Center for Community Engagement to advance Scholarship & Learning

UNIVERSITY OF DENVER

Strategic Plan

2024 - 2029

Prepared For:

The Office for Public Good Strategy and Research

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EXECUTIVE SUMMARY

The center engaged in a strategic planning process over the 2023-2024 academic year as part of a larger strategic planning effort of the Office for Public Good Strategy and Research. Our aim was to review the latest developments in the field, listen to feedback from our constituents, and imagine our next chapter to ensure the flourishing of community engagement at the University of Denver. In our strategic plan, we set forth a vision that is both bold and, importantly, achievable in our dynamic university context.

Our center staff team, in a commitment to inclusivity, engaged in a robust process to form our plan, including both internal and external meetings and reviews. The staff participated in approximately 25 internal strategic planning meetings over the year. We conducted an external review, which included exploring other institutions with community engagement initiatives, reviewing a community engagement professional competency model from Campus Compact (Dostilio, 2017; see appendices), and attending sessions at the Campus Compact national conference, Compact24, to learn about peer community engagement programs and best practices in the field. We also conducted focus groups and intentional conversations with students, faculty, community, and staff constituents—a total of 14 meetings with 39 people, 7 of whom were community partners—to obtain feedback on our programs and practices, community needs and hopes, and how the center can improve. Center staff also holistically reflected on their experiences during their tenure with the center and used the Eco-Cycle Planning discussion tool to reflect on our programs and activities.

One exciting development to come from this strategic plan is an updated mission, vision, and values for the center. We also would like to keep the center's full name, but propose the ability to refer to ourselves by an abbreviated name, "Center for Community Engagement (known as CCESL)," when such simplification would ensure clarity among our diverse audiences while retaining our important name recognition. We propose the following mission, vision, and values:

- **Vision**: Everyone experiences liberation and flourishing through their community-campus collaborations," and our new
- **Mission**: The Center for Community Engagement fosters collaboration among faculty, staff, students, and community partners to advance knowledge and social change for the public good.
- **Values**: mutual benefit and reciprocity, anti-oppression, and intellectual rigor.

In these changes, we emphasize our focus on community-engaged scholarly inquiry and learning (knowledge) and on the desired outcome of our efforts, e.g., collaborations with communities (social change).

Our strategic planning has produced ***three overarching goals***, shared below. These goals are accompanied by ten aspirations to accomplish the goals and a set of actions we will take over the next 3-5 years to implement the aspirations. These goals align with our strategic priority areas and accomplish a combination of being responsive to our community stakeholders, increasing efficiency, and/or increasing impact.

1. **Deepen connection and relationship-building.** Through relationship-building and connection, the center will increase the number of DU students, faculty, and staff who have a deep awareness of and appreciation for community engagement, both among those who use community-engaged methods and among faculty, staff, and students at large.
2. **Build operational strength aligned with the center's values.** To guarantee a strong and stable future for the center, we will refine our operational structures and ensure they align with our distinctive community engagement model.
3. **Strengthen support for community engagement to flourish.** The center will pursue new avenues to bolster the capacity for community engagement to fulfill its promise both as a high-impact practice that enhances student learning and a rigorous scholarly method that generates and disseminates knowledge for the public good.

This strategic plan is intended to guide us for the next 3-5 years. This plan has short-term (within six to twelve months) and long-term (more than one academic year) aspirations and actions, giving the center opportunities for immediate and cumulative wins. Additionally, our plan's actions have a mixture of resource

needs, ensuring both forward momentum with current resources and a bold call for additional resources for the center to bring the full potential of our actions to fruition. To achieve our plan, the center's staff will review the plan each summer and determine which goals, aspirations, and actions we will focus on for the coming academic year. We will set aside at least one staff meeting each quarter to check in on progress. To assess our plan, we will use and enhance our existing assessment practices and engage our constituents in conversations for insight into the center's accomplishments. Additionally, the staff will participate in a staff retreat each summer to reflect and assess our efforts, review findings, and share achievements and perceptions of impact.

The center is excited to build on its past achievements and embark on a new stage of its journey as we approach our 20th anniversary in May 2025. Through our implementation of this plan, the center will deepen its commitment to community engagement for the public good and expand its impact. We look forward to what is ahead.

Cara Marie DiEnno, PhD
Executive Director

John Macikas
Student Program Manager

Maddie Duven
Business Manager

Angelica Ortiz
Outreach and Communications Coordinator

* Anna Antoniou, PhD, who served as Associate Director until April 2024, made contributions to this plan in addition to the staff named above.

INTRODUCTION – WHO WE ARE

As the center approaches 20 years (it was first established in 2005; see Appendix A for history), this plan honors the many accomplishments of the past and looks forward to exciting possibilities for the future. The center has always reported to the Provost's Office, currently from within the Office for Public Good Strategy and Research within Academic Affairs, led by Associate Vice Provost Anne DePrince (AVP DePrince).

The center's approach to community engagement is informed not just by the best practices identified in the higher education field, but also by community organizing, emergent strategy, anti-racism and anti-oppression, collective impact, and anchor institution practices (see Appendix B for additional details). This underscores our commitment to fostering meaningful relationships and positively impacting our community.

As we reflect on our approach to engagement, the trajectory of our work and the feedback and ideas gathered to inform this plan; we recognize the possibility and potential of change. Therefore, we composed an updated name, mission, vision, and values, shared below (previous versions of the center's mission, vision, and values are described in Appendix A). In these changes, we emphasize our focus on community-engaged scholarly inquiry and learning (knowledge) and the desired outcome of our collaboration efforts with communities (social change).

CENTER NAME

The acronym CCESL, which stands for the Center for Community Engagement to advance Scholarship and Learning, has significant name recognition across campus and among alumni. The name makes clear our academic focus, especially for faculty, but it has confused students (e.g., believing we have scholarships to offer) and community partners (e.g., not understanding what it means and, thus, what the center does). The name is long and is, at times, misspelled or displayed in a manner that can lead to misrepresentation of our work. For example, in the university's current website format, the center's name on every page of our website has "Center for Community Engagement" in small text with "to Advance Scholarship and Learning" in much larger font. This has had the effect of emphasizing the word "scholarship" to students, as well as inaccurately capitalizing the "A" in advance. To date, Marketing & Communication has been unable to assist us in remedying this issue. We therefore propose the ability to shorten our name at times to aid clarity. To simplify our name and re-emphasize the priority of our work, we propose using "Center for Community Engagement (known as CCESL)," when it would provide clarity for the audience we are communicating with.

We considered the use of taglines. However, we would like to further explore this idea with the center's constituents. For example, one tagline we considered is *elevating scholarly inquiry and learning.* This may be particularly useful in our communications with faculty, yet we want to maintain simplicity and reduce complexity, especially if the tagline is different from the mission (as articulated below). Second, as is explained below, we use the shorthand "Think.Connect.Act.Reflect" to represent our student framework in our communications with students.

MISSION

The Center for Community Engagement fosters collaboration among faculty, staff, students, and community partners to advance knowledge and social change for the public good.

VISION

Everyone experiences liberation and flourishing through their community-university collaborations.

VALUES/GUIDING PRINCIPLES

MUTUAL BENEFIT AND RECIPROCITY

Mutual benefit is a hallmark of high-quality community engagement. Each partner in the collaboration defines how they will benefit from the project for themselves. The reciprocal nature of such collaborative work

means a mutual exchange of knowledge and/or resources and leads to shared responsibility for the outcomes of collaborative projects. Risk sharing is also essential. Collaborators should discuss the risks of their partnership and devise plans and structures to ensure that risk exposure feels equitable.

ANTI-OPPRESSION

Anti-oppression in community engagement pursues social justice through authentic, inclusive, and equitable participation and relationships between community partners. Anti-oppressive community partnerships identify and address oppression in its ideological, infrastructural, institutional, interpersonal, and internalized dimensions. Additionally, they center the knowledge, assets, and leadership of communities impacted to restructure power relations for equity. This process requires critical reflection and self-awareness of identities, power, and privilege in university-community partnerships–understanding one's positionality is vital. The center conducts an anti-racist review of its programs and practices as one form of anti-oppression to ensure that we are seeking racial justice in our work.

INTELLECTUAL RIGOR

Community engagement is a high-impact* method that embodies the standards and intellectual rigor academia demands. It should be considered when it is one of the best methods to accomplish the goals, objectives, and/or learning desired from an academic activity. Community-engaged scholarly work demands intellectual depth and critical analysis to address complex, challenging topics that value the process of investigation and knowledge discovery alongside the knowledge already existing within communities.

*Service-learning (also referred to as community engagement) has been identified as one of the High-Impact Practices (HIPs), evidence-based approaches that provide significant education benefits for students (see Kuh, 2008 and American Association of Colleges and Universities).

STAFFING STRUCTURE

Below we detail the current staffing structure of the center and the responsibilities of each position.

Executive Director: The ED oversees the center's long-term vision and strategic plan, working closely with staff on the implementation of programs in support of the center's far-reaching work. The ED leads programs that serve faculty seeking or using community-engaged methods. The ED works alongside faculty and administrators to institutionalize high-impact, community-engaged work to advance discovery and learning. The ED also teaches community-engaged courses and participates in community-engaged research.

Associate Director: The AD oversees student programs, supporting community engagement across curricular and co-curricular programs. The AD also provides backbone support for strategic priorities including DU Grand Challenges and assists in building capacity for community-engaged methods among faculty & staff through consultations, technical support, and program implementation. General administrative support is also a key part of the AD role. Anna Antoniou filled this position until April but as of this report's completion the AD role is vacant.

Student Programs Manager: The SPM leads the implementation of key student programs that are grounded in community engagement best practices and connected to campus-wide initiatives. This includes supervising and supporting the success of the center's Community-Engaged Fellows program and mentoring Student Scholars, including Puksta Scholars. They also coordinate with others on service initiatives and voter registration and advise the DU Service & Change student organization, building campus capacity for service opportunities.

Outreach & Communications Coordinator: The OCC coordinates communication and marketing efforts to foster community partnerships that connect university and community change-makers. They lead our social media, marketing, and web presence, as well as serve as editor of the Public Good Impact newsletter. They also coordinate the Scholar Shop, which connects community organizations with students and faculty to address public problems through research and/or creative work.

Business Manager: The BM coordinates the office team in work that is aligned with the center's strategic goals while ensuring sound financial management. The BM is responsible for managing budgets, hiring, and payroll procedures for both the center and the Center for a Regenerative Future. They also manage key workflows, policies, and processes, as well as center events, and oversee student employees to support these efforts.

Graduate Leads: Center Graduate Leads aid and support center Staff across the center's programs, helping to ensure that all aspects of our programs are aligned with the mission, vision, and values. In the 2023-2024 academic year, the center shifted from a model of hiring one half-time graduate lead to hiring several 10-hour/week graduate leads to provide general support in day-to-day operations and support establishing community engagement as a rigorous method that helps the university accomplish goals. Overall, this shift proved successful, as staff concluded that the center's capacity to achieve its mission was expanded through the contributions of the Graduate Leads. We intend to continue with several Graduate Leads in the future.

CURRENT PROGRAMS & ACTIVITIES

Below, we outline the various programs, activities, and opportunities we currently offer for students, faculty, and staff. The center's annual program assessment reports provide additional details about these activities.

PUBLIC GOOD FUND

The Public Good Fund is an annual fund that promotes and increases community-engaged research and creative work led by faculty in collaboration with community partners, conducted in the context of mutually beneficial and reciprocal community partnerships. The center publishes the annual RFP and coordinates the selection process.

COMMUNITY-ENGAGED TEACHING FUNDS

Community-Engaged Teaching Funds are designed to support instructors to be innovative in developing and promoting their community-engaged teaching through class projects, the development of community-engaged courses, institutional capacity building, student assistants, and professional development.

COMMUNITY ENGAGEMENT LUMINARIES

Community Engagement Luminaries are a community-engaged faculty & community partner consulting team that shares expertise through individual consultations for faculty, facilitating conversations on community-engaged topics, and other opportunities to advocate for community engagement.

COMMUNITY-ENGAGED TEACHING 101 TRAINING

Community-Engaged Teaching 101 is for instructors who are new to community-engaged teaching. Participants take part in a two-day workshop, offered twice per year, designed to increase their knowledge about community-engaged pedagogy and prepare them to apply best practices for community engagement in their courses.

FACULTY COMMUNITIES OF PRACTICE

Communities of Practice are small cohorts of cross-campus faculty who are experienced community-engaged teachers. Each community of practice focuses on a unique theme related to community engagement and creates space for communal reflection, collective problem-solving, and knowledge-sharing related to that topic.

DU GRAND CHALLENGES STUDENT SCHOLARS PROGRAM

The DU Grand Challenges Student Scholars program equips undergraduate students with the tools, support, and experiences to grow and thrive as social change-makers. They work with either a Community-Engaged Fellow, CCESL staff, or faculty mentors to integrate their academic experiences, personal interests, and community-engaged work through critical reflection.

SCHOLAR SHOP

The Scholar Shop is a cross-campus platform that connects students, faculty & staff with local organizations to collaborate on projects that address community-identified interests. Each Scholar Shop project is unique, based on the research question/project first proposed by an organization then further explored and refined with the DU partner.

COMMUNITY-ENGAGED FELLOWS PROGRAM

Community-Engaged Fellows are graduate and upper-level undergraduate students who are passionate advocates for the public purpose of higher education and DU's public good mission. They develop collaborative projects with communities and mentor student scholars.

ADVANCING COMMUNITY-ENGAGED (ACE) STUDENT SCHOLARS GRANT PROGRAM

The ACE Student Scholars Grant program provides financial support for undergraduate and graduate students doing community-engaged research or creative works.

