

THE SUNDBORG CENTER FOR COMMUNITY ENGAGEMENT

ANNUAL REPORT 2022

SEATTLEU

THE STEPHEN V. SUNDBORG, S. J.
CENTER FOR COMMUNITY ENGAGEMENT





Dear friends, partners, and supporters,

Every day, the staff of the center strives to live our mission of “connecting campus and community to pursue a more just and humane world.” Since the onset of the COVID pandemic in March of 2020, we have pursued this mission through new and creative ways. Some of our activities have had remarkable results, while others have failed spectacularly. Through it all we continue to learn.

We learned that “to connect campus and community” we must have a long-term overarching vision yet be able to pivot quickly when circumstances change. We also learned that to truly “pursue a just and humane world” we must center our work on examining systems, by making sustainable and equitable changes, both on our campus and in our wider communities. Finally, we learned where we can have direct impact and where we are better positioned to amplify the impact of others.

These lessons have led us to look to the next phase of our work. We know that we positively effect hundreds of Seattle University students by mobilizing them to engage in our wider community. In this report, you will learn more about the lasting impact CCE involvement has on our alumni. The alumni study served as a reminder that sometimes we immediately see the results of our actions, while other times the effects of our experiences can only be measured years later.

Building upon our past successes and what we have learned throughout the pandemic, we have developed a longer-term 2030 place-based vision with three interconnected strategies that focus on (1) deepening and enhancing the Seattle University Youth Initiative pathway of support for local youth and families, (2) fostering leadership through transformational learning experiences, and (3) reimagining systems through innovation and iteration. We are excited to share these strategies with you throughout this report with examples of the “how” and “why” as we put them into action.

Amidst the immense challenges and the occasional beauty of these past several years, one thing has remained consistent. You, our many partners, have continued to believe in the power of connecting campus and community. Thank you for continuing to share this journey with us. We look forward to working with you as we collectively continue to pursue a more just and humane world.

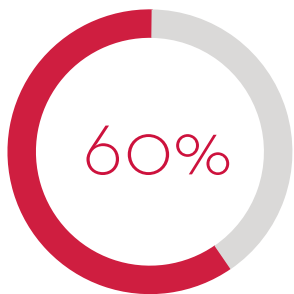
With warm regards,

A handwritten signature in black ink that reads "Kent Koth". The signature is fluid and cursive, with the first letters of "Kent" and "Koth" being significantly larger and more stylized than the rest of the letters.

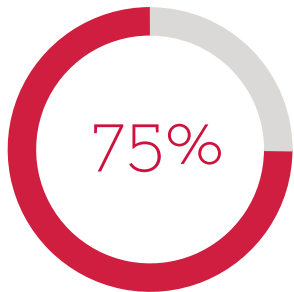
Kent Koth
Executive Director, Sundborg Center for Community Engagement

THE LASTING IMPACT

According to a study conducted on Seattle University alumni about their college and post-college experiences, those involved in CCE engaged in more contexts, felt more positive about engaging with the Seattle community and took more community engaged learning courses. CCE alumni also felt more connected to the greater Seattle community.



STARTED INVOLVEMENT WITH CCE IN THEIR 1ST YEAR



FELT ENGAGED AND CONNECTED WITH THE LARGER SEATTLE COMMUNITY THROUGH THE CCE



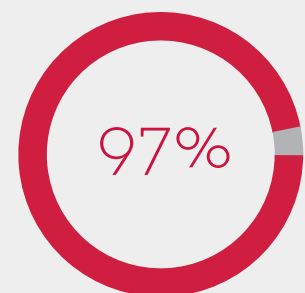
“CCE showed me the standards of what I want to look for in a workplace and in a team dynamic. I learned that we need to consider the dignity and worth of a person, and the dignity and worth of myself.”

—BRITTANY

The transformational experiences they participated in prepared alumni to critically engage in their community.

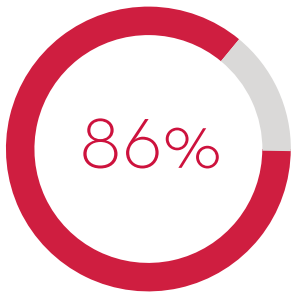


ENGAGE IN DIALOGUE ON SOCIAL JUSTICE ISSUES

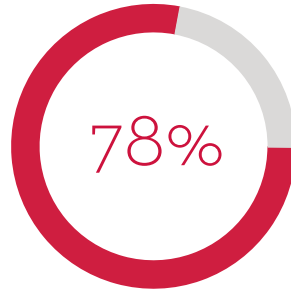


ENGAGE WITH OTHERS WITH COMPASSION, CREATIVITY, AND CARE

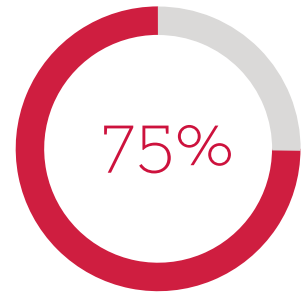
The experiences alumni participated in effected how they continued their community involvement and influenced their professional and extracurricular roles after graduation.



