

PUBLIC GOOD NEWSLETTER

Engaging campus and community for the public good

Summer 2012 – Issue 13

Editor: Iman Jodeh



University of Denver
Center for Community
Engagement &
Service Learning

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.

The summer issue of this newsletter offers an opportunity to reflect on the big picture of public good work on campus. As you will read, the 2011-2012 Academic Year (AY) saw students and faculty engaging with communities in important ways.

Outstanding faculty public good research was supported through the distribution of over \$100,000 in Public Good Funds. Funded projects (page 3) ranged in focus from homelessness and adoptive families to sustainability and open education topics.

Faculty members were also engaged in the classroom. From a first-year writing class (page 9) to a management class in the Knoebel School (page 4) and the Women's College (page 7), our colleagues offered innovative and rigorous opportunities for students to augment their academic experiences through service learning.

For many instructors', their service learning efforts were supported through the Service Learning Associate (SLA) Program. This program is designed to get students and faculty into working relationships to effectively support and utilize community-based partnerships in learning. See <http://www.du.edu/ccesl/sla.html> for more information—students can still apply to become an SLA for the 2012-2013 AY.

We were excited to see that service learning was highlighted in the brochure, "[The Value of DU Education](#)" sent to admitted students this year, reflecting the role that public good work plays in a DU education.

This year also saw the growth of our Service Initiative (page 5) and deepening of work in our Civic Development Initiative (pages 2 and 6).

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This summer, CCESL offices are hopping with activity as we finalize plans for the coming year with campus and community partners. Stay tuned for announcements about training opportunities (in service learning, community organizing) as well as community-building events (save the date for our Fall Open House on September 25th). In addition, CCESL is playing an active role in voter registration efforts on campus, which will kick into high gear in the coming weeks.

Enjoy the rest of summer...and thanks for all you do to engage with communities.

Best,
Anne

SAVE THE DATE:

CCESL OPEN HOUSE

September 25, 2012 4 – 6 pm
Suite 6, 18 & 22 Driscoll South

SAVE THE DATE:

COMMUNITY ORGANIZING TRAINING

October 5, 2012 8:30am – 5:30pm
Sturm Hall

PUBLIC ACHIEVEMENT PROJECT STORIES 2012

By: Cara DiEnno, CCESL Associate Director

The Public Achievement (PA) program had a fantastic year. We partnered with three Denver area high schools, South, Manual and KIPP Denver Collegiate to host PA in seven classes reaching over 150 students. At Manual High School, three DU coaches and one team lead worked with 12 students in the Student Leadership class. These students wanted to address drug use in their school as they were keenly aware of its impacts on graduation rates. Students held an event that featured raffle prizes, cake, and a banner for students to sign as well as an opportunity for students to express on video why they don't do drugs. By the end of the event, 55 short video clips were recorded, and approximately 75 students signed the banner, which read "Join the Movement: Keep Manual Drug Free." Students who were videoed expressed various reasons for not doing drugs, from the negative influence it had on siblings to their interest in staying healthy to participate in sports. Students' responses were frank, sincere, and diverse. The resulting short video compilation of these responses will be shown in the school next year.



At South High School, nine DU coaches and one team lead worked with two classes to address three issues: discrimination and peer judgment, recycling, and hunger and poverty. Students created awareness posters about peer judgment to hang in their school, used 'fun theory' to design enticing recycling bins and began to develop a relationship with the International Community Center (formally known as the African Community Center). As time ran a bit short for this group of students, they are looking forward to picking their projects up next year.

Finally, PA partnered with four classes at KIPP Denver Collegiate High School to address a number of issues. One of the groups developed a strong partnership with Freedom Service Dogs, hosting a number of events to raise awareness about the importance of the human-animal bond and raising money for their partner. A few groups focused on projects involving their school. One group recognized a need for school pride and school spirit and organized a hall decorating party, while another group focused on school beautification projects. These projects included creating a school garden, stenciling new trashcans with the KIPP mascot, and building and painting an 18 foot mural to be hung in the school gym. Another group focused on teen pregnancy, wanting to develop an awareness campaign to help their peers make informed decisions. They created a series of posters to be hung in the school and turned these into a slideshow to share with local organizations as well. Lastly, one of the groups wanted to address the issue of undocumented students, helping them to feel supported and to maintain hope in earning an education. This group put together an inspirational video and plans to share it with local organizations that work with immigrant students.



