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DENVER



University of Denver
Center for Community
Engagement &
Service Learning

CENTER FOR COMMUNITY ENGAGEMENT AND SERVICE LEARNING

2011-2012 END OF YEAR REPORT

JULY 1, 2011 - JUNE 30, 2012

PRESENTED SEPTEMBER 4, 2012

TO

THE OFFICE OF THE PROVOST
UNIVERSITY OF DENVER





University of Denver
Center for Community
Engagement &
Service Learning

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CCESL VALUES

The Center for Community Engagement and Service Learning (CCESL) embraces the vision, values and mission of the **University of Denver (DU)**. Specifically, DU's vision, values, mission and goals include:

Vision: The University of Denver will be a great private university dedicated to the public good.

Values: In all that we do, we strive for excellence, innovation, engagement, integrity and inclusiveness.

Mission: The mission of the University of Denver is to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought and generating knowledge. Our active partnerships with local and global communities contribute to a sustainable common good.

Goals:

Community - We will create a diverse, ethical, and intellectually vibrant campus community to provide a challenging and liberating learning environment.

Learning - We will provide an outstanding educational experience that empowers students to integrate and apply knowledge from across the disciplines and imagine new possibilities for themselves, their communities, and the world.

Scholarship - We will invigorate research and scholarship across the university to address important scientific, sociopolitical, and cultural questions of the new century.

In turn, **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.

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.

**RECOGNIZING THE TRANSLATION OF
DU'S AND CCESL'S VISION, VALUES, AND
MISSION INTO HIGH-QUALITY WORK, DU
WAS NAMED TO THE PRESIDENT'S
HIGHER EDUCATION COMMUNITY
SERVICE HONOR ROLL FOR 2011.**

APPROACH

Whether training students, offering faculty development programs or accomplishing our work with communities, CCESL's work is grounded in principles of community-engaged scholarship and teaching as well as in the community organizing model. These interrelated concepts are described in brief below to inform the End of Year report.

Community-Engaged Scholarship and Teaching:

Community-engaged scholarship and teaching comprise intellectually and methodologically rigorous work that is grounded 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).

At their heart, 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-interests 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.

Core Initiatives:

Grounded in community engagement and community organizing principles, CCESL identified four initiatives as part of a strategic planning process this year: Service, Civic Development, Community-engaged Scholarship and Community-engaged Learning. As illustrated below, these 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.



CAPACITY BUILDING AND INSTITUTIONALIZATION

In order to effectively achieve our mission to educate, engage and equip the campus community, we commit resources to building capacity, both within our own office and within campus/community partnerships. Many of these capacity-building efforts fall outside the scope of any particular program, but they are integral to CCESL's work. Examples of capacity building efforts during the 2011-2012 year are described here.

Building a New Team:

We welcomed three new staff to our busy team over the last year. Each position was filled after a competitive search that involved input from DU staff, faculty and students. CCESL staff is comprised of 2.5 full time equivalent employees (excluding the part-time faculty Director). In addition, we welcomed a Graduate Research Assistant to CCESL to support our evaluation and research efforts.

We also created three Faculty Associate positions to provide campus-wide leadership opportunities for faculty to contribute significantly to CCESL's Community-Engaged Learning as well as Community-Engaged Scholarship initiatives. Faculty Associate positions focus on faculty development and institutionalization across campus and in each faculty member's home unit/division. Faculty Associates commit to serve 1-year terms. The first cohort of Faculty Associates, appointed May 1 2012, come from diverse programs on campus, including the Department Chemistry and Biochemistry, Department of Communication Studies, and Fritz Knoebel School of Hospitality Management.

Team Member	Role	Started at CCESL
Cara E. DiEnno, Ph.D.	Associate Director	July 1, 2011
Tejas Srinivas	Graduate Research Assistant	September 1, 2011
Iman Jodeh, M.P.A.	Administrative Assistant	September 27, 2011
Ryan Hanschen	Program Coordinator	January 30, 2012
Keith Miller, Ph.D.	Faculty Associate	May 1, 2012
Kate Willink, Ph.D.	Faculty Associate	May 1, 2012
Cheri Young, Ph.D.	Faculty Associate	May 1, 2012

Grant Writing Infrastructure:

CCESL staff continued to identify prospective grants to support community-based projects and research, with input from University Advancement. Examples of successful 2012-2013 external funding include:

Awarded:

- State Farm Good Neighbor Service Learning Grant Program (two separate grants awarded) in support of Public Achievement student projects at two partner schools.
- Training Ground Grant, Colorado Campus Compact, Compact Service Corps grant in support of our Community Organizing Training.

Digital Media Updates:

We began the process of updating digital media this year, work which will continue into next year as well. These updates included the development of a new YouTube page (<http://www.youtube.com/DUCcesl>) and a revised Facebook site (<https://www.facebook.com/DUCcesl>). In addition, we worked with Producer Raivan Hall on the development of five short videos designed to introduce viewers to CCESL. The video project, which will be completed early in the 2012-2013 year, brings together voices of students, staff, faculty and community partners to describe CCESL's work and impact.

Scholarly Publications and Conference Presentations:

CCESL staff is 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 manuscripts:

- DePrince, A.P., Priebe, S., Newton, A.T. (2011). Community-engaged research as a vehicle for undergraduate education about violence against women: A comparison of two research methods classes. *Psychological Trauma: Theory, Research, Practice, and Policy*, 3(3), 215-222.
- DiEnno, C. M. & Thompson, J. L. (2012). For the love of land: How emotions motivate volunteerism in ecological restoration. *Emotion, Space and Society*. In Press.

Selected conferences at which CCESL staff presented:

- DePrince, A.P. (May, 2012). Context and intimate partner abuse: Findings from a community-engaged research approach. Invited keynote for the Annual Meeting of the Northern Ireland Branch of the British Psychological Society. Enniskillen, Northern Ireland.
- DePrince, A.P. (May, 2012). Community-engaged clinical science: Modified interventions for depression and revictimization following interpersonal violence. Invited workshop for the Annual Meeting of the Northern Ireland Branch of the British Psychological Society. Enniskillen, Northern Ireland.
- DePrince, A.P. (May, 2012). Context and intimate partner abuse: Findings from a community-engaged research approach. Invited talk for the Traumatic Stress Clinic, University College of London. London, England.
- DePrince, A.P. (March, 2012). Perspectives on the theory and practice of community-engaged scholarship from the Social Sciences. Invited paper presented to the faculty at CSU-Pueblo; sponsored by Colorado Campus Compact. Pueblo, CO.
- DePrince, A.P. (January-March, 2012). Engaged Faculty Institute: Service Learning 101. Facilitated a six-week training on service learning for 30 faculty from six institutions; sponsored by Colorado Campus Compact. Denver, CO.
- DiEnno, C. M. (May 2012). Invited constructive conversation facilitator discussing How do we create a physically, spiritually, and socially sustainable community on campus? University of Denver Cross-Talk: A Social Justice Colloquium. Denver, CO.
- DiEnno, C. M. & Hanschen, R. J. (May 2012). Innovative Community Organizing Strategies to Develop Inclusive, Socially Just Communities. Workshop presentation at the University of Denver's 11th Annual Diversity Summit: Pioneering Innovation Through Inclusion: What Do You DU? Denver, CO.
- DiEnno, C. M. & Lozano, J. (March 2012). Moving Reflection beyond the Journal: Making Space for Student Expression through Creative & Alternative Means. Workshop presented at the Colorado Public Achievement Coach Conference. Denver, CO.
- Whitcher, J. (September 2011). Invited participant for Strengthening Democracy through Campus-Community Engagement Seminar. Imagining America: Artists and Scholars in Public Life National Conference. Minneapolis and St. Paul, MN.

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:

Anne DePrince (Director)	Member, Graduate School of Professional Psychology Dean Search Committee
	Member, Advisory Committee, Colorado Campus Compact
Cara DiEnno (Associate Director)	Coordinating Committee Member, Colorado Service Learning Council. Co-drafted the organization's founding charter.
	Co-Committee Chair, Social Sustainability Committee of the University of Denver Sustainability Council
	Member, University of Denver Intercultural Global Studies minor advisory committee
	Search Committee Member, University of Denver Center for Multicultural Excellence's Director of Inclusive Excellence College Access and Campus Pipeline Programs position
	Member, Advisory Committee, Colorado Campus Compact
Ryan Hanschen (Program Coordinator)	Member, South High School Community Advisory Board

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. Close tracking of consultations (excluding hours spent in formal trainings, on committees or in established collaborations that are reflected elsewhere in this report), revealed that CCESL staff spent approximately 164 hours in one-to-one consultation with staff, students and/or faculty stakeholders; this is the equivalent of more than one month of full-time effort on consultation alone.

Interdisciplinary Forums:

In partnership with the Morgridge College of Education (MCE), CCESL co-sponsored an interdisciplinary forum to discuss DU-K12 partnerships on May 17, 2012. The purpose of the forum was to connect faculty and programs that place DU students in K-12 schools for service learning, who have existing professional development programs in public schools and/or conduct research in Elementary or Secondary schools; to develop a comprehensive list of DU/K-12 collaborations; and to suggest ways that CCESL and the MCE can support these partnerships. Cara DiEnno, Associate Director, co-organized the event with Paul Michalec, Clinical Associate Professor & Director of the Teacher Education Program, and Kimberly Hartnett-Edwards, Assistant Professor, from MCE. Twenty-six DU faculty and staff attended the K12 Forum to discuss current partnerships, big ideas, mechanisms for support, and next steps to keep the conversation going and collaborations growing. The forum resulted in a new listserv to facilitate communication about partnerships and a plan to host regular networking meetings. Additional long-term suggestions included establishing a clearinghouse of opportunities, a directory of who is engaging with what K-12 partners and a literal map of DU efforts in Denver and beyond.

