The 2015-2016 academic year marks Public Achievement’s (PA’s) largest partnership with a Denver Public School to date. PA is a civic development program that partners DU student “coaches” with groups of middle or high school students to build community through identifying issues students care about, developing a service project together, and carrying it out in their communities. This year, DU is launching a new partnership with George Washington High School (George) to deliver PA to the high school’s entire freshman class as part of a larger school-wide initiative to address racial, class, and academic disparities that have a long history in the school, dating back to the start of George’s International Baccalaureate (IB) program.

Currently, George’s approximately 1400 students are split with one-third in IB and two-thirds in Traditional programs. Traditional classes include a mix of Advanced Placement, honors, and regular...
classes. The school is also racially heterogeneous with approximately one-third white, black, and Latino students, all of whom come from different Denver neighborhoods. The result of a school-wide planning effort called the “One George Initiative,” the new Advisory Program at George targets incoming freshmen and aims to intentionally integrate students of various academic backgrounds, racial identities, and socio-economic groups to foster connection among students who in the past may have led separate high school lives along the IB-Traditional divide.

Every freshman will meet with their Advisory class every day for the entire school year, providing continuity and consistency in an entirely new high school environment. Advisory objectives include providing academic support to meet the needs of all students regardless of their level of preparedness coming out of different middle schools, enhancing students’ social and emotional intelligence, connecting freshmen with one consistent adult they can rely on, and cultivating an inclusive community that appreciates cultural differences.

As part of this, PA, often called “the heart of Advisory” by George’s Advisory Program Coordinator, will provide experiential learning around self-reflection on identity and values, inter-group communication, group process in developing a project, and “real-life” skills of making their idea a reality.

To kick-off the Advisory Program, CCESL and George organized a series of student retreats held on the DU campus in August 2015. The first 2-day retreat hosted tenth, eleventh, and twelfth graders who connected with college mentors to examine the current culture at George. Students engaged in activities to identify and also dispel various stereotypes that they have experienced in their school such “IB kid,” “Jock,” “Drama group,” and other racial and ethnic stereotypes. From these conversations, George students developed several commitments they wanted to make to begin reshaping their school culture.

In the days following, these George upperclassmen mentored incoming freshmen during the Ninth Grade Academy to begin carrying out their commitments, modeling a different way for students to interact with each other, and to seed a new, inclusive culture.

Many student participants expressed their gratitude and excitement for the new start with a majority of them sharing that they felt a new sense of school pride that they hadn’t felt before. Students also said they felt more connected with other students outside of the IB vs. Traditional spheres, felt a greater sense of community, and also increased confidence to be able to speak up in front of others. While the feedback on the summer retreats was overwhelmingly positive, students did express fears that this school pride and spirit would revert back to the close-mindedness and divisiveness that characterized the school’s past.

To address these natural and realistic fears will take ongoing and dedicated action on the part of George administrators, teachers, and students to fully transform school culture. This next school year is the testing ground for Advisory, and DU’s PA program is honored and excited to be joining this work.
#LIVEFREE: TIERRA, TECHO, Y TRABAJO

By: Kate Powers, CCESL Office Coordinator

Angela Cobián is not much older than many of the students in CCESL programs, making her just the right person to illustrate that young people can have an impact on their communities when they bring passion, perseverance, and the right toolkit. An organizer for Together Colorado, Angela served as the keynote speaker and guest facilitator for CCESL’s Community Organizing Institute (COI) on October 2nd. A full-day training, CCESL offers the COI annually to introduce participants to the community organizing model as a framework for working towards social change.

Through her keynote, Angela wove in stories from the field and shared deeply personal experiences as a first-generation Mexican-American and first-generation college student, guiding attendees through activities and discussion on topics such as privilege, oppression, identities, and developing a public action plan. Supplementing Angela’s interactive lectures, CCESL staff Cara and Ryan presented on concepts including power mapping and collective self-interest.

Participants were divided into smaller working groups, each led by a table facilitator who previously attended the COI. Students across CCESL’s programs are required to attend the training, but our doors are also open to the broader community. We were pleased to welcome graduate students from CU Boulder, teachers from Public Achievement partner George Washington High School, and representatives from Denver nonprofits, among others.