CCESL COURSE SEQUENCE

The center offers a three-course sequence (one each regular quarter) in addition to independent study, internship credits, and special topics courses designed to help students develop a set of public skills and civic knowledge that will allow them to participate actively in their communities.

CERTIFICATE FOR COMMUNITY ENGAGEMENT FOR THE PUBLIC GOOD

The center offers a 12-credit undergraduate certificate that equips students with the skills, knowledge, and commitment to collaborate with communities for the public good. Through the CCESL Course Sequence, students learn the foundations of community-engaged methods and develop their action plan.

GRADUATE COMMUNITY OF PRACTICE

The Graduate Community of Practice consists of a small cohort of cross-campus students who are incorporating community-engaged methods into their scholarly work. They meet for communal reflection, collective problem-solving, and knowledge-sharing.

DU SERVICE & CHANGE

DU Service & Change is a student organization that engages the DU community in diverse opportunities to facilitate positive change for the greater public good.

STUDENT AWARDS

The center honors outstanding students by nominating an undergraduate and graduate student in the following categories annually: Public Good Student of the Year, Service Student of the Year, and Community Organizer of the Year. These students are recognized through the university-wide Crimson & Gold Award Ceremony put on by the Office of Student Engagement.

COMMUNITY ENGAGEMENT PHOTO SHOWCASE

Each year, students, faculty, and staff from across campus are invited to submit a photo and a written statement reflecting on the impact community engagement has had on their experience at DU. Awards are presented to those whose entries best illuminate the CCESL pathways mentioned in this report.

SPARK SESSIONS

Spark Sessions are informal, conversational style meet-ups to bring people together around a specific topic to spark new ideas and seed new collaborations. Attendees can drop in at any time to enjoy food, drinks, and conversation. The center typically hosts at least two per quarter, one focused on an issue of interest (e.g. homelessness, sustainability) and one focused on a method/practice of community engagement (e.g. mentoring undergraduate students in engaged projects, designing critical reflections, mitigating risk).

DU PUKSTA SCHOLARS PROGRAM

The DU Puksta Scholars Program is an enriching four-year scholarship program and community open to Denver high school students who have been accepted to the University of Denver and who have an interest in social justice. Through engagement in public work internships and projects, they develop a meaningful commitment to community work, develop civic skills, create sustainable community partnerships, and receive mentorship.

COMMUNITY ENGAGEMENT STUDENT WORKSHOPS

In addition to online modules and orientation, the center provides community-engaged workshops for DU students facilitated by community organizers and practitioners. To support the center's knowledge, skills, and commitments, all workshops are grounded in principles of community engagement and a community organizing framework.

VOTER REGISTRATION

The center has continued a decade-long partnership with a nonpartisan community organization, New Era Colorado (NEC), to support members of the DU community in registering to vote. NEC offered robust opportunities to register DU community members, such as tabling on campus and programming for National Voter Registration Day.

VOLUNTEER DATABASE

The center manages a volunteer database, enabling the DU community to find and engage in opportunities that drive positive change. This resource connects faculty, staff, and students with intentional opportunities to contribute to the greater Denver community.

ANCHOR WORK

As an anchor institution, tied to the Denver area whose economic decisions can impact the local community through things such as where we purchase our goods and catering or whom we hire (and from where), the center participates in local and national Anchor Networks to advance DU's anchor work. We share the knowledge learned through these networks in a variety of ways, such as organizing events as well as a Microsoft Teams group to help staff who make purchases on behalf of their unit understand how to buy local, use the Shop BIPOC resource, and learn from and with one another.

SUPPORT FOR CAMPUS-WIDE ACTIVITIES & EVENTS

The center is responsive to requests for consultation on a range of topics, from community-engaged learning implementation and community-engaged research to volunteer development and community partnership building. The center collaborates with units across campus on a variety of events as well. Such co-sponsorship can include financial, logistical, and/or communication support. In the past few years, events have included the Denver Public Libraries Feed Your Mind series, co-hosted open houses, symposiums, and community events with the Center for a Regenerative Future, IRISE, and others. Staff from the center have also served on committees to organize campus-wide events such as the Undergraduate Research and Scholarship Showcase, Earth Week of DUing, 1Day4DU, Discoveries After Dark, and the 4D Innovations Cohort.

PUBLIC GOOD CELEBRATION

In collaboration with the Office for Public Good Strategy and Research, the center hosts and organizes an annual Public Good Celebration to recognize university and community partners whose collaborative work advances the public good.

SUPPORT ACTIVITIES WITHIN THE OFFICE FOR PUBLIC GOOD STRATEGY AND RESEARCH (OPG)

Each year the center provides support for a variety of initiatives and programs housed within the Office for Public Good Strategy and Research, whom we report to. Support has included coordinating programs, providing business management support, and assistance with communication. Examples include serving as

the power behind the university-wide DU Grand Challenges (DUGC) Initiative since its inception. This role includes facilitating collective impact cohorts, managing the A Community Table toolkit, coordinating website updates, and running two of the DUGC programs, DUGC Student Scholars and Advancing Community-Engaged (ACE) Student Scholars Grants, both described previously. The center's courses are now part of the Social Change Living and Learning Community (LLC) and the center has also played a role in Signature Work at DU, advancing community-engaged signature work at the university.

BACKGROUND – WHAT INFORMED THIS PLAN

To inform this plan, the center staff team met biweekly in the fall and weekly in the winter and spring quarters during the academic year 2023-2024, for a total of 25 meetings. Each meeting lasted 1-2 hours. Additionally, we gathered and reviewed information from various sources, each of which is detailed below.

EXTERNAL REVIEW

We conducted an external review, which included looking at other institutions, reviewing a competency model, and attending sessions at a national conference to learn about peer community engagement programs and best practices in the field.

To contextualize the existing programs and practices of the center, each staff member identified several institutions with community engagement initiatives to understand similarities and differences that would highlight opportunities to redefine or redesign our practices for greater impact. Universities were chosen because they were regional peers (e.g., Colorado College), have preeminent centers known nationally for their work (e.g., Ginsberg Center at the University of Michigan), or had similar programs to the center (e.g., Sacramento State University). Each staff member reported during a team meeting about their exploration of the initiatives for the institutions they reviewed, noting ideas we wanted to consider as we set goals for the strategic plan.

Additionally, the staff read and discussed chapters 1-3 of *The Community Engagement Professional in Higher Education: A competency model for an emerging field* (Dostilio, 2017). Subsequent chapters were assigned to individual staff based on the duties of each person's role. These chapters were then discussed during a team meeting. Our review was comforting in that the knowledge, skills and abilities, dispositions, and critical commitments of each competency from the model were present in at least one staff position within the center, indicating that, overall, the center's staff are meeting the best practices for professionals in the field. See Appendix C for the competency table.

Last, 4 staff members attended the Campus Compact national conference, Compact24. The Executive Director also attended The Research Universities Civic Engagement Network (TRUCEN) annual meeting. Learning from these events was shared with staff and used to inform this plan.

STUDENT FOCUS GROUPS

The center held three focus groups to aid our strategic planning process and obtain feedback on the student experience. These focus groups lasted 25-45 minutes and were held during normal Puksta, DUGC Scholar, and Fellows' meetings. A total of 20 students participated. The participants included 6 graduate students and 14 undergraduate students, and 23 majors/programs were represented.

The following questions were asked in the focus groups:
- What do you hope to gain from community-engaged experiences while at DU? Think imaginatively about what could be or what you would like to see
- How can CCESL best support you and other students in achieving these hopes?
- What has CCESL done well in the past that you would like to see continue?
- What challenges have you encountered as you've engaged with CCESL? How might CCESL improve to address these challenges?
- Is there anything else that you think is important for us to know?

The focus groups found that CCESL students are seeking connection, community, and belonging as they undertake community-engaged work. They appreciate the relational support and diverse community they receive through the center, and students are still desiring more expansive community and the opportunity to connect with other students who are doing similar or values-aligned work. Additionally, students appreciated the center providing compensation for their work, as it communicates value and investment while supporting them to prioritize their work in light of competing demands. Third, students, particularly DUGC and Puksta Scholars who were exploring their own community-engaged project, shared the need for support as they get connected to community partners. Fourth, students desired greater awareness and value of student community engagement among the student body.

Students put forth the following recommendations in light of of their experiences and desires. Related to building connection and community, recommendations included means to promote awareness of what other students are doing, opportunities to connect with other students personally and about their community-engaged projects and deepening the communal ethos of the office space. Second, students suggested building relationships and connections with other faculty, staff, and student groups at DU to build awareness and relevance about community engagement for students, especially students of color. Third, students would like resources and support to identify organizations they could partner with and be made aware of ongoing projects and how they might get involved. As students made these recommendations, they also recognized that some of these recommended practices were already present in the center and that engaging systems and logistical challenges to deepen awareness, community, and relevance for community engagement can be difficult. For more information on student focus groups, see Appendix D.

FACULTY LUMINARY FEEDBACK

During a Community Engagement Luminaries lunch session, the Associate Director and Executive Director sought feedback and ideas from the 7 faculty luminaries to inform this strategic plan. A follow-up email with these prompts was also sent, providing another opportunity for faculty to give feedback:

- What impact do you hope to have through community engagement? Think imaginatively about what could be or what you would like to see.
- [CCESL staff describe what CCESL is (basic mission) then ask...] How can CCESL best support you and other faculty in achieving these hopes?
- What has CCESL done well in the past that you would like to see continue?
- What challenges have you encountered in doing community-engaged work at DU? How might CCESL support you in addressing these challenges?
- Are there areas for improvement for CCESL programs or practices?
- What role could CCESL (e.g. ED or AD) play in collaborating WITH faculty on scholarly projects and/or grant applications (likely NOT as the PI, but as a collaborator)?
- Is there anything else that you think is important for us to consider?

The following themes arose from this conversation:

- **Tenure and promotion**: Faculty luminaries expressed an interest in having guidance and support for representing community-engaged work in annual review processes, such as guidance language, watermark integrations, education for chairs and committees, and working with the Vice Provost for Faculty Affairs.
- **Faculty-to-Faculty Connections**: Providing additional support for faculty to connect to one another around themes/interests, how to lower the barriers to setting up collaborations, building increased awareness of existing opportunities from the center aimed at building such connections, etc.
- **Amplifying Work within Divisions**: Building deeper awareness among deans and chairs, such as sending out an annual recap of how the center has supported faculty in each unit, elevating their accomplishments while simultaneously increasing familiarity with the funding, training, and communication support the center offers faculty for community-engaged work.
- **Internal Funding**: Luminaries indicated the importance of the center's internal funding opportunities. They saw opportunities to make the variety of categories the center funds clearer. They suggested an easier process for securing funding for recurring projects (that demonstrate great

outcomes). They also suggested that there could be coordination across DU offices that provide funding for faculty because at times faculty will request funding from multiple offices to support a project.

- **External Funding**: Are there ways in which the center can support faculty with grant writing and seeking external funding? There was enthusiasm for indicating the role the executive and associate directors could play as collaborators on grant proposals.

COMMUNITY LUMINARY FEEDBACK

The center currently has two community members who serve as Community Engagement Luminaries. Through conversations and email exchanges, several themes became apparent. First, community luminaries see a need for more clarity on their role and explicit ways in which they can support community engagement at DU. Second, many of the luminary meetings focused on issues that were solely or predominantly focused on faculty-related issues, leaving the community luminaries unsure about how to most effectively engage. The luminary program is one of our newest, and there are opportunities to think about a structure that better serves the center and the individuals who serve.

COMMUNITY PARTNER COFFEE CONVERSATIONS

Over a month, the Outreach & Communications Coordinator met with five Scholar Shop community partners to better understand their current needs, explore ways to grow in partnership, and identify areas for improvement to be a better resource. Each conversation focused on these topics to inform the next steps for the Scholar Shop and the center's role as the conduit for connecting the broader community to DU. A few things noted from these conversations are the immediate need for reliable volunteers and interns, interest in more opportunities to connect face-to-face with students, and interest in connecting with other non-profits through workshops.

The following questions were asked during the coffee conversations:

1. What's your hope for (org name) in the next three years?
2. What has DU/CCESL done well in the past that you would like to see continue?
3. What challenges have you encountered in working with DU/CCESL?
4. How might DU/CCESL improve to address these challenges?
5. CCESL connects organizations such as yours to DU faculty, staff, and students. What do you hope to see out of such partnerships?
6. What would you want faculty and/or students to know or do to be the best partner?
7. In addition to partnering with faculty and students on projects, what other ways would you like to engage with the university?
8. Is there anything else you want to share?

DU BUSINESS MANAGER COFFEE CONVERSATIONS

The Business Manager had conversations with business officers across campus to discover new and improved ways to ensure the center's business practices align with our mission, vision, and values. The main takeaways were regarding the ability to compensate students fairly in ways that align with university policies, such as giving (or not giving) gifts, awards in alignment with federal regulations, and support with financial aid. The other main topic of these conversations was to learn how to use local, BIPOC-owned businesses to support the Anchor Work of DU. This included finding out how the center can better support other offices in understanding policies around catering, having a platform to easily find local businesses to use such as shopBIPOC.com, and looking into resources such as supplier diversity training.

The staff used the Liberating Structures activity called Ecocycle Planning as a discussion tool to reflect on the center's programs and activities. Coupled with a conversation akin to a SWOT analysis (strengths, opportunities, weaknesses, and threats), the diagram below helped inform thinking about the state of the center's programs and events. Programs and events were not specifically mapped to each stage of the Eco-Cycle Planning diagram but were discussed as part of the conversation. For more on the Ecocycle Planning process, visit: https://www.liberatingstructures.com/31-ecocycle-planning/.

Ecocycle Planning

Gestation
Require investment of time and effort to discover if they are valuable ('sowing').

Maturity
Generate value against little or no effort ('harvesting').

