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# TIPS & TRICKS FOR COMMUNITY-ENGAGED LEARNING AT DU

Discover these helpful hints and strategies to elevate your Community-Engaged Learning Course to new heights!

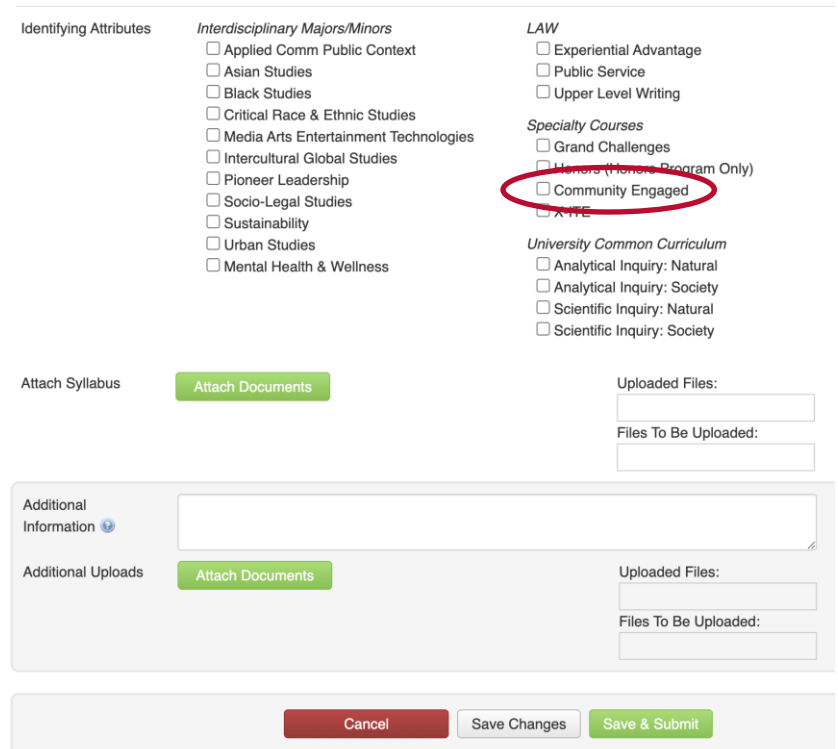
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## ADDING THE COMMUNITY ENGAGED ATTRIBUTE TO YOUR COURSE

You can add a community engaged attribute to your course in the DU class schedule. Students are then able to search for classes using the attribute and will also see the attribute listed when reviewing course information, thus they should be aware that your course will use engaged-learning pedagogy when they register. Adding this attribute ensures that your course will automatically count toward the [Community Engagement for the Public Good Undergraduate Certificate](#).

### HOW: Go to

<https://nextbulletin.du.edu/courseadmin/> and login with your Banner ID number and password. Once logged in, search for your course and click “edit course.” A new window will open with your course’s information. If you have trouble accessing your course, call or email the Registrar’s Office (<http://www.du.edu/registrar/>) to request access. Toward the bottom of the “edit course” page, you should see a category for “Identifying Attributes” – from here select “Community Engaged” under *Specialty Courses*. You may also need to update the “Effective Term” dropdown box at the top of the page. Hit Save & Submit – the form will then be sent to workflow for approval from the registrar, department chair, dean and provost. If you teach just one section of a class, be sure to complete the form for only your section. Once you’ve added the attribute, it will stay with the class in quarters/semesters/years that follow.



