

# PUBLIC GOOD NEWSLETTER

Engaging campus and community for the public good

Winter 2013 – Issue 15

Editor: Iman Jodeh



University of Denver  
Center for Community  
Engagement &  
Service Learning

OUR MISSION IS TO EDUCATE, ENGAGE, AND EQUIP THE CAMPUS COMMUNITY TO ACCOMPLISH TANGIBLE, PUBLIC WORK THAT IMPROVES THE LIVES OF PEOPLE IN OUR COMMUNITIES.



## DIRECTOR'S NOTE

Anne P. DePrince, Ph.D.

One of CCESL's four core initiatives focuses on community-engaged scholarship, which seeks to enhance academic research and creative work through reciprocal relationships with communities that value co-production of knowledge, collaboration, democratic principles, and the public good. To support community-engaged scholarship, the Provost's Office invests \$100,000 annually in faculty research through the Public Good Fund. Public Good Grants are awarded by an interdisciplinary faculty committee as part of a competitive review process.

Congratulations to the following faculty who received awards during our Fall review cycle:

- **Renee Botta** (AHSS), "Testing Outcomes of Global WASHES training models with new facilities"
- **Don McCubbrey** (DCB) and **Zulema Lopez** (AHSS), "Textbook translation project in support of university students in developing economies"
- **Gloria Miller** (MCE), "Documenting critical family-school partnering strategies with refugee parents"
- **Stephen Shirk** (AHSS), "Improving access to effective treatment for adolescent depression"

Proposals for the second review cycle are due by noon on March 4. View the RFP [here](#).

Expanding beyond an emphasis on faculty research, we are excited to announce new opportunities for **students** this year through the launching of CCESL's **Science Shop**. Curious? Please read more on page 3!

## INSIDE THIS ISSUE

Director's Note.....	1
Fall Community Organizing Institute a Success.....	2
New "Science Shop" Initiative for Students.....	3
Clarion Promotes MLK Day Volunteer Efforts of DUSC.....	3
School Finance on the Brain.....	3
Public Good Request for Proposals.....	4
Students Participate in Democracy.....	4
PA Brings High School Students to Denver's MLK Parade...5	
DU AmeriCorps Member Spotlight.....	6
National AmeriCorps Week March 9-17, 2013.....	6
DU AmeriCorps Member Spotlight.....	7
AmeriCorps for Coffee and Catch-Up Every Wednesday.....7	
Scholarship of Engagement for Early Career Faculty.....8	
DU Service and Change Fall Quarter 2012 Update.....9	
Public Good Associate Featured in Huffington.....9	
CE Learning Mini-Grant Supports Social Change.....10	
National Service Learning Conference Coming to Denver.....11	
CCESL-Workshops at the National SL Conference.....11	
Service Learning Associates Have Impact.....12	
Instructors Build Service Learning Skills.....12	
Bosnia Herzegovina International SL Program.....13	
Did You Know?.....14	
Staff Updates.....14	

In the coming weeks, we will launch a new website. Among our goals for the site is to have a place to publish student writing about their community-engaged work. Please consider submitting class projects, critical reflections, and the like to [Iman Jodeh](#) for consideration for our new site. We also welcome multi-media content, from photos to videos. In fact, we would be happy to feature video content to our the DU CCESL YouTube site: <http://www.youtube.com/user/DUccesl>.

## PUBLIC GOOD REQUEST FOR PROPOSALS

Proposals are due by noon on  
Monday, March 4, 2013

See page 4 for more details

## NATIONAL SERVICE LEARNING CONFERENCE

March 13 – 16, 2013  
Registration closes February 15, 2013

See page 10 for more details

## FALL COMMUNITY ORGANIZING INSTITUTE A SUCCESS

By: Chelsea Meenan, Graduate Research Assistant

CCESL kicked off a new year of initiatives this fall by hosting the 2012 Community Organizing Institute. With an AmeriCorps Training Ground Grant from Colorado Campus Compact, the training brought together students, staff and faculty from DU and surrounding universities to discuss the topics of privilege and oppression, identities, self-interest, collective self-interest, power and power mapping, one-to-one



interviews, and planning and implementing a public action. Attendees were organized into groups and seated at tables where they engaged with peers and student facilitators as they learned about and practiced various community organizing techniques.