Poverty trap

Rigidity trap

Require time and effort to become valuable ('tending').

Need to be stopped or destroyed to create space for innovation ('plowing').
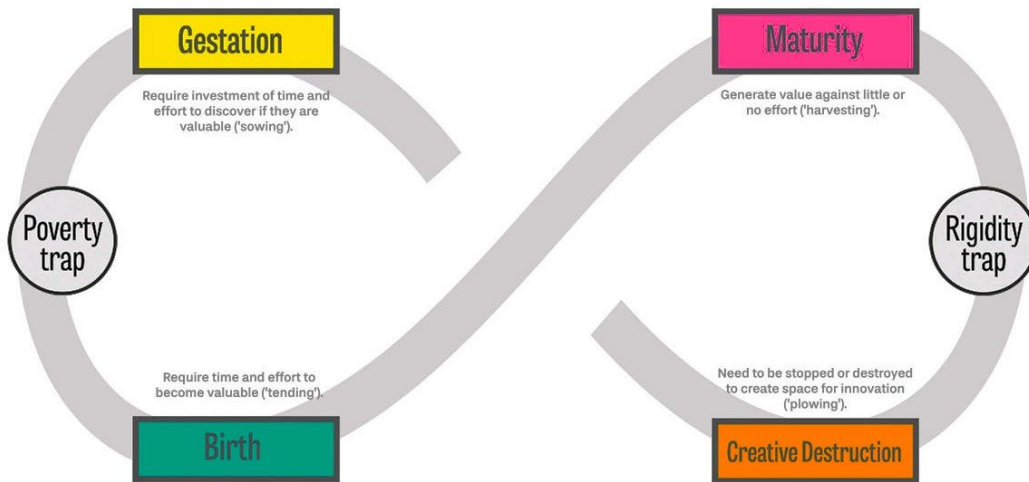
Birth

Creative Destruction

Figure 1. The Ecocycle Planning Process diagram, which served as a conversation tool for staff to discuss current programs.

STAFF REFLECTIONS

Staff also reflected on 1) our experiences this academic year, 2) each person's entire time with the center and DU, and 3) our institutional context (see Appendix E for the center's positionality statement, created in 2020 and last revised in January 2023). These reflections influenced our discussions and the ultimate trajectory of this report. Additional reflections worth noting are included below.

Executive Director Cara DiEnno reflected on the connections made during the 2023-2024 academic year that enable the center to continue providing depth and richness to how we support faculty in their community-engaged work. These connections are documented in the center's end-of-year Program Assessment Report and include risk management, research development, and co-sponsored events, among others.

Student Programs Manager John Macikas reflected on the formative experiences that accompany students who are involved in community engagement. He has found that students who are able to contribute to ongoing projects with particular roles and duties, who are able to be a part of a team, who are able to have authentic relational engagement with community partners, and who have ample opportunities to connect with other students who are pursuing community engagement typically have the most engaged experience and formative development. When these components also connect with a student's academic interests or program, the opportunities for development and contribution only deepen. John desires to strengthen and create opportunities for students to participate in these experiences.

Business Manager Maddie Duven reflected on the role of administrators and connections across campus to advance the goals of anchor work in Denver and equity in the center's processes. Building connections with other administrators across campus, she has been able to build a network to go to when administrative questions arise surrounding payment processes for non-traditional students and community partners or procurement processes for using local, BIPOC-owned businesses. Through connections with the Center for Community Wealth Building, she widened her network to include many others in all departments on campus who are interested in learning how to diversify their procurement processes. It is very clear that there is a big desire for this diversification but confusion on how to align these processes with university policies.

Outreach & Communications Coordinator Angelica Ortiz reflected on the successes and areas for improvement in the past year's communication strategy and Scholar Shop project connection efforts. In recent years, she observed a renewed interest and increased demand for collaboration and outreach. However, she also noted a growing fatigue within the DU community due to the numerous options available for pursuing these collaborative interests. Through coffee conversations, she found the most successful partnerships involved engaged students, faculty, and staff who were pursuing these as part of existing program structures. Angelica noted that integrating more directly with existing program structures across campus is an opportunity to reduce this fatigue in the coming year. This approach would also enhance awareness of the center and its ongoing commitment to cultivating both existing and new community partnerships through cross-campus collaborations.

STRATEGIC PRIORITIES

After reviewing the findings from the activities described in the previous section, the team identified seven strategic priorities. These strategic priorities operationalize the center's mission, vision, and values.

We recognize that these strategic priorities are not mutually exclusive but, taken together, provide the foundation for our work, which then informs our goals and aspirations.

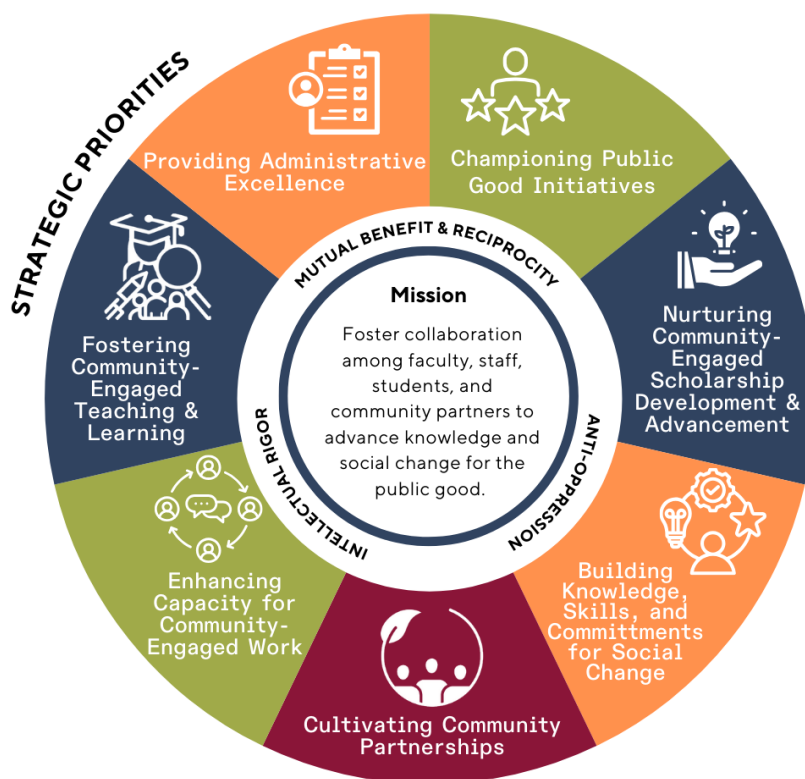The figure to the right depicts these priorities, which are described in further detail in the subsequent pages.

Figure 2. The center's strategic priorities, mission, and values guide its vision that "everyone experiences liberation and flourishing through their community-university collaborations."

FOSTERING COMMUNITY-ENGAGED TEACHING & LEARNING

Community engagement is a method and high-impact practice that enhances student learning. It also provides fulfillment and rewarding experiences for faculty. Community-engaged teaching and learning thus supports the retention of students and faculty. The center provides academic opportunities for students as well as training, funding, consultations, and other support to faculty and instructors.

NURTURING COMMUNITY-ENGAGED SCHOLARSHIP DEVELOPMENT AND ADVANCEMENT

The center supports campus and community partners in pursuing knowledge discovery in the context of mutually beneficial collaborations. The center focuses on community-engaged scholarship as a rigorous pursuit to contribute to our knowledge and understanding while also addressing issues of interest to community partners. Our work to advance community-engaged research and creative work includes providing funding, supporting skill development, and collaborating with campus partners to support grant writing and external funding.

BUILDING KNOWLEDGE, SKILLS, AND COMMITMENTS FOR SOCIAL CHANGE

We believe that students' capacity to do authentic, ethical community-engaged work is enhanced when they *Think, Connect, Act, Reflect*. As students engage this iterative process and framework through coursework and our various programs and opportunities, we foster a set of knowledge, skills, and commitments for social change. These KSCs are as follows: contextualize a social justice issue; understand civic and democratic processes; understand a variety of social change actions; use an anti-oppression analysis, commit to working collaboratively for social change; develop relationships; commit to act for the public good. These KSCs are informed by the community organizing model's philosophy and skills and Emergent Strategy's principles and practices. Figure 3 below provides a summary and additional information on our KSCs can be found in Appendix F.

CCESL's Four Pathways to Community-Engaged Knowledge, Skills, & Commitments

KNOWLEDGE
- Contextualize a social justice issue
- Understand civic & democratic processes
- Understand a variety of social change actions

THINK

REFLECT

COMMITMENTS
- Understand your "why, what, & how" for social change
- Commit to act for the public good

RELATIONSHIPS
- Develop relationships rooted in reciprocity, mutuality, & collaboration

CONNECT

ACT

SKILLS
- Practice emergent strategy
- Use an anti-oppression analysis to inform action
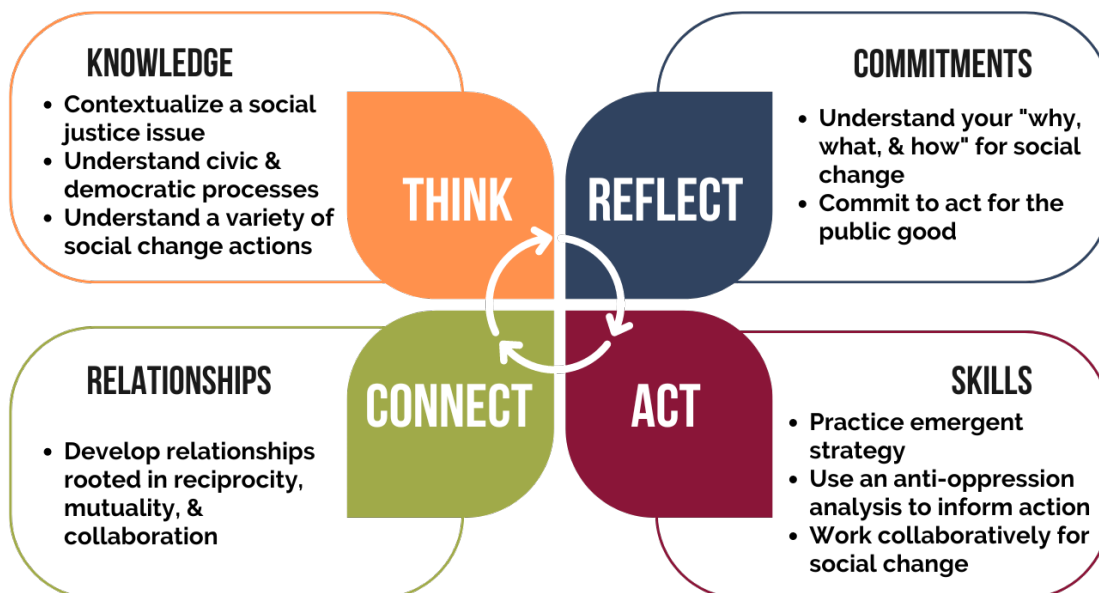- Work collaboratively for social change

Figure 3. The image used to summarize how our slogan, Think.Connect.Act.Reflect, aligns with the knowledge, skills, and commitments we hope to foster through our programs.

CHAMPIONING PUBLIC GOOD INITIATIVES

As a unit located within the Office for Public Good Strategy & Research, we provide strategic support to campus-wide programs and initiatives, including DU Grand Challenges and Signature Work @ DU. Through this work and our broader commitment, we cultivate a campus culture that embraces community engagement and views it as an approach to distinguish DU regionally and nationally.

ENHANCING CAPACITY FOR COMMUNITY-ENGAGED WORK

The center advocates for the importance of community-engaged methods in accomplishing the many goals of the institution (e.g. retention, differentiation, impact). For example, the outcomes of the center's community-engaged experiences fulfill the dimensions of the 4D Experience: 1) advancing intellectual growth, 2) pursuing careers and lives of purpose, 3) promoting well-being, and 4) exploring character. In addition to our internal capacity-building efforts, the center serves as a regional and national model of community engagement excellence. Much of this work occurs in the spaces between our programs. It manifests in how we build relationships, how we represent community engagement in meetings or committees on which we serve, how we support students and faculty who serve as ambassadors of engagement, the consultations provided by our staff and our Community Engagement Luminaries, and more.

CULTIVATING COMMUNITY PARTNERSHIPS

The center serves as a central hub for cultivating partnerships, both within and across the wider campus community. We collaborate closely with faculty, staff, students, and community partners to foster meaningful connections and provide valuable resources to support the development of partnerships through workshops, events, funding opportunities, and mentorship. Additionally, we serve as a liaison, facilitating introductions and providing guidance to other campus constituents interested in building their partnerships by offering expertise and opportunities to connect with community partners.

PROVIDING ADMINISTRATIVE EXCELLENCE

Our administrative practices provide the "mortar" to ensure a solid foundation and future. These practices include communication, marketing, outreach, scheduling, office operations, budgets, data collection/evaluation and assessment of impacts, and other general business practices. We align these practices with our mission, vision, values and the practices that inform our approach to community engagement.

GOALS, ASPIRATIONS & ACTIONS

Considering the strategic priorities described above, we completed a thoughtful review of our existing programs and activities. We also recognize that we have already intentionally redesigned our offerings over the past few years, debriefing the academic year each summer and making changes to increase the impact or efficiency of our programs. Examples of previous efforts include (see CCESL End-of-Year Program Assessment Reports for additional detail):

- Aligning some of the previously disparate student programs under a single program, DU Grand Challenges Scholars, where students can select a special project to pursue within their scholar experience, increasing efficiency for center staff while enhancing the student experience.
- Merging a wide variety of events into a series now called Spark Sessions, creating easy planning processes and meeting the desires of faculty and staff for less formal, more open-house style events.
- Developing a clear set of knowledge, skills, and commitments to guide student programs and better assess outcomes.
- Conducting anti-racist reviews of programs, including public-facing materials, process documents, applications, and more to surface any unintentional bias or practices that do not align with our values.
- Revising the process for faculty to apply for grants to support their teaching and learning activities to make it easier by combining multiple opportunities into a single application.