The PA program was so successful at KIPP that we've been asked to reach their entire 10th grade class and we'll be expanding to 6 classes next year. PA will also be a bona-fide course and will show up on students' transcripts. We are excited to be offering the program school-wide at KIPP and are also thrilled to be continuing our partnership with the two AVID (Advancement Via Individual Determination) courses at South High School next year.

To watch a slideshow about the PA projects this year or see any of the videos students created, visit <http://www.youtube.com/user/DUccesl>.

\$100,000 IN PUBLIC GOOD FUNDS DISTRIBUTED TO DU FACULTY

Supporting DU's vision to be a great private university dedicated to the public good, the Provost's Office makes \$100,000 available annually for community-engaged scholarship through the Public Good Fund.

Proposals to the Public Good Fund are reviewed by an interdisciplinary group of faculty from across campus. During AY 2011-2012, a competitive review process resulted in funding of 10 proposals.

Congratulations to the 2012-2013 awardees:

Name	Department/Division	Project Title
Kim Bender	Graduate School of Social Work	Preventing Victimization Among Homeless Youth
Neil Gowensmith	Graduate School of Professional Psychology	How Well Do Decision Markers Understand the Risk for Violence in Mentally Ill Individuals
Michele Hanna	Graduate School of Social Work	Residential Treatment and Adoption: The Adoptive Parent Perspective
Megan Kelly	University Writing Program	Cultivating Undergraduate Student Engagement in a Campus-Community Garden
Julie Laser	Graduate School of Social Work	Strengthening Networks of Refugee and Immigrant Service Providers
Lori Patton and Nicole Russell	Morgridge College of Education	Evaluating and Enhancing the Especially Me Program
Bruce Pennington	Psychology	Integrated Clinical Service for Underserved Children with Learning Disorders
Don McCubbrey	Daniels College of Business	International Internship in Support of Open Education Resources in Developing Economies
Mary Stansbury and Shimelis Assefa	Morgridge College of Education	Choosing Excellence: Let All Children Bloom
Eugene Walls	Graduate School of Social Work	Colorado Trans on Campus: Final Report and Dissemination

PUBLIC GOOD FUND RFP RELEASED FOR ACADEMIC YEAR 2012-2013

Through public good scholarship, higher education can play a pivotal role in the renewal of public life within communities. Public good happens when the university applies its knowledge and intellectual resources for the purpose of enhancing student learning, faculty research, social capital and community development.

To download the RFP, visit our website at <http://www.du.edu/ccesl/news/2012-2013pgrfp.html>

Want to learn more about the Public Good Fund and meet previous awardees? Please join us for our Open House on September 25th to talk with past awardees. In addition, an information session will be held on October 2nd from 4-5 pm in Driscoll South Room 18.

KNOEBEL HOSPITALITY STUDENTS MENTOR REFUGEES

By: Chris Chavez

Editors Note: This story was originally featured in DU Today. To view the article online, please visit <http://blogs.du.edu/today/news/knoebel-hospitality-students-mentor-refugees>. Thank you to DU Today for permission to reprint this article.

Many immigrants who come to the United States have a tough time finding employment because of language barriers and a lack of job skills. Cheri Young, associate professor in the University of Denver's Fritz Knoebel School of Hospitality Management, has incorporated service learning into the classroom by asking her students to mentor new immigrants on ways to bolster their job skills.

Students taking Young's Managing Human Capital in Hospitality course were asked to train and counsel 10 refugees looking for jobs in the hospitality industry. Young has established a relationship with Denver's African Community Center (ACC), which helps refugees who have fled to America after suffering persecution in their home countries. The Knoebel students worked directly with refugees through ACC's Commercial Food Safety and Service Training Program, a 90-hour course that provides hands-on education about food service sanitation, customer service and American work culture.



