



University of Denver  
Center for Community  
Engagement &  
Service Learning

# **CENTER FOR COMMUNITY ENGAGEMENT AND SERVICE LEARNING**

## **2009-2010 END OF YEAR REPORT**

**PRESENTED OCTOBER 2010**

**TO**

**THE OFFICE OF THE PROVOST  
UNIVERSITY OF DENVER**





**University of Denver**  
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Service Learning

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## CCESL VALUES

The Center for Community Engagement and Service-learning (CCESL) embraces the vision, values, mission and goals of the University of Denver (DU).

Our **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."

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.

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

Our **goals** are in line with Vision, Values, Mission and Goals of the University:

### **Vision**

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

### **Values**

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

### **Mission**

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

### **Goals**

- Community - We will create a diverse, ethical, and intellectually vibrant campus community to provide a challenging and liberating learning environment.
- Learning - We will provide an outstanding educational experience that empowers students to integrate and apply knowledge from across the disciplines and imagine new possibilities for themselves, their communities, and the world.
- Scholarship - We will invigorate research and scholarship across the university to address important scientific, sociopolitical, and cultural questions of the new century.

## OUR PROCESS

Whether training students and faculty or accomplishing our work with communities, the work of CCESL is grounded in an organizing model. Community organizing has a rich history in American social movements and is about people working together for systemic social change. It is about developing collective self interests by working with others and taking action on issues the community cares about through true democracy, in which the power is with the people. Our organizing model is not about the short-term mobilization of protests or rallies. Rather, it is about achieving long-term change through building powerful, public relationships; influencing and negotiating with government, corporations and institutions; achieving direct representation; and holding decision-makers accountable to the people through public actions. Here is a brief description of our model:

### **Community Organizing Overview**

CCESL strongly encourages people of diverse backgrounds, politics and values to learn together, and from one another, in a safe and challenging learning environment.

Community organizing is about achieving long-term change through building powerful, public relationships; influencing and negotiating with organizations and institutions; achieving direct representation; and holding decision-makers accountable to the people through public actions.

In each of the three phases of the community organizing process, CCESL equips students with tools for organizing success:

#### 1) Relationship Building and Issue Selection:

This phase is about building relationships in a community, identifying an injustice and selecting an issue to work on together. Organizers do this through one-to-one interviews and identifying the self-interest of community members.

#### 2) Researching the Issue:

In this phase, people begin to organize around the issue the community has chosen, continue to build relationships with community members and stakeholders, identify the root causes of your chosen issue and identify the power, systems and structures related to the issue the community has chosen.

#### 3) Action:

The action phase is when organizers develop and implement a plan and strategy for creating change in the community based on the relationships built and the information gathered in the research phase. The community critically reflects on its progress and improves strategies/plans of action for future actions.

## CAPACITY BUILDING

In order to effectively achieve our mission to educate, engage, and equip the campus community, CCESL commits significant resources to building capacity. Many of these capacity building efforts fall outside the purview of any particular program, but are integral to the Center's work. Examples of capacity-building efforts during the 2009-10 year are explained here.

### Community Organizing

In October of 2009, CCESL staff brought together over 100 students and community partners for a day-long training on the Community Organizing Model and an introduction to CCESL programs. Six students served as co-trainers with CCESL staff. The CCESL staff also developed and published the *Community Organizing Handbook*, which is now used for all CCESL programs and is available online to external partners.

### Service Learning Courses

In 2009-10, at least 49 faculty members taught 65 service learning courses with 1000 students enrolled. Service learning courses were offered in colleges and departments across divisions (e.g., Library Information Science in the Morgridge College of Education; Sociology and Criminology in Arts Humanities and Social Sciences; Geography and Chemistry in Natural Sciences and Mathematics; and First-Year Seminars).

### Grant Writing Infrastructure

CCESL staff developed infrastructure, language, and experience in writing grants and forming funding partnerships for community-based projects and research.

### Evaluation of Faculty Development Opportunities

The Director and Faculty Director prepared for (e.g., submitted IRB protocols) and initiated research to evaluate the impact of CCESL's faculty development programs on instruction/student learning outcomes.

