

SU

2016 ANNUAL REPORT



**CENTER FOR
COMMUNITY
ENGAGEMENT**

125

SEATTLEU





→→ OUR MISSION

THE CENTER FOR COMMUNITY ENGAGEMENT
CONNECTS CAMPUS AND COMMUNITY TO
PURSUE A MORE JUST AND HUMANE WORLD.



VISION

By building a seamless web of interconnection between the educational programs of Seattle University and the needs and assets of the local community, the Center will positively transform our university and our communities.

VALUES

The CCE's work depends on reciprocal relationships based upon integrity and trust. We embody this ethos through the following values:

SERVICE. We are committed to engaging with others with compassion, creativity and care.

JUSTICE. Acknowledging the dignity of all individuals, we seek a world in which all people thrive.

COLLABORATION. Community defined needs and strengths guide and inspire our work.

RESPECT. We act with humility and a sense of gratitude.

RESPONSIBILITY. We make the best use of our resources through work that is data driven, efficient and effective.

GOALS

We will:

- Engage SU students and faculty to serve, learn and lead for a just and humane world.
- Build capacity for social change in our local community.
- Advance the field of community engagement in higher education.

LETTER FROM THE EXECUTIVE DIRECTOR



Dear Friends and Supporters,

One of the things I enjoy most about my work at the Center for Community Engagement is our exploration of challenging questions. One vexing question we grapple with is how to pursue a bold vision while remaining humble and grounded.

This report contains vignettes and data that show our progress toward our vision of uniting campus and community to positively transform Seattle U, our neighborhood and the nation. We are experiencing success, such as:

- A record number of students are making long-term commitments to serve and learn in the community.
- Our community partnerships are addressing inequities in housing, education and economic opportunity.
- Our work to create a national network of universities committed to neighborhood-based engagement continues to grow.

Yet, as we celebrate these accomplishments we are humbled by the realities of our world and our own limitations. The persistence of racism, particularly institutional racism, contributes to wide-scale suffering. The growing crisis of homelessness in Seattle presents us with the sobering reality of our city's economic boom. And our own shortcomings, including those of the Center for Community Engagement, limit our full potential.

Boldness and humility—can we really do both? Yes, but only with the commitment of students, the leadership of community partners, the dedication of faculty and the generosity of supporters. We can think big and also act humbly. In fact, embracing the tension present in doing this may be what empowers us to grow as individuals, organizations and as a community.

With gratitude for your partnership,

A handwritten signature in black ink that reads "Kent Köth". The signature is written in a cursive, flowing style.

Kent Köth
Executive Director, Center for Community Engagement



THINK BIG.



ACT HUMBLLY.

COMMUNITY PARTNERS ARE — OUR — TEACHERS



The Center for Community Engagement partners with faculty who are interested in fostering positive social change through community-based courses and research projects. This past year, 103 faculty members designed 219 courses to include a service learning component, engaging 2,784 students. Additionally, 51 faculty members elected to participate in immersive community gatherings and site visits, deepening our collective impact.

JASON MILLER



Alumnus Jason Miller, '02, a faculty member in the College of Arts and Sciences, brings anthropology alive via community learning opportunities rooted in strong relationships. His

students integrate concepts from coursework on immigrant health and migrant experiences to build one-on-one relationships with local community members. Students are matched with a variety of projects including English learning conversation partnerships and GED tutoring. One student group collaborated with International Community Health

Services to develop culturally relevant curricula for an after-school health program in the International District.

Jason's intentionality around framing, language and preparation was showcased in a recent partnership with social work Professor Amelia Derr to examine "What Is Socially Just Academic Service-learning?" Amelia and Jason reframed charity as social change that requires analysis of power and oppression. Jason shares, "It's important to help students see that our community partners are teachers and that the student's job is to learn from them. Clear communication with my partners and integrating community partners into my courses are key to helping me frame that experience for my students."