Hospitality students work with a mentee in the Knoebel School's on-campus coffee shop. Photo: Wayne Armstrong

"The opportunity for our hospitality management students to work with people from very diverse backgrounds is immense," Young says. "This innovative program allows our students to get real-world experience by acting as employment mentors to the ACC refugees. The hospitality industry often is a gateway to employment for those with limited English language skills or education. I want my students to learn that caring for your employees is the right thing to do and ultimately can increase the profitability of a business."

The students are mentoring new arrivals from Sri Lanka, Ethiopia, Somalia, South Sudan, Liberia, Congo and Bhutan/Nepal on job-hunting skills, interviewing techniques and the various skills needed to work in the food-service and hotel industries. The Knoebel students are learning management skills such as developing training programs and employee manuals and conducting job interviews. Two additional students from Knoebel also participated by researching best practices that can be used by potential employers when hiring immigrant employees.

"This is the first time in my life where the work I do isn't based on my own personal and professional development," says student Tanisha Cocetti. "It's all about Rabi [an ACC refugee participating in the service-learning project]. It's about what I can do to assist him on his path to success. My hope is to provide him with the skills necessary to create a life for himself. He has so much potential, and I'm so blessed to be able to be a part of his life."

The service-learning project concludes with a formal graduation May 23 in the Joy Burns Center. It is hoped that this mentorship/protégé relationship will continue beyond the end of the current school year. All 10 refugees have been placed in internships with various employers in the Denver area.

TREE PLANTING PROJECT AT BLUFF LAKE NATURE CENTER

By: Jenn Pohlad, DU Student

On Friday, April 27, CCESL took several DU students to the Bluff Lake Nature Center to plant 30 cottonwood trees along Sand Creek. CCESL's collaboration with The Park People made this project possible and allowed DU volunteers to have an impact.

As a student on the trip, I found the experience extremely informative and rewarding. When we arrived at Bluff Lake Nature Center, our park guide gave us background on the area. Bluff Lake Nature Center came about after Denver's Stapleton airport closed. The area used to be a "safe landing" space in case airplanes were not able to land on the runway. It was very exciting to see that a group of people could convert this area into a nature center and it felt good to know that we could plant trees to further the growing process.



While planting trees, we not only learned the necessary steps to do so (digging a hole the correct size, untying the burlap that holds the roots together, carefully covering the roots with top soil, and staking the tree to make sure it grows upright), but also had to work together as a team. As I have learned in both the Pioneer Leadership Program and the Daniels School of Business at DU, it is important to recognize your weaknesses (even more so than your strengths) when working with groups. By recognizing your weaknesses, you allow other people in your group to take control of those areas while you can do things that align with your strengths. By doing this and not trying to take over the whole project, the group can accomplish a larger goal and at a higher standard. Keeping this in mind, my two group members and I distributed the tree planting steps to best coincide with our strengths and weaknesses.

At the end of the day, it was very gratifying to see the difference that we made at Bluff Lake Nature Center in just a few hours. As college students, it's easy to lose sight of how we can make a big difference with community service with the limited time we have. However, this experience showed me what a big difference you can have in the community by just volunteering for a few hours on a Friday morning.

KEEP UP WITH CCESL USING SOCIAL MEDIA!

Want to know what CCESL has been up to lately? Check out our new [YouTube](#) page and revised [Facebook](#) site. Thanks to former Public Achievement Team Lead, Laura Morales, for helping CCESL really enter the digital age. You will find all new photo albums uploaded to our Facebook page and videos highlighting lots of exciting projects and programs from this past year on YouTube. Have a video or photo you'd like to share from your DU related community-engaged work? Send it to Iman at iman.jodeh@du.edu.