CCESL-Sponsored Events:

On October 12, CCESL hosted an Open House to kick off the new academic year. Over 60 students, staff, faculty and community partners came together to make this event a success.

CCESL took advantage of opportunities to co-sponsor events with campus partners. Our biggest co-sponsorship was of the Diversity Summit. In addition, we co-sponsored an event with the Center for Judaic Studies. We also co-sponsored the film screening of *“With My Own Two Wheels”* with the Office of Internationalization, African Initiatives, Center for Judaic Studies, Department of English and Department of Media, Film and Journalism in September. The event brought together DU students and community members to view this documentary film with director Jacob Seigel-Boettner.



**PROVOST GREGG KVISTAD TALKS WITH STUDENTS
AT THE CCESL OPEN HOUSE**

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 six awards presented at a university-wide awards ceremony.

Student Public Good Award	Jennifer Armstrong
AmeriCorps Student of the Year	Jamie D'Angelo
Community Organizer of the Year	Laura Morales
Public Good Faculty of the Year	Associate Professor Bonnie Clark (Anthropology)
Service Learning Faculty of the Year	Associate Professor Lynn Schofield Clark (Media, Film, and Journalism Studies)
Community-Engaged Department of the Year	University Writing Program

SERVICE INITIATIVE



CCESL's Service Initiative seeks to:

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

Of note, some programs within this Initiative have long-standing roots in CCESL (e.g., AmeriCorps) while other programs are new to CCESL this year (e.g., DUSC). The advent of new programs reflects collaboration with the Office of Student Life this past year to transition the 'hub' for university service opportunities from Campus Activities to CCESL.

Programs include:

Compact Service Corps AmeriCorps Program

Service Opportunities

Service: Compact Service Corps AmeriCorps Program

Program Coordinator: Ryan J. Hanschen

Description:

The Compact Service Corps (CSC) AmeriCorps Program is a service program that connects students with communities through meaningful community service experiences. CSC is a regional program managed by the Colorado Campus Compact and is a part of the national AmeriCorps program run by the Corporation for National and Community Service.

Students engaging in a minimum of 300 hours of public good work over a calendar year may participate in the CSC program, which provides training and support. Students engage in service in strategic focus areas including increasing academic engagement in K-12 schools; providing primary and preventive healthcare to those living in designated underserved areas; and recruiting, training and managing volunteers for nonprofit and government agencies to build capacity and infrastructure.

Members receive an AmeriCorps Education Award upon successful completion of a 12-24 month term of service. The award size is dependent on the number of service hours completed during the member's term. Collectively, members will receive more than \$360,000 in service awards through their 2011-2012 AmeriCorps terms. AmeriCorps will also pay a portion of the interest that accrues on qualified student loans during a member's term of service.

Members are also eligible to apply for \$250 Careers in the Common Good Scholarships through the Colorado Campus Compact to offset expenses of professional development opportunities such as conferences and trainings. In 2011-2012, \$4,000 in scholarship funds was awarded to DU members.

Last year, CCESL enrolled 275 CSC members from across campus (e.g., Graduate School of Social Work, Graduate School of Professional Psychology, Josef Korbel School of International Studies, Morgridge College of Education, Denver Teacher Residency and CCESL's Public Achievement and Puksta Scholars programs).

Program Data:

Hours Spent in Community	83,000 hours
Community Partnerships	150 partners
DU Students in Program: <ul style="list-style-type: none"> Enrolled 2010-2011 Enrolled from Previous Years 	412 students 275 137
DU Faculty and Staff Involved	14 faculty and staff
Hours in Training for DU Students: <ul style="list-style-type: none"> DU Specific Training General Member Development 	720 hours 14,606 hours

Accomplishments:

- The CSC program increased enrollment numbers by 11% (from 248 students in 2010-2011 to 275 students in 2011-2012).
- CSC Members will have earned over \$360,000 in Education Awards, pending successful completion of service terms by members still enrolled in the program.
- CSC students received \$4,000 in competitive Careers in the Common Good (CCG) Scholarships for member development trainings and/or conferences of the student's choice. The CCG Scholarship program is a competitive process through Colorado Campus Compact, with students applying from Compact Service Corps AmeriCorps programs at 42 colleges and universities in six states.



CSC MEMBERS REFLECT ON THEIR SERVICE EXPERIENCES

Quotes and Spotlights:

Jamie D'Angelo was recognized as the 2012 AmeriCorps Student of the year at DU. Jamie has demonstrated passionate commitment to service and has gone above and beyond the call to "DU Something" by participating in member development opportunities related to her community-engaged service project, such as CCESL's Community Organizing training. Jamie served over 900 hours at Ellis Elementary School through DU's Compact Service Corps AmeriCorps program.

A Compact Service Corps Member serving a 900 hour term at North High School in Denver commented:

"November 17-20th I attended the annual ACTFL (American Council on Teaching Foreign Languages) Conference. This is an international conference about language teaching and language acquisition that happened to be in Denver in 2011. I decided to take advantage of the opportunity to gain valuable skills, ideas and strategies for my future Spanish classroom. One particular session was about dealing with the "drama" of the classroom and lowering anxiety for students. Another was about finding ways to engage diverse student populations with varied background experiences and reduce stereotypes and preconceptions of the "other." The conference was inspirational and gave me a chance to see the bigger picture of language learning in the US today as it becomes increasingly necessary to prepare all students with 21st century skills. Thanks to CCESL for the wonderful opportunity!"

A Compact Service Corps Member serving a 900 hour term at Children's Hospital Colorado commented:

"During December 2011 and January 2012, I attended the Gestalt Institute of the Rockies to complete a trimester of the Gestalt Basic Training program. All the trimesters during this training are focused on experiential learning in a small group setting where students learn about individual and group therapy throughout. Gestalt therapy focuses on what is actually being felt in the present moment and builds on relationships, awareness, and direct experience. Some objectives of Gestalt therapy are to create a relationship or "contact" between the therapist and client, and to use experimentation to build insight and awareness. During my trimester, I was able to learn skills such as using authentic presence, making "contact" with clients, staying tuned into what is "up" for the client versus following deflections, having awareness around projections, and

understanding the role that attachment plays in current life experiences. Thank you to AmeriCorps!”

A Compact Service Corps Member serving a 300 hour term with Arapahoe County Department of Human Services commented:

“In March 2012, I journeyed with 22 other students, community members, and alumni to Albuquerque, New Mexico for the 13th Annual White Privilege Conference entitled Intersectionality: Vision, Commitment, and Sustainable Partnership. After attending the conference for the first time a decade ago in Iowa, I was finally able to return, in part, because of the Careers for a Common Good Scholarship from AmeriCorps.

The timing of this event was ideal for me. I was in need of new material and new inspiration to continue my personal and professional commitment to work against racism, sexism, heterosexism, ableism, other –isms, oppression, and privilege. In order to do quality social work, as I plan to continue doing for the rest of my life, I think a commitment to anti-oppression work needs to be integrated into any project. With workshops on how best to be an ally, audism (hearing privilege), racial identity development, intersectionality modalities, the economics of class and power, and many more, I was able to renew my commitment while learning new strategies and approaches. Probably the most significant impact that this conference had on me was the depth of its charge to engage in critical self-reflection on myself, where I am at, and how I got here. One step further, I was charged to reflect on how my decisions and status affect others’ status. I am thankful for the opportunity to attend this conference, knowing the profound effect it had and will continue to have in my work.”

Service: Service Opportunities

Program Coordinator: Ryan J. 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 will offer one-time, on-going, and in-depth involvement in service projects that cover many issue areas (e.g., education, environmental sustainability, human rights), times and sites throughout our community (e.g., Habitat for Humanity, K-12 Denver Public Schools).



In addition to student-led service organizations, CCESL **Service Days** are designed to offer opportunities for DU students, staff and faculty to engage in service projects in the community. Though these service projects involve one-day events, the structure provides opportunities for critical reflection, introductions to service experiences as well as to a variety of community organizations and the chance for participants to explore diverse issues areas and root causes. DU volunteers participating in CCESL Service Days also increase the capacity of community organizations by contributing their time, labor, and expertise in support of a specific service project.

CCESL's **DU Something** is a volunteer website that connects DU student, staff, and faculty volunteers with service opportunities at Community Partner sites.

