Community-Engaged Pathways Grant
$12,000 per unit, awarded across 4 years ($3,000 per year)

Units (schools, departments, interdisciplinary clusters, etc.) that offer degree programs are invited to apply for the Community-Engaged Pathway Grant. Applications are due on June 2, 2018. Pathways grant recipients, known as “Pathway Teams” will receive up to $12,000 over four years to advance the implementation of “Community-Engaged Degree Programs” and to cultivate organizational and cultural practices that are conducive to community engaged scholarship.

Goals of the Pathways Grant Program:

1. Institutionalize pathways for students to deepen community engagement and civic learning as they progress in their degree program. This effectively creates community “Community-Engaged Degrees.” Students will move from familiarity with the ways a discipline can be used to address civic issues to having the skills and methods necessary to work collaboratively with the wider public to address civic issues.
2. Institutionalize pathways for faculty to deepen their mastery of community-engaged learning and to build communities of colleagues who support and foster one another’s community-engaged scholarship.
3. Institutionalize pathways for fostering organizational and cultural practices conducive to community-engaged scholarship.
4. Resource and support clusters of faculty and university leaders (such as chairs and deans) who undertake this form of mission-supportive teaching and research.
5. Leverage community expertise and advice when making community-oriented curricular changes.

Available Funding and Responsibilities of the Pathways Grant Recipients by Year

Pre-Application:
- Name a “Pathways Team” made up of active participants in the Pathways Grant that includes a minimum of
  - Four (4) faculty members who will be present for the duration of the four-year grant. The rationale for enlisting a team of faculty is to provide continuity by having sufficient faculty involvement so that community-engaged classes can be taught by more than one person and community projects/partnerships can be shared among more than one faculty.
  - One (1) administrative member (such as a program director, department chair, undergraduate curriculum director, associate dean, or dean). The rationale for including an administrative member is to ensure that there is sufficient administrative support for the implementation of the Community-Engaged Degree(s).
  - One (1) community advisor. The community advisor role is meant to be filled by someone from the broader public (typically not an academician) who will be present during planning activities and who can provide recommendations and advice on existing community agendas or goals that may be aligned with intended curricular changes, potential community partners, or highlighting unintended community consequences of decisions made within the planning process.
  - If applicants are unable to attract the requisite number of faculty participants for year one, there is an opportunity within the application to explain why and to describe strategies for recruiting additional members for years two-four of the grant.
- Establish a fiscal host to receive and steward the funds of the grant. This will likely be the department in which the Pathways Team is housed, or if the team represents an interdisciplinary cluster, one of the departments from which faculty come. In some instances the most appropriate fiscal host will be School/Dean’s Office.

Year One – Planning Year: $3,000 per team to support planning; $500 of this will be used as an honoraria for your community advisor.

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1 The Pathways Grant preferences undergraduate degree teams. Programs that are undergraduate/graduate combinations (such as many found in health sciences) are also eligible to apply. If the maximum number of grants in a particular cohort are not exhausted, graduate programs will be considered.
Year one is intended to be a planning year. A few Pathways Teams may be in a position to offer CEL classes in year one because they are already in place, but even those teams will likely tweak their approach during the first year of planning discussions. By the conclusion of the first year, Pathways Teams will:

- Establish one or more “Community-Engaged Degree Programs” by selecting homes for a minimum of one foundational-level and one advanced-level community-engaged learning experience within the degree program(s), as defined by the University’s two-tiered model of community-engaged learning. Note: Participation in the Pathways Grant does not imply that you must require all students within your degree program to participate in community-engaged learning but that you will offer a pathway of developmentally appropriate community-engaged learning experiences that are integrated into the degree curriculum. Some departments or schools may choose to embed community-engaged learning in required courses.

- Choose a civic issue, public problem, geographic region, or disciplinary frame that will be shared between foundational level and advanced level experiences. There will be programming available to Pathways Teams and planning opportunities with their community advisors to help guide these choices (see next point).

- Participate in programming such as sessions that interactively present a range of civic issues important in the Southwestern Pennsylvania context, the Community-Engaged Teaching and Research Academy, and Design Day where teams will become more familiar with key frameworks of community engagement, the University’s model of community-engaged learning, as well as disciplinary and national network resources that support civic learning and engagement in the team’s (inter)disciplinary area. See page three for a tentative timeline for these programs.

- Attend the Community-Engaged Learning Assessment Workshop and develop an assessment plan that will document and use evidence of student learning outcomes and community impacts to improve future iterations of the community-engaged learning experiences.

