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.

CCESL-connected faculty, staff, and students kept busy through December. Early in the month, we welcomed 15 faculty to the Service Learning Scholars Program (read more on page 14). CCESL programs remained active throughout December, with Public Achievement Coaches and Team Leads continuing their work with DPS high school students. Preparation was underway for winter events, including Marade activities for MLK Day.

December’s activities have launched a productive Winter Quarter. Students involved in programs from DUSC to Puksta Scholars and Public Achievement have been digging into event planning and implementation. Our new Science Shop is enjoying increased attention, with more research questions each day suggested by community partners as well as more faculty and students taking on projects. Visit the Science Shop website to learn more.

We are hard at work with colleagues around campus on DU’s re-application for the Carnegie Foundation Elective Community Engagement Classification. Thanks to many of you who have responded to queries, drafted sections, and helped to highlight the innovative public good work happening through community-university partnerships that build on the talents of students, staff, faculty, and community members. Stay tuned for more on the application process and outcome!

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Attention Faculty:
Public Good Proposals are due by noon Monday, March 31. See page 10 for information.

Attention Graduating Seniors:
Kimmy Foundation Community Service Professional Award Applications are due by 10 a.m. on Friday March 28.
PUKSTA SCHOLARS INCREASE SKILLS AND BUILD COMMUNITY AT 2014 PUKSTA INTERCOLLEGIATE RETREAT

By: Larcy Brooks, First-Year Puksta Scholar

Looking around the room filled with just under 50 college students, their faces and spirits lit up with the power of action and community, I knew that something different was going on here. Because on January 25-26, in that room, the 2014 Puksta Foundation retreat was kicking off. Scholars from DU, CSU, CU Boulder, and CU Denver were present to reconnect and learn new ways to accomplish our goals.

My personal favorite of Saturday’s sessions was a facilitated dialogue by the CU Boulder Dialogues program. We discussed different elements of race and immigration, each scholar adding in their own personal experiences to create an honest and welcoming discussion that increased our abilities to engage in difficult dialogues. Dr. Stephen Hartnett, Professor of Communications at CU Denver blew us all away with a practical and inspiring training on communicating the goals of our Puksta Projects. Given a chance to put his guidance to use, presentations were given that evening. This wonderful evening felt like a family atmosphere – graduating scholars giving words of advice and thanks as well as a chance to relax and build relationships with Scholars from other campuses.

On Sunday morning, we all reconvened at the Morgan Stanley office of Puksta Foundation President John Mulstay, without whom none of this could happen. We had breakfast together, learned from Puksta alumni, reflected on the weekend, and planned our next action steps.

There is something incredibly unique and powerful about a room full of diverse and compassionate young people. After the retreat, having entered a larger network of alumni, current scholars, mentors, donors, and directors, I feel inspired and reassured of what I’m doing and what I believe in. The time spent at the retreat was also invaluable in developing my own personal Puksta Project, from the skills learned at the communications training to the dialogue facilitation that I can use. The Puksta retreat really opened my eyes to the vast possibilities in front of me; to the different forms that that my Puksta Project could take.

Zac Roberts is a second-year Puksta scholar. “It gave me an awesome sense of self and what I wanted to do with my Puksta Project. On top of that, it connected me more with my fellow scholars, both here at DU and at other schools. It was a great experience and I am very lucky to be able to take part in it.”

I also spoke to senior Nyabweza Itaagi who will be graduating this year. “This year’s Puksta retreat helped me regain my passion for justice. During the dialogues workshop I felt so inspired to be a part of a group of college students with such diverse interests and backgrounds. It is empowering to be in a room full of people committed to taking action to improve our communities.”

No matter who you are within the Puksta Scholars program, it seems the unifying experience is one of compassionate community. It matters not where you look in the room, you will find a friendly face that is both a mutual support network and a lightning rod of inspiration. Our personal stories, experiences and identities lit the spark for social justice within us all, but the Puksta Foundation has given us the support and tools to let our fiery dreams grow.
DUSC GAINS MOMENTUM DURING FALL QUARTER

By: Emily Bowman, DUSC Co-President

DU Service & Change (DUSC) began its second full year on the University of Denver campus in full stride.

During Fall Quarter 2013, DUSC engaged nearly 70 DU volunteers in over 150 hours of service with six community organization partners. DUSC has also strengthened its student leadership by welcoming new co-chairs to each Project and has seen healthy attendance at each of our monthly DUSC Hour info sessions.

