The Carnegie Foundation selected DU to receive the prestigious 2015 Community Engagement Classification. The Community Engagement Classification is an institutional, elective classification that depends on documentation of campus-wide commitment to community engagement. DU was in the first cohort of campuses to receive this classification in 2006. For the 2015 re-classification, CCESL led the collaborative, campus effort to develop an application that demonstrated significant advancements in community engagement since 2006. We are among a very select group of campuses who hold this classification. In fact, only 63 private institutions received re-classification in 2015.

What Does the Classification Mean?
The application required us to show how faculty and students from across campus partner with communities to advance learning in classes, generate knowledge, and contribute to the public good. With data from across campus, our application illustrated the many ways that DU uses community-engagement as a strategy to fulfill our mission to promote learning by engaging with students in advancing scholarly inquiry, cultivating critical and creative thought, and generating knowledge.

The Classification is an external assessment of DU’s commitment to community engagement in teaching, research, creative, and co-curricular activities in the service of our vision to be a great private university dedicated to the public good. Our application highlighted examples of the ways DU students, staff, and faculty from across campus cultivate community-university partnerships that are characterized by mutuality, reciprocity, and collaboration. In turn, these powerful partnerships advance learning, knowledge, and the public good.

Why Does Community Engagement Matter?
Community engagement in teaching, research, and campus life offers incredible opportunities to DU stakeholders as well as local, national, and global communities. DU students apply their academic learning in communities – developing skills that prepare them for careers and meaningful lives and 21st century careers. Faculty address research questions of enormous public importance, often with student collaborators. Staff cultivate tomorrow’s civic leaders, preparing students for active participation in our communities after they graduate. Community members become co-educators and collaborators with DU in addressing the wicked, public problems of our time.

Celebrating With You!
Thank you to CCESL staff as well as faculty, staff, administrators, and students from across campus who collaborated to develop DU’s application; and to all who contribute to community-engaged work at DU. I hope you will join us on Tuesday 2/10 from 4-5 at CCESL (Suite 18, South Driscoll) for a celebration that coincides with a campus visit with Dr. Barbara Holland, an internationally-recognized expert in the institutionalization of community engagement in higher education.
CCESL Hosts Community Organizing Institute

On October 3, 2014, CCESL hosted the 4th annual Community Organizing Institute (COI), with approximately 60 students, faculty, and community members in attendance. The overall goal of the COI was to enhance attendees’ knowledge of community organizing principles and teach important strategies to use in the facilitation of future community organizing events. The COI encouraged participants to engage in small group discussions, self-reflective activities, and general lecture surrounding various components of community organizing initiatives.

Blanca Trejo, a DU alumnus, served as the COI keynote speaker and guest facilitator. Blanca motivated participants with her personal experience in community organization, specifically in relation to her 10 years of work towards the Colorado ASSET Legislation. Blanca used her experience to highlight the meaning of “power” and how young individuals can access their own power to influence public policy and improve the communities they come from. Blanca also spoke to the importance of recognizing self-interests and owning ones’ privilege in order to collaborate with community partners and create social change. Blanca continues to advocate for the educational rights of minorities, and concentrates her work on advocating to students of color across the Metro area about the importance of continuing education at post-secondary institutions, and by volunteering for organizations such as College Summit to further empower Colorado’s youth.

Approximately 15 DU students associated with various CCESL programs exemplified their leadership skills by acting as table facilitators to lead participants in various activities and discussions. Prior to the COI, the table facilitators attended a two-hour training event in order to practice effective facilitation, learn techniques for generating and guiding discussions, and how to provide these conversations in a safe and judgment-free environment. Some of the activities facilitated by students included an “identity bead” project that increased self-awareness and reflection of privileges and oppressions, power-mapping, “house meetings” to explore individual self-interests, and creating posters about participant perspective of the “world as it is” and the “world as it should be”. Additionally, individuals attending the event received the newly released 2014 Community Organizing Handbook, which provided resources for understanding and addressing issues of privilege and oppression, building power, conducting one-to-ones, developing community relationships, and organizing public actions.

Finally, Ryan Hanschen and Cara DiEnno lectured on and facilitated reflections on various community organizing theories. The first piece, entitled “your public self”, was focused on increasing participant awareness of privilege and oppression, and to reflect on individual self-interest in a way that will promote public action based on self-knowledge and exploration. The second potion of the event was entitled “self among others,” and explained the differences between community organizing and activism. Most importantly, this section taught individuals about the importance of one-to-ones in building community relationships, and allowed participants and opportunity to practice this skill. Finally, “collective public work”, the third portion to the training event, allowed for participants to learn about power distribution, power-mapping, and strategies that can be used when developing plans for public action in the future.
PSYCHOLOGY PROFESSOR BRING VISION SCIENCE TO SCHOOL CHILDREN

By: Timothy Sweeny, PhD, Department of Psychology

In 2014, CCESL awarded Dr. Timothy Sweeny with a Mini-Grant to fund an educational outreach program. With this support, Dr. Sweeny and his team of graduate and undergraduate volunteers were able to establish their program and meet their goal of bringing the science of vision and perception to under-served minority elementary, junior-high, and high-school students.

The purpose of the Vision Science Outreach Program was to show children that their ideas are scientific in nature, that anyone can be a scientist, and more generally, to explore their own curiosity. Each program kicked off with a demonstration of total color blindness. By illuminating an entire gymnasium with powerful low-pressure sodium lights, students experienced the world only in shades of gray. After the initial amazement subsided, students learned how the illusion worked. This method of combining information with experience was the key to the entire outreach program. Later, the team taught students about other major aspects of vision (e.g., color perception, face recognition, motion perception, etc.). Typical outreach presentations lasted an hour, but at North High School, the team presented for two full days, reaching out to the entire 10th and 11th grades. The demonstrations were hands on and easy to understand, the children asked many insightful questions, and ultimately, they gained a broad perspective on the brain’s relationship with perception. This practical relevance was the core of the program—without connections to everyday life, many students, especially the ones who thought they disliked science, would have been lost. In addition, students learned what real scientists do and got a rare glimpse of what goes on at a University.

