As you will read in the pages that follow, CCESL-connected staff, students, and faculty have accomplished much this year through a host of events and projects. Before you dig into reading about individual accomplishments, I want to bookmark several efforts that bring attention to the broader landscape of community engagement at DU.

**Advancing Campus Dialogue about Community Engagement.** In February, we welcomed Dr. Barbara Holland to campus for two days of events focused on broadening conversations about community engagement as a method of scholarship (research, creative work, and teaching). Across a packed schedule that engaged groups of administrators, faculty, staff, and students as well as a campus-wide event, we welcomed new colleagues to the dialogue about community engagement. More than 50% of those who attended events during Holland’s visit had not been to a CCESL event previously. More than 120 people attended the campus event, “Coping with Change in Higher Education,” which opened with examples of outstanding faculty community-engaged research from across campus.

**Taking Stock of Community Engagement.** Community-engaged work addresses public issues that are important to both community and university partners. To understand more about the issues important to faculty and community partners, we analyzed the issue areas of more than 145 faculty community-engaged projects, proposals, and classes from the last 3 years. The figure to the right offers a view of the topics addressed in faculty community-engaged work. The topics being address through community-engaged work are multidisciplinary in nature, engaging faculty across ranks and divisions and students across majors and programs. To learn more about the landscape of community engagement at DU as well as outcomes and impact of this work, please stay tuned for the release of CCESL’s End of Year report this summer.

**Imagining DU.** Imagine DU has offered campus and community stakeholders opportunities to imagine the future, including aspirations for the interconnections of DU and communities (broadly defined, from Denver and beyond). Thanks to many of you who have participated in the process, sharing ideas about the role that community engagement can play in the work of the university. Recall that we are all invited to be part of the conversation – consider sharing your ideas online today!

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Impact: Measuring Costs and Benefits to Community Partners

By: Anne DePrince, PhD, CCESL Director

Best practices in community engagement prioritize mutual benefits among community and university partners. Despite the importance of mutual benefits, few tools exist to systematically assess the impact of community-university partnership on community partners. To address this gap, two graduate students led a research effort, funded by CCESL, to develop the Community Impact Scale (CIS). Published this month in the Michigan Journal of Community Service Learning (Srinivas, Meenan, Drogin, & DePrince, 2015), the CIS offers a tool that can be used in partnership planning, as well as in evaluating the impact on community partners. The abstract is reprinted below.

Abstract. This article describes the development and psychometric properties of the Community Impact Scale (CIS), a measure of benefits and costs of community-university partnerships across a range of outcomes, as perceived by community partners. Scale development was carried out across two phases: (a) item generation, through which the research team, in close collaboration with a long-term community partner, created scale items based on content analysis of interviews with eight community partners, observations of existing community-university partnerships, and insights from the research literature; and (b) item analysis, through which the psychometric properties of the scale were examined and the scale slightly revised based on results of administering the scale to a sample of thirty-one community partners. The final version of the CIS comprised forty-six items across eight scale domains. The CIS may be regarded as a foundational assessment that has the potential to help community partners evaluate the impact of partnering.

As part of the development of the CIS, representatives from community partner organizations shared perspectives about the benefits and costs of collaboration (Srinivas et al., 2015). Benefits included increased capacity/efficiency, increased networking/connections, access to high quality student work, and tangible work products. Costs included time constraints, resources for supervision of student work, student training needs in terms of both their work in real-world settings and working with culturally diverse groups.

From the interviews, a 46-item CIS was developed to measure impact on community partners across 8 domains, including: social capital, skills and competencies, motivation and commitments, personal growth and self-concept, knowledge, organizational operations, and organizational resources.

Going forward, we plan to use the CIS to measure the outcomes of community-DU partnerships. We will use information collected from the CIS to guide program development (e.g., trainings for faculty and students, resources for community partners), seeking to maximize benefits and minimize costs to community partners in community-university collaborations.

To request a copy of the article, please email ccesl@du.edu.
**FIRST ANNUAL WORK ON PURPOSE EVENT**

By: Michael Gooch, CCESL Social Media Intern

CCESL held the first annual Work On Purpose event on January 30, 2015, with a day's worth of workshops that encouraged students to use their unique skills to make a social impact. The event was co-sponsored with DU Service and Change (DUSC) and the Living and Learning Communities (LLCs). The workshop served as a day of personal reflection towards social change. Through a series of critical thinking and reflection based activities, participants considered the type of person they wanted to be and then planned what actions would allow them to become that person.

At the start of the event, participants filled out pre-assessment forms and shared what social justice issues mattered most to them. Some ideas that were shared by guests included education, clean energy and gender equality. Participants were next introduced to the Ten Principles of Work On Purpose, which were essential for identifying their purpose and putting it into action.

The first three principles focused on what is “Right For You.” Some activities facilitated in relation to this category included “Heart + Head = Hustle,” where participants discovered ways to work from both their head and their heart, and learned that the intersection of the two allows them to achieve hustle. They also uncovered their unique contributions to the world, areas for growth, and reflected on their own history to learn what motivates them.

The next set of principles covered were about what is “Good For The World.” Guests completed an activity to uncover a “Moment of Obligation,” in which they identified specific moments that they felt compelled to take action on a social problem. There was also an assignment to actively seek understanding of different perspectives and populations.

