



**BALL STATE
UNIVERSITY**

Community Engagement Faculty Toolkit

Prepared by the Community Engagement Faculty Learning Community in 2024-2025

About the Community Engagement Faculty Learning Community

The 2019-2020 Community Engagement Faculty Learning Community worked collaboratively across colleges and beyond campus to explore national best practices and construct institution-wide definitions, standards of practice, and desired outcomes for community engagement. FLC members represented diverse institutional roles and two community partner organizations.

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Diane Doberneck at Michigan State University, who has graciously shared her expertise, resources, and insights on community-engaged scholarship with the Ball State community.

And most of all, our generous, inspiring, and dedicated community partners, without whom none of this work is possible.

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Community Engagement at Ball State



“We have a moral obligation to enhance our commitment to Muncie. That obligation derives from a simple principle: because we cannot repay those who have nurtured and supported our development, we should pay it forward — to our neighbors and to the next generation.”

Geoffrey S. Mearns, Ball State University President

For more than 100 years, Ball State University has had an unwavering belief in an education rooted in creativity, values, and intellectual curiosity. Our enduring values—excellence, innovation, courage, integrity, inclusiveness, social responsibility, and gratitude—guide our scholarship, educational, creative, and civic endeavors. We launch graduates into fulfilling careers and meaningful lives, enriched by lifelong learning and service, while we enhance the economic and social vitality of our region, Indiana, and beyond.

Service learning, immersive learning, volunteerism, field experiences, clinical services, internships, and capstone projects offered across departments and colleges ensure that every Ball State student has the opportunity to serve, engage, and lead beyond campus.

Ball State supports faculty, staff, and students in their community-engaged work through numerous faculty development opportunities, logistical support services, funding avenues, one-on-one consultations, and annual awards and showcases. These services are provided by a network of community-engaged service units across campus that work together to ensure cohesion, collaboration, and coordination of resources.

As a critical anchor institution in Muncie and East Central Indiana, Ball State pursues sustained partnerships with community leaders and organizations, resulting in mutually beneficial outcomes.

Regular collaboration and contributions to broader community initiatives ensure that community priorities and voices drive community-engaged learning, research, and service.



► COMMUNITY ENGAGEMENT IN THE STRATEGIC PLAN

The University's 2019-2024 strategic plan (bsu.edu/strategicplan) clearly articulates our continued commitment to community engagement in Muncie, East Central Indiana, and beyond.

In 2021-22, Ball State faculty and staff reported: **1,103**

outreach and engagement projects

53 Indiana counties were impacted by those projects

Goal 3

As a community-engaged institution, our University is internationally recognized for mobilizing and leading partnerships that revitalize and sustain our city and our region.

To make measurable progress towards this 2040 goal, we will execute the following strategic imperatives by 2024:

- A.** Our faculty, staff, and students partner with the Muncie Community Schools (MCS) to improve academic outcomes and the operational performance of MCS, while enhancing the learning experiences of our students.
- B.** We actively engage with community leaders to develop and implement a coordinated plan that promotes talent retention and attraction in order to foster economic growth.
- C.** The amenities and vibrancy of The Village and surrounding neighborhoods are attractive to students, faculty, staff, and community members as a result of the implementation of a long-term, phased plan to enhance quality of place.
- D.** We collaborate with external partners to implement a regional plan to improve population health and wellbeing.
- E.** Our community members attend and enjoy athletic, theatre, dance, music, and other arts and entertainment events at venues on campus and throughout our region.

Goal 4

As a public research institution, our University recruits and retains outstanding faculty and staff who engage in scholarship—of discovery, integration, application, and teaching—that garners national and international recognition, attracts external resources, and improves lives.

To make measurable progress towards this 2040 goal, we will execute the following strategic imperatives by 2024:

- B.** We recognize and reward faculty and staff who connect their scholarship with the vibrancy of the city of Muncie and East Central Indiana in ways that can be replicated in communities around the world.

MEMBERSHIPS AND RECOGNITION



Ball State University is nationally recognized for its institution-wide commitment to public service, civic involvement, and community partnerships with the **Carnegie Foundation Elective Community Engagement Classification** in 2015. The elective classification involved a yearlong self-study of the entire institution, including hours and hours of data mining and collection, conversations and interviews, and significant writing and documentation. (brown.edu/swearer/carnegie)

As of 2020, 359 campuses across the United States are active holders of this important designation. Ball State will be required to submit for re-classification in 2025. The Office of Community Engagement at Ball State is tasked with keeping the University on track to meet or surpass the classification's increasing requirements.



