



**University of Denver**  
Center for Community  
Engagement &  
Service Learning

## Public Good E-Newsletter

*Engaging campus and community for the public good.*

Winter Quarter - 2009

Issue 3

*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

By: Eric Fretz, CCESL director

This fall CCESL went through the process of creating a visual identity that represents the work we do, our philosophy and our excitement for working with students, faculty and community partners.

What does the new CCESL logo mean?

The stylized scribble of the CCESL logo represents the kind of spontaneous brainstorm that you might have over dinner with friends- it's the energetic, nascent idea scribbled on the napkin.

The CCESL stylized scribble, then, represents the kinds of conversations folks have when they come to CCESL- they are passionate, excited and intense about a social or political issue, and they want to use their capacities to work on that issue and to make meaning within their professional or academic life.

Still, CCESL is more than spontaneous freedom at work. It's about connecting people's interests with others who share similar concerns.

That's where the other side of the logo comes into play. The clear, crisp, sans serif font that is integrated into the stylized scribble represents bringing the idea into a clear focus and integrating it into larger, multi-dimensional and broad-based initiatives and constituents. It's about moving from thought and passion and emotion to linear, focused skillful action.

These two things- passion and focus- depend on each other, both in the logo and in the work we do. Passion without focus is unruly and unpredictable. Focus without passion lacks soul.

Finally, take a look at the contrasts that the reversed "C" represents. The kind of public good work we do at CCESL is grounded in the kinds of contrasts that are representative here. Communities are about contrasts and heterogeneity, and skillful community workers-the kind we are educating at CCESL who understand how to create unity and cohesion from contrast and heterogeneity.



### In This Issue:

Director's Note

Faculty Spotlight: Anne DePrince

2009 Public Good Fund Recipients

Public Good Fellows Program Seeking Applicants

Morgridge Family Foundation Funds New Student Civic Engagement Programs

Join Us on a CCESL Volunteer Service Day

### Announcements

**Conference on Teaching, Learning & Civic Engagement**

Where: Mt. Pleasant, Michigan

When: May 17-19, 2009

## Faculty Spotlight: Anne DePrince

By: Jenny Whitcher, CCESL associate director

Required. Methods. Theories. Doesn't make you want to rush to class, but for [Anne DePrince](#), associate professor in the Department of Psychology, teaching "Research Methods" is a passion that even her students get excited about.

DePrince's research focuses on violence against women and children. For DePrince, domestic violence is an important public health and social justice issue.



**"What energizes me is to watch new scholars get excited about this problem, and because it's not really going away, it's very important to continue to address it."**

On the first day of class for every "Research Methods" course DePrince asks her students, "Who got up this morning and was excited to start their research methods class?" She claims that no one has ever raised a hand.

Students have told DePrince that such courses and topics seem disconnected from their goals and interests; they arrive to class because they have to, not because they want to. In response, DePrince decided to take the inevitable yawn out of a required research methods course.

As a faculty member experienced in public good work, DePrince leveraged her knowledge of community-based research and engaged scholarship to try something new, and to develop a service-learning "Research Methods" course.

DePrince participated in CCESL's service-learning faculty development program last year. She started course development by partnering with one-to-two community organizations each quarter in order to develop mutually beneficial student research projects.

Community partners would present their research problems, either data they needed analyzed, or research they needed done but weren't sure of the best approach. Students then took the research methods they were learning in class and applied them to the community partners needs. By the end of the quarter each student presented their recommendations to the community partners, and in turn, each student received critical feedback on why, or why not, their recommendations were likely to work.

DePrince refers to this final class session as a sort of "capstone conversation," where both she and her students were excited to see how what she was teaching, and what the students were learning, applied directly to the real world.

**Students were able to more concretely understand research methods, and to see that this type of critical thinking applies to real life problems, not just text books.**

While all students presented their research proposals at the final dialogue with the community partners, DePrince and her teaching assistant, Sarah Priebe, selected only the top papers to present to the community partners as the final class product. In the end, the community partners received solutions to their research problems, students learned critical research methods through service, and DePrince finally had her passion for teaching research methods met with the enthusiasm of students truly engaged in their learning.

Teaching a service-learning course not only better engaged her students in learning, it provided DePrince with opportunities to partner with community organizations around her research areas, supporting not only her teaching, but her research and writing as well.