In just one year, Dr. Sweeny’s outreach team interacted with over 600 children from schools around Denver (the Denver Public Schools Native Success Program, the Denver School of Science and Technology, Denver North High School, and STRIVE Prep Westwood) and the Southwest (the St. Michael Indian School). The outreach team also participated in DU’s Day of Action and established a partnership with DU’s Center for Multicultural Excellence. Reception of the program was universally positive—teachers invited the group back, and several students asked how they might pursue a career in science—and with renewed funding, Dr. Sweeny’s team is poised to connect with even more students in 2015.
Fall Quarter 2014: Serving Through Visions of Change

By: Neda Kikhia & Caitlin Mendenhall, DUSC Co-Presidents

Fall quarter was a great start to the academic year for DU Service & Change (DUSC)! DUSC was excited to host many different service projects ranging from volunteer opportunities in the community to mini service projects on campus.

DUSC kicked it off from the beginning with partnerships made during orientation week with First Year Seminars. There were three different service opportunities available to the first-year classes, including Habitat for Humanity, painting a mural at Smith Elementary, and volunteering at Porter Hospital. Soon after that, DUSC continued the good work in a local elementary school by bringing a group of DU students to volunteer for a second year at the Asbury Elementary School Carnival.

Throughout the quarter, DUSC’s Project Action provided several opportunities for students to volunteer at the Food Bank of the Rockies. To continually support the new community partner, DUSC members held a food drive during the week of Halloween. All the proceeds went to the Food Bank of the Rockies and everyone had one trick-or-treat experience that will be hard to forget!

Speaking of new partnerships, DUSC values a new community partner dedicated to our trails and keeping Colorado beautiful, the Rocky Mountain Field Institute (RMFI). RMFI works to rebuild and maintain trails and parks along the Front Range. DUSC organized two opportunities for students to volunteer with RMFI, one with local elementary school children in Garden of the Gods, and one in conjunction with Alpine Club when rebuilding the Barr Trail.

Aside from semi-regular Project Action service opportunities with varied community partners, students can volunteer regularly through Project Depth as tutors for the Bridge Project. The tutors hit the ground running and started working right away this past fall. The program has expanded to include 21 tutors at three different tutoring sites.

Project Depth is also excited to start a new program this quarter! They will be working with the African Community Center, a refugee rehabilitation program in Denver, to create a mentorship program for youth that are refugees. This will be another weekly opportunity to make a meaningful difference in the lives of others by building a meaningful relationship, while providing even more support for youth coming from many different backgrounds.

This quarter, Project Volunteer is partnering with Public Achievement to provide a service event at the Martin Luther King Marade (march/parade) for DU and partner programs. Denver hosts the largest Marade in the country and DU students, as well as high school students associated with PA, are excited to be a part of it!

This quarter, DUSC members can expect more from every project as new opportunities and exciting events will be organized! With more service opportunities from Project Action, Project Depth opening a brand new program and the Bridge Project tutors continuing the great work, the MLK Marade, and the Hunger Banquet on the horizon for Project Volunteer, DUSC members will have plenty of ways to get involved.

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

A Public Good Fund Grant supported a year-long documentation study of home-school engagement strategies implemented at one rural CO high school with a large refugee population. A refugee is defined internationally as a person outside his or her country who is unable or unwilling to return to receive protection from that country because of persecution, or a well-founded fear of persecution due to race, religion, nationality, membership in a particular social group, or political opinion. This study was an outgrowth of our previous collaboration on the evaluation of a newly initiated state-wide Community Navigator Parent School Engagement program administered by our partnership agency, the Colorado African Organization (i.e., CAO) (i.e., this initial project also was supported by a CCSEL Public Good grant). The main focus of this state-wide initiative is to promote newcomer refugee family involvement in their school-aged children’s education through the use of trained community navigators (i.e., CNs), who are former refugees themselves. The first year outcomes clearly pointed to the need for a closer examination of components that contributed to the success of this community-based, school-focused program. Subsequently, the current Public Good project was designed to further document the roles, activities and accomplishments of one Community Navigator program located at a rural public high school with a large Burmese refugee population. This program was identified by our partnership agency as having impressive refugee student retention and family engagement outcomes.

A participant observer approach was employed to examine the family engagement strategies and processes employed at this site, as well as the associated student outcomes that might encourage future replication. The primary participants during the year included 14 Burmese refugee families with school-aged children who had been in the United States from six months to several years. Other participants included the assigned CN who was a member of the Burmese refugee community, the teachers and school staff who worked with these families and students, and two University of Denver graduate students who attended and engaged actively at multiple events, meetings and activities organized by the teachers or the CN during the year. Participant observation recordings from the graduate students were summarized with information about the topics covered during these contacts. These results were then combined with data collected from monthly activity contact logs kept by the CN. All participant observations and log contact data during the year were then coded into mutually exclusive family engagement categories.

Five family engagement activity categories were identified: 1) Craft/Life Skills Meetings, 2) School Events, 3) Reminder Calls, 4) Parent Teacher Conferences, and 5) Parent Gatherings. Craft/Life Skills Meetings were one-two-hour weekly, open meetings held at a Parent Welcome Center in the school where parents came to practice English and to learn more about U.S. customs while sharing and making traditional crafts. School Events were family educational opportunities held at the school such as, tours, school or classroom orientations, and other general school-wide parent information sessions. Reminder Calls were phone calls primarily made by the CN, who also worked part-time as a classroom aid, to remind family members to attend various school-related meetings, conferences, and activities. Parent Teacher Conferences were traditional parent-educator meetings held to review a child’s individual educational progress. In most cases, the CN also attended these conferences to help translate, share cultural traditions, explain misunderstandings, and point out differences in schooling expectations. Parent Gatherings were monthly meetings, planned and facilitated by the CN that were designed to share relevant school and other health and life skills information. These gatherings were open to all Burmese refugee family members in the area and typically were held in the community, often in someone’s home with lunch or dinner served.
Continued from page 5

An initial analysis has revealed several important trends across all families. Weekly Craft/Life Skills Meetings garnered the most overall family engagement and participation. When each family’s engagement level was examined separately across all five engagement ‘touch points’, our findings indicated that monthly Parent Gatherings were attended most frequently and School Events and Parent Teacher Conferences had the lowest individual family participation rates. While positive trends were noted between family engagement and indices of student school behavior and performance, such as attendance, grades, and behavioral office referrals, the small sample size and incomplete school records hindered firm conclusions. These general and individual family engagement outcomes and links to student outcomes have been bolstered, however, by subsequent analyses that take into consideration other observational and qualitative interview data from family members, students, and educators who participated in the study.

