the university's academic mission.

Last, fellows serve as community engagement ambassadors to their home departments, during university sponsored events and in general interactions with campus and community stakeholders.

The goal of the fellows program is to help facilitate cross/inter-disciplinary collaborations that deepen the university's impact on some of our community's most pressing problems. Partnerships with community organizations are rooted in reciprocity and mutual benefit, and fellows assist in determining community-identified issues and needs.

### Program Data:

Fellows Community Partnerships	17 Partnerships
DU Students in Fellows Program	9 Students
DU Faculty and Staff Involved in Fellows Program	9 Faculty & Staff
Hours in Training for Fellows	40 Hours/student

### Accomplishments:

Fellows' accomplishments included:

- Hosted individual meetings with 27 faculty/staff, 11 students and 17 local organizations yielding 117 hours of one-on-one support.
- Hosted five events engaging 36 faculty, 14 students and 2 community partners which featured 7 community organizations. The events included:
  - Introduction to the Metropolitan Denver Nature Alliance, December 16, 2016
  - Bridging the Criminal Justice System Gap: A Community Partner Research Event (with Second Chance Center, Gateway Program, Women's Empowerment Program, and Above Waters Project), March 10, 2017
  - Reducing Disparities in Health and Healthcare: Where We've Been and Where We Need to Go (with Denver Health), May 3, 2017
  - Executives Partnering to Invest in Children (EPIC) spotlight event, May 10, 2017



- Metropolitan Denver Nature Alliance event about an urban field station, June 1, 2017
- Fellows served as ambassadors of community-engagement at an additional 21 events at DU and in the region including at the Justice Reinvestment: Solutions to Mass Incarceration Symposium, The Road Ahead 2017: Mobility On-Demand transportation conference, the Rocky Mountain Land Use Institute Conference, and several community-engaged class trips.
- Two public good/community engagement collaborations are a direct result of fellows work from AY 2016-2017, while an additional 11 projects/ideas/connections are in progress, having been seeded by the work of the fellows. The two direct collaborations include:
  - WRIT 1122 Rhetoric and Academic Writing partnership with mDNA: The writing classes' story mapping exercise was seen in action at the end of March when TPL revealed their GIS mapping software. A pin on each GOCO community that the WRIT class interviewed appeared on the map. When clicked, the pin revealed the students' stories. There is no doubt that MDNA/TPL could want this type of work from the university again.
  - GEOG 3420 Urban and Regional Planning partnership with mDNA: The geography class provided the organization with some background data for future reference. Since MDNA has not yet decided what the organization will do first, they have not needed to use the geography classes' data. However, the information collected by the students (in the form of their end of year presentations and papers) exists in MDNA's database (a Dropbox).
- Fellows created a joint website where they can share updates among one another and with the larger DU community. Visit <http://cceslfellows.weebly.com/> to see their work.

### Quotes and Spotlights:

- “All in all, I achieved the one thing I truly wanted to accomplish, and that was to feel connected with DU. I graduated finally feeling like I belonged at the university, and I am now proud to call myself a Pioneer.”
- “I learned a lot about how to work on an inter-disciplinary team and learned about what true community engaged work looks like.”
- “Throughout this year, I really enjoyed learning more about how community-campus partnerships are formed and maintained and what the benefits are to forming collaborative and reciprocally beneficial relationships with community partners. I also learned a lot about the benefits of interdisciplinary work. This type of collaboration can maximize the impact of work being done. Maximizing impact was evident in the way that our fellowship program functioned where we were able to help each other brainstorm, generate ideas, and answer questions.”
- “Being a Fellow has introduced me to the impressive quality and quantity of work at DU that focuses on greater communities and the public good. . . The flexible nature of the program creates an environment open to all ideas that help reach CCESL's greater goals; this environment felt productive, creative, and inspiring.”

To support CCESL's work toward our vision, we commit resources to building resource strength in many forms, both within our team and campus/community partnerships.