The intensive COI offers an important – though not exhaustive – introduction to community organizing. To facilitate ongoing learning, participants received a copy of CCESL’s Community Organizing Handbook. The handbook, developed by CCESL staff and students, offers useful examples of how to build community and achieve tangible results.
FIRST-YEAR STUDENTS ENGAGE IN FSEM DESTINATION TRIP SERVICE PROJECTS

By: Ryan Hanschen, Program Coordinator, CCESL

Nearly 100 DU first-year students, faculty members, and Orientation Leaders engaged in service projects as part of their FSEM Destination Trip on September 11, 2015. Destination Trips serve as a culminating point of Orientation Week and allow first-year students to explore and experience Denver.

Students participating in five different FSEM courses engaged in four distinct service projects throughout the Denver metro area. FSEM Destination Trip Service Projects included:

- Students in Allegra Reiber’s ‘Mathematics through Fiction’ course facilitated STEM activities for elementary, middle, and high school age youth through The Bridge Project.
- Students in Rebecca Powell’s ‘Beyond Collapse: What does our environmental past teach us about a sustainable future?’ course supported greenhouse operations and garden maintenance at Aria Denver through Groundwork Denver.
- Students in Larry Berliner and Verl Murugaverl’s FSEM courses worked to mulch trees and paint benches in Observatory Park through Denver Parks & Recreation.
- Students in Lisa Conant’s ‘Schools on Trial: The Politics of Education Reform’ tutored students and supported an on-campus farm through Denver Green School.

Student feedback on the FSEM Destination Trip service projects was resoundingly positive. One student mentioned, “it was a good reminder of why I chose Colorado and this school in the first place” while other students reported that they appreciated “working together as a team and helping a good organization achieve their goals,” “getting to know my classmates better,” and “gaining the feeling that I gave back to the community I now live in.”

For details on upcoming service projects in the Denver area, please visit http://volunteer.du.edu.
GETTING ENGAGED THROUGH IMPACT DENVER

By Liz Drogin, Teaching Associate Professor, Writing Program

In June 2015, Megan Conklin (Director of Development) and Liz Drogin (Teaching Associate Professor, Writing Program) completed the Denver Metro Chamber Leadership Foundation’s Impact Denver (ID) program. This six-month leadership course is designed to expose emerging leaders to local issues and civic engagement opportunities. The curriculum includes monthly presentations and discussions on topics such as local economic development, public health, education, environmental justice, and arts and recreation. In addition, ID participants break into smaller working groups that partner with local nonprofits to accomplish short term projects. Throughout the course ID participants also share ideas and experiences through reading groups centered on leadership and civic engagement.

Remarking on her motivations for participation Drogin commented, “I decided to pursue Impact Denver in order to deepen my understanding of local issues and expand my professional network outside of DU. I tend to teach community-engaged courses and I hoped this new knowledge and broader network would inform my teaching and the opportunities I could offer my students.” Likewise, Conklin observed, “In my role at the DU, I am always trying to find ways for us to become ‘Denver’s University’ and meet community needs. Impact Denver provided important knowledge about those needs and some creative ways of meeting them from both the private and public sectors.”

For Drogin, one of the highlights of the program was the nonprofit consulting project. Her project team worked with the Laboratory to Combat Human Trafficking (LCHT) to update and refine its strategic communications plan. Drogin reflected, “It was a mutually beneficial experience. We gained a lot of new information about human trafficking in Colorado and I think our team provided LCHT with some strong recommendations to help raise public awareness.”

Though Conklin’s project interviewing Denver’s homeless population for The Burnes Institute was a great learning experience, she especially enjoyed meeting and becoming friends with her Impact Denver classmates. She said, “I now have friends across sectors who are all interested in civic engagement, and who care about the future and well-being of our state and our city. I don’t doubt that we will keep in touch and will all make great contributions.”

Both ID alumnae found the program exceeded their expectations and encourage other DU faculty and staff to participate in this program. Conklin observed, “Working at a university dedicated to the public good, I found it so appropriate to learn as much as possible about the current issues facing Denver and Colorado and the ways in which we can affect those issues.”

Applications for the Impact Denver Class of 2016 will be available in mid-September (www.denverleadership.org/impactdenver). If you have questions about the experience, please email Liz Drogin (elizabeth.drogin@du.edu) or Megan Conklin (megan.conklin@du.edu).

