



Annual Report
2017-18



Letter from the Director



Dear Friends of the Center for Community Engagement (CCE),
As we come to the close of another school year, we are given an opportunity to pause and take a moment to reflect on the fullness of the past year. At the CCE, we are graced with students that show up with their whole selves - committed to building deep relationships and eager to learn from and with the community. Our staff and faculty colleagues are privileged to walk alongside students in this important work of creating spaces where people are really seen, where community is built, where we become unsettled - realizing the inequity and injustice that exists, and where the desire and the capacity for creating a more just world grows.

This past year, we continued to explore ways to better serve our community partners, address community needs and issues, and provide transformative learning opportunities for our students. Our new Zag Volunteer Corps Semester of Service program, designed to provide additional layers of support to community partners, engaged Zags in semester-long service projects at more than a dozen agencies across Spokane. The Sparks High School mentoring program began to realize our dream to provide youth in Northeast Spokane a pipeline of mentoring support from elementary through high school. The Inland Northwest Community Engagement Institute, hosted at Gonzaga, provided professional development opportunities for community partners, K-12 educators, and regional faculty.

As our Center continues to evolve and expand, our work calls us to an ever-deeper commitment to the community and “place” in which Gonzaga is situated. Northeast Spokane, from Logan to Hillyard, is home to our students and many of the organizations and residents our programs engage with regularly. Recognizing our role as neighbors and members of this community, we are exploring opportunities as a University to align community engagement efforts to strategically support community initiatives that build a thriving Northeast Spokane for children, families, and individuals. We hope to share more about this work as it continues to evolve.

We hope you enjoy our 2017-18 annual report. Thank you for your continued support and partnership.

All the best,

Molly Ayers

Director of the Center for Community Engagement
Gonzaga University

Our Vision

We believe every person has infinite worth and together we can create a more just and equitable world.

Our Mission

By connecting Gonzaga University with local, regional and global partners, The Center for Community Engagement (CCE) positively transforms our students and communities.

Honoring the Jesuit commitment to social justice and solidarity, CCE partners with staff, faculty and the community to develop relationships grounded in reciprocity that strive to meet the needs of the community and promote social change.

CCE provides experiences that allow students to hone their intellectual, physical, spiritual and emotional gifts in service for the common good. Through these experiences, students will grow in their understanding of complex societal issues, will have the desire and ability to challenge oppression in their own communities, and will seek solidarity with those impacted by injustice.

CCE BY THE NUMBERS



3103

STUDENT VOLUNTEERS



116

COMMUNITY ENGAGED
LEARNING COURSES



56,157

HOURS OF SERVICE



112

STUDENT LEADERS



221

COMMUNITY PARTNERS



11

IMMERSION SITES

Youth Programs &

From a Spark May Burst a Flame

For many years the CCE has taken pride in the relationships it fosters with local elementary and middle schools through our many mentoring programs. This year, staff and leaders took the natural next step in developing those relationships with the introduction of our Sparks mentoring program at J.R. Rogers High School. Senior and Sparks leader Jaden Zwick reflects on this opportunity to expand our mentoring pipeline in northeast Spokane

“My first two years I participated in a CCE mentoring program at the elementary school level. I loved the experience but always wished that I could have had the chance to work with older students in the community. In fact, I found it odd that we did not have our university students plugged in at local high schools when we have so much wisdom to share with the kids that are closest to beginning their post-high school journeys.

As soon as I saw the announcement for the new high school mentoring program leader application—before Sparks even had a name—I knew that I was called to be part of this opportunity. The idea of “vocation” can easily become cliché on a campus as Jesuit-oriented as ours, but in many ways I appreciate the emphasis on purpose and common good that our work is grounded in here at Gonzaga. Personally, I found great joy in discovering that this mentoring program was everything that my previous experience had prepared me for. For Gonzaga, I saw this as an exceptional opportunity to connect high school students to college mentors and thread together our university’s presence throughout all of K-12 in the Spokane Public School District.

The development of a sustainable program in a local high school seemed like an inevitable expansion of CCE’s outreach. Now, as we [end our first year] of programming, we are able to gather impressions of what its impact is meaning for the community.

