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.

Since our Open House in March, the CCESL Offices have been hopping.

In April, we partnered with friends in AHSS and the Office of Internationalization to host a visit from Professors Kathy Sykes (University of Bristol) and Bill Peterman (Chicago State University). Leaders in building and cultivating engaged campuses, Sykes and Peterman offered a formal presentation comparing and contrasting UK and US approaches to university engagement as well as took time to talk with small groups. In an important discussion on the role of engaged research in science and policy, DU faculty and staff identified many important issues and questions about engaged scholarship on campus. Such comments will be critical to CCESL’s medium- and long-term planning. Please watch for plans to bring together CCESL stakeholders this summer to build on the Sykes/Peterman discussions to identify priorities and steps forward. My sincerest thanks to all who participated in making the visit a success, particularly Drs. Sykes and Peterman.

During Spring Quarter, CCESL staff members turn attention to program planning for the next academic year. One program is particularly noteworthy for providing the structure for faculty-student collaborations to support engaged classrooms. The **Service Learning Associates (SLA) Program** is guided by two major goals: 1) to provide tangible support to faculty doing service learning courses; and 2) to fold student expertise and experience back into the classroom. To meet these goals, the SLA Program matches students who have previously taken service learning classes with faculty who are teaching service-learning classes. Students have the opportunity to develop leadership skills in community-engaged practice while providing critical assistance to faculty. Faculty members gain valuable student partners in juggling the demands of an engaged classroom. Faculty and students alike tell us that the SLA program is critical to success in service-learning classrooms. Read more about faculty and student perspectives on the SLA Program on pages 2-3 of this issue. We’re now taking applications for 2011-2012 SLAs (see page 4).

This week, we launched the **Student Community Engagement Survey** to help us document the scope and impact of student community engagement. Would you help us get the word out about the survey to ensure that all students hear about and can participate, if they so choose? Students can access the survey at: https://udenver.qualtrics.com/SE/?SID=SV_cHXjRNN7BBB9DMUc.

Thank you for helping us to get the word out to students about the Student Community Engagement Survey…and for your ongoing partnership with CCESL.

Best regards,
Anne P. DePrince, Ph.D.
FACULTY PERSPECTIVE ON THE SERVICE LEARNING ASSOCIATE (SLA) PROGRAM: GAINING AN UNDERGRAD COMMUNITY RESEARCH COLLEAGUE

By: Lynn Schofield-Clark Ph.D.
Associate Professor
Department of Media, Film and Journalism Studies

At the end of the last academic year, I still wasn’t sure about whether or not my qualitative research methods class would have a community engaged research component, but I decided to request a service learning associate anyway. I knew that by making this request, I was committing myself to figuring out some way to get a community engaged research component off the ground. In effect, asking for a service learning associate gave me a goal, a deadline, and a compatriot. Having Miyeko Inafuku work with me in this effort turned out to be one of the highlights of my year.

Service learning courses and classes that engage in community-based research involve a large number of stakeholders. There are the typical stakeholders of a university community: the students who need to learn and progress in their degrees, the university that needs faculty who will teach courses that fulfill requirements and satisfy learning outcome goals, and a research community that, I hope, will welcome one’s investigations in an ongoing scholarly dialogue. I wanted to design a research project that would meet the school’s needs for more volunteers while also putting together an observation and interview-based research project on digital and mobile media uses among diverse urban populations. But community partners have interests and timetables of their own. In the case of South High school, where my students and I are now involved in community engaged research, the school also had specific curricular and learning outcome goals, differing faculty demands, students to serve, as well as parents and communities that had invested their trust in the school, and a public that expects that school staff are addressing the needs of their particular population in a way uniquely tailored to them. It’s a challenge to serve all of these different interests, and working with an SLA definitely helped me to stay on track.

“SERVICE LEARNING COURSES AND CLASSES THAT ENGAGE IN COMMUNITY-BASED RESEARCH INVOLVE A LARGE NUMBER OF STAKEHOLDERS.”