Project Action had a busy fall schedule leading students on volunteer events throughout Denver. They kicked off the year by serving the students and families of Asbury Elementary School at their annual Fall Carnival. DU students enjoyed supporting the game stations and face-painting so much, they can’t wait until they can join the Asbury community again next year. In November, Project Action teamed up with Volunteers of America to “Rake Up Colorado!” an annual event to help the elderly of our communities by clearing their yards of leaves and debris in time for winter.

Project Depth reconnected with their community partner from last year, the Bridge Project. A total of 10 students were recruited to begin volunteering regularly as tutors at the Bridge Project’s newest location, which is just a short light-rail ride away from the DU campus.

Project Volunteer participated in The BIG Event, hosted by the DU Programming Board. The BIG Event is a late-night party where campus organizations set up stations for students to visit, have fun, and learn more about everything going on at DU. At the Fall Quarter BIG Event, DUSC led over 100 DU students in creating cards of encouragement for patients at the Children’s Hospital Colorado. DUSC looks forward to being a part of each BIG Event in the future!

DUSC leadership is incredibly proud of its team and the entire DU community for joining together to make a difference in our community – thank you!

To learn more about DUSC volunteer opportunities, please visit http://www.du.edu/ccesl/service/dusc.html
PUBLIC GOOD SCHOLAR EVALUATES RESIDENTIAL TREATMENT AND ADOPTION: THE ADOPTIVE PARENT PERSPECTIVE

By: Michele Hanna, Ph.D., Graduate School of Social Work

The research study, Residential Treatment and Adoption: The Adoptive Parent Perspective, was designed to explore the experience of adoptive parents who placed an adopted child in a residential treatment center (RTC). The study involved collaboration between Dr. Michele Hanna of the DU Graduate School of Social Work (GSSW) and Diane Mulligan of the Children’s Help and Assistance for Residential Treatment (CHART). Ms. Mulligan, an adoptive parent, began the non-profit organization CHART in an effort to help adoptive families who, like herself, were faced with the difficult choice of placing their adopted child into an RTC due to the child’s severe mental health issues and behavioral problems. The primary aim of the study was to identify key strategies that RTC professionals can use to support and assist adoptive families as they go through the process of placing an adoptive child in an RTC. In addition, Ms. Mulligan hoped that the study would assist in identifying ways in which CHART could expand their services to adoptive families facing similar challenges.

Between December 2012 and May 2013, researchers interviewed 33 adoptive parents of 24 adoptive families across the U.S. Participants were recruited through invitation and word-of-mouth from adoptive parents who had received services from CHART as well as from two Denver metro area RTCs. Dr. Hanna conducted all of the interviews and Ms. Mulligan was present for all but four as a subject matter expert and co-researcher.

Data analysis is ongoing, led by the primary researcher and a doctoral level research assistant. Researchers conducted thematic analysis, including in-vivo coding as well as initial line-by-line coding, and a collaborative team coding process. Preliminary findings indicate commonalities across the experiences of the adoptive parents regardless of the type of adoption. These include common problem behaviors of the children, system failures (mental health, health care, social services and education), adoptive parent victimization, a paradigm shift in parenting, facing impossible choices and resolution. In addition, the data revealed the trauma experienced by the adoptive parents as they sought to parent and provide for children/youth who were severely mentally ill. These preliminary findings were presented at the Fourth International Conference on Adoption Research (ICAR4) in Spain in July 2013.

The analysis involves further thematic analysis, exploring the preliminary findings with more depth and conducting a life history analysis to explore further the comparative experiences of the families and their adopted children. In addition, an outline for an adoption competent training curriculum for RTC professionals will be developed using the emergent recommendation from adoptive parents. This outline will then be used by Ms. Mulligan to pursue funding for a full curriculum development project that will include pilot testing. Currently, as word has spread about the project, Ms. Mulligan has been allotted several promising opportunities to be involved with ongoing efforts to improve the state of Colorado’s mental health system, specifically as it relates to adopted children and their families.

Presenting preliminary findings at ICAR4 was a phenomenal experience. This international conference on adoption research brings together adoption researchers from all over the globe. At the conference, the researchers were able to connect with Dr. Julie Selwyn who is currently conducting a very similar study in the U.K. Dr. Selwyn, a keynote speaker at the conference, mentioned our study in her keynote address, noting the similarities of our findings—even though the U.S. and U.K. have very different systems. Similarly, I was able to speak with Dr. David Brodzinsky, a well-known adoption researcher, and learned that he is initiating related research surveying RTCs across the nation regarding their services to adoptive families. This is particularly exciting as the results of his research may very well open the door for funding opportunities and dissemination.
Continued from page 4

of the planned curriculum to be developed as the result of this project. Lastly, Ms. Mulligan, a media public relations specialist by trade, is anxiously waiting for the completion of the final analyses to appropriately disseminate the findings in her efforts to assist in the improvement of the Colorado (and U.S.) mental health system as it relates to adoptive parents and their children.