The impact of the project can be summarized at many different levels. First, this study has led to important insights about family-school engagement strategies, as well as contributing conditions and practices that can moderate and mediate the educational success of newcomer refugee students. The findings gained through this collaborative year-long effort will be used to further strengthen the development of effective home-school-community partnerships to improve the educational and life success of newcomer refugee students and families across the state and the nation. The recommendations from this study will also help promote future research on programs to enhance refugee family involvement in their children’s schooling within the U.S. education system. This university-community shared enterprise also has had a lasting impact on the graduate students in our program. The most direct benefit has been with the graduate students who participated as the facilitators on this project. Their increased appreciation of and advocacy for newcomer families and students is most reflected by the fact that they chose to apply and are now currently completing a full-time internship in several CO school districts serving a high proportion of refugee families. Their participation on this project also led to formal co-presentations at both state and national peer-reviewed professional conferences and co-authorship on several publications.

Many other students in our program also have benefited from our collaborative partnership with the CAO through exposure to several unique training and educational opportunities. The Community Navigators with whom we have worked have co-taught classes in our graduate program, have co-presented with us at state and national conferences, and have coordinated home visits and interviews with newcomer refugee families for our students. CNs have also collaborated with students who are developing resources and trainings for newcomer families whose children may have special education needs. Finally, our affiliation with this community project is continuing this year without any formal funding through monthly “Getting to Know Each Other Dinners” held at a faculty home where one CN invites a refugee family from their community to share an informal dinner with four to five of our graduate students.

**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 [here](#).

Or contact the Science Shop Coordinator, Meredith Borden ([ccesl@du.edu](mailto:ccesl@du.edu)) about how you would like to get involved!
COLORADO RURAL PHYSICIANS AND RETENTION: THE ROLE OF COMMUNITY ENGAGEMENT

By: Irene Frederick, MD, Academic Director, Healthcare Leadership, University of Denver– University College

The Healthcare Leadership program offered through the University of Denver’s University College (UCOL) provides a powerful combination of practical leadership skills and a strategic perspective of the healthcare industry. In a collaborative effort that demonstrates this intersection, UCOL’s Healthcare Leadership Masters and Certificate program Academic Director Irene Frederick, MD has recently partnered with the Colorado Rural Health Center (CRHC) and the Center for People of Power to explore community engagement in healthcare.

The project, funded by a grant from the COPIC Medical Foundation, examined the perception of the role of community engagement skill in the retention of Colorado rural physicians. Eleven rural Colorado communities across the state were visited, and interviews were conducted with 51 community stakeholders representing 1173 collective residential years in their communities, as well as 17 practicing rural physicians, with years of service ranging from 1 to 46 years.

Dr. Frederick notes, “There is evidence both in research and anecdotally to suggest that physicians lack confidence in non-clinical skills, especially those related to engaging the community.” She explains that lack of engagement is associated with practice dissatisfaction, often leading to short-term retention and frequent turnover, which undermines the ability of the community and physician to build mutual trust. The study was designed to investigate the belief that enhanced community engagement skills improve the ability of the physician, and his/her family, to relate within a small, close-knit rural community as home, while increasing the physician’s confidence and ability to work within a community to address the non-clinical needs of the community. By enhancing engagement between the physician and community, physician/patient trust and satisfaction will likely increase. As patient satisfaction and trust in a long-term committed physician rises, compliance with care increases, outcomes improve and liability risks decrease.

Outcomes of the study include the development of a unique community-informed template for a rural-track medical school curriculum. This template has been submitted as a poster presentation for the National Rural Health Conference in 2015. At the request of the interviewed physicians, an electronic book is in production entitled “Stories of the Rural Physician: Those Who Stay and Why They Stay.” Content was presented at the AHEC “Engaging Communities in Education and Research” conference in September, and again to a nursing school class at University of Northern Colorado in December. Knowledge gained from the project will also be used for new University College curriculum development in community engagement.

Dr. Frederick plans to share the knowledge gained from the project with the participating communities to assist them in their strategic plans for physician recruitment and retention. Communities are especially interested in the medical education process, wishing to understand the steps in more detail, and contribute more actively to curriculum development. Dr. Frederick says, “This project has truly been a community-informed process, as the communities chose the stakeholders who became involved. So, by virtue of the process, we have engaged the rural Colorado healthcare community with University College and the larger DU community,” which is precisely what the Healthcare Leadership program strives to do.
Graduate Psychology Course Targets Cultural Competence in Behavioral Health Services Through Community Engagement

By: Omar Gudiño, PhD, Department of Psychology

In spring 2014, the Department of Psychology offered a graduate course titled, Multicultural Issues in Mental Health taught by Omar Gudiño, PhD. This course was designed to provide an overview of theory, research, and practice issues related to the mental health of diverse groups and to promote self-awareness, knowledge, and skills for working with diversity issues across the various professional roles of a psychologist.

With support from the DU Center for Community Engagement & Service Learning (CCESL), Dr. Gudiño partnered with the Colorado Department of Human Services, Office of Behavioral Health (CDHS OBH) to offer this as a service learning course. The course was designed so that students benefited directly from the knowledge and experience of community partners who are actively involved in delivering services, influencing policy, and advocating for diverse and under-served communities. An additional goal was to provide students with the opportunity to act both as producers and consumers of knowledge through a series of community-engaged learning projects.