- In spring of the first year (March 2019), submit the community-engaged learning experiences to the CEL Faculty Review Committee for their review. Approval by the CEL Faculty Review committee will confer course designations in the banner system.

- Review the Engaged Departments Rubric (Kecskes, 2008) (https://goo.gl/MTMaiV5) and choose one component in each dimension of the rubric to work on over the course of the grant. By the conclusion of the first year (May 2018), teams will produce a short action plan (3 page maximum) that describes strategies for advancing their chosen components within the Engaged Departments Rubric and plans for how the “Community-Engaged Degree” will be branded, marketed to students, and publicized generally.

Years Two and Three – Implementation Years: up to $3,000 per team per year to support student assistance ($1,000), assessment ($500), community advisor honoraria ($500), and course-related costs (up to $1,000)

- Implement CEL experiences. Teams will have up to $1,000 to support costs associated with CEL classes.

- If desired, initiate use of a Community Engagement Scholar (for which teams will receive up to $1,000) and name one of the team as the supervisor for this person. Community Engagement Scholars are undergraduate or graduate students who assist community-engaged learning classes or who take on project-based work to provide continuity to community partners between community-engaged learning classes. The $1,000 available to pathways teams should be leveraged with existing part time student worker monies to enhance an existing student employment opportunity already found within the department or school. Examples of how this might occur: a) an existing student worker position’s hourly rate is increased to acknowledge the increased level of responsibility of supporting community engaged scholarship within the department or b) a new student worker position is funded in part through Pathways Grant monies and in part through departmental monies. Students who are funded through Pathways monies will

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2 Illustrative types of experiences that may fit under the umbrella of community-engaged learning include introductory seminars, co-learning arrangements (such as Inside Out or Side-by-Side pedagogy), traditional direct service-learning, project-based classes, internships, policy studies classes, advocacy-based classes, community-engaged research/undergraduate research, field studies, faculty-facilitated clinical experiences, and learning communities. This list may not be exhaustive.

3 The University’s model for community-engaged learning can be found at [http://goo.gl/wqoSeh](http://goo.gl/wqoSeh) and also on the CETR website.
be expected to participate in weekly Community Engagement Scholars meetings throughout the academic year.

- Document and evaluate student learning and community impacts of CEL classes. Teams will receive $500 to incentivize faculty participation in assessment activities.
- Implement action plan informed by the Engaged Departments Rubric (Keckses, 2008) (https://goo.gl/TMaiV5)
- At the conclusion of years two and three (May 2020 and May 2021), submit an annual report that addresses progress on the team’s action plan, student learning outcomes, community impacts, how the “Community-Engaged Degree” is being marketed to students, and publicized generally, how the CEL classes will be tweaked to account for student learning findings and community impact findings, and appendices of class assignments and activities that can serve as models and templates for other faculty and teams as they take on community-engaged learning.

Year Four – Implementation and Wrap Up: up to $3,000 per team per year to support student assistance ($1,000), assessment ($500), community advisor honoraria ($500), and course-related costs (up to $1,000)

- Continue cycle of CEL class implementation, assessment, and revision
- At the conclusion of year four (May 2022), submit final report that addresses the degree to which the action plan was achieved, items from the action plan left to be implemented and plans for moving those forward, as well as other items requested in the previous years reports, and plans to support the costs of community-engaged learning (specifically, course-associated costs and student assistance) moving forward. Note, there will be some support available through CETR for these costs, but not at the level awarded during the grant. Pathways Teams are encouraged to consult with their departmental and school administrators early within the grant program (years 2-3) to determine how home departments or schools may be encouraged to make these investments as community-engaged learning is further made a priority within the degree program(s).

Tentative Application and First Year Schedule:

June 2, 2018: Applications Due
June 16, 2018: Grant Recipients notified of their selection
June 19-23, 2018: Pathways Teams 1-hour orientation meetings with CETR staff
August 2018: Community Engaged Teaching and Research Academy and Design Day
December, 2018: Assessment Working Session
May, 2019: Action Plan Due
Community-Engaged Pathways Grant Application

Applications that fully answer each question and its constituent prompts will be considered. Please limit the total length of your application to a maximum of five pages. Pre-application consultations are encouraged. Contact Anne Marie Hansen, Interim Director, Center for Community-Engaged Teaching and Research to schedule a meeting: hansen@duq.edu, 412-396-5893

Team: Members of your team (please list a minimum of four faculty who will be present for the duration of the grant, one community advisory, and at least one administrative member such as a program director, department chair, undergraduate curriculum director, associate dean, or dean) who agree to be on your Pathways Team:

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Feel free to add rows to accommodate the total number of people on your Pathways Team

Rationale for Team: Please describe the rationale for including each of the individuals listed above as part of your Pathways team. What expertise and interests do they provide? If you are unable to assemble the requisite number of faculty participants in year one, please explain why and describe your strategies for attracting additional members for years two-four of the grant.