It is important to note that the nature of qualitative work such as this has personal impact on all individuals involved, including the researcher. As a previous child welfare and adoption worker I was greatly impacted by this study and my resolve to work to improve systems has been strengthened. I entered this research project thinking it would be a quick study – I would help develop the curriculum and that would be that. I very quickly came to the realization that we were tapping into an area that is sorely understudied and extremely timely in the wake of the Aurora and Sandy Hook tragedies. My conversations with colleagues in Spain provided further affirmation of the potential impact of this study and subsequent research that may evolve as a result.

In this case, the effect on individuals involved goes beyond that of simply participating in a research study. Each of the parents interviewed expressed sincere gratitude to the researchers for exploring this topic and for taking the time to listen to them. They each express a sincere hope that the study will make a difference for other families who go through similar experience in the future. The number of children and their families that will ultimately benefit from this work and its offshoots is unknown at this time, yet it is perceivably significant.

CCESL STAFF PRESENT AT 17TH ANNUAL CONTINUUMS OF SERVICE CONFERENCE, CIVIC ENGAGEMENT: BRIDGING GAPS IN EDUCATION

CCESL Associate Director, Cara DiEnno, and Director, Anne DePrince, will present two workshops at the 17th Annual Continuums of Service Conference, Civic Engagement: Bridging Gaps in Education, in Communities and across the Globe in Honolulu this April. DiEnno and DePrince will be leading a workshop, Developing Students’ Ability to Address Complex Social Problems through the Public Achievement Program, where they will highlight program innovations that have led to the development of a uniquely challenging experience where students develop empathy, learn resilience in the face of complex social problems, and become mindful of their role in a community, thus preparing them to be successful in a dynamic workforce. The pair will also share techniques for soliciting input from all program stakeholders and assessment data that affirm these innovations are leading to positive outcomes. DePrince will also present on her faculty scholarship through a workshop on Injustice, Inequity, & Violence against Women: Community-Engaged Strategies for Research & Teaching.

To learn more about the conference, visit http://www.wacampuscompact.org/cos2014.
CCESL STUDENTS HONOR MLK DURING THE MLK DAY MARADE IN DENVER

By: Neda Kikha, Public Achievement Coach

The weekend of January 17th was a long weekend for most schools and universities across the nation. For me, it was a day on, for service; not a day off. Instead of sleeping in or catching up on my favorite TV shows on Netflix, in my PJs of course, I was out and about at 7am… and I don’t regret it. Martin Luther King Day is a time to reflect on his significance and impact as a catalyst of the Civil Rights Movement as well as to celebrate the bravery and strength of people who looked injustice in the face and didn’t back down. When I think of MLK Day, I remember not only the struggle of MLK and many brave other citizens, but I also reflect on what the world is like now thanks to people who had a shared dream and acted. Coming from a minority group, I appreciate their bravery that made it an expectation to be thoughtful and more humane in experiences with others, but even today, many other populations have their voice taken away. MLK Day is a time where people around the nation should remember the past, appreciate it, and focus on how to improve the future. Through Public Achievement (PA), one program housed under the CCESL, we’re focusing on change.

On January 20th, 2014, PA coaches from the University of Denver and high school students from Denver South High School and STRIVE SMART Preparatory Academy, traveled downtown to participate in the MLK Day Marade in Denver. “Marade” is an intentional spelling because the event is a mix of a parade to honor MLK and the fight for social justice, and a march down Colfax to the State Capitol. My peers and students from the high schools made posters of our dreams that we held proudly through the march. This was my second year attending the Marade, which I’ve heard is one of the biggest celebrations held nationally in remembrance of the day, and I couldn’t have imagined going with a different group.

It was an incredible atmosphere to be celebrating social justice. There was music, laughter, chatter, light hearts, but above all, smiles throughout the entire event. The crowd was very diverse; seeing other people’s dreams and hearing why they were marching was inspirational. I had deep conversations with the people in Public Achievement about their dreams and goals for the future. The day really made me reflect that there’s a piece of community engagement and remembering the public good that brings people together. Everyone is searching for something, and whatever that something is, brought us all together on January 20th. It was a day on, not a day off.
Diving Deeper into Service Learning and Community Based Research

By: Kate Willink, Ph.D., Department of Communication Studies, AHSS

Over my last six years at DU, I have participated in almost every CCSEL opportunity available: Service Learning Associates Program, Advanced Service-Learning Associates Program, Service Learning Writing Group, Colorado Campus Compact Engaged Faculty Institute, and the Service Learning Mini-Grant. I list all these opportunities because I have come to find out through talking with folks at other universities that CCSEL offers a rich and varied set of opportunities for faculty interested in service learning or community engagement. I did not talk to one program this summer that has more faculty development opportunities than CCSEL.