### Campus and Community Service:

Staff members represent CCESL and community-engaged perspectives in a range of campus and community service activities. Selected service examples include:

DePrince	Member, Advisory Committee, Campus Compact of the Mountain West
	Member, Imagine DU Transformative Directions Committee
DiEnno	Member, Coordinating Committee, Colorado Service-Learning Council
	Member, Advisory Committee, University of Denver Intercultural Global Studies Minor
	Member, Advisory Committee, Campus Compact of the Mountain West
	Member, Advisory Committee, Colorado Civic Health Network
	Proposal Reviewer, 19 <sup>th</sup> Annual Continuums of Service Conference
Hanschen	Chair, Colorado Governor's Commission on Community Service
	Member, Denver South High School Community Partnership Board
Powers	Secretary, DU Women's Staff Alliance for Networking and Development
	Registration Chair, 2017 DU Women's Conference

### Consultation:

CCESL staff members were responsive to ongoing requests for consultation on a range of topics, from service learning implementation and community-engaged research to volunteer development and community partnership building.

### Innovative Collaborations:

For the third year, CCESL collaborated with the Undergraduate Research Center to cohost the **Undergraduate Research & Scholarship Symposium**, an event that showcased the exemplary scholarship of the University's undergraduate students. For the first time, our collaboration expanded to include the DU Career Center and University Advancement, particularly Alumni Relations. The symposium celebrated the unique ways in which students and faculty become partners in the co-production of knowledge. More details can be found at <http://www.du.edu/urc/symposium/>.



**SAMAN RIZVI PRESENTS DURING THE UNDERGRADUATE RESEARCH AND SCHOLARSHIP SYMPOSIUM.**

CCESL has played a major role in DU's new strategic plan, IMPACT 2025. DePrince co-leads the **Collaboration for the Public Good Implementation Working Group** with Art Jones, Teaching Professor, Lamont School of Music. DiEnno is also a member of the cluster, which is working to enhance mutually beneficial and reciprocal opportunities for community-university collaboration. Such opportunities will serve the public good and promote social change, with special attention to underserved communities. Our aim is to engage all schools, disciplines, and departments in order to advance collaboration that will increase the public good impact of our research, creative work, teaching/learning, and service.

DU's public good vision recognizes the multidisciplinary nature of society's most pressing issues. Therefore, it calls forth problem-solving and solution-seeking across the university—from the humanities to the arts, engineering, business, and beyond.

To reach these goals the cluster has completed a variety of activities.

The cluster completed a survey to benchmark DU's current community-engaged work that will allow us to identify ways to advance collaboration for the public good. In Winter 2017, faculty from across campus completed the survey about their work with communities in research, creative work, teaching, and service. From this survey, we documented more than 700 community partners with whom DU faculty are working on a broad range of public issues. The effort was led by DePrince and with support from Graduate Research Assistant Kim Yalango. DiEnno is working with the Community-Engaged Student Fellows to translate this data into a network map.

Under the leadership of DiEnno with support from Lynn Schofield Clark, Chair, Media, Film, and Journalism Studies, we piloted the Community-Engaged Student Fellows program (as described earlier) to be responsive to evolving organizational support needs for faculty, staff, and students working in multidisciplinary public good issue areas.

We laid the ground work to pilot the DU Grand Challenges Initiative, a family of programs that will bring together university and community change makers to address the most difficult and far-reaching issues facing our society today. The DU Grand Challenges initiative builds on DU's public good vision and long-standing commitment to community-university collaborations. DU faculty, staff, and students from across campus pursue research, creative work, teaching, and service with communities. These communities are diverse – involving individuals, groups, and/or organizations located regionally, nationally, and globally. Organizations include non-profits, schools, government agencies, and businesses.



**LYNN CLARK INTRODUCES AT THE SCHOLARSHIP FOR EQUITY  
PUBLIC GOOD FORUM**

Ahead of the Summer 2017 launch of the DU Grand Challenges initiative, the working group integrated information and stakeholder input to inform the design of the initiative. In addition to listening to input gathered from community leaders, change makers, and higher education leaders and completing the benchmarking survey, during Academic Year 2016-2017, the implementation cluster hosted Public Good Forums organized around diverse topics - democracy, sustainability, and equity - to foster conversation about opportunities for cross-disciplinary collaboration. To promote broad engagement, Public Good Forums were live-streamed on Facebook and online participation was encouraged through Twitter.