Lisa Sass Zaragoza from the University of Minnesota opened the day with a keynote speech addressing themes such as tensions between community and universities in organizing around public problems as well as the ways that critical race theory can help students understand their community-engaged work. Throughout the day, Dr. Zaragoza, along with CCESL's Associate Director, Cara DiEnno, and Program Coordinator, Ryan Hanschen, presented information and facilitated activities that focused on developing community organizing tools for attendees to implement at their community service sites in the

coming year. Students then practiced these skills through group activities and exercises with their table. Snacks were enjoyed throughout the day and the event ended with a delicious working dinner during which attendees practiced their one-to-one interview skills.

Several student volunteers also helped make the training a success by serving as facilitators at this year's event. Students who participated in previous Community Organizing Institutes took on leadership roles by guiding table sessions and reinforcing messages conveyed by the speakers. One or two student facilitators guided each group as they engaged in interactive exercises, discussions, and critical reflection.

Assessments administered at the beginning and end of the training demonstrated some of the day's successes. For example, students' understanding of community organizing principles and practice significantly increased by the end of the training. Attendees also reported that they felt more capable of identifying their own self-interests and using one-to-ones as tools for integrating self-interests with those of the community. Lastly, participants stated that they were able to develop a better understanding of the importance of organizing within the community for effective action. Attendees provided valuable feedback for future trainings such as adding more time to practice community-organizing techniques and listen to the keynote speaker. We thank everyone who contributed to the success of this year's training and look forward to hosting more community organizing events in the future!

## NEW "SCIENCE SHOP" FOR STUDENTS INTERESTED IN COMMUNITY-ENGAGED RESEARCH

By: Chelsea Meenan, CCESL Graduate Research Assistant

CCESL is excited to launch a new project aimed at connecting students with community-engaged scholarship opportunities. The Science Shop is an initiative that has taken off in Europe and we are enthusiastic about its introduction at DU in the coming months. This innovative program matches undergraduate and graduate students looking to complete research projects with organizations in the community to tackle questions important to the organization and relevant to the student's academic expertise. Thus, students will have the chance to apply what they are learning in the classroom to collaborative work with organizations in our community.

Already several local organizations have already submitted interesting questions, and we will reach out to solicit additional questions in the coming weeks. Under the supervision of a faculty mentor and the Science Shop Coordinator, students will work closely with the community partner to develop/implement the project.

Though the process of collecting questions from interested organizations is ongoing, we expect projects to pertain to a variety of disciplines including (but not limited to!) arts and humanities; natural and physical sciences, business and human resources; social sciences; mathematics and engineering; interdisciplinary fields (such as gender and women's studies) and many more. Students working on Science Shop projects at other universities have addressed topics as diverse as the effectiveness of smoking cessation programs and nonprofit marketing to skills assessments within businesses and website building/management.

We hope DU's Science Shop will offer a valuable route for students to gain research experience in community settings that match their interests! We are eager for the launch of the Science Shop at DU to facilitate the exchange of skills and information between students, faculty, and community organizations. Whether the motivation is a class project, a senior thesis, real-world experience, social justice, or graduate training, the Science Shop will give students the opportunity to apply their abilities to positively impact the community.

Students who want to know more about Science Shop can visit the CCESL website for a list of potential projects. If you are a member of a community organization, we encourage you to fill out the Science Shop Interest Form which can also be found on the CCESL [website](#).

### DU CLARION PROMOTES MLK DAY SERVICE AND VOLUNTEER EFFORTS OF DUSC

In an article titled "DUSC Promotes MLK Service, Volunteers Time," the DU Clarion recently featured the work of DUSC and their efforts on Martin Luther King (MLK) Day. The article highlighted that "the day's events included participation in the annual Denver Parade in honor of Martin Luther King, Jr. on Colfax Ave. during the morning, and in honor of service, DUSC took 15 students to the Grant Avenue Street Reach Soup Kitchen, located downtown, where they volunteered their time from 3 p.m. to 6 p.m. The day finished off with time for reflection around MLK day and what it means to students and the community at 7 p.m. in Nelson and Nagel Hall." Click here to read the article in its entirety, please click [here](#).

### SCHOOL FINANCE ON THE BRAIN

Colorado recently dropped to 50th in the nation for state per-pupil funding for education, student debt has just gone over 1 trillion dollars, and the achievement gap is growing every day. PA Coach, Madeleine Webster, who just wrapped up an internship with Great Education Colorado, spearheaded the Year of the Student Coalition, which presented Colorado lawmakers with over 9,000 signatures in support of the legislature tackling school funding issues this session. Madeleine helped (or maybe single-handedly) organized getting all of those signatures! Its time for our legislators to act, and Great Education made sure that everyone in the capitol knows it. Click [here](#) to read the full story.