The final set of principles encouraged everyone to “Be Bold.” These activities related to seeking to understand a certain field, distinguishing their fears, thinking big, and also thinking like an entrepreneur. They also attained contact information for a possible adviser to check on the progress of their personal goals, and they wrote a final reflection letter to themselves that would be delivered to them during spring quarter.

Students from DU Service and Change hosted a small service project immediately following the event that involved creating posters on a social issue of their choice. Guests also left with t-shirts that said “_____ is what matters,” allowing them to write in an issue to publicly share their support.

The Work On Purpose program was launched by the nonprofit organization Echoing Green and takes place in colleges and nonprofit organizations across the nation. According to their website, they have trained over 400 faculty and staff that have in turn touched 3,000 young people through leading these Work On Purpose workshops.
KEEPING WARM WITH DUSC SERVICE: WINTER QUARTER 2015

By: Sarah Yaffe – Co-President of DU Service & Change

DU students did not let the cold winter quarter weather stop their commitment to serving the Denver community. DU Service & Change (DUSC) supported volunteers through several volunteer opportunities in order to keep warm with service this quarter.

DUSC Co-Presidents, Neda Kikhia and Sarah Yaffe, had the opportunity to attend and present a workshop at the IMPACT National Conference in sunny Los Angeles, California. They presented on how DUSC’s focus on critical reflection starts before the service begins and made resources for other service organizations to implement in their own practices. Additionally, they attended several workshops that will influence DUSC in the future.

DUSC started the quarter strong with several weekend projects hosted by Project Action. Project Action provided three unique opportunities for DU students. For one, volunteers engaged with GrowHaus, an urban farm in Denver that aims to counteract the negative effects of living in a food desert and provides fresh organic foods to low income families. The DUSC tour of the facility was a hit!

During the winter quarter, Project Action cooked dinner on two occasions for families at the Ronald McDonald House. Families who stay at the Ronald McDonald live more than 50 miles away from the hospital that their children need. The Ronald McDonald house provides housing, food and activities for the families. DUSC brought Noodles and Company for the first hosted dinner, and the Mexican food with lots of yummy toppings for the second.

Project Depth has continued to partner with the Bridge Project by disseminating 15 volunteers at three different community centers. This is exceptionally important as the volunteers’ continuous hard work with the students, ranging from 5th to 12th grade, is essential for maintaining relationships and increasing critical learning outside the classroom.

Project Depth has also continued to build relationships with the African Community Center, a refugee program in Denver, to create a mentorship program for refugee youth. This will be another weekly opportunity to make a meaningful difference in the lives of others by building meaningful relationships, while providing even more support for youth coming from many different backgrounds.

Project Volunteer hosted an amazing day of service and reflection on Martin Luther King Jr Day. Volunteers worked with CCESL and the Public Achievement program to transfer a bus of DU students to East High to participate in the Marade (march + parade). The MLK Marade is a powerful reminder of our walk to equality. At the end of the 3.1 mile march, we had lunch and discussed the importance of civic engagement.

Project Volunteer documented the day with photos that are in a collage in CCESL Suite 18 for everyone to see. The collage of civic engagement and human rights will be on display for as long as DU students want to see what the Civil Rights Movement looked like in 2015.

For more information about upcoming service opportunities, like DUSC on Facebook or contact du.service.change@gmail.com.
DOCUMENTING CRITICAL FAMILY-SCHOOL PARTNERING STRATEGIES WITH REFUGEE PARENTS

By: Gloria Miller, PhD, Morgridge College of Education

Despite institutional efforts for improving availability of medicines in public health care facilities in Guatemala, community leaders repeatedly identify lack of such medicines as a high priority problem in marginalized communities, where more than half of the population lives with less than $2 per day, and where available health care is reduced to home remedies, traditional healers, and public health centers. In this context, lack of basic antibiotics or rehydration therapy becomes life threatening. This project aimed at finding explanations to why lack of medicines persists. Such explanations will guide advocacy work carried out by community leaders from fourteen municipalities in Guatemala that work with the Center for the Study of Equity and Governance in Health Systems (CEGSS) in solving this problem. This project responds to a question generated by those community leaders, who will use the results to strengthen their advocacy work. After analyzing the collected data, we determined that the fundamental problems that explain the persistent lack of availability of medicines relates to weaknesses in the governance of the health system, as well as problems related to health human resources management. Both problems have been originated by the implementation of neoliberal policies in the last three decades. We are currently in the process of discussing our results with CEGSS as part of the preparation of the technical report we are preparing for them. The current discussion involves the identification of practical recommendations for the community leaders. Simultaneously to this discussion, the research team is writing three manuscripts for publication in academic journals.

Preliminary results have been presented by different team members in public talks and conferences in the U.S. and Guatemala. I will also present results from this project at the Society for Applied Anthropology annual conference (Spring 2015) in Pittsburgh, PA. Dr. Walter Flores, the Director of CEGSS, has included references to the preliminary findings in presentations he gives, both nationally in Guatemala and internationally, in the “health systems”-related forums where he participates.

