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.

With fall well underway, so too are our 2012-2013 initiatives. From Community-Engaged Learning and Scholarship to Civic Development and Service, programs targeting students, staff, and faculty are gaining steam. This year’s initiatives build on the successes and lessons learned last year. As you can read in our 2011-2012 Annual Report to the Provost’s Office, CCESL’s programs advanced and deepened last year. Now it’s time to build on those successes.

CCESL’s 2012-2013 diverse programming shares in common a commitment to deepening the culture of community engagement at DU. At a recent event sponsored by our friends at Colorado Campus Compact, Dr. Judith Ramaley defined a culture of engagement as one characterized by mutuality. For community-engaged staff, faculty, and students, mutuality with community permeates research, creative, learning, and service work, spanning from shared questions at the onset of projects to shared risk, responsibility, and benefits in the implementation and outcomes of projects.

CCESL’s seeks to support staff, faculty, and students in developing work whose hallmark is such mutuality. Instructors can learn how to advance community-engagement in their classrooms that augment academic learning (visit [here](#)). Faculty can apply for funds to support community-engaged research and creative work that advances their scholarship (visit [here](#)). Students can engage in meaningful service work that advances their understanding of root causes of problems in our communities (visit [here](#)) as well as apply their scholarship to public problems (visit [here](#)).

We kicked off our 2012-2013 plans with an Open House in September. Thank you to many of you who came out to (re)connect with colleagues from across campus. Since the Open House, our substantive work has already been met with success. In addition to the things you’ll read about in this newsletter, be sure to watch for our next issue, which will include details from our successful Community Organizing Institute as well as participation in Colorado Campus Compact’s Engaged Campus Institute.

We – DU’s students, staff, and faculty – are the ones for whom we’ve been waiting to deepen our campus culture of community engagement. At CCESL, we look forward to creating opportunities for you to access the skills and resources that allow you to deepen your contribution to a culture of community engagement.

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**ENGAGED FACULTY WORKSHOP**

November 9th
9:00am – 3:00pm
See page 15 for more details

**FACULTY SCHOLARSHIP AND LEARNING GRANTS**

Click [here](#) for more information
Due: October 24, 2012
NEW PUBLIC ACHIEVEMENT CURRICULUM

By: Cara DiEnno, CCESL Associate Director

Editor’s Note: Public Achievement is one of CCESL’s largest student programs, connecting DU students, who serve as coaches, with high school students in Denver. Coaches work with students for a full academic year to identify and develop social justice actions important to high school students. Stories about the PA program are regular features in the Public Good Newsletter.

DU’s Public Achievement program will celebrate 10 years of serving students in Denver Public Schools this year! With almost a decade of partnerships, student projects, and youth-led community organizing, we are thrilled to share a newly revised edition of the Public Achievement curriculum.

In preparation for the revised curriculum, CCESL Associate Director, Cara DiEnno, held several meetings with Public Achievement (PA) partner schools, current and former PA coaches, and PA Team Leads. Through these meetings, we gathered stakeholders’ ideas for change, further development, and the future of the PA program. DU’s PA program is based upon an international model developed at the University of Minnesota in 1990 that involves 5 steps. The new curriculum breaks down the international 5-step process into more manageable sub-sections, each identifying goals, student objectives, coach benchmarks, and important PA core concepts to keep in focus. These section briefs are then followed by additional background information and resources and sample activities. The curriculum is designed to be fun, interactive, and informative while also leading to student learning about community issues, developing the skills to create social change, and developing a civic identity.

The new curriculum would not have been possible without extensive effort by CCESL Social Work intern, Giulia Pecone. Finally, recognition for editing, feedback, and review goes to multiple PA coaches and Team Leads, including Madeleine Webster, Tyler Thompson, Sarah Gates, Mechelle Salley, and Christian Gibson. The next step is to align our revised curriculum with the new Denver Public School standards.

Want to learn more about PA and how you could partner with DU’s program or start your own? Contact Cara DiEnno at cara.dienno@du.edu or at 303.871.2158 for more information. You can find the new curriculum at http://www.du.edu/ccesl/docs/students/2012-2013_pa_curriculum.pdf.

3RD ANNUAL CCESL OPEN HOUSE A SUCCESS!

On September 25th, CCESL hosted its 3rd Annual Open House and invited DU student, faculty, staff and community partners to our offices to meet CCESL participants and learn about our programs.

Over 70 people enjoyed the opportunity to float from the CCESL Main Office, the CCESL Student Suite and the CCESL AmeriCorps Suite while being greeted by CCESL staff and students in each office’s corresponding program.

CCESL welcomed many new participants as well as many returning supporters and looks forward to the 2012-2013 academic year!
CCESL IS PROUD TO INTRODUCE FIVE STUDENTS WHO HAVE BEEN ACCEPTED INTO THE UNIVERSITY OF DENVER’S PUKESTA SCHOLARS PROGRAM!