One of the most exciting aspects of Sparks is the long-standing connections that it carries even further. There are high school students involved in the program that have participated in Gonzaga-facilitated mentoring since they were in elementary school. Several of our mentors are even in the program with the same mentees that they worked with in CCE’s middle school programs.

The team of Gonzaga mentors this year are a remarkable cohort of people. There are 14 of us total, each from vastly different walks of life and areas on campus. Between

“There are high school students involved in the program that have participated in Gonzaga-facilitated mentoring since they were in elementary school.”

us, our academic majors range from Engineering to English; our hometowns are as far away as Dallas and as near as Spokane; we are comprised of first year students as well as seniors; many of us are first-generation college students; all of us have a variety of experiences working with youth. We are a dynamic, diverse, exceptional group of role models for an equally exceptional group of high school students.

In Jesuit tradition and in alignment with our university’s mission statement, we commit ourselves not only to being with our high school students each week, but also to pursuing social justice through education and solidarity. Collectively, we have a firm belief in the power and potential of education, but as a program we are pushed to strive beyond the academic framework for empowering our students.

Our time at programming has thus far included leadership and identity development, with hopes of introducing our students to topics in social justice and engaging in critical conversations on the horizon. [We also hosted a Sparks Leadership retreat on April 7th where the students rode Spokane Transit to campus, took a campus tour, attended a story-telling workshop, and at the COG.] While we use this opportunity to invest in their academic success and future-orientation, as always with mentoring programs, Sparks boils down to simple companionship that both mentor and mentee greatly enjoy.

If you walked into our classroom on a Wednesday afternoon, you would be inspired by the energy that our high school students bring and the enthusiasm that our Gonzaga mentors reciprocate. The genuine interest that we take in one another is remarkable, and the amount of insight that all of us gain from each other in a single two-hour session of mentoring is outstanding.

We are extremely excited to see how Sparks [will continue to grow] as a community, as a program, and as a model for future years of mentoring. With such a passionate team of mentors and talented set of mentees, we are hopeful that Sparks will continue to be a space for camaraderie, encouragement, and transformation. ■



Initiatives



QMAP



This year, CCE's mentoring programs completed the Quality Mentoring Assessment Path (QMAP), an in-depth national self-assessment in the National Quality Mentoring System, and received the designation of "Expert Partner."

The qualification results from a rigorous, guided evaluation process based on national research and experienced practitioner insight.

Resource Drive

When our school partners asked our AmeriCorps College Access Corps (CAC) members to assist in both a clothing and hygiene product drive, CAC members rose to the challenge and quickly engaged the Gonzaga campus community. They partnered with the Women's Softball Club and Housing and Residence Life to accomplish the task. Over the course of one month, clothes were collected, laundered, organized, and distributed to partner schools, Garry and Shaw Middle Schools and John R. Rogers High School. Upon delivery, youth were excited to help reorganize the clothing closets. School administration were extremely grateful that their students had access to clothing when needed. In addition to clothing, approximately **2000 individual feminine hygiene products** were donated and given to the schools to create emergency kits for youth.

In our work, we know it's nearly impossible for youth to concentrate on school work, or to consider college as a possibility when they are hungry, dirty, or worried about fitting in with peers. The clothing and hygiene drives were incredible evidence to the strength of partnership CAC members fostered throughout the year, and the dedication they have to ensuring all youth have the opportunity to see college as a possibility for their future. ■



Walking School Bus

As mentioned in our mid-year report, this past year Dr. Joe Johnston taught a CEL course in the Sociology of Education. As a fulfillment of the Community Engaged Learning component, students volunteered with, and participated in, The Walking School Bus program in the Holmes and Logan Elementary School neighborhoods.

This program, hosted by Safe Routes to School, places volunteers along designated "routes." Each morning volunteers walk their route, picking up students in the surrounding neighborhood and ensuring students arrive safely to school.