I anticipated that the biggest challenge would involve convincing the community partners that the partnership would be worth it for them. Actually, that was fairly easy, as my friend and research colleague Nik Vukovich introduced me to his friend Ben Peters at South High, and Ben and the other teachers that I was fortunate to meet at South were very interested in how we could work together to get university students to come into South’s classrooms as part of a media literacy effort that would meet our research and their classroom needs. My main challenge involved thinking about how one research project in one class could address the needs of such different interested parties.

“My main challenge involved thinking about how one research project in one class could address the needs of such different interested parties.”

Whereas I had expected that Miyeko and I would spend a lot of time talking about logistics, therefore, we spent most of our meeting time in the fall and winter working on research literature. What were scholars in my area of research saying about young people and media use that was relevant to the situation at South? We read and thought about research into new media among young people. We read about South’s diverse multicultural population and thought about it in relation to changing demographic trends, technology adoption rates, and media uses. We read about identity construction and ethical dilemmas, particularly for those among new immigrant and multiracial communities. We thought about the challenges that the South High community faces: budget cuts, strains on teachers’ time, a large majority of students for whom English is a second language. We also brainstormed about the unique perspectives that such a diverse community of young people could bring to the larger community of researchers and policymakers. All of these readings formed the basis for the spring course I was to teach on community engaged qualitative research. The more Miyeko and I talked about what we could learn from young people that might be applicable for a larger population -- a population of U.S. young people that is increasingly immersed in technology and increasingly diverse in terms of ethnicity -- the more excited we became.

I served as a guest teacher in three South classes in the fall, and five in the spring. Students in my qualitative research class also visited and volunteered...
at South, and every DU class discussion about methodology was deepened by our reflections on our experiences at South. I am already thinking about what I can do next year to continue this experience of bringing student resources to South and learning from this unique community through another community engaged research based class.

I know that Miyeko will be participating in Study Abroad in the fall, but I am already looking forward to her return next year so that we can continue to discuss our intersecting research interests and our mutual goals. We are both interested in increasing the possibilities for University of Denver students to participate in the community while simultaneously addressing needs as they’re identified by our community partners. She has been a tremendous asset to both the class and the research project that has evolved in relation to it, and I can’t say enough about the positive role that service learning associates can play in research and teaching endeavors.

STUDENT REFLECTIONS ON THE SERVICE LEARNING ASSOCIATE (SLA) PROGRAM

By: Richard Anderson
Service Learning Associate, 2010-2011

I worked with Professor David Ciepley (Political Science) for two quarters in his Freshmen Seminar and Advanced Seminar classes that focused on food production systems and living sustainably. His students read about the changes that have occurred in our food production system; how multinational corporations like Monsanto and Cargill hold our people and land hostage; and how they have altered our lifestyles. Equally important, his students learned how about permaculture gardening by volunteering in the garden outside of the Korbel School. They learned how to create and maintain a garden that can produce local and organic food and learned how to connect and apply their classroom readings to reality.

I also worked with Professor Hava Gordon (Sociology) for her class on Social Movements. Students read about social movement theory and history, and applied this knowledge to their participation in a social movement here in Denver. Students volunteered throughout the quarter at Padres y Jóvenes Unidos, a community-based organization that fights for immigrant rights, educational justice, and racial, economic, and racial equality. With the generosity of staff at Padres y Jóvenes Unidos, I helped students integrate themselves into various roles in the organization. Students learned about alliance and coalition building, fundraising efforts in 501(c)3s, and community membership in their readings, but through their participation in an actual social movement, they were able to apply these readings to reality. This valuable type of learning, which Professor Gordon implements regularly, places meaning and experience behind abstract, intellectual ideas. Students learn more about the world around them and their place in it. Involving students in the Denver community is something that all faculty and students can benefit from. It ought to be done more regularly in classes, regardless of the subject. I would encourage faculty to integrate a service-learning component into their curricula—the result can produce more meaningful academic experiences.

By: Courtney Durista
Service Learning Associate, 2010-2011

“I REALIZED THE POSITIVE IMPACT THAT SERVICE LEARNING CAN REALLY HAVE ON STUDENTS, BOTH DURING THEIR TIME AT DU AND ON THEIR FUTURE CAREERS.”