There are three different ways our findings are being disseminated in the community. First and foremost, the results and recommendations we are currently discussing with CEGSS will be incorporated by CEGSS into the methodology they use with community leaders, which includes a community-based needs assessment, problem analysis and prioritization, and advocacy actions. People at CEGSS have the experience, resources and mechanisms for this, and they also have ways of approaching relevant public health officials to try to influence their work. Secondly, findings from the preliminary results are being communicated to networks of people working on relevant issues in Guatemala, including the Guatemalan chapter of Health Action International (an international network focusing on improving access to medicines), as well as to Acción Ciudadana, the Guatemala chapter of Transparency International. Finally, we have contacted specific journalists at the two news outlets that produce investigative reporting in Guatemala (ElPeriódico, and Plaza Pública), to see if they are interested and able to turn it into a newspaper article, and they received us with interest and invited us to contact them once we have the final report.

At this point, this project has established DU as a university supporting research on the social aspects of public health among Guatemalan universities, non-governmental organizations, and key social actors working in that field. The scope of this increased presence of DU in the public perception is limited to Guatemalan actors and institutions.
Fatima Rezaie is a fourth year DU Puksta Scholar from Aurora, Colorado. She will be graduating in June with degrees in Psychology and International Studies. Her social justice passion concentrates on immigration, refugee, and international issues as well as with youth and education. Fatima’s Puksta project is based on access to higher education for refugee students. Fatima explains that “being an immigrant myself, topics related to immigration, refugees, and education have always been close to my heart, and I have personally experienced the impact of the support that is provided by individuals and groups during my high school years.” For her Puksta Project, Fatima has partnered with one of the most diverse high schools in Colorado, Denver South High School, to provide more opportunities for the large refugee student population.

As a DU student, Fatima also serves as a Coordinator for the Denver South High School program through the Volunteers in Partnership (VIP) program. The VIP program is managed and led by students and partners with multiple Denver public schools in order to encourage the students to complete high school and pursue higher education. Fatima’s Puksta Project has allowed her to start a partnership between the VIP Program and South HS. As a result, this summer, Fatima has secured ten spots for current second-year refugee students in the VIP Summer-Link Program, which is a week-long summer residential program on the DU campus. This summer program will serve as an introduction to the academic and social college life, and will give the opportunity to refugee students to seriously consider the next step after high school.

Fatima’s hope is that this partnership grows and continues to include more and more refugee students, particularly seniors, as they think about continuing their education. She states that “when this partnership grows, my Puksta Project will become sustainable as the refugee students who attend DU go back and serve their high school. Even though I am going to be graduating, I will continue to be in contact with the students who will attend the summer-link program in order to further support them in their future endeavors”.

INTERESTED IN DEVELOPING A COLLABORATIVE RESEARCH PROJECT?

Get Involved with CCESL Science Shop.

The Science Shop connects community organizations with DU students and faculty to work collaboratively with the organization to address public problems important to them. Student and faculty scholars bring diverse academic experience and interests (e.g., business, arts, social work, and more) to these collaborations. Service learning grants are available to both students and faculty interested in working with an organization, and students may receive credit for the projects they participate in.

For more information, check out the CCESL Science Shop website

Or contact the Science Shop Coordinator, Meredith Borden (ccesl@du.edu) about how you would like to get involved!
DU HOSTS 4TH ANNUAL PUBLIC ACHIEVEMENT CONFERENCE

By Josie Major, Public Achievement Coach

In January of 2015, the University of Denver hosted the annual statewide Public Achievement (PA) Conference. Over 100 high school students, university coaches, and program coordinators from DU, CSU Fort Collins, Colorado College and the University of Colorado-Boulder gathered in Lindsay Auditorium at Sturm Hall to collaborate, connect, and reflect on their thoughts and experiences. Throughout the day, conference participants interacted in large group activities as well as smaller focused breakout sessions led by various coaches and other PA allies. Coaches learned about the structures of other Public Achievement Programs and their endeavors, such as the positive changes they are creating in their respective communities.

Anthony Vitale, an amazing keynote speaker and DU Alumni, kicked off the conference with a heartwarming and inspiring recollection of his personal hardships growing up. He attested to the role personal challenges played in developing/transforming his character, as well as the powerful and positive impact Public Achievement had on his life. In an activity titled “World Café”, fourth-year student Tanner Mastaw posed thought provoking questions in order to generate discussions among coaches regarding methods to overcome common challenges in the classroom. Coaches exchanged ideas with each other on how to better connect with students and implement community organizing ideals. Topics such as improving classroom management skills, perseverance as well as teamwork continually surfaced.

High school students also provided some valuable insight by sharing their experiences on a student panel in another breakout session, facilitated by fourth-year student Tanner Mastaw and third-year-student Neda Kikhia. Students expressed their respect for their coaches. One student from South High School especially expressed her appreciation of the higher standard her coaches have held her and her peers to this year as opposed to previous years. More valuable insight was given later by PA alumni on the alumni panel facilitated by third-year Jenna Johnson and third–year Alex Roth. The alumni shared their invaluable wisdom and provided extremely useful advice for the current coaches.

Third-year students Arimus Wells and Dionna Hudson also led a workshop focused on intersectionality. Arimus Wells explained, “Participants contemplated their individual shifting identities and how they may intersect with others’. The presenters emphasized how being vulnerable and sharing a part of one’s story is critical to the building of the relationships component in community organizing. Participants had the opportunity to engage in a ‘Who Am I’ poem activity that discussed how individuals are privileged and oppressed in multiple ways. The poem was used to demonstrate that individuals should only be defined by their collective experiences and identities and not through a single story”. This workshop was just one example of the many valuable and constructive workshops that took place at the conference.

There were many other workshops presented by PA coaches from DU as well as CU-Boulder that focused on topics ranging from translating PA experiences to your resume, exploring creative outlets for community change, classroom management, PA at the international level and more.