The Puksta Scholars Program is a four-year, developmental civic engagement program and intentionally diverse community. The program requires meaningful commitment to social justice and community work; development of civic identity and skills; and the creation of sustainable community partnerships, mentor relationships, and public work projects. Please join CCESL in welcoming five DU students into the Puksta Scholars program.

Nyabweza Itaagi
Year: Third Year
High School: Pomona High School, Arvada
Major(s): International Studies and French
Social Justice Issue Area: My social justice issue area is food justice and how it relates to preventative health care. I have noticed that many common health problems in the U.S. like diabetes and heart disease are caused by poor nutrition. While there are many effective medications to treat these illnesses, I believe that more emphasis should be placed on preventative health measures such as maintaining a healthy and balanced diet. I hope to partner with an organization that works to educate people on the long term benefits of proper nutrition and provide healthy and organic food to those who normally would not be able to afford it.

Future Goals: I want to work for a social business that provides healthy and organic foods for low prices to people with low or no income. I also want to work to educate people on nutrition and how it is an important part of preventative health care.

Zac Roberts
Year: First Year
High School: The Classical Academy, Colorado Springs
Major(s): History and International Studies
Minor(s): Japanese and Chinese
Social Justice Issue Area: My social issue area will focus on social inequality and discrimination at DU and throughout the Denver community. I want to focus specifically on Gay Rights and Gender Inequality.

Future Goals: Through participation in the Puksta Scholars program, I hope to learn how to build community relationships and grow as a community organizer. From this, I plan to build a sense of equality and understanding of diversity here at DU, and to use these skills to enact change in communities.

Cynthia Rodriguez
Year: First Year
High School: Lincoln High School, Denver
Majors: Accounting and Finance
Minor: Spanish
Community Partner Organization: Together Colorado
Social Justice Area: My social justice issue area is immigration and education. I would like to help families become more educated about immigration resources available to them in case anything were to happen to family members. I would like create my own organization or support system that would help out students and families to find hope. I would also like to help students like myself who believed college was not accessible due to financial problems. I want to be an example to show that college is possible and encourage students who think like I once did.

Future Goals: One of my major goals throughout college and in the future is to learn how to be involved within my community and to be the actual founder of an organization or a movement. I also intend to open my own accounting firm or a business someday.
Haseeb Rahat
Year: First Year
High School: Overland High School, Aurora
Major: Biology
Minors: Leadership and International Studies
Social Justice Issue Area: Having experienced education inequity in both Pakistan and the United States, I have learned the importance of equal education and equal opportunity to success as a student. No matter what your socioeconomic, racial, and geographic background is, I believe every student should have the opportunity to a successful life. I want to be there for younger students like my teachers were there for me and to help students be successful. Being impacted personally and seeing others impacted by the health care disparities that exist in our communities, I believe everyone deserves access to a doctor without worrying about the cost or receiving low-quality healthcare. As an aspiring doctor, I want to focus on giving everyone access to healthcare.

Future Goals: I aspire to gain a top-rate education and experience that will help me grow as a student, as a person, and as a leader. I aspire to gain experiences that will prepare me for a meaningful career. I aspire to gain experiences that will give me the opportunity to give back to my community, impact my community, and make a difference in peoples’ lives.

Mawukle Yebuah
Year: First Year
High School: South High School, Denver
Major: International Business
Minor: French
Social Justice Issue Area: My social justice issue areas involve immigration and financially disadvantaged families. As an immigrant from Ghana I have experienced the journey of coming from a foreign land and the hardships that come with adjusting to a new society. Also, through my personal and first hand experiences I can relate to financially disadvantaged families.

Future Goals: My future goals are to excel academically and graduate with a bachelors and an MBA. My goals of community organizing and service learning are to find an organization that I can identify with their cause and take a lead role in one of their programs. Also, I would like to volunteer at my high school Future Center and help our international and/or financially disadvantaged students find scholarships and affordable ways to attend college.

To learn more about the University of Denver’s Puksta Scholars program, please visit www.du.edu/ccesl/puksta.html or contact the Program Manager, Ryan J Hanschen at ryan.hanschen@du.edu or at 303-871-4281.

**INTERESTED IN TUTORING OR MENTOR YOUNG STUDENT IN DENVER PUBLIC SCHOOLS?**

Consider volunteering with CCESL’s Community Engagement Corps! Learn more here: http://www.du.edu/ccesl/communityengagementcorps.html or contact Ryan J Hanschen, CCESL Program Coordinator at ryan.hanschen@du.edu or at 303-871-4281.
CCESL HOSTS COLLABORATIVE DIALOGUE AS PART OF PRESIDENTIAL DEBATE EVENT SERIES

By: Ryan J Hanschen, CCESL Program Coordinator

On the evening of September 20, over 90 students, faculty, staff, and community members gathered in DU’s Craig Hall Community Room to participate in CCESL’s ‘Fight for Your Rights: Tackling the Achievement Gap’ event on education inequity in Colorado.

