



ABOUT: Community-Engaged Learning Mini-grants are available to support opportunities for implementation of community-engaged learning projects, development of community-engaged courses/activities or instructor communities (e.g., bringing together instructors who teach similar courses to develop collaborative ideas for community-engaged activities), and professional development (e.g., conference presentations for scholarship of teaching and learning). This funding mechanism is designed to allow instructors to be innovative in developing and promoting their community-engaged learning work. Applications from adjunct faculty, postdoctoral and graduate student instructors for projects (but not conference-related costs, development of new community-engaged learning opportunities or capacity building activities) will be considered, depending on fund availability.

FUNDING AMOUNTS: Mini-grants are intended to cover faculty expenses beyond normal departmental support; they are not intended to relieve departmental budgets or to relieve the budgets of community partners. Successful applications typically focus on activities related to one funding category; however, proposals across multiple funding categories will be considered if the scope and need are clearly justified.

Funding Category	Description (goals, funds available)	Who can apply?
Community-Engaged Class Projects	Goals: <ul style="list-style-type: none"> Sustain and/or deepen <u>existing</u> community-engaged learning opportunities; and/or Implement community-engaged learning opportunities (e.g., supplies needed to implement service learning projects). Funds up to \$1,000: <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. 	Tenure Track, Teaching, Clinical, Visiting, and Adjunct Faculty; Graduate Student and Postdoctoral Fellow Instructors
Conference Attendance	Goals: <ul style="list-style-type: none"> Disseminate information (conference presentations, articles, reports) regarding existing community-engaged courses or similar projects focused on student learning (e.g. scholarship of teaching and learning); and/or Significant professional development opportunity not available at DU for faculty who have experience teaching community-engaged courses. Funds up to \$1,000: <ul style="list-style-type: none"> Examples of eligible costs: Conference travel to present on community-engaged scholarship of teaching and learning (SoTL) and/or seeking out training to advance community-engaged curriculum that is not available at DU. Funds may 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. 	Tenure Track, Teaching, and Clinical Faculty
Community-Engaged Course Development	Goals: <ul style="list-style-type: none"> Develop <u>new</u> community-engaged learning opportunities (e.g. costs that are essential to <u>new</u> course development, not covered under other CCESL programs – such as Faculty Scholars: Community Engaged Teaching Workshop (previously called the Service Learning or Community-Engaged Learning Scholars program) – and for which support is not available 	Tenure Track, Teaching, and Clinical Faculty

	<p>elsewhere); and/or</p> <p style="text-align: right;"><i>(continued on next page)</i></p> <ul style="list-style-type: none"> Implement new community-engaged learning opportunities (e.g., supplies needed to prepare for a new course or to implement new service learning projects); <p>Funds up to \$500</p> <ul style="list-style-type: none"> Examples of eligible costs: Activities and supplies required to develop a <u>new</u> community-engaged class (i.e., when faculty are teaching a new community-engaged course or integrating community-engaged pedagogy into an existing course for the first time). Requests may include faculty stipends up to \$50/hour for time required for the development of new community-engaged learning opportunities (not be used in combination with other CCESL funds, such as Faculty Scholars: Community-Engaged Teaching Workshop (previously called the Service Learning or Community-Engaged Learning Scholars program)). 	
<p>Community-Engaged Capacity Building</p>	<p>Goals:</p> <ul style="list-style-type: none"> Provide community-engaged professional development opportunities for 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: Faculty stipends (up to \$50/hour, not to be used in combination with other CCESL funds, such as Public Good Grants), student expenses (such as stipends, mileage reimbursement or meals) may be covered under this category for work NOT associated with academic, credit-bearing service; other materials and supplies to support the development of community-engaged instructor communities or similar capacity building community-engaged learning opportunities/events. 	<p>Tenure Track, Teaching, and Clinical Faculty</p>

Non-Fundable Expenses;

- Computers (Please note: If your project requires computers for use by student collaborators on your project, please contact Anne DePrince (adeprinc@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;
- Compensation of students for academic, credit-bearing service.

All Funds must be in accordance with institutional policies as detailed at 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: Recipients are expected to submit a short (300-500 words) article on the mini-grant project for publication in our Public Good Newsletter. You will also be invited to participate in a brief survey on the impact of this project on the community.

HOW TO APPLY: Complete the cover sheet on the next page and include a narrative of no more than three pages addressing the questions on the next page. **Applications are reviewed on a rolling basis.** Please expect approximately 2-4 weeks for your application to be reviewed. Please submit completed proposals electronically to ccesl@du.edu with MINI

GRANT in the subject line. CCESL confirms application receipt by email. If you do not receive an email confirmation of application receipt within 2 business days, please contact ccesl@du.edu.

QUESTIONS: Please direct questions to Cara DiEnno, at cara.dienno@du.edu.



Name: [redacted] DU ID: [redacted]

Campus Address: [redacted]

Campus Phone: [redacted] Email: [redacted]

Department/School/Center: [redacted] Academic Rank: [redacted]

Amount requested (please note the funding limits listed in the table): [redacted]

Narrative Questions: Respond to the following questions (NOTE: 3 page maximum, typed, double-spaced for Questions 1-7; applications that do not follow this requirement will not be reviewed).

- 1. Describe the project, including the specific funding category. Be sure to explain how your use of the funds addresses at least one of the goals of the funding category.
2. Explain your past experiences with community-engaged pedagogy that demonstrates your commitment and ability to carry out the project proposed in #1. Include attachments (e.g. student evaluations, mid-term reports, student work, community partner recommendations, etc.) if applicable and necessary.
3. Explain your plans for sustaining this community-engaged class or project. If you have received mini-grant or other CCESL funds previously, please summarize the outcomes of that work as well as describe the similarities/differences with the proposed project.
4. Describe the anticipated impact on student learning (this may be direct or indirect effects on student learning).
5. Provide a budget narrative that includes how funds will be spent to support the community-engaged class or project.
6. Please estimate the number of individuals/community partners affected by this project: Undergraduate students: Graduate students: Staff: Faculty: Community Members: Community Organizations (Please list the name of the community partner(s), if applicable):
7. Please list 3 keywords for the project:
8. Provide a timeline, including start and end dates for the proposed work.