- Creating a certificate program in Community Engagement for the Public Good that weaves the center's three recently updated courses, along with additional community-engaged credits, into a formal program that appears on student transcripts.
- Developing a Community Engagement Luminaries program to provide opportunities for faculty to receive advice from experts beyond the center. Luminaries also provide valuable insight to the center's staff and ensure faculty voices inform our programs.
- Hosting a "thank you" breakfast for staff who supported the implementation of the first year of the certificate program, building stronger relationships that will support the center into the future and suggesting that such breakfasts can serve as valuable relationship-building opportunities with our diverse campus partners.

Therefore, we determined that, rather than a major overhaul of our existing offerings, we would make the greatest strides by redesigning some aspects of our programs and envisioning the development of new offerings, pending additional resource investment.

We set three goals. For each of the three goals described below, we share our aspirations to accomplish the goal and a set of actions we can take over the next 3-5 years to achieve the desired outcomes. Each goal, aspiration, and action were assessed using the following criteria/questions:

- How does this improve the center's **EFFICIENCY**?
  - How does this balance resources (money, time, effort) and impact?
  - How does this advance the institutionalization of community engagement?
- How does this increase the center's **IMPACT**?
  - How does this increase community impact?
  - How does this advance student learning for social change?
  - How does this support faculty who use or are considering using community-engaged methods?
- How is this **RESPONSIVE** to the wants/needs/interests of one or more of the center's stakeholders?

In Table, 1 found on the next page, we provide each of the three goals we hope to achieve with this strategic plan along with our aspirations for each. We indicate which of the strategic priorities are achieved by each aspiration as well as our assessment of the criteria outlined above.

Table 1. The strategic priorities and evaluative criteria of the aspirations connected to each of the three goals.

Aspiration	Criteria			Strategic Area						
	Efficiency	Impact	Responsive	Capacity for CE Work	Public Good Initiatives	CE Scholarship Development & Advancement	CE Teaching & Learning	Knowledge, Skills, and Commitments for Social Change	Administrative Excellence	Community Partnerships
Goal 1: Deepen Connection and Relationship-Building										
A 1.1: Deepen Relationship Building to Increase Awareness of the Center Among Student Body		X	X	X				X		
A 1.2: Strengthen Students' Sense of Community			X	X				X		
A 1.3: Cultivate Connections Among Faculty		X	X	X		X	X			
Goal 2: Build Operational Strength Aligned with the Center's Values										
A 2.1: Ensure Equitable Business Practices	X	X							X	
A 2.2: Evolve Communication Strategies		X		X					X	X
A 2.3: Ensure a Fiscally Secure Future		X	X	X	X	X	X	X	X	X
Goal 3: Strengthen Support for Community Engagement to Flourish										
A 3.1: Enhance Support For and Acknowledgement of Faculty Community-Engaged Scholarship			X	X	X	X				
A 3.2: Improving Support for Scholar Shop Collaborations	X	X	X	X	X	X	X	X		X
A 3.3: Enhance Student Opportunities for Public Good Impact Through Community-Engaged Scholarship		X	X		X	X		X		
A 3.4: Nurture Relationships with Community Partners			X	X						X

After we compared each goal and aspiration with our strategic priorities and criteria, we also examined each of the actions included under every aspiration. Each action was identified as something the center could either accomplish in the short-term, which we defined as in the next 6 months or next academic year or the long-term, which we defined as something that would take more than a year to fully realize. We also identified what the resource needs would be to implement each action. We defined resource needs in the following ways:

- NONE NEEDED: No additional resources are needed to implement this action or activity. It can be completed with existing staff time, budget, and/or other resources.
- PILOT WITH EXISTING: The action can be piloted without additional resources; however, full implementation would require additional resources. Such resources would bring the full potential of this action/activity to fruition, such as in the depth of the offering, the number of people we can serve, and/or without compromising other offerings from the center. These resources might include additional staff time, budget, or other resources.
- ADDITIONAL NECESSARY: These actions and activities require additional resources (such as staff time, budget, or other resources).

Following the description of our goals, aspirations, and actions/activities, we provide a table that shows the time necessary to complete each action (e.g., short or long-term) and resources needed (e.g., none, pilot with existing, or additional necessary) to complete each action.

GOAL 1: DEEPEN CONNECTION AND RELATIONSHIP-BUILDING

The center will expand and deepen the sense of community and connection among students, faculty, and staff who are doing community-engaged work so that they feel more connected to one another and less isolated. Through relationship-building and connection, the center will increase the number of DU students, faculty, and staff who have a deep awareness of and appreciation for community engagement, both among those who use community-engaged methods and among faculty, staff, and students at large.

ASPIRATION 1.1: DEEPEN RELATIONSHIP-BUILDING TO INCREASE AWARENESS OF THE CENTER AMONG STUDENT BODY

The center will strategically deepen relationships across campus with diverse stakeholders. First, these relationships will increase opportunities for collaboration and mutual benefit to promote each unit's work in ways visible to students. By doing so, stakeholders will have greater capacity to share information about the center with students, direct students interested in community engagement to the center, and advocate for community engagement at DU. Conversations and events involving food have been found to be effective.

ACTIONS AND ACTIVITIES TO BRING ASPIRATION 1.1 TO LIFE

1.1.1: Seek opportunities to have conversations and build relationships with *leadership (e.g., administration, college deans, department heads)* to talk about the center, opportunities for students to get involved, and connections to community-engaged faculty/staff within their unit.

1.1.2: Seek opportunities to have conversations with *faculty* who teach community-engaged courses and use community-engaged methods to share how the center can support students beyond the classroom.

1.1.3: Engage in strategic conversations with *staff* members, such as advising staff (e.g., an opportunity to build awareness of the center's courses and certificates) and Inclusion and Belonging staff (e.g., to ensure the center focuses on inclusive and equitable engagement for students of color).

1.1.4: Engage in ongoing conversations with *students*. This includes relevant graduate student groups (e.g., college student associations) and undergraduate programs and student organizations (e.g., DUSC, Ignite, other student organizations focused on service, affinity groups, faith groups, etc.).

1.1.5: Pursue ways to partner and collaborate with units where mutual benefit is possible and for which the work is student-facing. Building on the success of shared events with the Center for a Regenerative Future and IRISE, examples include co-sponsoring events, tabling, and community/open house events. Events could be co-hosted in the Public Good Suite to build familiarity with the center's physical location.

ASPIRATION 1.2: STRENGTHEN STUDENTS' SENSE OF COMMUNITY

The center will strengthen its support of student connection, community, and belonging as they undertake community-engaged work. To pursue this aim, the center will bolster the office space ethos, elevate media,

and consider new events and programs that provide opportunities for students to feel a part of something greater.

ACTIONS AND ACTIVITIES TO BRING ASPIRATION 1.2 TO LIFE

1.2.1: Deepen utilization and visual engagement of office space in collaboration with the Center for a Regenerative Future. Examples include the use of office blackboard/windows to promote student work, the arrangement and use of furniture, and the placement of information about events.

1.2.2: Deepen utilization and promotion of physical media to support student engagement. Examples include pictures and visuals to illustrate the work when sharing with other students, continuing to use physical flyers for events and promotion around campus, and continuing to include tangible swag items in tabling (e.g., stickers).

1.2.3: Deepen utilization and promotion of digital media. Examples include using mass-texts to engage/remind students of upcoming events and incorporating more storytelling/sharing from all center students throughout the year via social media - e.g., posts, videos, introducing staff and students.

1.2.4: Facilitate community meals, mixers, or praxis dinners among center students to facilitate connection and belonging over food and conversation related to community engagement.

1.2.5: Build systems and structures to engage the center's alumni network to support student's transition to post-college life.

ASPIRATION 1.3: CULTIVATE CONNECTIONS AMONG FACULTY

The center will elevate opportunities for faculty to connect with one another, building a community of support and belonging and ensuring that faculty seeking collaborations on issues find one another.

ACTIONS AND ACTIVITIES TO BRING ASPIRATION 1.3 TO LIFE

1.3.1: Respond to faculty requests for opportunities to find colleagues by pursuing new ways to highlight the center's programs and events that can facilitate such connections.

1.3.2 Develop new opportunities for faculty who have received funding, training, or other support from the center to connect, such as hosting a regular gathering over a meal (e.g., brunch/lunch).

GOAL 2: BUILD OPERATIONAL STRENGTH ALIGNED WITH THE CENTER'S VALUES

To guarantee a strong and stable future for the center, we will work to refine our operational structures. We will ensure that our operations are aligned with the center's mission, vision, values and the approaches from which we draw our distinctive model of community engagement.

ASPIRATION 2.1: ENSURE EQUITABLE BUSINESS PRACTICES

The center will serve as a role model for how units can align their business practices with Anchor Institution goals and thus ensure equitable business practices. The center will also provide support for other units.

ACTIONS AND ACTIVITIES TO BRING ASPIRATION 2.1 TO LIFE

2.1.1: Prioritize spending on local, BIPOC-owned businesses.

2.1.2: Activate the Local Procurement Teams group created this year to assist folks from across campus in connecting to other business officers or similar staff responsible for procurement in their units in developing the skills to buy local.

2.1.3: Strengthen the relationship with the Center for Community Wealth Building (CCWB), such as helping to build connections between CCWB and other units and hosting events with CCWB who can provide support for Anchor Institution work.

2.1.4: Explore models (at DU and/or other universities) in collaboration with other business officers for fair and equitable compensation of community partners, such as vendor payments for non-US citizens and businesses.

2.1.5: Deepen exploration of how hiring and payment processes can follow university policy while also being equitable for all DU faculty, staff, and students as well as external community partners.

ASPIRATION 2.2: EVOLVE COMMUNICATION STRATEGIES

The center will explore the next evolution of the center's communication strategies, grounded in recent successes, to boost awareness of the center generally and our offerings and support for community-engaged work specifically. This awareness will ensure that all DU faculty, staff, and students have information about how the center can support their community engagement interests and needs.

ACTIONS AND ACTIVITIES TO BRING ASPIRATION 2.2 TO LIFE

2.2.1: Develop a strategic storytelling campaign that captures the center's impact (from programs, events, etc.) through narrative and visuals

2.2.2: Build connections to faculty from colleges less represented in the center's programs

2.2.3: Improve campus familiarity with the Scholar Shop program by tapping into existing campus collaborations and identifying new opportunities to promote awareness as well as highlighting new projects and community partners at the beginning of each quarter. This could be through such outlets as Instagram, the center's Public Good Impact Blog, our website, digital signage across campus, and physical installations in the center's office space.

2.2.4: Develop structures to keep Scholar Shop community partners, both those matched with DU collaborators and those awaiting a match, engaged through sharing upcoming events, workshops, lectures, or other campus opportunities monthly.

2.2.5: Create intentional outreach strategies to areas on campus and individuals to uncover ways the center can amplify their work and demonstrate their impacts.

ASPIRATION 2.3: ENSURE A FISCALLY SECURE FUTURE

To meet the growing interest in community-engaged methods from faculty, staff, and students, the center has increased the variety of programs and events offered over the past few years. With a strong and stable financial future, the center will cultivate an environment for community-engaged methods for public good impact to thrive, offer a breadth of community engagement programs to cater to interests across campus, and serve as a regional and national model for which our expertise has been sought.

ACTIONS AND ACTIVITIES TO BRING ASPIRATION 2.3 TO LIFE

2.3.1: Collaborate with AVP DePrince to seek external funding through grants, foundations, donors, etc. for existing programs as well as new ideas articulated in this plan (e.g. student Scholar Shop internships, Community Luminary compensation), in alignment with the priorities of Academic Affairs. This will include continuing to cultivate a relationship with Advancement to explore possible external support for the center and its programs.

2.3.2: Collaborate with the AVP DePrince to advocate (when appropriate) for increases to the base budget for programs that have been most impacted by rising costs, increasing the minimum wage, and inflation. This effectively decreases the number of projects and/or people we can support. This includes the Public Good Fund, Community-Engaged Fellows, Student Programs, and Community-Engaged Learning funds.

2.3.3: Establish a stable source of funding for the Advancing Community-Engaged (ACE) Student Scholars Grant program, which is not currently allocated in the center's base budget. Thus, the center's ability to provide such important funding to student-led community-engaged projects is subject to securing grants, one-time funds, donations, etc. each year. Stable funding for the accompanying faculty stipends to acknowledge the important mentorship of such signature work is also vital.

2.3.4: Establish new sources of support to create a Partnership Enrichment Fund, which would provide resources to faculty and students with established community partnerships to support the involvement of partners in a variety of activities (e.g. co-presenting at conferences) to enrich their relationship with DU.

2.3.5: Formalize a co-sponsorship process so the center can adequately assess sponsorship requests and support projects/programs aligned with our values.

2.3.6: Convene other offices that provide funding to faculty and/or students to explore how we may best leverage each of our university resources to ensure the greatest impact without duplication of efforts.

GOAL 3: STRENGTHEN SUPPORT FOR COMMUNITY ENGAGEMENT TO FLOURISH

The center will pursue new avenues to bolster the capacity for community engagement to fulfill its promise as a high-impact practice that enhances student learning and a rigorous scholarly method that generates and disseminates knowledge for the public good. The center will provide opportunities and build structures that minimize challenges and strengthen the conditions for community engagement to flourish.

ASPIRATION 3.1: ENHANCE SUPPORT FOR AND ACKNOWLEDGMENT OF FACULTY COMMUNITY-ENGAGED SCHOLARSHIP

The center will work to provide opportunities for faculty to develop and hone skills, to learn with and from each other, and to receive recognition and amplification for community-engaged scholarship.