The event was skillfully moderated by DU Assistant Professor Kimberly Hartnett-Edwards, and featured 5 panelists: James Cryan (Executive Director, Rocky Mountain Prep; DU Alum), Bill Jaeger (Policy Director, Stand for Children), Damion LeeNatali (Chief of Staff for Colorado Senator Mike Johnston), Juan Levario (KIPP Denver Collegiate High School Senior), and LeAnna Roaf (DU Senior and Public Achievement Coach)

Panelists shared perspectives and experiences concerning the current achievement gap that exists in education. They also discussed several potential strategies to eliminating said gap. After hearing from the panelists, participants engaged in small group discussions and continued conversations well past the end of the event.

DU Associate Professor Keith Miller recalled panelist James Cryan’s remarks that we should address the expectation gap: “Why is an 85% on an assignment good for some students but not for others?” This was also emphasized by comments from panelist Juan Levario about establishing high expectations for all students.

Haseeb Rahat, a First Year student at DU and Puksta Scholar, was affected by hearing personal stories and learning that Colorado has the second biggest achievement gap. “The event really opened my eyes and inspired me to do something about education” he said. Haseeb reiterated Damion LeeNatali’s statement about the importance of people in education, saying that he has “Realized the importance of a good mentor and a good teacher who pushes you, teaches you to fight for results, and has high expectations of you. I know I wouldn’t be who I am today without the teachers that had my back no matter what in high school. I can’t wait to do something about this issue.”

Phil Yoo, DU grad student and CCESL Community Engagement Corps Member, took away from the event a comment made by an audience member about how “Teaching needs become a profession sought out by the best minds. People make economic decisions as a rationally self-interested person. Given that tenet, a person of greater faculties would never take a teaching job that pays among the least of their prospective jobs.”

CCESL would like to thank Kristy Martin with Teach for America and Gregory Hatcher for their support in organizing this event. CCESL would also like to recognize event co-sponsors: DU’s Morgridge College of Education, DU Service & Change (DUSC), and the DU chapter of Students for Education Reform. Thanks as well to the Provost’s Office for debate-related funds to support this event. For more information, contact CCESL at ccesl@du.edu
“We make middle school suck less,” says Karen Silverman, Executive Director of Denver-based nonprofit Smart-Girl. The organization aims to give middle schoolers the skills to cope with the turbulence of adolescence. In Spring Quarter 2012, with support from the Center for Community Engagement and Service Learning (CCESL), a class of undergraduate and graduate students from the Department of Media, Film and Journalism Studies (MFJS) helped the nonprofit roll out a new program.

Smart-Girl has developed a prevention and enrichment curriculum designed to enhance and improve social-emotional learning by teaching life skills such as self-esteem and self-awareness. The program empowers adolescents through weekly small-group sessions, led by near-peer mentors. After more than ten successful years of inspiring “tween” girls, the curriculum is being expanded to address the specific needs of middle school boys with a program called Smart-Guy.

With the help of a Community-Engaged Learning Mini-Grant from CCESL, students in professor Nadia Kaneva’s Public Relations Seminar assisted the nonprofit by developing a communication plan to launch the Smart-Guy program at the start of the 2012-2013 school year. The class designed an awareness campaign and created promotional materials for Smart-Guy, including a logo, slogan, posters, brochures and videos. Students also produced two media kits complete with press releases, feature stories, and FAQ documents for Denver media.

“It was great to get the real-world experience of launching a campaign for Smart-Guy. It was satisfying to get actual feedback from the client,” says Strategic Communication graduate student Shannon Cross. “Middle school is a tough time for both boys and girls. Smart-Guy is a unique program that focuses attention on the emotional needs of boys.”

The project allowed MFJS students to hone their strategic communication skills while helping a partner in the community. The materials created by the students will help the nonprofit reach out to children, parents, school administrators and volunteers.

“The CCESL grant was instrumental in allowing us to execute all of the materials for our nonprofit partner,” says professor Kaneva. “Giving students a small budget to work with also provided them with a very realistic experience of the need to balance creativity with cost-effectiveness in communication.”

The class presented the complete set of materials to Smart-Girl representatives on June 5, 2012 and received very positive reactions.

“I was thrilled to work with the students,” says Selene Neuberg, development coordinator at Smart-Girl and an alumna of the MFJS program. “They gave us materials we can really use. The partnership between DU and a community organization like ours has been truly beneficial.”
CCESL MINI GRANT FUNDS GEOGRAPHIC INFORMATION SCIENCE TO UNDERSTAND THE FUNDAMENTAL URBAN CONCEPTS

By: E. Eric Boschmann, Ph.D., Assistant Professor, Department of Geography and the Environment

Editor’s Note: Dr. Boschmann received a CCESL Community-Engaged Learning Mini-Grant to support the work described here. Faculty can learn more about mini-grants here.