ASSUME LEADERSHIP POSITIONS AND RESPONSIBILITIES



BECOME ENGAGED IN LOCAL COMMUNITIES

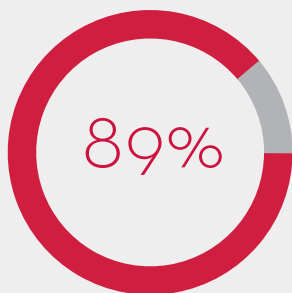


EVALUATE AND IMPLEMENT STRATEGIES TO SOLVE A PROBLEM OR ADDRESS A GOAL

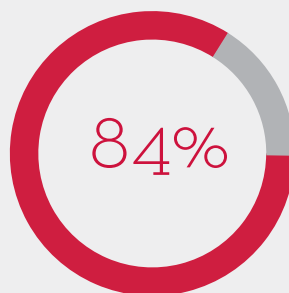


“CCE has created this corner of the university which is like blurring the lines between campus and not campus and not college. Investments in the community and knowledge that there are [Black] people who have historically been displaced in the community. CCE does work to blur the lines to get out into the community and bring the community to campus...”

—JAMES



DEVELOP LEADERSHIP TO ADDRESS CAMPUS AND COMMUNITY CHALLENGES



EVALUATE AND IMPLEMENT STRATEGIES TO SOLVE A PROBLEM OR ADDRESS A GOAL

THE WORLD HAS CHANGED, WE'RE CHANGING, AND SO HAS OUR VISION



CCE 2030

AN OVERVIEW

MISSION

The Sundborg Center for Community Engagement (CCE) connects campus and community to pursue a just and humane world.

VISION

By 2030, we will transform Seattle University's relationship with central Seattle by expanding trusting partnerships and deepening learning to advance justice, remove institutional barriers, and educate changemakers.

2030 STRATEGIES

1

Strengthen and enhance the Seattle University Youth Initiative pathway of learning and enrichment activities with youth and families living in central Seattle by

Refining and expanding mentoring, tutoring, after school programming, early learning, classroom support and summer opportunities.

Enhancing parent leadership and the home-school connection.

2

Foster leadership through transformational learning experiences by

Fully integrating community-engaged learning into university academic programs and courses.

Offering high quality University student employment opportunities in central Seattle

Increasing faculty and community partner capacity for community-based participatory research and the dissemination of lessons learned.

3

Reimagine systems by pursuing equity through innovation and iteration by

Serving as the hub for campus and community leaders to incubate and implement systemic solutions in education, housing, the economy, the environment, health care, and technology.

1

STRENGTHEN AND ENHANCE THE YOUTH INITIATIVE PATHWAY OF **LEARNING** AND ENRICHMENT



SCHOLAR AND FAMILY VOICE DRIVING DECISIONS FOR CHANGE

At Washington Middle School, the Sundborg Center team works alongside middle school scholars and their families by providing educational supports through the Redhawk Academic Mentoring Program (RAMP), a part of the Seattle University Youth Initiative. Through RAMP, Seattle U students provide academic mentoring, support teachers, and build relationships with scholars.



“My goal is not to go out into the community and prescribe what I think should be done, it is to actually integrate community voice into our work through feedback.”

—NAKIYA BAKER

Washington Middle School Success Manager

“When it comes to creating a program that will accomplish what we want it to accomplish—centering student voice and deepening our connections with community—we can only do it with feedback,” explains LaKesha Kimbrough, Sr. Director of Birth to High School Programs. Nakiya Baker, Washington Middle School Success Manager, further emphasizes LaKesha’s point by explaining, “my goal is not to go out into the

community and prescribe what I think should be done, but to actually integrate community voice into our work via feedback.” Through open conversations with scholars and caregivers, collecting surveys, and conducting team meetings with Seattle University student mentors, LaKesha and Nakiya are living the Center’s value of amplifying scholar and community voice to drive program development.

“We also offer a post-assessment survey, that’s designed for scholars to share if they feel a sense of belonging within the program. For example, how well we’re connecting with them, if they feel their voice is being heard, and if they feel they have agency,” said Nakiya. LaKesha adds, “We aim to tweak the program, not tweak the scholar.”

The results of this approach have been profound. “I’m already seeing it, it’s so beautiful,” states Nakiya. “When kids feel safe, they can learn. We have seen the space, where our scholars feel comfortable enough to be brave.” LaKesha adds, “Our goal with this programming is to create a culture of belonging. How are we helping learn what agency is, and leaning into that? How are we maintaining and developing authentic relationships—where accountability and responsibility is shared both ways? Are we helping to make meaning and inspire thinking?” Looking to the future, LaKesha and Nakiya will continue to strengthen programming by remaining focused on connections with scholars and families.