We are proud to announce that, as part of Dr. Johnson's work as one of our 2018-19 Faculty Fellows, the CCE will be taking on the Walking School Bus as a program, providing support to route leaders/volunteers and expanding services to # schools in Northeast Spokane. To read more about The Walking Schoolbus, visit www.saferoutesspokane.org/walking-school-bus/



Immersions

Mission: Possible | Chicago



This past Spring, more than 80 students, along with staff and faculty advisers, traveled to eight sites across the country as part of our annual Mission: Possible spring break service immersion trips. These students decided to forgo a more typical spring break opting instead to spend their week learning and serving with nonprofit organizations in each of their site cities.

mitment to dignity of the human person, social justice, diversity, intercultural competence, global engagement, solidarity with the poor and vulnerable, and care for the planet.

This year Mission: Possible students traveled to Chicago, IL for the first time in the program's history. The trip centered on restorative justice and pushed the group

so alive in people that have had so much taken away. I know now more deeply what it means to be American, to be white, to be Catholic, and to be human. I will continue to wrestle with those ways of being that push my own sisters and brothers to the margins and I will celebrate this great joy of our connectedness." ■

"As the stories from neighborhoods that a week ago I knew only by death and violence wash over me, I stand in awe of the community, love, & hope so alive in people that have had so much taken away."

The purpose of Mission: Possible is to enter into mutually beneficial relationships with community partners, focusing on student learning, as well as community impact. Whether learning about refugee resettlement in Denver, CO, habitat restoration in San Francisco, CA, or the history of racism in Montgomery, AL, Mission: Possible realizes Gonzaga's mission by fostering in our students a mature com-

to meet with various agencies and community partners working to combat the traumatic effects of violence and poverty in Chicago.

Senior and site leader Ally Clapp reflected on her experience: "Today I am grateful. As the stories from neighborhoods that, a week ago, I only knew by death and violence wash over me, I stand in awe of the community, love, and hope





This year marks the **20th anniversary** of Mission: Possible. In celebration of this milestone anniversary we will be holding a fundraising campaign to assist students wishing to participate in Mission: Possible and ensure that the next generation of Zags will have the opportunity to take part in this transformational program. If you are interested in supporting our campaign, please visit us at www.gonzaga.edu/ccc. Thank you for your support and generosity.



Justice in January

During winter break each year, a couple dozen Gonzaga students leave their families and head to Mexico before returning to campus. The Justice in January program provides students a direct experience of the complex social justice issues connected to US immigration policy, criminalized migration and US-Mexico relations.

As highlighted in our Mid-Year report, students completed a one-credit course, taught by Sociology professor, Dr. Joe Johnston, allowing our students to gain a brief sociologically-informed political, economic, and cultural overview of the U.S./Mexico border. Then they gathered in two teams, one traveling to San Diego, California, and Tijuana, Mexico; the other

to Tucson, Arizona, and Nogales, Mexico.

At both locations, they met with community leaders, non-profit and government agencies, and interacted with/served recently deported migrants. Analee Scott ('18) reflects on her trip to the Nogales border where she served and shared a meal with recent migrants. ■

“This was what the Justice-in-January trip meant to me. It was expanding my narrow frame of reference through personal experiences that helped me humanize, accompany and complicate an issue like immigration.”



Now What?

After reflecting on these experiences, students began to speak up about immigration on campus, in the community and with members of Congress. On February 1st and 2nd, many of our JIJ students joined members of our Ignatian Family Teach-In for Justice for a public display of solidarity with undocumented members of our community and a calling campaign for comprehensive immigration reform.

Then, on February 21, 2018, four JIJ team members met with Congresswoman Cathy McMorris Rodgers to share stories and ask questions of the current legislative discussions on immigration reform translat-

ing their experience into advocacy..

To read more of our student's reflection on Justice in January please visit <https://bit.ly/2CDIQj6>, and to read more about our student's congressional visit check out the article in the Spokesman Review here: <https://bit.ly/2oe8bZ>. ■



Zag Volunteer Corps

Semester of Service

Beginning this past fall, we expanded the Zag Volunteer Corps (ZVC) Program to include a “Semester of Service” option. ZVC-Semester of Service connects teams of students with local nonprofit organizations in Spokane to volunteer weekly. Student Leaders make a one-year commitment to lead and engage a team of student volunteers in meaningful, educational, and reciprocal weekly service engagement opportunities at community-based organizations. Volunteers engage in the community, learn about social justice, and participate in reflection while supporting community organizations and working for positive social change. Students serve with the same team and volunteer with the same organization on the same day of the week at the same time for the length of the semester.