ACTIONS AND ACTIVITIES TO BRING ASPIRATION 3.1 TO LIFE

3.1.1: Provide faculty support for the inclusion of community-engaged work in the tenure and promotion process. This may include compiling resources already available from national community engagement organizations, creating a faculty working group to make recommendations, connecting with the Vice Provost for Faculty Affairs to explore potential collaborations, and/or bringing in an expert in this area for a campus visit.

3.1.2: Provide support for finding external funding and grant writing to assist with bridging from the center's internal funding to external funding. This may include continuing to cultivate our relationship with the new Research Development team in the Office of Research and Sponsored Programs.

3.1.3: Build support for faculty seeking community engagement expertise on scholarly projects and proposals, such as positioning the Executive Director and Associate Director as prospective collaborators or Co-Investigators or building long-term capacity with a staff role to support the development of broader impacts components on federal grant applications.

3.1.4: Generate letters to each unit's leader (dean, chair, etc.) to recap the support the center provided to their faculty, staff, and students – written as a cover letter to our annual report.

3.1.5: Explore the development of training opportunities for community-engaged research, potentially modeled after our successful Community-Engaged Teaching 101 workshop.

3.1.6: Working with the Associate Vice Provost for Public Good Strategy and Research, explore systems to track and thus be better equipped to acknowledge and elevate faculty community-engaged scholarly work. This might include suggesting Watermark integrations, for example.

ASPIRATION 3.2: IMPROVING SUPPORT FOR SCHOLAR SHOP COLLABORATORS

The center has an opportunity to evolve the Scholar Shop program to provide deeper support for community partners interested in working with DU faculty, staff, and students.

ACTIONS AND ACTIVITIES TO BRING ASPIRATION 3.2 TO LIFE

3.2.1: Create a 'Best Practices to Succeed' guide for community partners when matched with a DU collaborator. The guide could include questions to prompt discussion, things to keep in mind (quarter system, student schedules, etc.), how to identify SMART goals, and more.

3.2.2: Create a work plan guide to aid collaborations in determining timelines, deliverables, and responsibilities.

3.2.3: Provide campus collaborators with a list of resources including funding options, ways to amplify work (showcase, symposiums in and outside of DU), opportunities to connect and network, DU writing center, digital media center, innovation floor, DU entrepreneurship, among others.

3.2.4: Provide additional opportunities for collaborators to connect with or engage with faculty, staff, and students, including sharing the center's upcoming programs/events, books, media, podcasts, articles, and other upcoming skill-building workshops or events from around campus.

3.2.5. Hold Zoom check-ins with Scholar Shop community partners once per quarter and virtual and in-person office hours for campus and community collaborators to ask questions at any point.

3.2.6: Create feedback and rating opportunities for Scholar Shop community partners post-project.

3.2.7: Continue refining the campus network map to more efficiently identify campus partners whose interests and capacities align with the needs and interests of community partners.

ASPIRATION 3.3: ENHANCE STUDENT OPPORTUNITIES FOR PUBLIC GOOD IMPACT THROUGH COMMUNITY-ENGAGED SCHOLARSHIP

The center has built a strong foundation of support for students pursuing community-engaged scholarly projects, such as through the DU Grand Challenges Scholars program and the Advancing Community Engaged (ACE) Student Scholars grants. However, there are opportunities to amplify this support for students through stronger connections and additional pathways.

ACTIONS AND ACTIVITIES TO BRING ASPIRATION 3.3 TO LIFE

3.3.1: Connect students to multi-disciplinary groups of faculty addressing a social change issue to do community-engaged public good scholarly work (e.g. expand upon the current development of cohorts with internship credit being organized by AVP DePrince)

3.3.2: Develop training materials, application process, and funding to support faculty in designing, convening, and leading communities of practice or cohorts focused on their issue(s) of interest.

 3.3.3 Deepen use of our existing structures for engaging across campus and connecting students with faculty and community partners (e.g., connecting Puksta/DUGC Scholars/students in the center's courses to Scholar Shop projects; consider requiring meetings with the Outreach Coordinator; student interests can be posted on the Community-Engaged Faculty Teams platform; utilize the center's staff/network map for relational knowledge connections).

3.3.4 Start/strengthen collaborations with other community-engaged faculty/staff for ongoing/curation of projects for Fellows and Scholars to contribute to (e.g., assessing current CE faculty/staff partnerships with Fellows projects; explore additional relationships/projects)

3.3.5 Explore the creation of an internship program where students are matched with a scholar shop partner and utilize CENG internship credit; concurrently explore student compensation for the internship.

ASPIRATION 3.4: NURTURE RELATIONSHIPS WITH COMMUNITY PARTNERS

To ensure community engagement flourishes, in addition to supporting faculty and students, the center will nurture its relationship with community partners. Specifically, we hope to engage partners in mutually beneficial ways, where their connection to the center provides them with tangible benefits and where the center can also learn more about community interests and needs to best support them.

ACTIONS AND ACTIVITIES TO BRING ASPIRATION 3.4 TO LIFE

3.4.1: Develop the next iteration of the Community Engagement Luminaries program, specifically the role of community partners who serve as luminaries. Ideas include connecting the luminary program to Scholar Shop, where Scholar Shop partners are invited to serve and are provided equitable compensation for their

time (including potential compensation for the individual as well as the organization). To support the connection between the partners and DU and among each other, the center will hold quarterly lunch meetings to gather information about what is working or not in their collaborations with DU partners.

FULFILLING OUR GOALS, ASPIRATIONS, AND ACTIONS

As described above, the center determined the time and resources needed to implement each action and activity. In some instances, we indicated both short- and long-term for an activity because part of the action could be taken now, but more time would be needed to fulfill the entirety. Tables 2, 3, and 4 summarize this information.

Table 2. The completion timeline and resources needed for each aspiration connected to Goal 1: Deepen connection and relationship-building.

	Actions & Activities	Completion Timeline		Resources Needed		
		Short-Term	Long-Term	None Needed	Pilot with Existing	Additional Necessary
Aspiration 1.1: Deepen Relationship Building to Increase Awareness of the Center Among Student Body	1.1.1	X		X		
	1.1.2	X		X		
	1.1.3	X		X		
	1.1.4	X		X		
	1.1.5		X		X	
Aspiration 1.2: Strengthen Student's Sense of Community	1.2.1	X		X		
	1.2.2	X		X		
	1.2.3	X	X	X		
	1.2.4				X	X
	1.2.5		X	X		
Aspiration 1.3: Cultivate Connections Among Faculty	1.3.1	X		X		
	1.3.2	X			X	

Table 3. The completion timeline and resources needed for each aspiration connected to Goal 2: Build operational strength aligned with the center's values.

	Actions & Activities	Completion Timeline		Resources Needed		
		Short-Term	Long-Term	None Needed	Pilot with Existing	Additional Necessary
Aspiration 2.1: Ensure Equitable Business Practices	2.1.1	X		X		
	2.1.2	X		X		
	2.1.3	X		X		
	2.1.4		X	X		
	2.1.5		X	X		
Aspiration 2.2 Evolve Communication Strategies	2.2.1		X	X		
	2.2.2	X		X		
	2.2.3	X		X		
	2.2.4	X		X		
	2.2.5	X		X		
Aspiration 2.3: Ensure a Fiscally Secure Future	2.3.1	X	X			X
	2.3.2		X			X
	2.3.3		X			X
	2.3.4		X			X
	2.3.5	X		X		
	2.3.6	X		X		

Table 4. The completion timeline and resources needed for each aspiration connected to Goal3: Strengthen support for community engagement to flourish

Aspiration	Actions & Activities	Completion Timeline		Resources Needed		
		Short-Term	Long-Term	None Needed	Pilot with Existing	Additional Necessary
Aspiration 3.1: Enhance Support For and Acknowledgement of Faculty Community-Engaged Scholarship	3.1.1		X		X	
	3.1.2	X		X		
	3.1.3	X	X			X
	3.1.4	X		X		
	3.1.5		X		X	
	3.1.6	X	X	X		
Aspiration 3.2 Improving Support for Scholar Shop Collaborators	3.2.1	X		X		
	3.2.2	X		X		
	3.2.3	X		X		
	3.2.4	X		X		
	3.2.5	X		X		
	3.2.6	X		X		
	3.2.7		X	X		
Aspiration 3.3: Enhance Student Opportunities for Public Good Impact Through Community-Engaged Scholarship	3.3.1		X			x
	3.3.2		X			X
	3.3.3	X		X		
	3.3.4	X			X	
	3.3.5	X			X	
Aspiration 3.4: Nurture Relationships with Community Partners	3.4.1	X	X		X	

ASSESSMENT STRATEGIES

It is vital that we create an assessment strategy to ensure we understand the extent to which we are accomplishing our goals and aspirations. We will create a chart to track our progress on implementing the plan, which will allow us to monitor our performance. We aim to assess our impacts as well, though we acknowledge the challenge of extensively measuring each of the aspirations we have articulated without overburdening staff time. Indeed, each could be their own research project! Therefore, we intend to conduct four tasks to support our understanding of impact:

1. We will use our existing assessment strategies, making small adjustments to support our understanding of the impact of our work. These assessments include:
    a. **Student Programs Pre- and Post-Assessment** The Student Programs Pre- and Post-Assessment are administered by the center. This assessment survey evaluates progress in student knowledge, skills, and commitments associated with CCESL's Four Pathways: *Think, Connect, Act, Reflect* across all our programs. It also includes questions related to student experience of community through CCESL, questions related to the 4D experience, and questions related to student feedback on their program experience. The survey is administered once at the beginning of the academic year and again at the close of the academic year. Results from this survey will be compared with prior years and will help the center understand any potential changes in student impacts.
    b. **Student ePortfolio Assessments**: Students develop a critical reflection ePortfolio that communicates their community-engaged work and clearly articulates their public identity and potential to contribute to complex public problem-solving. As described above, all CCESL student programs are designed around key learning objectives for Knowledge, Skills, and Commitments (KSCs) associated with CCESLs Four Pathways: Think, Connect, Act, Reflect across all our programs. Each summer, the center assesses the developmental level of each KSC as demonstrated in each student's ePortfolios. The rubric used to assess the ePortfolios can be found in Appendix H.
    c. **Faculty Community Engagement Survey (FaCES)**: The FaCES survey is administered by the Associate Vice Provost for Public Good Strategy and Research with support from the center. During AY 23-24, Executive Director DiEnno created some additional survey items to assess the impacts of community engagement on faculty. When these are coupled with existing questions on the FaCES survey, which includes the extent to which faculty participate in the center's programs, it will help us understand how such programs impact faculty. See Appendix I for the survey items.
    d. **Faculty Watermark Data**: Each year the center and the Associate Vice Provost for Public Good Strategy and Research request relevant data from the annual faculty reporting system, Watermark. Faculty self-report on community engagement activities such as whether their courses involved a community partner and if so the partner's name, whether they indicate an affiliation with the center, and if they received funding from the center. A review of the system led to the center recommending potential changes/updates to better capture faculty self-reported community engagement data. We hope to continue working with the Office of Institutional Research & Analysis' Faculty Data Support team to implement the suggested changes that may be feasible.
    e. **Community Impact Scale (CIS)**: The CIS is administered by the Associate Vice Provost for Public Good Strategy and Research with support from the center. The survey helps the university understand the impact of community-university collaboration on community partners and their organizations. The survey is adapted from Srinivas, T., Meenan, C.E., Drogin, E., DePrince, A.P. (2015). Development of the Community Impact Scale measuring community organization perceptions of partnership benefits and costs. *Michigan Journal of Community Service Learning, Spring*, 5-21. Results from this survey will be compared with prior years and will help the center understand any potential changes in community impacts.
2. We will collect and review news articles, media mentions, and other artifacts that demonstrate the impact of DU's community-engaged work.

3. We will engage students in our programs and our faculty luminaries in conversations to provide insight from their vantage point about the center's accomplishments and impacts.
4. We will invite some of our key campus and community partners to coffee or lunch to gather their feedback and perceptions of the center's work and accomplishments, especially as related to how our activities do (or do not) support their work.
5. The staff will participate in a summer staff retreat to review the findings from the items above as well as to:
   a. Reflect on the academic year, share achievements and perceptions of impact, and consider what worked or didn't and why.
   b. review the reporting requirements of applications the center and/or DU may be interested in pursuing, for example, the data collection needs for future Carnegie Community Engagement reclassification or the Association for the Advancement of Sustainability in Higher Education (AASHE) Sustainability Tracking, Assessment & Rating System (STARS) self-report, to ensure our assessment strategies include such requirements.

CONCLUSION

The center is excited to embark on this journey and implement this strategic plan. Our thoughtful review of the field, attentive listening to our stakeholders, and insightful reflections created a foundation for us to imagine our next chapter. We then built on this foundation to devise goals, aspirations, and actions, which provide a roadmap to turn our imagination into reality. Through our efforts, the center will deepen its commitment and impact to community engagement for the public good.

This strategic plan is intended to guide us for the next 3-5 years. Each summer, the center's staff will review the plan and determine which goals, aspirations, and actions we will focus on for the coming academic year. We will set aside at least one staff meeting each quarter to check in on progress.

This process will ensure that we advance the plan in a way that is nimble and dynamic while still being accountable to our plan and constituents. By using the assessment strategies shared above, we will achieve clarity on where we have been and where we still need to go. We look forward to what is ahead.