### Scholarly Publications and Conference Presentations

CCESL staff is committed to disseminating knowledge and experience in the field of service learning and community engagement through scholarship. The following list offers examples of last year's scholarly products (staff names appear in bold):

#### *Manuscripts:*

- **McCauley, S., Fretz, E.**, and Nicotera, N. "Civic Leadership and Public Achievement at the University of Denver's Center for Community Engagement and Service Learning" in *The New Leadership: Civic Engagement and the Revitalization of Democracy*. Cynthia Gibson & Nicholas V. Longo, Editors; University Press of New England.
- Nicotera, N., N. Cutforth, **E. Fretz** and S. Summers Thompson. "Dedication to the Public Good: A Higher Education Paradox." Manuscript under review.
- **Fretz, E.**, N. Nicotera, N. Cutforth, and S. Summers Thompson. "A Case Study of Institutional Visioning, Public Good and the Renewal of Democracy: The Theory and Practice of Public Good Work at the University of Denver." *The Journal of Higher Education Outreach and Engagement*. 13, no. 1 (2009): 87-109.
- Boyte, H. and **Fretz, E.** "Civic Professionalism." *Democracy, Higher Education and the Future of Engagement*, edited by John Saltmarsh and Matthew Hartley. Temple University Press.
- **Fretz, E.** and N. Longo. "Students Co-creating and Engaged Academy." *Handbook of Engaged Scholarship: Contemporary Landscapes, Future Directions*, edited by Hiram Fitzgerald, Diane L. Zimmerman, Cathy Burach and Sarena D. Seifer. East Lansing: Michigan State University Press.

*Conferences at which CCESL staff presented:*

- **Fretz, E.** “Civic Leadership.” And “The New Leadership: Civic Engagement and the Revitalization of Democracy.” With Nicholas Longo. 2009 International Research Conference on Service Learning and Civic Engagement.
- **Whitcher, J.** “The Community Organizing Model: Developing Civic Leaders through the Core Concept of Values-Based Self Interest” 2010 Dalton Institute on College Student Values in Tallahassee, FL
- **Whitcher, J.** 2010 Kettering Foundation University-Community Partnership Dialogue
- **Coyne, F.** 2009 University-Assisted Community Schools in Tulsa, OK

**Events**

In partnership with the School of Public Affairs at University of Colorado Denver, CCESL hosted a community discussion with keynote speaker Sanford Horwitt, author of *Let Them Call Me Rebel: Saul Alinsky: His Life and Legacy*.

- This event drew in 137 Denver community members and sparked a non-partisan discussion of community engagement and public work.
- “Saul Alinsky’s real legacy”, an op-ed piece by CCESL Director Eric Fretz and Zeik Saidman, appeared in the *Denver Post* on October 7, 2009 as a prelude to the community discussion.

# PUBLIC GOOD SCHOLARSHIP

Program Managers: Eric Fretz and Frank Coyne

## Description

Public Good Scholarship involves writing about and presenting DU's public good work internally, regionally, and nationally. CCESL provides resources to support DU faculty to both publicize and network around their work through publishing and conference opportunities (e.g., through our Public Good Newsletter); direct financial support from the Public Good Fund; hosting faculty papers and work on CCESL's Public Work Portfolio; and, workshop development and media promotion.

The largest Public Good Program involves the Public Good Fund, provided by the DU Office of the Provost, which supports faculty and staff engaged in innovative public good and community-based research projects that address community-defined needs. The Fund supports Engaged Scholarship Grants, up to \$10,000 to faculty for community-engaged projects that have established partnerships and are ready to make measurable impacts in the community, as well as support for Public Good Fellows.

## Program Data

	DU Faculty Involved
Public Good Fellows	4
Engaged Scholarship Grants	6

## Accomplishments

In AY 2009-2010, 18 engaged scholarship grant proposals were submitted. Six funded engaged scholarship grants supported community-based research projects involving faculty across divisions (e.g., NSM, AHSS, University Writing Program) and rank (e.g., Lecturer, Associate, Full). Funds administered included \$44,147 to support Engaged Scholarship Grants and \$55,087 to support Public Good Fellows.