Ball State is a member of **Indiana Campus Compact**, a partnership of college and university presidents and chancellors who have committed themselves and their institutions to community engagement.

ICC offers numerous faculty development and networking opportunities, fellowship programs, grants and microlending, awards, and other valuable resources. (indianacampuscompact.org)

In 2019, Ball State University received Indiana Campus Compact's Engaged Campus of the Year award. Ball State faculty and staff also have been recognized with the Community Engagement Professional Award, Hiltunen Faculty Award for Engaged Scholarship, and Emerging Leaders in Community Engagement Awards.



Ball State is a member of the Engagement Scholarship Consortium, a collective of higher education member institutions working collaboratively to build strong university-community partners anchored in the rigor of scholarship and designed to help build community capacity. | engagementscholarship.org

ESC convenes engaged scholars each year at their annual meeting, with pre-conference workshops available for doctoral students and early career faculty. ESC also offers research and creative grants, faculty and program awards, and resources on community-engaged scholarship.

Ball State programs, faculty, and staff have been nationally recognized by the ESC and the Association of Public and Land-Grant Universities:

- Excellence in Faculty Community Engagement Award (ESC) to Teachers College for the Schools within the Context of Community program
- Excellence in Staff Community Engagement (ESC) to the Office of Immersive Learning
- ESC W.K. Kellogg Foundation Community Engagement Scholarship Award and the C. Peter Magrath Community Engagement Scholarship Award (Association of Public and Land-Grant Universities) to Eva Zygmunt, Teachers College

Definitions

▶ HOW DOES BALL STATE DEFINE COMMUNITY ENGAGEMENT?

Community engagement is:

“Collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the **mutually beneficial** exchange of knowledge and resources in a context of **partnership** and **reciprocity**. Community engagement partners university knowledge and resources with those of the public and private sectors to:

- ▶ enrich scholarship, research, and creative activity;
- ▶ enhance curriculum, teaching, and learning;
- ▶ prepare educated, engaged citizens;

- ▶ strengthen democratic values and civic responsibility;
- ▶ address critical societal issues; and
- ▶ contribute to the public good.”

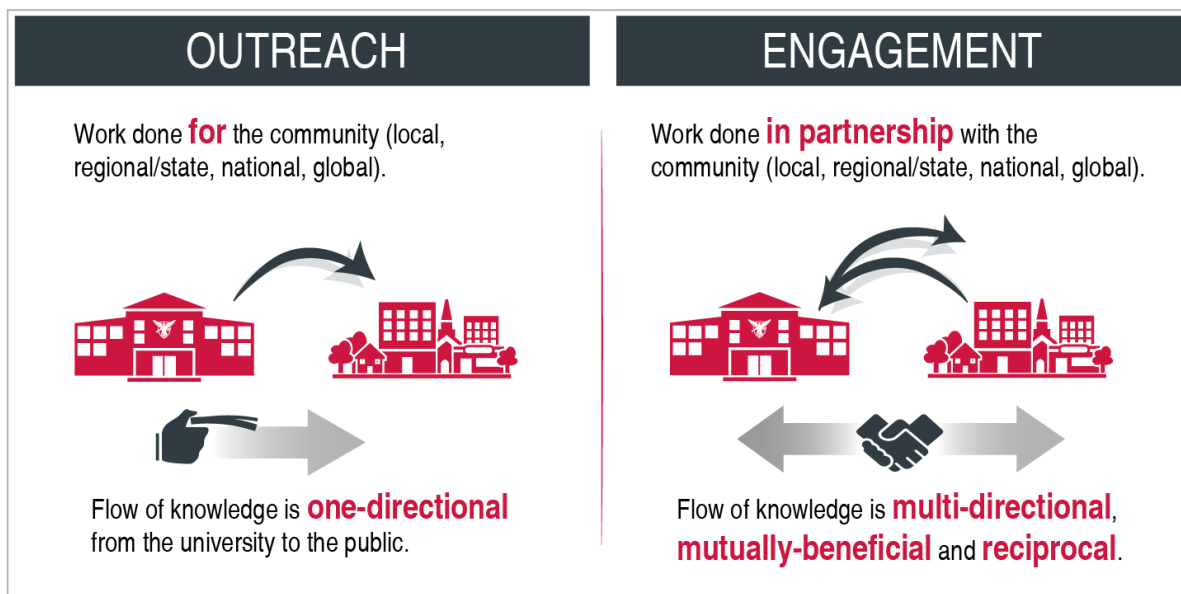
Carnegie Foundation for the Advancement of Teaching and Learning

Communities are any groups of people who share commonalities, including geography, affiliation/interest, profession/practice, family/kin, identity, circumstance, and/or faith (*adapted by Doberneck, 2019*).