Working as a Service Learning Associate has been one of the most self-defining and challenging experiences that I have had at DU. I was privileged enough to work with Professor Ted Manley (AHSS) in the community of Five Points for the entirety of this academic year. Our work with the City of Denver, the Blair-Caldwell African American Research Library, the Bo Matthews Center for Excellence, the Urban Land Conservancy, and the Black American West Museum has opened up a dynamic and thriving community to each and every student and has forced all of us to re-evaluate the negative perceptions and biases that exist about Five Points. This transformation was never clearer to me than when one of my students wrote about how he realized, while working on a sidewalk evaluation project for the City, that the homeless living in the community were just like him. He even remarked that he might volunteer for Project Homeless Connect because of his experience with this class and the Five Points community. I realized the positive impact that service learning can really have on students, both during their time at DU and on their future careers. It has certainly impacted me for the better - my experiences as a Service Learning Associate have inspired me to integrate service learning into my courses as a member of Teach for America next year!
BECOME A 2011-12 SERVICE LEARNING ASSOCIATE

WHAT IS IT?
Service Learning Associates (SLAs) are students who work directly with CCESL staff and DU faculty to support service learning courses.

WHAT WILL I DO?
- Research social justice issues;
- Develop community partnerships;
- Plan and implement service activities;
- Facilitate critical reflection;
- Work with a group of 10 SLAs to develop your skills and knowledge;
- Use your work study award or earn a stipend for your work.

WHO CAN BE AN SLA?
SLAs demonstrate peer leadership, a commitment to the community and have completed at least one service learning course at DU.

Both graduate and undergraduate students are eligible to participate in this one-year program.

HOW CAN I APPLY?
Visit: www.du.edu/ccesl/sla.html
Contact: Sarah.McCauley@du.edu
Applications due: May 10, 2011 by 9am

WWW.DU.EDU/CCESL/SLA.HTML
PUKSTA SCHOLAR TESTIFIES FOR COLLEGE ACCESS BILL

By: Aminta Menjivar, 1st Year Puksta Scholar

For the last year I have been working for comprehensive immigration reform and college access for undocumented students. I joined the movement because of my strong belief that the current system is flawed and must be amended through reform. This belief flourished after I witnessed how difficult it is for undocumented students to go to college. In fact, many undocumented youth give up on their dreams to go to college because the current system makes them pay as much as four times the amount of money that resident students pay to attend state schools.

This is why I have worked on the issue at the legislative level, by joining the Colorado Immigrant Rights Coalition (CIRC), and participating in strategy session meetings, as well as, public actions. I first started to get involved in March 2010, when I travelled with 55 other Colorado activists to Washington, D.C., for the March for Immigration Reform. Since then I have also participated in rallies in Las Vegas and Denver. By participating in those rallies, I joined my voice to that of thousands of other activist so that our combined voices could be strong enough to provoke change in our immigration system.

Most recently, on February 17th, 2011, I testified in front of the Colorado Senate Education Committee on behalf of the Colorado ASSET bill (SB 126), and the bill cleared committee. If passed, the bill would create a new tuition category for state colleges that would allow undocumented students to pay in-state tuition rates.

The passage of this bill would be very beneficial for Colorado because the economy will grow as more people gain access to higher education. More importantly, the bill would allow undocumented students to go to college and achieve their dreams.

In addition to my legislative efforts, I also visit high schools in the Denver area to encourage undocumented students to stay in school and follow their dreams. This is the beginning of my Puksta project and I hope to develop this outreach effort into a long-term community project. Once again, I have engaged in these activities because I believe it is a waste of talent to allow so many students to give up, as they have so much potential to positively contribute to our society.

ENGAGED SCHOLARS VISIT DU

In a visit co-hosted by CCESL, AHSS, and the Office of Internationalization, Professors Kathy Sykes and Bill Peterman offered a lecture at the I-House that focused on what we can learn about the US approach to engaged scholarship through comparisons with the British system. During a discussion the next day, faculty and staff from AHSS, NSM, CCESL, and the Office of Internationalization gathered to discuss the role of engaged research in creating better science and policy.

DR. SYKES (LEFT), A PHYSICIST, ADVOCATES FOR CULTURE CHANGE IN THE UK UNIVERSITY SYSTEM. SHE ARGUES THAT ENGAGING PUBLICS IMPROVES SCIENCE AND POLICY.