Last summer, with the support of CCSEL, I participated in two national opportunities in order to deepen my expertise in community engagement. Newly arrived in my mid-career, I wanted to choose a post-tenure pathway that I would love and find success and satisfaction. As someone who dove into service learning pedagogy and community-based research as an assistant professor, I knew that community-based research and community-engaged pedagogy would play an increasingly large role in my post-tenure scholarly trajectory.

In June I participated in the Annual Critical PAR Summer Institute at The Public Science Project/CUNY Graduate Center in New York. For me, this was a dream come true. Have you ever followed an academic rock star? I have been a huge fan of the work of Dr. Michelle Fine and the graduate students she trains have produced. She runs the Public Science Project and is actively involved in the institute. The institute is an intensive (a.k.a. 9-5 full participation) intensive training designed to introduce the theory, methods, and ethics of community based participatory research (PAR) to graduate students, faculty, and members of community-based organizations. Through seminars, round-tables, and hands on workshops with experience PAR researchers, participants gain the necessary skills and knowledge to integrate a critical PAR approach into their scholarship, research, and organizing. If you are interested in really learning about cutting edge PAR work and how to do it, I cannot imagine a better place to do so. The Institute engages different modes of learning and expects you to engage your whole self in the company of passionate peers to study and embody the principles and practices of PAR. Applications for this program are due in Dec. of the previous years.

In July I participated in the annual Diving Deep: Campus Compact’s Institute for Experienced Civic and Community Engagement Practitioners sponsored by Campus Compact in Des Moines, Iowa. I hoped participating in Diving Deeper could connect me to a broader national community of like-minded scholars and provide me with opportunities to deepen my community based teaching and research practices and gain greater clarity on what I want to accomplish in the next five years. At Diving Deep, participants (mostly staff of service learning centers and some faculty) and a team of expert facilitators explored the future of the service learning and civic and community engagement movement. We engaged in inclusive learning communities to expand our leadership capacity to sustain and grow civic engagement at their institution and in the field. I appreciated the opportunity to focus on my goals with a community of experienced service learning folks. This was a unique opportunity to gather with other midcareer folks and imagine next steps for engaged work. This opportunity would be equally rewarding for staff and faculty.

Finally, I would be remiss if I didn’t mention the annual Emerging Engagement Scholar Workshop, National Outreach Scholarship Conference. For faculty and graduate students, especially pre-tenure, this is the best opportunity I know to get targeted support for developing your engaged career as a tenure-track faculty. All in all, I am impressed by the numerous opportunities for midcareer faculty looking to expand their career as an engaged scholar, am grateful to CCSEL for its continued support, and encourage you to take advantage of these amazing opportunities.
PUBLIC GOOD CULTIVATES STUDENT ENGAGEMENT IN CAMPUS-COMMUNITY GARDEN

By: Megan Kelly, Ph.D., University Writing Program

The main goal of this Public Good project was to increase undergraduate student engagement in the campus-community gardens at DU. When first conceiving of this project, I had intended to concentrate my efforts on building participation in the DU Gardens, the student organization for which I served as faculty advisor. As it turns out, however, the DU Gardens disbanded as an organization in the fall when the two student leaders were absent from campus (one was studying abroad, and the other took a leave of absence to pursue organic farming full time). This spring, the organization was reborn as Students for Sustainable Food. This new organization expands the focus from that of gardening alone to issues of food literacy and food justice more broadly. As the mission for this organization states: “Students for Sustainable Food is a committed group of University of Denver students working to bring local, organic, and real food to DU’s campus. SSF is about promoting food justice and sustainability in the DU and greater Denver community.” In addition to the President and Vice President, leadership within the organization includes the position of Head Gardener. With a focus on food justice, there has been a renewed interest in the organization on campus. Since joining Facebook on February 26, the Students for Sustainable Food Facebook page has received 101 likes, and we are hopeful to increase our visibility on campus via Facebook in the coming year.