The conference ended back where it began in Lindsay Auditorium where DU first-year student and first-year PA coach, Josie Major, performed her original song emphasizing the theme of the importance of community and individual courage. The 2015 Public Achievement conference was full of meaningful discussions and new, creative ideas. New bonds formed between the participating schools and existing ones were strengthened. The conference provided an excellent forum to establish innovative ideas and approaches that will hopefully only proliferate in years to come.
My AmeriCorps Experience: Jimmi Frausto: Denver Teacher Residency: Masters of Arts in Curriculum Instruction - Concentration in Urban Education

By: Jim Frausto, AmeriCorps Member

It has been an honor to be a part of Americorps. Since I was in middle school, I was certain that I was meant to be a teacher. I have always been involved in tutoring, leading sports camps and teaching music. While I was confident, I knew I needed additional training but was not sure how to go about it. In 2014, I was introduced to Denver Teacher Residency and Americorps, and it has been an incredible journey. I have hit quite a few roadblocks in my journey to becoming a teacher but I never let it stop me and Americorps was always there to help me reach my goal.

As a member of Americorps, I was encouraged to constantly reflect on my teaching practice. Before Americorps, I did little reflecting and constantly moved on to my next lesson and never looked back. With reflection, I was able to consistently look at what I was doing right and what I needed to work on. Reflecting with Americorps allowed me to write down my thoughts about my lessons and scenarios I would come across during the week, and discuss with my mentor and teachers to find ways to improve my practice. Now I am at the point where I am reflecting after every lesson to improve for the following lesson. This has taken my practice to a new level and I plan to continue reflecting daily into my first year of teaching.

Being a part of Americorps, I had the opportunity to work with outstanding resident teachers in the Denver community who were in their residency year, as I was an Americorps alumni. Having this level of outreach became very useful, especially for when I had questions or struggled with my practice. I never felt that I was alone during this journey as I was able to talk to someone directly at Americorps, an instructor from Denver Teacher Residency, my mentors, other teachers that I had met, or one of my residency peers.

Through Americorps, I have also had the chance to connect with the Denver community in a way I have never been able to. I have been able to take incredible courses that have not only trained me to be an effective instructor in the classroom, but also how to reach out to be a part of the community and help make the classroom a part of the community. I have always believed that the classroom should be an extension of the community, not a separate entity, and Americorps has helped me make this vision into a reality. I have been trained on how to conduct parent-teacher home visits where teachers visit parents and students at home to create an alliance outside of the classroom, which works as a critical tool to help close the achievement gap in education.

My experience with Americorps through Denver Teacher Residency has been an incredible journey that I would recommend to anyone. Being a part of such an amazing group with a never-ending amount of resources has provided me with training and skills to help me become an effective teacher for the Denver community.

DU AmeriCorps Member Wins Third Place in the 2015 Service in Action

Denise Wagner, a DU AmeriCorps member at West Leadership Academy, won third place in the 2015 Service in Action photo completion. The competition was decided through over 500 votes on Facebook for the nine finalists, representing eight universities. “Students from these institutions and organizations captured their community service in ways that clearly demonstrate the power of engagement both for students and for local communities.”
FILLING IN THE GAPS: THE LIFE OF A SERVICE LEARNING ASSOCIATE

By: Chelsea Montes de Oca, Service Learning Associate

DU’s dedication to the public good is seen throughout the campus in many student organizations, programs available and types of research. My role as a Service Learning Associate can be ambiguous. At times I have trouble describing exactly what it is I do. I’ve begun to realize this aspect of my position would seem to be not only intentional but important.

I assist two professors in graduate level classes undertaking a large-scale ethnographic research project. Their purpose is to perform qualitative research on wage theft committed against the immigrant population of Denver by various employers. Where research and data collection is often done from a purely observational standpoint, this study takes a more hands on approach. This requires the students to reflect on the increasing importance of uniting research studies with advocacy. A quote by John E. Jacobson, listed at the top of the class syllabus, perhaps portrays why this is so important for this particular research, “But the truth is that no law is going to stop wage theft or any other abuse bosses and landlords regularly dish out. None of this will stop until regular, everyday people are ready to make it stop. This means getting people agitated, educated, organized and ready to stand up for themselves and each other”. My role as an SLA is to help students reflect on how they can not only be a better researcher but also a better ally for those facing injustices.

An SLA is also important to the everyday logistical concerns that can arise with such an extensive study. We partner with many organizations outside of DU including El Centro Humanitario, Towards Justice and Workplace Rights Project. This means there are many moving parts and community stakeholders to keep in the loop. My background in community outreach and position as an SLA allows me to help establish and strengthen some of these community ties. The study is also performed and facilitated by professors with an already full workload. Sometimes last minute responsibilities pop up and I often step in to keep open communication flowing to the students. Given that this study is still in its beginning phase, we are frequently troubleshooting on how to better organize for the project. Next fall, a new group of students will be continuing the research gathered this quarter. The evolving nature of this study makes it especially important to create systems that will serve the next group and further strengthen community partnerships. “The little stuff” often comes into play in big ways and I’m there to help make sure those small details don’t fall through the cracks.