Where is mapping headed in the 21st century? By many accounts, the democratization of data and mapping technologies contributes to decentralizing the formalness of map-making from the elite and powerful into the hands of the masses. There are several key areas in which this is happening. With volunteered geographic information (VGI), spatial information is voluntarily provided by individuals, such as, user-uploaded geotagged photographs in Google Maps, or the collectively developed OpenStreetMap (www.openstreetmap.org)- a free wiki world map.

In community mapping, citizens drive or participate in mapping projects around local issues that matter to them, telling stories of their places using local knowledge, and in some cases eliciting insight from traditionally ‘voiceless’ individuals of society. Also, alternative cartographies seek to creatively represent and visualize the world in unique and perhaps unusual ways, that help to tell a story from different perspectives. Good examples include: Rebecca Solnit’s Infinite City: A San Francisco Atlas, Katharine Harmon’s You Are Here: Personal Geographies and Other Maps of the Imagination, as well as Edward Tufte’s collection of data visualization books. Very often these non-traditional approaches to mapping are used for progressive social change and the public good.

Spring 2012 was the second year in which GEOG 3410 students engaged in alternative cartography mapping client-based projects with the Piton Foundation (www.piton.org), a community collaboration supported by a generous CCESL Community-Engaged Learning Mini-Grant. GEOG 3410 Urban Applications of GIS (Geographic Information Science) is a course where students reinforce their understanding of fundamental urban concepts (e.g. residential segregation, land use patterns, commuting flows) through the use of mapping software and spatial information. The Piton Foundation seeks to provide opportunities for families and children in Denver to move from poverty and dependence to self-reliance.

One effort in their larger mission is a data initiative. On one hand, Piton provides a large array of data on area socio-economics, K-12 education reform, housing and foreclosures, and early childhood development. (Check out their website!) At the same time a longer-term vision is to empower citizens to access existing data, contribute new data, and enable people to create maps and tells stories about the places where they live and the issues that matter to them. Some of their recent work has focused geographically on the Children’s Corridor, a 40-square mile strip of Denver and Aurora that contains many children at risk of being left behind in terms of health and education.

For this community-engaged project, the GEOG 3410 student groups facilitated Piton’s desire to create alternative cartographies in the Children’s Corridor by going beyond the mapping of conventional urban characteristics to uncover some hidden stories that generate new conversations. One group explored the past and present effects of highway construction through urban neighborhoods.
Continued from page 7

With proposed changes to the Interstate 70 corridor in the Elyria, Swansea, and Globeville neighborhoods in Denver today, this group decided to look back in history and create an interactive historical-cartographic analysis of how the Globeville neighborhood changed when it became bisected by I-25 and I-70 in the late 1940s and 50s. They purchased aerial photos of the neighborhood from 1948, 1950, 1955, and 1962, upon which they geo-referenced the locations of businesses, churches, ethnic communities, schools, and houses, all based on archival research. Their interactive web application illustrates this story of Globeville’s socio-economic change across time (http://mysite.du.edu/~bzank/Globeville/). Some of the students presented this application use of GIS at the ESRI Southwest User Conference in September, here in Denver.

Another group created a Child Suitability Index for the Children’s Corridor measured through ten variables grouped into three categories: 1. Activity & Interaction: child density, walk score, recreation centers; 2. Crime & Exclusion: crime, sex offenders, liquor stores, marijuana dispensaries; and 3. Intellectual Assets: schools (quality), after school programs, museums/ cultural centers. After compiling data for these variables, students created both maps of each category as well as an interactive map layer for use in Google Maps. At the very least, this index aims at drawing attention to the importance of creating and assessing child-friendly environments in urban areas, a global initiative that continues to be largely ignored in the urban planning and development agendas of U.S. cities.

In this course students not only gained experience of working with an external non-profit client, they also told real-world stories about Denver’s neighborhoods in creative, visual, data-driven ways. But the possibilities of mapping for social change are boundless, and we shall not end here!

CCESL STAFF MEMBER SELECTED AS VOLUNTEER AT THE CLINTON GLOBAL INITIATIVE

By: Iman Jodeh, CCESL Administrative Assistant

Every September, NYC plays host to the Clinton Global Initiative (CGI) whose mission is to turn ideas into action. Frustrated with the constant amount of conferences that produce zero results, President Clinton founded CGI in 2005 to convene more than 150 heads of state, 20 Nobel Prize laureates, and hundreds of leading CEOs, heads of foundations and NGOs, major philanthropists, celebrities and members of the media to solve the world’s most pressing problems.

Each year, these great minds come together to make “commitments” to solve these pressing issues centered around a yearly theme and since 2005 more than 2,300 commitments have been made, which have improved the lives of over 400 million people in more than 180 countries. When fully funded and implemented, these commitments will be valued at more than $73.1 billion.