2

FOSTER LEADERSHIP THROUGH TRANSFORMATIONAL LEARNING EXPERIENCES



SHAPING TOMORROW'S LEADERS BY CONNECTING THE CLASSROOM AND COMMUNITY

Community engaged learning is an educational experience that applies an academic perspective to social and environmental issues affecting communities. Community engaged learning courses are unique as they are co-created with the community to develop the skills needed for students to work towards a more just and humane world and effect positive change.



“I’m excited about Seattle University’s community engaged learning initiative because it will give SU students skills to better understand, be connected to, and support community organizations.”

—RAY WILLIAMS

Community Fellow at the CCE and Director of the Black Farmers Collective

“Community engaged learning helps students develop a deep understanding of the communities they are connected to,” explains Charisse Cowan Pitre, PhD Professor, Teacher Education and Associate Dean for Faculty Development and Justice Initiatives and member of a working group looking to expand community engaged learning at Seattle U. “It links students’ academic experiences to social change and provides them an opportunity to see how they can contribute to the creation of a more just world.”

Fueled by the lasting impact of these learning experiences, Seattle U is looking to further incorporate community engaged learning throughout the university curriculum.

“Students say their deepest learning has been beyond textbooks, when working alongside community, non-profit leaders and agencies to address and deeply understand critical issues,” continues Charisse. “Community engaged learning prepares future leaders who understand social issues and have learned to apply their academic skills in collaboration with others to enact change and advance justice. Students also engage with community as equals, and when working as partners, students experience firsthand the brilliance and richness of diverse communities.” Charisse has also gained inspiration when she has taught community engaged learning courses. “Reflecting on the experiences with community is always at the core. I show up as a co-learner with students and, just like students, I am pushed beyond my academic knowledge. It’s incredibly powerful to be a part of a learning community that intentionally centers community voice in an authentic way. This means including the historical and community knowledge that is often missing.”

Community engaged learning empowers participants to draw on, adapt and apply their academic skills, as well as collaborative skills, interpersonal strengths, and humility. The expansion of community engaged learning at Seattle U will help to shape leaders for a better future. Charisse explains, “Seattle U will live the foundational concept of reciprocity and centering community, in a way that’s powerful and complex and extends beyond the walls of campus.” She adds, “Community engaged learning and our Reignited Strategic Directions provides an exciting challenge and commitment to further strengthen the ways in which we develop leaders. This work will deepen our mission and move us closer to a shared understanding that our greatest work can only be achieved with meaningful partnerships and engagement with community.”

3

REIMAGINE SYSTEMS BY PURSUING EQUITY THROUGH INNOVATION AND ITERATION



INVESTING IN TEACHERS EQUALS INVESTING IN STUDENTS

The Learning for Equity Network (LEN) is a campus and community hub established in 2021 to address systemic challenges in math education for students furthest from educational justice in seven Seattle public elementary schools. One part of the Network’s multi-pronged strategy focuses on developing culturally responsive instructional practices for educators that centers on the lived experiences of students. The Network uses regular Network wide convenings, learning labs, and individual coaching sessions to adapt instructional practice to increase confidence in math for BIPOC students.



“Participating in the Learning for Equity Network provided professional connection and learning. It combined real-time instructional activity work with connection to colleagues from different schools—all working towards a unified goal of culturally responsive instruction.”

—RACHEL MATEO

*Former Math Interventionist at
Lowell Elementary*

“Our teachers are the most pivotal part of our schooling experiences because they care about their students’ growth and development as whole human beings, and instill in them processes of lifelong learning,” explains Dr. Kerry Soo Von Esch, Associate Professor in the College of Education at

Seattle University and a Network facilitator “To invest in students, then, we must invest in teachers.”

However, developing a culture of learning where teachers, administrators, and staff share ideas and knowledge takes time. Elementary instructor and LEN Teacher Fellow Jeff Freiberg states, “Culturally responsive teaching doesn’t come from a curriculum.” We need to shift our stance from just evaluating teaching, to inquiring into what works for the students within classrooms. This culture shift requires trust among teachers to open their classrooms to each other, as well as ample time and supports for teachers to reflect on their instructional practice and deepen their pedagogical knowledge.

Rachel Mateo, a former math interventionist and LEN Teacher Fellow, explains, “Participating in the Learning for Equity Network provided professional connection and learning. It combined real-time instructional activity work with connection to colleagues from different schools—all working towards a unified goal of culturally responsive instruction.” Through the LEN, professional development becomes professional learning, where all educators and administrators engage in understanding their students holistically, and where reflection and analysis can happen.

Trusted relationships, classroom practice, and the opportunity to cross-collaborate have led to shifts in instructional practice for Fellows in the Network. As a cross-school team, the group discovered student-centered solutions to teaching math.

Learn more about the progress of the Network by visiting learningforequity.org

THANK YOU!

Connecting the Seattle University campus and community for a more just and humane world starts with your support and partnership. We appreciate the many families, scholars, residents, schools, organizations, funders, and Seattle U students, faculty and staff who shared their experiences with us in 2022 and are committed to building equitable systems and practices to support community.

We look forward to continuing this work together with you.

Learn more about our programs at:
seattleu.edu/cce

Stay connected. Follow us on social media at:

