ENTERPRISE RISK MANAGEMENT & COMMUNITY ENGAGEMENT FAQS

These FAQs were collaboratively developed and written by staff from CCESL and the Enterprise Risk Management Office at DU. They were last updated in April 2024.

TRANSPORTATION

Driving is one of the riskiest activities, which is why we encourage walking, taking public transportation, or chartering transportation when possible.

Driving: Anyone driving for university-related activities should visit the Risk Management [website](#) and review the driving [policy](#) and [procedures](#). The procedures are typically the most helpful resource for faculty or staff. There is a section on Personal Vehicle Insurance Coverage with helpful information for those who choose to drive their own vehicles. For example, DU's auto insurance may provide excess liability coverage for approved drivers but only after personal liability coverage is exhausted in the event of an accident.

WORKING WITH MINORS

Faculty working with youth should review resources and expectations on the Protections of Minors [website.](#) Specifically, review the updated [Guidelines for Working with Minors](#) and [Checklist](#).

Other resources include DU's [policy, procedures,](#) [training](#), [forms](#), [FAQs,](#) and a resource on [the signs of abuse and neglect and reporting requirements.](#) ERM brings together individuals who manage youth programs twice a year for roundtable discussions and collaboration. To participate, contact Therese.Mashak@du.edu

WORKING WITH OTHER VULNERABLE GROUPS

The term "vulnerable population" refers to groups of people who are at a higher risk of experiencing adverse health outcomes, social injustices, or other forms of harm due to various factors such as socioeconomic status, age, disability, ethnicity, gender identity, sexual orientation, or geographic location. Vulnerable populations often face barriers to accessing resources, services, and opportunities, exacerbating their vulnerabilities.

Five Tips for working with vulnerable populations:
- **Respect Equals Partnership**: Treat community partners as equals, valuing and respecting their expertise and perspectives in collaboration. Recognize their role as essential contributors to the process.

- **Informed Participation**: Ensure that all community members understand the purpose, risks, benefits, and procedures involved in engagement activities. Obtain informed consent from participants to prioritize their autonomy and decision-making.
- **Privacy Protection**: Safeguard the confidentiality and privacy of community members' personal information and experiences. Establish clear guidelines for data collection, storage, and sharing to uphold privacy standards.
- **Cultural Respect**: Honor and respect the cultural beliefs, values, and practices of the communities involved. Cultivate cultural competence among faculty and students to avoid biases and stereotypes that may impact interactions.
- **Prevent Harm**: Proactively minimize potential harm to community members by avoiding exploitative practices, ensuring their physical and emotional safety, and addressing power imbalances within the engagement process. Prioritize the well-being and dignity of vulnerable populations.

ETHICS IN DOCUMENTING/PHOTOGRAPHING OTHERS/THEIR STORIES

Good photographers get to know their subjects before taking photos. Also, before taking photos (or video), it is important to ask permission when photographing a person who can be identified in your photos (large group shots, e.g. those in which it is difficult to identify the person generally don't require consent). For pictures where the people in the photo can be identified:

- Obtain consent from the person before taking any pictures. Use the university's official [photo release form](#)
- Be especially careful when taking pictures of children. Parents must provide consent.
- Do not take pictures of people who are "in private", such as through a window into their home.
- Ask yourself, "Would I mind if someone took a picture of me in this situation?"
- A best practice would be to let the person/people know how the photos may be used.

FERPA & SHARING STUDENT WORK

The Family Educational Rights & Privacy Act (FERPA) provides students with certain rights regarding their educational records. General information about FERPA and student privacy can be found on the Registrar's [website](#). A frequent question CCESL receives pertains to sharing student work with community partners, as per the Office of the Registrar's [Privacy of Student Information Guide for DU Employees](#), "FERPA does not prevent instructors from assigning students to create public content as part of their course requirements, but

common sense guidelines should be used to ensure the protection of students." Please review the document for more information.

Additionally, the Office of Teaching and Learning (OTL) provides [teaching resources](#) related to FERPA, especially related to classroom recordings.

PERSONAL SAFETY CONSIDERATIONS WHILE VISITING COMMUNITY SITES

[DU Safe App](#) is a helpful resource available to anyone in the DU community on or off campus. Additional common-sense guidelines include having students work in pairs or groups (e.g. never alone) and using the buddy system. The same considerations should be discussed with the community partner – i.e. it may be wise to ensure that community members are never alone with students.

POTENTIAL FOR COMMUNITY HARM

Community engagement has the potential for community harm. Faculty must consider the ethical considerations related to their community work. Five questions to consider:

1. How do you ensure that community participants are partners in the engagement process rather than merely recipients of services or research subjects?
2. Can you describe your process for obtaining informed consent and confidentiality for community participants?
3. How can you navigate power dynamics and the potential for conflicts of interest when working with community partners?
4. How can you manage cultural sensitivity and responsiveness when engaging with diverse communities?
5. How do you address and balance the potential risks and benefits of your community activities, keeping the partnership balanced and reciprocal?

Additional information is available at [Fair Trade Learning](#).