Ball State prioritizes engagement and scholarship that contributes to the vibrancy of the city of Muncie and East Central Indiana.

▶ HOW ARE “OUTREACH” AND “ENGAGEMENT” DIFFERENT?

Outreach and engagement are valuable, but distinct, ways to connect university resources to broader society.



Both forms of scholarship and service are valid and appropriate, depending on the needs, desires, and capacity of the community partner. Engaged partnerships require greater investment of time and effort from all parties.

▶ HOW ARE “SERVICE LEARNING” AND “IMMERSIVE LEARNING” DIFFERENT?

Service learning is defined as “a form of experiential education in which students engage in activities that address human and community needs, together with structured opportunities for reflection designed to achieve desired learning outcomes” (Jacoby, 2015). Service learning is reciprocal; it positions community partners as co-teachers as well as recipients of co-created solutions.

Ball State offers a unique form of service learning called **immersive learning**. The approach originated at the Virginia B. Ball Center for Creative Inquiry in the early 2000s and endures as a hallmark of a Ball State undergraduate education.

In immersive learning, students, community partners, and a faculty mentor work together to identify challenges and define a mutually beneficial project to address that challenge. To be considered immersive, projects must be led by students and result in a tangible outcome. **Faculty must complete the Immersive Learning Canvas training offered each semester by the Office of Immersive Learning to be certified and designate their classes as “immersive” in the Banner Course Registration system.**

	SERVICE LEARNING	IMMERSIVE LEARNING
Partnership	<ul style="list-style-type: none"> ▶ Involves community partner—nonprofit organizations only. ▶ Partnerships typically span multiple semesters. ▶ Community partners are co-educators. Learning is reciprocal. 	<ul style="list-style-type: none"> ▶ Involves community partner—business, nonprofit, or government agencies. ▶ Partnerships may last for only one semester or extend to multiple semesters. ▶ Community partners are co-educators. Learning is reciprocal.
Problem/Solution Identification	<ul style="list-style-type: none"> ▶ Faculty member and community partner develop a mutually beneficial project in which the students participate. ▶ Faculty connect classroom material with service experience. 	<ul style="list-style-type: none"> ▶ Under faculty mentor’s guidance, students apply knowledge and decision-making with community partner to define problems, research options, and propose solutions. ▶ All parties work toward a mutually beneficial deliverable.
Project	<ul style="list-style-type: none"> ▶ Partner-driven with predetermined activities or outcomes. ▶ Can be single event or multiple engagements over time. ▶ Most activity takes place at service site. ▶ Requires enough service hours to make experience significant. 	<ul style="list-style-type: none"> ▶ Student-driven and highly collaborative with distinct phases for frequent and constructive feedback from community partner. ▶ Students expend significant time and effort to produce a unique deliverable or new knowledge. ▶ Builds on previous iterations to produce novel products and/or deeper knowledge.
Faculty Role	<ul style="list-style-type: none"> ▶ Faculty member may or may not be involved at service site. 	<ul style="list-style-type: none"> ▶ Faculty member is integrally involved in mentoring students throughout the project.
Learning Objectives	<ul style="list-style-type: none"> ▶ Fulfills at least one course learning objective. 	<ul style="list-style-type: none"> ▶ Fulfills ALL required course learning objectives plus selected immersive learning objectives, as needed.
Outcomes	<ul style="list-style-type: none"> ▶ May result in a tangible outcome. ▶ Must include student reflection. 	<ul style="list-style-type: none"> ▶ Must result in a tangible outcome presented in a public demonstration of competence. ▶ Expectations for deliverables are set at appropriately high levels. ▶ Must include student reflection.

▶ WHAT IS DISTINCTIVE ABOUT COMMUNITY-ENGAGED RESEARCH?

Community-engaged research builds on the expectations of traditional scholarship and creates an ecosystem of knowledge creation that includes expert, local, indigenous, and practitioner knowledge (Saltmarsh & Hartley, 2011; Doberneck, 2019).

