

PUBLIC GOOD NEWSLETTER

Engaging campus and community for the public good

Summer 2013 – Issue 17

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.

As June came to a close, we turned our collective CCESL attention to assessing our 2012-2013 work and planning for 2013-2014. As we develop our End of Year report (stay tuned for the full report, which we will make available on our website) and set benchmarks for the coming year, several themes stand out:

- **Innovation.** We have continued to innovate programs that support DU's commitment to community engagement. For example, we piloted a Science Shop and Public Good Associate programs this past year to offer students greater opportunities to do community-engaged scholarship with faculty mentors.
- **Impact.** With your help and patience with surveys, we have advanced our assessment of the impact of CCESL programs and DU's community-engaged practices.
- **Leadership.** CCESL-connected students, staff, and faculty continue to emerge as regional and national leaders in community engagement.

Next year will be an important year for DU in terms of assessing and documenting our community-engaged work. In the coming weeks, CCESL will kick off efforts to develop application for the **Carnegie Classification for Community Engagement**, which is an institutional, elective classification that depends on documentation of campus-wide commitment to community engagement both inside and outside the classroom.

DU received the prestigious Carnegie Classification Designation for Community Engagement in 2006. We will reapply during the 2013-2014 academic year. The announcement of the institutions that receive this Carnegie classification will be made in January 2015. This specific classification is an important academic designation for DU in demonstrating our intentional focus on community engagement for the public good.

INSIDE THIS ISSUE

Director's Note.....	1
Public Achievement Summit Celebrates Student Accomplishments	2
Three PA Students reflect on the Impact of the Public Achievement Conference	3
Colorado Coalition for Girls Annual Conference: DU Students Make a Difference.....	4
Religious Studies Grant Writing Course Partners Students with Local Non-Profits	5
Collaboration & Publication at DU Community Writing Center at Saint Francis	6
DU AmeriCorps Professional Development Scholarships Provide Additional Value Added	7
DUSC Volunteers Engage in 2013 Diversity Summit Day of Action	8
DU Clarion Highlights DUSC Involvement in Day of Action.....	9
CCESL Graduates First Science Shop Honors Project	10
DU AmeriCorps member spotlight	11
DUSC End of Year Recap	12
With Food and Justice for All: The Development of my Puksta Project.....	13
Up and Coming DU Social Justice Forum.....	14
CCESL Is Hiring	15
Public Good RFP Now Available.....	15

As CCESL prepares to take the lead in developing the Carnegie application, we will look forward to your help. Please stay tuned in the coming months for requests for information and assistance in documenting the breadth and depth of community-engaged work at DU.

In the meantime, happy summer and thank you for all you do to make DU a great private university dedicated to the public good.

SAVE THE DATE!
CCESL OPEN HOUSE
September 17, 2013

SAVE THE DATE!
COMMUNITY ORGANIZING INSTITUTE
October 11, 2013

PUBLIC ACHIEVEMENT SUMMIT CELEBRATES STUDENT ACCOMPLISHMENTS

By: Sean Davis, Public Achievement Coach



On April 25th, 2013, over 100 high school participants in the Public Achievement (PA) program packed their school buses and headed to DU to attend the annual PA Summit. Over the course of the school year, DU students work with students at South and Kipp High Schools to plan, create, and implement community outreach projects that address social justice issues they deem important in their community. To celebrate their achievements, CCESL holds an annual summit. This year, the summit included breakout sessions on relevant topics and personalized campus tours, as well as food, prizes, presentations and videos to celebrate their success.

This year, students could attend a session on 'Why Choose College' or another on 'Critical Thinking'. The 'Why Choose College' session explained how college allows for professional, personal, financial, and social growth and gives you options. It showed students that by attending college, they will be much more financially stable and will have far greater capabilities to pursue both their personal and professional goals. The second session, 'Critical Thinking' allowed students to express their personal identities through paint. Participants were able to paint a picture that showed the many facets that define them.

In addition to the sessions, PA coaches led personalized campus tours for participants. Instead of a general campus tour, coaches showed students places on campus that have defined their personal experience here, giving these future college students the chance to see a more accurate version of what a typical college life is like. As the morning session came to an end, students brought their pizza-filled plates outside to have lunch on Driscoll Green. Spring had finally sprung and campus was bustling. As DU students rushed to class, sold tickets for events, and blasted music on the quad, participants had a great opportunity to experience what college life is all about.



The afternoon session began with student project presentations. Each PA class presented the issue they chose to focus on and explained how they addressed it with their projects. As a PA coach myself, it was amazing to see what these scholars had accomplished. My goose bumps grew throughout the afternoon as the students cheered louder and louder for each other's projects.

The summit concluded with a photo slideshow that included pictures from throughout the year. While the young scholars cheered, screamed, laughed, and danced, I looked around and smiled. The students achieved a great deal this year and the summit served as a perfect way to celebrate and to show them the importance and rewards of working hard to effect positive change. Thank you so much to everyone involved and we cannot wait to do it all over again in the fall!