One of the community-engaged projects students produced was a resource handbook titled, Evidence-Based Practice with Diverse Populations: An Assessment and Treatment Review. Despite a growing emphasis on the use of evidence-based practices with diverse populations, it is often difficult to determine what evidence is available to support the use of specific measures and treatments with a given population. To address this need, students reviewed the literature on evidence-based practices with an eye towards their use with diverse populations (broadly defined). Students were charged with summarizing the scientific evidence in a format that would provide useful and practical information for practitioners and researchers. In an effort to disseminate this knowledge, the handbook was distributed to local mental health agencies and is also being disseminated electronically through the official state website of CDHS. Through this project, students were able to develop skills in reviewing and evaluating the scientific literature as it applies to diverse communities and communicating their knowledge for the benefit of the community.

For the final class project, students served as cultural competence consultants to CDHS. Specifically, students worked in groups to evaluate how the Office of Behavioral Health “Rules” (policies governing the delivery of mental health services) align with national Culturally and Linguistically Appropriate Services (CLAS) Standards developed by the Office of Minority Health, U.S. Department of Health and Human Services. Students learned about the CLAS Standards and used knowledge developed through course readings and discussions to identify areas of strength in the OBH Rules as well as areas for improvement. Students then summarized their findings in a final consultation report, including recommendations, which they presented to CDHS. During the final class meeting, representatives from CDHS attended the course so that students could discuss their findings and recommendations with the community partners.

These are just two examples of how students engaged directly with community partners broaden and deepen their understanding of diversity issues while generating knowledge to be applied in the service of underserved populations. Although these projects required much effort on the part of students, the potential for directly impacting the wellbeing of diverse communities was a source of motivation and satisfaction for students. Likewise, our partners at CDHS appreciated the thoughtful feedback provided by students, and valued “working together to achieve similar goals” of addressing the mental health needs of diverse communities. We are grateful that this partnership was beneficial for student learning, supporting CDHS in achieving its mission, and for contributing to the public good.
UNNOTICED FEMINISM: A VIEW FROM MOZAMBIQUE

By: M. Dores Cruz, PhD, Department of Anthropology

As the saying goes, it is easier to see a speck on someone else’s eye than a log on your own. And that applies to perceptions of gender inequality in Anglo-American and African societies. In the 20 years or so that I have been engaged in research in sub-Saharan Africa, the western perception of educating African women on gender exploitation and oppression has certainly troubled me the most. This is not to say that there is equality nor that there are no problems in African gender relations. But let’s take a moment to consider some data. In 2012, Mozambique was ranked 23th in the World Economic Forum gender gap report. The United States was 22nd. Rwanda is the only country in the world where women outnumber men in parliament, with 64% of parliamentarian representatives being women. According to the Inter-Parliamentary Union data, the US is ranked 80th, behind a large number of African countries, including Tanzania, Senegal, Uganda and Mozambique, which has 39% of women in Parliament (2009 elections). It is a problem then that so many western organizations aim to educate African women on gender empowerment and equality when at home inequality is a major issue with which women have to deal daily.

Although not centering exclusively on gender issues, my research in Mozambique and Ghana has always considered gender, and one of my goals as a teacher at DU has been to address the variability of concepts of gender and what is in reality gender inequality. That is, I try to help students see the log in the proverbial western eye rather than the speck in the non-western eye. Another area that has interested me in recent years has been concepts of development and the role of NGOs in non-western countries. This past summer, I decided to join these two interests and expand my community engagement project in Mozambique to include rural women’s organizations. I spent some time talking to local administrators and consult with women’s organizations to create a project that would allow DU students to obtain practical, direct experience working with these community organizations in formalizing their projects and design adequate business plans beyond the minimum funding they received from well-intentioned, but donor-biased western organizations. My aim is to give students the opportunity to observe gender at work in a non-western setting and see that African women are not powerless victims; rather these women know what they want, but lack basic means to put their projects in place.

Mozambican “Associações” (associations) are cooperatives organized to pool work and sometimes land to achieve specific goals, particularly in the area of income generation. The Madzucane Association that I visited is a self-organized group of women and one man that aims to generate extra income by making jam. Mangoes are plentiful in December and January and often hundreds or even thousands of pounds are wasted because people do not have the conditions to preserve them. Furthermore, pineapples are easy to grow and land is available, but local populations do not buy them and the agricultural associations are unable to take their production to markets in urban centers where these goods could be sold. INGOs have funded agricultural projects to produce pineapples, but such projects have been unsuccessful because they lack funding for stages beyond the planting of the pineapples. For example, farmers and cooperatives do not have the financial means to buy a truck to transport their goods and local transportation is inadequate for large quantities of produce. As a result farmers and associations end up selling to middlemen that come from outside and pay very little, or, as most often happens, the produce rot. Making jam sounded like a good idea and the local associations were encouraged by INGOs who conducted workshops on how to make jam. The problem? The associations lack the basic tools (pots, pans, stove, jars) to make and sell the jam and have no funding available to acquire them. Calling for local initiative is all and well, but individuals in rural areas seldom have enough for their daily lives and cannot save to
Continued from page 10

invest. Unlike many other associations who collapsed, the Madzucane Association has been resilient and continues having projects and working a communal piece of land. But association-related work is done on an irregular basis since women have to attend to their own plots and family needs. As a result, these women do not make any extra income as it was their goal. They exclusively maintain the spirit of the association and try to fit in with the latest fade of international-donors discourse by stating that they are helping children at risk with an eye on getting some funding. So far they have been unsuccessful.

After consulting with the organization leaders (above), I considered that a good community-oriented project would be to include students able to help these women identify and apply for grants that would allow them to obtain the tools they need and become sustainable. A business student, for example, can help association members design a multi-year business plan. Other students may be able to help research how to obtain the jars and a printer. An art student may be able to help design labels and packaging.

There is political will and support among the Manjacaze district official bodies, including the Mayor of the town, who is herself a successful business woman (left). In the summer 2015, I plan to go back to Manjacaze with an Anthropology graduate student who will be researching women’s organizations, comparing the success and access to funding by associations/cooperatives headed by elite individuals and other non-elite led organizations. The work we are planning complements work done in 2012 and the community oriented project I have been developing with a local orphanage. The work with the orphanage has developed substantially since 2012. We are now a registered Colorado charity and have the 501(c)3 status, under the umbrella of a Colorado non-profit organization. DU students have contributed to the work by maintaining the Facebook page and by starting to create a website. Therefore, my aim is to continue my work in Manjacaze, expand to new areas and define a sustainable community-oriented project focusing in two areas: the orphanage and women’s organizations.

