



## Background

The University of Denver's vision is to be "a great private university dedicated to the public good." To achieve this vision, the Center for Community Engagement to advance Scholarship and Learning (CCESL) makes funding available to support faculty in their use of community-engaged methods. For the 2021-2022 academic year thanks to a grant from the Arthur Vining Davis Foundation, CCESL has additional funding available to support courses that respond to one or more of the DU Grand Challenges issues areas. The DUGC theme—Thriving Communities—encompasses three issue area: improving daily living, increasing economic opportunities, and advancing deliberation and action for the public good.

Community-engaged methods differ from approaches that emphasize one-way applications of academic expertise to community problems. Community engagement is a method, a strategic approach to teaching, scholarship (research, creative work) and service to address public problems through collaborative community partnerships, where community partners are involved in proposal and project development, that:

- Are reciprocal, mutually beneficial
- Share risk, benefit, responsibility
- Can be local, national, and/or global
- With diverse entities (e.g., non-profit, government, private sector)

*Only projects that use community-engaged methods as described above will be funded. Visit CCESL's [Public Good Impact](#) newsletter for stories about previously funded project.*

More on [CCESL](#)

- Vision: A university collaborating with communities to improve lives.
- Mission: To activate university and community potential through partnership.
- Values: Collaboration for the public good characterized by mutual benefit, fierce optimism, tenacity, rigor, democratic participation, equity, and inclusion.

More on [DU Grand Challenges](#)

DU Grand Challenges (DUGC) is a program suite that harnesses the multidisciplinary expertise and interests of students, staff, faculty, and community members to pursue ambitious and achievable public good goals. DUGC brings together scholarship, creative work, curricular and co-curricular activities to advance community-engaged public good work on complex issues that affect our communities locally, regionally, nationally, and globally.

## Funding Opportunities

For the 2021-2022 academic year, CCESL is combining multiple funding opportunities into a single, universal application. These funds support community-engaged class projects, the development of community-engaged courses, institutional capacity building (e.g., bringing together instructors who teach similar courses to develop collaborative ideas for community-engaged activities), Community-Engaged Student Assistants, and professional development (e.g., scholarship of teaching and learning for community-engaged teaching). This funding mechanism is designed to support instructors to be innovative in developing and promoting their community-engaged teaching. Appointed faculty, adjunct faculty, postdoctoral and graduate student instructors may apply.

## Funding Amounts

Mini-grants cover faculty expenses beyond normal departmental support; they are not intended to relieve departmental budgets or to relieve the budgets of community partners. Projects must be specific to one funding category.

Funding Category	Description (goals, funds available)
<b>Class Projects</b>	<p>Goals:</p> <ul style="list-style-type: none"> <li>• Implement specific community-engaged learning projects (e.g., supplies needed to implement projects).</li> </ul> <p>Funds up to \$2,000:</p> <ul style="list-style-type: none"> <li>• Examples of eligible costs: course activity costs as well as materials and supplies, such as specialized equipment, duplicating and mailing expenses.</li> </ul>
<b>Professional Development</b>	<p>Goals:</p> <ul style="list-style-type: none"> <li>• Disseminate information (presentations, articles, reports) regarding community-engaged courses or projects focused on student learning (e.g. scholarship of teaching and learning); and/or</li> <li>• Significant professional development opportunity (not otherwise available at DU) related to community-engaged teaching that has the potential to also benefit colleagues' development as well. Specifically, there must be evidence that the faculty will share their learning with others on campus, such as through CCESL's <i>Public Impact</i> newsletter or a CCESL-sponsored presentation.</li> </ul> <p>Funds up to \$1,000:</p> <ul style="list-style-type: none"> <li>• Examples of eligible costs: Conference travel to present on community-engaged scholarship of teaching and learning and/or seeking out training to advance community-engaged curriculum that is not available at DU. Funds may generally be used for conference registration, transportation, housing, and meals. Applicants should make clear why other conference travel sources, such as those available through departments, cannot be used. <b>NOTE: While COVID-19 travel and budget restrictions are in place, funds for conference travel may not be available; contact <a href="mailto:ccesl@du.edu">ccesl@du.edu</a> to check on availability before submitting an application.</b></li> </ul>
<b>Course Development</b>	<p>Goals:</p> <ul style="list-style-type: none"> <li>• Develop new community-engaged learning opportunities (e.g. costs that are essential to new course development, not covered under other CCESL programs, and for which support is not available elsewhere);</li> <li>• Deepen existing community-engaged learning opportunities or partnerships</li> </ul> <p>Funds up to \$500</p> <ul style="list-style-type: none"> <li>• Examples of eligible costs: Costs associated with relationship building with partners such as honoraria or meals. Requests may also include faculty stipends up to \$50/hour unless the faculty member has received other CCESL stipend funds for course development such as through the Community-Engaged Teaching 101 Workshop (previously called the Service Learning or Community-Engaged Learning Scholars program)].</li> </ul>
<b>Institutional Capacity-Building</b>	<p>Goals:</p> <ul style="list-style-type: none"> <li>• Provide community-engaged professional development opportunities for a group of DU instructors who have experience teaching community-engaged courses and/or</li> <li>• Create a community of instructors interested in developing a departmental and/or inter-departmental community-engaged plan.</li> </ul>