TRANSFORMING MATH AVERSION INTO MATH MENTORSHIP

ALLISON HENRICH ←←



How can service learning be a source of academic healing for university students? Allison Henrich, a mathematics faculty member, has employed an innovative approach for math-averse students at Seattle U. Students who enroll in her quantitative reasoning course as part of Core academic requirements often have a history of negative attitudes about math. Allison tackles math anxiety in young adults by designing courses that train university students in



cultural competency and tutoring and pairs them with students at Bailey Gatzert Elementary School to provide academic mentoring. Allison says, “They see firsthand that having a poor attitude themselves will translate into low motivation and interest on the part of the children they are working with. So our tutors often employ a ‘fake it ‘til you make it’ strategy, manufacturing an infectious mathematical enthusiasm.”

One of Allison’s students explains that, “Tutoring has been surprisingly amazing. I never thought I would enjoy it as much as I do. I certainly didn’t think delving back into

my traumatic elementary math experiences could be so rewarding... I think I might be discovering my own love for math.” Allison finds that each time this class is taught, half of the university students plan to continue volunteering beyond the end of the term. And her leadership has inspired additional faculty including Eric Bahaud and Leanne Robertson in the mathematics department to integrate service learning.

Read more about Allison’s pedagogy at www.aacu.org/peerreview/2014/summer/henrich.

SERVE LOCAL MOBILIZES SEATTLE U STUDENTS TO INVEST IN COMMUNITY

Serve Local is a Center for Community Engagement membership campaign to mobilize students to act on their values. Strategically building on past success, this year CCE staff pursued new innovations to catalyze commitment. Early outreach during the admissions process captured the interest of students, who were tracked in a new database that enabled targeted follow up. Two new signature events were launched this year to bookend campus engagement, quarterly retention events were held and long-term student leaders were awarded with Serve Local hoodies and graduation cords. The Serve Local campaign will become even stronger next year with the launch of ConnectSU powered by OrgSync, an online platform that allows students to find and keep track of service opportunities.

Students who elected to serve for six or more months grew by 24% in the 2015-16 academic year with a record number of 310 students engaged in long-term placements. The National Survey of Student Engagement shows that Seattle U consistently outpaces comparative Jesuit institutions and Carnegie peers in students connecting their learning to societal issues.



SERVE LOCAL KICK OFF EVENT

Serve Local Kickoff event, in collaboration with The Douglas, drew a vibrant crowd of 275 students.

STUDENT SHOWCASE

Serve Local Student Showcase provided an opportunity for eleven student teams to present their projects to over 125 enthusiastic supporters.

SERVE LOCAL SWAG

More than 200 student leaders who had engaged for one year or more received a limited edition hoodie.

HONORING OUR GRADUATES

Graduation cords were awarded to 50 seniors who engaged in five quarters or more during their Seattle U tenure.



ALYSSA GARCIA, '16

“In line with the Jesuit tradition, I wanted to use my identities as a Filipino-American, female, student of color for others with my shared identity. I was working for the betterment of others, but at the same time the work was also about me. I was seeking spaces that were comfortable for me as a source of healing to address my marginalized identities as an Asian-American daughter of immigrants.”

—Alyssa Garcia, Shinnyo-en Fellow and Serve Local Participant
[Read the full story on the [Serve Local Blog.](#)]

GABBY GOEGLIN, '16

“Having faces and names and little hands to attach big systems thinking was essential for concretizing theory. Hunger and happiness, racism and resistance were being played out on the playground in front of me and I realized they were not just big ideas out there but the day-to-day happening all around and inside of me. I am humbled by the messiness of it all and disheartened by the way the system operates.”

—Gabby Goeglein, Shinnyo-en Fellow and Serve Local Participant
[Read the full story on the [Serve Local Blog.](#)]

— 2016 —
SPIRIT OF COMMUNITY
AWARDS

COMMUNITY PARTNER

Saadia Hamid, Seattle Housing Authority

FACULTY

Hilary Hawley, English Department

STAFF

Tyrone Brown, Counseling and Psychological Services

STUDENTS

Yessenia Medrano, Katie Gallagher

PROJECT

Youth Traffic Court



Saadia Hamid of the Seattle Housing Authority was recognized as a community partner that exemplifies the CCE goal of creating strong reciprocal partnerships in order to foster social change and contribute positively to the development of reflective, creative, compassionate and just student leaders.