In short, traditional research can be **for** or **about** communities. Community-engaged research is conducted **with** communities, incorporating community members and practitioners as knowledge co-creators. As a result, community partners are often co-authors in scholarly publications, presentations, and other outputs.

While it is important to articulate clearly these distinctions with community partners and journal review boards, both forms of scholarship are valued at Ball State.

TRADITIONAL SCHOLARSHIP CRITERIA Research <u>FOR</u> or <u>ABOUT</u> communities	CE SCHOLARSHIP CRITERIA Research <u>WITH</u> communities
Clear goals	Clear academic and community goals
Adequate preparation: Grounded in foundational content knowledge	Adequate preparation: Grounded in foundational content knowledge and public scholarship
Appropriate methods: rigor	Appropriate methods: rigor and community engagement
Significant results: impact on the field	Significant results: impact on the field, in the community, and can be replicated in other contexts
Effective presentation	Effective presentation/dissemination to academic and community audiences
Reflective critique	Reflective critique; lessons learned to improve scholarship and community engagement
Peer-reviewed	Peer-reviewed and community-reviewed
	Consistently ethical behavior, social responsible conduct
<i>Adapted from Glassick, Huber, & Maeroff, 1997; Jordan, 2007; and Doberneck, 2019</i>	

SEE PAGE 46 Types of Community-Engaged Scholarship



"Faculty who are considering community-engaged work—especially immersive learning—should expect surprises. Although you may have a vision of a specific outcome, very often the journey with learners and community partners takes unexpected turns and you end up in a different place than expected. You and the learners may be surprised by how capable they are and how much they grow from the experience of being responsible for making something happen. Expect the unexpected and embrace it."

Dave Largent, M.S.
Associate Lecturer, Computer Science
2022 Mid-American Conference Outstanding Faculty Member for Student Success

▶ WHAT DOES IT MEAN TO BE AN “ANCHOR INSTITUTION”?

An anchor institution is:

“A place-based entity that is **rooted in its local community** by mission, invested capital, or relationships to customers, employees, and vendors. These local human and economic relationships link institution well-being to that of the community in which it is anchored.”

The Democracy Collaborative

In many Rust Belt cities like Muncie, the remaining anchor institutions are not-for-profit colleges/universities and hospitals—“eds and meds.” As an anchor institution, Ball State’s impact in Muncie and East Central Indiana extends beyond education:

- ▶ **Large stake** and important presence in Muncie and East Central Indiana
- ▶ **Center for culture, learning, and innovation** with significant human resources
- ▶ **Top employer** with multilevel employment possibilities
- ▶ One of the **largest purchasers** of goods and services
- ▶ **Job generator**
- ▶ **Economic impacts** on employment, revenue gathering and spending patterns
- ▶ **Consumer of sizeable amounts of land**
- ▶ **Not likely to relocate**
- ▶ **Attracts businesses** and highly skilled individuals

As stated in Ball State’s strategic plan, the University consciously seeks to apply its resources, influence, and long-term economic power to better the welfare of our city and region.

▶ SUGGESTED READINGS

Driscoll, A., & Sandmann, L. (2001). From maverick to mainstream: The scholarship of engagement. *Journal of Higher Education Outreach and Engagement*, 6(2), 9-19 [Link](#)

Saltmarsh, J., Wooding, J., & McLellan, K. (2014). The challenges of rewarding new forms of scholarship: Creating academic cultures that support community-engaged scholarship. A report on a *Bringing Theory to Practice seminar* held May 15, 2014. Boston, MA: New England Resource Center for Higher Education. [Link](#)

Franz, N. (2009). A holistic model of engaged scholarship: Telling the story across higher education’s missions. *Journal of Higher Education Outreach and Engagement*, 13(4), 31-50. [Link](#)

Strum, S.; Eatman, T.; Saltmarsh, J.; & Bush, A. (2011). Full participation: Building the architecture for diversity and community engagement in higher education. *Imagining America*, 17. [Link](#)

Fitzgerald, H.E.; Bruns, K., Sonka, S.T., Furco, A., & Swanson, L. (2012). The centrality of engagement in higher education. *Journal of Higher Education Outreach and Engagement*, 16(3), 7-27. [Link](#)

Eatman, T.K. & Peters, S.J. (2015). Cultivating growth at the leading edges: Public engagement in higher education. *Diversity and Democracy*, 18(1). [Link](#)

Democracy Collaborative (2013). The anchor dashboard: Aligning institutional practice to meet low-income community needs. [Link](#)