DR. PETERMAN (RIGHT) DISCUSSES HIS PERSPECTIVES ON ENGAGEMENT IN THE UK UNIVERSITY SYSTEMS. A DU ALUM, HIS VISIT BROUGHT HIS IDEAS BACK TO CAMPUS.
JOIN US! DIGITAL STORYTELLING FOR SOCIAL JUSTICE SCREENING

By: Jenny Whitcher, CCESL Buksta Scholars Program Coordinator

Since January, CCESL’s twelve Buksta Scholars, a student from the Social Justice Living and Learning Community, students from The Women’s College, and DU faculty and staff have participated in the pilot year of the Digital Storytelling for Social Justice project. Each participant was tasked with making a three to four minute video that shared their personal motivations for taking action on a social justice issue in the community.

What started as a collaborative campus project to promote and motivate others to take a stand for social justice, has also been a process of deep personal reflection. DU students, faculty and staff have spent the last four months together engaging in the art of storytelling, a sharing of the deep personal stories we all have as a result of our humanness, and our lived experiences in a world too often filled with injustice.

It is a tender experience to reflect on these stories, but even more so to share them publicly. In such, it is with great pride and openness that we invite you to hear our stories, to be reminded that everyone’s personal stories matter as we work together in community to understand social justice, and to take action towards a more just world for all to live in.

In his recent book, The Heart of Higher Education: A Call to Renewal, Parker Palmer reflects that, “When we invite each other to tell our stories, we have a chance to create community in the simple act of saying ‘I see you’...Telling personal stories that are connected to our hurts and hopes...can empower us to act.”

Please, join us in community, hear our stories, and be motivated to start developing and sharing your own stories, and to actively create social justice in our local and global communities.

This project and screening are presented by: Student Life Division, The Center for Judaic Studies and the Holocaust Memorial Social Action Site, the Center for Community Engagement and Service Learning (CCESL), and The Women’s College

In Partnership with: Center for Multicultural Excellence, Daniels College of Business’ Inclusive Excellence Committee, DU’s Enrollment Division, Gender and Women’s Studies, Hillel at DU, Newman Center for Performing Arts, Never Again!, Office of Diversities at the Iliff School of Theology, Psychology Department Diversity Committee, Social Justice Living and Learning Community, Sturm College of Law, Traumatic Stress Studies Group, University of Denver Latino Center for Community Engagement and Scholarship (DULCCES), Victoria H. Myhren Gallery, DU ‘Volunteers in Partnership’ Program.

For more information on digital storytelling visit the Center for Digital Storytelling

Digital Storytelling for Social Justice Screening!
Thursday, May 5, 2011 – 8:00 – 10:00 p.m.

Located at the Holocaust Memorial Social Action Site, a new DU outdoor arena for social change- situated between Penrose Library and the Margery Reed Building, just north of Buchtel Tower.
RSVP encouraged but not mandatory for attendance: www.alumni.du.edu/DSSJ

Rain Location: Lindsay auditorium, 2nd floor, Sturm Hall (College of Arts and Sciences) – 2000 E. Asbury Ave.

STUDENT VOICES NEEDED! STUDENT COMMUNITY ENGAGEMENT SURVEY

The following email invitation was sent to all DU students this week. Please help us get the word out about the Student Community Engagement Survey by forwarding this information to students in your life.

Dear Students,

You are invited to participate in a survey that will help measure the impact that students have in the University of Denver’s efforts to be a great university dedicated to the public good. The Center for Community Engagement and Service Learning (CCESL) is collecting this information to share with DU administrators and others to describe the impact that students have in our community.

This survey should take about 10 minutes of your time. You will be asked to respond to 13 overall questions about community engagement.

Participation in this project is strictly voluntary. You may stop participating in this survey at any time and skip any questions you do not want to answer. Your responses will be anonymous; that is, no one will be able to connect your identity with the information you give. Your completion of the survey signifies your consent to participate in this project. If you have any concerns or comments, please contact Anne DePrince at CCESL (303.871.4921, adeprince@du.edu, Driscoll Student Center 25, University of Denver, Denver CO 80208).