The flexibility in my job description is one of the most important parts of my role as an SLA. When there’s a logistical concern; I can help coordinate. When there’s a student concern; I can be an advocate. When an event needs volunteers or advertising; I can make flyers. All the little things that can sometimes be put off to the side due to lack of time or resources, I can be there to fill in the gaps.
PUBLIC GOOD GRANT SUPPORTS HUMANITY, HOPE & HOSPITALITY

By: Cheri Young, PhD, Associate Professor, Knoebel School of Hospitality Management

A refugee is someone who is forced to flee his or her country because of war, violence, or persecution. Over 10 million refugees in the world exist today. The U.S. resettles approximately 76,000 refugees a year using resettlement agencies like the ECDC/African Community Center (ECDC/ACC) in Denver. Newly resettled refugees must become self-sufficient before public aid runs out, but the challenge can be daunting. Resettlement agencies scramble to secure funds for job training programs, with few resources available for measuring effectiveness. Simply tracking how quickly a refugee secures a job fails to capture other potentially beneficial outcomes of a jobs training program. Hence, the purpose of this Public Good Fund project was to test the effectiveness of a refugee job training and mentorship program established between the ECDC/ACC and the Knoebel School of Hospitality Management from the perspective of the refugee job trainees, the job training mentors (Knoebel School students), and the ECDC/ACC so as to funnel resources to the most effective training methods for achieving successful resettlement.

To accomplish the project goals, we examined the refugee job trainees’ (trainees’) change in job-seeking self-efficacy, social capital (social connectedness within a community) and satisfaction with life. Surveys of these three dimensions were translated into eight languages and pilot tested with two cohorts of trainees over two quarters. Data was collected with the revised surveys in fall quarter 2014, and will continue to be collected each quarter to build a large enough sample for statistical analysis.

Despite small sample sizes, initial data indicate that while satisfaction with life remained unchanged, the trainees’ social capital increased after participating in CFaSST. They were venturing into the surrounding geographical community more, going out socially, and establishing relationships with people on whom they could depend for assistance. Additionally, the trainees' job-seeking self-efficacy decreased after participating in CFaSST. While this result was unexpected, we hypothesize that unrealistic expectations regarding the U.S. as the land of “milk and honey” were replaced with the realities of finding a job in Denver.

To assess the effectiveness of CFaSST from the perspective of the mentors, I measured the Knoebel School mentors’ change in empathy, humility, and cultural intelligence (as measured by reductions in ethnocentrism). Knoebel School mentors reported a statistically-significant reduction in self-reported ethnocentrism as compared to a control group of students not participating in CFaSST, a finding of practical significance given the mentoring lasted just four weeks. No change in self-reported empathy was found, so a different measure of empathy is now being tested. Since no existing self-report measure of humility existed, it was created for this project and is continuing to be refined from the initial pool of 32 items (questions).

The second goal of this project was to establish the Public Good Gala. The first Gala held on May 6, 2014 attracted 102 attendees. I worked with my colleagues and embedded service learning in three Knoebel School
courses, including my Managing Human Capital in Hospitality course, but also the Contemporary Cuisine and Event Management courses. The Gala featured a four-course wine pairing menu developed and executed by a celebrity chef, Knoebel School students, and the refugees. A silent auction held during the cocktail hour raised over $2,000 to support the Knoebel School-ACC partnership.

To assess the effectiveness of CFaSST from the perspective of the ACC, I examined the job placement rate of the refugees. I measured the refugee job placement rate after participation in the TMP with and without the Public Good Gala component. The job placement rate of refugees who participated in CFaSST without the Gala component averaged close to 80%, but the placement rate jumped to 100% with the Gala component. While the first Gala lost money, the 2nd Annual Public Good Gala, held on February 19, 2015, sold out and over $5,000 in profits were generated to support the ACC-Knoebel partnership.

The impact that this project has had on the public’s perception of DU, and specifically the Knoebel School, has been beyond expectations. Most recently, the partnership between the Knoebel School and the ACC and the CFaSST Program were featured on 9News throughout the morning on February 12, 2015. Additionally, I was honored with the John Wiley & Sons Award for Innovation in Teaching at the International Council on Hotel, Restaurant, and Institutional Education Conference in July 2014 in recognition of my work with the CFaSST Program and developing the Knoebel-ACC partnership.

To sustain this work, we have submitted external grants and communicated about the program nationally. For example, Simon Henshaw, Principal Deputy Assistant Secretary Bureau of Population, Refugees, and Migration for the U.S. Department of State, visited DU to learn about this innovative partnership between the Knoebel School and the ACC.

Working with a graduate student in the Graduate School of Social Work, Jessica Corral, we generated a guide entitled, Islamic Cultural Awareness in the Workplace, for Knoebel School students working with Muslim refugees (see Appendix B). Additionally, the guide was distributed to a small sample of HR professionals in the hospitality industry at our Knoebel School Career Fair. Feedback on the guide has been very positive and we plan on posting the guide on the redesigned Knoebel School website in the fall 2015.

Together working with Graduate School of Social Work Ph.D. students Badiah Haffejee and Chris Veeh, we wrote a manuscript about the impact of diversified mentoring relationships on mentors based on the Knoebel School students' mentoring of refugees in the CFaSST Program. This manuscript, entitled The Impact of Diversified Mentoring Relationships on Ethnocentrism and Cultural Intelligence, has been submitted for presentation at the International Council on Hotel, Restaurant, and Institutional Education.

