



## University of Denver Grand Challenge Collective Impact Cohorts Request for Applications (RFA) from DU Faculty & Staff for Improving Daily Living: Actions Phase

CCESL: DU's Center for Community Engagement to advance Scholarship and Learning  
AY 2018-2019

Issue Date: September 20, 2018

### ABOUT DU GRAND CHALLENGES & COLLECTIVE IMPACT

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

The DU Grand Challenges theme—**Thriving Communities**—was selected through a collaborative process with campus and community constituents. **Thriving Communities** will address three issues: **improving daily living, increasing economic opportunity, and advancing deliberation and action for the public good.**

The DU Grand Challenges initiative is phased into three parts: developing our shared **aspirations** with our communities; taking collaborative **actions** across community-engaged scholarship, learning, and service; and demonstrating **achievements** toward our public good goals. The structure of each Challenge follows a 3-year time course. Programming and funding for each Challenge will roll out across these 3-year cycles.

The DU Grand Challenges framework of Aspirations-Action-Achievement is grounded in a collective impact framework. Collective impact is a framework for collaborating across diverse entities (e.g., departments at DU or agencies across Denver) in a way that supports each entity to retain their unique perspectives and mission while working together to forge a common agenda, shared measurement, mutually reinforcing activities, and continuous communication. This approach emphasizes moving from the individual or isolated impact that any one project may have to collective impact through collaboration and coordination. By focusing on mutually reinforcing activities rather than replication of projects to different contexts, collective impact allows for different activities to be undertaken (e.g. different faculty research projects), but in an intentional way to support a shared action plan.

Building upon what was learned in the aspirations' phase of Improving Daily Living, the actions phase will occur through a structured, facilitated collective impact process that authentically engages the communities with whom we wish to partner. DUGC Collective Impact Cohorts will involve community members in addition to DU faculty, staff, and students.

### COLLECTIVE IMPACT COHORT STRUCTURE

During the AY 2017-2018 Aspiration year, University and community members articulated commitments to improving daily living in six, inter-related issue areas: Crime & Safety, Migration, Environmental sustainability

in an urban environment, Housing and food insecurity, Mental health, and Health equity.<sup>1</sup>

Collective Impact Cohorts will bring together university and community voices to define and implement collaborative work to create measurable change in four issue areas central to improving daily living in our communities:

1. Crime & Safety
2. Migration
3. Environmental sustainability in an urban environment
4. Housing and food insecurity

We seek applicants to participate and/or lead in one of these four issue areas. Each Cohort will be charged with developing a proposal for specific actions as part of the collective impact process. Community-engaged scholarship will be at the core of this approach to advance discovery goals while also affecting change in the grand challenge issue areas at the community level. Each Cohort will be able to request up to \$100,000 to support their proposed actions.

***Who is in a Cohort?*** Cohorts will be comprised of faculty, staff, students, and community members from government, non-government, and/or private sector agencies. We anticipate Cohort sizes will be approximately 12-14 people. Each group will have two DU Faculty Leads and, as detailed below, a Facilitator trained in collective impact processes and approaches.

***What are the responsibilities of the Cohort?*** Each participant and leader commits to participate in an intentional 2-year collective impact process that results in specific project plans that can be accomplished within one year. Through a structured and facilitated process, University and community collaborators will identify and define a project (including measurement and communication plans) during an action planning period, not to exceed six months. Then, the group will pursue the action over the following 12 months and be involved in evaluation and dissemination of work in the subsequent 6 months; the latter 6 months coincides with the Achievements phase of the DU Grand Challenges structure.

In addition to specific project actions, cohort participants will also commit to identifying and connecting with networks of people working on similar issues. The goal of this process is to build distributed networks that will continue to seed new work, identify existing work that can be connected, and move forward with new members when existing members leave projects. This process will balance launching new projects with continuing to look for and engage existing projects/people.