Thank you in advance for taking a few moments to answer these questions so that we can better understand the scope of DU students’ contributions to the public good.

To begin the survey, please click here: https://udenver.qualtrics.com/SE/?SID=SV_cHzXjBNN7B93DMUc

Sincerely, Anne DePrince (CCESL Director)
CONGRATULATIONS TO THE 2010-2011 CCESL AWARD WINNERS

Each year, remarkable members of the University of Denver’s student body, faculty and staff make significant contributions to our campus community and are recognized at the Annual Pioneer Awards Ceremony. In addition to the larger campus awards, CCESL recognizes individuals and departments at the ceremony with personally engraved awards.

CCESL staff would like to congratulate the following people for their outstanding contributions to CCESL and our community. Thanks to all of the award winners for their contributions to the public good.

SERVICE LEARNING FACULTY OF THE YEAR: HAVA GORDON
This award honors a faculty member who has demonstrated outstanding commitment to teaching innovative service learning courses that improve the students’ academic knowledge as a direct result of their community experience.

PUBLIC GOOD FACULTY OF THE YEAR: NICOLE NICOTERA
This award honors a faculty member who has demonstrated outstanding commitment to the public good by applying their knowledge and intellectual resources to enhance student learning, faculty research, social capital and community development.

STUDENT PUBLIC GOOD AWARD: JENNI TALCOTT
This award honors a student who has demonstrated outstanding commitment to the public good by applying their knowledge and intellectual resources to enhance social capital and community development.

COMMUNITY ORGANIZER OF THE YEAR: TESS DOUGHERTY
This award honors a student who has demonstrated outstanding community organizing skills and leadership by organizing others to take action on a critical social justice issue in the DU and/or Denver community.

COMMUNITY ENGAGED DEPARTMENT OF THE YEAR: DEPARTMENT OF MEDIA, FILM AND JOURNALISM STUDIES
This award honors the academic department that has developed a concentration of faculty members who engage in high quality community-based partnerships; carry out rigorous public good scholarship; and/or teach innovative service learning courses that improve students’ academic knowledge. In particular, the Department of Media, Film and Journalism Studies made important contributions to community-engaged teaching, as reflected in the work of Drs. Lynn Schofield Clark, Chris Coleman, Adrienne Russell, and Sheila Schroeder.

AMERICORPS STUDENT OF THE YEAR: NATHANIEL ‘AKA’ L. DENJONGPA
This award honors an active UCAN Serve AmeriCorps member with a demonstrated passionate commitment to service, and who has gone above and beyond the call to “DU something” by participating in member development opportunities such as training and conferences related to the member’s community based service project.

The 2010-2011 Pioneer Award Ceremony will be held on Thursday, May 19, 2011 at 5pm in the Gates Concert Hall at the Newman Center for the Performing Arts.
AMERICORPS STUDENTS SELECTED FOR CLINTON GLOBAL INITIATIVE

By: Hana Truscott, AmeriCorps Lead Coordinator

Each year, the Clinton Global Initiative University (CGI U) hosts a meeting for students and national youth organizations to discuss solutions to pressing global issues. CGI U 2011 was held at the University of California at San Diego April 1-3, 2011. At this meeting, nearly 1,200 attendees came together to make a difference in CGI U’s five Focus Areas: Education, Environment & Climate Change, Peace & Human Rights, Poverty Alleviation, and Public Health.

This year UCAN Serve AmeriCorps and the Boettcher Teachers Program proudly announces that the CGI U, selected two DU AmeriCorps students, Ms. Sayani Das Chaudhuri and Ms. Erika Lopez, to attend the fourth Annual Meeting held at the University of California, San Diego April 1st - 3rd, 2011. Both women are Boettcher Teacher Fellows at Explore Elementary at Bertha Heid in Denver. As a prerequisite for attending the CGI U meeting, students were asked to develop their own Commitments to Action: a specific plan of action that addresses a pressing challenge on their campus, in their community, or in a different part of the world, and a Letter of Recommendation from that student’s AmeriCorps Coordinator. Ms. Das Chaudhuri and Ms. Lopez were selected in part because of the strength of their Commitment to Action Plans. At the Annual Meeting, both women will gain skills necessary to complete this “Commitment,” such as community partner development, fund raising, etc.