ACKNOWLEDGMENTS

- In May 2005, the center emerged as a result of a merger between two former university-based programs, the Community Action Program (started by Glenn Fee in 2000) and the Center for Service Learning and Civic Engagement (created in 1999 by David Lisman). The Center for Community Engagement & Service Learning (CCESL) was charged with providing support and coordination of DU's public work. The center was considered a university-wide organization dedicated to the creation, design, development, processing, and implementation of public good work. David Lisman served as CCESL's first director and helped to establish the center.
- In 2006 the first full-time staff director, Eric Fretz, oversaw the development of CCESL until 2010. Mission, Vision, Values (previous mission, vision, and values)
    - 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.
- In 2008 the university established the Public Good Fund, which provides funding to faculty for community-engaged research and creative work that contributes to the public good.
- In 2011, a new leadership model was implemented, and the Director position transitioned from a full-time staff member to a faculty member who served as Director part-time. Anne DePrince, a faculty member in the Psychology Department, was selected to fill this role. At that time, CCESL identified four initiatives as part of a strategic planning process: community-engaged learning, community-engaged research and creative work, civic development, and service.
- In 2015, DePrince led the center staff through strategic planning that led to 6 strategic goals:
    - Advance community-engaged scholarship and creative work
    - Advance community-engaged teaching and learning
    - Champion the civic mission of higher education as a means to 21st century careers and communities
    - Develop distinction in community-engaged pedagogy, scholarship, and practice
    - Maximize community impact
    - Build financial and other resource strength

Also in 2015, the university completed the DU IMPACT 2025 strategic plan, which included activities connected to community-engaged methods. One of the Transformative Directions outlined in the plan called on the university to "continue to engage with organizations and diverse communities across Denver and throughout the Rocky Mountain West to serve the public good directly, expand economic vitality and contribute to cultural empowerment. Through this work, our faculty, students, and staff will benefit from community-engaged methods of teaching, research, and civic development." A Collaboration for the Public Good working group was established with DePrince as a co-chair (later, DiEnno joined in the co-chair role). To support the establishment of the DU Grand Challenges initiative, which was an activity outlined in the strategic plan, and better support university connections to community partners, CCESL was provided funding to pilot two new positions, a DU Grand Challenges Program Manager and a Scholar Shop Coordinator. After the pilot, these positions were seen as essential and placed into the base budget, thus growing the CCESL staff to 5 full-time positions in addition to the faculty director.

- In 2017, the center refined its name, vision, mission, values, and strategic goals. The center's acronym, CCESL, was well known across campus and thus a desire to keep the acronym led to a change in name that preserved the acronym to the Center for Community Engagement to advance Scholarship and Learning. The name was intended to signal that we see community engagement as a method and not a separate activity; that is, it is a way of doing our work, e.g., teaching, learning, research, etc. CCESL's alignment with the university's strategic plan at the time, IMPACT 2025, led to the center being the home of the campus-wide DU Grand Challenges initiative. Along with a name change, the center updated its vision, mission, values, and strategic priorities as follows (previous mission, vision, and values):
    - Vision: A university collaborating with communities to improve lives

- o Mission: To activate university and community potential through partnership
- o Values: Collaboration for the public good characterized by mutual benefit, fierce optimism, tenacity, rigor, democratic participation, and inclusion.
- o Strategic Priorities:
  - Invest in discovery
  - Amplify university and community voices
  - Bridge learning and doing
  - Connect change-makers
  - Galvanize tomorrow's civic leaders
  - Tackle grand challenges

- In 2021, with the establishment of the Office for Public Good Strategy and Research, the center evolved its leadership model to create a full-time Executive Director position. Cara DiEnno, previously CCESL's associate director, became the inaugural Executive Director, reporting to Anne DePrince, who became the university's first Associate Vice Provost for Public Good Strategy and Research.

APPENDIX B – PRACTICES INFORMING OUR APPROACH TO COMMUNITY ENGAGEMENT

CCESL's work is grounded in community-engaged scholarship and teaching principles and in a community organizing framework. As described in this report, CCESL provides training to faculty, staff, and students in the skills necessary to do public good work using best practices in community engagement. CCESL has developed a hub-and-spoke organizational structure that facilitates work that is responsive to faculty, staff, administrators, and students working in inter- and multi-disciplinary ways with community partners to address diverse issues. We pull on diverse traditions and fields to create a distinctively DU approach to university-community collaboration that bridges community organizing, collective impact, community-engaged scholarship, and anchor mission work. This broad approach puts students, staff, faculty, and community members in dialogue and relationship, and leads to financial, resource, and collaborative strength.

CCESL uses the below approaches to inform our work with faculty, staff, students, and community partners.

Community-engaged scholarship: Community engagement is a method of research, creative work, teaching, and learning that emphasizes university-community collaboration characterized by mutual benefit and reciprocity. Specifically, the Carnegie Foundation for the Advancement of Teaching, defines community engagement as "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Driscoll, 2008, p. 39). Additionally, these partnerships: share risk, benefit, responsibility; can be local, national, and/or global; can be with diverse entities (e.g., non-profit, government, private sector).

Community organizing: Community organizing has a rich history in American social movements and focuses on people working together for systemic social change. We apply the philosophy and skills of the community organizing process, such as identifying self-interest, building relationships, understanding root causes, restructuring power, and centering the experience of the communities most impacted by injustice and systemic oppression, to inform how we build partnerships for community engagement. We value the principles and elements of Emergent Strategy in our quest to fulfill our vision of collaborating with communities to improve lives. Emergent Strategy provides a way of approaching our work with a set of skills and strategies "for organizers building movements for justice and liberation that leverage relatively simple interactions to create complex patterns, systems, and transformations – including adaptation, interdependence and decentralization, fractal awareness, resilience and transformative justice, nonlinear and iterative change, creating more possibilities" (Brown, 2017, p. 24).

Collective Impact: Collective impact is an approach to collaboration developed in the nonprofit sector to ensure the broadest and deepest impact possible when groups come together to work towards a goal. Kania and Kramer (2011) proposed the term collective impact to refer to the commitment of actors from different sectors to a common agenda to solve a specific social problem. CCESL organizes our work through a collective impact lens to advance collaborative networks. Individual people and agencies (whether university offices and departments or local organizations) retain their own mission and identities while also forging a shared agenda for public problem-solving.

Anchor Work: Anchor institutions are enterprises that are rooted in their local communities (The Democracy Collaborative, n.d.). Our work is guided by anchor principles, which focus on intentionally applying place-based economic power and human capital in partnership with communities to mutually benefit the long-term well-being of both the University and the broader community.

As described by Associate Vice Provost, Anne DePrince, and Executive Director of CCESL, Cara DiEnno (2019), in Metropolitan Universities, CCESL serves as the backbone organization for supporting community-engaged collective impact efforts, providing support to faculty, staff, students, and community members. In this backbone role, CCESL builds on our established track record in coordinating faculty, staff, and student efforts without commandeering them; chiefly to apply adaptive leadership to advance both individual and collective work. This includes our role in powering the DU Grand Challenges (DUGC) campus-wide initiative that brings together university and community change-makers to address the most difficult and far-reaching issues facing our society today.

Dostillio, L.D. (2017). The Community Engagement Professional in Higher Education: A competency model for an emerging field. Stylus Publishing, LLC.

TABLE 2.2
Preliminary Competency Model for Community Engagement Professionals, 2017

Development: The preliminary competency model was developed through an extensive literature review of community-engaged practice literature, piloted at a series of national meetings, refined, and then further refined through the survey responses of 414 community engagement professionals.

Uses: We envision a variety of applications for the CEP competency model, including professional development planning, learning community development, team development, structuring mentoring conversations, focusing research and theory development on effective practice, and socializing CEPs to the critical nature and change-oriented work of their positions.

Why "Preliminary"? We do not envision this framework to be fixed or static. It is typical for competency models to be revisited regularly as a field's practice evolves (e.g., see the evolution of the Student Affairs Educators Competencies, which are updated every four years).

Citation: L. D. Dostilio, J. Benenson, S. Chamberlin, S. Crossland, A. Farmer-Hanson, K. Hernandez, and colleagues (2016). *Preliminary Competency Model for Community Engagement Professionals*. In L. D. Dostilio (Ed.), *The Community Engagement Professional in Higher Education: A Competency Model for an Emerging Field*. Boston, MA: Campus Compact.

	Competencies			Critical Commitments
	Knowledge	*Skills and Abilities*	*Dispositions*	
Leading Change Within Higher Education	• Knowledge of democratic engagement and ability to encourage a democratic engagement orientation (participatory processes, cocreation of knowledge, coplanning, inclusivity, etc.) • Knowledge of change as a process that involves cultural and structural change • Knowledge of one's own personal agency as a change-maker	• Able to articulate connection between institutional mission and community engagement • Able to facilitate meetings *and programs that are inclusive and participatory, and that promote reflective practice*** • Able to integrate curricular and cocurricular pathways for student learning • Able to integrate goals and strategies of common initiatives	• Desire to participate fully in the institution (participating in governance, serving on committees, representing ethical concerns) • Embrace a proactive stance • Embrace innovation • Embrace perseverance	• *Embrace the tension between charity and social change** • Committed to developing critical consciousness through meaningful praxis (reflection, dialogue, and action) • Able to challenge problematic language use (e.g., paternalistic, dehumanizing, oppressive)

	Knowledge	Skills and Abilities	Dispositions	Critical Commitments
	• Knowledge of other initiatives that align with community engagement • Knowledge of the relevance of community engagement to other campus goals	• Able to manage conflict • Able to plan strategically • Able to tolerate ambiguity • Able to work in fluid environments • Able to work with rather than against administration (e.g., sharing information)	• *Embrace adaptability and risk taking*** • *Embrace diversity among collaborators and promote inclusion***	• Knowledge of ideologies and political, social and historical contexts underpinning higher education
Institutionalizing Community Engagement on a Campus	• Knowledge of institutional and program evaluation methods • *Knowledge of potential funders, grant seeking*** • *Knowledge of benchmarks or artifacts of institutionalization***	• Able to advocate for community engagement and communicate its value, vision, and goals in your context • Able to advocate for development of policies that support community engagement • Able to communicate an institution's brand of engagement (e.g., orientation and animating mission) • Able to conceive and implement institutional structures to support engagement • Able to cultivate a critical mass of supporters for engagement • Able to empower people within the institutions they serve and to hire and develop good staff	• Embrace respect for community perspectives	• Able to unveil, name, and challenge contradictions within practice • Able to work within the structural constraints of the institution toward social change

(*Continues*)

TABLE 2.2 (*Continued*)

	Competencies			Critical Commitments
	Knowledge	Skills and Abilities	Dispositions	
		• Able to leverage resources and advocate for community engagement as an institutional funding priority • Able to navigate the institution's political environment • Able to report data to strengthen institutional support • *Able to balance multiple priorities and to plan for short-term and long-term goals***		
Facilitating Students' Civic Learning and Development	• Knowledge of civic learning pedagogies (as potentially distinct from community-engaged pedagogies) • Knowledge of students' developmental trajectories and expression of civic learning and development • Knowledge of the ways in which students' identities inform and frame their community engagement experience, particularly those students from historically marginalized groups	• Able to facilitate peer-to-peer discussion that positively impacts student learning • *Able to construct solid learning outcome goals*** • *Able to collaborate with and support historically marginalized students***	• Embrace an asset-based mind-set that guides work with students • Embrace the value of contributing to the larger community as a role model for students	• Committed to cultivating authentic relationships with students • Committed to developing students' critical consciousness

| Administering Community Engagement Programs | • Knowledge of assessment and evaluation methods; able to assess and evaluate impact of community engagement on its stakeholders (e.g., students, faculty, communities, institution)
• Knowledge of civic skills
• Knowledge of community-engaged pedagogies, including history, methods, underlying theories, and community challenges that may be addressed through community-engaged pedagogies
• Knowledge of community-engaged scholarship, including history, methods, underlying theories, and community challenges that may be addressed through community-engaged scholarship
• Knowledge of context: of self, of institution, of environments external to institution, of history of engagement | • Able to collaborate and work across role and disciplinary silos
• Able to cultivate and maintain relationships
• Able to cultivate and manage multiple funding streams and budgets
• Able to develop and supervise staff
• *Able to collect and analyze data***
• *Able to assess and evaluate impact of community engagement on its stakeholders***
• *Able to communicate effectively*** | • Embrace critical thinking
• Embrace visionary thinking
• Embrace community partners as coeducators | • Committed to dialogue with communities
• Able to unveil and disrupt unequal power structures
• Able to recognize one's subject position in connection to privilege and oppression
• Able to name injustices and power differentials |

(*Continues*)

TABLE 2.2 (*Continued*)

	Competencies			Critical Commitments
	Knowledge	*Skills and Abilities*	*Dispositions*	
	• *Knowledge of curriculum development** • Knowledge of institutional policies that may affect community engagement (e.g., faculty handbook, student handbook)			
Facilitating Faculty Development and Support	• Knowledge of how to approach differently motivated faculty using different strategies • Knowledge of how various departments or disciplines place value on categories of faculty work: teaching, research, and service • Knowledge of institutional constraints and possibilities that prevent or support faculty engagement • Knowledge of the logistics support needed to implement engaged teaching and research	• *Able to articulate the pressures or "existential unease" of engagement without alienating or discouraging faculty** • Able to customize developmental training and support to fit each faculty member's needs and interests • Able to empathize with faculty and understand possibly conflicting demands on faculty time • Able to facilitate critical reflection wherein faculty encounter the limits of their own experience and value of leveraging community expertise	• Embrace humility • Embrace innovation/good at designing and implementing new programs • Embrace patience • Embrace persuasion • Embrace multidisciplinary and interdisciplinary collaborations	• Able to model effective communication to enhance co-construction of courses, research, and other collaborative enterprises between community partners and faculty • Understanding dynamics of power and privilege in faculty roles in moving toward emancipatory and democratic practices

	• Knowledge of the needs, research interests, and areas of expertise of faculty engaging in CES • *Knowledge of various faculty career stages and ranks**	• Able to facilitate faculty learning from one another • Able to help faculty brainstorm how to incorporate community engagement into teaching and research • Able to help faculty synergize their teaching, research, and community engagement • *Able to model how to construct solid student learning outcome goals***		
Cultivating High-Quality Partnerships	• Knowledge of self: self-awareness • *Knowledge of local community: history, strengths, assets, agendas, goals***	• Able to communicate across boundaries and roles, and between internal and external stakeholders • Able to connect campus and community assets • Able to initiate and maintain effective partnerships • Able to involve partnership members in reflection on and assessment of partnerships • Able to resolve conflict	• Embrace passion for and commitment to community engagement • *Desire to participate in the ongoing life of the community (participating in community-building events, serving on boards, being aware of and invested in community concerns)***	• Conscious of power relations inherent in partnerships • Committed to cultivating authentic relationships with communities

* Mean score of 75 or less, using a 95% confidence interval; **potential additions that were themes among open-ended "what is missing" responses.