STUDENT SPOTLIGHT:
KATIE GALLAGHER, '16

For the past four years, Katie Gallagher served as an invaluable leader within the Seattle University Youth Initiative at Bailey Gatzert Elementary School in the Brain Train Program. Brain Train provides after school literacy, math and homework support to kindergarten and first grade students. Currently she is working on a Masters at the University of Puget Sound in preparation to become a teacher. In May, the Center for Community Engagement recognized Katie with a 2016 Spirit of Community Award.



STUDENT SPOTLIGHT:
CAROLINE UMUKOBWA, '18

Junior Caroline Umukobwa is an international student from Rwanda majoring in civil engineering. As a student Serve Local leader, Caroline focused on connecting Seattle U international commuter students with community service. She conducted a demographic survey to determine what volunteer opportunities might engage international students not living on campus. This year, she is serving as the vice president of the Seattle U chapter of the American Society of Civil Engineers. Caroline received the inaugural 2016 Washington Campus Compact President's Award.



STUDENT SPOTLIGHT:
YESSENIA MEDRANO, '11, '16

Yessenia's dedication to social justice and immigrant rights stems from learning her father's story of escape from El Salvador during the Civil War and her mother's work with Central American refugees in the 1980s. As a law student, she has worked with the Border Litigation Project of the American Civil Liberties Union, the Northwest Immigrant Rights Project and the Latinx Law Student Association. Yessenia received a 2016 Spirit of Community Award.

PARENT ENGAGEMENT GROWS FAMILY TALK TIME

Parents are their child's first and primary teachers. Family Talk Time, a Seattle University Youth Initiative program, is a series of classes designed for parents with limited English proficiency to improve skills. Participants practice dialogue, network with other parents, meet school staff, tour the school and physically engage with interactive tools that their children use. This year Family Talk Time grew exponentially thanks to the outspoken advocacy of parents.

Programming launched as a four-week cycle, with four families attending weekly sessions. Parents requested more classes and promised to bring more participants. One passionate parent knocked on doors in her community to recruit additional parents. In response, Center for Community Engagement staff launched a six-week cycle, hosting classes twice a week. The English Language Learning instructor intentionally mixed Spanish, Thai and Somali participants to practice English and connect across cultures. Positive experiences led to parents writing a letter requesting even more classes, signed by 17 attendees.

In response to the parents' request Family Talk Time expanded to a 10-week, twice a week model with more than 25 families attending. Additional skills were added to the curriculum including job search, resume development, computer skills and understanding community demographics and school performance trends. At the end of the session parents said they were able to make connections with people outside of their language group and that English is the one thing that can tie them all together.





SEATTLE UNIVERSITY YOUTH INITIATIVE AT WASHINGTON MIDDLE SCHOOL TAKES OFF

The Seattle University Youth Initiative doesn't end at fifth grade. The transition from elementary to middle school can be a time when many youth feel lost and seek connection, consistency and care. A vision to implement a full-time School Success Coordinator at Washington Middle School has been in the works for many years. With support from College Spark Washington, The Dean Witter Foundation, KeyBank and the City of Seattle Families and Education Levy, partnership and programming expanded this year to better serve middle school youth.

The Redhawk Academic Mentoring Program (RAMP) reached 107 middle schoolers with one-to-one support by 35 dedicated Seattle U volunteers. Mentors provide a touchstone of a caring adult for middle school youth to review grades, set learning goals, work on classroom assignments and promote growth mindsets. Seattle U students majoring in science and engineering supported 29 classrooms as part of the Seattle U Math (SUM) Corps. RAMP after school served more than 60 sixth graders exploring college-bound identities, math, science and social justice projects, including food justice and girls' global access to education.

The Youth Initiative doesn't end at eighth grade, either. In future years, the Center for Community Engagement plans to expand high school partnerships and programs.

IN 2015-2016, MORE THAN 40 SEATTLE U ACADEMIC MENTORS PROVIDED ACADEMIC AND EMOTIONAL SUPPORT TO 206 MIDDLE SCHOOLERS.

THE RATE OF 6TH GRADERS PASSING ALL CLASSES HAS SINCE INCREASED FROM A BASELINE OF 60% TO 90%.