Program Data:

DU Students Involved in DUSC	23 students
DU Students Directly Impacted	37 students
DU Faculty and Staff Involved	2 staff
Hours in Training for DU Students	39 hours
Hours Spent in Community at Service Day	64 hours
DU Students Involved in Service Day	14 students
Service Day Community Partnerships	2 partnerships
Volunteer Opportunities Added by Community Partners to the DU Something: Volunteer Website	143 Volunteer Opportunities

Accomplishments:

DU Service & Change combines the student leadership of three former student organizations: Be the Change, DU Volunteers, and Pioneers Engaged in Acts of Kindness (PEAK). These three student organizations were previously advised by Student Life staff; advising responsibilities transitioned to CCESL staff in February 2012 and reflect the alignment of CCESL's Service Opportunities goals with the goals of these student organizations. Recognizing the similarities in mission within all three organizations, CCESL staff and student leaders decided to merge the three student organizations to form the new student organization. DUSC student leaders and CCESL staff dedicated over 30 hours to engage in strategic planning in the spring of 2012, developed a DUSC mission statement and constitution and completed the Undergraduate Student Government fund request process. DUSC was licensed by the DU Undergraduate Student Government in May 2012 and will officially launch to the DU community in September 2012. DU Service & Change organizational structure includes two Co-Presidents and four Committees each with two Committee Co-Chairs. DUSC committees are designed to offer a wide variety of service opportunities to the DU community including: long-term service commitments, on-going service, awareness initiatives, fundraising and one-day service days.



DU STUDENTS AND STAFF PLANTING TREES AT BLUFF LAKE NATURE CENTER, APRIL 2012.

- In May 2012, CCESL staff engaged the student leadership of a half dozen service-oriented student organizations in a focus group to determine best practices and areas of improvement for service on campus. Participants discussed the need for increased collaboration between service-oriented student organizations as well as training to increase the impact of projects and volunteer experiences. Based on this important feedback, CCESL has committed to launching a series of critical reflection trainings in 2012-2013. CCESL staff will also facilitate a series of Service Council meetings for leaders of service-oriented student organizations dedicated to collaborating, sharing best practices, and supporting efforts to increase service opportunities for the DU community.
- In April 2012, 16 DU students and staff participated in a CCESL Service Day and joined volunteers from the Park People to plant 30 cottonwood trees along the Sand Creek at the Bluff Lake Nature Center. Participants learned the background and importance of the center, received training on how to correctly plant trees, planted trees in small groups, and engaged in critical reflection about the impact of their service.

Quotes and Spotlights:

A DU student participating in the tree planting at Bluff Lake Nature Center shared, “At the end of the day, it was very gratifying to see the difference that we made at Bluff Lake Nature Center. This experience showed me what a big difference you can have in the community by just volunteering for a few hours on a Friday morning.”

CIVIC DEVELOPMENT



The Civic Development Initiative seeks to:

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

Programs include:

Community Organizing Training

Puksta Scholars

Public Achievement

Spectator to Citizen Course

Voter Registration

Civic Development: Community Organizing Training

Description:

To provide a framework for a new year of initiatives, we hosted the 2011 Community Organizing Training for CCESL-connected students on September 30, 2011.



DR. RAMI NASHASHIBI PROVIDES A FRAMEWORK FOR THE 2011 COMMUNITY ORGANIZING TRAINING.

The 2011 Community Organizing Training was modeled after CCESL's first organizing training in 2009. The curriculum introduced students to the community organizing model, including the skills and tools necessary to implement aspects of the community organizing model in their community service sites this year. Topics covered included privilege and oppression, identities, self-interest, collective self-interest, power, one-to-one interviews and planning and implementing a public action.

When students arrived for the 2011 Community Organizing Training, they received a bound, printed copy of CCESL's Community Organizing Handbook as well as supplemental hand-outs and training materials. The Community Organizing

Handbook provides resources for understanding and addressing issues of privilege and oppression, building power, conducting one-to-ones, developing community relationships and staging public actions.

During the opening session, CCESL welcomed Dr. Rami Nashashibi of the Intercity Muslim Action Network (IMAN) of Chicago to campus. Dr. Nashashibi offered opening remarks to frame community organizing as an important model for engaging individuals in meaningful public work. In those comments, he emphasized the importance of students knowing and understanding their own motivations in order to work effectively in communities.

Over the next six hours, CCESL staff and trainers sought to teach participants to identify their roles in communities, recognize the impact of privileges and oppressions on community work, conduct a one-to-one and run an effective public action. The curriculum involved innovative small group activities as well as a working lunch, during which time students practiced one-to-one skills. At the end of this training period, students completed the post-assessment.



STUDENTS WORK IN SMALL GROUPS TO LEARN ORGANIZING PRINCIPLES AND PRACTICE.

To close out the 2011 Community Organizing Training, Dr. Nashashibi gave a public lecture open to AmeriCorps members, CCESL program participants and the DU community. Students from various campus organizations, faculty members, administrators and community members attended the public lecture.

Dr. Nashashibi's public lecture focused on agitation as a tool for engaging in social justice and community change work. He provided examples of how he has used agitation in community organizing campaigns to address local issues of housing foreclosures, community safety and justice issues related to food deserts in urban Chicago.



STUDENTS PRACTICE ONE-TO-ONE SKILLS OVER A WORKING LUNCH.

Program Data:

DU Student Attendees	90
DU Student Trainers	5
DU Alumnus Trainer	1
CCESL Staff Involved	5

In addition, faculty, staff and students from across the University of Denver community attended the public lecture with Dr. Nashashibi.

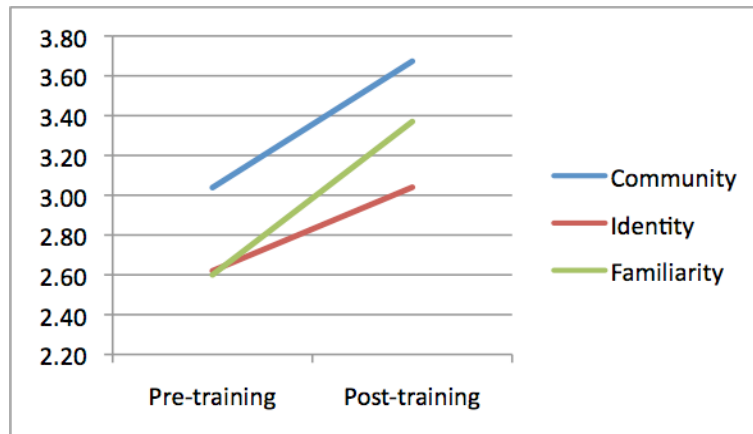
Accomplishments:

We had several goals for the 2011 Community Organizing Training, as reflected in our pre/post-training evaluation strategy.

Our first goal was to **increase a sense of community within CCESL**. Given the structure of AmeriCorps within DU and CCESL as well as recent changes in leadership, we hoped this event would help members learn about and feel connected to the larger CCESL community. To assess the impact of the training on this community goal, we asked attendees to rate the degree to which they disagreed/agreed with three statements about CCESL community, identity, and familiarity pre- and immediately post-training. Those statements and the response scale were:

		Strongly disagree			Strongly agree	
Community:	I belong to a community at CCESL.	1	2	3	4	5
Identity:	I consider CCESL an important part of my identity.	1	2	3	4	5
Familiarity:	I am familiar with CCESL initiatives/programs.	1	2	3	4	5

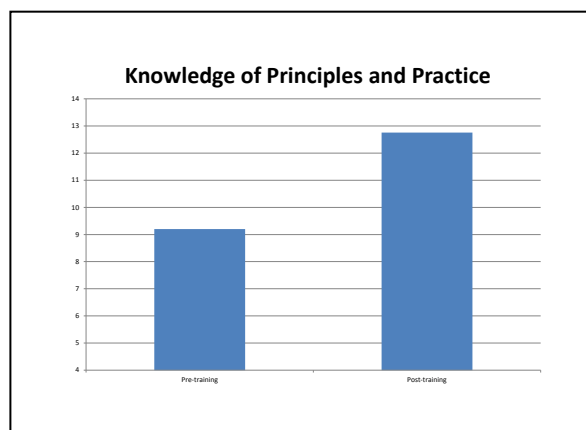
As illustrated below, students' agreement with these statements significantly increased from pre- to post-training. The effect sizes for Community and Familiarity increases were medium; the effect size for Identity increases was small. We believe these increases reflect an impressive amount of attitude change from a single training day.



Our second goal was to **increase students' knowledge of community organizing principles and practice**. To assess this goal, we designed a 13-item assessment comprised of multiple choice and open-ended questions to assess students' knowledge about key points from the curriculum. Sample questions included:

1. When community organizers implement public actions, they seek to:
 - a. cause a specific reaction
 - b. negotiate
 - c. connect with others' self-interests
 - d. a and c
 - e. all of the above
2. From a community organizing framework, how would you define power?
3. Core values refer to our:
 - a. values instilled by our families
 - b. core motivation for self and others
 - c. relationship we want with our community
 - d. b and c
 - e. none of the above
4. When community organizers talk about "multiple identities", what do they mean?

The knowledge assessment questions were administered pre- and post-training. We took a sum of the points earned for correct answers pre- and post-training. The figure below shows the average test scores pre-post-training. Students demonstrated statistically significant increases in knowledge related to community organizing. Students' gains reflect a large effect size.



Our third goal was to **evaluate initial change in students' attitudes about civic engagement**. To accomplish this, we administered the Civic Attitudes and Skills Questionnaire (CASQ; Moely, Mercer, Ilustre, Miron, & McFarland, 2002). The CASQ was designed to measure attitudes, skills, and

behavioral intentions that might be affected by service-learning participation and that are useful in civic endeavors. Students were asked to respond to the 44 items on the CASQ using a scale of 1 (strongly disagree) to 5 (strongly agree). The 44 items on this measure tapped six scales. Three of these scales focused primarily on attitudes:

1. Political awareness (sample items: I understand the issues facing my community; I am aware of the events happening in my local community).
2. Social Justice attitudes (sample: We need to change people's attitudes in order to solve social problems; In order for problems to be solved, we need to change public policy; It is important that equal opportunity be available to all people).
3. Diversity attitudes (sample items: Cultural diversity within a group makes the group more interesting and effective; I enjoy meeting people from backgrounds very different from my own; It is hard for a group to function effectively when the people involved come from very diverse backgrounds).