As an epilogue and to go back to the issue of perceptions of gender, oppression and women lack of agency in African societies, let me tell you the story of “Mamã” Amélia (right). “Mamã” means “Mother, Mommy” and as in other sub-Saharan African countries, it is the formal and respectful form of addressing women. “Mamã” Amélia is 54 years old and works at the orphanage. Of 11 born, she has 8 surviving children, and is divorced from her husband. She confided in me that her husband was a good man, but sometimes he was violent. From her explanation of his condition, he could possibly be bipolar. As a very religious woman, she was set in staying with him despite everything. But her mother, a more traditional old woman, did not think so! Her mother travelled to the seat of the district administration and gathered all the information necessary to start the divorce process. When she returned home told the daughter what she needed to do and who was the administrator in charge of such cases. There was still the issue of “lobolo” (bride’s wealth): if “Mamã” Amélia were to leave her husband, her family would have to return the long gone “lobolo” money. But in negotiations between the husband’s family and “Mamã” Amélia’s uncle it was decided that the “lobolo” would not be returned. She has been divorced for ten years and employed by the orphanage, but makes sure all her children are in good terms with their father. After all it was not his fault that “his head was not good.”
CCESL STUDENTS IN THE NEWS

CCESL is delighted to highlight two students who have been featured by Expressions: A Newsletter of Arts, Humanities & Social Sciences at DU. Writer Janette Ballard sat down with Arimus Wells and published an article titled “Student Makes Volunteering Way of Life” in the November issue of the newsletter. In December, Ballard also talked with Neda Kikhia and titled her piece with Neda “Student Looks at the World through Various Lenses.” Each student discussed the role CCESL has played in developing their volunteerism in the community and shaped their leadership skills.

INDIGENOUS YOUTH RISE UP

By: Kristen Collins, Public Good Associate

Rates of HIV/AIDS are considerably higher among indigenous populations compared to other groups. Recent rates of HIV infection have increased more rapidly in American Indian and Alaska Native communities than any other racial or ethnic group in the United States. Dr. Ramona Beltran and a team of DU students are working in collaboration with Café Cultura, Servicios de La Raza, and Denver Indian Family Resource Center on a project to increase HIV/AIDS testing, awareness and prevention methods, and reduce stigma among indigenous Youth. The Indigenous Youth RISE UP project will recruit approximately 30 youth that identify as indigenous persons to participate in a curriculum consisting of four HIV/AIDS psycho-education modules that incorporate Indigenous cultural principles and practices. The team will also evaluate the program and its effectiveness in achieving the objectives and goals of the project through pre-and post-surveys, focus groups, and interviews with participants. The Indigenous Youth RISE UP project is connected to the “Riseup!” program created in 2009 in response to National HIV/AIDS Awareness Day campaigns targeting women and girls, and Native American populations. Riseup! is a free community-based event, hosted by Café Cultura and community partners, that includes free HIV testing and counseling, food, vendors, music and spoken word performances. It will be held on Friday March 13th this year at the Denver Indian Center from 6-9PM. Responding to community members' requests for more youth involvement opportunities in HIV/AIDS education, community partners have worked together to create a curriculum that both provides important health education and honors indigenous cultural knowledge and traditions to prepare the next generation of indigenous health leaders. The University of Denver and community partners for the Indigenous Youth RISE UP event are looking forward to implementing this program and evaluating the impact it will have on indigenous communities in the region.
CCESL MINI-GRANT CONNECTS PSYCHOLOGY GRADUATE STUDENTS AS CROSS CULTURAL COACHES TO SOUTH HIGH REFUGEE YOUTH

By: Vicki Tomlin, PhD, Counseling Psychology Program

Through the support of the CCESL Mini Grant, six DU psychology graduate students from Counseling Psychology, Child, Family and School Psychology, Professional Psychology, and Social Work partnered with South High refugee youth who were at-risk of not graduating high school and/or transitioning from high school without clear postsecondary plans. The partnership was based on a coaching model in which graduate students served as cross-cultural coaches to tap refugee youths’ strengths and resiliencies to guide problem-solving, decision-making, and support for growth toward successful high school completion and exposure to post high school graduation opportunities.

South High students come from 70 countries, speak 45 different languages, and include refugee students whose unique experiences reflect being forced to leave home counties due to persecution (or a well-founded fear of persecution) refugee camps, interrupted schooling, past trauma experiences, resettlement, poverty, cultural adjustment, and language. Despite these combined challenges often associated with elevated risks for refugee high school students when the demand for academics, school, and postsecondary planning are highest, the coaching project served to build on the resilience and strengths of refugee youth in overcoming significant life challenges through a 1:1 relationship that fostered support to reach graduation and post graduation goals. The participating South High youth in the coaching project were from Bhutan, Democratic Republic of Congo, Eritrea, Sudan, and Burma and met weekly with graduate psychology students one-on-one within a setting characterized by support and mutual respect. Through project efforts, refugee high school students articulated their future dreams and aspirations and used problem solve, and goal-setting for addressing future barriers.

At the end of the project, South High school students presented a panel discussion on Connecting Life Narratives with Goal-Setting for the Future during a presentation at DU’s Internationalization Summit in April 2014. Approximately 30 DU students, faculty, and community members attended this powerful workshop session. In addition, South High students toured DU’s campus and attended an awards ceremony on campus honoring their participation and completion of the Coaching Project.

Post reflective feedback by one DU graduate student included “this experience really opened my eyes to civic engagement and especially the need for increased advocacy for refugee populations” while another graduate student stated that the project “contributed to my understanding of the unique needs of identified refugee students who will be part of the diverse communities in which I will work”. Four out of five high school seniors graduated from high school, three of whom are now attending community college! The additional senior and another student who was a junior are on track to graduate in June 2015. One of these students enrolled in classes through the Ascend Program, with the potential opportunity to complete an associated degree in one year after high school completion.