THREE PA STUDENTS REFLECT ON THE IMPACT OF THE PUBLIC ACHIEVEMENT CONFERENCE



“Until I attended the Public Achievement (PA) Conference in Denver, I never realized the value of empirical data in Civic Engagement and how beneficial it can be in coordinating successful PA projects. I know that often, coaches have great ideas for a PA project but they fail to thoroughly scope out their project and whether it was done in the past by another set of coaches. By examining past projects relevant to your own, I learned that I am able to gather resources and collect data that will essentially improve my project and amplify the magnitude of change. As one coach states, “Don’t walk into the classroom blind! Read what others before you have done.””

“One of the biggest lessons I learned from the conference was my main role as a PA Coach: to develop students as socially-conscious individuals. Moreover, I learned that it is not my job to have my students conform to my beliefs or teach them between right and wrong, but instead equip them the skills and knowledge to be consciously aware of their environment and the social injustices that exist. For example, one coach from Kentucky had issues with his students about racism. Because these students had inherited their bigot behavior from their parents, the PA Coach stated that it was not his job to force his beliefs on behalf of the students; instead, the coach said it was his job to have the students critically think how their racist attitudes might inhibit them in life and make them question their preconceived ideals. As I reflect, I am deeply appreciative that I was able to attend the PA Conference. The conference made me realize that Public Achievement is a potent tool in bringing forth change to various social landscapes, and that it is my job to make sure that change continues.”

- ARIMUS WELLS, PA COACH



“The conference was a nice culmination of my PA experience over the past year. After being wrapped up in completing projects for the last few months, I got to reflect on the principles of PA and remember what had inspired me to do this in the first place. I heard from coaches from different states who had been involved in PA for different amounts of time and what their experiences had been like. Bianca, a coach from Kentucky, reminded us to allow ourselves to be open to different people from different places with different backgrounds, a lesson that applies not only in the classroom but in daily life as well. She went on to say that it’s good to reflect on how you feel about others and why and more importantly that you can change your opinions or you can leave them as they are. I also learned that I should not try to impose my views on students, which is something I caught myself doing sometimes when I urged my students to recognize the importance of volunteering and to be more passionate about their projects. Bianca pointed out that PA is based on respect for young people and learning to respect those who are different than us, something that I will remember as I continue my work as a student and an involved citizen.”

“I’m really glad I got to attend the PA conference. It was useful to reflect on my experience as a coach, as well as hearing how other coaches had struggled and succeeded in their endeavors. It also reminded me that PA was outside of the high school I worked at in Denver, outside of Colorado, it was starting to take root internationally. After that, I really admired Harry Boyte, the creator of PA, who fortunately was able to attend the conference. He symbolized what PA truly means: to have a meaningful impact as a global citizen in the interest of making the world a better place.”

- BELLA PECCOLO, PA COACH



“Going to the PA pre-conference was a breath of fresh air. It was reassuring to see adults and students on the same page wanting to make PA a great experience for students. It was interesting to hear how other PA programs work in their schools. The entire group shared different solutions to common problems and it was awesome to see the creativity happening behind the scenes. After the conference I was reminded why I’m in PA, to provide the students with opportunities for growth as an individual.”

- NEDA KIKHIA, PA COACH

COLORADO COALITION FOR GIRLS ANNUAL CONFERENCE: DU STUDENTS MAKE A DIFFERENCE

By: Lisa Pasko, PhD, and Hava Gordon, PhD, Department of Sociology and Criminology

Beginning in 1995, the Colorado Coalition for Girls (CCFG) has endeavored to keep girls and their issues relevant and important in Colorado. The primary role of CCFG remains advocacy, networking, cross promotion of events, education, and information sharing. Since 2007, CCFG has provided the community with a conference that highlights these goals and issues. Held at the Pepsi Center last fall, the 6th Annual Colorado Conference on Girls: Voices to Action was centered on the issues facing girls and young women and on creating effective responses. As part of Prof. Hava Gordon's FSEM: Youth Cultures: Inequalities, Resistance, and Empowerment service-learning course, DU students were essential in making the conference happen.

By generating themes they felt were important in contemporary girlhood, searching out and contacting community organizations from around the state who could address such themes, and organizing panels and presenters, students in Prof. Gordon's course also volunteered at registration on the day of the conference, attended sessions, and moderated the panels they organized. In addition, students created and actively ran two sessions: Slam Poetry: Girls Speak Out! and The Representation of Girls in Reality Television: A Critical Examination, both of which reached maximum capacity in their attendance.

Working with slam poetry group, Denver Minor Disturbance, the Slam Poetry: Girls Speak Out! session showed attendees how slam poetry provides and expresses great and creative poetry to the community and can be used as a way to make individuals develop and grow holistically. The session showed girls how slam poetry can release their inner thoughts and help them face challenges in life to better the world around them. The session concluded with several performances. One attendee of the session commented, "I love it when a conference opens my eyes up to something and entertains me. A+!"