As this project progresses into the next academic year, my work will also include further expanding our presence in social media. A more robust social media presence will cultivate student engagement by providing a forum in which students can actively contribute content about the campus-community gardens. Starting in the fall, I will continue to use the Students for Sustainable Food Facebook page to update the DU community about the gardens. I have also started an Instagram account to post weekly photographs from the gardens, including photographs of the plants throughout the seasons and any food that is harvested. With the use of hashtags (e.g., #DUGardens), students will be able to upload their own images of the gardens to Instagram as well. While Facebook and Instagram are useful platforms for reaching students, neither are particularly suited for more sustained engagement. For this purpose, I will create a blog in which members of Students for Sustainable Food will be able to contribute posts with content such as garden notes from the Head Gardener, notes from Students for Sustainable Food meetings, and updates on other events taking place in the garden or around food issues. There will be a link to the blog from the Denver Urban Gardens webpage for the DU Bridge Garden, as well as from the DU Center for Sustainability webpage.

In addition to engaging Students for Sustainable Food, I will also be coordinating a group of volunteers from the Environmental Sustainability Living and Learning Community to work in the gardens this coming academic year. These students will also help contribute to building the gardens’ social media presence.

One outcome of this past year was my active participation in Denver Urban Garden’s Master Community Gardener Program. In this role, I represent the DU Bridge Community Garden as I teach workshops on community gardening to interested publics, such as MetroCaring (a Hunger Relief Organization in Denver).

Also, Students for Sustainable Food was approached by the Real Food Challenge and asked to make DU a marquee school for this year’s Food Day celebration. This fall, we will have a national audience for our efforts to promote “real food” on campus. In particular, we will focus on the role of campus-community gardens within our local food system.
COMMUNITY ENGAGEMENT CORPS GETS INVOLVED IN THE DENVER COMMUNITY

By: Jessica Hathaway MSW Intern/Service Initiatives Program Assistant

Our Community Engagement Corps program has had an exciting Winter 2014 quarter! Community Engagement Corps connects DU students and Denver metro area public school students through in-class and out-of-class tutoring and mentoring opportunities. DU Community Engagement Corps mentors and tutors are currently involved in a wide variety of projects and community partner sites including Manual High School, South High School, Denver Scholarship Foundation Future Center at Manual High School, the Denver Green School, and Force Beacon Elementary. Our Community Engagement Corps mentors and tutors are involved in many activities at each of these including guiding students through the college application process, assisting with high school credit recovery programs, and helping educators in the development of literacy and mathematic skills for a diverse range of students.

In addition, the members of Community Engagement Corps have been working as a team to ensure that the work they are engaged in addresses root causes, critical thinking, and community development. Members have spent time examining self-interest, power structures, systemic and root concerns of community concerns, and cultural competency. These DU students have also engaged in research regarding dropout indicators, strategies to address systemic inequities in schools, effective mentoring practices, and developmentally appropriate methods of working with students across the age span.

Community Engagement Corps is excited to continue with this momentum and would also like to invite other interested students and potential school and community organization partners to join us in this process! If you are a student at DU who would be interested in becoming involved with Community Engagement Corps, please contact Jessica Hathaway, CCESL Service Initiatives Program Assistant, at jessica.hathaway@du.edu. DU students may earn their work-study award, receive an hourly salary through AVID, or simply volunteer as a Community Engagement Corps member. If you are a member of a school or community organization who would like to have your site listed as a potential placement option for Community Engagement Corps members, please contact Ryan Hanschen, CCESL Program Coordinator, at ryan.hanschen@du.edu for more information!

NOW ACCEPTING DU KIMMY FOUNDATION COMMUNITY SERVICE PROFESSIONAL AWARD APPLICATIONS

Seniors graduating in the spring are invited to apply for the DU Kimmy Foundation Community Service Professional Award.

Award recipients will be chosen from graduating seniors based on: 1.) past contributions to community service as a DU student; and 2.) future contributions toward society via community service/engagement, including specific employment plans following graduation. This award highlights the Kimmy Foundation’s efforts to support those who give to others and lead the way toward helping their community.

To learn more about applying for this award, please visit http://www.du.edu/ccesl/kimmy.html. Applications are due by 10 a.m. on Friday March 28, 2014.
PG SCHOLAR STRENGTHENS NETWORKS OF REFUGEE AND IMMIGRANT SERVICE PROVIDERS

By: Julie Laser, Ph.D., Graduate School of Social Work

Through our social network analysis research, we uncovered 220 organizations that provided services to immigrants and refugees in the greater Denver area. The research investigated bidirectional referral of clients, exchange of information, and funding between the organizations. Knowledgeable service providers from the various organizations were asked to share their organization’s relationships to other organizations through a survey. This data created a six-level matrix of relationships between the organizations: 1) Clients referred to the agency; 2) Clients referred out; 3) Information provided to other organizations; 4) Information received; 5) Funding given; and 6) Funding received.