Name of Team: Teams should have a name. For example, the “Landscape Architecture Pathways Team.”

Team Lead: Name the person who is considered the leader of your team and who is willing to take responsibility to see that the team is fully participating in the Pathways Grant program.

Fiscal Host: Who will be the fiscal host for the Pathways Grant if your application is accepted (Name and Email)?

Potential for Innovation: How do you imagine your degree program(s) will be transformed through participation in the Pathways Grant program? Please highlight any particularly innovative or exciting curricular designs that you imagine this grant program will incentivize.

Link to Disciplinary/Interdisciplinary Engagement Trends and Models: If not already captured in the previous question, what disciplinary-related or interdisciplinary innovations will your “community-engaged degree” program(s) feature? For example, health sciences programs might leverage inter-professional community engagement opportunities; within the humanities programs might advance conceptions of “public humanities.” What disciplinary or interdisciplinary associations/networks will you look to for guidance?

Fostering Organizational and Cultural Practices Conducive to Community Engagement: Which components within each of the dimensions of the Engaged Departments Rubric (https://goo.gl/TMaiV5) does your team anticipate addressing during the term of the grant? Provide a rationale for why those specific components were selected. Teams will have the opportunity to revise the areas they will address, but we want an idea of the team’s current change goals as they relate to organizational and cultural practices.

Program Evaluation: In addition to teams participating in course-level assessment, we are interested in evaluating the influence of a community-engaged degree on students. What data will you use as a benchmark against which to measure students’ change? For example, you may already have an exit survey you use with graduating students or a capstone examination that all graduating students take.

Orientation Meeting: If selected as a grant recipient, your team will have an orientation meeting with Anne Marie Hansen, Interim Director of CETR, during June (6/19/18 – 6/23/18). Please provide a minimum of two times that all of your team members would be available for a one-hour meeting during those dates.

Commitment Forms: In addition to your application, please also submit a completed commitment form from each member of your team (a minimum of four faculty, one administrative member, and one community advisor). Commitment forms can be found at the conclusion of this call for applications.
As a faculty participant, I agree to the following responsibilities of Pathways Team Members:

- I will be an active member of our Pathways Team for the four years of our grant, attending group meetings and contributing ideas and critique as necessary as we plan our community-engaged learning experiences, select homes for those experiences within our degree program(s), develop an action plan to foster organizational and cultural practices conducive to community-engaged scholarship using the Engaged Department Rubrics, and implement our action plan.
- I will attend all programming associated with the Pathways program each year of the grant, including the late March civic issues session, Mid-May community-engaged teaching and research academy and design day, and assessment programming held in early December.
- I will be a responsible steward of University resources. I understand that upon receiving the grant our team will be given a stewardship manual that outlines appropriate uses for grant funds and processes for seeking reimbursement of costs associated with community-engaged learning experiences. I agree that I will follow the generally accepted accounting practices associated with the use of this grant.
- I agree to work collegially with all members of my Pathways team, including the administrative and community advisor member. I will honor the diversity of expertise represented among team members and thoughtfully consider the ideas and critique offered by my team. I can expect to receive this same collegial regard from my team members.
- I agree to seek permission from my department chair to teach/facilitate the community-engaged learning experiences developed by my team.
- I agree to help my team complete all expected functions of the grant, and that if we should have a problem doing so that we will discuss this with the grant administrator: Anne Marie Hansen, Interim Director of the Center for Community-Engaged Teaching and Research. If teams are unable to complete the terms of the grant, funding may not be awarded for that year or for a particular activity.

Please include here a 100 word or less bio that can be included on Pathways materials.

I agree to the responsibilities listed above and agree to share any concerns I have with my team and with the grant administrator: Dr. Anne Marie Hansen, Interim Director of the Center for Community-Engaged Teaching and Research.