## IN SUPPORT OF FACULTY RESEARCH AND TEACHING

We pleased to remind you of upcoming community-engaged scholarship and teaching opportunities:

### Scholarship:

In support of the University's vision of being a great private university dedicated to the public good, the Provost has established a Public Good Fund to promote public good and community-engaged scholarship at the University of Denver. The Center for Community Engagement and Service Learning (CCESL) is pleased to announce that the Request for Proposals for the 2012-2013 Public Good Fund is now available. Please click [here](#) for the complete RFP.

Proposals to the Public Good Fund are reviewed twice a year (fall, winter) by an interdisciplinary committee of faculty. The fall deadline is: **noon on Monday, March 4, 2013.**

To learn more about preparing proposals to the Public Good Fund, please direct questions to Anne DePrince at [adeprinc@du.edu](mailto:adeprinc@du.edu).

### Teaching:

CCESL offers a range of development opportunities for instructors who are new to service learning as well as those who have already taught service learning courses. Please click [here](#) to read about the range of instructor development opportunities available this year.

Applications for Community-Engaged Learning mini-grants and pods are reviewed on a rolling basis.

To learn more about these opportunities, please direct questions to Cara DiEnno (CCESL Associate Director) at [cara.dienno@du.edu](mailto:cara.dienno@du.edu).

## DU STUDENTS PARTICIPATE IN DEMOCRACY AND REGISTER TO VOTE

By: Ryan Hanschen, Program Coordinator

CCESL's efforts to assist DU students in registering to vote were in full swing during fall quarter. Many first year students needed to register to vote for the very first time and other DU students needed to update their voter registration.

As part of CCESL's voter outreach strategy, CCESL provided registration links and information to students via email. CCESL also facilitated the work of two community organizations, New Era Colorado and New Voter's Project, in non-partisan outreach across campus. CCESL supported these organizations and DU student volunteers to host tabling events on 19 occasions throughout fall quarter 2012.

Through these collaborative and non-partisan efforts, DU student volunteers, New Era Colorado, and New Voter's Project registered over 800 DU students, faculty, and staff! New Era Colorado also collected nearly 700 pledges from DU community members to vote in the 2012 Presidential election.

Several polling locations on or near campus (including Centennial Halls Residence Hall and University Park United Methodist Church) made voting more accessible for the DU community.

Thanks to all who engaged in the important work of democracy by voting!



## PUBLIC ACHIEVEMENT BRINGS HIGH SCHOOL STUDENTS TO DENVER'S MLK MARADE

By: Public Achievement Team Leads, Christian Gibson & MacKenzie Burdic

One of the country's largest parades honoring Dr. Martin Luther King Jr. takes place every year right here in Denver. The annual MLK "Marade," both a march and a parade, brings about 30,000 participants that begin their march in City Park and finish in Civic Center Park. During this year's marade participants listened to President Obama's inauguration speech before heading out, and the city's second African American mayor, Michael Hancock, was out in front leading the way.



CCESL's Public Achievement program was more than thrilled to be a part of the Marade this year. We saw our participation in the event less as an opportunity and more as an obligation, an obligation to take our work to the streets, making it public. This is because Dr. Martin Luther King Jr. epitomizes all that Public Achievement stands for: democracy, civic duty, community organizing, respect, and much more. His passion and his work exemplify how all human beings are interconnected. Beliefs are not something that should bring division; rather, they should bring harmony and unity among a community as well as the nation as a whole. Dr. King utilized the idea that injustices are a driving force to connect human beings: they are the forums of community organizing. Groups working for a just society should come

together no matter their issue of interest. He aimed to make an issue applicable to all and saw power in unification and respect. Unification and respect lie at the heart of what Public Achievement stands for.

It was a meaningful and powerful experience, a first for many of us involved. KIPP coach Arimus Wells described it as "an unimaginable sight of various issues on display," and felt as if Dr. King's soul spoke through the next generation. Another KIPP Coach, Eden Hadera, explained it as the community "taking steps, acknowledging change has to happen one step at a time."

Fifty public achievement team leads, coaches, and high school students carried posters stating their dreams as they marched. These dreams ranged from having music in school and graduating college, to ending gang violence and putting a stop to racism in their community. In our program, students are taught how to transform these dreams into action, and do so through the process of planning and implementing a project surrounding a chosen issue. At this point in the year, students have chosen their selected issues and are working toward developing their project proposals. Selected issues at South High School include (Period 1) violence (bullying, gangs, domestic abuse) and (Period 2) education. Selected issues at KIPP Denver Collegiate High School include (Period 1) gang violence and children's health, (period 2) school environment/school spirit, (Period 3) peer pressure issues (drugs, gangs, and teen pregnancy), (Period 4) art education, (Period 5) achievement gap, and (Period 6) food deserts.