The Representation of Girls in Reality Television: A Critical Examination examined the body image, behavior, and representation of young women and girls in the media. In particular, the session took a critical look at how reality television constructs girlhood and how such constructions impact the way young women view their identities, their relationships and sexuality, and their bodies. The presentation concluded with a discussion centering on the question, "Do media change the way society perceives young women and girls and how they, in turn, perceive themselves?" The impact of this session could be summarized in one attendee's comments: "I will never look at reality TV the same way again."

Other sessions Prof. Gordon's students organized included a panel of homeless youth from Urban Peak who spoke about myths concerning homeless youth, while discussing their personal experiences of becoming homeless and of enduring sexual harassment and exploitation on the streets. Filled to beyond capacity, this panel received the highest evaluation remarks to date in all of CCFG conference history. One attendee commented, "I did not expect to be brought to tears today, and yet over and over again, I find myself moved as well as thoroughly educated about issues facing girls I never knew they faced." Other panels focused on female adolescent delinquency, girls' sexual health, the "truth" about sexual harassment and assault, and immigration issues facing young women.

In April 2013, the Colorado Coalition for Girls (CCFG) finished their evaluation of the conference and concluded that the 2012 Colorado Conference on Girls was their best conference to date. In all, 250 people attended from 35 different community and government organizations from across the state. The conference was also the best-attended by girls and young women from Colorado, with 15% of attendees under the age of 18. Lisa Pasko, Associate Professor in the Department of Sociology and Criminology and CCFG Chair, said "CCFG's annual conference is essential in keeping a conversation going in Colorado about issues facing girls. Without the financial support offered by CCESL and without the hard work and diligence by Prof. Gordon's students, the wide-ranging impact this year's conference made would not have been possible."

RELIGIOUS STUDIES GRANT WRITING COURSE PARTNERS STUDENTS WITH LOCAL NON-PROFITS

By: Andrea Stanton, PhD, Department of Religious Studies



The DU Department of Religious Studies places great importance on the value of service learning and community engagement courses, requiring all Religious Studies majors to complete at least one service learning course. While our other Departmental service learning courses focus more on religious traditions and faith communities, in Spring 2013 we pioneered a new course, Grant Writing as Research and Community Engagement, which focused on the intellectual, communications, and problem-solving skills that Religious Studies students acquire through our courses, and how these might transfer in a professional, non-profit environment. Students in the course first familiarized

themselves with the legal concepts of not-for-profit corporations – including reviewing IRS documents and filling out an application for 501(c)(3) status. Course assignments included a mixture of scholarly articles, legal texts, and professional guides on researching and writing grant proposals for non-profit and community organizations, as well as for academic research. The heart of the course focused on assessing partner organizations' current support needs, whether in-kind or financial, researching potential funding or other support sources for those organizations, and drafting and refining a funding proposal, with help from the DU Writing Center. Students in this course partnered with six local, Denver-area non-profit organizations:

Abrahamic Initiative, which works through various programming initiatives (talks at local universities, building days with Habitat for Humanity, etc.) to “foster mutual understanding and appreciation among Abrahamic faith traditions.”

Harvest Mountain Farm Gardens, which operates two community gardens in Jefferson County and plans to expand its focus on agricultural education to local high schools.

Senior Support Services, which operates a day shelter for low income and homeless seniors, providing counseling and case management support to help these seniors obtain medical and other benefits and find or retain affordable housing.

Street's Hope, which provides housing, education opportunities, job training, and counseling for women leaving the sex trade industry.

Women for Women Knitting for Peace, which connects knitting groups around the country as “Peace Pods” whose members knit items for children and mothers in conflict and post-conflict areas around the world.

Young Philanthropists Foundation, which empowers students through philanthropy – organizing penny harvests for elementary students, and engaging older students through a six-month servant leadership program.

These organizations varied in size and scope, as well as in having an all-volunteer or professional staff. What they shared was a willingness to work collaboratively with a DU student in identifying a funding need – whether for ongoing support or specific programming - researching the best approach to meeting that need (private foundation, government organization, or crowd funding), and supporting the student as s/he drafted a grant proposal.