Two of the scales focused on skills:

1. Interpersonal and problem solving skills (sample items: I can listen to other people's opinions; I can communicate well with others; I can easily get along with people).
2. Leadership skills (sample items: I am a better leader than follower; I have the ability to lead a group of people; I am a good leader).

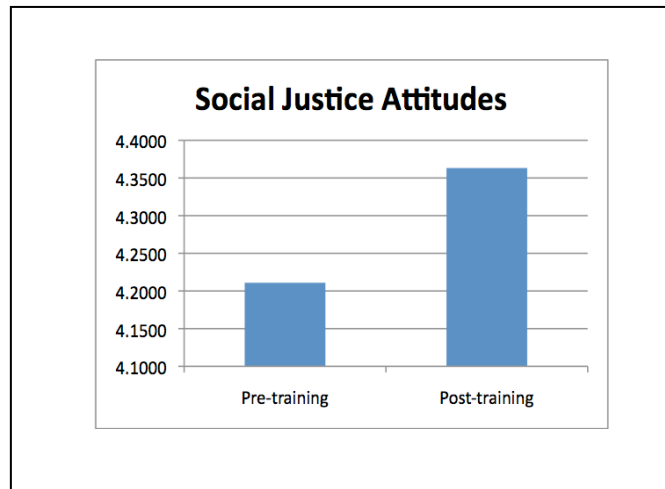
One scale focused on behavioral intention:

1. Civic action (sample items: I plan to become involved in my community; I am committed to making a positive difference; I plan to become an active member of my community).

Students' responses indicated statistically significant increases in the Social Justice scale; the effect size was small. This change likely reflects the emphasis on social justice throughout the community organizing model.

Two trends also pointed to increases in students' ratings of their political awareness and beliefs about their interpersonal and problem solving skills.

Like the Social Justice scale, the curriculum's emphasis on identifying and understanding issues in communities likely affected students' evaluation of their own political awareness. For example, the practice public action focused on housing issues and discrimination in communities; thinking about the root causes of housing discrimination may have raised students' awareness of other interconnecting community issues. The experiential activities (e.g., a working lunch to practice one-to-one skills; practicing a public action) likely contributed to such a fast change (in a single day) in students' assessment of these skills.



Students' reports of leadership skills did not increase. We believe that this makes sense because developing such skills takes time and practice, and the training focused more on working collaboratively than individual leadership per se. Further, we were not surprised that students' behavioral intentions to engage in civic action did not change, insofar as they were all at the training because they had *already* committed to CCESL-related service experiences. We had anticipated that responses to the diversity items would increase, given the focus on power and oppression in the training. The lack of change may reflect that attitude change in this domain requires more time and experience and/or that students who have selected into CCESL experiences already value diversity, making it difficult to increase those scores.

In sum, despite the challenge of supporting meaningful changes in attitudes about civic engagement after a single day of training, the data revealed meaningful increases in social justice attitudes as well as promising increases in political awareness and beliefs about their interpersonal and problem solving skills.

Quotes and Spotlights:

When asked how they would integrate what they learned at this training into their work, students responded:

"I will be open to new opportunities in my field experience school."

"View advocacy in terms of building relationship[s]."



RAMI NASHASHIBI ROTATED BETWEEN BREAKOUT ROOMS.

"I will begin having 1:1's to truly build more meaningful relationships."

"I will utilize one on ones to figure out the personal passions of my PA mentees."

"I will use the world as it is/world as it should be to think more realistically"

"I have been using these tools quite frequently in my own life without realizing the method behind it (as far as 1 on 1 goes). I look forward to using them in the future."

"My conversation will be framed differently; I will have tools to get people thinking"

"By applying my concepts, values, and beliefs to the best of my ability to humble myself."

When asked about the key lessons from this training, students responded:

"Everyone has a unique identity. Most of us are privileged AND oppressed in some way."

"Building relationships are key. It's okay to take charge and use power to effect change."

"To quote Jenny: 'It's frustrating because it's meaningful.' I also [really] like the notion of power building."

"Everyone has a story, self-interested perspective. Sometimes, you just really need to listen to them, in order see their self-interest."

"I learned that self-interests come before the issues. And to have the power to act and bring people together, I have to identify what matters to me and the people around me."



STUDENTS PRACTICE THEIR SKILLS IN A MOCK PUBLIC ACTION IN RESPONSE TO HOUSING DISCRIMINATION.



2011 TRAINERS AND CCESL STAFF TAKE A MOMENT TO SMILE FOR THE CAMERA WITH DR. NASHASHIBI.

Civic Development: Puksta Scholars

Program Manager: Ryan J. Hanschen

Description:

The University of Denver's 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, and 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.

Scholars receive a renewable \$6,000 annual scholarship and conference funding. In addition, broad-based programmatic support comes from the intercollegiate Puksta Scholars Program partnership between the University of Colorado-Boulder's Institute for Ethical and Civic Engagement, Colorado State University's Outreach and Support Programs and the University of Denver's Center for Community Engagement and Service Learning.



**THE PUKSTA SCHOLARS WITH PUKSTA FOUNDATION
PRESIDENT JOHN MULSTAY, DU PROVOST GREGG KVISTAD,
AND PROGRAM COORDINATOR RYAN HANSCHEN**

Program Data:

Hours Spent in Community	1932 total hours
Community Partnerships	17 partnerships
DU Students in Program (total)	10 students
DU Students Directly Impacted	382 students
DU Faculty and Staff Involved	20 faculty and staff
Hours in Training for DU Students	147 hours
Total Amount of Scholarships to DU Students	\$ 60,000
<i>Note:</i> Though the Puksta Foundation supports scholars at multiple campuses, these numbers reflect the activities of DU Puksta Scholars only.	

Accomplishments:

Individual scholars accomplished the following:

- Produced a social enterprise accelerator program that will help accelerate 30 individuals' technologies across 14 countries. Ultimately, this will impact at least one million people globally.
- Worked with a team of six high school students to further the International Dyslexia Association – Rocky Mountain branch Youth Ambassadors Program. The Youth Ambassadors presented to teachers, students, parents and professionals at the Everyone Reading's 39th Annual Conference on Dyslexia and Related Learning Disabilities at NYU.
- Facilitated a Power-Mapping training for 28 DU students involved in Public Achievement and the Puksta Scholars program.
- Coordinated home cooked dinners for over 35 families of ill children staying at the Ronald McDonald House.
- Initiated the development of a curriculum for a children's music camp so children will have exposure to creating music and learning how it is made. This curriculum will help to develop a more educated, appreciative community in which to create/enjoy music.
- Mentored and facilitated a group of 15 high school students at the PeaceJam Youth Conference in order to encourage teens to create a positive change within their community.
- Mentored two undocumented high school seniors who wanted to attend college. Met every two weeks for at least two hours. Both students were admitted into higher education institutions and will attend college this fall.
- Built a stronger knowledge base and skill set focused on the intersections and issues of social justice, religion and organizing communities around shared values.
- Supported the creation of the Immigrant Community Alliance student organization that will continue to organize actions and raise awareness on issues of immigration.
- Worked with high school students to develop their civic skills, enhance their academic engagement and help them feel prepared for college both inside and outside of school through the Public Achievement Program.



PUKSTA SCHOLAR, BRITTANY MORRIS PRESENTS AT NYU DYSLEXIA CONFERENCE

In addition, Puksta scholars together:

- Participated in a digital storytelling/multimodal communication training with Puksta Scholars from CU and CSU;
- Created a 10 year anniversary Puksta Digital Story;
- Attended a lecture featuring Nobel Peace Laureate Shirin Ebadi;
- Participated in an event with the DU Social Justice Learning and Living Community that included dinner and a guided overview of the social justice and environmental sustainability practices implemented by the Mercury Café.

Quotes and Spotlights:

"Not only has this program taught me skills necessary for community based work, they also provide an unparalleled support group that can guide me, encourage me, and help me accomplish my goals."

"This program has helped me out so much, not only with school, but my personal growth as well!"

"This program has given me the tools to become a more responsible community member and I really appreciate that."

"I will be the first of my family to graduate from college and I wouldn't have been able to do it without the support of my family and the Puksta Scholar community."



**PUKSTA SCHOLARS FROM DU, CU-BOULDER, AND CSU DURING
THE ANNUAL PUKSTA RETREAT**

Civic Development: Public Achievement

Program Manager: Cara DiEnno

Description:

The Public Achievement (PA) program fosters leadership skills in DU and K-12 students to address issues in their community in a meaningful and academic way. As PA Coaches, DU students act as facilitators to teams of K-12 students. Together the teams follow a community organizing process that starts with building relationships between the team members. The teams then work to identify 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.