END OF YEAR REPORT AVAILABLE

Each year, CCESL reports back to the DU community on our work. The 2014-2015 End of Year Report is now available and highlights our achievements from the past year. For example, the Public Good Fund distributed $112,743 to support faculty community-engaged research. Read the report here: http://www.du.edu/ccesl/media/documents/eoyreport1415.pdf
CCESL CELEBRATES THE INAUGURATION OF CHANCELLOR CHOPP

By: Kate Powers, Office Coordinator, CCESL

Campus was abuzz on September 17 and 18 as various events were held in celebration of the inauguration of DU’s 18th Chancellor, Rebecca Chopp. CCESL staff and students took part in many of the activities, beginning with the Student Lunch with the Chancellor held on Driscoll Green. During the lunch, students had the chance to speak personally with the Chancellor, and CCESL student and Puksta Scholar Ciera Blehm took full advantage of the opportunity. Blehm was quoted in a Denver Post article about the event, stating, “A lot of school chancellors seem untouchable, [but] she’s made this an exceptionally welcoming environment. The bridge to get to her is a lot easier.” Later that day, PA Team Lead Vanessa Vasquez and Office Coordinator Kate Powers participated in the Crimson Classic 5K. They were just getting warmed up for the following day when many of the more formal inauguration events occurred.

On the 18th, CCESL staff joined colleagues from across campus for panels that were moderated by Mayor Michael Hancock and Governor John Hickenlooper, respectively. The morning panel tackled access in Higher Education, an issue about which CCESL Graduate Assistant Jaci Abeloe is particularly passionate. The lunchtime panel addressed the importance of research, highlighting community-engaged research and local impact specifically.

Following a procession across campus, CCESL staff were again in attendance to watch Chancellor Chopp be officially installed as DU's first woman chancellor. At the installation ceremony in Magness Arena, CCESL's Director, Anne DePrince, delivered a heartfelt greeting on behalf of DU faculty. She described the occasion as “a particular moment in time where our history meets the future.” Chancellor’s Chopp’s draft strategic plan, DU IMPACT 2025, released shortly after the inauguration, presents a vision of that future. At CCESL, we are actively and excitedly working to articulate the ways that community-engaged work contributes to that vision. Here’s to the next ten years!
FALL QUARTER - CARNIVAL GAMES AND BEAUTIFUL OUTDOOR SERVICE

By Sarah Yaffe, Co-president of DU Service & Change

Fall Quarter at DU is an exciting time for incoming freshman and returning students for new beginnings. Classes start and there are opportunities to serve and volunteer in our beautiful Denver community. The first week back DU Service & Change brought 17 volunteers to a local elementary school, Asbury Elementary, to run carnival games and help support the fundraiser to raise money for the school. Many of the 17 volunteers were incoming freshman who had heard about the event from Pioneer Carnival, a large student organization fair. For many of these incoming freshmen their first student activity was volunteering. This really represents DU’s core belief of a private institution for the public good.

At the carnival, there were students running a potty toss, where elementary school students would toss whiffle balls into a repurposed toilet seat for prizes. Shannon O’Connor, DUSC co-chair of Project Volunteer managed the dunk tank which was an elementary student favorite. She was definitely soaked by the end of the evening but was in good spirits. “I was getting a little cold, but kids kept running up with tickets so that they could dunk their friends in the water! Kids are crazy,” she told our volunteers as we walked back after the evening concluded. The carnival was a successful event for volunteers. Smiles were found from playing grass hockey to making Root Beer Floats for parents.

During the walk back, Sarah Yaffe, co-president, and Shannon conducted a quick reflection with the new DUSC members about the significance of volunteering at our local schools. We asked questions about the importance of school fundraisers and what the root causes for budget shortages in Denver were. These reflection questions challenge volunteers to critically think about their service. In addition this event nicely complements DU Professor Liz Drogin’s mentoring class which takes place at Asbury Elementary on Wednesdays during the academic year. DUSC is excited to partner with Professor Drogin and Asbury Elementary in the future.

For more information about DU Service & Change please email du.service.change@gmail.com.
ANNUAL FALL OPEN HOUSE - A GREAT SUCCESS!

By: Kate Powers, CCESL Office Coordinator

Last month, we welcomed more than 80 guests into our offices at the 2015 Open House. Attendees included familiar faces as well as many students, staff, faculty, and community partners who were visiting CCESL for the very first time. Even Chancellor Chopp stopped by, as she proclaimed, “I heard there was a party!”

While fun and games were certainly enjoyed, the Open House afforded us the opportunity to introduce many to the kind of work that CCESL supports. Students learned how to get involved in programs like DUSC and Public Achievement. We answered faculty questions about funding for community-engaged research or how to integrate concepts of service learning through our Service Learning Scholars training. Community partners, like representatives from Project Cure, learned about opportunities for meaningful partnerships with DU. New ideas were discussed and relationships built.