One of my favorite partnerships was between a water filtration system company and the Coca-Cola Corporation’s commitment to use the supply chain of Coca-Cola to deliver water filtration stations to the developing world. These stations will be outfitted with a place to charge your cell phone, watch television while getting clean drinking water. Keeping in line with the theme of the 2012 CGI, “Girls and Women,” these stations will be run by local women, ultimately creating amazing micro finance opportunities. It was an honor to work with such an amazing group of world leaders and their commitment to eradicate our global challenges and hope to do so again next year.
AMERICORPS OPPORTUNITIES FOR DU STUDENTS

By: Ryan Hanschen, CCESL Program Coordinator

DU’s Compact Service Corps/AmeriCorps program is a federally funded initiative that provides students with an opportunity to serve in their community, gain professional development, and receive an education award.

Is the AmeriCorps program right for you?

- Are you interested in professional development and leadership opportunities?
- Are you looking to increase your marketability for jobs within your career field?
- Are you interested in serving a community agency/organization in a meaningful way through a service project where pre-determined goals and outcomes are identified?
- Does your service involve one of these three activities?
  - Increasing academic engagement of k-12 students
  - Primary and preventative healthcare in underserved communities
  - Capacity building for volunteer resources at local nonprofit agencies

AmeriCorps educational awards are not given on the basis of financial need, but to those who want to make a difference in the community. Your academic internship or field education hours may qualify as AmeriCorps hours as well.

AmeriCorps Members are provided with an array of opportunities throughout their term of service, including professional development scholarships, additional training and reflection sessions, and networking events. Note: AmeriCorps scholarships are limited. Students are welcome to apply on a first-come, first-serve basis. Hurry, slots are filling up fast!

To learn more, please visit http://www.du.edu/ccesl/americorps.html.

To get involved or to have your questions addressed, please contact LeeAnn Rohm, AmeriCorps Coordinator at duamericorps@gmail.com or at 303-871-3332.

COMMUNITY ENGAGEMENT CORPS MEMBER ELECTED TO UNDERGRADUATE STUDENT GOVERNMENT

Parya Mahmoudi, a member of CCESL’s Community Engagement Corps, was recently elected to First Year Senate as part of DU’s Undergraduate Student Government!

Parya is double-majoring in Socio-Legal Studies and Cognitive Neuroscience; after graduating from DU she plans to attend law school with an emphasis on criminal law. She is committed to Immigration Justice and Women’s Rights and believes that one cannot work a job, raise a family, or develop a career without being educated and informed of his or her own community.

Her main focus as First Year Senator is to increase the involvement of students in the Class of 2016 and make strides to unite the Pioneer Class of 2016. She plans to embody respect, honesty, and integrity as a USG First Year Senator. Several goals of hers include proposing longer dining hall hours, extending the health and counseling center hours to 24 hours a day 7 days a week, and first and foremost addressing issues classmates want resolved and/or changed.
GLOBAL COMMUNITY-ENGAGED LEARNING: NEWS FROM BOSNIA

By: Ann Petrila, Ph.D., Graduate School of Social Work

Editor’s Note: Funding for this project was made possible by a CCESL Community-Engaged Mini Grant.

When pulling weeds by a beautiful rose bush at Centar za Slijepu I Slabovidnu djecu I omladinu, The Blind School for Children, it is easy to forget that this garden is in the middle of beautiful, complicated Sarajevo, Bosnia. It is one of the few quiet places in this vibrant city. Only when you look up and see the building destroyed by war are you reminded of what happened here. This building and many others remain as they were at the end of the three-year siege of Sarajevo. In the other direction is a view of the hills of the city providing the contrast between beauty and war that is apparent everywhere you go.

This school was the front line during the war and was heavily mined. Prior to that time these grounds were developed for the children who attend this residential school. Because of sight limitations, they need a predictable outside space for recreation and learning. When the school’s director, Mr. Damir Ovcina, reopened it after the war, the first step was removing the land mines. He is still trying to reclaim what he calls “the garden”. It is a garden in the traditional sense with roses, fruit trees and a large row of raspberries. There are stone paths threatening to be overrun by weeds and also areas being developed for recreation. There remains an old, huge weeping willow that provides some of the only available shade. Bosnian grass, produce and flowers are grown without any chemicals which result in the need for constant weeding. This, coupled with limited resources, has meant a slow reclaiming of the garden. On my first visit a few years ago, I thought that volunteers could help with this project which would directly impact this school. I was surprised to learn that volunteerism is a concept not completely integrated into Bosnian culture.

I teach a class in the Graduate School of Social Work entitled “The Social Work Response to Post-War Bosnia” which culminates in a two-week trip to Bosnia. Working in this garden seemed like a great fit for the service-learning component I wanted to build into the class. While I was trying to figure out a way to also do something longer lasting, the CCESL mini grants became available.