Based on the kinds of efforts described above, the working group developed a plan for the DU Grand Challenges initiative that will harness the multidisciplinary expertise and interests of students, staff, faculty, and community members to pursue ambitious and achievable public good goals.

### CCESL-Sponsored Events:

On September 19, CCESL hosted its annual Open House to kick off the new academic year. CCESL welcomed students, faculty, and staff into our spaces to share conversation, discuss possibilities for collaboration, and enjoy stories of community engagement from faculty and alumni. Pecha Kucha-style presentations from Drs. Jennifer Hoffman, Shannon Murphy, and Robin Tinghitella; Dr. Kim Bender; Dr. Heather Martin; and alumnus Sean Davis were a fun and inspiring addition to this year's event.

CCESL also took advantage of opportunities to co-sponsor events with campus partners, including the 2017 DU Women's Conference and DU CultureFest.

### Recognizing Community-Engaged Students and Faculty:

Part of institutionalizing community-engaged work involves developing and recognizing campus leaders. Thus, CCESL recognized the outstanding community-engaged work of faculty and students this year with seven awards presented at a university-wide awards ceremony.

Public Good Student of the Year	Sara Abdullah
Service Student of the Year	Ashley Edinger
Student Community Organizer of the Year	Alicia Saxe
Public Good Faculty of the Year	Dr. Omar Gudino, Department of Psychology
Service Learning Faculty of the Year	Dr. Esteban Gomez, Department of Anthropology
Community-Engaged Department of the Year	Department of Anthropology
Kimmy Foundation Community Service Professional Award	Larcy Brooks, Ashley Edinger, and Laleobe Olaka