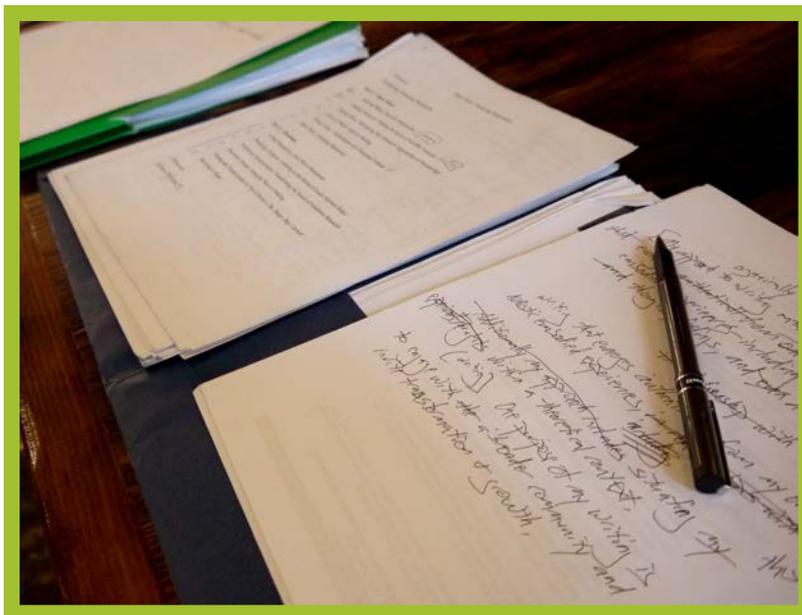
At the close of the course, a survey of partner organizations indicated that they would all either likely or definitely partner with DU students again in a future iteration of this course. Such a positive response attests to the high level of professionalism, compassion, and commitment that students brought to their placements and to their work throughout the course – as well as to the meaningful service they provided.

COLLABORATION & PUBLICATION AT DU COMMUNITY WRITING CENTER AT SAINT FRANCIS

By: John Tiedemann, Writing Program and John Kelly

The May 2013 issue of *Transnational Literature* features an essay titled “Creating Ceremony: Healing the Spirit of Suicidal Veterans,” by John Farrell Kelly. Based in Flinders University in Australia, *Transnational Literature* is a scholarly journal; however, John Kelly is not a conventional scholar. A veteran himself, disabled, homeless and living in Denver, Kelly is an independent scholar and a community activist, unaffiliated with any university. His work is grounded both in personal, embodied experience and in his wide and deep reading in feminist theory, postcolonial theory, poetry, and fiction.

“Creating Ceremony” weaves the experiential and the theoretical together in the literary form of memoir. Amidst epigraphs from the theorists and artists with whom he is in dialogue, the essay recounts the experiences of trauma that led Kelly to be diagnosed with atypical psychosis, the time he spent in military and civilian hospitals, and the process through which he created his own practice of spiritual healing. The essay is part of a larger, book-length project that Kelly has been writing, in which he argues for an alternative understanding of trauma and healing, one that differs dramatically from the dominant norm.



For the past year, Kelly has been working on his writing with John Tiedemann and Lindsey Drager at the DU Community Writing Center at Saint Francis. Drager is a Ph.D. candidate in English; Tiedemann, who teaches in the University Writing Program, cofounded the Community Writing Center (CWC) in 2008 with fellow Writing Program faculty Eliana Schonberg (Director of the University Writing Center) and Geoffrey Bateman (now at Regis University). The CWC is located at two partner sites, the Saint Francis Center and The Gathering Place, both daytime shelters for the homeless.

Much like the on-campus Writing Center, the CWC works collaboratively with writers on any and all aspects of their writing. “John and Lindsey’s presence at the Saint Francis Center signifies something important to me,” Kelly remarks: “They create a window into relationship and the potential for me to engage in dialogue with an academic community.” Kelly has shared drafts of several book chapters, including “Creating Ceremony,” with Drager and Tiedemann. Together, they’ve explored the ideas at the heart of Kelly’s evolving project, teased out connections between it and other schools of thought, and discussed how to shape Kelly’s writing to appeal most effectively to his audience of scholars, practitioners, and members of the community more broadly.

“Creating Ceremony,” then, nicely represents both John Farrell Kelly’s approach to writing and the approach taken by the Community Writing Center. “My writing,” Kelly says, “emerges organically from holistic, embodied experiences — including thoughts, feelings, and even dreams. One purpose of my writing is to engage with a broader community and to invite transformation and growth.” Likewise the DU Community Writing Center aims to create change by engaging directly and collaboratively with the Denver community and its writers.

You can read “Creating Ceremony” on the *Transnational Literature* [website](#).

DU AMERICORPS PROFESSIONAL DEVELOPMENT SCHOLARSHIPS PROVIDE ADDITIONAL VALUE ADDED

By: Ryan Hanschen, CCEESL Program Coordinator

In Winter quarter 2013, the DU AmeriCorps program announced the availability of Professional Development Scholarships for current AmeriCorps Members. Designed to support member identified trainings, conferences, and other events that increase the skills needed to better serve our communities, these Professional Development Scholarships also supplement the \$250 in available scholarships available to DU AmeriCorps Members through the Compact Service Corps Careers in the Common Good scholarship fund.

DU AmeriCorps Members have leveraged these Professional Development Scholarships in diverse and strategic ways. One example is AmeriCorps Member Sara Farmer who reported that “because I am teaching English Language Learners (ELL) and Denver Public School’s Framework for Effective Teaching suggests that teachers of ELLs be knowledgeable in the first language of their students, I wanted to learn the language of an underrepresented group in my classroom; Vietnamese students and families. By utilizing Rosetta Stone (Vietnamese) Instructional Software for Language, I have acquired Vietnamese conversational language and writing skills to communicate with the parents of my Vietnamese students. Most importantly, I will use the skill of Vietnamese language to communicate with the parents of Vietnamese students within my classroom to describe their progress and achievements during conferences. By showing Vietnamese members of our community that a teacher was excited and willing to learn about their language creates a connection formed from value and respect.”