Program Data:

Hours Spent in Community	2880 total hours
Hours in the Classroom	1,820 hours
Hours Preparing out of Class	7,920 hours
Hours Spent with Students out of Class	260 hours
Community Partnerships	3 school partners
<i>South High School</i>	2 teachers & 2 administrators
<i>Manual High School</i>	1 administrator
<i>KIPP Denver Collegiate High School</i>	2 teachers & 1 administrator
DU Students in Program	33 students
DPS Students Directly Impacted	140 students
DU Faculty and Staff Involved	9 DU members
Hours in Training for DU Students	101 hours

Accomplishments:

- Four graduate students supported coaches as Team Leaders in Public Achievement partner schools. During the 2011-2012 year the PA Program developed a relationship with the Graduate School of Social Work (GSSW) and became an internship site for MSW students hosting our first intern this year.
- DU hosted the first statewide Public Achievement Coach Conference in March 2012. There are currently four colleges and universities in Colorado that host PA programs: Colorado College (CC), University of Denver (DU), University of Colorado – Boulder (CU) and Colorado State University (CSU). Seventy-three participants from six institutions, including the four institutions with established PA programs and the University of Colorado – Colorado Springs and Johnson & Wales University attended the conference. The event included a keynote address presented by Dennis Donovan, National Organizer for Public Achievement; twelve breakout sessions on a variety of topics; a World Café dialogue among different PA programs; reflection posters with prompts that coaches responded to throughout the day; and an end of day reflection session.

- CCESL received two \$1000 grants from the State Farm Good Neighbor Service Learning grants program to support student participation in the MLK Marade, student presentations to community panels and student community projects.
- Public Achievement high school participants joined their PA Coaches in marching in the MLK Marade. Students made posters about their chosen issues and joined thousands in the march that ended in Civic Center Park in January 2012.

- We held the first Public Achievement Summit and College Visit in May 2012. Sixty high school students participated in a variety of events organized by PA Coaches and Team Leads, which included lunch in a residence hall, a personalized campus tour provided by PA coaches,



STUDENTS AT THE PA SUMMIT PARTICIPATE WITH PA COACHES.

- breakout sessions titled “Why Choose College?” and “How to Pay for College” and a celebration of the PA program. PA coaches and team leads presented a slideshow of highlights from the year and students presented to peers in a college classroom about the projects they completed.
- At Manual High School, student leaders were concerned about drug use, including the impact of drug use on graduation rates. Students organized an event that included cake, a banner for students to sign and opportunities for students to express on video why they don’t do drugs. Fifty-five short video clips were recorded, and approximately 75 students signed the banner, which read “Join the Movement: Keep Manual Drug Free.” Students who were video-taped expressed various reasons for not doing drugs, from the negative influence their drug use would have on siblings to their interest in staying healthy to participate in sports. Students’ responses were frank, sincere and diverse.
- Students at South High School complete three projects. The first project focused on discrimination and peer-judgment. Students were provided cameras and took pictures that demonstrated discrimination. They then printed these images and placed them on posters that were hung on the second floor of the high school for the last week of school. The posters also included personal stories and descriptions of the impact that discrimination and peer judgment have had for each student. The second project focused on increasing recycling by using fun, less conventional methods to highlight the importance and ease with which students can take part in green activities. Students made recycling bins that had basketball-style hoops to make recycling seem more fun. The final group wanted to focus on hunger and poverty and hoped to raise funds for the International Community Center (formally known as the African Community Center). While students in this group ran out of time, they are looking forward to picking up where they left off next year in PA.
- Students at KIPP Denver Collegiate worked on diverse projects. In particular, they:
 - Focused on school beautification by developing a community garden at the school, sought out donations to build and design an 18-foot mural to be hung in the school gym and painted trash cans with the school mascot to encourage peers to keep the school clean.
 - Wanted to encourage undocumented students to stay in school, find support and research resources. These students highlighted personal stories from HS and college students about plans for education success.

- Wanted to build a sense of pride in their school and develop school spirit since KIPP has only been around for three years. Students organized a hall decorating event and started raising money to support an enhanced sound system that could play music during passing periods.
- Hoped to address the high rates of teen pregnancy in their school by creating an awareness campaign to educate their peers in a way that would lead to informed decisions. Students created a series of seven posters to be hung in the school and also turned them into a video slideshow to share with local organizations also working to address teen pregnancy.
- Were interested in understanding the human-animal bond and developed a strong partnership with Freedom Service Dogs. Students held an in-school assembly with a fundraiser and presentation from Freedom Service Dogs. They also held a fundraiser at Petco and donated the items they received to their community partner.

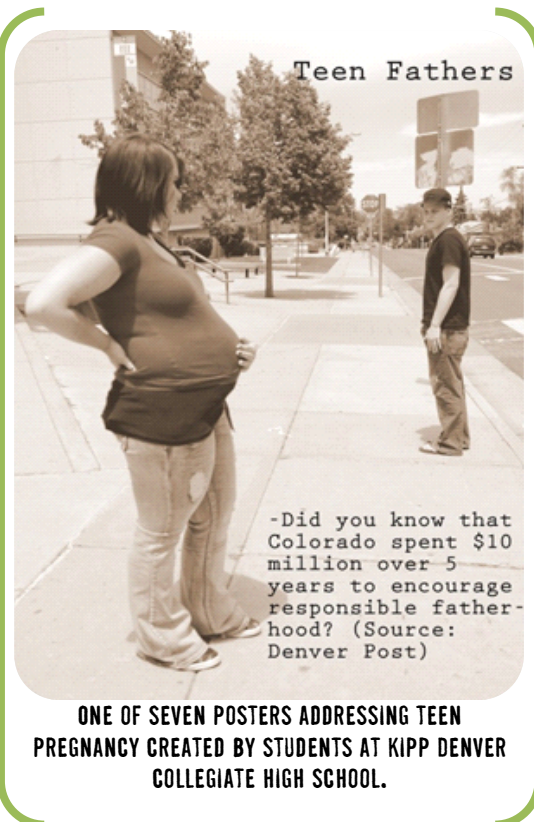
Quotes and Spotlights:

"I am confident that what the students have gained from the year is far greater than what they might have gained in this final project. The capabilities, skills, knowledge, and awareness to come together through all the steps leading up to the project will serve them well in the future."
– Coach at Manual High School

"My journey with PA this year has thus been one in which I have recognized the strength of my students and in myself. The most important realization I have had this year is that progress towards a brighter future will require the collaboration of all age groups and of all backgrounds." – Coach KIPP Denver Collegiate

"PA has caused me to think...I have been pushed to learn this year to think from different perspectives. I have loved every second of PA: it has shaped me as a leader and it has made me work my brain so hard." – Coach at South High School

"But PA *has* changed my life, it truly has. It has shaped my college years in a way I never would have expected. The relationships formed with all the people involved in PA have been so meaningful- with the students and with the co-coaches and with the team leads. That is what the returning coaches all promise but you have to experience it in order to understand the reason for our fervent reassuring." – Coach at KIPP Denver Collegiate



Civic Development: Spectator to Citizen Courses

Instructors: Jenny Whitcher, Cara DiEnno

Description:

Spectator to Citizen is a three-course sequence of two-credit courses offered by the Center for Community Engagement and Service-Learning. The courses in the series include Community Organizing in the fall, Denver Urban Issues and Policy in the winter, and School Based Civic Engagement in the spring. This sequence is designed to provide opportunities for University of Denver 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 CCESL 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/knowning, public action, evaluation and critical reflection.

The School Based Civic Engagement 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 for the quarter.

Program Data:

Hours Spent in Community	380 hours
Community Partnerships	2 community partners
DU Students in Program	29 students
DU Faculty and Staff Involved	2 staff
Hours in Training for DU Students	580 hours

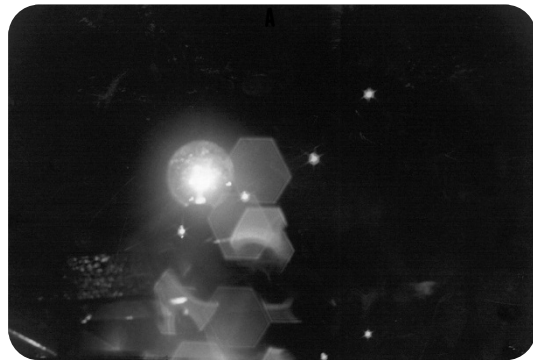
Accomplishments:

- Students in the Community Organizing course decided to address cultural segregation on campus and developed a Facebook page dedicated to the DU community and its happenings. Sharing it with the Undergraduate Student Government (USG), students express that the page would be a place “where DU community members can post events that promote meaningful cultural connection for EVERYONE involved at DU. This page is run democratically: for the DU community, and led by the DU community.”
- The 2012 Denver Urban Issues and Policy class community collaborated with the Colorado Progressive Coalition’s (CPC) Racial Justice & Civil Rights Program for a 10-week community-based project. In collaboration with CPC, students worked with community members who have experienced police brutality and created digital stories about racial profiling and abuse by the police as part of CPC’s larger organizing efforts of public education and community-based “Know Your Rights” campaigns (training communities to train each other). Students debuted their video, *I Used to Want to Be a Cop...* at El Centro Humanitario on March 8th during a Colorado Progressive Coalition meeting and community action dialogue.
- The School Based Civic Engagement class partnered with the Collaborative Strategic Reading Initiative run by Padres y Jovenes Unidos (Parents & Youth United). Students collected and analyzed data on student reading and writing performance, attended school meetings with concerned parents, attended Colorado legislative meetings, researched tutoring programs for English language learners and volunteered at the Padres 20th Anniversary Celebration. Students developed PowerPoint presentations for six Denver middle schools to share performance data with parents.