The following project titles demonstrated the diversity of projects supported through engaged scholarship grants:

- Writing Program in Denver Communities
- Student Leadership Institutes for Guatemalan Girls
- The Colorado Law Project
- If Passports Could Talk: Voices of Denver Refugees
- Strengthening Commitments to Service through Digital Storytelling
- Dignified Livelihoods in the Face of Neo-colonization in Central America (Nicaragua)

## Highlights

In the past year, faculty have been engaged with a range of projects including measuring vehicle emissions on Colorado highways, collaborating with the City of Denver on the Biennial of the America, building a coalition with the Colorado Anti-Violence Project to understand barriers faced by transgender individuals and conducting research in partnership with the Amache Preservation Society.

Reflecting on a project with the Colorado Anti-Violence Project, Public Good Fellow Eugene Walls noted:

“When I think about public good, I think about a couple of things. The first are social justice goals that move towards greater liberation for groups that have historically been marginalized, disenfranchised and oppressed. Then the second important aspect is that the project needs to be defined by the community as a need to help them move their agenda forward.”

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

# COMMUNITY-BASED LEARNING FOR FACULTY PROGRAMS

Program Managers: Eric Fretz and Frank Coyne

## Description

The Community-Based Learning for Faculty Programs includes three primary development opportunities for faculty.

The Service Learning Scholars Program targets faculty members who are new to service learning in order to provide opportunities for these faculty members to examine recent scholarship in the field and develop a set of best practices for implementing service-learning classes and projects. Faculty can continue with training after this initial experience as a Scholar in the Advanced Practitioner Program, which provides a collaborative environment for faculty to build on their learning and refine their skills in teaching community-based learning courses.

The Faculty Learning Pods comprise small interdisciplinary groups of faculty members working together on community-based issues with financial support from the faculty development fund. Funds can be used to support partnership development, supplies for the Pod (e.g., books) and stipends for community partners, graduate assistants, and/or faculty to support their participation.

The Community-based Learning Writing Group, made up of faculty who are interested in writing about their community-based and/or service learning work, meets 5-7 times per year.

In addition to these three primary programs, Service Learning Mini-Grants are available for faculty to travel to conferences, purchase books/journals/printed matter related to community-based learning, or host conferences/recognitions/community partner dialogues.

Finally, CCESL staff provides workshops and trainings on service learning topics as requested throughout the year.

## Program Data

	DU Faculty Involved
Service Learning Scholars Program	13
Advanced Practitioner Program	3
Faculty Learning Pods	1 pod
Community-based Learning Writing Group	8
Mini-grant	4

## Accomplishments

- The Community-Based Learning for Faculty Programs engaged faculty of different ranks from departments across divisions (e.g., AHSS, MCE, Korbel, GSSW, College of Law, and the Women's College).
- Thirteen faculty participated in a two-day training in August 2009 as part of the Service Learning Scholars Program. The training involved presentations from faculty and staff currently using community-based/service learning approaches as well as discussion among participants. Following this training, the 13 faculty prepared syllabi for service learning courses that they plan to teach during the 2010-11 academic year. Faculty submitted syllabi to CCESL.
- Eight faculty worked together in the Community-based Learning Writing Group to facilitate their individual preparation of manuscripts focused on community-based learning topics.
- CCESL staff provided workshops on service learning topics to faculty, including those teaching First Year Seminars and in the Honors Program.

## Quotes and Spotlights

Professor Hava Gordon taught a First Year Seminar with service learning component that involved students going to Rainbow Alley and The Spot to learn about low-income, homeless, and LGBTQ youth. Dr. Gordon had this to say about her experiences as a faculty teaching service learning:

“I have learned that teaching a service learning course requires tremendous flexibility. The partnership between the class and community organization can unexpectedly shift. Students might need extra time to process an unexpected event, insight, or struggle. However, the complexities raised and the insights learned are well worth it.”