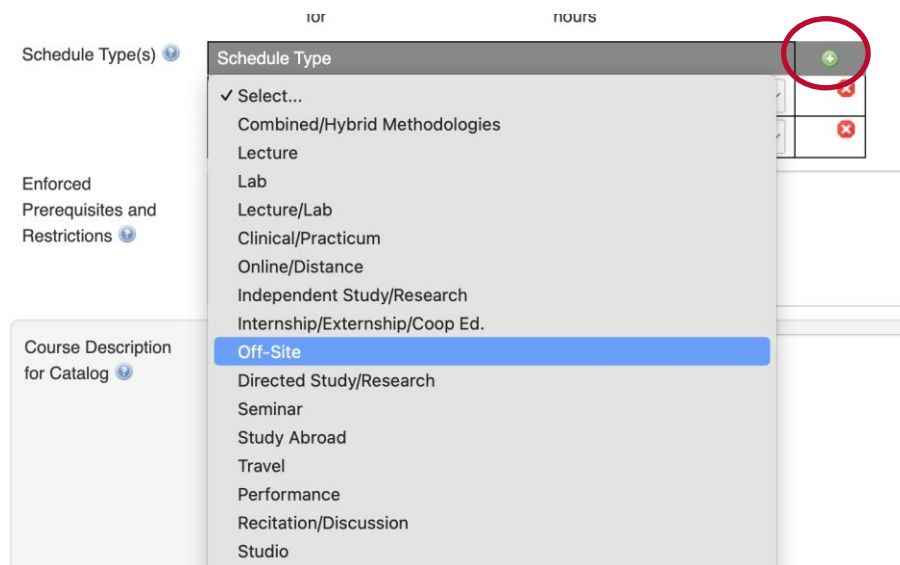
The screenshot shows a web interface for adding attributes to a course. It is divided into several sections:

- Identifying Attributes:** A list of checkboxes for various categories:
  - Interdisciplinary Majors/Minors:* Applied Comm Public Context, Asian Studies, Black Studies, Critical Race & Ethnic Studies, Media Arts Entertainment Technologies, Intercultural Global Studies, Pioneer Leadership, Socio-Legal Studies, Sustainability, Urban Studies, Mental Health & Wellness.
  - LAW:* Experiential Advantage, Public Service, Upper Level Writing.
  - Specialty Courses:* Grand Challenges, Honors (Honors Program Only), **Community Engaged** (circled in red), XITE.
  - University Common Curriculum:* Analytical Inquiry: Natural, Analytical Inquiry: Society, Scientific Inquiry: Natural, Scientific Inquiry: Society.
- Attach Syllabus:** A green button labeled "Attach Documents" and a text input field for "Uploaded Files:" and "Files To Be Uploaded:".
- Additional Information:** A text input field with a blue speech bubble icon.
- Additional Uploads:** A green button labeled "Attach Documents" and a text input field for "Uploaded Files:" and "Files To Be Uploaded:".
- Bottom Buttons:** Three buttons: "Cancel" (red), "Save Changes" (grey), and "Save & Submit" (green).

## ADDING A ZERO CREDIT “OFF-SITE” COMPONENT IN THE SCHEDULE

If your course will include a direct engagement component with a specific day and time for the engagement students are expected to complete, you can have this listed in the course schedule so students are aware of it when they register. The component schedule type would be listed as “off-site.” For more details about course component schedule types, visit <https://www.du.edu/registrar/faculty-staff-resources/course-scheduling-guide/credit-hour-determination>.

**HOW:** Similar to adding the CE tag above, access the bulletin to make changes to your course. Once you've logged in, search for your course and click "edit course." Find the "Schedule Type" section and use the green + button to add "off-site." . Hit Save & Submit – the form will then be sent to workflow for approval from the registrar, department chair, dean and provost. You may need to follow up with the registrar's office and/or your department to add the specific days/times that this component should be scheduled. Once you've added the component, it will stay with the class in quarters/semesters/years that follow.



## FINDING A COMMUNITY PARTNER THROUGH CCESL'S SCHOLAR SHOP OR VOLUNTEER DATABASE

If you do not have a community partner in mind, CCESL has a few programs you may be interested in exploring. First, there is CCESL's Scholar Shop, which is a resource that DU students, faculty, and staff can use to find, connect, and collaborate with organizations on projects that address community-identified interests and issues. Community organizations submit an interest form to CCESL outlining their interests in collaborating with DU faculty and students. Faculty members can peruse this database and explore potential partnerships. The second way to explore organizations interested in partnering with DU faculty and students is to search the volunteer database, where organizations create profiles and upload opportunities for DU to participate in service at their site. The database is maintained by CCESL.

**HOW:** To learn more about Scholar Shop and see current partners seeking DU collaborators, visit our [Scholar Shop webpage](#). To view current community partners, scroll down to 'Community Partner Database.' To search the volunteer database, visit the [Volunteer Opportunities Database](#).