“Over the course of the semester, the residents of O’Malley have done small things with great love.”

This expansion provided opportunities for over **75** students to serve weekly in small cohorts at **14** sites at local non-profit agencies. ZVC-Semester leaders and volunteers engaged in a variety of ways by providing childcare at Childbirth and Parenting Assistance (CAPA) so that parents were able to attend counseling/parenting classes, planting trees, cleaning up rivers, and supporting staff in vital research projects with the Lands Council, and building relationships with individuals experiencing homelessness with House of Charity.

Other community partners included The Arc of Spokane, Maplewood Gardens, Meals on Wheels, Miryam’s House, Transitional Living Center (TLC), The Salvation Army, Second Harvest Food Bank, Women’s Hearth, and Catholic Charities programs Furniture Bank, House of Charity, O’Malley Apartments, and St. Mararet’s Shelter. We have built this program to be scalable and hope to grow it over the next several years as student interest increases. ■



Bingo Night

Ivan Jimenez is one our ZVC-Semester Leaders, working with O’Malley and Maplewood Garden’s Senior Centers. This past year, inspired by his time with residents, Ivan applied for, and was granted, financial support through the CCE’s Innovation Fund to host 2 successful Bingo Nights on GU’s campus. The events attracted **152** participants, allowing residents and students to continue building community outside of the Senior Centers.



Logan Neighborhood Clean-Up

On Saturday, April 21st 2018 the CCE's Zag Volunteer Corp Saturday of Service program, in partnership with the Logan Neighborhood Organization the Gonzaga Student Body Association (GSBA), hosted the 8th annual Logan Neighborhood Clean-Up.

Working alongside Logan Neighborhood residents, fellow students, and community leaders, student volunteers spent their time picking up trash in the neighborhood, unloading the collected trash into dumpsters at our host site Fourth Memorial Church, and helping direct traffic for the clean-up.

72 Gonzaga students showed up for the clean-up, volunteering a combined **240** hours of service. Their effort assisted event organizers in filling, and emptying, **14 dumpsters** filled with items such as tires, small furniture, household trash, and outdoor litter. Students enjoyed being able to get outside of the Gonzaga bubble and engage in the neighborhood as citizens and Logan Neighborhood residents expressed gratitude for the service of the Logan Neighborhood Organization and all of the volunteers, including Gonzaga students.

One of the resident organizers of the event mentioned that while the student volunteers are appreciated, the actual goal of the clean-up is to reduce the need for events like this. Our goal for the event going forward is to continue our involvement with the Logan Neighborhood Clean-Up, but also work with students to take action beyond one day of service to create sustainable change in their community. ■



Magis Award Winners

Every year for 26 years, Gonzaga's Student Development division has celebrated students who exemplify the idea of "magis" – a Latin expression meaning "the more" or "better." This year the CCE honored 2 students with Magis Awards.

The Sister Virginia Claire Carvey Award was awarded to Elly Zykan ('18). In addition to GU Specialized Recreation and Mission:Possible participation, Elly advocated for those experiencing uncertainty and marginalization as a result of immigration policies, through the Ignatian Family Teach-in for Justice in Washington, D.C. A core leader for Reality Camp, she also planned a week-long program for 40 incoming students and developed training for the leadership team. (Pictured at left with Darcy Phillips)

The Father Leo Robinson Award was awarded to Lydia Lopez ('18). One supporter of Lydia's wrote: "There are several names I will be watching for in the future – students who no doubt will go on to make headlines. Lydia will be among them. Her passions, priorities and goals come together in a powerful package as she

stands for vital causes, guides others in their understanding on those issues, and walks alongside others to encourage meaningful action." (Pictured below with Julia Larsen). To read more about our award winners, please visit <https://bit.ly/2LgLIHF>.