SafeHouse Denver, one of DePrince's community partners, provides shelter and various services to victims of domestic violence. During one of her class' service-learning projects the previous executive director of SafeHouse Denver, Ellen Stein Wallace, told DePrince that part of the value in their partnership was that new ambassadors were being educated about domestic violence.

Deadline: January 26, 2009  
[www.facit.cmich.edu](http://www.facit.cmich.edu)

### 2009 Annual EPICS Conference on Service-Learning in Engineering and Computing

Where: Austin, TX  
When: August 3-4, 2009  
Deadline: January 30, 2009  
[engineering.purdue.edu](http://engineering.purdue.edu)

### 7th PASCAL Observatory International Conference

Where: Vancouver, Canada, The University of British Columbia  
When: May 18-20, 2009  
Deadline: January 31, 2009  
[www.obs-pascal.com](http://www.obs-pascal.com)

### The 12th CSU Regional Symposium on University Teaching

Where: California Polytechnic State University, San Luis Obispo  
When: May 2nd, 2009  
Deadline: February 1, 2009  
[ctl.calpoly.edu](http://ctl.calpoly.edu)

### 18th Annual Community College National Center for Community Engagement (CCNCE) Conference

Where: Scottsdale, Arizona  
When: May 20-22, 2009  
Deadline: February 4, 2009  
[www.mc.maricopa.edu](http://www.mc.maricopa.edu)

### 7th Annual National American Democracy Project Meeting

Where: Baltimore, Maryland  
When: June 11-13, 2009  
Deadline: February 9, 2009  
[www.aascu.org](http://www.aascu.org)

### National Faith, Justice, and Civic Learning Conference

Where: DePaul University, Chicago, IL  
When: June 25-27, 2009  
Deadline: February 16, 2009  
[www.nfjcl.org](http://www.nfjcl.org)

### Pathways of Engagement: Connecting Civic Purpose to Learning and Research Locally and Globally

Where: The University of Georgia

This is just one of the many benefits to teaching service-learning courses. And at the core of her role as an academician, "For the topics I'm interested in, doing engaged scholarship is just good science."

*Interested in developing a service-learning course? Contact us and we'll match you with some of our amazing community partners who have a need for your expertise: [engage@du.edu](mailto:engage@du.edu) or 303.871.3706*

## 2009 Public Good Fund Recipients Announced

CCESL and the Public Good Committee are pleased to announce the 2009 Public Good recipients. Each scholar will receive project sponsorship from the [Public Good Fund](#), a fund totaling \$100,000, generously provided by the Office of the Provost each year for faculty-led public good projects.

**Chris Coleman and Lelah Mehran**  
**Digital Media Studies & Electronic Media Arts Design**

In partnership with the Denver Office of Cultural Affairs students will design and produce visualizations for the 2010 event, "Biennial of Ideas: In Good We Trust."

**Nick Cutforth**  
**Morgridge College of Education**

A community-academic partnership that will create an action plan designed to increase the quantity and quality of physical education in schools in the San Luis Valley of Colorado.

**Hava Gordon**  
**Sociology and Criminology**

A partnership with the African-American Parent Leadership Initiative in Northeast Denver that will develop curriculum to guide parents through a leadership development process.

**Eliana Schonberg, Geoffrey Bateman, and John Tiedemann**  
**University Writing and Research Center**

The Community Writing Center will work with clients and staff at Denver-area community organizations devoted to empowering marginalized populations helping clients to become more effective writers.

**Janet Shriberg**  
**Graduate School of Professional Psychology**

A research project aimed at providing stronger psychosocial supports for refugee children by enhancing teacher development in Denver Public Schools.

**Eugene Walls**  
**Graduate School of Social Work**

A community-based research project that examines the experiences of transgendered students, faculty, and staff on Colorado campuses.

**Kate Willink and Dan Lair**  
**Human Communication**

In partnership with El Centro Humanitario this project will assist in creating a website to promote social networking, organizing, and public education concerning workers and social justice issues in Metro Denver.