Another example is provided by AmeriCorps Member Nichola James who writes that “at the Human-Animal Interaction Conference, I had the opportunity to hear several of the leading professionals in the field of animal-assisted therapy (AAT) and human-animal interactions (HAI) speak about current research, new findings, and leading techniques in the field. Because my service project is centered on providing therapy to students in a school context, I have already been able to incorporate the new ATT techniques I learned at the conference into my service project and effectively address the needs of clients while also keeping the needs of the animals in mind.”

DU AmeriCorps Professional Development Scholarships support Members to continue bringing additional value added to their service sites by increasing the skills, available strategies, and training of participating students.

DU AmeriCorps Professional Development Scholarships are currently being accepted on a rolling basis. For details, please visit the DU AmeriCorps [website](#).

SAVE THE DATE!
COMMUNITY ORGANIZING INSTITUTE
October 11th 2013
Featuring Key Note Speaker & Facilitator Jesus Torres

Stay tuned for more information!

DUSC VOLUNTEERS ENGAGE IN 2013 DIVERSITY SUMMIT DAY OF ACTION

By: Alicia Carter, DUSC Co-President

On May 11, 2013, 250 Munroe Elementary students and family members joined DU Service & Change (DUSC) and the Center for Multicultural Excellence (CME) for the 2013 Diversity Summit Day of Action. This event was designed to make college a definite part of their student's futures and a more attainable goal in their eyes and their parent's eyes.

DUSC and CME members worked hard for months before the day to make it successful. They focused on getting volunteer participation from many DU students, faculty, staff, and even alumni. Katrina Yoshida, a CME Fellow, said, "there has never been anything like this on campus where so many different groups have come together to help others! It's monumental."



DU Service & Change led volunteer recruitment as well as orientations to get all volunteers acquainted with the structure of the day and to recognize how important they will be! The DU community came together to welcome excited students and parents as they filed off the bus. They were greeted with signs and cheers, and the students and parents smiled as they walked into the auditorium to begin, what would hopefully be a very important day in their lives. Planning the Day of Action kind of became the primary focus this spring quarter. It was long nights, lots of meetings, some stress, and a lot of excitement, but when all those children and their parents filled the Davis Auditorium and Julio Alas, a Munroe Elementary kindergarten teacher, asked 'College?' and they responded, or rather screamed, "FOR CERTAIN!" I definitely teared up a little bit. We really changed people's lives, and this will always be the greatest thing I have done in my four years at the University of Denver. I feel blessed to have been a part of it.

The day consisted of demonstrations from different DU departments, groups, and athletic teams. The Women's Basketball team taught students about the importance of stretching and focus, not only on the court, but in the classroom too! After rotating through different demonstrations the students played and ate lunch with volunteers on Driscoll Green while the parents attended financial aid and scholarship presentations. In an interview, one of the parents said, "After today, I feel college is possible." DUSC volunteer, Caitlin Mendenhall, told us of a special moment that happened with a young girl in her group that day while listening to the final closing words. The young girl leaned over and whispered to Caitlin, "I think I want to go to college." Caitlin asked us, "Wasn't that the whole point of the day? We did it!"

CCESL OPEN HOUSE

JOIN CCESL FOR OUR ANNUAL OPEN HOUSE ON

Tuesday, September 17th, 2013

4:00pm – 6:00pm

Driscoll Suites 6, 18, 22

DU CLARION HIGHLIGHTS DUSC INVOLVEMENT IN DAY OF ACTION

By: Carolyn Neff, Clarion Reporter

Editor's Note: This article was originally published in the DU Clarion on May 14, 2013

This past Saturday, May 11, DU Service and Change (DUSC), the Diversity Summit, the Center for Community Engagement and Service Learning (CCESL) and the Center for Multicultural Excellence (CME) brought 300 Munroe Elementary school students, parents and faculty to the DU campus. The "Day of Action" was a collaborative effort to promote the achievable goal of college for these families.

According to Alicia Carter, a third-year DU student from California studying International Studies and co-President of DUSC, the idea of the day was to show these students that college is an opportunity in their futures. This was achieved through various departmental presentations including poetry writing, a trip around the world, and exploring the brain a campus tour and information sessions on financial aid.

"For the past few months Munroe Elementary School has practiced a call and response cheer in order to stir excitement about college," said Carter. "Munroe teachers, principals, and other staff would ask the students 'College?' and they would yell back, 'for certain.'"

The day was organized by numerous student and campus organizations that spent "countless" hours marketing and recruiting volunteers. Current DU students, faculty and staff and alumni volunteered their time.

According to Maria Ory, a senior majoring in International Studies and also a co-President of DUSC, it was the volunteers that really brought the day together.