In the Political Science department, Professor David Ciepley built on his experiences in Service Learning Scholars by incorporating service learning into his First Year Seminar:

“The decision to make this a service learning course was easy, as it provided an opportunity for students to put into practice what they were learning in the classroom, while also adding to the sustainability resources on campus. But all service learning courses come with extra logistical work, so I was very grateful to have the enthusiastic and capable assistance of Erin Hough, a third-year Biology major and Service Learning Associate funded by CCESL.”

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

# PUKSTA SCHOLARS

Program Manager: Jenny Witcher  
Program Assistant: Sarah Rauenhorst

## Description

The University of Denver's Puksta Scholars Program is a four-year, developmental civic engagement program that moves students from volunteerism to systemic social change work. Each year three incoming first-year students are selected as Puksta Scholars.

The Puksta Scholars Program requires meaningful commitment to community work, development of community leadership skills, and the creation of a four-year community partnership and public work project. While scholars work on independent or small group public work projects, they also work together as a larger Puksta community, supporting and mentoring one another and taking leadership of the program itself in collaboration with CCESL staff.

## Program Data

Hours Spent in Community	3430 total hours
Community Partnerships	28 partnerships
DU Students in Program (total)	12 students
DU Students Directly Impacted	1331 students
DU Faculty and Staff Involved	4 staff, 7 faculty
Hours in Training for DU Students	100 hours

## Accomplishments

- Dinner dialogue with Pakistani-American Association of Colorado
- Co-leadership of "Take Back the Night" at DU highlighting student experience with dating violence.
- Co-production of the "artRAGEous" that displayed artwork reflecting the topic of gender violence.
- Created a sustainable girls' program on domestic violence in partnership with Manny Martinez Middle School
- Implementation of a training program for Fusion girls soccer team, and the development of a summer training program for Colorado Clash girls soccer league
- Four community cultural nights at El Centro Humanitario
- Production of an in-depth evaluation review of industry websites for Community Credit Counseling as a research base for the creation of their interactive website.
- Youth summit for 80 Denver Public School students
- Two campus events on social enterprise for an audience of 50 people and the establishment of the Social Brink student organization
- Partnership with Girls Athletic Leadership Schools and Girls Inc. of Metro Denver, and research preparation for creation of curriculum and a tangible girls program for the 10-11 academic year
- Two days of service, one immersion day in Five Points Denver, two *Reflections of the Diverse Mind* discussion forums, five black history month events, and the DU Martin Luther King Jr. Week Celebration
- Dance clinics and research on Colorado State Standards of Art Education in preparation for dance education program for Denver Public Schools for the 10-11 academic year
- Smoke-Free Campus policy at DU
- Three large events and \$30,000 of fundraising for the American Cancer Society (Breast Cancer Ball, Kiss Away Cancer, Relay for Life)
- Creation of partnerships and a program between college cancer survivors and children with cancer at Rocky Mountain Pediatric Hematology Oncology Clinic.

- Campus-wide Student Engagement Day with volunteer service throughout the Denver Metro Area, 10 Community Service Round Tables with Greek leaders, Re-structure of Greek Councils Community Service guidelines, and partnerships between two Greek houses and community partners: South High School and Asbury Elementary School

### Student Quotes

“Organizing people through a values-based model has empowered me to always strive to improve my community and empower others to do the same. Working *with* others instead of *for* them has helped me to make meaningful relationships which lead to positive change.”

“Throughout my work in the community I’ve come to realize that a lot relies on the people you know, finding people who share your passions, as well as, working with others who might not always see it your way. Whenever I encountered a conflict with someone I found it best to listen and ask questions in order to better understand them as a person and their point of view.”

“Bettering my public speaking skills has also enabled me to improve my people skills, and, in community organizing, it’s essential to have strong relational skills.”

“I’ve also learned what it feels like to connect with my self-interest and what it feels like when I am not connecting with my self-interest. When I’m doing work in the community that I feel is making a difference, I find that it doesn’t feel like work; I feel energized and confident in what I’m doing. When I’m not connecting with my self-interest, I feel like I’m in an invisible box, and I am trapped in the same place because I do not fully believe in the work I am doing.”