## FUNDING FOR COMMUNITY-ENGAGED TEACHING

The Community-Engaged Teaching Funds are designed to support instructors to be innovative in developing and promoting their community-engaged teaching. CCESL uses a single, universal application for multiple funding categories. These funding categories support:

- Community-engaged class projects | funds up to \$2,000)
- The development of community-engaged courses | funds up to \$500
- Institutional capacity building (e.g., bringing together instructors who teach similar courses to develop collaborative ideas for community-engaged activities) | funds up to \$500

- Professional development (e.g., scholarship of teaching and learning for community-engaged teaching) | funds up to \$1,000
- Community-Engaged Student Assistants | funding varies, however, amounts in line with other funding categories have higher approval chances

Applicants may request funds from multiple funding categories listed above. Appointed faculty, adjunct faculty, postdoctoral and graduate student instructors may apply. Applications are reviewed on a rolling basis.

**HOW:** Visit CCESL's website for more information and to access the application form, which outlines eligible expenses (<https://academicaffairs.du.edu/ccesl/opportunities-faculty-staff/community-engaged-teaching>). Once you've reviewed the application, direct any questions to Cara DiEnno ([cara.dienno@du.edu](mailto:cara.dienno@du.edu)).

## SUPPORT FROM DU'S OFFICE OF TEACHING AND LEARNING

Office of Teaching and Learning (OTL) has several programs that support community-engaged learning at DU including the student-faculty partnership program. In this program, students and faculty members work together as partners in exploring how we can create more engaging, inclusive, learning-rich environments for every student. Additionally, DU's Office of Teaching & Learning (OTL) often has mini-grants available to support instructor innovation.

**HOW:** Visit <http://otl.du.edu/> for more information.

## DEMONSTRATING COMMUNITY ENGAGEMENT THROUGH WATERMARK

Help us to track CCESL's impact and demonstrate the importance of community engagement at DU! If you have received funding, attended a training, participated in programming, or otherwise connected with CCESL, we encourage you to indicate your affiliation with CCESL when you update your faculty materials in Watermark Faculty Success (formerly Activity Insight). Additionally, if you use community engagement in your research, teaching, or service, we encourage you to document this in Watermark.

**HOW:** Find a step-by-step guide [here](#).

## BACKGROUND CHECKS FOR VOLUNTEERS

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.

**HOW:** If you would like 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.

## NEXT STEPS FOR ENGAGED STUDENTS

Do you have a student who is enthusiastic about community engagement? CCESL would love to keep them plugged in. There are many opportunities for students to continue to deepen their engaged work:

- Interested undergraduate students can add a 12-credit [Community Engagement for the Public Good Certificate](#) that will equip them with the skills, knowledge, and commitments to collaborate with communities for the public good. Students will learn the foundations of community-engaged methods and develop their action plan through CCESL's course sequence.
- Share with students how to search for [other community-engaged learning classes](#) (see “Adding the Community-Engaged Attribute” section above).
- Consider hiring a student as a [Community-Engaged Student Assistant](#) the next time you teach the class (see Funds for Community-Engaged Teaching section above).
- Students can use [CCESL's Scholar shop](#) (see “Finding a Community Partner through CCESL's Scholar Shop...” section above) to connect with local organizations to collaborate on projects that address community-identified interests while gaining hands-on experience and fulfilling program requirements.
- Students interested in further exploring their public good identities may be interested in opportunities through the CCESL-powered DU Grand Challenges initiative including the [ACE Student Scholars grant](#) program, the [Community-Engaged Fellows program](#) or [DU Grand Challenges Student Scholars](#) where students weave together academic and co-curricular learning to reflect on the role they play in working to address some of the world's most pressing problems.
  - [ACE Student Scholars Grant Program](#): This grant program supports research or creative work projects that are collaborations with community partners and are faculty mentored.
  - [Community-Engaged Fellows Program](#): This year-long program is ideal for advanced undergraduate (3<sup>rd</sup> year and above) and graduate students that are passionate advocates for the public purpose of higher education and DU's public good mission. Fellows receive access to project funds, opportunities to participate in ongoing community-engaged research efforts, professional development, mentorship, and access to a network of peers who are using community engagement in their scholarly pursuits.
  - [DUGC Student Scholars Program](#): DUGC Student Scholars are undergraduate students who want to learn more about the social justice issues that matter to them, how to apply their academic learning to those issues and develop concrete skills and tools for making change in partnership with communities. There are two pathways to becoming a DUGC Student Scholar
    - [Faculty-Mentored Student Scholars](#): Faculty-mentored student scholars are students working with faculty on community-engaged work such as community-engaged research, internship experiences, and/or activities. Faculty members can invite students they are mentoring to join the DUGC Student Scholar community to receive the same benefits as CCESL-mentored Student Scholars such as trainings, Canvas courses, ePortfolio development, access to funding, and being part of a collaborative network. *Faculty are also eligible to receive a \$200 stipend per mentee student (up to \$500 for a group of students).*
    - [CCESL-Mentored Student Scholars](#): CCESL-mentored student scholars are mentored by Community-Engaged Fellows or CCESL Staff and work with them to create and implement personal social justice action plans that integrates with their academic pursuits, passions, and interests. They can choose to partner with a Fellow on their project or develop their own.