For more information, please visit the Clinton Global Initiative University website
CCESL STAFF ACHIEVEMENTS AND UPDATES

Chapter Published in “From Command to Community”
By: Amelia Sapp, CCESL Business Manager

Congratulations to CCESL staff Sarah McCaulley and her co-authors: Nicole Nicotera (Faculty, GSSW), Eric Fretz (Past CCESL Director), and Public Achievement students Sarah Nickels, Charla Agnoletti, Hannah Goedde, Emye Neff, Taylor Rowe, and Russell Takeall for recently having their chapter published in “From Command to Community: A New Approach to Leadership Education in Colleges and Universities” now available through Tufts University Press. Their chapter entitled Civic Leadership and Public Achievement at the University of Denver’s Center for Community Engagement and Service Learning delves into how students develop the public skills needed to engage in “everyday politics.”

UCAN AmeriCorps Students Head to Seattle!
By: Hana Truscott, AmeriCorps Lead Coordinator

As the UCAN Serve AmeriCorps Coordinator for DU, I am pleased to announce that 11 AmeriCorps students will be joining me in Seattle, Washington for the Perspectives on Global Citizenship Conference May 6-8th, 2011 at Seattle University. The theme of the conference is Cultivating Transformative Change through Cross Cultural Service and will be an opportunity for my students to develop the leadership skills to create quality service programs, build partnerships with host communities, and promote long-term commitment to solidarity, public service and global engagement. Through the gracious support of CCESL and UCAN Serve AmeriCorps, I was able to provide conference scholarships for all eleven students. We look forward to an invigorating conference in Seattle! For more information on the conference or to register: www.esperanzaint.org

CCESL’s First Open House

Thank you to all who joined us to make CCESL’s first open house a wonderful success! Faculty, staff, and students came together to tour CCESL space, dialogue about ongoing programs, and add their voices to plans for the future. Here are some pictures from the CCESL scrapbook...
CCESL STAFF

Anne P. DePrince, PhD  
Director

Amelia Sapp  
Business Manager

Sarah McCauley  
Public Achievement Coordinator

Jenny Whitcher  
Piuksta Program Coordinator

Ysaye and Katie  
CCESL Front Desk Staff

Hana and Fiona  
AmeriCorps Staff

CCESL SPRING HOURS
(see schedule updates on web)

Monday-Thursday:  
9:00-4:30pm

Friday:  
9:00-2:00pm

CCESL LOCATION

Stop in and see us!  
Driscoll South, Suite 22  
(lower level, across from Career Services)

UPCOMING EVENTS

Conferences/Programs

Project El Salvador
The Study Abroad office will be accepting applications for Project El Salvador now through Monday, May 9th. Project El Salvador is an International Service Learning Course that, through the combination of academic study, service work, and cultural immersion explores the history, culture and development of El Salvador and the country’s transition into democracy. A variety of themes are explored, including education, development issues, environmental problems, gender roles, human rights, politics and conflict resolution. This year’s course will be taught by Zulema Lopez, Senior Lecturer in the Department of Languages and Literature. Students engage in five academic sessions in the fall before traveling to El Salvador to engage in service work during Winter Interterm 2011. For more information and instructions on how to apply, please visit our website: http://www.du.edu/intl/abroad/isl.html, or contact us at isl@du.edu

Connecting Campuses with Community
Indiana University-Purdue University Indianapolis. May 16-20, 2011.  
Website

2nd annual Summer Research Institute on the Future of Community Engagement in Higher Education  
Boston University  
June 24-26, 2011  
Visit www.merrimack.edu/democracy.

Development Opportunities/Resources

Red Lodge Clearinghouse (RLCH)
Advancing Citizen Engagement in Natural Resources: RLCH is a one-stop shop for interested citizens to learn, discuss, and participate in environmental policy decisions affecting western communities.  
www.RLCH.ORG

Know of Other Upcoming Events that should be Listed Here?

Please email Amelia Sapp to let us know about other opportunities!