I acknowledge that this faculty member will be participating in a Pathways Grant Team, as outlined within this call for applications. I will endeavor to be supportive of their work to deepen community-engaged learning for our students within one or more “Community-Engaged Degree” programs and community-engaged practices among their faculty colleagues.
As a community advisor, I agree to the following responsibilities of Pathways Team Members:

- I will be an active advisor to one of the Duquesne University Community Engaged Pathways Team for a minimum of one year, attending group meetings and contributing ideas and critique as necessary as we plan community-engaged learning experiences, select homes for those experiences within a degree program(s), and develop an action plan to foster organizational and cultural practices conducive to community-engaged scholarship using the Engaged Department Rubrics.
- I will attend specific programming associated with the Pathways program each year that I am a community advisor, including the late March civic issues session, Mid-May community-engaged teaching and research academy, and periodic team meetings as scheduled by the team.
- I understand that my role, as a community advisor, is to provide the team with input and critique as it relates to the unintended community consequences (positive or negative) of decisions made within the planning process.
- I agree to help my team network with other community stakeholders and organizations that may be good partners for community-engaged learning experiences.
- I agree to make my team aware of the existing community agendas and goals that may be related to the civic issue or neighborhood that connects community-engaged learning experiences within the degree program(s) we are intend to become “Community-Engaged Degrees.”
- I agree to work collegially will all members of my Pathways team, including the administrative and faculty members. I will honor the diversity of expertise represented among team members and thoughtfully consider the ideas and critique offered by my team. I can expect to receive this same collegial regard from my team members.
- I agree to secure permission from my community-based organization leadership for me to participate as a community advisor to this team.
- I agree to help my team complete all expected functions of the grant, and that if we should have a problem doing so that we will discuss this with the grant administrator: Anne Marie Hansen, Interim Director of the Center for Community-Engaged Teaching and Research. If teams are unable to complete the terms of the grant, funding may not be awarded for that year or for a particular activity.

Please include here a 100 word or less bio that can be included on Pathways materials.

I agree to the responsibilities listed above and agree to share any concerns I have with my team and with the grant administrator: Anne Marie Hansen, Interim Director of the Center for Community-Engaged Teaching and Research.

_________________________________  ____________________________________
Community Advisor Name (printed)  Community Advisor Title and Organization

_________________________________  ____________________________________
Community Advisor Signature  Date

I acknowledge that one of my staff will be participating as a community advisor to a Duquesne University Community Engaged Pathways Grant Team, as outlined within this call for applications. I will endeavor to be supportive of their work to deepen connections between the Pathways team and our organization as well as other community initiatives and stakeholders related to the work of the team.

_________________________________  ____________________________________
Organizational Leader Name (printed)  Name of Organization

_________________________________  ____________________________________
Organizational Leader Signature  Date
As an administrative participant, I agree to the following responsibilities of Pathways Team Members:

- I will be an active member of our Pathways Team for the four years of our grant, attending group meetings and contributing ideas and critique as necessary as we plan our community-engaged learning experiences, select homes for those experiences within our degree program(s), develop an action plan to foster organizational and cultural practices conducive to community-engaged scholarship using the Engaged Department Rubrics, and implement our action plan.

- I will attend all programming associated with the Pathways program each year of the grant, including the late March civic issues session, Mid-May community-engaged teaching and research academy and design day, and assessment programming held in early December.

- I will be a responsible steward of University resources. I understand that upon receiving the grant our team will be given a stewardship manual that outlines appropriate uses for grant funds and processes for seeking reimbursement of costs associated with community-engaged learning experiences. I agree that I will follow the generally accepted accounting practices associated with the use of this grant.

- I agree to work collegially with all members of my Pathways team, including the faculty and community advisor members. I will honor the diversity of expertise represented among team members and thoughtfully consider the ideas and critique offered by my team. I can expect to receive this same collegial regard from my team members.

- I agree to leverage my administrative insights and role to the benefit of this project, and will champion any curricular changes that result from this grant with the appropriate faculty/department/school governance bodies.

- I agree to help my team complete all expected functions of the grant, and that if we should have a problem doing so that we will discuss this with the grant administrator: Anne Marie Hansen, Interim Director of the Center for Community-Engaged Teaching and Research. If teams are unable to complete the terms of the grant, funding may not be awarded for that year or for a particular activity.

Please include here a 100 word or less bio that can be included on Pathways materials.

I agree to the responsibilities listed above and agree to share any concerns I have with my team and with the grant administrator: Anne Marie Hansen, Interim Director of the Center for Community-Engaged Teaching and Research.

Administrative Participant Name (printed) __________________________ Administrative Participant Title __________________________

Administrative Participant Signature __________________________ Date __________________________

I acknowledge that this administrator will be participating in a Pathways Grant Team, as outlined within this call for applications. I will endeavor to be supportive of their work to deepen community-engaged learning for our students within one or more “Community-Engaged Degree” programs and community-engaged practices among their faculty colleagues.

Department Chair or Dean Name (printed) __________________________ Name of Department or School __________________________

Department Chair or Dean Signature __________________________ Date __________________________