A new and popular addition to this year’s Open House was the variety of interactive displays which entertained our guests while showcasing various CCESL-supported projects, such as:

**Dr. Keith Miller** ran an experiment with play dough and electrical currents. His Public Good project involved designing interactive activities to stimulate informal science learning in public libraries.

**Dr. Lynn Schofield-Clark** showed a video exhibiting her work in partnership with South High School. Her Public Good grant was used to develop an after-school multimedia center at the Denver Public High School.

**Dr. Timothy Sweeny** used lighting and other techniques to manipulate our vision. His project, supported by a Community-Engaged Learning Mini-Grant, teaches youth how neural and cognitive mechanisms shape what we see and how perceptual processes shape our behavior.

We’re already working on ideas for next year’s Open House, but we hope you’ll stop by CCESL to say hello well before then!
FOSTERING COMMUNITIES OF MEMORY: THE DU AMACHE PROJECT 2014-2015

By: Dr. Bonnie J. Clark, Associate Professor, Anthropology

The DU Amache Project strives to responsibly research, interpret, and preserve the physical remains of Colorado’s World War II Japanese American internment camp. This work happens in the field, through archaeology at the site and community consultations, in the museum, with collections management and exhibits, and in the classroom, where students learn to analyze and interpret recovered objects. Unlike many other archaeological sites, Amache has survivors, individuals who remember their time of confinement. Thus it provides a rare opportunity for an intensive community-engaged archaeology. A primary goal for the project is to foster collaborative synergistic explorations of the past and its meaning in the present among students and stakeholders. We also strive to grasp the opportunities the project opens up for public dialogue about many of our most pressing civic concerns, especially one that has been in the forefront of late—the fragility of democracy in the face of racism.

In 2014, the Anthropology Department began another cycle of field and laboratory research, followed by public interpretation. The field school at Amache was once again organized on a collaborative model. Using funds from the Public Good grant, we were able to support a high school student whose grandfather was interned at Amache. Ms. Eijima has stated in a community forum that participating in the DU Amache project was a “life-changing experience.” We also were joined in the field and museum by occasional volunteers from Granada High. These students learned valuable skills in archaeology and museum work, as well as forging bonds between our two most important Amache stakeholder groups – the Granada community and the Japanese American community.

We were also very pleased to be joined by five former Amache internees, who worked as volunteers for one to two weeks of the field school season. Two of these Amacheans were joined in the field by family members who also volunteered. Four other community volunteers, descendants of Amache internees also joined us. These intergenerational experiences were especially powerful ones for our volunteers. As one wrote of his experience, “Returning to Amache with my nephew, my newly found relatives, a knowledgeable and sensitive professor, and a group of enthusiastic students was a very fortunate situation. Without their support and keen insights it would have been easy to feel despair...Instead, it became and engaging educational experience.” Funds from CCESL were used to house all of our community volunteers.

For the first time in 2014 we held a “community open house” geared specifically to former internees and their families. Including those who were working with the crew, we had 23 community members in attendance, including family members of an Amache teacher. Visitors were able to tour their former barracks, see our work in the field and museum, interact with the students, and get to know one
another better. It was a great success, one we hope to replicate in the future. Likewise we also held a very successful public open house day, with at least 50 participants from across the state.

After the field school our collaborative work continued, much of it geared to the production of a museum exhibit, Connecting the Pieces: Dialogues on the Amache Archaeology Collection. In Spring Quarter, seven undergraduate students enrolled in my Advanced Seminar, “American Material Culture.” Each student was teamed with a member of the Denver area Japanese American community to curate objects from Amache for the exhibit. Teams met in person on the DU campus and over the course of two hours learned more about each other and their chosen object through a guided discussion. The dialogue that took place during the meeting brought out the significance of this history and undergirded the individual narratives prepared by each curator. Feedback from both student and community curators suggest creating the exhibit was enriching and engaging. Indeed, one of our community curators wrote about his experience for the national newspaper published by the Japanese American CitizensLeague. Public Good funds covered the costs of the original exhibit production, and supported a graduate student who worked with the teams to produce the exhibit design.