During the year in which this Public Good Funding was provided in support of this project, the following number of individuals was affected: The ECDC/African Community Center is our partner in this project. The ECDC/ACC is a 501 (c)(3) Denver-based refugee resettlement agency. It developed a new jobs training program in the spring of 2012 entitled the Commercial Food Safety & Service Training (CFaSST) Program. CFaSST is 90-hour training program for refugees on food service, sanitation, customer service, and the American work culture. The Knoebel School of Hospitality Management has been providing classroom and kitchen lab demonstration space for the CFaSST program since its inception, and the Knoebel School students have been providing mentorship.
CCESSL STUDENTS FEATURED ON CAMPUS AND IN THE COMMUNITY

Editor's Note: Each blurb was published by each organization featuring the respective student

The Denver Public Schools (DPS) Board of Education recognized the 2015 Outstanding Female Athletes from all DPS high schools, as well as DPS alumnus Mawukle Yebuah, at its meeting on March 19, 2015. Mawukle, a graduate of South High School, was recognized with the Outstanding Alumni Achievement Award by the Board. Mawukle received scholarships from the Denver Scholarship Foundation, the Sachs Foundation and the Puksta Foundation, and currently attends the University of Denver where he is majoring in international business. Mawukle brought honor to South HS and DPS by championing higher education access for black males through his Puksta Foundation project and his involvement with the Black Male Initiative Summit (BMIS). He helped mentor black males through the college and scholarship process at South HS, and was hired to be the student coordinator of the BMIS planning committee. Mawukle also serves on the committee of the Colorado Black Student Leadership Conference, which is credited for empowering a new generation of black leaders. He would like to one day start a non-profit organization to continue his work with black males in navigating the education system, from preschool through college graduation, and also incorporate his interest in Africa into his work.

Larcy Brooks is a second-year undergraduate student studying English (creative writing), Spanish and Gender and Women’s studies. Larcy feels very lucky to have found many supportive communities at DU, and is a member of the Social Justice LLC, a resident assistant in Johnson-MacFarlane Hall, a co-president of the Undergraduate Queer Student Alliance, a cast member of the Vagina Monologues and a Puksta Scholar at CCESSL. As a young queer person, Larcy has personally seen the way that gender and sexuality-based violence has affected their community. Larcy believes that because there is no healthy or comprehensive sex or relationship education for queer people in our schools, and frequently no healthy conversations about relationships from our families, emotional and sexual abuse are very common in our communities. For Larcy, part of being an activist in the community means creating more healthy conversations, more education, more support, and ending violence and abuse. It also means supporting the many survivors within our community. Everybody deserves to have healthy relationships and support systems.

While connecting with others through community service, Neda Kikhia is supplementing her communications and religious studies majors by working with a number of service organizations through CCESSL. Her work helps Neda connect with the Denver community as well as others around campus. Neda describes the role that she sees CCESSL play in DU’s commitment to the public good - part of the student experience that is unique to DU!

Click here to watch the full video.
CCESL PUBLIC GOOD GRANT ASSIST COLLECTING AAPI REFUGEE STORIES

By Sam Museus, Associate Professor, Morgridge College of Education

Our primary goal for the Public Good Fund Project, Collecting AAPI Refugee Stories (CARS), was to shed light on a new community that is making a home in Colorado: Refugees from Burma and Bhutan. Since 2008, over 5,000 refugees from these two countries have been resettled in the state, with the majority residing in North Aurora (Colorado Department of Human Services, 2013). Refugee youth, particularly from Asian American and Pacific Islander (AAPI) communities, display significantly lower levels of educational success compared to their peers and the national population. This has been attributed to several factors – overcoming trauma due to political persecution and displacement from their homelands, difficulty navigating new physical and social environments, and challenges accessing jobs or services (George, 2012; Hynie et al, 2012; Museus, 2013). In order to generate knowledge about these communities, we collaborated with a community-based organization that provides a wide variety of services to Burmese and Bhutanese refugees, the Asian Pacific Development Center (APDC). In addition to mental, health, and adult education services, APDC offers several programs targeting young people, including a Youth Leadership Academy for youth ages 13-21, as well as an after school program.

In our meetings with APDC representatives, we developed and agreed on a research project that sought to address the experiences refugee students and their parents have with the American systems of education, while at the same time generating knowledge that could potentially impact and inform the work of APDC. However, we also wanted to be able to share the stories that came out of the research project, and brought in a third organization to help us generate a set of digital stories that could be disseminated as a visual product of this project. Project Ava, a new community organization, focuses on the creation and dissemination of digital media to achieve social justice. Videos on their website capture a wide array of experiences in Colorado (including bullying in the LGBT community, oral histories of Cambodian refugee survivors of the Khmer Rouge, and community building in Aurora after the theater shooting in 2012).

Between May and July 2014, the research team worked with APDC staff to conduct interviews with 10 students (ages 13-21) and one of their parents/guardians. We met with 5 Karen, 2 Nepali, 1 Chin, and 1 Karenni students, as well as parents (8 mothers, 2 fathers). These one-on-one interviews yielded important information about the way both students and their parents perceived education and how these perceptions shaped (and were shaped by) their daily interactions with teachers and school. In follow up conversations with APDC staff, we provided these data to them and talked about ways the findings could be useful for their work with refugee youth. Specifically, we were able to pinpoint the need for intergenerational activities involving youth and their parents, as well as the importance of providing workshops and/or resources on higher education, particularly the availability of financial aid.