South High School principal, Dr Waters, described the DU – South High partnership as “integral to the academic and socio-emotional success of South’s refugee students” and advocated for an “expanded future partnership with a continued focus on high school graduation and post-secondary options for refugee youth”.

A special thanks to the 2013-14 cross-cultural coaches: Shelby Parker, Jordan Huber, Meredith Sisa, Noah Symington, Laura Magill, and Shelley Woodson.
DU NAMED TO 2014 PRESIDENT’S HIGHER EDUCATION COMMUNITY SERVICE HONOR ROLL

The University of Denver has been named to the 2014 President’s Higher Education Community Service Honor Roll for community engagement and service to promote positive change. The Corporation for National and Community Service (CNCS) oversees the Honor Roll in collaboration with the U.S. Departments of Education and Housing and Urban Development, Campus Compact, and the American Council on Education. Launched in 2006, the Honor Roll annually recognizes higher education institutions that embody the values of exemplary community service and civic engagement and raise the visibility of best practices in campus-community partnerships.

DU was selected for the Honor Roll on the basis of several factors evaluated for the 2012-2013 Academic Year, including the degree to which service is embedded in the academic and co-curricular culture, the University’s dedication to service, and the scope and community impact of service work. DU’s Center for Community Engagement and Service Learning (CCESL) played an integral part in contributing to the University’s public good mission through a range of programs that are dedicated to enhancing student learning and services, faculty teaching and research, and community development.

Here are some highlights regarding DU’s commitment to the public good in Academic Year 2012-2013:

- 4,995 DU students contributed more than **477,000 hours** to service.

- The Faculty Service Learning and Service Learning Associates programs supported faculty from colleges and departments across campus, who taught over 90 service learning courses that enrolled over 1,100 students.

- The Public Good Fund made more than $100,000 available for 11 innovative community-engaged faculty research projects that address community-identified needs. Projects ranged in topics and communities served, from addressing health access barriers for Latino families and documenting family-school partnering strategies with refugee parents to the creation of a public web-based Geographic Information System to support communal decision making along Nicaragua’s Pacific coast.

- The AmeriCorps Compact Service Corps program placed DU students in high-need K-12 environments and non-profit agencies for long-term service placements that last from one to two years. Approximately 251 DU students contributed over 129,000 hours of service with 96 community partners. DU students received over 21,000 hours of training to support their community service.

- DU students, faculty, and staff are also engaged with metro-area public schools through tutoring and mentoring programs, teacher-prep field placements, service-learning courses, public good research projects, and the Public Achievement Program. In 2012-2013, 27 DU students served as Public Achievement Coaches and carried out 7,530 hours with 148 high school students to create, develop, and implement their own civic project within their community or school.
**My AmeriCorps Experience**

By: Jackie Curry, Senior: BA in Environmental Science, Ecology/Biodiversity Minor

I have been very fortunate to be a part of AmeriCorps since November 2012. AmeriCorps allows me to work with groups of people who are passionate about making positive changes within their community by taking action. While being involved in this program, I have undergone tremendous self-growth and have become a better leader and mentor amongst my peers and the students that I work with. Everyone in the AmeriCorps and CCESL community has pushed and encouraged me to step out of my comfort zone, and become a better leader and organizer both within and outside the classroom. It’s very comforting to be a part of a group that truly wants to see you succeed and thrive in whatever you do.

Being an AmeriCorps member, I have had the pleasure to work within the Denver community in a way I had never expected to during my college career. Through the Public Achievement Program, which aims to equip high school students with skills to effect social change in areas of injustices, and working at various sites - high schools and elementary - I have gained a true sense of what my passions are and how to translate them into actionable public work projects. I help facilitate dialogue in order to narrow down collective self-interests, connect my students with influential stakeholders, and equip them with the tools to research, develop, and implement social action projects in their social justice issue area of choice. As a Public Achievement Coach, I am to empower my students so they are able to implement and affect public work projects throughout their own communities.

Post-graduation, there are many fields I would love to immerse myself in. Two fields I can certainly see myself pursuing a career in are restoration ecology and environmental/outdoor education. After backpacking through Colorado last summer, restoring and preserving hiking trails, I learned about the critical importance of educating people about how to take care of the environment around them in order to maintain the beauty and resources of the land. Whether my future falls into maintaining cleaner and sustainable communities or by passing down knowledge of how to be a more responsible environmental steward, I will be able to utilize the skills I obtained while serving my AmeriCorps term to organize and empower communities around social change.

Altogether, AmeriCorps has provided me with incredible organizing skills, as well as leadership skills and opportunities not only amongst the DU community, but also within the larger Denver area. The skills I have gained from this program will easily help me achieve my goals in the future, academically and in my professional career. AmeriCorps has motivated me to keep empowering others as well as myself, and create positive change, no matter where I go.

**DU Students Register to Vote**

By: Ryan Hanschen, CCESL Program Coordinator

Throughout fall quarter and especially on September 23, 2014 – National Voter Registration Day – CCESL, student volunteers, and New Era Colorado partnered to register hundreds of students to vote. Their combined efforts led to 516 students registering to vote and 463 students pledging to vote on or before Election Day. Ashley Edinger, a second-year student, served as a New Era Democracy Fellow and as a Voter Registration Processing Assistant. In her experience, voter registration “is tough work, but worth the struggles in tabling, street teaming, and canvassing when you can get young people involved in the political process and allow them to have their voices heard. Plus, sometimes you get to wear a Vote-bot costume and roller skates, and hang out with a mannequin named Clarence.” Additional resources – including TurboVote, Campus Vote, New Era Colorado presentations, and polling centers near campus – helped to ensure that DU students had several opportunities to register to vote via a number of different platforms.
PUBLIC GOOD FUND UPDATE

Congratulations to the Fall 2014 Public Good Fund recipients, including:

- **Kim Bender & Anamika Barman-Adhikari**, Graduate School of Social Work: *Photovoice Youth Voice*
- **Erica Chenowth**, Korbel School of International Studies: *Production, Dissemination, and Evaluation of a Short Video Highlighting the Historical Record of Nonviolent Resistance*
- **Mailk Nwosu**, Arts, Humanities and Social Science: *Contextualizing African/African American Migration and Diaspora Narratives*
- **Raja Raghunath & Rebecca Galemba**, Sturm College of Law; Josef Korbel School of International Studies: *Wage Theft in the Commercial Construction Industry in Denver*

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.