We have presented the results to the CPIN organization luncheon, the Colorado Refugee Service Program, and Jefferson Center for Mental Health. We also organized a luncheon where the key stakeholders were all in attendance and where the results were presented and we facilitated a discussion of the implications of the results. The information that our research uncovered has been extremely helpful for our community partners and the entire network of immigrant and refugee service providers. The research has helped the refugee and immigrant service providers to improve collaboration and communication.

The research collaboration has been extremely effective at creating a partnership between DU and the immigrant and refugee service provider community. The discussion of future collaborative research projects is ongoing. Because there were so many organizations involved in the research (220), the research has been extremely beneficial at increasing DU’s presence in the immigrant and refugee service provider world. It has also brought a lot of goodwill to organizations that support the most marginalized in society. The long term benefits of this research helps these organizations see that DU cares about what they are doing and is helping them function better and more effectively.

PUBLIC GOOD REQUEST FOR PROPOSALS

In 2001, the University of Denver formally adopted language in its vision statement that commits the institution to becoming a great private university dedicated to the public good. As a means to achieving this vision, the provost has provided an annual fund of $100,000 to promote and increase public good research and outreach at the University.

Engaged scholarship comprises intellectually and methodologically rigorous work that is grounded in the norms of democratic education. At its heart, engaged scholarship differs from approaches that emphasize one-way applications of faculty expertise to community problems. Instead, the engaged scholarship intentionally:

1. Emphasize the co-production of knowledge in the context of reciprocal partnerships with local stakeholders.
2. Pursue the renewal of democracy and the kind of public action that works to confront public problems and social justice through democratic means.
3. Demonstrate strong collaboration with community partners in proposal and project development.
4. Forge collaborative enterprises between academic researchers (professors and students) and community members, which validate multiple sources of knowledge. This also promotes using multiple methods of discovery and disseminating gained knowledge.

PUBLIC GOOD SCHOLAR EVALUATES GATEWAY PROGRAM AT RED ROCKS COMMUNITY COLLEGE

By: Neil Gowensmith, Ph.D., Graduate School of Professional Psychology

To summarize the project, the Graduate School of Professional Psychology at the University of Denver partnered with the College Gateway Program (“Gateway”) at Red Rocks Community College to conduct a program evaluation of Gateway. Gateway is a community college-readiness program for recently released offenders in Colorado. Participants represent the gamut of the criminal offender population in Colorado, most of which have long criminal records, extensive substance abuse histories, trauma histories, and poor academic records. Once released, they face many challenges to successfully living life as a law-abiding and contributing member of society. Gateway operates as a supportive foothold in higher education for this population, and also serves to address criminogenic and individualized needs of its students.

The current project was designed to evaluate the Gateway program’s success. It was a collaborative effort from beginning to end, with extensive cross-pollination of ideas and work between DU and Gateway. In the end, the program evaluation showed extensive qualitative and quantitative evidence of Gateway’s remarkable success. In short, both current Gateway students and previous graduates showed academic success, lowered rates of substance abuse, decreased criminal activity, improved family relationships, increased employment and housing rates, and increased rates of self-esteem and life satisfaction. Qualitative program elements of hope and support were found to be the main underlying constructs of the Gateway philosophy. The following were some of the main goals of the project.

Goal 1) Work in partnership to develop project parameters. Three DU students (Masters in Forensic Psychology students) met with Gateway administrators, Red Rocks college administrators, and Gateway students to determine project scope, workforce, and program evaluation goals in the summer of 2012.

Goal 2) Train and mentor Gateway workforce in research methodology. DU students provided multiple individualized and group trainings on research methods, research design, data collection techniques, and program evaluation to Gateway students.

Goal 3) Identify measurable outcomes. DU and Gateway students collaboratively developed measurable outcomes for the program evaluation. Data elements included academic, social, familial, psychological, substance-related, employment, criminogenic and qualitative program data.

Goal 4) Develop assessment tools and strategies. DU and Gateway students created assessment tools (surveys, qualitative questionnaires, and databases) as well as the research strategy to be implemented to utilize those tools. The group decided to use a combination of quantitative and qualitative approaches, and they decided to survey both current students and previous Gateway graduates.

Goal 5) Collect data. Gateway students collected survey data in classes, at events, and online. They also held a focus group and tracked selected students through journaling. DU students oversaw and monitored Gateway student data collection to insure fidelity to research methodology standards. Data was collected and inputted into databases by DU students.
Continued from page 11
Goal 6) Analyze data. DU and Gateway students analyzed quantitative and qualitative data together. We met as a group several times to discuss trends and patterns evident in the data, so that appropriate conclusions and recommendations could be made.

Goal 7) Develop preliminary recommendations. All program participants developed recommendations for the improvement of the current Gateway program and its potential expansion or replication. Students collaborated on preparations for website redesign, conference presentations, professional presentations, and special events.