“I HAVE BEEN INCREDIBLY BLESSED TO WORK WITH SOME FASCINATING, MOTIVATED AND INCREDIBLE YOUNG MEN OVER THIS ENTIRE YEAR. I’VE SEEN THEM GROW IN COUNTLESS WAYS OTHER THAN JUST ACADEMICALLY, WHETHER IT BE IN IMPROVING THEIR COMFORT SPEAKING IN CLASS OR THEIR HAPPINESS OVERALL AS A STUDENT IN WASHINGTON MIDDLE SCHOOL.”

—KYLE WOO, REDHAWK ACADEMIC MENTOR

SHARING OUR LESSONS AND FORMING A NATIONAL NETWORK

INSTITUTE PARTICIPANTS:

- Augsburg College
- The Bush School
- Creighton University
- Fairfield University
- Fordham University
- Gonzaga University
- Loyola Marymount University
- Loyola University Chicago
- Loyola University Maryland
- Pacific Lutheran University
- National Louis University
- Regis University
- Santa Clara University
- St. John's University
- St. Joseph's University
- St. Mary's College of California
- University of San Diego
- University of San Francisco
- University of New Brunswick
- University of St. Thomas
- Whitworth University

Responding to interest from other universities, the Center for Community Engagement is coordinating Place-Based Community Engagement Institutes to explore the concept and practices of initiatives such as the Seattle University Youth Initiative. This past year, the center coordinated two institutes with support from the Annie E. Casey Foundation. Some 21 institutions participated in two different three-day gatherings to network across campuses and explore ideas including place-based engagement, data informed practice, fundraising, pursuing racial equity and engaging in reciprocal partnerships.

The Seattle University Youth Initiative Tool Kit created by Dr. Erica Yamamura, a Seattle University College of Education faculty member, was disseminated to Institute participants and other local and national partners. The tool kit is accessible [online](#).

The Center for Community Engagement plans to host additional institutes and will formalize a national Place-Based Community Engagement Network during 2016-17.



Geoffrey Canada, founder of the Harlem Children's Zone, was the 2016 Seattle U undergraduate commencement speaker. Here, Canada and Kent Koth discuss strategies to disseminate lessons learned to impact change throughout the United States during a public conversation hosted by the Center for Community Engagement.

FUTURE DIRECTIONS



The Center for Community Engagement draws upon a strategic plan to guide program, partnership and staff decision making. The full 2015–2018 plan can be found on the [CCE website](#). Here's a brief snapshot:

GOAL #1: ENGAGE SEATTLE U STUDENTS AND FACULTY TO SERVE, LEARN AND LEAD FOR A JUST AND HUMANE WORLD.

- Improve systems to mobilize students to engage
- Diversify student engagement
- Create formal system to track and support faculty
- Partner with campus leaders to institutionalize Seattle U's commitment

GOAL #2: BUILD CAPACITY FOR SOCIAL CHANGE IN SEATTLE U'S LOCAL COMMUNITY.

- Strengthen service learning partnerships
- Deepen and expand pre-K through high school partnerships
- Pursue a holistic neighborhood engagement model

GOAL #3: ADVANCE THE CENTER'S WORK AND THE FIELD OF COMMUNITY ENGAGEMENT IN HIGHER EDUCATION.

- Design and implement a comprehensive assessment plan
- Share lessons and findings with other institutions and communities
- Foster an environment of ongoing learning

Last year, the Center for Community Engagement made progress in pursuing its strategic plan but also experienced persistent challenges in navigating across issues related to race, class and differences in institutional cultures. Drawing upon lessons learned, the center will emphasize several important frameworks and tools throughout all elements of the work to connect campus and community.

The Center for Community Engagement will:

- Live and lead as an anti-racist organization.
- Embrace complementary but competing tensions (e.g. focus equally on campus and community impact, quality and quantity, relationships and tasks) embedded in the center's work.
- Focus on campus and community assets and strengths rather than on problems or needs.
- Expand Youth Initiative messaging to include all influences on a child's life including schooling, housing, health, economic opportunity and safety.



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