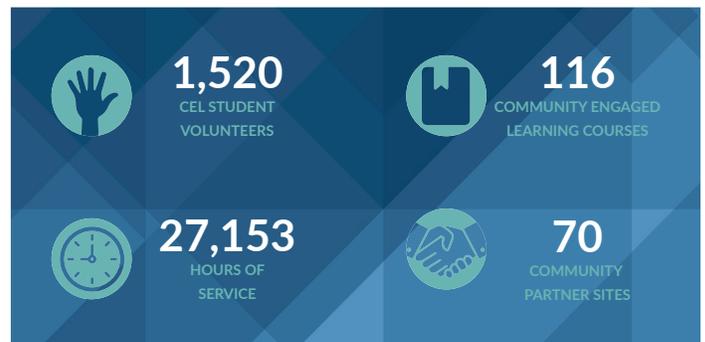
Learning: Engaged

Community Engaged Learning

Each year Gonzaga faculty teach over 100 Community-Engaged Learning (CEL) courses, providing students opportunities to apply academic concepts to address real-world community needs and issues. Working with over **70** community partner sites, **1,515** student across **116 CEL courses** completed over **27,000** hours of service. Courses ranged from Education and Psychology to Business and Nursing enabling Gonzaga students to enter service through a wide variety of disciplines.

This past year also saw the creation of the CEL Internship model developed by Dr. Anna Marie Medina that allows faculty in the College of Arts & Sciences to provide CEL internships that engage students in 40-hour community-based projects. Dr. Medina (Psychology) developed this model in her role as one of three Community Engaged Learning Faculty Fellows.

We would like to take this time to recognize last year's Faculty Fellows and welcome our new Faculty Fellows. As mentioned, our 2017-18 faculty fellows included Dr. Anna Marie Medina (*Psychology*), Dr. John Traynor (*Education*), and Dr. Kristine Hoover (*Organizational Leadership*). Our faculty fellows for the upcoming 2018-19 academic year include Dr. Joe Johnston (*Sociology*) and Dr. Jimmy Smith (*Sport and Physical Education*). We are proud of the work our faculty fellows have done and will continue to do. ■



Faculty Focus



For the last 2 years, Dr. Charlie Lassiter has taught a section of Philosophy 101: Reasoning as a Community Engaged Learning (CEL) course. Once a week, 20 of his students travel to the Spokane Public Montessori School and meet in small groups with middle schoolers to discuss philosophy through stories.

Through this exercise, his students are able to apply philosophical concepts they learn in the classroom—acting as practicing scholars—while the middle schoolers are challenged to make connections between the philosophical stories and their own lives—gaining personally relevant insight through the thought experiments. To learn more about Charlie's course, check out his recent spotlight in Gonzaga Spirit. <https://bit.ly/2MYH4P0>. ■

“It’s getting back to philosophy at its origins... I pick the topics that cause them to think about these big questions. Who am I? What is a friend? How do I fit in the world?”

Community Engagement Institute

Every two years, the Partners in Campus and Community Engagement (PICCE) host the Inland Northwest Community Engagement Institute. The institute is a two-day conference that brings together administrators, faculty, staff and community representatives from the Inland Northwest to discuss Service-Learning and community engagement initiatives, share promising practices and examine how institutions may become better able to seek solutions to complex challenges.

“It’s so critical to form meaningful partnerships and move away from a more traditional placement model...having our partners at the table and helping us to plan. Everybody wins that way.”

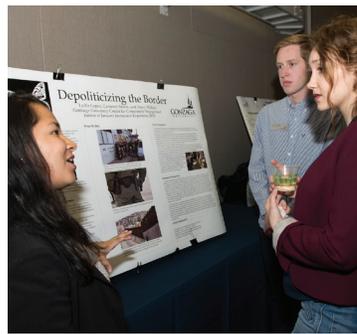
This year’s gathering, hosted at Gonzaga, marked the fourth CEI institute offering various tracks, including those for community partners, faculty members, practitioners, and a Teaching Tolerance track for K-12 educators. Leading community engagement practitioner and scholar, Marshall Welch, Ph.D., delivered the keynote on day one. His message centered on the great opportunity – and challenge – that accompany institutions doing community-based work, reminding the audience that it has to be about accompaniment when institutions choose to engage with local communities in place-based work.