Goal 8) Disseminate outcomes and recommendations. Program evaluation outcomes and recommendations were shared in various settings: the American-Psychology Law Society national conference, the Mountain States Association of Community Colleges annual conference, multiple presentations to professional audiences (academic, criminal justice, and other disciplines), the redesigned Gateway website, and promotional materials (videos and photobooks). A journal article and a white paper for legislators, administrators, and funding agencies are currently being developed. Additionally, two trainings on mental health topics from DU students were held for more than 50 Gateway students.

We have improved the brand of DU throughout this process. Our students were exemplary in all phases—project preparation, data collection, analysis, dissemination. They worked collaboratively, humbly and expertly with Gateway students. I believe that the Gateway students looked up to our students, and that some may have had their sights reset to continue their education after working as partners with our students. Further, our students prepared local and national conference posters and presentations and did a great job of getting the message out professionally—improving DU’s visibility across the country. Finally, our project was highlighted in the newsletter of the Campus Compact of the Mountain West, a newsletter that is shared among community colleges in the mountain west states.

Students that were involved were changed by the experience. Most of them were arrested at a young age, and most did not complete high school. Having them participate in this experience as truly equitable partners far exceeded their expectations, and significantly improved their confidence in their own abilities—including their academic confidence going forward.

LET’S GO TO BOSNIA!

ISL BOSNIA AND HERZEGOVINA (BIH): “MOVING FORWARD”

ISL BiH provides students the unique opportunity to learn about the Balkans region through combined academic study and service based internships in Sarajevo. Students study the buildup to and years of war before moving on to explore where Bosnia is today and the ways in which Bosnian citizens, governments, businesses, and NGOs look forward towards the future. Through full time internships, ISL BiH participants partner with local and international organizations to address community and regional needs, providing students with professional work experience, as well as a chance to see how academics play out in a real world context.

This five credit international service learning course is open to undergraduate and graduate students of all majors. Coursework begins spring quarter and internships take place in Sarajevo mid-June through mid-August. Participants will also be encouraged to take part in Bosnian language training prior to departure. The program is directed by Ann T. Petrila, MSW, MPA, LCSW, Director of Field Education and Clinical Associate Professor of DU’s Graduate School of Social Work.

To learn more, please write us at isl@du.edu. For additional details and to apply, please visit the Office of International Education website: http://www.du.edu/intl/alroab/isl. Only a limited number of spots remain! Applications are being accepted on a rolling basis until the program fills or through February 21st.
DU AMERICORPS MEMBER SPOTLIGHT: CHENOA CROWSHOE-PATTERSON

Focus Area: Healthy Futures; Placement Site: Denver Public Schools, Indian Education Program

By: Jessica Hathaway, MSW Intern/Service Initiatives Program Assistant

We are pleased to present Chenoa Crowshoe-Patterson as the Winter 2014 AmeriCorps Spotlight Member. Chenoa serves as a Compact Service Corps AmeriCorps member within the Healthy Futures focus area through the Denver Public Schools Indian Education Program. As a second year student in DU’s Graduate School of Social Work, Chenoa is working towards her Master of Social Work and participates in service to foster healthy futures and success for many youth in the Denver metro region.

The Indian Education Program functions in conjunction with the Denver Public Schools system and it provides services designed to help students achieve success while also recognizing the uniqueness of the American Indian students and their families. This is accomplished through the provision of direct services, referrals, culturally appropriate curriculum development, training, networking and the coordination of services within Denver Public Schools, the Denver metro area, and the American Indian community.

Chenoa’s role in the Indian Education Program spans across the Denver metro region as she is based out of seven different American Indian focus schools. Her work includes teaching a focused group on self-advocacy and growth at Fairmont Elementary School as well as doing individual therapy and mentoring with students ranging from elementary to high school grade levels.

Chenoa brings great value to the Indian Education Program, Denver Public Schools, and the Denver community. She describes it in this way, “Denver is a caring community full of people who can’t help but help others.” As a part of this involvement, Chenoa helps to facilitate community understanding and awareness. Her work with the Indian Education Program requires inquiry into the role of intergenerational trauma as well as the growth and resilience present within these communities. Chenoa’s experience helps to prosper this resiliency while she also points out that “part of it is helping Indian communities understand their trauma and then helping them process and move forward and find justice.” This work is invaluable in our community and Chenoa’s experience and dedication are an integral part of fostering connection and supporting healthy futures for many youth and families in the Denver region.