	<p>Funds up to \$2000:</p> <ul style="list-style-type: none"> <li>• Examples of eligible costs: Costs associated with speakers/trainers/facilitators, materials such as books or other supplies; meeting logistics such as rooms and refreshments; Faculty stipends (up to \$50/hour, not to be used in combination with other CCESL funds, such as Public Good Grants); other materials and supplies to support the development of community-engaged instructor communities or similar capacity building community-engaged learning opportunities/events.</li> </ul>
<p><b>Community Engagement Student Assistant(s)</b></p>	<p>Goals: Provide support to DU faculty members for community-engaged teaching, research, and/or creative work. Only research or creative work that has robust student involvement is eligible (e.g., research where students are members of a collaborative research team); thus, these positions support faculty in ways that directly benefit the DU student experience.</p> <p>Funds variable: On average, most assistants work for 5-10 hours a week, however the expected hours may vary depending on the faculty member's needs. In the application, you will enter the total budget you are requesting. When setting the hourly wage, faculty should consider the duties expected of the assistant and consult <a href="#">Student Employment guidelines</a>.</p> <p>If helpful, you can calculate the total amount of your request in this way:</p> <ul style="list-style-type: none"> <li>• # of hours/quarter X # of quarters served = total hours</li> <li>• Total hours X hourly wage = total wage</li> <li>• Total wage X .015 (student fringe rate for FY2022) = total fringe</li> <li>• TOTAL BUDGET REQUEST = total wage + total fringe</li> </ul> <p>Examples of roles for assistants - While the needs of each faculty member and project are unique, Student Assistants' scope of work might include:</p> <ul style="list-style-type: none"> <li>• Background research related to the issue area or community-engaged methods;</li> <li>• Activities to support development of partnerships with community organization(s);</li> <li>• Planning and implementing teaching or research activities;</li> <li>• Developing reflection tools for students or leading reflection activities;</li> <li>• Assisting the faculty member to assess and evaluate the community partnership, impacts of the project, and/or student learning;</li> <li>• Corresponding with community partners and relevant stakeholders;</li> <li>• Telling the story of the community-engaged work through social media or other public-facing communications; and/or</li> <li>• Problem-solving with students, community partners and the faculty member.</li> </ul> <p>Each Faculty-Student Assistant team will create their own plan for how the Student Assistant will support the community-engaged work. Student Assistants can be undergraduate or graduate students.</p> <p>**Please note that Student Assistants are eligible to participate in the DUGC Student Scholars program. Scholars receive mentorship, professional development, and critical reflection support and may be eligible for independent study credit.</p>

## Non-Fundable Expenses

### Non-Fundable Expenses;

- Computers (Please note: If your project requires computers for use by student collaborators on your project, please contact [ccesl@du.edu](mailto:ccesl@du.edu). CCESL will try to arrange for you to borrow a laptop for student use during the fund period);
- Routine office expenses;
- Expenses that have already been incurred;
- Student tuition or compensation of students for academic, credit-bearing service.

All funds must be used in accordance with institutional policies as detailed at [www.du.edu/bfa](http://www.du.edu/bfa), for example (but not limited to): research involving human or animal subjects must be reviewed by the DU Institutional Review Board; and international travel must be coordinated through the Office of International Travel.

## Reporting & Other Requirements

Recipients are expected to work with CCESL to disseminate information about your project, including submitting a short (300-500 words) article on the project for publication in our [Public Good Impact Newsletter](#). This article is due within 30 days of the project's end date, as indicated on your application. You may invite your community collaborators and/or students to work with you on this article. Please email your article to [ccesl@du.edu](mailto:ccesl@du.edu) along with any relevant photos, collateral, or other products you'd like to share. If you need an extension, please submit your request via email with a brief explanation to [ccesl@du.edu](mailto:ccesl@du.edu).

In communications about this project (e.g., posters, talks, manuscripts), please include recognition that the work is funded by CCESL (and for DU Grand Challenges grants, DU Grand Challenges and the Arthur Vining Davis Foundations [AVDF]). For talks and posters, we you can access copies of these logos for your use [here](#) (for questions, please email [ccesl@du.edu](mailto:ccesl@du.edu)).

You and your collaborators will also be invited to complete a brief survey on the impact of this project on the community.

## How to Apply

**Applications are reviewed on a rolling basis.** Please expect approximately 2-4 weeks for your application to be reviewed. The selection committee bases its selection on the quality of the proposal, including the budget request and narrative, as well as with consideration of supporting community engagement across the university. Please prepare your application (details on the required fields below) and then submit your application via the link below. CCESL confirms application receipt by email. If you do not receive an email confirmation within 2 business days, please contact [ccesl@du.edu](mailto:ccesl@du.edu).

## Additional Support for Community-Engaged Teaching

**Professional Development:** Each year CCESL offers professional development opportunities, both for new and continuing community-engaged practitioners. To learn more about Community-Engaged Teaching 101 or other professional development opportunities, visit our website [here](#).

**Consultations:** CCESL staff are available to provide consultation and support in the development of community-engaged projects. Additionally, this year CCESL will be piloting a new program, Community Engagement Luminaries, where experienced faculty and community partners are available to review your ideas and provide feedback. To learn more about the program and get connected to a (or become one of) Luminary, visit [here](#).

**Scholar Shop:** Scholar Shop is a platform that connects community organizations with DU students and faculty to address. If you are looking to connect with prospective community partners, Scholar Shop may have a connection for you. Each Scholar Shop project is unique, based on the research question/project first proposed by a community organization then further explored/refined with faculty and/or student partner(s).

## More Information

Please contact CCESL Executive Director, Cara DiEnno ([cara.dienno@du.edu](mailto:cara.dienno@du.edu)), with any questions.

**Application Questions to be completed online. Application found [HERE](#).**

**ABOUT YOU:**

- **Name:**
- **Pronouns (optional):**
- **DU ID:**
- **Email:**
- **Department/School/Center:**
- **Are you:**
  - Faculty
  - Staff
  - Postdoctoral Fellow
  - Graduate Student

If Faculty	If Staff	If Graduate Student
<b>Indicate Academic Series (check one):</b> <ul style="list-style-type: none"> <li>○ Tenure-Line Professorial Series</li> <li>○ Professorial Series in University Libraries</li> <li>○ Teaching Professorial Series</li> <li>○ Clinical Professorial Series</li> <li>○ Professor of the Practice Series</li> <li>○ Adjunct Faculty</li> <li>○ Visiting Professorial Series</li> </ul>	<b>Indicate Title</b>	<b>Indicate Degree Program:</b>
<b>Indicate Academic Rank:</b> <ul style="list-style-type: none"> <li>○ Assistant</li> <li>○ Associate</li> <li>○ Full</li> </ul>		