The Institute attracted more than **150** attendees from all over the Inland Northwest and allowed those participants to continue building relationships across institutional lines, sharing promising practices and examining how institutions may become better able to seek solutions to complex

challenges facing our region. For more information about the CEI, visit us at picce.org/cei and read the full story at <https://bit.ly/2N5Gpvs>. ■



Student Symposium



Each year, Partners in Campus and Community Engagement invites students and their mentors (faculty, staff and/or community partners) to present their collaborative work to build a better Spokane at the Student Symposium on Community Engagement. On April 10th, 2018 the Student Symposium convened students and their mentors to present posters describing their work and detailing its impact on our community. Our celebration highlights the impact of community-based learning on both students and Spokane-area partners.

Hosted by PICCE member institutions WSU Health Sciences and EWU Spokane, the event brought together **32** poster submissions from across our PICCE member institutions, including **15** Gonzaga student presenters. These students presented on the various ways they have been involved in the greater Spokane community this year, including presentations on youth mentoring, immigration, and interfaith dialogue. Attracting more than **75** attendees, the symposium offered our students, faculty, and community partners a wonderful opportunity to present their shared work. For information on next year’s symposium go to picce.org/student-symposium/. ■

Local Engagement

Rooted in Place

As our engagement efforts continue to evolve and expand, we have prioritized the development of strategic partnerships within Northeast Spokane. As one of Washington's highest poverty zip codes, individuals and families within these neighborhoods experience economic, educational and health inequities. In partnership with faculty colleagues and staff across the institution, we plan to expand the ways we support schools, non-profits and families within this community through our evolving Place Based Initiative (PBI).

Place Based Initiatives (PBIs) provide a framework and approach for community-based work that deepens the learning experiences for students and at the same time generates greater impact in our local neighborhoods. Our hope, as we continue to explore what our PBI will look like, is to build on the strengths and firm foundation of existing community partnerships, and importantly, engage the entire campus in a unifying project centered on social justice. ■



Northeast Immersions

As part of our efforts to involve staff, faculty, and students in the development of a place-based initiative at Gonzaga, we held three half day immersion experiences in Northeast Spokane this past spring. The purpose of the immersions was to orient participants to Northeast Spokane, identify opportunities for partnership, and see some of GU's current programs first hand.

During the immersion, we provided context about our community of Northeast Spokane, toured the Northeast Community Center and learning about the Zone Project, hearing from community leaders, and visiting Shaw Middle School.

35 Gonzaga faculty, staff, and students participated in the immersions, learning about the community through community leaders and beginning the work of imagining what our place-based initiative will look like. ■



Wolff Fellowship

This past year, we saw the continued success of our Wolff Fellowship Program. The Wolff Fellowship program is sponsored by our Center for Community Engagement thanks to the generosity of Fritz and Jeannie Wolff. Our Wolff Fellows are placed with a local community-based organization in order to help build community capacity and strengthen partnerships between Gonzaga and the host agency.

Projects are designed around CCE's six Arrupe Engagement Pathways which include Advocacy & Awareness, Community-Engaged Learning and Research, Direct Service, Faith & Justice, Philanthropy, Policy & Politics, and/or Social Innovation. Through their unique projects, Wolff Fellows explore the connection between their disciplinary/career interests and public service, learn about community needs and assets, and partner with community organizations to build community capacity.

Last year, six Wolff Fellows completed their year-long projects at organizations across Spokane. Student projects spanned from developing a youth civic engagement program for the United Way to supporting the Spokane Alliance's parent-led advocacy efforts for special needs youth to increasing interfaith dialogue among 18-24 year olds with SpokaneFAVS/Spokane Interfaith Council. The Fellows included Austin Johnson working with United Way, Maurice Harbick working with Spokane Alliance, Natalie Hittmeier working with the Center for Justice, Isabella Spies working with Project Hope, Francesca Neville working with Spokane FAVS, and Madison Rose working with Project: Inspire.