- Students particularly interested in service activities may wish to join the CCESL advised student group, [DU Service & Change \(DUSC\)](#), or view current volunteer opportunities on the [Volunteer Opportunities database](#).

**HOW:** Feel free to direct students to send an inquiry to CCESL at [ccesl@du.edu](mailto:ccesl@du.edu) to discuss opportunities and/or direct to them to the following website to explore opportunities for students at CCESL (<https://academicaffairs.du.edu/ccesl/opportunities-students>).

## SHOWCASING ENGAGED-LEARNING WORK THROUGH AN EXHIBIT

There are several places on campus you might consider for exhibiting student work including the University of Denver Museum of Anthropology (DUMA), The Davis Gallery in the Schwayder Art Building, the Anderson Academic Commons, and the Art Gallery in the Community Commons.

DUMA is a resource for faculty across campus. Museum staff are available to help you work with museum collections, create an exhibit, and develop related programming or activity. DUMA is located in Sturm Hall and includes a 720 square foot gallery for rotating exhibits. DUMA's ethnographic collection contains objects from around the world, including Africa, Oceania and the American Southwest. DUMA's archaeology collection focuses on sites from Colorado and the American Southwest.

**HOW:** For more information about DUMA, visit <https://liberalarts.du.edu/anthropology-museum/exhibits>. You can also contact Dr. Christina Kreps, Museum Director ([ckreps@du.edu](mailto:ckreps@du.edu)). For more information about the Davis Gallery, visit <http://vicki-myhren-gallery.du.edu/davis-gallery-exhibition-proposals/> or contact [davisgallery@du.edu](mailto:davisgallery@du.edu). For more information about exhibit spaces inside Anderson Academic Commons, visit <https://library.du.edu/collections-library-materials/exhibits/propose-exhibit>. For more information about the Community Commons Art Gallery contact the Commons Director, Brian Schreckinger ([brian.schreckinger@du.edu](mailto:brian.schreckinger@du.edu)) or the Associate Director, Beth Goad ([beth.goad@du.edu](mailto:beth.goad@du.edu)).

## SHARING YOUR ENGAGED-LEARNING ACCOMPLISHMENTS OR EVENTS

CCESL publishes and sends out a monthly newsletter, the Public Good Impact. The newsletter is widely distributed via email to members both on and off campus. Faculty are encouraged to share stories of their community-engaged learning successes by submitting articles and/or photos for inclusion in the newsletter. Additionally, the newsletter can be used to share upcoming community engaged events open to the campus community. CCESL can also share your event information and/or accomplishments on our social media platforms (e.g. Facebook, Instagram, and Twitter). If you'd like to subscribe to the newsletter, you can sign up using this form: [Subscribe to the Public Good Impact](#).

**HOW:** If you have a community-engaged event, story, or accomplishment to share, send an inquiry to CCESL's general email at [ccesl@du.edu](mailto:ccesl@du.edu) to learn about media deadlines. If you'd like to share an event, please reach out at least two weeks before your event to be featured on social media and one month in advance for inclusion in the Public Good Impact newsletter. For social media posts, please send a graphic or image along with a short blurb (150-word limit) that describes your announcement. For Public Good Impact articles, please limit your story to 500 words and, where possible, please include photos