- **Previous experience.** Please indicate your previous experience with community-engaged teaching:
  - I participated in trainings on community-engaged teaching at DU (e.g., CCESL’s Faculty Scholars, Community-Engaged Teaching 101)
  - I participated in trainings at other institutions/programs on community-engaged teaching
  - I have taught community-engaged courses and/or conducted community-engaged scholarship
  - I’m new to community-engaged methods

**ABOUT THE PROJECT:**

- **Please select what type(s) of projects this proposal is intended to support:**
  - CE Classes
  - CE Creative Work
  - CE Research
  - Other CE Project
- **What is the title of the project or the name and quarter(s) of the course(s)?**
- **Does this project/class address one of the [DU Grand Challenges](#) issue areas? Check all that apply.**
  - Improving daily living
  - Increasing economic opportunity
  - Enhancing deliberation and action for the public good
  - My project does not address any of these issue areas
- **If you know the names of the community partner(s) with whom you will be working, please list them.**
- **Narrative Questions: *Respond to the following questions***
  - **Project Summary.** Please provide a brief summary of the project for a general audience. This summary will be posted on the CCESL website if your project is funded. Up to 1900 characters (approximately 250 words).
  - **Professional impact.** Describe the potential impact on your professional development. Up to 1200 characters (approximately 150 words).
  - **Student impact.** Describe the potential impact on student learning (this might be direct or indirect, depending on the type of funding requested). Up to 1200 characters (approximately 150 words).

- **Institutional impact (for Institutional Capacity-Building funding only).** Describe the potential institutional impact. Up to 1200 characters (approximately 150 words).
- **Community impact.** Describe the potential impact on community partner(s), including information on the specific community partner(s). Note: some Course Development or Institutional Capacity-Building proposals might not yet have an identified partner; this should be explained. Up to 1200 characters (approximately 150 words).
- **Keywords:** List 3 keywords/phrases for the project:
- **Preferred Start Date:**
- **Preferred End Date:**
- **Funding Type(s) requested** (select all that apply):
  - Class Projects
  - Professional Development
  - Course Development
  - Institutional Capacity Building
  - Student Assistant(s)

**BUDGET:**

- **Budget Amount for Each Funding Type Requested** (professional development, up to \$1,000; course development, up to \$500; class projects and capacity building up to \$2,000; student assistants variable):
- **Budget Narrative** – Please briefly describe how you will use the funds you are requesting support this project. Up to 1900 characters (approximately 250 words).

**FOR STUDENT ASSISTANT REQUESTS:**

- **Have you already identified the student(s) with whom you will work:** Yes or No
  - **If Yes:**
    - Student’s name:
    - Student’s year:
    - Student’s major/program of study:
    - Student’s email:
  - **If No:**
    - Please check the box below to indicate your agreement that you will send the name, year, major/program of study, and email for the assistant once you identify them

\*\*Please note that Student Assistants are eligible to participate in the DUGC Student Scholars program. Scholars receive mentorship, professional development, and critical reflection support and may be eligible for independent study credit.

**CLOSING QUESTIONS FOR ALL PROJECTS**

**Please check the boxes below to indicate your understanding:**

- The funds will be provided to my department, which will be responsible for administration including ensuring the student assistants (if applicable) have a background check on file and will process payment in accordance with university policy.
- I will submit a short (300-500 words) article on the accomplishments of this project for publication in our Public Good Newsletter within 30 days of the end date listed on this application.
- CCESL may post or repost updates I provide about this project on social media channels.
- I will recognize CCESL and/or as applicable DU Grand Challenges and the Arthur Vining Davis Foundations in all public communications about this project.

**Funded proposals are highlighted by CCESL in our newsletter and on our social media. If you would like to be tagged, please indicate your social media handle(s) for Twitter, Facebook, and/or Instagram:**

**CCESL is piloting a new program this year, would you be interested in learning more about our Community Engagement Luminaries, faculty and community partner consultants who can provide brainstorming and feedback support on project ideas?**

- Yes
- Not at this time