# COMMUNITY SCHOLARS

Program Managers: Jenny Whitcher and Sarah McCauley

## Description

The Community Scholars program (CS) is for DU students interested in moving their academic experience of critical thinking into critical action by providing the opportunity for students to take their “Big Idea” to address a social justice issue in the community and make it a reality.

The Community Scholars program provides the support and structures that empower students to turn their big ideas related to their academic field of study into reality. Each scholar follows a project structure that includes: research; development of a project plan in collaboration with faculty, CS colleagues, and other DU students; and implementation, documentation and evaluation of their public project. CCESL supports the Scholars’ work by providing appropriate trainings, group reflection sessions, mentoring and partnership advising.

## Program Data

Hours Spent in Community	980 hours
Community Partnerships	16 partners
DU Students in Program	14 students
DU Students Directly Impacted	112 students
DU Faculty and Staff Involved	25 faculty/staff
Hours in Training for DU Students	62 hours

## Accomplishments

- Development of a sport program and a framework for positive coaching and programming incorporating mental skills at two high schools that otherwise would not be able to independently sustain these opportunities.
- Founding of Pioneers for Public Health, a student organization, which provided vision screenings, distributed personal health items, educated DU students about health disparities, and developed a personal health records curriculum for South Metro Health Alliance.
- Two international film screenings with Denver Center for International Studies high school students followed by reflection and dialogue on cultural differences and other film themes.
- Increased the recognition of the Denver Youth Development Initiative through a youth logo competition and the development of a community resource database.
- Creation of CaféNation, a student-run social enterprise, which increased the distribution of direct trade Sweet Unity Coffee to the Western part of the United States, and developed a funding partnership with Peace House Africa to provide scholarships to sponsor secondary education for children in Tanzania.
- Presentation of a paper by Gergana Argirova at the International Society for Music Education conference in Beijing, based on her community project that provided 60 piano lessons to local immigrant youth at Lamont School of Music.

## Student Quotes

“I think for me, doing this project allowed me to see that there are different ways to go about helping communities. I was actually never huge on research, I always wanted to be with the people, but community-based research allows me to do both. It gives you a broader sense of your capabilities in the world. You are able to transfer skills and use that in different communities, I can use what I have learned here at DU, but I can also use it in an actual community setting.”

“When you are the student and everyone else is the professional, it is hard to [lead a project] because [the professionals] always come to you and want to teach you something, whereas you are coming to them and asking them to get something done. I think that’s the hardest thing, you really have to become incredibly assertive about what you are trying to do and make sure they are aware of that.”

“I learned to delegate, it was a great thing, and I learned to say “no”. Usually I just say “yes, great. I’ll do it.” and then I am not able to do it as well as it should be done. I just struggle to say “no” to a great project, but I had to learn to say “no”. “

# PUBLIC ACHIEVEMENT

Program Managers: Frank Coyne, Sarah Rauenhorst and Stacia Montgomery

## Description

The Public Achievement (PA) program fosters leadership skills in DU and K-12 students to address the issues in their community in a meaningful and academic way. As a PA Coach, DU students act as facilitators to teams of K-12 students. Together the teams follow a community organizing process that starts with building relationships among the team members. The teams then work to identify issues they care about within their schools and communities and conduct community-based research. The culminating product is a public work (service-learning) project to address the issue they identified.

## Program Data

Hours Spent in Community	2180 total hours
Community Partnerships	15 partnerships
DU Students in Program	33 students
DPS Students Directly Impacted	220 students
DU Faculty and Staff Involved	3 staff, 3 faculty
Hours in Training for DU Students	102 hours

## Accomplishments

- 33 DU students worked as coaches in five partner schools
- 220 Denver Public School students participated in the program
- At Bruce Randolph School, four PA groups worked with the 9<sup>th</sup> grade Speech and Debate classes to address issues within their school and community and engage community partners. For example:
  - One group worked with Colorado Immigrant Rights Coalition, Colorado Progressive Coalition and Metro Organizations for People to create a documentary on immigration issues within the school and screen the film at a community event to get people involved with the issue.
  - Another group identified the need for employment and support resources as an issue for their classmates, and they partnered with 15 organizations to host a Job and Resources Fair at the school.