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The focus groups found that CCESL students are seeking, connection, community, and belonging as they undertake community-engaged work. As students seek community engagement and social justice and build relationships with community members, they also want to experience connection and belonging with other students at DU. They appreciate the relational support they receive through CCESL and the opportunity engage with a diverse group of students in a number of domains (identities, degree level, discipline), which they find to be a unique aspect of their student experience. While connection and community are present in CCESL, students are still desiring more expansive community and the opportunity to connect with other students who are doing similar or values-aligned work, and the experience of student belonging may be uneven across and even within programs. Recommendations included means to promote awareness of what other students are doing, opportunities to connect on personal and community-engaged project levels with other students, and deepening the communal ethos of the office space. Students recognize some of the logistical challenges even as they desire this.

Students also appreciated CCESL providing compensation for their work, as it communicates value and investment while supporting them to prioritize their work. Students shared about the need to sustain themselves and their community-engaged work in light of financial realities. Students who did not receive compensation spoke of the challenge of prioritization in light of competing demands and limited time.

Students also recommended improving access and awareness about community engagement at DU. Students suggested building relationships and connections with other faculty, staff, and student groups at DU to build awareness and relevance about community engagement for students. For example, as more faculty are aware of community engagement and pursue/promote it themselves, then more graduate students would have opportunities to learn and practice community engagement in their studies. As CCESL engages in collaborations with student orgs and engages promotion with key stakeholders and key events, more students, particularly students of color, will be aware of what community engagement is and how they can get involved. Students did note that some of these practices were already present and that engaging these systems can be difficult.

Related to access and awareness, students, particularly DUGC and Puksta Scholars, shared about the need for support as they get connected to community partners. For students who are exploring their own community-engaged project, identifying organizations that they could partner with around their social justice interests can be challenging, and they are interested in being made aware of ongoing projects that are happening and how they might be able to get involved. Students are generally aware of the Scholar Shop resource, but engagement with it and/or other resources could be strengthened.

Summary Table of Student Focus Group Responses

Questions	Fellows	Scholars	Puksta Scholars
Hopes	Network of support and connection Accessible / Visible pathways for community engagement	Building community on and off-campus Contributing to change/justice	Connection to CCESL community Awareness of programs/community engagement opportunities and partners
How CCESL can support	Intentional marketing / connection to offices beyond CCESL for broader student access Increased faculty engagement to then engage students	Financial compensation Connection to people, resources, and information Sharing ideas and experience in community	More formalized and targeted connection / pathways to orgs Advertising and information-sharing using various channels Mixers/events with full meal
What CCESL is doing well	Compensation and valuing students Workshops and resources Food Mentoring Diverse space (disciplinary, degree level, identities)	Relationships/mentorship Diverse engagement (identities)	Fostering connection to different opportunities
Challenges / how CCESL can improve	Scheduling Global as well as hyperlocal engagement	more support in getting connected to organizations	Knowing other staff for resource Make Instagram content more robust Strengthen Suite 1100 as welcoming space Draw students in through student organizations & affinity groups

As staff from the Center for Community Engagement to advance Scholarship and Learning (CCESL), we wholeheartedly embrace the vision, mission, and values of our center (previous mission, vision, values) …

Vision: A university collaborating with communities to improve lives.

Mission: To activate university and community potential through partnership.

Values: Collaboration for the public good characterized by mutual benefit, fierce optimism, tenacity, rigor, democratic participation, equity, and inclusion.

The center, which was created in 2005, operates in the context of DU, which is a predominantly white institution. In many ways, however, the students who engage in our programs reflect a more deeply diverse group. We are grateful for and would like to recognize the many CCESL students and alumni who have shaped our work, left their mark, and changed each of us as individuals.

The University of Denver (DU)'s history and legacy is complex. DU was founded in the same year as the Sand Creek Massacre, where 160 Tsitsista (Cheyenne) and (Hinonoeino) Arapahoe women, children, and elders were murdered. Our founder, John Evans, and one of our original board directors, Col. John Chivington, bear responsibility for the massacre. In all that we do, we must acknowledge and honor the Hinonoeino (Arapaho), Tsitsista (Cheyenne), and Nunt'zi (Ute), the original people of the land upon which the University of Denver stands.

As academics, our beliefs and values include a quest for truth and a constant determination to learn more. We recognize that this can lead to the tendency to intellectualize the work. It can also lead to the sometimes mistaken belief that we must learn more before we can act. While we want to ensure that our actions are well-informed, we have to actively work to ensure we remain pragmatic and do not hide behind a cloak of needing more knowledge before seeking change.

As community-engaged practitioners, we value the co-production of knowledge with community partners through mutually beneficial, reciprocal relationships. We work to actively hold each other accountable to ensuring that we build open, trusting relationships with all whom we collaborate.

We share these acknowledgements as a step to holding ourselves, as staff at the University of Denver, accountable to our values and our students.

**Last Updated: January 2023

CCESL Vision, Mission & Values (previous mission, vision, values)

Vision: A university collaborating with communities to improve lives.

Mission: To activate university and community potential through partnership.

Values: Collaboration for the public good characterized by mutual benefit, fierce optimism, tenacity, rigor, democratic participation, equity, and inclusion.

Approach to Student Programs

Our approach to community engagement is informed by the community organizing model. That is, we apply the philosophy and skills of the community organizing process, such as identifying self-interest, building relationships, understanding root causes, restructuring power, and centering the experience of the communities most impacted by injustice and systemic oppression, to inform how we build partnerships for community engagement.

We value the principles and elements of Emergent Strategy[i] in our quest to fulfill our vision of collaborating with communities to improve lives. Emergent Strategy provides a way of approaching our work with a set of skills and strategies "for organizers building movements for justice and liberation that leverage relatively simple interactions to create complex patterns, systems, and transformations – including adaptation, interdependence and decentralization, fractal awareness, resilience and transformative justice, nonlinear and iterative change, creating more possibilities." (p. 24)

We believe that students' capacity to do authentic, ethical community-engaged work is enhanced when they:
- ***[Commitment] Commit to Working Collaboratively for Social Change.*** This includes being guided by the Community Organizing process and embracing Emergent Strategy in your organizing work. Emergent Strategy is to practice "being in right relationship to our home and each other . . . how we intentionally change in ways that grow our capacity to embody the just and liberated worlds we long for." To embrace Emergent Strategy is to let its principles guide your approach to social change work, these include:
  - Change is constant (Be like water).
  - There is always enough time for the right work.
  - There is a conversation in the room that only these people at this moment can have. Find it.
  - Never a failure, always a lesson.
  - Trust the People. (If you trust the people, they become trustworthy).
  - Move at the speed of trust. Focus on critical connections more than critical mass – build the resilience by building the relationships.
  - Less prep, more presence.
  - What you pay attention to grows.
- ***[Commitment] Act for the Public Good*** –
  - consider your place within community and your responsibility to others
  - engage in civic professionalism, understanding how you can orient your professional life and work in ways that contribute to creating a just and equitable society
  - Understand your strengths and how you can bring them to bear to do public good work. What do you bring to the work? Where are you naturally inclined to go? How do your strengths and talents intersect with what you care about? From there, determine what you can do to work toward the change you seek.
- ***[Knowledge] Contextualize a Social Justice Issue***, including
  - Root causes
  - Historical context
  - knowledge of current and previous social movements
  - Awareness of the systems upholding injustices
- ***[Skill] Develop Relationships***, rooted in:

- o Reciprocity
- o Mutuality
- o Collaboration
- **[Skill]** Use an **Anti-oppression Analysis** to inform action, including
  - o Developing a critical self-awareness of one's identities
  - o Analysis of privilege
  - o Engage in constant critical reflection
  - o Four I's of Oppression (ideological, institutional, interpersonal, internalized)
  - o Centering the knowledge/voices of the communities most impacted by injustice and systemic oppression
  - o Actively working against white supremacy
- **[Knowledge]** Understand **Civic and Democratic Processes**. To change the system, you first must understand how it works. Democratic engagement is the practice of engaged citizenship; engaging in politics and political processes such as voting, engaging in dialogue and deliberation, discerning credible information, and familiarity with how government, legislation, and policy work. Civic engagement is the process of applying your knowledge, skills, and commitments to public life, working collaboratively to solve public problems (whether through political or non-political processes).
- **[Knowledge]** Understand a variety of **Social Change Actions**, including:
  - o direct service,
  - o policy change,
  - o grassroots collective action,
  - o direct action community organizing,
  - o mutual aid, etc.

All CCESL Student Programs expose students to these concepts. Program focuses on various levels of depth and complexity from awareness and knowledge, to skill development, to application through action, then application through integration across experiences/programs/activities, and finally adaptation, moving beyond your own project and contributing to our shared understanding. The aim is to build students' knowledge, skills, and commitments over time.

Introduction

CCESL Student Programs Post-Assessment

As a student in a CCESL program, including DU Grand Challenges, we ask that you start and end the year with a brief assessment survey on your collaborative work on a social justice issue and your program experience. The questions are designed as a quick tool for you to check in on your own development and for CCESL to evaluate overall progress towards student knowledge, skills, and commitments across programs.

To communicate the impact of our student programs and to ensure their success, we ask that you take the next 3-5 minutes to respond to this assessment.

- CCESL will use this assessment in two main ways. We will only share compiled results and will never share individual answers:
- CCESL will compare the compiled results from fall and spring to evaluate progress on the Center's student knowledge, skills and commitments to inform their future planning. We report on our progress in an End of Year report to the University.

CCESL may feature anonymous quotations from responses in mediums such as social media posts, the Public Good Impact newsletter, or the Public Good Showcase.

Your name is requested to inform the CCESL staff member responsible for your program that you have completed the program assessment. Your name will be removed from your response during the evaluation process.

Thank you again for your time in completing this assessment!

Student Information

- First Name
- Last Name

Please select all the apply

- Undergraduate
- Graduate

Please select the program(s) that you are involved in:

- Advancing Community-Engaged (ACE) Student Scholars Grant
- Community-Engaged Fellows
- DUGC Student Scholars (CCESL-mentored)
- DUGC Student Scholars (Faculty-mentored)
- DU Service and Change
- Graduate Lead
- Graduate Student Community of Practice
- Puksta Scholars
- Social Change Living and Learning Community

- Other:

Questions

Please read the following statements and indicate the degree to which you disagree or agree with each:

(6 item Likert scale ranging from strongly disagree to strongly agree):

- I understand my motivations and goals for my community-engaged, social justice work
- I know how I can contribute to work with communities utilizing my strengths
- I can make a difference in and with my community
- I am confident in how to deeply understand and strategically address a social justice issue
- I am confident in how to develop collaborative community relationships rooted in mutuality and recriprocity
- I feel my relationships with community partners are authentic, reciprocal, mutual, and collaborative
- I value my relationships with community partners
- I am confident in how to work collaboratively on a social justice issue using an anti-oppression analysis
- I am committed to pursuing community-engaged, social justice work in the future
- Working with communities is part of who I am and how I see myself
- Working with communities is relevant to my future academic and professional aspirations
- I feel I belong in the CCESL community
- I feel I meaningfully contribute to the CCESL community

4D Questions

- This experience has given me a new perspective on my education and/or life experiences
- I can identify at least one way of applying skills or knowledge that I gained in this experience to other areas of my personal, academic, or professional life
- Through this experience, I have developed at least one influential relationship with peers, faculty, and/or staff

Program Feedback Questions

- Please share briefly about your program experience.
- (Optional) What you enjoyed about your program experience (I like's)
  - For example, things you would like to keep or things that went well in your program experience (i.e., affirmations of current practice). You can frame your feedback using the "I like..." structure if that is helpful to you
- (Optional) What suggestions you have to improve students' experience in the program (How about's)
  - For example, things you would like to start, stop, or shift in order to improve one's experience in the program (i.e., concrete suggestions to improve practice). Constructive, solution-based feedback is helpful. You can frame your feedback using the "How about..." structure if that is helpful to you.

To review a PDF of the student program assessment in full, double-click on the image-file.

Default Question Block

CCESL Student Programs Post-Assessment

As a student in a CCESL program, including DU Grand Challenges, we ask that you start and end the year with a brief assessment survey on your collaborative work on a social justice issue and your program experience. The questions are designed as a quick tool for you to check in on your own development and for CCESL to evaluate overall progress towards student knowledge, skills, and commitments across programs.

To communicate the impact of our student programs and to ensure their success, we ask that you take the next 3-5 minutes to respond to this assessment.

CCESL will use this assessment in two main ways. We will only share compiled results and will never share individual answers:

- CCESL will compare the compiled results from fall and spring to evaluate progress on the Center's student knowledge, skills and commitments to inform their future planning. We report on our progress in an End of Year report to the University.
- CCESL may feature anonymous quotations from responses in mediums such as social media posts, the Public Good Impact newsletter, or the Public Good Showcase.