COMMUNITY ENGAGEMENT CORPS SPOTLIGHT: LEXIE HERMOSURA

By: Ryan Hanschen, CCESL Program Coordinator
Lexie Hermosura, Community Engagement Corps

Lexie is a first-year student at DU, currently serving as a Denver Green School student tutor through CCESL’s Community Engagement Corps program.

Lexie’s role at Denver Green School (DGS) includes tutoring a group of 5th graders – ranging from an individual student to a group of seven students – and helping them with their math homework. She also designs posters that cover English and Math concepts, grades tests/quizzes/homework, and creates answer keys for math assignments.

She reports that “it’s really wonderful working for DGS, the students whom I’ve worked with are very bright and insightful. Also, the staff that I’ve dealt with are very caring and passionate about their work. It’s a great environment to be working in.”

Lexie is eager to share details about the many favorite students she’s worked with. “There’s Ariana and Alaura who are eager to show me how they’ve come to their answers, there’s Jayden who isn’t afraid to ask questions or slow me down if I’m going too fast, and Noah who is just a math wizard for his age.”

Serving as a student tutor is not without its challenges. The biggest challenge that Lexie has faced is “finding a simple way to explain simple math,” since she has become so used to complex math like calculus and trigonometry. She used to just pull out her calculator, but since she has been tutoring 5th graders in math, she “needs to remember what I did when I was the students’ age.” Another challenge is making the distinction between "friend" and "mentor." Lexie comments that “a lot of the time, I work with the same students, so they get more and more comfortable around me. I hate to seem mean by getting them back on track with their math homework, but it’s absolutely necessary for them to understand the things that they are learning.”

A K-8 Denver Public Schools Neighborhood Innovation School, Denver Green School’s “emphasis on project-based learning allows teachers and students to engage in relevant, self-directed, teacher-facilitated learning.” To learn more about Denver Green School, please visit: http://www.denvergreenschool.org/.

To learn more about CCESL’s Community Engagement Corps program, or if your school is interested in becoming a school partner, please click here.
The 2014-2015 Service Learning Scholars Program brought together a cohort of 16 faculty, postdoctoral fellows, and graduate students from departments across campus for a two-day workshop in December.

- Benadette Calafeel, Communication Studies
- Katie Dingeman-Cerda, Sociology & Criminology
- Detre Godinez, Psychology
- Jeni Hunniecutt, Communication Studies
- Maria Islas-López, Psychology
- Jennifer Joy, Psychology
- Jessica Mardock, Sociology & Criminology
- Lisa Martinez, Sociology & Criminology
- Christine Ngo, Economics
- Christy Rossi, Psychology
- Lacey Stein, Communication Studies
- Erin Willer, Communication Studies
- Ana Candelaria, Education
- Melanie Heto, Graduate School of Professional Psychology
- Vicki Tomlin, Education

The curriculum covered topics including (but not limited to): Defining Service Learning & Historical Context, 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, and Developing syllabus components including: Service Learning Description, Goals, and Objectives.

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’:
   a. Awareness of benefits of service learning pedagogy
   b. Confidence to implement service learning
   c. Attitudes towards community
3. Prepare faculty to implement a new (or revise an existing) service-learning course by the 2015-2016 academic year.

Anne DePrince and Cara DiEnno (CCESL) co-facilitated the workshop. Seven DU faculty service-learning leaders (Liz Drogin, Omar Gudino, Sarah Hart Micke, Keith Miller, Heather Martin, John Tiedemann, Cheri Young), four community partners (St. Francis Center, America SCORES Denver, Colorado Department of Health, and Charles Hay World School) and one student (Skyler Leonard) made presentations throughout the two-day workshop. Associate Provost Jennifer Karas visited to talk with Scholars about service learning on campus. In addition to listening to presentations and working in small groups, Scholars used workshop time to work on the development of their own syllabi.

Thank you to the 2014-2015 Service Learning Scholars as well as colleagues from across campus who shared presentations for making this year’s workshop a success.
Puksta Scholar Spotlight: Ian Parker, Senior

Majors: Piano Performance, Spanish
By: MacKenzie Burdic, AmeriCorps Coordinator

Ian Parker is a Senior from Frisco, CO and is a fourth year Puksta Scholar. The Puksta Scholars Program at the University of Denver requires meaningful commitment to community work, development of civic skills, and the creation of sustainable community partnerships, mentor relationships, and public work projects.

Ian’s Puksta Project centers around providing equal access to music education for underserved demographics. Parker grew up in the mountain community of Summit County and it was in these mountains that he discovered his passion for both music and the Spanish language. Playing soccer on a team comprised almost entirely of Hispanic boys, Ian began to learn Spanish, all the while studying piano.

Upon arrival at DU and beginning the Puksta Scholars Program, Ian’s focus narrowed with the aim of connecting his love for Spanish, music, and underserved populations. He began working with El Sistema Colorado - an organization based on the Fundación del Estado para el Sistema Nacional de las Orquestas Juveniles e Infantiles de Venezuela, now called Fundación Musical Simón Bolívar. El Sistema is a free music program offered to children of marginalized demographics, the idea being that they have access to instruments, lessons, ensembles, etc., all the resources that, traditionally, have been extremely expensive and exclusive.

Through his work, Ian has learned that music is as much an art form as it is a tool for social reform, in that, with proper education in music, students become more disciplined, more analytical, and more cooperative, resulting in a more cohesive society amongst them. Ian’s goal in sustaining his Puksta work completed thus far, and continuing after graduation is to implement a similar program in his home community in the mountains, in order to augment the musical population and create a more inclusive, creative, productive community. Ian is currently working with El Sistema staff to develop a unique business plan and curriculum for the specific community in which he intends to work in order to implement his program as quickly and successfully as possible.