On a very hot June day, 9 DU social work students and 2 faculty members boarded the already-crowded tram for the trip to the school. Earlier we had talked about the experience that we were about to have. It would be really hot, the tram would be packed and the work in the garden could be hard and tedious. We talked about the reason for doing this and ended up discussing that our discomfort from the heat and the work would go away, yet those who live here will still be experiencing the over crowded sweltering trams and those at the school will still be trying to reclaim the garden for years. As one student said, “we need to go with an open heart and a willingness to work”.

We stashed our belongings in the shade and were ready to work under the supervision of the school’s official gardener who the school can afford to employ for just a few hours a week. He gave us decade-old tools and lots of instructions and our work began. At lunchtime, in typical Bosnian fashion, the school cook insisted on feeding us even though we had brought our own lunches. Out came homemade bread, stew, and fresh salad.

At the end of our day we could to see the progress that had been made. The stone paths that had been full of weeds were now weed free. One student said, “I’ve never spent a more important day outdoors”. Our supervisor gave us a rare thumbs up. For the rest of the summer a Project Bosnia student from DU spent half of his time working in the garden which I hope will happen every year.
MY EXPERIENCE AS A COMPACT SERVICE CORPS AMERICORPS MEMBER

By: Tyler Thompson, Public Achievement Team Lead

Editor’s Note: Beginning with this edition of the Public Good Newsletter, we will highlight Compact Service Corps AmeriCorps members. Members will describe their activities for their term of service and the impact of AmeriCorps membership on their public good work.

As a Public Achievement Team Lead last year, I learned my service would qualify for the Compact Service Corps AmeriCorps program. Being an AmeriCorps member allows you to serve in a variety of capacities for either a nonprofit or government entity. My term, serving at KIPP Denver Collegiate High School, met the requirements for the education focus area. By signing up for the Compact Service Corps program, I made a commitment to go above and beyond that of a standard volunteer by committing to a minimum of 300 hours and committing to additional service to meet my identified community need. As an example, with other Compact Service Corps members, I planned the first Public Achievement Summit that brought our high school participants to the DU campus. Students had lunch in a residence hall, received personalized tours of campus, attended presentations about how to pay for college and why consider college, and also participated in a celebration of their accomplishments in the PA program. In turn for this added value I provided as a member, I received multiple benefits. I received intensive training, mentorship and support as I developed the skills to be truly effective as a Team Lead. I was able to make an impact on the academic achievement, civic identity, and college readiness of the high school students with whom I worked. In addition, I feel proud to have participated in a national program dedicated to service with a strong alumni base across the country. I know that I am a part of a much larger movement working for social justice for all.

My experience as an AmeriCorps member last year really paid off as well. In addition to the incredible amount of training and support and opportunity to make an impact in the community, I am also now almost $1,500 closer to paying off my loans. Compact Service Corps membership comes with multiple perks, including the education award, but also an opportunity to access professional development funds, and to receive a percentage of the interest that accrues on student loans during your term of service to be paid.

The paperwork to remain a member in good standing for AmeriCorps over my year of service was not too complicated; I simply submitted a monthly reflection and work log. The monthly reflection and work log, though it seemed onerous at first, was a great way to reflect on my accomplishments as well as the challenges I faced during my term of service. It was also a good way to keep track of the monthly progress of both myself and my students and how we were both being effected by the service I did. Similarly, the work log was a useful tool to track the hours I served in my community.

What are my suggestions for students considering a term of service with Compact Service Corps? If you are committed to service, plan to carry out at least 300 hours, are interested in working in an AmeriCorps focus area, and are willing to commit to adding value to your community need and service site, then you should consider the program. You will receive practical training and support as you develop your skills and create change in your community, and of course you’ll receive an education award which can help with the expense of tuition and/or loans too! If you remain diligent in completing and submitting the monthly reflection on time every month, you will earn the full amount of your AmeriCorps education award. So, what are you waiting for? I know I’m signing up for a second term this year – I hope you’ll join me in this national movement!
CCESL MINI GRANT FUNDS SOCIAL RESEARCH IN MOZAMBIQUE

By: M. Dores Cruz, Ph.D., Assistant Professor, Department of Anthropology

Editor’s Note: Dr. Cruz received a CCESL Community-Engaged Learning Mini-Grant to support the work described here. Faculty can learn more about mini-grants here.

During summer 2012, Anthropology graduate students Carly Santoro and Jennifer Moon traveled to Mozambique to volunteer in a social project in Manjacaze (Southern Mozambique) run by the Missão Nossa Senhora de Africa, a small group of women dedicated to help the local community. In addition to housing orphans and abandoned children in their Casa de Acolhimento, they have a free kindergarten serving over 100 children, provide c.300 meals/day to impoverished school children, run a center for malnourished babies and their caretakers, provide food supplements to babies, often orphans in the care of elderly grandmothers, and support solitary older people. This pilot project and my continuous research on social construction of memory and comparative colonialism were sponsored by a CCESL Service Learning Mini-Grant, an Internationalization Grant and a Faculty Research Fund grant. Jennifer spent one month in Mozambique and Carly, who is working towards her MA thesis, four months. In addition to the student-oriented project, I continued my research on comparative colonialism, this year focusing mainly on development issues and increase neo-colonial attitudes in Mozambique.