As we reflect on the great work of these students, we turn our attention to next year. We are pleased to announce our Wolff Fellows for the 2018-19 academic year: Gabriella Castro working with the Center for Justice, Rayanna Smith working with Project: Inspire, Matthew Williams working with Spokane FAVS, Joe Jerome working with The Zone Project, and Aminat Oladunjoye working with the Northeast Community Center/Hogan Entrepreneurial Leadership Program. We are looking forward to another great cohort of Wolff Fellows. ■

Zags Give Day



ALL IN for
ZAGS GIVE DAY

Serve local!

125%

DONORS
100

[GIVE NOW](#)

DONOR GOAL
80

AMOUNT RAISED
\$4,211.21

On Thursday, March 8, Gonzaga University launched a 24-hour fundraising drive with unprecedented gift-matching and challenges. "All In for Zags Give Day" featured 12 crowdfunding projects aimed at supporting Gonzaga students and encouraging donations. The CCE's work was highlighted as one of these projects entitled "Serve Local" which fundraised to support students and CCE programs engaged in Spokane.

With the generous support of **100** donors, we are proud to announce that on Zags Give Day we met and exceeded our goal, raising **\$4,211** that will be used to support the CCE's work here in Spokane. Thank you to all our donors who gave on Zags Give Day! You help make our work possible.

Evolving Initiatives

Campus Kitchens

Thanks to the College of Arts and Sciences and Plant Services, the Campus Kitchens will be moving into a beautiful new space in the Humanities building. The Campus Kitchens at Gonzaga University (CKGU) provides individual and congregate meals to seniors, adults with disabilities, veterans, low income individuals and at-risk youth by collecting and reclaiming unused food from Gonzaga's COG, the Campus Kitchen Garden, Second Harvest Food Bank, and our local Safeway. They provide weekly meals at O'Malley Senior Center and House of Charity Homeless Shelter as well as nutrition education delivery to youth enrolled in an afterschool mentoring program. These programs aim to reduce the immediate need for food security in a wide range of low-income individuals, as well as veterans, while specifically providing higher-level interventions to improve behaviors in a vulnerable population.

On April 25th, 2018 Gonzaga University hosted an "Empty Bowls" hunger awareness luncheon. 100% of proceeds were donated to the Campus Kitchen at Gonzaga. The event featured handmade bowls from over a dozen local artists, the Gonzaga Clay Club and community volunteers. Sodexo donated four delicious soup choices and participants were able to purchase a bowl and have a bowl of soup. Guests got to keep their bowl after lunch as a reminder of all the empty bowls in the world. The fundraiser wound up raising nearly **\$6,000** for Campus Kitchens. Along with the addition of the new kitchen, the funds raised will go to support expansion of our Campus Kitchens program. ■



Level Up

As part of our role with the Hillyard Youth Collaborative, CCE worked with staff from the Northtown Boys and Girls Club and Spokane Public Schools to create Level Up, a summer program for 6th grade youth transitioning to middle school.

Themes and lessons included topics such as relationship building, self-advocacy skills, team building, and career exploration. The two-week program ended with a field trip to both Garry and Shaw middle schools where youth participated in a scavenger hunt to learn the nuts and bolts of opening a locker, transitioning classrooms, locating the cafeteria, and so on.

The work that our CAC members have done in facilitating Level Up this past summer is a testament to the relationship between the CCE's Youth Programs & Initiatives and our tremendous community partners in Northeast Spokane.



Post Grad Service: Being Called

Jordan Cotton ('18), a Sociology major from Federal Way, WA is one of many Zags who has embarked on a year of post-grad service after walking at graduation this past May. Jordan has always had a soft spot for working with youth—an aspect that pushed him to become a mentor through the CCE's Campus Kids program. This affinity for mentorship led him to accept a summer fellowship with an organization called Breakthrough that operates out of New Orleans. After a summer working with 6th grade students, Jordan decided he could not resist the call to apply for a Teach for America position in New Orleans. The following testimony highlights some of Jordan's journey in discerning his career in post-grad service with Teach For America:

“So, do you want to be a teacher?”