***What support do the Cohorts receive to accomplish their work?*** Cohort members will receive several forms of support to accomplish their work, including:

- A Facilitator. A DU faculty/staff person trained in collective impact to support the groups' work. Facilitators will work closely with the Faculty Leaders of each Cohort. The inclusion of a Facilitator will allow the Faculty Leaders to participate fully in the process (rather than having to facilitate, for example) as they provide thought leadership and substantive expertise to move the work of each Cohort forward.
- Training/ leadership development. Cohort members will receive training in collective impact and collaboration facilitation. Additionally, the experience will provide leadership development opportunities.

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<sup>1</sup> Mental health and health equity are being addressed within other DU IMPACT 2025 initiatives (The Collaborative and IRISE 2.0 respectively) and are therefore not included in this RFA.

- Backbone support from The Center for Community Engagement to advance Scholarship and Learning (CCESL). Backbone support will be critical to communication tasks (within and across cohorts), shared measurement for evaluation, logistics (e.g., event planning and implementation).
- Project management tool support. Working with IT@DU and CCESL, Cohorts will be equipped with project management tool support.
- Evaluation support. CCESL will provide support for ongoing evaluation goals.
- Project money. Cohorts will be able to request up to \$100,000 in funds for a bold project that improves daily living in our communities by addressing their targeted issue area. To access the funds, the Cohort will be required to submit a proposal to CCESL and the Collaboration for the Public Good Working Group.

***How will Cohort members' time be recognized?***

- Two Faculty Leaders per cohort will each receive one course buyout per Academic Year, with their Chair and/or Dean approval.
- Faculty and staff will receive additional pay/compensation of \$4,000 to participate in the 2 year process (6-month planning period; 12-month project period; 6-month evaluation period).

# Collective Impact Cohort Faculty & Staff RFA Instructions

## APPLICATION INSTRUCTIONS

A completed application includes the following documents submitted as a single PDF:

- Application Form
- Narrative Questions
- Chair/Dean/Supervisor Letter. A letter of support from faculty applicant's chair, dean or supervisor is required. This letter may be in the form of an email and simply needs to acknowledge the chair/dean/supervisor's support for the applicant's participation in the cohort, including, if applicable, the course buyout if you are seeking a lead position.
- 2-page CV or resume

## HOW TO APPLY

Applications are due by October 11, 2018.

To submit your application, you must email a single PDF including all materials outlined above to [DU.GrandChallenges@du.edu](mailto:DU.GrandChallenges@du.edu) with DUGC COLLECTIVE IMPACT COHORT APPLICATION in the subject line. No hardcopies of proposals will be accepted.

Applications received after the deadline or that fail to follow requirements (including support letters) will not be considered.

Email confirmations of receipt of applications are sent; if you do not receive an email confirmation within 48 hours of submitting materials, please email [DU.GrandChallenges@du.edu](mailto:DU.GrandChallenges@du.edu).

# Collective Impact Cohort: DU Faculty/Staff Application Form

Name: \_\_\_\_\_ DU ID: \_\_\_\_\_

Campus Address: \_\_\_\_\_

Campus Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Department/School/Center: \_\_\_\_\_

Job Title: \_\_\_\_\_

Please indicate in which of the four cohorts you would like to be considered for a participant or leadership position:

	Participant	Leader
CRIME & SAFETY:		
MIGRATION:		
SUSTAINABILITY:		
HOUSING & FOOD INSECURITY:		

By submitting this application, you agree to (please initial on the line):

- \_\_\_\_\_ participate or lead the Cohort in one of the issue areas;
- \_\_\_\_\_ consult with CCESL and the Collaboration for the Public Good Working Group to determine shared measurements;
- \_\_\_\_\_ commit to open communication and coordination across relevant groups (e.g., with the other Cohorts); and
- \_\_\_\_\_ commit to cross-disciplinary, university-community collaboration.

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

1. Describe your expertise, interest, and/or current projects in the issue(s) you indicated.
2. Explain your past experiences with community-engagement and/or collective impact that demonstrates your commitment and ability to serve as a collaborative member of a cohort.
3. Please describe ways that you plan to or could engage students in this work (e.g., through their classes, research teams, etc.).