The volunteers were organized into groups of 15-20 Munroe students and parents, with whom they participated in tours, discussions and presentations about college.

"The 100 plus volunteers were amazing and engaged the kids and their parents, taught them about college and helped these children visualize their bright futures in education," said Ory.

"For so many of these students college was a very far away unattainable idea, but after Day of Action, I believe we ... succeeded in making it not only a possible part of their future, but motivated them to do what it takes to get there," said Carter.

Both Carter and Ory said that once they heard the "College? For Certain." call and response cheer echo through Davis auditorium, they had "goose-bumps" and their "hearts were completely full."

"Many of these children may look back on May 11, 2013 as a point in their lives where everything changed," said Carter. "I knew we were changing people's lives, and I have the assurance that these kids would someday attend college."

Ory said that Day of Action was a "huge success" and "could not have gone better."

This sense of achievement was reinforced during the volunteer reflection session at the end of the day. For example, Caitlin Mendenhall, a group guide for Day of Action, mentioned that one of her second grade student's whispered in her ear "I think I want to be in college."

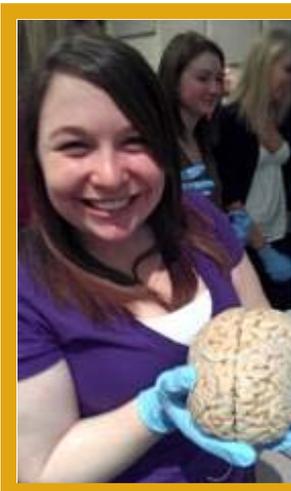
Carter said that many other remarks such as "I never want this day to end" and "when can I come back?" were heard throughout the day.

Both DU and Munroe are hoping to make Day of Action a tradition. Some DUSC members have even been discussing bringing other schools in the Denver area to DU.

"To be a part of all this is more than I could have ever asked for in my experience at DU this year," said Carter.

CCESL'S FIRST SCIENCE SHOP PROJECT

By: Amber Morse, Psychology Honors Student



My time at DU has been defined by experiences in the classroom and the community. Fortunately, these experiences have fused together throughout my four years. During my first quarter at DU, I was able to be a part of a community-engaged course where my passion for understanding the complexities of violence against women took root. For my senior honors thesis, I was able to work with Project PAVE in Denver to help understand the treatment being provided to youth experiencing violence in their homes.

My senior thesis examined whether the location of treatment, either in school or in a clinic, or victimization history affects youth's pre-to post-treatment distress symptoms. Participants, who were actively involved with Project PAVE, included 59 youth who had witnessed intimate partner abuse (IPA), 19 who had experienced child abuse, and 12 who had experienced dual exposure (both witnessing IPA and experiencing child abuse). Youth received treatment within their school or through the clinic where counselors evaluated the youth's distress symptoms and determined

how many treatment sessions and type of treatment would be best. Location of treatment did not affect pre-to post-treatment distress symptoms. Interestingly, there was a marginal interaction between location and victimization history suggesting that youth experiencing dual exposure have greater change in distress symptoms from pre-to post-treatment if treated in a school environment compared to youth with a single victimization.

Working with a community partner to complete my senior thesis was a privilege through which I learned important skills such as how to maintain a working relationship with a community partner and critical thinking skills. Being a part of a learning process that does not involve books or exams and instead helping a community organization made a difference in my critical thinking skills. I was able to practice this skill in a real-world context, which made all the difference in my learning. Community-engagement courses have been a part of my experience at DU and changed the student I was. I have been able to understand and develop my passions as well as change the way I think about our community. Without these courses, my time at DU would not have been the same and I would not have been the student I was.

2013 Pedagogy of Privilege Conference

August 5th & 6th | University of Denver

Keynote Speakers



Dean Spade, JD
Seattle University & Founder of Sylvia Rivera Law Project



Alexis Pauline Gumbs, PhD
Brilliance Remastered, Mobile Homecoming Project, & Eternal Summer of the Black Feminist Mind



Eddie Moore, Jr., PhD
Director of Diversity with the Brooklyn Friends School and founder of the White Privilege Conference



For more information and registration visit the website at http://portfolio.du.edu/pedagogy_of_privilege or email privilege.conference@du.edu

DU AMERICORPS MEMBER SPOTLIGHT

MacKenzie Burdic, AmeriCorps Member; Focus Area: Education; Placement Site: Public Achievement Program

By: LeeAnn Rohm, AmeriCorps Coordinator



We are honored to present MacKenzie Burdic as the Summer AmeriCorps Spotlight Member. MacKenzie serves as a Compact Service Corps AmeriCorps Member within the education focus area through the Public Achievement program at DU and is a graduate student at DU's Korbel School of International Studies.

Public Achievement is a program that aims to create a positive school culture, while increasing academic achievement and engagement in the classroom. DU student coaches are linked with a group of K-12 students from a partner Denver Public School. After training, coaches facilitate a year-long project that includes working with students to collectively identify community issues, build relationship, develop research-based community action plans, and implementing a service-learning project that addresses the identified issue. As MacKenzie aspires to end social injustices and inequity, the Public Achievement program works to organize a younger generation of activists who aim to do the same.

