

Community-Engaged Teaching Funds: Application Information

Center for Community Engagement to advance Scholarship & Learning
AY 2023-2024

[Click here to access the online application.](#)

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.

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)

Additionally, through DU Grand Challenges (DUGC), a university-wide initiative powered by CCESL, we support community-engaged work that builds toward our vision of a world in which all communities thrive. Applicants may identify whether their projects addresses one or more of the inter-related DUGC issues: improving daily living, increasing economic opportunity and advancing deliberation and action for the public good.

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 Categories & Amounts

CCESL uses a single, universal application for multiple funding categories. Applicants may request funds from multiple funding categories listed below. Requests for funds that fall outside of these categories will not be granted.

Funding Category	Description (goals, funds available, example eligible costs)
Class Projects	<p>Goals:</p> <ul style="list-style-type: none"> • Implement specific community-engaged learning projects (e.g., supplies needed to implement projects). <p>Funds up to \$2,000:</p> <ul style="list-style-type: none"> • Examples of eligible costs: course activity costs as well as materials and supplies, such as specialized equipment, duplicating and mailing expenses.
Professional Development	<p>Goals:</p> <ul style="list-style-type: none"> • Disseminate information (presentations, articles, reports) regarding community-engaged courses or projects focused on student learning (e.g., scholarship of teaching and learning); and/or • 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. <p>Funds up to \$1,000:</p> <ul style="list-style-type: none"> • 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.
Course Development	<p>Goals:</p> <ul style="list-style-type: none"> • 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); • Deepen existing community-engaged learning opportunities or partnerships. <p>Funds up to \$500:</p> <ul style="list-style-type: none"> • 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).

<p>Institutional Capacity-Building</p>	<p>Goals:</p> <ul style="list-style-type: none"> • Provide community-engaged professional development opportunities for a group of DU instructors who have experience teaching community-engaged courses; and/or • Create a community of instructors interested in developing a departmental and/or inter-departmental community-engaged plan. <p>Funds up to \$2000:</p> <ul style="list-style-type: none"> • 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.
<p>Community Engagement Student Assistant(s)</p>	<p>Goals:</p> <ul style="list-style-type: none"> • 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). These positions must support faculty in ways that directly benefit the DU student experience. <p>Funding varies, however amounts in line with other funding categories have higher approval chances:</p> <p>Typically, assistants work 5-10 hours weekly, but this may vary based on faculty requirements. In your application, indicate your total budget. When determining hourly wages, faculty should consider the duties expected and consult the Student Employment Guidelines.</p> <p>If helpful, you can calculate the total amount of your request as follows:</p> <ul style="list-style-type: none"> • # of hours/quarter X # of quarters served = total hours • Total hours X hourly wage = total wage • Total wage X .017 (student fringe rate for FY2023) = total fringe • TOTAL BUDGET REQUEST = total wage + total fringe <p>Assistant roles can encompass:</p> <ul style="list-style-type: none"> • Conducting relevant background research; • Facilitating partnership development with community organizations; • Planning and executing teaching or research tasks; • Devising reflection tools or guiding reflection activities; • Contributing to project assessment, partnership evaluation, and student learning analysis; • Liaising with stakeholders and community partners; • Sharing community-engaged narratives via social media or public channels; • Problem-solving with students, partners, and faculty. <p>Each Faculty-Student Assistant team will create their own plan for how the Student Assistant will support the community-engaged work. Both undergraduate and graduate students are eligible. Participation also offers access to the DUGC Student Scholars program, providing mentorship, professional development, and reflective assistance.</p>

Eligibility

This funding mechanism is designed to support instructors at any stage in their community-engaged teaching journey, from beginners who are developing their very first community-engaged course to experienced practitioners teaching a well-established community-engaged course. Appointed faculty, adjunct faculty, postdoctoral, and graduate student instructors may apply.

Use of Funds

Grants cover faculty expenses beyond normal departmental support; they are not intended to relieve departmental budgets or to relieve the budgets of community partners.

Non-Fundable Expenses

- Computers (Please note: If your project requires computers for use by student collaborators on your project, please contact 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.

Funding Timeline & Extension Requests

Award notifications are usually made within 2 weeks of application submission. For planning purposes, a start date 4-6 weeks after an application is submitted is recommended.

Funds must ordinarily be spent within 1 month of the proposed end date. If additional time is needed beyond the proposed end date, a request for extension must be submitted in writing. A written request must be submitted to ccesl@du.edu that includes the dollar amount remaining, the reason for the extension, and a revised timeline.

Funding & Institutional Policies

Any use of Community-Engaged Teaching Funds must be in accordance with institutional policies as detailed at <https://www.du.edu/policy/find-policy>. For example (but not limited to): research involving human or animal subjects must be reviewed by the DU Institutional Review Board; international travel must be registered with the university in advance; driving using institutional funds must comply with university driving procedures; following the Technology Acquisition policy for purchase of software and hardware.

Expectations if Funded

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 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. Articles must be submitted before seeking additional Community-Engaged Teaching Funds for the same project or course.

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

You will be invited to join the “CE Faculty Community” group on Teams. The Teams group is a place for CCESL to share updates and for faculty to get and give advice and support. You and your collaborators will also be invited to complete a brief survey on the impact of this project.

Submission Deadline

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.

After submitting the online application form, an automated confirmation email including a copy of your application will be sent to you. If you do not receive this confirmation within 2 business days, please contact ccesl@du.edu.

Application Materials & Submission Process

Please submit the following information via [this online application](#).

About You:

- **Name**
- **Pronouns (optional)**
- **DU ID**
- **Email**
- **Department/School/Center**
- **Are you (select one):**
 - Faculty
 - **Indicate academic series (select one):** Tenure-Line Professorial Series, Professorial Series in University Libraries, Teaching Professorial Series, Clinical Professorial Series, Professor of the Practice Series, Adjunct Faculty, Visiting Professorial Series
 - **Indicate academic rank (select one):** Assistant, Associate, Full
 - Staff
 - **Indicate title**
 - Postdoctoral Fellow
 - Graduate Student
 - **Indicate Degree Program**
- **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 Communities of Practice, 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 Research
 - CE Creative Work
 - 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
- **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 prompts:
 - **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:**
 - Class Projects
 - Professional Development
 - Course Development
 - Institutional Capacity Building
 - Student Assistant(s)

Budget:

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

Community-Engaged Student Assistant Requests Only:

- **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.

Closing Questions:

- **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 will add me to the CE Faculty Community group on Teams and Public Good Newsletter mailing list to stay up to date on other CCESL opportunities.
 - CCESL may post or repost updates I provide about this project on social media channels.
 - I will recognize CCESL 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 has a new program, Community Engagement Luminaries. This is a vibrant network of experienced faculty and community leaders who have expertise in campus-community partnerships and are available for consultations and syllabi review. Would you be interested in connecting with a Luminary about your project?
 - Yes. If there are specific luminary(ies) you would like to be connected to please list them (optional)
 - Not at this time

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's Community Engagement Luminaries, a vibrant network of experienced faculty and community leaders who have experience in campus-community partnerships, are available for consultations and syllabi review. Learn more about the program and get connected to a Luminary [here](#). CCESL staff are also available to provide consultation and support in the development of community-engaged projects.

Scholar Shop: [Scholar Shop](#) is a platform that connects community organizations with DU students and faculty to collaborate on projects that address community-identified interests/issues. 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 Associate Director, Anna Antoniou (anna.antoniou@du.edu), with any questions.