**MY PUKSTA PROJECT**

By Cynthia Rodriguez, Puksta Scholar

This summer I was able to focus more on my own Puksta project. I was given the support of Inspire, a not-for-profit organization based out of Denver. My supervisor, Blanca Trejo, was and continues to be a great resource for me; she helped me envision what my mentorship program has the potential of being. Through this internship I was able to create an outline of what the mentorship program will be and I was able to put it into practice with our first meeting with the girls I mentor at Kipp High School on September 25th. The mentorship program is for young women only, and it is geared toward helping these girls achieve their goals whether that is through a traditional 4- year school or a vocational school. The purpose is to be there as a resource for these girls. As a part of my internship, I was also able to gain even more skills by being part of the planning committee for the Keeping the Dream Alive Educators Conference that took place on October 2nd at DU. This year was our biggest conference yet with over 300 participants. Sessions ranged from Immigration 101 to Working with Undocumented Students in Education. The purpose of this conference is to help educators better understand and assist the undocumented students they work with. During this conference, we also dispersed a scholarship handbook that contains 90+ scholarship opportunities that Colorado DREAMers can apply to. This scholarship handbook is one of my biggest accomplishments. When I was in High School, I only got a list of about 12 scholarships that I could qualify for. Through my internship opportunity I have gained and learned so many invaluable skills that have allowed me to develop myself into the educator I am and want to be with my mentees.
MEET THE PUBLIC ACHIEVEMENT GRADUATE TEAM LEADS

A warm welcome to this year’s Team Leads who aid in the planning and implementation of the PA curriculum!

Kristy Kumar is a Master’s Candidate at the Josef Korbel School studying International Human Rights with a specialization in Forced Labor and Human Trafficking. Prior to DU, she worked with FAIR Girls in Washington D.C. as the Youth Leadership Coordinator and Case Manager. In this role she created and directed Dare to Thrive - a professional development program for female survivors of trafficking and exploitation. Prior to her work at FAIR Girls, she was a Herbert Scoville Jr. Peace Fellow at the Center for National Policy | Truman National Security Project. She also taught English as a Fulbright Scholar to high school students in rural Malaysia and conducted research on the commercial child sex industry in Bangkok in 2011. Kristy is a first-generation U.S. citizen born in New Delhi, India. She grew up in Sonoma, California and had the pleasure of living in the Bay Area while attending the University of California, Berkeley for her undergraduate degree.

Victoria Cruz grew up in Albuquerque, New Mexico with her parents and three brothers. In 2011 she moved to northern California to attend Santa Clara University - the Jesuit University of the Silicon Valley. Victoria was intentional about developing leadership skills through her various positions with the Office of Housing and Residence Life, SCU’s Wellness Center, Ignition Center for Education, and Sacred Heart Community Services in San Jose, California. Victoria graduated from Santa Clara University with a B.S. in Psychology and a minor in Urban Education. She is currently studying Counseling Psychology at the DU’s Morgridge College of Education. Victoria’s goal is to work with cancer patients and their families to provide a safe space for families to talk about the illness. She is passionate about alleviating illness-related stress among families so that children can effectively cope and function in the classroom. In her free time, Victoria enjoys running, cooking, drinking coffee, playing tennis, and crocheting.

Jaci Abeloe is a second year Master’s candidate in the Higher Education Administration program in the Morgridge College of Education. This is also her second year working with CCESL; she is currently acting as a Student Programs Development Coordinator as well as a Team Lead for the Public Achievement program. She is from Southern Oregon and received her B.A. in Rhetoric and Media Studies from Willamette University in Salem, Oregon. During her time as an undergraduate student she developed her passion for community-engaged work and social justice related issues. She became highly involved in her sorority’s philanthropy for domestic violence awareness. She began working closely with a local women’s crisis service and became a trained hotline advocate to support survivors of domestic violence, sexual assault, human trafficking, and stalking. Working as an ally for survivors of sexual violence has become a mission of hers and she plans to continue this work upon completion of her education. In addition, she also strives to use community-engaged strategies and values throughout her career in higher education.
Vanessa Vazquez is a first year in the Higher Education Master’s program. She is very passionate about helping out the community and connecting with people that radiate positive energy. She has experience working with non-profits that have change and improvement as their number one priority for their community. Being a first-generation student with English as her second language has helped her grow and motivated her to become a leader that promotes diversity in our community. She is a big believer in paying it forward. Vanessa says “one of my important goals is to promote community engagement in our campus and encourage students to be leaders themselves. I know that if we apply our knowledge to our community, we can inspire the next generations to come.”