It is an honor to walk alongside these students as they are empowered to take action and create change in their communities. Marching for their dreams on MLK Day, while acknowledging the dreams of those beside them, played a vital role in making this happen.

## DU AMERICORPS MEMBER SPOTLIGHT

Ryan Gray, AmeriCorps Member; Focus Area: Education; Placement Site: South High School

By: LeeAnn Rohm, AmeriCorps Coordinator



As a DU AmeriCorps Member, Ryan Gray began serving at South High School this past September through the Teacher Education Program at the University of Denver. He teaches classes, tutors individual students, and mentors students who are often in great need of guidance and support. Ryan remarked that the “incredible amount of diversity at South High School meant that I have the opportunity to work with students from all kinds of different backgrounds, which is especially exciting for me. I have never been able to interact with so many students that grew up in such a wide variety of countries before immigrating to the United States and enrolling at South. Although I believe I assist many freshman and sophomores to achieve some of their goals at South, I feel that I benefit the most from our interactions because they lead me to become much more culturally aware than I was before.”

A central component of AmeriCorps service is the added value AmeriCorps Members bring to their communities and site placements through advanced trainings and professional opportunities. To Ryan, being an active community member means taking the time and effort to positively influence the lives of the people around you on a daily basis. He comments, “This was something I strived to achieve each day at South.” In addition to having the opportunity to teach entire high school science classes, Ryan says that tutoring students is the most rewarding part of his AmeriCorps experience. Ryan tutored one sophomore student on a weekly basis in a variety of subjects and quickly realized that she did not have the background knowledge she needed in several subjects to succeed at the high school level. He remarks, “By sitting with her and reading through her history and science textbooks during tutoring sessions, I was able to help her learn how to extract the main ideas from passages and teach her to use various literacy strategies to organize her thoughts on paper.”

Ryan’s career goal is to become an outstanding science teacher in the Denver area. He exclaims that “although I thought I wanted to become a teacher before, my experience as a DU AmeriCorps Member has solidified this as my career goal. I feel lucky to have gotten the chance to be an AmeriCorps Member, and I hope I have the opportunity to positively influence the lives of Colorado high school students as a science teacher for years to come.”

### NATIONAL AMERICORPS WEEK MARCH 9-17, 2013

National AmeriCorps Week will take place March 9-17, 2013. The theme of AmeriCorps Week 2013 is AmeriCorps Works and speaks to the value and effectiveness of AmeriCorps programs nationwide. AmeriCorps Week is a time to recognize the commitment AmeriCorps Members make by highlighting the powerful impact AmeriCorps makes addressing critical problems in communities across in the United States. DU AmeriCorps Members have created change in the Capacity-building, Education, and Healthy Futures focus areas. Keep an eye out for more information regarding events to be held at the University of Denver.

## DU AMERICORPS MEMBER SPOTLIGHT

Colin Martin, AmeriCorps Member; Focus Area: Capacity Building; Site Placement: Colorado Department of Public Health and Environment's Office of Emergency Preparedness and Response (CDPHE- OEPR)

By: LeeAnn Rohm, AmeriCorps Coordinator



Colin Martin is earning his Master's degree in International Disaster Psychology through the DU Graduate School of Professional Psychology. As an active Compact Service Corps AmeriCorps member, Colin participates in community outreach and improvement through his site placement at the Colorado Department of Public Health and Environment's Office of Emergency Preparedness and Response (CDPHE- OEPR). While completing his AmeriCorps term of service in the Focus Area of Capacity Building, he assists a local community health center in developing guidelines and plans related to disaster relief. His responsibilities include assisting in the training and preparation of volunteers and employees around responding to the community according to national standards in the event of a disaster. Colin believes that "by making sure that this preparation occurs, I am able to take an active role as a community member who contributes to the well-being of Colorado residents."

The surrounding community benefits from Colin's participation in AmeriCorps with the added value the program brings to his service. Colin mentions that "taking on an active and preparatory role as an AmeriCorps Member in the Capacity Building area is important to me, as I hope to one day engage in a career equipping individuals and communities with the skills to face disasters head on and recover in the healthiest way possible. My experience so far has rewarded me with some of the skills I myself will need to make this happen."