Despite its rapid economic growth (with a GDP real growth rate of 8.3% in the last decade, with some years reaching the impressive rate of 8% and expected to be above 10% in the next few years), massive international aid (in 2007 international Aid to Mozambique totaled $92/ capita, only second to Rwanda and Namibia) and being hailed by the international community as a success story of development, rural poverty is increasing in Mozambique. Conditions of life have not changed since I first started doing research in the Manjacaze district in 2005. If anything, things seem to have worsened. Especially if comparing to the life styles of international expats and wealthy Mozambican political elites in Maputo. While it is true that a number of shopping malls have opened, SUVs and BMWs are not anymore driven by expats alone, Woolwords and other high-end stores are visited by Mozambicans and westerners alike, restaurants, cafés and bars show a healthy mix of costumers, the stories of people in rural areas continue to be harrowing. AIDS seems to be in the increase in the southern regions of the country, orphans are abandoned by families, fourteen years olds continue to give birth to malnourished babies and leaving school, elderly people are abandoned by family members seeking the Eldorado of the capital city, crops continue to fail and poverty is ever present. The rags to riches stories only happen to a few, well-connected, mostly urban individuals and even university-educated young people have difficulty in making ends meet.

As an anthropologist concerned with the duplicity of development policies and policy-makers, I undertook a pilot project to take students to Mozambique to learn first-hand about African cultural diversity. The goal was also to contact with the reality of rural Mozambique and contribute to the practical efforts of providing tangible services to rural populations.

Prior to our trip, Jennifer and Carly coordinated a fundraising effort aiming to contribute to the building a new Casa de Acolhimento. Since 2009, children with no family support have been living in a house made of reeds (the traditional, local building material) and with a thatched roof, cared by Mamã Amélia, a local woman who lives with the them 24 hours a day, cooks their meals, makes sure they attend school and take their medicines. Although the present house has good living conditions, it has been decaying at a rapid pace as it is the case of traditional houses.
Continued from page 10

The plan for a new house, made of cement, brick and with a metal roof, was born when it was clear that the current structure withstand the passage of time. Prior to our trip, Carly and Jennifer mobilized colleagues and acquaintances to contribute to the new building and the result of their efforts will be used in finishing the new house and help acquiring its furniture.

During their stay in Manjacaze, DU students interacted directly with a number of social projects and with the reality of rural life in Mozambique. But they had fun too and enjoyed a warm welcome from the children: Jennifer was particularly popular with her IPhone games (see picture), while Carly was showered with attention by her new friends who tried their hair-do skills on her! (see picture). During several weeks we undertook short trips throughout the district, talked to administration officers and members of local associations and organizations involved in development projects.

Jennifer noted about her trip: “I was in awe of the services provided by the Missão. Its social involvement in the village is a huge asset. (...) I was also struck by the role of women in society, especially in rural areas. Most women are consigned to more traditional roles of mother, keeper of the home and in charge of the family’s field. When attending group meetings where men were present, women sat on woven mats, regardless of age, while men sat in chairs. (...) I was able to experience a culture different from my own, and was able to become involved with a very special group who does amazing work. I loved meeting the children at Casa de Acolhimento. Being able to help them in some small way with the money that we raised was very fulfilling. (...) The opportunity to explore a country so different from my own was unforgettable.”

Carly has had the chance to develop a deeper interaction with people in Mozambique, particularly her contrasting experiences in Manjacaze and Maputo as she will remain in the country until mid-October. You can follow her insights and exploits in the blog http://mozambiquemarauders.posterous.com/.

My ultimate goal with this summer’s project was to create opportunities for students to understand the fallacies of “development work” and to understand its colonial undertones and attraction to so many that remind us closely of Kypling’s poem “Take up the White Man's burden/ --The savage wars of peace--/ Fill full the mouth of Famine/And bid the sickness cease.” The students’ comments and experiences seem to confirm and alert against the ahistorical and a cultural nature of development policies in Mozambique, making it an example of neocolonialism rather than a success story of neoliberalism. I trust that this summer’s experience can be developed and replicated in further years, contributing to the university’s internationalization and public good goals, as well as to a critical assessment of the development success story in Mozambique. The results of this sponsored research will result in: a) an Internationalization Lecture (November 12, 2012); a co-authored paper (Cruz and Santoro) for the 2013 American Anthropological Association conference and/or the 2013 African Studies Association conference; c) Santoro’s MA thesis; and d) my current writing on modern comparative colonialism and memory construction.
DU SERVICE & CHANGE (DUSC) STUDENT ORGANIZATION LAUNCHES!