Quotes and Spotlights:

A student in the School Based Civic Engagement course shared the following reflection, accompanied by the photo to the right, after attending a Colorado House of Representatives committee meeting to address (Senate Bill 15):

“[The photo] made me reflect on my visit to see if the Asset Bill would pass the House Finance Committee. When it didn’t, by just one vote, I saw for a brief second the supporters of the bill, mainly the young adults that would greatly benefit from the Bill, break down and lose hope. But quickly their passion and hope came back strong . . . So this photo, to me, represented the Bill not being passed, leaving so many people in the dark, leaving undocumented students behind. But those students’ hope, passion, and motivation didn’t burn out.”



STUDENT PHOTO ACCOMPANYING A CRITICAL REFLECTION IN THE SCHOOL BASED CIVIC ENGAGEMENT CLASS.

A student in the Community Organizing course reflected on his experience over the quarter, “I feel this course has provided me not only with the technical side of community organizing but also the realistic side of how we need to create our own community before we try to organize others. Every member must be willing to give their opinion and also be welcoming to the opinion of others. This course has given me the opportunity and an extra boost to continue the work with in social justice and in my community.”

Civic Development: Voter Registration

Program Manager: Ryan J. Hanschen

Description:

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

Program Data and Accomplishments:

DU students received a dedicated email with information about voter registration more than 120 days before the 2012 registration deadline. In addition, we posted the information about electronic registration to our website.

In addition to electronic outreach, we built infrastructure to support additional fall voter registration efforts. For example, we purchased computer equipment to allow trained volunteers to help students, staff and faculty register electronically on the spot. Further, we finalized plans for CCESL's Program Coordinator and a student employee to recruit, train and manage DU student volunteers to register voters in the DU community.

CCESL has also joined Colorado Campus Compact's Campus Vote 2012 Project, which is designed to share civic/electoral engagement best practices and implement successful campus voter registration initiatives.

Quotes and Spotlights:

Our website now boasts the following information for students:

Register to Vote!

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

CCESL helps student 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 CCESL volunteers will be available to help you register on the spot at DU events leading up to elections.

You can also register right now by visiting

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

If you are already registered to vote, but need to update your address, party affiliation, or permanent mail-in ballot status, please visit

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

COMMUNITY-ENGAGED SCHOLARSHIP



The Community-Engaged Scholarship Initiative seeks to:

- Enhance academic research and creative work through reciprocal relationships with communities that value co-production of knowledge, collaboration, democratic principles and the public good.

Programs include:

Faculty Development

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 Public Good Newsletter, which was significantly expanded this year in terms of content (i.e., number and depth of articles) and distribution.

The largest effort within the Community-Engaged Faculty Program is the administration of the Public Good Fund, which comprises \$100,000 provided annually by the DU Office of the Provost to support faculty engaged in innovative community-engaged research projects. Over the last several years, use of this Fund has evolved to support Engaged Scholarship Grants (for community-engaged projects that have established partnerships and are ready to make measurable impacts in the community) and Public Good Fellows (for scholars prepared to pursue advanced community-engaged work).

Program Data:

	DU Faculty Involved
Newly-Awarded Funds	\$105,000
Newly-Funded Engaged Scholarship Grants	9
Newly-Funded Public Good Fellowships	1
Ongoing Engaged Scholarship Grants	3
Continuing Public Good Fellowships from Previous AY	1

Accomplishments:

Membership of the Public Good Fund Selection Committee was expanded to include faculty from the following departments/units: Arts, Humanities and Social Sciences; Natural Sciences and Mathematics; Daniels College of Business; Graduate School of Social Work; University Writing Program; Sturm College of Law; and Morgridge College of Education.

Two calls for proposals were made for the Public Good Fund, in Fall and Winter. CCESL's Open House was scheduled prior to the Fall deadline to provide a venue for faculty to learn about the Public Good Fund. An information session was offered by the CCESL Director prior to the Winter deadline to field faculty questions about proposals.

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

Name	Department/Division	Project Title
Kim Bender	Graduate School of Social Work	Preventing Victimization Among Homeless Youth
Neil Gowensmith	Graduate School of Professional Psychology	How Well Do Decision Makers Understand the Risk for Violence in Mentally Ill Individuals
Michele Hanna	Graduate School of Social Work	Residential Treatment and Adoption: The Adoptive Parent Perspective
Megan Kelly	University Writing Program	Cultivating Undergraduate Student Engagement in a Campus-Community Garden
Julie Laser	Graduate School of Social Work	Strengthening Networks of Refugee and Immigrant Service Providers
Lori Patton and Nicole Russell	Morgridge College of Education	Evaluating and Enhancing the Especially Me Program
Bruce Pennington	Psychology	Integrated Clinical Service for Underserved Children with Learning Disorders
Don McCubbrey	Daniels College of Business	International Internship in Support of Open Education Resources in Developing Economies
Mary Stansbury and Shimelis Assefa	Morgridge College of Education	Choosing Excellence: Let All Children Bloom
Eugene Walls	Graduate School of Social Work	Colorado Trans on Campus: Final Report and Dissemination

Based on feedback from the Public Good Fund Review Committee, we made changes to the 2012-2013 Request for Proposals (RFP), which will be released Summer 2012.

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. Reflecting on her project (completed in Spring 2012), Tracy Ehlers (Anthropology) wrote:

“Women Work Together, the organization I founded and partly supported through my DU grant, empowers girls to direct their own futures by identifying their own leadership capabilities, developing personal goals, and thinking big about what they are capable of ... Right now, we have 79 middle school girls from 3 villages tutoring 79 second grade girls. These 9-year olds are at the most vulnerable age for dropping out of school...I am especially delighted to report that not one of our 79 hermanitas has dropped out of school since we began the program in February, a figure that is really amazing given that only 1 in 8 Guatemalan girls finishes 6th grade. Their Big Sisters are similarly committed to their own schooling. Of the 40 girls who attended our first Leadership Institute in 2010, only one is not going on to high school!!! And we’re trying to find scholarship money to help her family so she can go.”

Faculty achievements and reflections on public good work are now regularly highlighted in the Public Good Newsletter (<http://www.du.edu/ccesl/PGENewsletter.html>).

COMMUNITY-ENGAGED LEARNING



The Community-Engaged Learning Initiative seeks to:

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

Programs include:

Faculty Development

Service Learning Associates

Community-Engaged Learning: Faculty Development

Program Managers: Anne P. DePrince and Cara DiEnno

Description:

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

- Training for Faculty New and Advanced Service Learning Practitioners comprised a range of opportunities, from on-campus to metro-area workshops involving regional and national presenters.
- Faculty Learning Pods comprised small interdisciplinary groups of faculty members working together on community-based issues with financial support from the faculty development fund. Funds can be used to support partnership development, supplies for the Pod (e.g., books) and stipends for community partners, graduate assistants and/or faculty to support their participation.
- Service Learning Mini-Grants were available for faculty to 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. For example, we brought together faculty involved in the new and advanced trainings to dialogue about service learning at DU.

Program Data:

Faculty/Staff who Participated in Trainings for New Service Learning Practitioners	18
Faculty/Staff who Participated in Trainings for Advanced Service Learning Practitioners	15
Continuing Faculty Learning Pods	1 pod
New Faculty Learning Pods	4 pods
New Mini-Grants	9 mini-grants

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 2011-2012, service learning courses were offered across campus to undergraduate and graduate students, ranging from units such as Arts, Humanities and Social Sciences, Morgridge College of Education, Natural Sciences and Mathematics and Graduate School of Professional Psychology as well as in units such as the University Academic Programs.

Approximate Number of Sections Offered with Service Learning Component	90
Approximate Number of Students Enrolled in Classes with Service Learning Component	1,040

Accomplishments:

The **Service Learning Scholars Workshop**, conducted over two days (December 1-2), covered the following topics:

- Defining Service Learning & Historical Context
- Developing the SL Description, Goals and Objectives
- Service Learning Models
- Developing Community Partnerships
- Developing Assignments & Grading of the Service Learning Component
- Critical Reflections in Service Learning
- Assessment of Service Learning Courses
- Service Learning and Scholarship

The Workshop was co-facilitated by Anne DePrince (Director) and Cara DiEnno (Associate Director). Five DU faculty service learning leaders (Geoffrey Bateman, Hava Gordon, Keith Miller, John Tiedemann, Kate Willink) and a community partner (Adeeb Khan, Mile High United Way) made presentations during the two-day Workshop. In addition, Associate Provost Jennifer Karas talked with Service Learning Scholars about service learning on campus. Participants were asked to bring their laptops so that they could work on the development of their syllabi during the workshop.

The 14 Service Learning Scholars who participated in the workshop were diverse with regard to their faculty roles and home departments:

Julie Andersen	English Language Center
Jennifer Brady	Languages and Literatures (AHSS)
Ann Chu	Psychology (AHSS)
Lisa Conant	Political Science (AHSS)
Dores Cruz	Anthropology (AHSS)
Kelli Custer	University Writing Program
Liz Drogin	University Writing Program
Lindsey Feitz	Gender and Women's Studies (AHSS)
Courtney Mitchell	International Disaster Psychology (GSPP)
Tricia Olsen	Ethics & Legal Studies (DCB)
Juli Parrish	University Writing Program
Ophir Sefiha	Sociology & Criminology (AHSS)
Malinda Williams	University Writing Program
Pisun (Tracy) Xu	Finance (DCB)

Objectives for the workshop were three-fold:

1. Increase participants' knowledge about service learning key concepts, including developing reciprocal community partnerships, tying service learning to course objectives and assessing impact of service learning activities on student learning;
2. Positively influence participants' self-report of their:
 - a. Understanding of the definition of service learning;
 - b. Understanding of the characteristics of service learning classes and partnerships
 - c. Confidence in their ability to implement service learning classes;
 - d. Confidence in their ability to assess the impact of their service learning classes.
3. Prepare faculty to implement a new (or revise an existing) service-learning course by the 2012-2013 academic year.