AmeriCorps participation allows DU students to gain experience in areas that often relate to their career goals and post-graduate plans. Colin comments that his "ultimate dream job would be a traveling teacher/consultant who educates others on the things they can do to prepare themselves to be resilient in the face of disasters, as well as educating people on common things to be aware of following a traumatic or disaster event."

### JOIN AMERICORPS FOR COFFEE AND CATCH UP EVERY WEDNESDAY!

Join us for Coffee & Catch-up each Wednesday this quarter from 3pm-4:30pm in Suite 18, Driscoll South. Coffee & Catch-up is a great opportunity for current and future Compact Service Corps AmeriCorps Members to connect and reflect on service experiences. Please feel free to drop in to network with other AmeriCorps Members and CCESL students, dialogue about your AmeriCorps services and experiences, enjoy refreshments and learn about professional development opportunities!



**2013 Ernest A.  
Lynton Award for the  
Scholarship of Engagement for Early Career Faculty**  
*Sponsored by the New England Resource Center for Higher Education (NERCHE)*

The annual Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty recognizes a faculty member who is pre-tenure at tenure-granting campuses or early career (i.e., within the first six years) at campuses with long-term contracts and who connects his or her teaching, research, and service to community engagement.

The Lynton Award emphasizes community-based scholarly work across faculty roles. The scholarship of engagement (also known as outreach scholarship, public scholarship, scholarship for the common good, community-based scholarship, and community-engaged scholarship) represents an integrated view of faculty roles in which teaching, research/creative activity, and service overlap and are mutually reinforcing, is characterized by scholarly work tied to a faculty member's expertise, is of benefit to the external community, is visible and shared with community stakeholders, and reflects the mission of the institution. In addition, NERCHE conceptualizes scholarly engagement in terms of social justice in a diverse democracy.

The award will be presented at the 19th Annual Conference of the [Coalition of Urban and Metropolitan Universities \(CUMU\)](#), "Transforming and Sustaining Communities through Partnerships," which will be held from October 26-29, 2013, at the University of Louisville in Louisville, Kentucky. CUMU is a co-sponsor of the Award.

The recipient of the award will have several opportunities to disseminate his or her community-based work, including presenting at the CUMU conference, presenting at NERCHE's annual Lynton Colloquium, publishing in the Metropolitan Universities Journal, and participating in one or more of NERCHE's webinars focused on community-based scholarly work.

**2013 Lynton Award Nominations:**

- Nominations can be made by academic colleagues, administrators, students, and community partners. Each nominator should aim to present a comprehensive account of the nominee's publicly engaged teaching, research, and service. To this end, the application provides for the inclusion of the names and affiliations of additional nominators. Further, endorsements from individuals familiar with one or more aspects of the nominee's work can be included in the supporting documentation of the application.
- In cases in which multiple individuals submit a single application for the nomination of a faculty member, one person should be designated as the primary nominator responsible for completing and submitting the application. Additional nominators can be noted in the appropriate section of the application.
- More than one faculty member from a single college or university may be nominated. Please complete separate applications for each nominee.
- Only faculty from U.S. not-for-profit colleges and universities are eligible for the Award.

Nominators will submit nominations via an online application. **To submit an application, please see the [Application Instructions](#).**

Application Deadline: **Friday, April 26, 2013, at 5:00 PM Eastern Daylight Time (EDT)**

If you have any questions regarding the Lynton Award, please contact NERCHE via email at [nerche@umb.edu](mailto:nerche@umb.edu) or by phone at (617) 287-7740. To learn more about the Lynton Award, click [here](#). To download a copy of the 2012 Lynton Award Profile, click [here](#). To view examples of syllabi submitted by previous nominees, click [here](#).



## DU SERVICE AND CHANGE (DUSC) FALL QUARTER 2012 UPDATE

By: Maria Ory, DUSC Co-President

Fall quarter 2012 was a whirlwind of activities, planning, and volunteering for DU Service & Change (DUSC). Being a new student organization on campus, DUSC members worked hard to get our name out to students, create organizational infrastructure, and plan volunteer opportunities and events for DU students.

DUSC members started the quarter by volunteering at several Habitat for Humanity days which were very successful and rewarding. Students helped families paint, landscape, and put the final touches on houses. We were able to recruit over 10 volunteers each time, and together we completed 168 hours of service!



Members also began working with the Bridge Project, a tutoring program for children K-12 living in Denver public housing that provides the resources they need to excel in school, while creating a lasting relationship with their tutor. DUSC members volunteer once a week for an hour and work with their tutee in a variety of subjects as well as teaching the students good study skills, reading skills, and how to complete college applications.

In October, DUSC members got in the Halloween spirit and visited each of the residence halls, collecting non-perishable food items for Food Bank of the Rockies. We were able to collect 63 lbs of food!

Overall, DUSC has been working hard to gain a presence on campus and encouraging students to get involved with the Denver community through service. It was a great first quarter and we have some exciting events coming up in winter and spring quarter, so stay tuned!

### PUBLIC GOOD AWARDEE FEATURED IN HUFFINGTON POST FOR TRANS ON CAMPUS STUDY

Eugene Walls, a Public Good Awardee, has been featured in the Huffington Post for his work with the Colorado Trans on Campus (CTOC) coalition. CTOC's mission was to come together and bring together groups from different campuses to share resources, experience, and knowledge on issues that were impacting transgender and gender non-conforming individuals on campuses in our state. Under the guidance of the CTOC membership and with funding provided by the CCESL, they conducted a qualitative study that included intensive semi-structured interviews with 30 transgender or gender non-conforming individuals who were students, staff or faculty on Colorado campuses. To view the article in its entirety, please click [here](#).

## COMMUNITY-ENGAGED LEARNING MINI-GRANT SUPPORTS SOCIAL CHANGE

By: Kate Willink, CCESL Service Learning Scholar

In Fall Quarter 2012, I used community-engaged pedagogies in both of my classes, FSEM Education and Social Change and ASEM Food Culture. Every time I have taught an FSEM I have experimented with different engaged pedagogies, trying to find the sweet spot where first year students meet the community and the encounter is mutually beneficial. This year we collaborated with the [GrowHaus](#). The GrowHaus, an indoor farm, marketplace, and educational center, seeks to provide healthy, affordable food for the community. In addition, the GrowHaus tries to raise awareness about food justice and sustainability.

My students worked in three groups of 5 to create three lesson plans for a particular topic geared toward specific age groups of students as designated by the GrowHaus. The requirements for the assignment were the following, as set out by the GrowHaus:

- Lesson plans should be designed for 20 participants and 30 minutes total (25 minute interactive activity and 5 minute debrief).
- Plans should also be adaptable for alternate group sizes and lengths (10-40 participants and optional extensions for up to 60 minutes of interactive activities and 15 minutes of debrief).
- Plans should include specific and measurable learning objectives, evaluation of those objectives, a step-by-step facilitator guide, as well necessary materials and/or preparation required.
- Plans should be age appropriate, as engaging and interactive as possible, focused around the topics designated below, and reflect the mission and vision of the organization.

In order to complete the projects, our class travelled to the GrowHaus, supported by a Service Learning Fund Grant. Then the Service Learning Coordinator of The GrowHaus, Mallory Forseth, (who happens to be a DU Korbel graduate student) visited our class to explain how they design their lesson plans and what would serve them best. She worked with the students on the particularities of their ideas and visited the class to see rehearsals of the lesson plans and provide feedback to each group before they finalized their work.

As a teacher this project met several of my goals: the coordination was minimal and I felt that the lesson plans had a small but sustainable impact and were driven by the needs of the community partner. From a student perspective, I think the commitment/excitement was variable in that they could not choose a site (although they got to choose between lesson plans). Some loved that they were doing something to address issues of education and social change and others probably would have like to write a paper on their own. Overall, I felt the pedagogy had integrity and met the developmental state of first year, first quarter students.

In my ASEM, I collaborated with [Feed Denver](#) to support their seed saving work. Feed Denver's mission is to create an urban farming education center through which people can learn to grow food, gain job training, and develop entrepreneurial skills.

In the ASEM I offered students the alternative to do a community-engaged project but also offered a traditional assignment path. I did this because, especially in required classes, I think it works best for the class and the community to build of intrinsic student desire and because I felt like the course goals could be achieved well with either path. Four of my fifteen students worked with Feed Denver and the Director of Feed Denver (and DU alum) [Lisa Rogers](#) on Feed Denver's Seed Saving Project. The end result of what involved primarily scholarly research by the students was four blog posts for Seed Denver. So far two have been posted and you can read them here: <http://www.feeddenver.com/feed-denver-blog.html>. I shared by email the great pride and excitements students felt as their writing went public as part of Feed Denver's work. In addition, one of my students highlighted this experience in her Dartmouth University Master's application in public health. Although this project was limited in terms of numbers of students and my own involvement, I found the learning opportunity to greatly enhance my students' learning opportunities and serve our community partner.