At this time, Project Ava is developing the first of 3 short documentaries, based on the findings of our research. Involvement in CARS has given this organization greater exposure to the Denver area and potential community-based partners. Eventually, the digital stories will be used to highlight the refugee community to a larger audience including researchers, policy makers, and educators. This outreach will directly benefit Project Ava as an important partner for social justice organizations and scholars hoping to gain visibility and voice.

Prior to this research project, APDC had no experience working on a collaborative research project with the University of Denver. The CARS project provided a way for a small group of students and their parents to hear about the work of DU higher education scholars engaging with and for refugee communities. Specifically, the people involved in this project understood that the goal was to increase access to higher education for refugees. APDC is more aware of opportunities to collaborate with DU scholars, and newer organizations like Project Ava are more aware of the opportunities that research can provide in reaching larger audiences.
Alumna pursues passion for food justice with Denver nonprofit

By: Tamara Chapman, Contributor to the University of Denver Magazine

Editor’s Note: This article was originally published on January 12, 2015 in the University of Denver Magazine

During her sophomore year at the University of Denver, alumna Nyabweza Itaagi embarked on a lifestyle experiment that would launch her on a soul-sustaining, nutrient-dense journey.

“I decided to become vegan — just to see the health effects, if I would feel better, more energized,” says Itaagi, who double majored in international studies and French, and who graduated in June 2014.

The effort required of vegans — the careful shopping, the detailed planning and even the budgeting — got her to thinking. How did the inhabitants of food deserts find, not to mention afford, fresh vegetables and other healthy options? How did someone with a fixed or low income contend with costly dietary requirements?

With those and other questions in mind, Itaagi took DU classes and pursued extracurricular activities that helped her dive deep into the topic and some of its sister issues. Along the way, she discovered the concept of food justice. The term means different things to different people, but one prominent food nonprofit describes it this way: “Communities exercising their right to grow, sell, and eat healthy food … [grown] with care for the well-being of the land, workers and animals”.

The more Itaagi learned about food justice, the more impassioned she became. “Something just connected with me really strongly: This is something I love,” she says.

Today, she is harnessing her passion for food justice as a local engagement associate with Hunger Free Colorado, which describes itself as the state’s leading anti-hunger organization. As part of her job, Itaagi stages community education events and conducts ongoing research, helping the organization identify those Denver neighborhoods with a high concentration of low-income seniors who might be in need of food assistance. It’s a population, she notes, that too often gets overlooked.

“Everyone wants to help kids, which is wonderful, but there is this whole other population that needs help,” she says.

For Itaagi, a graduate of Pomona High School in Arvada, Colo., DU had longstanding allure. Her mother, a Sturm College of Law graduate and an immigration attorney, made a point of bringing the young Itaagi to campus for visits.

“I always have had a global mindset,” Itaagi says. No wonder, then, that, like nearly 70 percent of DU undergraduates, Itaagi took advantage of the Cherrington opportunity, choosing to study in French-speaking Senegal. Via Minnesota Studies in International Development, a program affiliated with the University of
Continued from Page 14

Minnesota, she took classes at the West African Research Center in the capital city of Dakar. She also lived for a few weeks in a small agricultural village. That experience only enhanced her interest in food justice.

“It was so cool to see people who had a connection to the food that they eat,” she says.

Her interest in food justice was further reinforced by a class on the international politics of food and by an internship with The GrowHaus, a nonprofit indoor farm, marketplace and educational center serving Denver’s Elyria-Swansea neighborhood, where many residents struggle to afford and access healthy food. There, she taught a summer class about food justice to area high school students, covering everything from nutrition and gardening, to the role food plays in building healthy communities.

Through the University’s Center for Community Engagement and Service Learning, Itaagi also participated in Public Achievement, a program that allowed her to teach a course on community organizing to South High School sophomores. “Almost half of them,” she says, “were immigrants or refugees,” hailing from such countries as Russia, Thailand, Ethiopia and Sudan. As relative newcomers to Denver, many of them were new to the idea that they could play a role in improving their communities, starting with the community at South High.

“A lot of them underestimated the impact that they could have,” she says. “Once they became more familiar with the process of community organizing, slowly they began to think critically about how they could take action.”

At Hunger Free Colorado, Itaagi is learning more about just how challenging taking action can be. Because the organization focuses, in large part, on policy, she has seen firsthand how even the best ideas and programs — school nutrition initiatives, for example — face challenges and occasional backlash. “There are constantly items that are coming up for reauthorization — and there’s always some kind of pushback,” Itaagi says.

As she looks to the future, Itaagi is contemplating a graduate program in sustainable urban development at DePaul University in Chicago. The program uses Chicago as a lab for an examination of the many ways in which development affects different communities.

“I love Denver,” Itaagi says, “but I am also wanting to learn more about other cities as well.”

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CONGRATULATIONS TO THIS YEAR’S CCESL’S DEPARTMENTAL AWARD WINNERS

Emily Thomas: Kimmy Foundation Community Service Professional of the Year
Tanner Mastaw: Kimmy Foundation Community Service Professional of the Year
Department of Communication Studies: Engaged Department of the Year
Heather Martin: Service Learning Faculty of the Year
Melanie Kesner: Public Good Student of the Year
Neda Kikhia: Service Student of the Year
Stephen Shirk: Public Good Faculty of the Year
Tanner Mastaw: Community Organizer of the Year
COMMUNITY SERVICE IMPACTS COLORADO ECONOMY, LEADS TO EMPLOYMENT OPPORTUNITIES FOR UNIVERSITY OF DENVER STUDENTS

Editor’s Note: This article was originally published on February 19, 2015 in the Denver Post

Thursdays are a special day for University of Denver student Arimus Wells. Along with his normal course load and work-study program, Wells is in the third year of a volunteer program through the campus’ Center for Community Engagement and Service Learning (CCESL).