## Student Quotes

“PA helps me to work not only with people who I don’t look like but also people who are older than me. We weren’t sure [the coaches] would understand where we were coming from because of racial difference. We had pre-conceived notions about their backgrounds because they were white. They were willing to listen to us and understand us and respect us—it made us *want* to work with them.” -Manual High School Student

“PA is a chance to live outside the DU bubble and to build strong, powerful relationships with young people thirsting for truth, justice and freedom.” -PA Coach

“Helping doesn’t get you far, you need to challenge the students so they realize their own power to make change” -PA Coach

“Students saw that they should not be marginalized by the more powerful players in their community and they recognized inequalities that were not okay” -South High School Teacher

# SERVICE LEARNING ASSOCIATES

Program Manager: Sarah McCauley

## Description

Service Learning Associates (SLAs) is designed to get students and faculty into working relationships to effectively support and utilize community-based partnerships in learning. DU students who have completed a service-learning course work with faculty members who are teaching service-learning courses. Throughout the year, SLAs assist SL Faculty in the planning, implementation and assessment of service learning courses. SLAs will be primarily concerned with the service learning component of the course.

## Program Data

Hours Spent in Community	540 hours
Community Partnerships	13 partnerships
DU Students in Program	9 students
DU Students directly impacted	186 students
DU Faculty and Staff Involved	9 faculty/staff
Hours in Training for DU Students	20 hours

## Accomplishments

- *Wild Colorado*, a first-year seminar, produced reports of the trail conditions on 13,000 ft peaks in Colorado. One Service Learning Associate (SLA) led hikes on various peaks and coordinated student data collection, transportation, and final report synthesis.
- Processed, re-housed and created records of nearly 4,000 photographic materials (negatives, prints, slides) for the Colorado Department of Transportation through a partnership grown and developed by an SLA and her faculty partner.
- Development of partnerships with Serenity Homes, Home Health, Colorado Progressive Coalition, Padres y Jovenes Unidos, and the South High School (Future Center)

## Quotes/Spotlights

“[Service Learning Associates] taught me how to take an idea and DU Something with it. I don’t have to wait for someone else to address an issue.”

Faculty praised the Service Learning Associates program for helping meet their goals of teaching service learning:

“My SLA helped arrange and facilitate our “Discovery Days” day in northwest Denver, which included an oral history interview of a local couple, lunch and a discussion with students from North High School. I loved working with an SLA because it allowed me to meet my teaching and learning goals while integrating service-learning components in a sustainable way. As a result of this engaged introduction to DU, three of my students participate in CCESL's Public Achievement Program, and several more do their work study jobs in Denver Public Schools. – Dr. Willink

“Thanks to the involvement of my Service Learning Associate, things are going well with the CDOT partnership. In fact, we're starting another project with them soon. They were so impressed with our students; another department came up with some money to pay a group of LIS students to work on the records of the Eisenhower Tunnel. In addition, I'm able to incorporate service learning into one of my spring classes. The students will be applying what they learn in the class to collections at the Iliff School of Theology archives.” – Dr. Anthony

# SPECTATOR TO CITIZEN COURSE SEQUENCE

Instructors: Eric Fretz and Jenny Whitcher

## Description

Spectator to Citizen is a two-course sequence of two-credit courses offered by the Center for Community Engagement and Service Learning. This sequence is designed to provide opportunities for University of Denver students to develop a set of public skills and a civic knowledge base that will allow them to actively participate in the public life of their communities. These courses strongly encourage students of diverse backgrounds, politics and values to learn together, and from one another, in a safe and challenging learning environment. In the Fall 2010, CCESL offered Community Organizing and here we report on the Winter 2010 course: Denver Urban Issues and Policy.