By: Alicia Carter, DUSC Co-President & DU Senior

In the spring of 2012, three volunteer groups on campus (PEAK, Be the Change, and DU Volunteers) met to discuss ways to make service more important on the DU campus. These groups came to an agreement to merge together to create one organization. Their connections, ambitions, and members would be much more effective as a single entity.

This created DU Service & Change. The name says it all. DUSC’s goal is to create diverse volunteer opportunities that facilitate positive change for the greater public good. DU Service & Change is partnered with CCESL and is advised by Ryan J Hanschen, CCESL Program Coordinator.

To utilize the diverse service aspects of DU Service & Change, four separate committees leading different projects were established:

- Project Connect, led by Ashley Keeler, organizes donation drives and fundraisers throughout each quarter that promote awareness and support a specific cause. Currently, Project Connect is organizing a school supply drive to benefit local high schools and education programs.

- Project Depth, led by Mallie Miles, focuses on long-term committed service learning projects where DU students learn about and discuss public issues while exploring root causes and examining solutions. This fall, Project Depth is partnering with the Bridge Project, giving DU students an opportunity to tutor K-12 students in Denver’s Westwood community.

- Project Volunteer, led by Dahisy Cano, organizes one day service events that take place each quarter. University of Denver students, faculty, and staff can engage in a variety of volunteer activities throughout the Denver community.

- Project Action, led by Laura Mandler, holds ongoing volunteer opportunities in the community. Habitat for Humanity and the Food Bank of the Rockies are frequented community organizations.

Co-President Maria Ory considers DUSC to be a very important part of who she is at the University of Denver. She is proud to be able to build up such a great organization as she finishes her undergraduate degree. The meaning behind DUSC seems to have been something she has loved to do her whole life. Maria said, “Volunteering throughout Denver has really been an instrumental part in my college experience at DU and by being a part of DUSC and watching it grow this year, has been pretty amazing. I love that we have the ability to give students such a diverse and wide variety of volunteer and service projects.”

DU community, get ready, DUSC has big plans for the rest of the year and in years to come!
Further develop your approach to community-engaged teaching at the

ENGAGED FACULTY WORKSHOP

November 9th, 2012
9:00 am – 3:30 pm
Women’s College Garden Room

ADVANCING A CRITICAL SERVICE LEARNING PRACTICE:
LINKING SOCIAL JUSTICE AND COMMUNITY ENGAGEMENT

This workshop will explore a critical service learning framework and opportunities to strengthen community engagement practice through attention to social change. Participants will be introduced to strategies and examples for advancing service learning with social justice aims. Small group dialogue, consultations, and interactive activities will create space for participants to consider how they might utilize critical service learning in their approach to community engagement work. Seating is limited.

Register today at http://goo.gl/qs54Y

Workshop Presenter

Tania D. Mitchell, PhD

is Assistant Professor in the Department of Postsecondary Teaching and Learning (College of Education and Human Development, University of Minnesota). Her scholarship focuses on service learning as a critical pedagogy to explore civic identity, social justice, student learning and development, race and racism, and community practice. A recipient of the Early Career Research Award from the International Association for Research on Service Learning and Community Engagement, Mitchell is an Engaged Scholar with Campus Compact and serves on the advisory board of Diversity and Democracy, a publication of the American Association of Colleges and Universities. She has developed nationally recognized community engagement initiatives and academic programs.
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STOP BY TO SAY HELLO...
Monday – Friday
9:00am to 4:00pm
Dirscoll Student Center South
Suites 6, 18, and 22

DID YOU KNOW...

1. For the third time CCESL’s Public Achievement program has received a $1,000 grant to support student social justice projects from the State Farm Good Neighbor Student Achievement Grants program.

2. The National Service Learning Conference will be held right here in Denver on Marcy 13-15, 2013? CCESL is an Affiliate Sponsor for the event and we’d love to have a great showing at the conference. For more details and conference registration, visit http://servicelearningconference.org/2013/.

3. Are you teaching a service learning class during winter quarter? Could you use the assistance of a student with service learning experience? Then consider requesting a Service Learning Associate to assist you! For more information visit http://www.du.edu/ccesl/sla.html or contact CCESL Associate Director, Cara DiEnno cara.dienno@du.edu or at 303.871.2158.

STAFF UPDATES

CCESL Associate Director, Dr. Cara DiEnno, has been elected to a second term as a member on the Coordinating Committee of the Colorado Service Learning Council.

Ryan Hanschen, has been appointed to serve as a Commissioner on the Governor’s Commission on Community Service. For more information, contact Ryan at ryan.hanschen@du.edu.

DU STUDENT FOR CHANGE (DUSC) SCHOOL SUPPLY DRIVE

Now through Friday, October 19th, DUSC is now collecting gently used school supplies to benefit local high schools and education programs.

Donation boxes will be located at:
Halls, Jmac, Nelson
CCESL Office Driscoll South Suite 18
Jazzmans