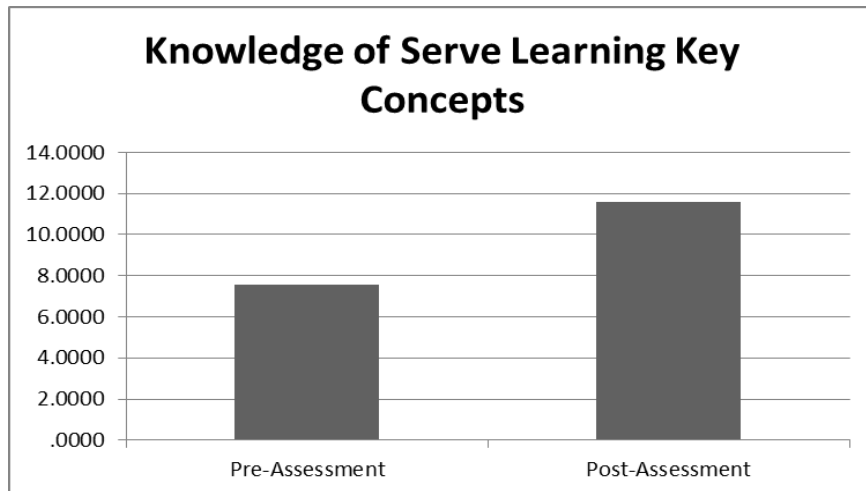
JOHN TIEDEMANN FROM THE UNIVERSITY WRITING PROGRAM TALKS WITH WORKSHOP PARTICIPANTS ABOUT DEVELOPING EFFECTIVE COMMUNITY PARTNERSHIPS.

We used the Service Learning Scholars Workshop as an opportunity to pilot a more advanced approach to assessment of the impact of CCESL training. We provide details here on the evaluation to illustrate the trajectory of our assessment development work this year, which will continue in future years.

Objectives 1 and 2 were assessed through pre- and post-workshop assessments for internal evaluation (completed before the workshop and at the end of Day 2, respectively).

Objective 1: Increase participants' knowledge about service learning key concepts, such as developing reciprocal community partnerships, tying service learning to course objective and assessing impact of service learning activities on student learning;

To assess Objective 1, we asked participants questions about the key service learning concepts covered in the curriculum. These questions were a mix of multiple-choice and open-ended questions developed by the Facilitators and CCESL Graduate Research Assistant prior to the workshop. From pre- to post-assessment, participants' scores on questions assessing their knowledge of service learning key concepts increased significantly ($t(13)=6.64, p<.001$); the effect size was large (Cohen's $d=1.90$).



Objective 2: Positively influence participants' self-report of their:

- Understanding of the definition of service learning;*
- Understanding of the characteristics of service learning classes & partnerships*
- Confidence in their ability to implement service learning classes;*
- Confidence in their ability to assess the impact of their service learning classes.*

To assess Objective 2, we used questions developed for the Colorado Campus Compact's evaluation of their 2011 Engaged Faculty Institute, which covered a similar curriculum. 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 workshop was associated with significant positive changes in the following bolded items (no significant changes occurred in the non-bolded items):

Definition of Service Learning	I have a good understanding of what service learning is.
	Service activities/projects have clear academic learning goals that are aligned directly with my course curriculum.
	Service learning promotes acquisition of knowledge above and beyond what I can teach in the classroom.
	I am not really sure what types of experiences are defined as service learning.
Characteristic s of Service Learning Classes/ Partnerships	Students engage in service that meets identified needs in the community.
	Students' service activities are selected by me or other faculty.
	Students select their service projects based on an assessment of community need.
	Students' service activities address the root cause of issues and go beyond simple charity projects.
	My course(s) offers specific times for students to write, discuss, and think about their service experiences.
	Students make explicit connections between course content and service experience in their writing, discussions or presentations.
	In my course(s), service experiences explicitly help students learn to identify and analyze different points of view.
Implementatio	I have developed relationships with community partner(s) that support students' service learning in my course(s).
	I feel confident integrating service learning into my course(s).

n of Service Learning	Incorporating service learning into my course(s) feels like an overwhelming process.
	I am aware of various ways that I can incorporate service learning in my course(s).
	I know where to find resources to help me implement service learning.
	I have the skills and knowledge to develop effective service learning opportunities for my course(s).
Assessment	It is difficult to evaluate student learning associated with service learning.
	I formally assess what students learn through their service experiences and it is part of their grade.
	I know how to assess the impact of service learning on my students' learning.
	I know how to assess the impact of service learning on our community partners.
My students are under-prepared for community-based academic work.	

Objective 3: Prepare faculty to implement a new (or revise an existing) service-learning course by the 2012-2013 academic year.

We will not be able to assess this longer-term objective until the 2012-2013 Academic Year. To facilitate success with this objective, however, participants were asked to submit a service-learning syllabus for a course that they are likely to teach in 2012-2013.

In addition to assessments tied to the goals described above, we gathered participant feedback to inform future trainings. At the end of the workshop, the facilitators led a verbal “plus-delta” reflection, during which time participants talked about the things they would keep and/or change about the workshop. We also asked participants to respond to the questions below as part of the post-assessment. The two methods of soliciting participant feedback yielded largely similar comments; therefore, we present here only the written, anonymous feedback.

What would you change about the workshop to make it more useful to you:

- I would have a similar workshop or a thematic workshop (for FSEM courses) earlier in the Fall term (for example, just before Discoveries week)
- Nothing. I found the workshop very helpful.
- I thought the workshop was great--very well designed and executed. My only thought is about the use of our potential or draft syllabi. On the one hand I wish we would have had more time to work on our courses, but throughout the workshop I kept reevaluating which course I would develop into a service learning course. Rather than having us bring in actual syllabi it might be more useful for us to do some informal writing about our course ideas and discuss these in breakout groups.



KATE WILLINK TALKS WITH WORKSHOP PARTICIPANTS ABOUT CREATING AND GRADING SERVICE LEARNING ASSIGNMENTS.

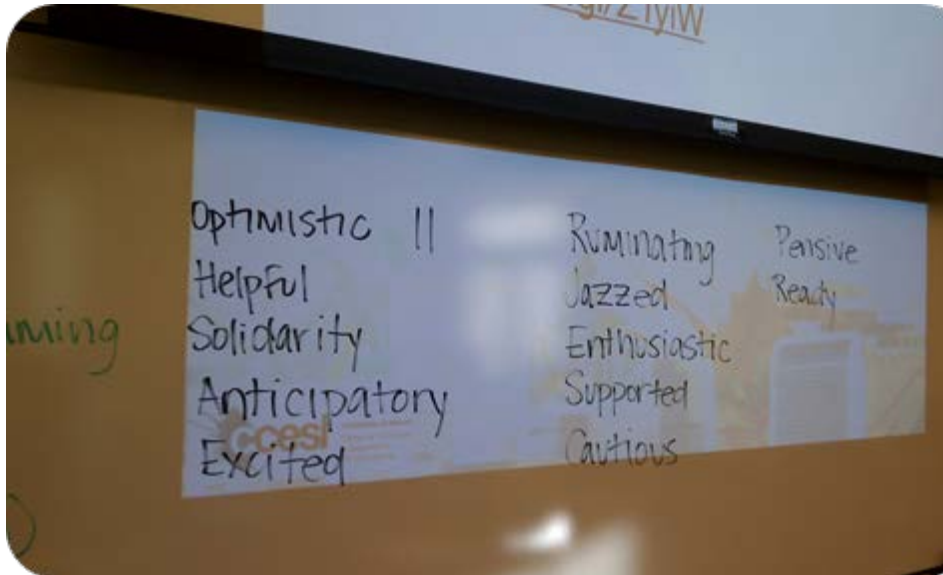
- This was truly a fabulous workshop; I learned a great deal, met some interesting people, and have a lot of concrete ideas about next steps and short- and long-range plans. The one thing I struggled with a bit was the fact that today's breakout sessions (and in particular the reflection one) came after we had heard several people tell us in a row that we need to START from community partnerships, that the projects, the assignments, the needs, should come from that point of origin. I found it hard to follow that immediately with reflection, which I felt stuck by--I didn't know what I would be reflecting ON. But we still had a productive discussion.
- It should be great to hear from a SLA member.
- Perhaps three shorter days rather than two long ones. I feel too exhausted right now to truly put these ideas to use.
- It might be useful to look at specific assignments/syllabi...more actual documents that we can react to..?
- Having more time to review concrete examples of syllabi that worked well, with discussions of what made them work well. Having further community partner input and student input would be a good idea too.
- Increased involvement from students, SLAs.
- I thought the workshop was really well-organized--time was used appropriately and guest speakers were very insightful.
- ...more specific list of community partners, although I know this is in the making!
- Invite more community partners / invite student to talk about their thoughts.
- The speakers were really nice - the ones that were most effective were the speakers who came in with specific topics/outlines to present. The ones who took just Q/A with less structure provided less useful information.

Do you have any other feedback about the workshop?