## Program Data

	Winter 2010
Hours Spent in Community	98 hours
Community Partnerships	3 partnerships
DU Students in Program	14 students
DU Faculty and Staff Involved	2 faculty/staff
Hours in Training for DU Students	20 hours

## Accomplishments

- Power in the City public event held at the Mercury Café. The event included interactive urban arts of spoken word poetry and graffiti. 60 community members attended
- Twelve original poems by DU students
- Four art projects by DU students
- A community mural (temporary mural board at event)
- Hip Hop Dance workshop with Cleo Parker Robinson Dance
- Poetry workshop with Art from Ashes
- Graffiti workshop with Your Name in Graffiti
- Book chapter proposal in urban art education (possible publication for 2012)

## Spotlights

Power in the City public event held at the Mercury Café. The event included interactive urban arts of spoken word poetry and graffiti. 60 community members attended (all ages, children to senior adults, mixed races and communities, youth from public schools, Urban Peak and Rainbow Ally, a church youth group from Englewood, DU students who were not in the class, and PA coaches). Each attendee wrote 1-2 poems during the event, had the opportunity to share their poem on an open mic, and added their thoughts/art to the temporary graffiti mural.

Long-term partnership with Cleo Parker Robinson through Puksta Scholar project. Jessica Choe is working on the development of a public school dance curriculum.

Partnerships developed in this course initiated the development of a Public Good research partnership between Art from Ashes and The Bridge Project and the work of Dr. Nicole Nicotera.

# IMMERSION DAYS AND DU VOLUNTEER PARTNERSHIP

Program Manager: Sarah McCauley

## Description

Immersion Days offer students, faculty and staff a chance to immerse themselves in the justice issues facing the Denver community. Participants learn from multiple perspectives about critical issues facing the Denver community, participate in critical reflection and learn about ways to take action.

The DU Volunteer Partnership is a collaborative partnership between CCESL and DU Volunteers to provide DU students with the opportunity to engage with community organizations on a short term basis. The program data below reflects the Immersion Days program for 2009-10.

## Program Data

	Immersion Days
Hours Spent in Community	320 hours
Community Partnerships	12 partnerships
DU Students in Program	40 participants
DU Faculty and Staff Involved	2 faculty and staff
Hours in Training for DU Students	5 hours

## Accomplishments

CCESL produced four immersion days during the 2009-10 year. These four days took a total of 40 DU students to work with students in Denver Public Schools, refugees at the African Community Center and the Colorado Refugee ESL program. Students took major leadership roles in two of the Immersion Days, which worked with the 1010 project, Denver Urban Gardens, the Blair Caldwell African American Library, and Denver Venture School to learn about social enterprise and African American history in Denver.

## Quotes/Spotlights

“This [experience] provided me with a marvelous opportunity to witness a process with which I was not familiar”

“I re-realized my privilege, fortune in my place in life. Today reiterated that I should be grateful for what I have and help others in getting what they need.”

“Immersion Day opened my eyes to a tremendous need in our community.”

### Community Partnerships included:

- Bruce Randolph School
- South High School
- Emily Griffith Opportunity School
- Colorado English Language Center
- African Community Center
- Blair Caldwell African American Research Library
- Samaritan House
- Denver Urban Gardens
- Habitat for Humanity
- Denver Venture School
- Rocky Mountain Micro Finance Institute
- The 1010 Project

In 2009-10, the DU Something: Volunteer database was created to help connect the DU community to volunteer opportunities in the Denver area. The DU Something: Volunteer database and short-term volunteer opportunities have been transitioned to Campus Activities.

# AMERICORPS

Program Coordinators: Bree Justus and Hana Truscott

## Description

The UCAN Serve AmeriCorps program at DU connects students with community partners through service, and rewards the student's service with scholarship via an AmeriCorps Education Award. Over 200 students have worked with nearly 200 partner organizations throughout the 09-10 AmeriCorps year. With a 3-page waiting list of students eager to participate in AmeriCorps at DU this past year, CCESL requested and received an increase in available awards for next year. DU will be receiving 240 AmeriCorps slots for the 2010-11 year! The director of CO Campus Compact has commended DU's AmeriCorps program for its ability to manage AmeriCorps members effectively, citing a high rate of term completion at DU.