## NATIONAL SERVICE LEARNING CONFERENCE COMING TO DENVER!

This spring, nearly 2,000 students and practitioners will gather to explore how youth – along with educators, policy makers, and community leaders – can make real-world change at Without Limits, the 2013 National Service-Learning Conference, hosted by the National Youth Leadership Council in partnership with Earth Force. AND, did you know that this momentous event will take place right here in Denver?

Join us March 13 – 16, 2013 at the Colorado Convention Center for the most comprehensive service-learning professional development opportunity in the world. CCESL staff and connected faculty and students will be presenting a couple of sessions at the conference as well.

### REGISTER TODAY!

Online registration closes February 15, 2013. Don't miss your chance to secure the Late Conference Registration rate. After February 15 registration will be available onsite at the Denver Convention Center. » [Register today!](#)

### SERVE THE DENVER COMMUNITY ON MARCH 16, 2013

NYLC, the Piton Foundation, and Earth Force are excited to announce a new opportunity for conference attendees. Don't just visit Denver – serve!

We invite all conference attendees to give back to the Denver community during the Day of Service, March 16, 2013, 9:00 a.m. – 12:00 p.m. Attendees are invited to tour The Children's Corridor in Denver and participate in a service project hosted by one of the program sites.

The Children's Corridor, funded by the Piton Foundation, is a 14-mile long stretch from northeast Denver to Green Valley Ranch, which includes 13 Denver neighborhoods and one Aurora neighborhood. The idea of the Corridor, home to 54,000 children, is to give children the start in life they all deserve and to make it a serious, citywide priority, focusing community resources, energy and ideas on more effective, more accessible health and education services that help children grow into self-reliant, healthy and successful members of society.

Attendees will visit schools and organizations to learn more about the community and participate in service projects including planting trees, school beautification projects, and much more. This is your chance to give back. Join us!

If you are already registered but want to attend the Day of service, email [registration@nylc.org](mailto:registration@nylc.org) to RSVP. » [Learn more about the Day of Service.](#)

## CCESL-CONNECTED WORKSHOPS AT THE NATIONAL SERVICE LEARNING CONFERENCE

**March 14, 2:30-4:00pm: *Using the Community Organizing Framework to Empower Youth and Create Social Change***

**Presenters:** Cara Marie DiEnno, CCESL Associate Director; Ryan J Hanschen, CCESL Program Coordinator; Christian Gibson, student, Graduate School of Social Work & Public Achievement Team Lead; Mechelle Salley, student, Graduate School of Counseling Psychology & Public Achievement Team Lead.

**Description:** Community organizing principles have been applied to develop creative solutions in diverse communities for decades. Participants will learn about community organizing principles and how they can be used to address community needs. The Public Achievement program, a university partnership with K12 public schools that develops youth civic identity and empowerment, will be discussed as an example. Attendees will participate in activities that include self-interest and connecting to others' self-interest, power mapping, and taking collective public action.

**March 14, 4:30-6:00pm: *Evaluating Community Impacts***

**Presenters:** Liz Drogin, Writing Program & Brandon Blew with co-collaborators Tejas Srinivas, Chelsea Meenan, and Anne DePrince.

**Description:** How do service-learning courses affect our community partners and our communities? This workshop begins to address this question by presenting qualitative research from interviews conducted with community partners through the University of Denver's Center for Community Engagement and Service-Learning. In addition to sharing preliminary data, this workshop will present for discussion an assessment tool that defines key areas for evaluation and measurement techniques. Attendees will be asked to share feedback, experiences, and their own practices.

## SERVICE LEARNING ASSOCIATES HAVE IMPACT ON COMMUNITY-UNIVERSITY PARTNERSHIPS

By: Betsy DeNooyer, Student Programs Intern, CCESL

CCESL has nine fantastic students participating in the Service Learning Associates (SLA) program this year. SLAs provide support to both faculty members and students in classes on campus that involve a service learning component. In return, SLAs have the opportunity to develop meaningful relationships with faculty members, become peer mentors, and help grow strong community partnerships. SLA-faculty member pairings are based on class subject matter, SLA's interests and skills, and scheduling compatibilities of both faculty member and SLA. During the fall quarter, 8 DU courses were served by an SLA. Combined, SLAs contributed 510 hours to developing and strengthening 17 community-university partnerships and assisted 122 DU students!

The responsibilities of Service Learning Associates vary depending on the class and the faculty member pairing. SLA's tend to serve in a variety of capacities which might include making connections with potential community partners, aiding students in navigating transportation systems, leading and facilitating discussions, and being a contact & support person for students in the class. As an example, Brooke Lederer, a Graduate School of Social Work student and Service Learning Associate, is paired with Professor Neil Gowensmith for the Winter Quarter. Dr. Gowensmith is instructing a class in the Graduate School of Professional Psychology entitled "Evaluation and Treatment of the Adult Offender," a pairing that works well considering Lederer's undergraduate education in Criminology. As an SLA in Gowensmith's class, Lederer takes on such responsibilities as leading classroom discussions on reflection, developing evaluation methods for use at their community partnership site, The College Gateway Program at Red Rocks Community College, and informing students about campus resources at their disposal. The course blends real clinical work with ex-offenders at Gateway along with traditional class lecture and discussion.

Through a peer mentorships approach, the SLA program enhances the DU student body's knowledge and resources regarding the practice of "service learning." Further, the program is a tool to help bridge the gap between *learning* in the classroom and *service* in the greater Denver community.

If you are interested in learning more about the Service Learning Associates Program, becoming an SLA, or requesting an SLA for your course, please contact CCESL Associate Director, Cara DiEnno at [cara.dienno@du.edu](mailto:cara.dienno@du.edu); 303-871-2158.

## INSTRUCTORS BUILD SERVICE LEARNING SKILLS

By: Cara DiEnno, CCESL Associate Director

In addition to providing 8 faculty members classroom assistance through the Service Learning Associate program (see article to left), CCESL hosted two community-engaged learning events this fall for faculty to develop and hone their skills. CCESL hosted two community-engaged learning events this fall for faculty to develop and hone their skills. The first event, co-sponsored with the Colorado Campus Compact, brought Dr. Tania Mitchell to campus. Dr. Mitchell, Assistant Professor at the University of Minnesota, shared a critical service learning (SL) framework and called on participants to consider how SL can be a tool to achieve social change. The 40 participants who attended the event, including 20 DU instructors and staff, walked away with several tools to assess their own SL practice as well as practical ideas to transform their courses.

In December, CCESL's Director, Anne DePrince, and Associate Director, Cara DiEnno, facilitated a two-day workshop for 16 faculty members new to SL. Participants engaged in hands-on activities, discovered best practices from veteran faculty members and new folks implementing SL courses at DU, and learned about topics from developing SL goals, objectives, assignments, and critical reflections on how to assess SL courses and connect SL work to broader research and faculty member goals. Each member of this new cohort of SL practitioners will develop a new syllabus for a SL course and several of these individuals are even implementing their first class this winter!



## INTERESTED IN AN INTERNATIONAL INTERNSHIP?

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*Information Sessions:*

*Thursday, January 17<sup>th</sup>, 11:00 am (Craig Hall Rm 384)*

*Friday, January 25<sup>th</sup>, 12:00 pm (Cherrington Hall Rm 310)*

For more details and to apply: <http://www.du.edu/intl/abroad/isl.html>

For more information contact:

[Ann.Petrila@du.edu](mailto:Ann.Petrila@du.edu) (303-871-2863) or [isl@du.edu](mailto:isl@du.edu) (303-871-4909)

**Application Deadline: Monday, February 4<sup>th</sup>, 2013**

## CCESL STAFF



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Monday – Friday  
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Suites 6, 18, and 22



## DID YOU KNOW?

1. DU AmeriCorps Members served an estimated 17,000 hours at their service sites during fall quarter 2012.
2. 118 students at the University of Denver enrolled in the Compact Service Corps AmeriCorps Program during Fall Quarter 2012.
3. 1/3 of AmeriCorps Members enrolled in Fall Quarter are students at the University of Denver Graduate School of Social Work.
4. AmeriCorps is making a difference - join us! Click [here](#) or email [duamericorps@gmail.com](mailto:duamericorps@gmail.com) for more information about enrolling in the DU AmeriCorps program.

## STAFF UPDATES

**Dr. Cara DiEnno**, CCESL Associate Director, was awarded a \$1,000 MLK Day of Service Challenge Grant for Public Achievement to kick off our social justice projects by publicly sharing the issues students selected during Denver's MLK Parade (see article on page 5) and will be working on for the rest of the year, culminating in their final public actions.

**Ryan Hanschen**, CCESL Program Coordinator, has begun a University College graduate program and is pursuing a Master's degree in Leadership and Organizations with a focus on Strategic Innovation and Change.

**Iman Jodeh**, CCESL's Public Good Newsletter Editor and Administrative Assistant, will be teaching "The Israeli Palestinian Conflict: From Ancient History to Today's Headlines" through DU's University College during the upcoming Spring Quarter. For more information about the course, please email Iman at [iman.jodeh@du.edu](mailto:iman.jodeh@du.edu).