STUDENT BACKGROUND CHECKS

If students will be performing direct engagement with a community, it is important to clarify with your community partners if students will be required to complete a background check. Some organizations may have a specific process for background checks while others may not. It is possible to run the checks through DU.

If you want to conduct a background check through DU, you can do so through the Hire Right system. You will indicate that you are requesting the check for a volunteer. You will need each student's ID number and email address. You (or someone in your department/unit) will need a Hire Right login to submit the background check. To learn

more about the university's background check process, you will need to log in to the [Shared Services Knowledge Base](#) and search for "background checks."

It is helpful to set clear expectations with community partners in advance. Such items might include a discussion about:

- Who will orient students to the organization/community partner?
- Who will prepare and train students for the work they will be undertaking?
- Who will supervise students at the organization/community partner site (if applicable)?
- What are the preferred communication methods between all parties?
- In an emergency, how will you communicate with the student(s) and partner(s)?
- Does the partner want students to be able to contact them directly?
- How will students and community partners confirm that students have completed their responsibilities?

CCESL provides resources on a Microsoft Teams group called "Community-Engaged Faculty Community." This includes a "Planning a Community-Engaged Course" checklist. Contact ccesl@du.edu to be added to this group.

Additionally, it is important to prepare students. Some items to consider include:

- Ensuring students gain the level of depth required about the partner organization/community (such as through orientation, presentation by partner, review of public materials, etc.).
- Having students complete a pre-engagement reflection, which might surface any questions, concerns, or other issues (reflection pre-, during, and post-engagement is a best practice).
- Helping students understand how to show up authentically but mindfully, this might include thoughtful discussions about engaging with communities with whom students may not be a part.
- Supporting students in the development of cross-cultural engagement skills.

NAVIGATING ISSUES & CONCERNS – DU RESOURCES AND REPORTING

Even the best-prepared plans can go astray. It is important to review when reporting an incident is required or suggested by visiting the relevant university policy and procedure websites linked below. For issues that do not require reporting, it can help to know whom you can talk to when issues arise. CCESL's [Community Engagement Luminaries](#) are one

resource. These experienced faculty and community members provide one-on-one consultations and can support you in charting a path forward that feels like it has integrity for you, the partner, and the students. Visit the website or reach out to CCESL for more information.

Discrimination, harassment, and gender-based violence: DU's Office of Equal Opportunity & Title IX has a [Reporting Form for Bias Incidents, Harassment, Discrimination, or Gender-based Violence](#) that any DU community member can complete. University policies and procedures regarding such issues can be found on the Office of Equal Opportunity & Title IX's [website](#).

Student Support: The Student Outreach & Support (SOS) office helps students succeed by connecting them to resources. Learn more about SOS and their list of Faculty and Staff Resources on their [website](#) or complete the [SOS Referral Form](#).

Student Rights & Responsibilities: [Student Rights & Responsibilities](#) addresses potential violations of the [Honor Code](#) and/or University policies by all University of Denver Students, including undergraduate and graduate students, through the [Student Rights & Responsibilities Incident Report Form](#).

Disruptive Classroom Behavior: If a student's behavior may be impeding the ability of others to engage in learning, you can submit a [Disruption of the Learning Environment Report](#).

COMMUNITY ENGAGEMENT & IRB

Community-engaged research often involves [human subjects research](#) and requires Institutional Review Board (IRB) approval. The [Human Subjects Research determination form](#) is a useful resource that can be used if you are unsure if your project meets the [definitions](#) of human subjects research.

We often receive questions about when IRB is required in the context of a class. The DU Office of Research Integrity & Education's website includes information about [Course-Related Research](#), which states:

Many academic courses at DU include instruction on research methods and research design; sometimes this is done through hands-on projects. Initially, it may appear that these types of projects require IRB review, but there are many cases in which that is not the case. The reasoning goes back to the definition of generalizable; classroom or course-related activities are often meant to specifically satisfy a curriculum requirement or to teach a particular lesson, they are oftentimes not intended to go beyond the DU classroom in a way that would suggest generalizable research.

Therefore, DU may not require IRB review of certain course-related projects that are designed to only teach DU students research methods. Exceptions may include the following: Doctoral dissertations, funded research, research conducted through collaboration external to DU, Master's theses, and Honors theses; these types of exceptions may require IRB review before students may begin their research.

THINGS TO KNOW ABOUT INTERNATIONAL WORK?

Before embarking on an international student or research experience, it's essential to review Enterprise Risk Management's online resources on international health and safety at https://www.du.edu/international-travel/. Planning such an experience requires submitting a formal proposal, typically 6-9 months in advance.

For guidance on short-term programs, visit https://www.du.edu/international-travel/short-term-programs. All registered DU travelers on university business are provided with emergency management services and health insurance. A mandatory pre-departure orientation familiarizes students and faculty leaders with planning requirements, emergency services, and health insurance details.

DU restricts travel to certain locations and assigns risk ratings to others. Explore risk ratings and travel restrictions at https://www.du.edu/international-travel/higher-risk-destinations. Undergraduate travel and group trips to areas rated as "extreme" or deemed extremely unsafe by DU's International Travel Committee (ITC) are prohibited.