FACULTY IN THE NEWS



CCESL-connected faculty member Lynn Schofield Clark (Media, Film, & Journalism Studies) was featured in the *New York Times* discussing the issue of parental monitoring of children's technology use. Click [here](#) to read the full story in the *New York Times* online.

2012 PUKSTA PASSAGE HONORS GRADUATES AND CELEBRATES 10 YEARS

By: Ryan J Hanschen, CCESL Program Coordinator

The Puksta Scholars Program, a four-year, civic development program, offers undergraduate scholars support to integrate academics, community-based work, and career preparation with their personal values, interests, and skills. Grounded in a community organizing model, this intentionally diverse community helps students bridge curricular and co-curricular interests, skills, and passions to facilitate civic identity development.

In May, the annual Puksta Passage offered an opportunity to honor the graduating Puksta Scholars as well as mark the 10th anniversary of the Puksta Foundation. Thanks to the Puksta Foundation, more than 40 DU scholars have benefitted from participation in DU's Puksta Scholars Program.

The Puksta Passage featured reflections and words of wisdom from graduating senior scholars, Jennifer Armstrong, Taylor Rowe, and Felipe Vieyra.

In his reflections, Felipe noted: "I will be the first of my family to graduate from college and I wouldn't have been able to do it without the support of my family and the Puksta Scholar community."

The event also featured remarks from Provost Gregg Kvistad and Puksta Foundation Executive Director John Mulstay. Mulstay highlighted program data that demonstrate the impact that the Puksta Scholars Program has had at DU and in the region.

CCESL offers our sincere appreciation to the Puksta Foundation and Executive Director John Mulstay, for 10 years of dedication and generous support. CCESL also bids a fond farewell to the graduating seniors.

For more information on the DU Puksta Scholars Program, please visit <http://www.du.edu/ccesl/puksta.html>.



Provost Kvistad; Puksta Foundation Executive Director John Mulstay; Puksta Foundation Development Committee Director NiChel Meis; and Puksta Scholars Program Coordinator Ryan J Hanschen with the 2011-12 DU Puksta Scholars at Puksta Passage in May 2012.

DU DOCTORAL STUDENT RECEIVES EPA-STAR FELLOWSHIP FOR PUBLIC GOOD WORK

Gary LaVanchy, a doctoral student in Geography, was awarded an EPA – STAR fellowship (USA Environmental Protection Agency) to support his studies here at DU and his research in Nicaragua. The fellowship is worth \$42,000 each year for three years.

Gary first started his research under the guidance of Dr. Matthew Taylor, a CCESL PG Scholar, which helped get Gary into the field in Nicaragua several times and to write proposals based on preliminary findings. He is investigating arising conflicts over water in the coastal region using both social science methods and also physical science methods to model the aquifer and withdrawal and recharge. Results will be used, hopefully, by all parties to better manage water resources in the region.

WOMEN'S COLLEGE BRINGS SERVICE LEARNING TO INFORMATION TECHNOLOGY STUDIES

By: Laura Robinson, Lecturer & Program Chair, IT Studies

The University of Denver Women's College offers a bachelor's degree in Information Technology Studies. A key part of the program is for seniors to complete a capstone project for a local non-profit organization. Over the course of two quarters, students define and agree the scope of a project with staff members of the organization, and develop a detailed project plan to complete all aspects of the project. Since 2007, students have completed 12 projects, all of which reflect current trends in information technology, and strategic initiatives to help organizations determine the most viable options for using technology effectively.

Students learn how to work effectively with their "client" organizations, plan and manage teams of people, manage and resolve issues related to people / technology / scope of work, and track and report progress. With an emphasis on partnership, collaboration and communication, students have a significant and valuable opportunity to plan and complete a "real life" IT project accompanied by a classroom experience focused on effective project management.

Past projects have included:

- A cost-benefit analysis to help select tools for managing a web site, complete with an e-mail solution and integration with a database
- A web-based (cloud computing) database and reporting system to track scholarship students' progress through college
- A strategic analysis of options for web-based office management tools that would allow staff to work virtually
- A database system to allow prospective college students to find scholarships
- A database and reporting system to track client activities for grantors
- Re-designed web sites
- An inventory management system for a home-based gift basket business
- Requirements for a patient management system
- Analysis of software solutions for managing clients, and a recommendation for purchase

2012 – Special Olympics of Colorado, Denver Scholarship Foundation

2011 – The Gathering Place, ARC of Arapaho and Douglas Counties, Dominican Sisters

2010 – SafeHouse Denver

2009 – Audubon Society of Greater Denver

2008 – Immigration Law Center, Society for Creative Aging, University of Denver

2007 – Community Resource Center, Doctor's Care of Aurora

CONGRATULATIONS TO THE 2011-2012 CCESL PIONEER AWARD RECIPIENTS

CCESL recognizes the outstanding community-engaged work of faculty and students this year with six awards presented at a university-wide awards ceremony:

Public Good Student Award – Jennifer Armstrong

AmeriCorps Student of the Year – Jamie D'Angelo

Community Organizer of the Year – Laura Morales

Public Good Faculty of the Year – Associate Professor Bonnie Clark (Anthropology)

Service Learning Faculty of the Year – Associate Professor Lynn Schofield Clark (Media, Film and Journalism Studies)

Department of the Year – University Writing Program

SERVICE LEARNING IN THE FIRST-YEAR WRITING SEQUENCE

By: Elizabeth Drogin, Ph.D., Lecturer, Writing Program

Editor's Note: Dr. Drogin participated in CCESL's Service Learning Scholars Program in AY 2011-2012. Service Learning Scholars brought together 14 DU faculty members from across campus for a 2-day training on service learning. She received a Service Learning Mini-Grant to support the course described below. Currently, Dr. Drogin is working with two faculty pods to address service learning issues as they relate to the Writing Program and First Year Seminars.



This spring I taught my first community-based research course at DU – *Race, Class, & Gender in Schools and Sports* – in partnership with [America SCORES Denver](#), a local nonprofit that provides literacy and soccer programming to 320 low-income elementary school students in west Denver. As a WRIT 1133 class, the primary learning goals included introducing students to various research traditions,

disciplinary conventions, and rhetorical situations. Over the course of the quarter students completed three major writing projects targeting these learning outcomes, two of which directly served the needs of our community partner.

At the beginning of the quarter, students volunteered and acted as participant-observers at SCORES schools. Through these visits, students familiarized themselves with the SCORES program and generated research questions around course themes. Students then explored these questions by reviewing the scholarly literature, developing annotated bibliographies, and ultimately crafting formal literature reviews. Although many students found this assignment challenging, most became truly invested in answering questions that stemmed from their personal experiences and observations at SCORES schools. This project formed a useful course foundation, exposing students to the initial phases of academic research and providing context around relevant social issues.

“...WHILE MANY STUDENTS REPORTED THAT THE COMMUNITY PARTNERSHIP WAS THEIR FAVORITE ASPECT OF THE CLASS AND THAT IT MADE THEIR WRITING *FEEL REAL*, IT WAS MY FAVORITE ASPECT OF THE CLASS BECAUSE IT LED STUDENTS TO *HAVE FEELINGS ABOUT REAL ISSUES.*”

–DR. LIZ DROGIN



In the second major writing project, students learned about and conducted community-based qualitative research. Students interviewed SCORES parents to collect information about parental perceptions of program benefits and limitations. Before students went into the field to talk with parents, SCORES' Executive Director visited our class to discuss the importance of obtaining parental feedback for program assessment and fundraising purposes. This conversation contextualized students' research, enabling them to develop appropriate interview instruments, and it gave them a clear sense of audience and purpose, again heightening engagement with the project. Collectively, students conducted and transcribed

approximately sixty interviews, which we compiled and analyzed for SCORES and which the organization has already incorporated in grant applications.

The final writing project of the quarter asked students to develop outreach materials (e.g., blog posts, newsletter articles, etc.) to heighten awareness of SCORES' activities, enhance social media communications, and enable the organization's staff to allocate time and resources to other programmatic work. This assignment presented students with a new rhetorical situation and required them to consider the similarities and differences between researching and writing for academic and popular audiences. Students wrote about a variety of SCORES activities, including community projects undertaken by various SCORES schools, SCORES' invitation to the White House, and SCORES participants' performances at a National Poetry Slam.



Many students also wrote about the Jamboree, the culminating event of SCORES' spring season, which our class hosted on DU's playing fields. This community celebration and round-robin soccer tournament, generously sponsored by CCESL, was a highlight of the quarter, bringing together over sixty DU students and five-hundred community members. WRIT 1133 students set up the venue, served as team hosts, referees, and face painters, staffed book give-away and refreshment stations, cheered wildly for the SCORES teams, and chatted with parents and spectators about their DU and SCORES experiences. The DU men's varsity soccer team greeted and high-fived the SCORES participants as they arrived, adding to the excitement. And, each SCORES participant left with a goodie bag, including inspirational notes and messages written by DU students and pencils donated by DU's bookstore. My students felt proud to have orchestrated such a successful event and several immediately expressed interest in making next year's Jamboree bigger and better.

Hosting the Jamboree at DU, importantly, was not all soccer and smiles. This event also led students to think more deeply about the social inequalities that they had witnessed, researched, and discussed throughout the quarter. Comparing the fields, classrooms, and materials at SCORES schools to DU's resources and facilities (and often to their own primary and secondary schools) was disconcerting. Students considered why SCORES participants had never been to DU despite their proximity to campus. They wondered how SCORES students might possibly afford DU's tuition. They contemplated what it means to be a great private university dedicated to the public good. They asked how we can truly engage our local communities while remaining isolated and seemingly inaccessible. These questions matter. And, these questions emerged as direct result of our community partnership. So, in the end, while many students reported that the community partnership was their favorite aspect of the class and that it made their writing *feel real*, it was my favorite aspect of the class because it led students to *have feelings* about *real issues*.



CCESL MINI-GRANT RECIPIENTS CREATE SCORES SHORT FILM

Mini-grant awardee Elizabeth Drogin and her students that used the funds to host the 13th Annual Jamboree event for America SCROES Denver have also created a short film documenting the day.

Hundreds of local Denver youth came to the DU campus to play soccer and realize their motto "*Write. Play. Achieve.*" To view the video, please click [here](#).

FACULTY ALERT: WHY ACTIVITY INSIGHT MATTERS FOR CCESL

Imagine being asked how many service learning courses are offered at DU or how many scholarly products are produced with support from Public Good Funds. CCESL gets asked these things regularly – internally by colleagues and externally by funders. Unfortunately, we have lacked centralized information to answer such questions fully, which has a negative impact on our ability to advocate for community engaged work.

Well...what a difference a database could make!

This fall, the annual review season will see faculty navigating a new reporting system: Activity Insight. Activity Insight offers a new data management system to collect and store information about faculty professional activities – from presentations and performances to publications and course evaluations.

You might be wondering why a new faculty reporting system is important for advocating for community engaged work... we're so glad you asked! Thanks to our friends in the Office of Institutional Research and Analysis, we are delighted to report that Activity Insight will help us track the impact of CCESL-related activities in important ways.

In the hopes you share (or will soon share) our enthusiasm, here's a quick preview of ways that Activity Insight will collect information that will be of critical use to CCESL.

Teaching: Under Scheduled Teaching, you can choose to edit each of your courses. Within that edit function, you'll see a series of questions, including a few that get at service learning. This information will be invaluable in our efforts to monitor the scope of service learning at DU. To the right is a sneak peek!

Was there a community-engaged/service learning component to this course?

If yes, who was the community partner?

If yes, how many hours of service did each student complete? hours/student

If yes, how many individuals in the community were served?

Intellectual Contributions: For each new intellectual contribution (e.g., presentation, performance, publication, etc.), you can indicate if the work was supported by funds from CCESL and/or the Public Good Fund. It's true – just to the right!

Did this work result from internal support?

If yes, please indicate source

- Professional Research Opportunity Fund (PROF)
- Interdisciplinary Grant
- Creative Arts Materials Fund (CAMF)
- Public Good Grant (CCESL)
- Service Learning/Community-engaged teaching grant (CCESL)
- Inclusive Excellence grant

Why does clicking Public Good Grant matter? We know that many of the traditional markers of professional success (especially publications) may happen long past when grant final reports are submitted to CCESL. You might forget to tell us down the road that a Public Good Fund project that you completed in 2009 resulted in 3 publications last year. Without this information, we are limited in our ability to characterize the impact of the Public Good Fund at DU on faculty development. Well, good news: Activity Insight will track this so that we can better understand the impact of DU's investment in engaged scholarship.

OK, we know not everyone will share our enthusiasm about a new database in the abstract, but we hope you see how important Activity Insight will be in practice to helping CCESL understand community engagement at DU in order to improve opportunities for faculty development and support.

If you just have to get a jumpstart on reporting, it's easy: login to WebCentral and click on Faculty. On the left side, click on "Manage your activities". CCESL thanks you for clicking that button early and often!

For questions about Activity Insight, please contact Katie Schroeder (Survey and Evaluation Coordinator, Office of Institutional Research & Analysis) at (303) 871-2381.

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STOP BY TO SAY HELLO...

Monday – Friday
 9:00am to 4:00pm
 Driscoll Student Center South
 Suites 6, 18, and 22




ANNOUNCEMENTS


CCESL IS HIRING!

We are now accepting applications for the 2012-2013 Academic Year. Positions range from PA Coaches, Mentors, Front Desk Administration to Program Coordinators and Service Learning Associates. Please click [here](#) for a full list of available positions and how to apply!

DU EVENTS

For more information about each event, please click the flyer below.





Dr. Pernessa Seele Hosted
 by Project Wholeness of the Greater
 Denver Interfaith Initiative and
 the University of Denver
*Framing Critical Responses
 to the HIV/AIDS Pandemic
 in the African American
 Community*

Dr. Pernessa Seele
The Balm in Gilead, Inc.
Saturday, August 4


Public Talk (6:00 pm) and Reception (7:00 pm)
 University of Denver
 Morgridge College of Education
 1999 E. Evans Ave., Denver, CO 80208
Free and open to the public

To RSVP please register online at:
https://udenver.qualtrics.com/SE/781D=1V_4EVbZpsyaN0KG0

This event has been generously sponsored by:
 the Greater Denver Interfaith Initiative (GDI), the Metro Denver Pan-Hellenic
 Council, the University of Denver, the Hill School of Theology, Colorado Black
 Health Collaborative, Denver Health, Issue of Blood Outreach and Counseling
 Service, New Hope Baptist Church Health Ministry, Northeast Denver Islamic
 Center, Park Hill Seventh Day Adventist Church Health Ministry, Veterans of Hope

All questions about this event can be directed to Dr. Carroll Watkins All at 303-297-8010 ext. 104 or cwatkinsall-gdo@questoffice.net (Executive Director, Greater Denver Interfaith Initiative) or Johanna Leyba at 303-871-7461 or Johanna.Leyba@du.edu (Assistant Provost for Campus and Community Partnerships, University of Denver).

Social Justice Film Event for DU Students



**And Crown
 Thy Good:
 Varian Fry
 in Marseille**

LECTURE AND DOCUMENTARY FILM SCREENING
 BY FILMMAKER PIERRE SAUVAGE

Sunday, October 28, 2012 | 4:00 p.m.
 Infinity Park Event Center
 4400 E. Kentucky Ave. | Glendale, Colorado

Please contact cjs@du.edu for your **FREE** student tickets to this event by **October 15, 2012**

Award-winning filmmaker Pierre Sauvage will speak about and present his documentary work-in-progress, "And Crown Thy Good: Varian Fry in Marseilles," which will be released next year. Fry was a courageous American who set up an underground organization in France that rescued many Jews during WWII.