The DU AmeriCorps team wants to sincerely thank Chenoa for her ongoing and immensely influential service. We are proud to have her as part of our program and know that she will continue to be an integral part of quality commitments to community.
INSTRUCTORS BUILD SERVICE LEARNING SKILLS: ANOTHER SUCCESSFUL SL TRAINING

CCESL's Suite of Opportunities for faculty development in community-engaged pedagogy includes a two-day workshop called “Service Learning (SL) Scholars.” SL Scholars is designed to introduce faculty to service learning pedagogy with hands-on activities to support the development of a service learning course. In early December, 15 SL Scholars came together from across campus, representing departments far and wide (from the Writing Program and Psychology to Knoebel School of Hospitality Management and Lamont School of Music). SL Scholars immersed themselves in a curriculum that covered the following topics:

- Defining Service Learning & Historical Context
- Developing syllabus components including: Service Learning Description, Goals, and Objectives
- Service Learning Models
- Developing Community Partnerships
- Developing Assignments & Grading of the Service Learning Component
- Critical Reflections in Service Learning
- Assessment of Service Learning Courses
- Service Learning and Scholarship

The Workshop curriculum was developed by Anne DePrince (CCESL Academic Director) and Cara DiEnno (CCESL Associate Director) and facilitated by Anne DePrince. Five DU faculty service learning leaders (John Tiedemann, Cheri Young, Keith Miller, Liz Drogin, Heather Martin), two students (Kerry Gagnon, Neda Kikhis), and four community partners (Joel Cassidy, St. Francis; Brandon Blew; America SCORES DENVER; Gillian Kaag, CAPE; Craig Ferguson, Charles Hay World School) made presentations throughout the two-day Workshop. In addition, Associate Provost Jennifer Karas led a session about service learning on campus. Participants arrived with laptops in tow to work on the development of their syllabi during the workshop.

Objectives for the workshop were three-fold: 1.) Increase participants' knowledge about service learning key concepts (e.g., developing reciprocal community partnerships; tying service learning to course objectives, assessing impact of service learning activities on student learning; 2.) Increase participants' awareness of benefits of service learning pedagogy, confidence to implement service learning, and attitudes towards community; and 3.) Prepare faculty to implement a new (or revise an existing) service-learning course by the 2014-2015 academic year.

Participants completed assessments prior to and immediately after (pre-and post-respectively) the workshop. The pre-/post-measures were selected to assess accomplishments related to the workshop objectives. For example, to assess Objective 1, we asked participants questions about the key service learning concepts covered in the curriculum. These questions were a mix of multiple-choice and open-ended questions. Workshop participants showed large, statistically significant increases in their knowledge of key concepts. Regarding Objective 2, participants showed statistically significant increases in self-report items that tapped awareness of benefits of service learning; confidence to implement service learning was assessed; and attitudes towards community.

Through the workshop assessment, we also learned what motivated this cohort of SL Scholars. Four primary motivations emerged (percentage indicates the percentage of faculty who had that item in their top 4). “Desire for increased relevance in courses” (85%); “Want to try something new” (55%); “Curiosity” (40%); “Encouragement from colleagues” (40%). Thanks to those of you who have had success with service learning for encouraging your colleagues to learn about this innovative pedagogy. We look forward to the innovative classes that the 2013-2014 SL Scholars will pursue in the coming year.
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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

DID YOU KNOW...
The Public Achievement (PA) Program received a MLK Day of Service Collegiate Challenge Minigrant from Campus Compact for $1,000 for the second time. Funds support DU students and their high school participants marching with thousands of others in Denver’s annual MLK Marade (march and parade). The event serves as the kickoff to a larger semester of service. Congratulations to the PA Program.

CCESL Associate Director, Cara DiEnno, is a founding member and participant on the coordinating constellation of the Colorado Service-Learning Council (CSLC). To learn more about the council and explore membership options (which are free), please visit http://www.coloradoservicelearning.org/.

Anita Balakrishnan, a Public Achievement Coach and writer for the DU Clarion wrote an article titled “ASSET Bill Impacts Campus” highlighting Puksta Scholar Cynthia Rodriguez as an undocumented college student. The ASSET Bill grants in-state tuition to undocumented students who had been enrolled for at least three years in a Colorado high school. The article outlined Cynthia’s desire to focus her Puksta social justice project on a mentorship program between DPS student reach their goal, in particular going to college. To read the full article, click here.

DU Career Services is now accepting applications for the 2014 Career Center Summer Internship Award Program will award eight (8) undergraduate students with awards in the amount of $2,500 for working a minimum of 200 hours at an unpaid internship during the summer of 2014. Taking this internship for academic credit is optional. The application form and essay must be submitted electronically to rprochno@du.edu by 4:30 pm on Monday, April 7, 2014.