“I was happy to find that my Uber driver was approachable. As he drove me to the airport to go back home to Seattle and questioned me about my summer in New Orleans, memories of my students and my classroom flooded my mind. I told him that leaving the city was bittersweet—the bitterness coming from having to leave

my fellowship teaching 6th graders English all summer, having to say goodbye to the young faces that looked like my own, and stepping away from the title of “Mr. Jordan”. The sweetness came from the recognition that all the long hours that exhausted me mentally, physically and emotionally were worth it; that I saw a little breakthrough and growth in each one of my students, and that I truly believed my students would grow to be outstanding scholars—each capable of making a profound impact on this world. I was not surprised by the question my Uber driver asked as our fruitful conversation came to a close and the airport came into view, “So, do you want to be a teacher?” This was the burning question that I could never quite answer with confidence.

Months after this experience with my Uber driver, I found my confidence and applied to Teach for America. I have grown to understand the importance of education and the power and opportunities that come with it. Teach for America will give me the opportunity to impact the lives of marginalized youth. Given my commitment and passion for student success as well as my care for justice and equity in a broken educational system, teaching is visionary work I feel called to



be a part of. Post-grad I will be teaching English with Teach for America in the city of New Orleans. I have found with reflection that I would have never come to make this decision had it not been for my experience at Gonzaga. The university's mission that we as students will be “for and with others” has come to shape my worldview and encourage my desire to engage with the communities and individuals around me. I have no doubt these Jesuit values and ideas will stick with me as I lead in New Orleans—recognizing the call to be my best self, to be in relationship with those uniquely placed on my path, and to fearlessly strive to make a difference in this world.” ■

A Next Step

Each year, as our graduating seniors get ready for graduation, Gonzaga holds a Social Justice Missioning Ceremony in order to recognize those students who have chosen to engage in a post graduate service year.

The keynote speaker this year was 2016 grad Olivia Schneider, who was an active student leader with the CCE and served with Jesuit Volunteer Corps at a YWCA women's crisis center in Missoula, Montana, before beginning her career in Portland.

Olivia delivered an amazing keynote, calling on students to “specialize in the impossible.” To read her full speech go to <https://bit.ly/2NFojBp>. ■



33 graduates of the class of 2018 set aside career goals to take up assignments as volunteers in three foreign countries and 20 U.S. cities. The graduates will be volunteering through various post-graduate programs including Jesuit Volunteer Corps, Teach for America, Peace Corps, AmeriCorps, and Mercy Colunteer Corps among others. To read the full story go to <https://bit.ly/2MTowv1>.

Best wishes to the following students:

- Erin Anderson
- Callen Aten
- Rebecca Bianchi
- Molly Bosch
- Ciara Costanzo
- Jordan Cotton
- Danielle Del Bene
- Gerald Deocariza
- Rebecca Dunne
- Grady Foster
- Rahale Getnet
- Aizley Hansen
- Christin Henderson
- Joshua Jacobs
- Austin Johnson
- Emily Johnson
- Carlo Juntilla
- Megan Kramer
- Meghan Leary
- Mazi Lucas
- Isabella Manoguerra
- Adriana Marrero
- Jena Milliken
- Julia Misslin
- Elizabeth Sitio
- Jacob Smith
- Erin Strader
- Amanda Sursely
- Veronica Tischer
- Penelope Toland
- Ashley Trunnell
- Lauren Uhl
- Elly Zykan

Words of Gratitude

We would like to extend our gratitude to all the student leaders, faculty, staff, community partners, alumni, and benefactors who allow us to continue our work of positively transforming our students and communities through community engagement. Your support and partnership make this work possible and move us closer to our vision of creating a more just and equitable world.

Individuals

Fritz and Jeanie Wolff
Karen and Greg Stanley
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Washington Campus Compact

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Join Us!

Your generosity is always appreciated and represents confidence in our team and our work. If you are interested in supporting the Center for Community Engagement in creating a more just and equitable world you can make a gift on our website.

www.gonzaga.edu/cce

Beginning in AY 2018-19, the CCE will be developing an Alumni Board. If you are a Gonzaga Alum interested in being part of this board, or if you're simply interested in supporting our students and programs, email Anthony Medina at medinaa@gonzaga.edu.



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