- Very useful, I would have liked to see more community partners participating. The idea of a fair is terrific. Thank you!
- Thank you. The workshop has been informative and inspiring. I appreciate your willingness to help us throughout this process.
- Really helpful and well-done--thank you so much, Anne & Cara!



WORKSHOP PARTICIPANTS LISTEN TO THEIR COLLEAGUES DISCUSS KEY SERVICE LEARNING CONCEPTS.



WORKSHOP PARTICIPANTS GAVE ONE WORD TO DESCRIBE HOW THEY FELT AT THE END OF THE 2-DAY WORKSHOP. WE SHARE THEIR EXCITEMENT, OPTIMISM, AND THOUGHTFULNESS!

- I have mostly so much positive to say: perfect size. great food and snacks and coffee (thank you so much), great range of activities and concepts. And you two, Cara and Anne, were fantastic. I really do feel supported and energized by this work.
- No! It was great! Time very well spent.
- Tremendous work!
- It was very useful. I appreciated such thoughtful activities and conversations. Excellent organization and outstanding guest speakers. Thank you!
- It is difficult to sit for 8 hours. Having a longer lunch break would be helpful, to facilitate time for a "walking" break.
- It was absolutely fantastic. I learned immensely and had a great time meeting other colleagues. Thanks for your hard work and support!
- Excellent workshop, comprehensive and very helpful. Thank you for providing such a huge degree of support for faculty interested in heading down the SL path.
- Would be nice to have periodic check-in and/or workshops for people who are at different stages of developing (or already developed) service learning courses.
- Very well done and informative! Thank you for all of your time and effort in planning a successful event!

Four DU faculty attended the six-week Colorado Campus Compact **Engaged Faculty Institute** with peers from five other metro-area institutions. The Institute was facilitated by Anne DePrince (Director) with guest speakers from metro-area institutions. Recognizing DU's leadership around community-engaged learning, DU faculty (Keith Miller, Chemistry and Biochemistry; Hava Gordon, Sociology & Criminology), students (Stephanie Tran & James Lozano, Public Achievement Coaches), staff (Cara DiEnno, Associate Director), and community partner (Ginger Sherlock, City Attorney's Office) presented as guest speakers during the Institute.



DU FACULTY AND STAFF STRIKE A POSE DURING AN
ADVANCED PRACTITIONER EVENT AT CU BOULDER.

To provide training for **Advanced Practitioners**, we took advantage of an opportunity through the Institute for Ethical and Civic Engagement at CU Boulder. The institute offered a workshop with Dr. Robert Bringle, a nationally-recognized expert in community-engaged scholarship. CCESL helped to pack the house; an impressive 11 faculty and four staff participated in the workshop. Dr. Bringle focused on partnerships in civic engagement activities during the morning session and on the scholarship of engagement and community-based research during the afternoon session. The workshop stimulated lots of good discussion during the day that we look forward to continuing in 2012.

Quotes and Spotlights:

Reflecting on the “Jamboree” supported through a service learning mini-grant in her first year writing class, Liz Drogin (University Writing Program) wrote:

“Hosting the Jamboree at DU, importantly, was not all soccer and smiles. This event also led students to think more deeply about the social inequalities that they had witnessed, researched, and discussed throughout the quarter. Comparing the fields, classrooms, and materials at SCORES schools to DU’s resources and facilities (and often to their own primary and secondary schools) was disconcerting. Students considered why SCORES participants had never been to DU despite their proximity to campus. They wondered how SCORES students might possibly afford DU’s tuition. They contemplated what it means to be a great private university dedicated to the public good. They asked how we can truly engage our local communities while remaining isolated and seemingly inaccessible. These questions matter. And, these questions emerged as direct result of our community partnership. So, in the end, while many students reported that the community partnership was their favorite aspect of the class and that it made their writing *feel real*, it was my favorite aspect of the class because it led students to *have feelings* about *real issues*.”

Tanisha Cocetti, a student in Dr. Young’s class, commented in the same article on her service learning experience:

“This is the first time in my life where the work I do isn’t based on my own personal and professional development...It’s all about Rabi [an ACC refugee participating in the service-learning project]. It’s about what I can do to assist him on his path to success. My hope is to provide him with the skills necessary to create a life for himself. He has so much potential, and I’m so blessed to be able to be a part of his life.”

Faculty achievements and reflections on community-engaged learning are now regularly highlighted in the Public Good Newsletter (<http://www.du.edu/ccesl/PGENewsletter.html>).

In an article for *DU Today*, Cheri Young (Fritz Knoebel School of Hospitality Management) was quoted as sharing the following with regard to her service learning class:

“The opportunity for our hospitality management students to work with people from very diverse backgrounds is immense...This innovative program allows our students to get real-world experience by acting as employment mentors to the [African Community Center] refugees. The hospitality industry often is a gateway to employment for those with limited English language skills or education. I want my students to learn that caring for your employees is the right thing to do and ultimately can increase the profitability of a business.”



HOSPITALITY STUDENTS WORK WITH MENTEE IN THE KNOEBEL SCHOOL'S ON-CAMPUS COFFEE SHOP. PHOTO: WAYNE ARMSTRONG

Community-Engaged Learning: Service Learning Associates

Program Manager: Cara DiEnno

Description:

CCESL's Service Learning Associates (SLA) program partners students and faculty to support community-engaged learning. SLAs are DU students who have completed one or more service learning courses. SLAs are paired with faculty teaching service learning courses. SLAs assist faculty in the planning, implementation and assessment of the service learning components of courses.

Program Data:

SLA Hours Spent in Community	780 hours
SLA Community Partnerships	12 partnerships
DU Students in SLA Program	7 students
DU Students Directly Impacted by SLA Program	253 students
DU Faculty and Staff Involved in SLA Program	10 faculty/staff
Hours in Training for SLAs	11 hours

Accomplishments:

SLA accomplishments included:

- Seven trained SLAs supported 10 faculty and staff members in 15 service learning courses.
- Two faculty members new to service learning were supported with SLAs and developed strong partnerships with several community organizations including America SCORES Denver, Colorado African Organization and the Colorado Refugee Services Program.
- Students in Professor Cheri Young's HRTM 2501: Managing Human Capital in Hospitality course provided local restaurateurs with individualized business plans.



WRIT 1133 STUDENTS WORK WITH SCORES PARTICIPANTS AT THE JAMBOREE HELD AT DU ON MAY 18, 2012.

Quotes and Spotlights:

Anne Musial (junior SLA) worked with Instructor Liz Drogan for three sections of Writing and Research (WRIT 1133). Students in the course worked with America SCORES Denver, an organization that uses soccer, poetry and service learning to engage urban youth. Students in Dr. Drogan's course conducted primary research through interviews to develop written pieces for SCORES and some students chose to volunteer additional time with the organization. Students also hosted an end of year jamboree at DU for the SCORES participants and their families



DU VARSITY SOCCER TEAM WITH CHILDREN PARTICIPATING IN DENVER SCORES.

As an SLA for Professor Courtney Mitchell's class, "International Disaster Psychology III", Ysaye Zamore (graduate student SLA) shared:

"Being an SLA was very rewarding and eye-opening. Having no prior teaching experience, I gained a new appreciation for the amount of commitment it takes to be a graduate-level teacher who understands the importance of community engagement, and also the amount of work and time that must be put into forming relationships with community partners while concurrently involving students. . . I enjoyed participating in the experience as a liaison for students, the refugee they worked with, the community partner, and their instructor. As a result of the SLA program, I am more appreciative of the commitment of teachers who add a SL project to their curriculum. This specific project also shed light on the importance of cross-cultural understanding and the acceptance and patience required to deal with cross-cultural misunderstandings."



DENVER SCORES CHILDREN PLAYING SOCCER

CONCLUSION

With a commitment to community engagement as a means of furthering and deepening academic inquiry, we expanded programs this year – both in terms of numbers of opportunities and participants in each program.

The scope of programs implemented by CCESL reflects a commitment to learning, development and mobilization of students, staff and faculty around community engagement. For example, a range of programs directly involved DU undergraduate and graduate students who learned about community-engaged strategies and received mentoring. From Puksta Scholars and Public Achievement to new service opportunities and expansion of our Compact Service Corps AmeriCorps program, DU undergraduate and graduate students actively involved themselves in addressing social justice issues in collaboration with community partners. These programs not only affected the DU students who were directly enrolled, but also peers (e.g., through one-to-ones and public meetings) and Denver-area high school students.

In addition, we invested in significant leadership development among faculty. For example, we created three new Faculty Associate positions and engaged more than 40 individual faculty members in service learning training opportunities. Faculty pods and mini-grants were awarded for innovative work that is currently underway to support, innovate and improve community-engaged classrooms.

With a new staff team, CCESL has the opportunity to re-ignite passions, collaborations and partnerships. Transition offered CCESL opportunities to engage new partners across campus and in the community. CCESL staff members contributed widely on campus, in one-to-one consultations with colleagues and in committees and other leadership positions.

We invigorated efforts to critically evaluate the impact of the work we do this year. This report illustrates those efforts with two examples (one student, one faculty) of pre/post-assessments used to assess the impact of training opportunities. We put the infrastructure in place this year to improve and broaden evaluation efforts in the coming year as well as begin the important process of evaluating the impact of CCESL work on community partners.

We say goodbye to the 2011-2012 academic year with excitement and optimism for plans that are well underway for the coming year.