**SARA ABDULLAH WAS RECOGNIZED AS PUBLIC GOOD STUDENT OF THE YEAR**

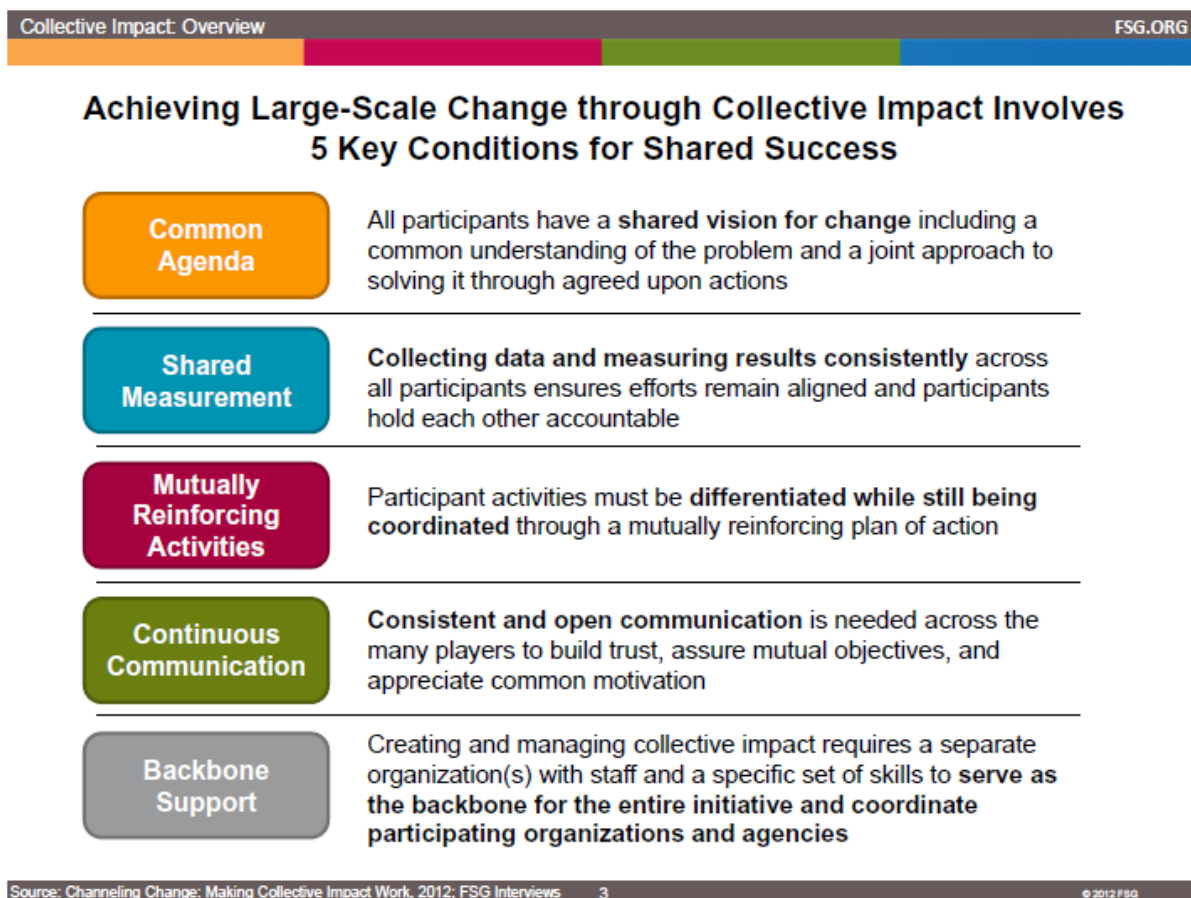


# CONCLUSION





This year CCESL began to integrate a collective impact framework (Kania & Karmer, 2011) into our work as a way to guide the next stage of institutionalization of community-engaged practice. Collective impact is an approach to collaboration that has developed out of the nonprofit sector to ensure the broadest and deepest impact possible when groups come together to work towards a goal. A collective impact framework defines five pre-conditions to success: 1) common agenda, 2) shared measurement, 3) mutually reinforcing activities, 4) continuous communication, and 5) backbone support (see Figure 1). Specifically, we believe CCESL is poised to serve as the “backbone support” for the university’s public good work. This backbone is considered a necessary pre-condition for success. To support this exploration, DiEnno attended the Collective Impact Summit hosted by the Civic Canopy in December.



As illustrated in the figure above, the backbone support entity should bring together skills necessary to coordinate and communicate across the constituents involved in the project. Backbone organization staff are meant to be separate from the participating groups and provide support such as planning, managing and supporting the initiative through facilitation, communication, data collection, reporting and other logistical and administrative functions (Kania & Kramer, 2011). As Kania & Kramer point out, “the expectation that collaboration can occur without a supporting infrastructure is one of the most frequent reasons why it fails” (p. 40).

Building on CCESL’s long-standing success in supporting faculty, staff, and students from across campus to do public good work, we are developing the structures and processes to ensure CCESL can provide backbone support to the University. CCESL has an established

track record in coordinating faculty, staff, and student efforts without commandeering them; chiefly to apply adaptive leadership to advance both individual and collective work. CCESL already functions as a separate entity that facilitates public good work across faculty, staff and students in their existing organizational structures (department, divisions, and centers). CCESL is experienced in training faculty, staff, and students in the skills necessary to do public good work using best practices in community engagement. CCESL has been piloting hub-and-spoke organizational structures this year to be responsive to the needs of diverse constituents across campus to pursue public good work, supporting faculty, administrators, and students working in inter- and multi-disciplinary ways across diverse issues. CCESL has been at the forefront of developing assessment instruments and procedures that can be used across diverse campus and community groups to assess impact. Additionally, CCESL is committed to working effectively with Advancement and Communications and others to ensure effective communication for broad campus-wide public good initiatives.

Importantly, CCESL's expertise in community engagement best practices will help ensure that community remains at the center of any change process and that principles of inclusivity are consistently applied as part of DU's public good vision. This focus will ensure not only that the impact of the work pursued is deep, but that communities views of the institution are not damaged, but rather enhanced. In *Collective Impact 3.0*, Cabaj & Weaver (2016) argue that there is a necessary evolution of the framework to ensure the most equitable and poignant collective change efforts. One of the most important shifts in this re-visioning of collective impact is a much stronger focus on the role of the community. Engaging authentically and with a sense of reciprocity and trust with the communities with whom we wish to partner and move the needle on important issues becomes core to the work.

The application of a collective impact framework to single organization such as DU (albeit with numerous departments, divisions, institutes and centers with various missions) is unique. Collective impact has traditionally been applied to multiple organizations across sectors participating around a common goal/desired impact for community change. CCESL has the opportunity to be pioneering in the application of collective impact in higher education and in community-university partnerships.