"Being a part of AmeriCorps, you become a part of a community centered on action" she says. MacKenzie serves as a leader, mentor, and role-model for the students and undergraduates with whom she interacts with. She not only believes in engaging herself in processes of social innovation and change, but she aims to instill this in others.

MacKenzie goes on to say, "What I specifically do with Public Achievement is work with students who identify injustices in their community and for the remainder of the school year troubleshoot how to navigate effecting change in that realm. The process of community organizing, project development and implementation are all steps we study and develop in graduate classes pertaining to grassroots, community based initiatives all over the world."

MacKenzie brings great value to the Public Achievement program, and furthermore the Denver community. Working with over six different PA coaches, MacKenzie has been able to share her knowledge and experiences related to community intervention and organization. "Being a part of six different class periods all effecting change in six different justice arenas provided me with more insight as to what the identification process looks like, what collective self-interest means, how contextualized and unique action plans necessarily are and most importantly how any one working towards a goal of social change can empower themselves and their peers to do the same."

MacKenzie hopes to pursue her goals of working in conflict mediation upon graduation. MacKenzie shares, "The framework of community organizing resonates greatly in a field like this. In order to begin to navigate the way into effecting change, especially in highly charged and risky contexts, culture, religion, politics, economics, norms and practices and so much more all must be identified. Moreover, this identification process doesn't work without communities, local participation; local demand is what will allow the change to take place." As MacKenzie eloquently states, "it is a horizontal, rather than vertical approach."

MacKenzie expresses that her time in the CSC AmeriCorps program has been highly influential in solidifying her future career choices. "Not only have I honed skills rooted in service learning, I am more inspired than ever to continue pursuing my dreams of effecting change in social injustice." As MacKenzie continues to contribute to the programming at CCESL, she and a colleague will be hosting a four-part summer series of professional development seminars on campus. Students will be introduced to basic professional conduct, communication, and responsibilities. Students will gain the skills needed to become a successful young professional. For more information or any questions, feel free to contact MacKenzie at mlburdic@gmail.com.

DU SERVICE & CHANGE END OF YEAR RECAP

By: Maria Ory, DUSC Co-President

It's amazing how fast this year has gone by – looking back at DU Service & Change's (DUSC) first meeting of the school year as a new student organization on campus and to see how far we have come in 10 short months is incredible. With our inaugural year under our belts, DUSC only has room to grow, prosper, and continue to reach out to students and engage them in community service projects.

As the end of the year quickly approached after our first annual Day of Action, it was only natural to reflect on this past year and the events, projects, and meetings that DUSC was a part of. With an enormous amount of help from CCESL and other contributing organizations such as Undergraduate Student Government and the Center for Multicultural Excellence, DUSC was able to contribute upwards of 1,097 hours of direct community service as well as engage approximately 221 student volunteers during 2012-13. The DUSC board also played an integral part in the growth of this student-lead organization, with 12 board members and numerous other participants. The board was in charge of implementing and planning various service projects as well as keeping in contact with our members and spreading the word.

During spring quarter, DUSC was primarily focused on our first annual Day of Action. Partnering with the Diversity Summit and the Center for Multicultural Excellence, Day of Action brought around 250 Munroe Elementary students and their families to DU for a day filled with exciting workshops, information for parents, and other fun activities, to show these elementary-age students that college is possible and what it looks like. DUSC additionally took volunteers to the Ronald McDonald House to cook and serve breakfast and dinner to families, hosted a fundraiser at a DUPB film to raise money for Munroe Elementary School, as well as promote the expansion of DUSC on campus.

As DUSC continues to develop and thrive, we are excited for the upcoming school year and what it will bring. This has been an incredible first year for DUSC and we are excited to see what the future holds.



WITH FOOD AND JUSTICE FOR ALL: THE DEVELOPMENT OF MY PUKSTA PROJECT

By: Nyabweza Itaagi, Third Year Puksta Scholar



The beginning of my journey as a Puksta Scholar was a bit different than that of most other scholars. Not only was I first accepted into the program as a third-year DU student, but also I was aboard the entire fall quarter as I spent the fall studying international health and development in Senegal, West Africa.

In the first half of the program, I took classes at a local research center taught in French by Senegalese professors. The classes focused on addressing the various issues of development in the country, in addition to celebrating the country's significant achievements within various sectors of development. Food was a common underlying theme throughout much of the discussions in my classes. Much of the food bought and sold throughout the country is imported from throughout the world. The practically desert-like climate of Senegal makes it very difficult to grow any crops that require tropical and fertile environments. Furthermore, the imported

food products are sold at higher prices that are unaffordable for much of the population. The most expensive items tend to be those that are the healthiest, like fruits and vegetables, while rice is one of the least expensive.