Your name is requested to inform the CCESL staff member responsible for your program that you have completed the program assessment. Your name will be removed from your response during the evaluation process.

Thank you again for your time in completing this assessment!

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For each item, students' ePortfolios are scored as n/a if the item does not appear or along one of the three developmental levels:

- **Explorers:** capable of identifying and explaining core concepts.
- **Planners:** capable of applying concepts through the development of an actionable plan.
- **Co-Creators:** capable of integrating theory and practice to innovate, improvise, and intentionally adapt with diverse collaborators in ways that cultivate shared understanding and collective power.

	INCREASING LEVELS OF PROFICIENCY AS COMMUNITY-ENGAGED SCHOLARS & CHANGE AGENTS			
	LEARNING OUTCOMES	EXPLORER	PLANNER	CO-CREATOR
REFLECT	**Act for the Public Good**, consider your place within community and your responsibility to others, engage in civic professionalism, wherein you orient your professional life and work in ways that contribute to creating a just equitable society.	Student Scholar demonstrates a basic understanding of their strengths and "Why, What, and How" by identifying and explaining: • Their core strengths • Their core values and self-interest • Their core purpose or "reason for being"	Student Scholar applies their deep understanding of their core strengths, values/self-interest, and purpose by crafting a personal action plan (e.g., for research or creative work) that allows them to develop their role in public good work.	Student Scholar deftly integrates and generously contributes their core strengths, values, and purpose through collaborative action in community-engaged research and creative work. Student Scholar engages in reflective practice as they implement their project plan, using their clear (and evolving) sense of self and vision to guide intentional adaptation.
	Understand your strengths and "Why, What, How" so you can bring them to bear to do public good work.	Student Scholar demonstrates understanding of their role in social change, by identifying and explaining: Their positionality within existing power structures. Their commitment to pursuing at least one way to act for social change (from Social Change Wheel) in their personal and/or professional life.	Student Scholar applies their deep self-understanding of their positionality, preferred pathways for social change, and priority issues by crafting a collaborative action plan (e.g. for community-engaged research or creative work) that allows them to engage with diverse partners to work personally and professionally in ways that potentially contribute to a just, equitable society. The plan reflects awareness of self in relationship to larger systems and dynamics.	Student Scholar integrates awareness of their positionality, navigating complex power dynamics as they act for social change on issues important to them in collaboration with diverse partners. Grounded in self-awareness and recognition of other stakeholders' positionalities, strengths and roles, Student Scholar demonstrates capacity to navigate complex power dynamics as they work collaboratively in community-

		Issues that are personally important to them.		research and creative work for the public good.
THINK	**Contextualize a Social Justice Issue** including: Root causes, Historical context, Knowledge of current and previous social movements, and Awareness of the systems upholding injustices	Student Scholar identifies and explains: • social justice issues and their general context in history; • understands research approaches for social justice issues analysis and community engagement research process.	Student Scholar applies their nuanced understanding of the historical context (including understanding of root cause and past social justice leadership) for their social justice issue area to create a context-appropriate plan for their community-engaged research and/or creative work.	As Student Scholar engages in collaborative, community-engaged work, they reflect on the process of engaging diverse perspectives and lived experiences to develop a *shared*, nuanced understanding of social justice issues and their general context in history. Their collaborative research and/or creative work reflects this shared understanding of history, systems, & evolving structures of oppression & liberation.
	Understand Civic and Democratic Processes, including political processes such as voting, civic processes of dialogue, deliberation, and discerning credible information; governmental processes of legislation and administration.	Student Scholar identifies and explains: • the democratic process in Colorado, (and/or one's home state) and in the U.S; • opportunities available for their participation in civic and democratic process.	Student Scholar applies their understanding of civic and democratic processes to the development of their community-engaged action plan. Action plans are context-appropriate and demonstrate windows of opportunity within current policy environment and governmental processes. Scholar articulates insights and nuanced reflections on democratic process in	Student Scholar employs their strong understanding of governmental processes and credible policy research to skillfully participate in civic and democratic process with collaborators. Scholar demonstrates how they integrate diverse perspectives and lived experiences as they evolve their understanding/awareness of civic and democratic processes and dynamics.

			Colorado (and/or one's home state) and in the U.S.	Student Scholar provides ideas and/or supports and collaborates/leads actions in engaging in civic and democratic process for one's community.
	Understand a Variety of Social Change Actions including direct service, policy change, grassroots collective action, direct action community organizing, mutual aid, etc.	Student Scholar identities and explains: • a variety of actions and roles that diverse actors can take to advance social change; • specific types of actions that personally appeal to them, given their individual strengths, passions, and proclivities.	Student Scholar develops a community-engaged action plan that reflects their specifically chosen role in social change action. Scholar's plan also reflects awareness of how their role relates to the work of others. Generally, Scholar's theory of change reflects deep understanding and reflection of the functions and effects of social change actions.	Student Scholar demonstrates an evolving, nuanced understanding of their current and potential roles in social change, through their adaptive, community-engaged research and/or creative work. Scholar's stories and reflections show how their evolving understanding and awareness of the functions, effects and application of social change actions through collaborative work.
CONNECT	**Develop Relationships** rooted in reciprocity, mutuality, and collaboration.	Student Scholar identifies and explains: • past patterns of community-university partnerships that have caused harm and eroded trust through extraction and exploitation of community members time, energy, local knowledge,	Student Scholar's social justice action plan (for research and/or creative work) includes a strong plan for community-engagement that reflects principles, practices, and methods likely to develop reciprocal, mutually beneficial, collaborative relationships (e.g., those drawn from traditions of intersectional community organizing, principles of	Student Scholar shares stories from praxis that reflects their evolving capacity to develop reciprocal, mutually beneficial, collaborative relationships. Scholars stories and reflections demonstrate growing capacity to: • Practice liberatory power in effective interactions, disrupting oppressive power dynamics, and

		and other community capitals; - actions that university players (e.g., students, staff, faculty) can take to support mutually beneficial relationships with community partners (e.g., stipends/honoraria, local purchasing, best practices of intersectional community organizing). - Principles and practices that cultivate trustworthy and trusting relationships, drawing from traditions of intersectional organizing and principles of living systems and emergent strategy (e.g., dialogue/powerful conversations, effective interactions/exercise of liberatory power, collective envisioning).	living systems, and/or community-engaged action research).	asserting mutuality, reciprocity, and integrity; - Incorporate feedback from partners to better align intentions with outcomes and support intentional adaptation. - Cultivate powerful relationships that cultivate the kinds of awareness and power required to lead effective collaborative action over time. Student Scholar initiates and collaborates in powerful conversations, generative listening, effective interaction, collective visioning and story of us in one's community through community-engaged research and creative work
	Use Anti-oppression Analysis to inform action, developing critical awareness of one's identities & privilege, the Five I's of Oppression, while centering the knowledge/voices of the communities most impacted by injustice and systemic oppression, and actively working against white supremacy	Student Scholar explains, identifies and describes: - the 5 I's of Oppression and how they operate in anti-oppression analysis and liberatory praxis; - the importance centering the knowledge/voices of communities most impacted by injustice and systematic oppression in developing social justice actions. - the signs and symptoms of how white supremacy	Student Scholar effectively applies anti-oppression analysis to design a community-engaged plan for research and/or creative work informed by: - deep reflection on 5 I's of Oppression, how they shape their issue area, and how the Scholar can actively work to disrupt structures of intersectional oppression. - understanding of the knowledge/voices of communities most impacted by injustice and system oppression related their issue area	Student Scholar integrates awareness of their positionality within inherited power structures to adaptively advance social justice through their collaborative work. Student Scholar integrates knowledge/voices of the communities most impacted by injustice in social justice actions for their collaborative research/creative work. Student Scholar adeptly notices and disrupts patterns of white supremacy

<table>
<tr><td></td><td></td><td>culture affects personal, interpersonal, and institutional dynamics;

• strategies, practices and examples for disrupting white supremacy across levels (e.g., 5I's) and through reciprocal mutually beneficial partnerships with frontline leaders.</td><td>• awareness of opportunities to collaborate with and/or complement the efforts of community leaders working on the frontlines of their issue area.
• awareness of how white supremacy culture shapes actions in their social justice issue, and opportunities to actively work to disrupt these patterns.
• Understanding of strategies and practices for disrupting white supremacy across levels and partnerships.</td><td>culture affecting personal and institutional dynamics in their collaborative work.</td></tr>
<tr><td></td><td>**Work Collaboratively for Social Change,** being guided by the Community Organizing process</td><td>Student Scholar explains and identifies:

the reasons why working collaboratively for social change is essential to developing the knowledge and power required to address the socially complex, "wicked" problems driving social and environmental injustices

• the values, purposes, practices, and processes of community organizing traditions known to generate effective action and desirable outcomes (including one-to-one conversations and house meetings).
• Practices, processes, and examples of building high impact, powerful organizing campaigns and direct action.</td><td>Student Scholar develops a plan for community-engaged research and/or creative work that reflects:

• Insights, vision, mission/research questions, and strategies derived/co-produced through powerful conversations (e.g. one-to-one conversations) with collaborators and other community members who shape (and are shaped by) the issue area
• A plan for continued partnership development, community-engagement, and collective action that reflects understanding of the values, purposes, practices, and processes of the community organizing process (including one-to-ones, house meetings, asset-mapping, power-mapping, and campaign design</td><td>Student Scholar adeptly integrates the practices and process of community organizing into their collaborative, adaptive work for social change (e.g., one2ones, house meetings, power mapping, asset/ally-mapping, powerful conversations, and campaign development).

Student Scholar demonstrates capacity for high impact, powerful organizing relationship building in one's own research topic and project and in collaboration of other public good/community-engagement research.</td></tr>
</table>

	Practice Emergent Strategy and intentional adaptation to "grow our capacity to embody the just and liberated worlds we long for."	Student Scholar identifies and explains: • core principles and elements, and practices of emergent strategy, • their current level of skillfulness in practicing six elements of emergent strategy, based on their completion of the emergent strategy self-assessment	Student Scholar demonstrates nuanced understanding of the core principles, elements and practices of emergent strategy and applies them in development of their community-engaged research and/or creative work.	Student Scholar adeptly practices intentional adaptation with collaborators, in their community-engaged research and/or collaborative work, generating nuanced insights and evolving capacity.

Introduction

This survey supports CCESL in understanding the impacts on faculty who incorporate community-engaged methods in their teaching, service, and scholarly pursuits.

Why

Engaged classes and projects aim to benefit students and communities, however, it is also important to understand the impacts on those designing and implementing such community-engaged work. Previous work has explored the challenges and barriers faculty may face as well as the factors motivating use of community-engaged methods. Understanding tangible impacts and benefit for faculty members in terms of pedagogy, scholarship, and beyond is also important because faculty members play an instrumental role in institutionalizing community-engaged work on college campuses and in their disciplines.

Questions

Please rank your agreement with the following statements (scale from 1 = strongly disagree to 5 = strongly agree)

Pedagogical Impacts

My community-engaged work has increased my . . .

- **knowledge of student learning processes** (e.g. not what they learn but how they learn)
- **ability to communicate theory to students** (e.g. academic concepts coming alive or your ability to use past engaged experiences as examples)
- **use of constructivist teaching strategies** (e.g. understanding how students construct knowledge and make meaning of experiences through the implementation of strategies such as active, student-centered classrooms, seeing students as individuals with knowledge to contribute, flexibility to shift course assignments or activities, etc.)

Is there anything you would like to share about how your community-engaged work has impacted your pedagogy?

Scholarly Impacts

My community-engaged work has increased my ability to…

- **publish my scholarship in academic outlets** (e.g. in disciplinary or community-engaged journals)
- **publish my scholarship beyond academic outlets** (such as white papers, community-orientated reports, op-eds, or other media outlets)
- receive grant funding to support my scholarship
- **demonstrate the impact of my scholarship.** (e.g. demonstrating the value of your scholarship to community partners, expanding the tangible outcomes of your scholarship, or reaching broader audiences)
- collaborate with other faculty across disciplines in my scholarship.
- draw on diverse methods, theories, and/or disciplinary approaches in my scholarship.

Is there anything you would like to share about how your community-engaged work has impacted your scholarship?

Relational Impacts

My community-engaged work has enhanced my . . .

- **relationship with students** (this might include breaking down hierarchy, understanding students as whole people, connecting meaningfully with your students)
- **Relationships with other faculty** (such as connecting with others from various disciplines to explore collaborations, connected partnerships, and/or sharing of ideas)
- relationships with administrators
- **relationships with individuals in community organizations** (such as community members or staff from community organizations)

Is there anything you would like to share about how your community-engaged work has impacted your relationships?

Personal Impacts

My community-engaged work has led to . . .

- personal gratification and **intrinsic value** such as finding the work rewarding, satisfying, and/or fun.
- **Greater engagement and commitment to teaching** (such as a sense of fulfillment, enthusiasm, dedication, or mitigating burnout)
- Greater engagement and commitment to scholarship
- **Increased personal civic engagement outside the classroom** (that is personal reflection about your role in the community and commitment to taking action)
- **awards, recognition and/or promotion** (such as recognition in your disciplinary field or within the community, receiving an award, or supporting your tenure/promotion process)
- **Enhanced sense of wellbeing** such as improved mental and/or physical health or sense of happiness or feeling valued
- **A greater ability to cope with stress**, such as feeling that your engaged work brings joy, meaning, or creativity that serves as a balance to the tension

Is there anything you would like to share about how your community-engaged work has impacted you personally?

Other Impacts

My community-engaged work has . . .

- improved student learning outcomes
- helped to address public problem(s)
- enhanced perceptions of the University of Denver
- enhanced perceptions of my discipline

Is there anything you would like to share about other impacts of your community-engaged work?

These Survey Questions are adapted from:

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