New Minor in Intercultural Global Studies

Through the Intercultural Global Studies minor, students take an innovative approach to understanding and engaging with diverse cultures within the US and across the world. This new 24 credit hour minor, housed in Arts, Humanities and Social Sciences, develops intercultural critical thinking and analytical skills essential for life in an increasingly interconnected global society. By combining interdisciplinary coursework that complements students’ majors with domestic and international engagement experiences, IGS students develop essential intercultural skills, integrating theory and practice to make a positive impact in an increasingly interconnected global society. CCESL sits on the advisory committee for the minor, providing advice regarding domestic engagement experiences. To complete the minor, students select one 4 credit introductory course, take four credits of domestic or international engagement experience and then round out the minor by selecting 16 credits of qualified electives. To learn more, email igs@du.edu or visit www.du.edu/igs.
Mini-Grant Supports Engaged Research in the Immigrant and Refugee Communities

By: Rebecca Galemba, Lecturer, Josef Korbel School of International Studies

In the spring of 2014, fifteen graduate students at the Josef Korbel School of International Studies took part in a service-learning course to learn ethnographic research skills while engaging in collaborative partnerships with organizations serving refugees and immigrants. Students groups collaborated with a local organization to learn about its needs and to enhance their social awareness of the community. Students worked with El Centro Humanitario—a day laborer center in Denver, Rights for All People (RAP)—an immigrant advocacy organization in Aurora, or Colorado African Organization (CAO)—a Denver organization that provides educational programming, orientation, and empowerment skills to refugees. As David Boggs articulated, “[the class] engage[d] students not just in the form of experiential learning, but require[d] a component of community giving as well.” While students at CAO conducted research while providing volunteer English classes, the service to RAP consisted of providing research capacity to inform their immigrant rights campaigns.

Students learned by doing. As student Ryan Goehrung reflected, “Unlike other purely classroom-based courses, [this] class offered the chance to engage deeply with the local community and...to study first-hand real issues affecting the immigrant population.” Our first class meeting was a convivio, the Spanish term for a collective social gathering, at Centro Humanitario. Students shared tamales with laborers as they learned about their experiences. Through the convivio students learned that collaborative research involves deep listening, hanging out, and establishing rapport. Students spent three to five hours each week not only interviewing refugees, service providers, immigrants, city council members, and police, but also stepping into neighborhoods at once at their doorsteps, but also distanced from their daily lives at DU. As student Kate Douglass reflected, “One of the best ways to learn about the world and how it affects others is by stretching yourself and entering into their environment.”

At the end of the quarter, we hosted a presentation at the Korbel School. Students shared results with the DU community as well as with local stakeholders including the partner organizations and service providers, members of the immigrant and refugee communities, and a representative from the Aurora mayor’s office. Marco Nuñez, the director of Centro Humanitario and Peter Van Arsdale, a senior lecturer at Korbel and a long-time partner in the refugee community, also spoke at the event.

The course aimed to surmount the paternalistic dilemmas of top-down service provision by creating the seeds for sustained partnerships. Students learned about the rewards, as well as the challenges, of collaborative research as they considered the ethical issues of working with vulnerable populations, the demands faced by the partners, their own privilege, and their own time constraints. They realized their own humility as they learned that the goal was to “talk with people and get them to tell their stories, as opposed to answering the questions of the team” (Beebe 2001: 6). They recognized they should strive to be students of those from whom they seek to learn, and not merely to study. Kate Douglass reflected on her work with Centro Humanitario, “I don’t know how much we were able to do in just 10 weeks, but I do know that I will never walk by a construction site again without thinking of the hands that are at work. It was a pleasure working with the staff and I am especially grateful to the day laborers and their willingness to share their experiences with my group.”
The Center for Community Engagement and Service Learning announces the rescheduled event:

Coping with Change in Higher Education: The Growing Strategic Role of Community-Engaged Scholarship

Barbara A. Holland, Ph.D.

Opening remarks by Chancellor Rebecca Chopp

Monday, February 9, 2015
11:30AM – 1:00PM
Craig Hall Community Room
Poster session featuring DU community-engaged scholarship at 11:30am
Seated lunch and opening remarks at 12:00pm

Barbara A. Holland, Ph.D. is a professor, researcher and consultant recognized internationally for her scholarship and expertise on organizational change in higher education with a focus on the institutionalization of community engagement. She is affiliated with the University of Sydney, Portland State University, and Indiana University-Purdue University Indianapolis. She received the 2006 Research Achievement Award from the International Association for Research on Service-Learning and Community Engagement for her contributions to the engagement field. She has served as adviser to more than 100 academic institutions across five nations.

The event is free and open to all members of the DU community; however, registration is required as space is limited.
Register today at http://goo.gl/JGDFt8

For more information, contact ccsl@du.edu
Explore opportunities for community-engaged scholarship, learning, and service at

**THE COMMUNITY SPOTLIGHT**

Thursday, February 26
4:00 – 5:00pm
CCESL Suite 18, Driscoll South
(Under the DU Bookstore)

**CHILDREN’S LITERACY CENTER OF DENVER**

Join us to learn more about Children’s Literacy Center of Denver in conversation with Sierra Maloch, Program Coordinator

Please RSVP to [CCESL@du.edu](mailto:CCESL@du.edu)

Refreshments will be served

**About Children’s Literacy Center**

Children’s Literacy Center provides after school one-to-one tutoring to elementary school children reading below grade level in Colorado, at no cost to families. The mission of the organization is to build a life of success through a foundation of literacy, one child at a time. Please visit [http://www.childrensliteracycenter.org/](http://www.childrensliteracycenter.org/) for more information.
With the Facebook votes counted, we are happy to announce that our revitalized, collaborative space in Suite 22 will be called: **THE HUB**

Come check out The Hub’s chalkboard wall, iPad, slideshow…and more!

Driscoll South, Suite 22
(under the Bookstore)