I spent the second half of the program in Nioro Alassane Tall, a small agricultural village just a few miles north of the national border with Gambia. I lived with a new host family that consisted of close to 50 people with all of the extended family in one compound. This was my first experience living an agricultural lifestyle and I was amazed to see that nearly everything that the members of the family did was in order to prepare food for everyone to eat. Peanuts and watermelon were the only crops they produced during the harvest season and the rural location made it difficult for them to access other foods. In the village, there were rarely any fruits or vegetables. Had they been present, the cost would have undoubtedly been too high for most of the families to purchase in abundance.

My time spent in Nioro was absolutely phenomenal. I experienced some of the most challenging moments of my life but I also felt the happiest. The exposure I had to the impact of literal food deserts stayed with me upon my reentry into the U.S. I realized even more the necessity for healthy and organic food to be available to all people, regardless of their income.

This summer I am interning at the GrowHaus as the co-coordinator for their high school Seed2Seed program. Participants in Seed2Seed learn about nutrition and how to grow their own food, explore issues of food justice and gain valuable leadership and entrepreneurial skills. This position has been pivotal in my Puksta project and continues to teach me more about food justice.

I am so grateful to have the opportunity to be involved in the Puksta foundation. The dedication of people like Executive Director John Mulstay, and DU Program Coordinator Ryan Hanschen is inspiring. I owe much of my progress to them; Ryan has helped me develop a path for my project and always makes sure that I am feeling confident in my journey.

This year has been full of learning experiences and impactful connections with wonderful people. I look forward to see where the next year will take me and I plan to continue learning about food justice and expanding my connections with people in the community. I feel confident moving forward, knowing that I will be strongly supported by my Puksta family.

UP AND COMING DU SOCIAL JUSTICE FORUM

By: Melanie Kesner, Service Learning Associate

Perhaps the most practical knowledge I gained this year outside of my courses was through my experience serving as a Service Learning Associate (SLA) for the Social Justice Learning and Living Community (SJLLC). Through this job, not only was I able to stay connected with the SJLLC as a second year member but I got to watch the first years go through the process of what I experienced the previous year of growing and learning what it truly meant to be an advocate for Social Justice.



When I asked John Tiederman, the professor of the SJLLC, how I best could help the Social Justice Community on Campus we brainstormed the idea of creating an editorial. Although it is wonderful that the students of DU have such diverse passions and issues that they care about, it presents the difficulty of communication between different student groups. John and I felt that this growing problem increased the need to have some kind of editorial where groups can share what they are working on and people committed to social justice can reach out to other advocates across the DU campus and in the greater community. The editorial

will be published online and updated every two weeks or so. We hope that it will be a place for people to submit their works of art, essays, or projects that promote a message of social justice and help raise awareness of local community issues. Students and professors alike are encouraged to write about any ongoing studies as well as request help from the community. We also hope to be a forum where local volunteer opportunities can be posted.

Along with John and myself, we have an editorial staff of current and past SJLLC members who are excited and eager to bring our idea to life. John and I hope that this project will facilitate opportunities to connect the different communities on and off campus that are committed to social justice as well as grow the sentiment off of which the SJLLC is based. We started this project because we aim to raise awareness about contemporary issues and we believe in the power of art and collaboration to create social change.

CALL FOR SUBMISSIONS

The DU Social Justice Community is proud to announce the launch of an online multi-media publication in which to share our stories

We are looking for:

- Stories of your experience in the community
- Up and coming student clubs and organizations
- Study abroad blogs
- Videos
- Works of art
- Podcasts
- Journals
- Photo essays
- Academic research
- Volunteer/internship opportunities
- Opportunities for collaboration
- Calls to action

Please submit work to: dujusticenow@gmail.com.

All work will be reviewed by editorial board. For more information please email the above address.

CCESL STAFF



Anne P. DePrince, PhD
 Director
adeprinc@du.edu



Cara DiEnno, PhD
 Associate Director
cara.dienno@du.edu



Ryan Hanschen
 Program Coordinator
ryan.hanschen@du.edu



Iman Jodeh, MPA
PG Newsletter Editor
iman.jodeh@du.edu

STOP BY TO SAY HELLO...

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



CCESL IS HIRING!

CCESL offers a variety of student employment and volunteer opportunities. Below are just a few positions for which CCESL is now accepting applications for the upcoming academic year. To apply or for more information about each position, click on the position or go to www.du.edu/ccesl.

[Public Achievement Coach or Team Lead](#)

[Community-Engagement Corps - K12 Tutor or Mentor](#)

[Service Learning Associates](#)

[Public Good Associates](#)

[DU Service & Change \(DUSC\) Student Organization](#)

[Compact Service Corps AmeriCorps Program](#)

ATTENTION FACULTY: PUBLIC GOOD FUND REQUEST FOR PROPOSALS

The Public Good Fund Request for Proposals (RFP) is now available for the 2013-2014 academic year. The RFP is available [here](#).

DID YOU KNOW...

AmeriCorps members
served 38,394 hours in the community
 during Spring quarter 2013

There are currently **156** AmeriCorps
 members serving at community sites