When: September 28-29, 2009

Deadline: February 25, 2009  
[www.uwex.edu](http://www.uwex.edu)

**Symposium on Service Learning & Civic Engagement**

Where: Cullowhee, North Carolina

When: June 11, 2009

Deadline: March 20, 2009  
[www.wcu.edu](http://www.wcu.edu)

**Symposium on Assessing Students' Civic Outcomes**

When: May 28-29, 2009

Deadline: May 1, 2009  
[www.servicelearning.org](http://www.servicelearning.org)

**12th Annual Continuums of Service Conference**

Where: Seattle, WA

When: April 16-18, 2009

[www.wacampuscompact.org](http://www.wacampuscompact.org)

**9th Annual Imagining America Conference**

Where: New Orleans, LA

When: October 1-3, 2009

[www.imaginingamerica.org](http://www.imaginingamerica.org)

Join Our Mailing List!

## Public Good Fellows Program Seeking Applicants

Faculty members with experience in community-based research and/or teaching service-

learning courses are encouraged to apply for the 2009 Public Good Fellows program.

Public Good Fellows will be expected to develop and implement research projects with community-based organizations, and connect community work to their scholarship and teaching.

Fellows will also serve as advocates for engaged scholarship and service-learning across campus, and grow Public Good capacity within departments that are not typically engaged in public good.

Faculty fellows will be funded up to \$25,000/year each for up to two years.

For details, see the Public Good Fellows [request for proposals and application](#), or contact:

Eric Fretz, [eric.fretz@du.edu](mailto:eric.fretz@du.edu)

Frank Coyne, [fcoyne@du.edu](mailto:fcoyne@du.edu)

**Application Deadline:** April 2, 2009

## Morgridge Family Foundation Funds New Student Civic Engagement Programs

CCESL will use the \$315,000 grant to establish five new student civic engagement programs ranging from volunteer development to major public work projects. Programs include:

The **Morgridge Community Scholars** program is for DU students interested in moving from critical thinking into critical action. Student participants will follow a project structure that includes: research; development of a project plan in collaboration with faculty and other students; and project implementation. Morgridge Community Scholars will receive a \$5,000 scholarship to complete their work.

The **Community Leader Corps** is for students interested in developing community-based leadership skills by working with other students and community partners around social justice issues. Students will learn how to identify local social justice issues, develop public relationships, work with community partners and accomplish community work with other students. Community leaders will receive a \$2,000 annual fellowship and are eligible to receive a \$500 annual stipend to implement community work.

The **CCESL Volunteer Partnership** sponsors bi-weekly service projects throughout the academic year, connects DU students to long-term volunteer placements in the Denver community, and supports DU Volunteers, a student-run organization that builds community among student volunteers and responds to immediate Denver community needs.

The **Immersion Program** offers DU students an intense, deep and meaningful immersion into a justice issue area through Denver-based, domestic and international experiences. Immersion programs run throughout the year and during academic breaks.

The **Summer Morgridge Community Internship Program** provides paid summer internship opportunities for students to work with community-based organizations.

"The Morgridge Family Foundation's generous gift is important to CCESL because it provides us with opportunities to support students who are interested in accomplishing community-based work," said Eric Fretz, director of CCESL. "The gift will allow us to provide scholarship dollars and stipends for DU students to work with community organizations, conduct community research with DU faculty, and participate in international service-learning initiatives."

## Join Us on a CCESL Volunteer Service Day

Sign-up for a CCESL Volunteer Service Day to learn about a social justice issue, do service with a community partner, and reflect with peers and students about your experience. Faculty are invited to participate, as well as, lead a volunteer service day. We are now scheduling faculty leaders for the 2009-2010 academic year.

### Winter Quarter Schedule:

#### January 23rd

Community Partner: Denver Urban Ministries  
Social Justice Issue: Poverty and community building  
Facilitator: John Tiedemann, Writing Center

#### February 13th

Community Partner: Habitat for Humanity  
Social Justice Issue: Affordable housing  
Facilitator: Sarah McCauley, CCESL

#### February 27th

Community Partner: St. Francis Center  
Social Justice Issue: Homelessness  
Facilitator: John Tiedemann, Writing Center

#### March 6th

Community Partner: South High School Future Center  
Social Justice Issue: Access to higher education  
Facilitator: Frank Coyne, CCESL

E-mail [volunteer@du.edu](mailto:volunteer@du.edu) to sign-up, please provide your name, contact information and the date you would like to volunteer.

CCESL Volunteer Service Days are limited to 10-12 spots, first come first serve - sign-up now!

Questions? Call Sarah at 303.871.3527

If you have story ideas for the Public Good E-Newsletter  
please contact:

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