Each Thursday, Wells gathers on campus with a group of high school students from Aurora’s Rangeview High School. Together, they conduct community-based research that helps them identify an issue they care about. The annual sessions culminate in a service-learning project, where they volunteer to take specific action to help improve the community around them.

“We really focus on organizing and empowering students and individuals in the community around us,” Wells said. “Together with the students, we take ownership of our projects. We want to demonstrate to them, and to ourselves, that we are accountable for the well-being of the people around us.”

Wells’ efforts are part of a larger, ongoing movement at the University of Denver that finds students, faculty, and staff volunteering hundreds of thousands of hours in the local community every year. Since March of 2014, University of Denver students, faculty, staff, and alumni have logged more than 283,000 hours of community service, helping DU gain recognition as a winner of the prestigious Carnegie Foundation 2015 Community Engagement Honor.

The benefits of the University’s community programs come in many forms, not least of which is the effect on Denver’s economy. The University’s volunteer efforts over the past year represent almost $2,500,000 in work hours – a direct boost to Denver’s economy.

“Community engagement in teaching, research and campus life offers incredible opportunities,” said Dr. Anne DePrince, Director of CCESL. “DU students apply their academic learning within communities, developing skills that prepare them for their careers. Our faculty also addresses research questions with enormous public importance, oftentimes with student collaborators, preparing them to become the academic and civic leaders of tomorrow.”

The hands-on experiences gained via these programs is part of the reason, DePrince said, that 88 percent of DU graduates have at least one job offer at graduation.

It’s all part of DU’s larger vision to take the passion students have in their areas of interest, and turn that into purposeful, measurable activities both on and off campus. Since its founding in 1864, the privately-funded University of Denver has long had a reputation for being active in the community, but the philosophy became formalized with the creation of the “1864 Service Challenge” created during last year’s 150th anniversary celebration.

“We have an amazing collaborative community – alumni, students, board members, faculty and staff, donors and friends, who work together to educate our outstanding students and to serve the public good,” said University Chancellor Rebecca Chopp.

Wells said his three years in the CCESL programs have given him a greater wisdom about the communities around him and, he hopes, helped him inspire others to stop, take notice, and take part in building a better society around them.

“My students are the next generation of leaders,” he said, “It’s important that we address some of these issues within our community. Yes, we hope it makes the world a better place, but it also expands your own worldview. It makes you aware of some of your own privileges, as well as how difficult things can be for others in our community. Most of all, it makes you realize that you can, in fact, do something about it.”
CCESL CO-HOSTS THE UNDERGRADUATE RESEARCH AND SCHOLARSHIP SYMPOSIUM

The Center for Community Engagement and Service Learning will be teaming up with The Undergraduate Research Center to co-sponsor the 2015 Undergraduate Research and Scholarship Symposium. This a community event that will recognize undergraduate research, scholarship, and creative contributions across a variety of disciplines. The Symposium will include approximately 80 poster presentations as well as select student keynote speakers. Please join us for this annual event in recognition and honor of the exemplary academic and community-engaged scholarship of the University’s undergraduate students. The event will be held in the Driscoll Ballroom on the evening of May 6, 2015 from 4:00pm-6:00pm. Light refreshments will be made available. Please RSVP to ccesl@du.edu.
Explore opportunities for community-engaged scholarship, learning, and service at

THE COMMUNITY SPOTLIGHT

Thursday, May 14th
3:00 – 4:00pm
CCESL Suite 18, Driscoll South
(Under the DU Bookstore)

THE EATING DISORDER FOUNDATION

Join us to learn more about The Eating Disorder Foundation in conversation with Christine Evans, Program Manager

Please RSVP to CCESL@du.edu

Refreshments will be served

About
The Eating Disorder Foundation

The Eating Disorder Foundation engages in education and advocacy to support and help identify appropriate treatment options for individuals with eating disorders and their families.

Please visit http://www.eatingdisorderfoundation.org/index.htm for more information.
WE NEED VOLUNTEERS!

3rd ANNUAL DAY OF ACTION!

450+ parents and students from Smith and Stein elementary schools are coming to the University of Denver for a day of college. Students will take tours, attend classes and workshops to prepare for COLLEGE! Connect with community kids & parents to inspire them to achieve the goal of college. You made it; inspire them too!

Follow this link to volunteer: http://goo.gl/forms/IzeghyXA6F

MAY 16th, 2015
Dr. Barbara Holland visits DU

Dr. Barbara Holland meets with Chancellor Chopp during her two day visit ahead of her opening remarks at the campus wide event with faculty.

More than 120 people attended her campus event, “Coping with Change in Higher Education,” which opened with a poster session of examples of outstanding faculty community-engaged research from across campus.

Don’t Forget!
Come check out The Hub’s chalkboard wall, iPad, slideshow…and more!

THE HUB
Driscoll South, Suite 22
(under the Bookstore)

STOP BY TO SAY HELLO...
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