## Program Data

Hours Spent in Community	157,175 hours
Community Partnerships	200 partners
DU Students in Program	355 students
DU Faculty and Staff Involved	10 faculty and staff
Hours in Training for DU Students	228 hours total: 12 hours of orientation 216 individual hours
Education Awards earned in 2009-10	\$334,087.50

## Quotes/Spotlights

"It was a great program for me in unveiling my hidden interests and passion in education." - Student in service at Northeast Academy Charter School

"I feel that I'm helping to meet the nation's critical need for mental health services in the indigent population." - Student in service at The Mental Health Center of Boulder and Broomfield County.

"I have one client who had been unable to get services for mental health issues and homelessness. After finding out he was a veteran, I was able to bypass the system he had previously been trying to get housing through and provided a plan to get him out of his situation for good. He's now a college student receiving money for his military service and is having his tuition paid for by the Dept of Veteran's Affairs." - Student in service at The Colorado Public Defender's Office

**Outstanding AmeriCorps Volunteer:** Ruth Jones, Denver Health Primary Care Clinic

As a future social worker, Ruth Jones has chosen a life path centered in society's disenfranchised communities. In her own words:

"My career choice will lead me down the path of lifelong commitment, involvement and service with communities who find their voices silenced." As an AmeriCorps volunteer doing medical social work at an HIV/AIDS clinic, her commitment and dedication to such communities is already shining through. As a budding social worker, Ruth exemplifies the spirit of AmeriCorps, embracing her work with fervor and enthusiasm, and intervening significantly in the self-empowerment of her clients. Admired and respected by both patients and supervisor, Ruth is well on her way to providing quality service to the disenfranchised, helping them find their voice through self-empowerment."

## CONCLUSION

Over the last year, CCESL's work has been rooted in community organizing principles, particularly developing collective self interests and taking action on issues of importance to our community. The scope of programs implemented by CCESL reflects a commitment to learning, development, and mobilization of students, staff, and faculty around engagement. For example, a range of programs directly involved DU undergraduate and graduate students who learned about community-engaged strategies and received mentoring. From Puksta Scholars and Public Achievement to AmeriCorps and Community Scholars, DU undergraduate and graduate students actively involved themselves in addressing social justice issues in collaboration with community partners. These programs not only affected the DU students who were directly enrolled, but also peers (e.g., through one-to-ones and public meetings) and Denver-area high school students.

CCESL also embarked on successful programs to support faculty learning with regard to community-based and service learning strategies. For example, the Service Learning Scholars Program provided development opportunities for a new cohort of 13 faculty who are now prepared to teach a service-learning class. This program represents capacity building for the future as illustrated by the number of faculty on campus who are now teaching service learning classes. Our internal tracking indicates that 49 faculty taught at least one service learning class during this academic year, reaching approximately 1,000 students.

In addition to learning and development opportunities, CCESL supported community-engaged scholarship in several ways. Students learned to do community-based research through programs such as Community Scholars. Faculty research was directly supported through the Public Good Fund through a peer review process that selected the top proposals for funding. Thus, both student and faculty programs have continued to emphasize rigor in community-engaged scholarship.

Among Saul Alinsky's organizing principles is the notion that we should never do for others what they can do for themselves. As illustrated by the range of program accomplishments, CCESL's 2009-2010 programs build on Alinsky's principle by empowering staff, students and faculty through education and development opportunities to carry out engaged work that is relevant to their scholarly pursuits and passions. In addition, CCESL committed energy in 2009-2010 to building our own capacity to prepare us to take up opportunities to apply for grant funding as well as evaluate rigorously the impact of our programs.

We are optimistic that capacity-building efforts and programs implemented in 2009-2010 will facilitate new successes in 2010-2011, particularly as we embark on a period of transition to new leadership.