Rachael Laustrup is currently earning her master’s in International Human Rights at DU. In 2009, she graduated from the University of San Diego with a bachelor’s in International Relations and participated in the Semester at Sea study abroad program. Following graduation, she went on to work with the Jesuit Volunteer Corps on an island in Micronesia, where she taught high school science courses for several years. From 2012-2014, she was an after-school program facilitator for middle school students in her hometown of Thermopolis, Wyoming. Last year, she served as a Resident Minister at her alma mater, USD, and worked as a learning assistant for students with autism and other intellectual and developmental disabilities. Rachael has a passion for social justice, education, and is excited to be living in Denver!

Brittaney Baker graduated from Coe College with a major in Sociology and minor in Gender Studies and is now a first year MSW student at the Graduate School of Social Work. She plans on concentrating on Organizational Leadership and Policy Practice and hopes to use these skills in the non-profit world. With previous experience focusing on civic engagement programs in Chicago (for a local non-profit start up as well as an inner-city high school), she is very excited to begin her adventure with DU’s CCESL organization as one of Public Achievement’s Team Leads!

CONGRATULATIONS TO OUR AWARD-WINNING STAFF

This fall, two CCESL staff members were recognized for their outstanding work. Way to go!

Anne DePrince, Director, was awarded the 2015 Thomas Ehrlich Civically Engaged Faculty Award which is given annually by Campus Compact to one senior faculty member for exemplary leadership in advancing students’ civic learning, supporting community engagement, and contributing to the public good.

Cara DiEnno, Associate Director, will be awarded the 2015 Outstanding Service Award at the DU Faculty and Staff Awards Luncheon on October 28th. This is the highest honor presented each year, designed to recognize a person who exemplifies DU’s mission to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge.
DU Students Register to Vote on National Voter Registration Day

Over 300 DU students registered to vote or updated their voter registration during fall quarter 2015. CCESL partnered with the nonpartisan community organization New Era Colorado to increase voter registration efforts on campus. Students could also register to vote online through TurboVote.

Election Day in Colorado is Tuesday, November 3, 2015. To view election information, polling locations or sample ballots, please visit: http://www.sos.state.co.us/pubs/elections/electionInfo.html.

Work on Purpose at DU Gets a National Shout-Out

CCESL’s Associate Director, Cara DiEnno, was featured in a Work on Purpose announcement that shared her strategies and successes with the national organization’s members:

“Cara DiEnno, a certified facilitator at the Center for Community Engagement and Service Learning at the University of Denver shared that she and her colleagues led a half-day seminar of four Work on Purpose workshops (Moment of Obligation, Heart + Head = Hustle, Out-of-Whack, and Hustle Statement). At the end of the seminar, every student selected a mentor with whom to share their Hustle Statement and Cara and her team contacted the mentors to hold the students accountable! A couple of months after the training, the team encouraged progress on the students’ purpose work by mailing the students their photo with their_____ is What Matters sign, their letter to self they wrote during the workshop and a letter from the facilitators. Great ideas!”
THE Community-Engaged Scholarship Initiative
@ DU's Center for Community Engagement and Service Learning (CCESL)

About
CCESL's Community-Engaged Scholarship Initiative enhances academic research and creative work through reciprocal relationships with communities that value knowledge, co-production, collaboration, democratic principles, and the public good.

Public Good Associates (PGA)
Student PGAs work with faculty to support the planning, implementation and assessment of community-engaged scholarship projects.

The Public Good Fund
The fund provides grants of up to $15,000 for faculty community-engaged projects that will result in measurable impacts for community partners as well as advance faculty scholarship.

$112,743 DISTRIBUTED SUPPORTING
9 FACULTY COMMUNITY-ENGAGED RESEARCH PROJECTS FUNDED FROM DIVISIONS ACROSS CAMPUS:
- Graduate School of Social Work
- Nordic College of Education
- Arts, Humanities & Social Sciences
- Kornel School of International Studies
- Collaboration between the Sturm College of Law and Kornel School of International Studies

Public Good Projects that closed last year engaged:
128 UNDERGRADUATE STUDENTS
15 GRADUATE STUDENTS
2 STAFF MEMBERS
10 FACULTY MEMBERS
28 PARTNER ORGANIZATIONS
181 COMMUNITY MEMBERS

Science Shop
Student-faculty teams use their academic skills to address research questions posed by Denver-area agencies.

University of Denver
Center for Community Engagement & Service Learning

Data reflect FY 2014-2015

www.du.edu/ccesl

Carnegie Foundation
Elective Community Engagement Classification

THE PRESIDENT'S HONOR ROLL
Higher Education Community Service