Community Priorities and Initiatives

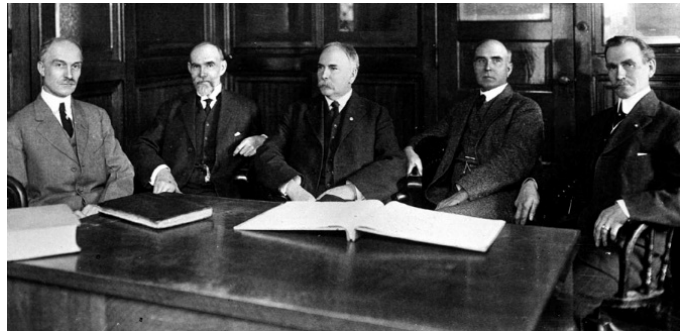
► BRIEF HISTORY OF MUNCIE



The city of Muncie gets its name from one of the two primary languages (“Munsee” and “Unami”) of the Lenape Native Americans who lived in Delaware County from the 1790s until 1821.

Three Lenape villages existed in Muncie at different times over the course of three decades. Despite their relatively brief stay, the place names of Muncie, Delaware County, Yorktown, Anderson, and Buck Creek all serve as an homage to east central Indiana’s Lenape inhabitants.

When natural gas was discovered here in the late 1800’s, businessmen from across the United States came to set up industry. In 1886, the Ball Brothers relocated their glass business to Muncie, becoming one of the region’s largest employers and benefactors.



Their significant generosity directly contributed to the creation of Ball State University, Ball Memorial Hospital, the Masonic Temple (now Cornerstone Center for the Arts), Minnetrista, E.B. and Bertha C. Ball Center, Ball Brothers Foundation and George and Frances Ball Foundation.

In 1924, sociologists Robert and Helen Lynd came to Muncie to study a community’s transition from a farming to factory economy. Their seminal work, ***Middletown: A Study in Modern American Culture*** (1929) applied methods of cultural anthropology to examine America’s middle class.

The Lynds returned to Muncie during the 1930s and produced a second book, ***Middletown in Transition*** (1937), analyzing the impact of the Great Depression. In the decades since, marketers, social scientists, journalists, and documentarians have flocked to Muncie to explore the development of modern American society up close.

A hundred years later, both Muncie and the nation are in the midst of another dramatic transformation from manufacturing to a knowledge-driven economy. As with many Rust Belt cities, Muncie's economy has suffered significantly with the decline of domestic manufacturing. Population has decreased, infrastructure has suffered, and poverty and addiction rates have risen.

Despite these serious realities, there is a unique and palpable spirit of optimism, creativity, and collaboration among many residents, community leaders, businesses, and anchor institutions like Ball State University and IU Health Ball Memorial Hospital. Muncie boasts the second highest level of civic involvement and the highest rating of charitable giving among Indiana's major cities (Sagamore Institute 2017 Public Good Index). We are home to four of the state's top 40 giving foundations: George and Frances Ball Foundation, Ball Brothers Foundation, The Community Foundation of Muncie & Delaware County, Inc., and the Vectren Foundation. We have a vibrant and growing downtown and arts and culture community.

As has been true for hundreds of years, Muncie and East Central Indiana are a fertile place for makers, doers, and builders. Ball State faculty, staff, and students have many opportunities to contribute meaningfully to our region's revitalization and resurgence.



Thank you to the following individuals and organizations for the use of their photographs: Pam Harwood, J.R. Jamison, Michael Szajewski, Aimee West, Minnetrista, and Ball State University Digital Media Repository.

INSIGHTS INTO EAST CENTRAL INDIANA

There are different interpretations of how many counties make up the East Central Indiana region; anywhere from nine to 14 counties. For the purposes of the current Ball State strategic plan, the East Central Indiana region is defined as follows:

East Central Indiana Region

Counties: Delaware, Blackford, Fayette, Grant, Henry, Jay, Madison, Randolph, Rush and Wayne counties

Major cities: Muncie, Hartford City, Connersville, Marion, New Castle, Portland, Anderson, Winchester, Rushville, Richmond

Square Miles: 3,676.2

Population: 519,871 persons

Higher Education Institutions: Ball State, Ivy Tech, Indiana University East, Indiana Wesleyan, Anderson, Taylor, Earlham, Purdue Polytechnic Institute

Demographics: White – 91%, Black/African American – 5.7%, Hispanic/Latino – 3.2%

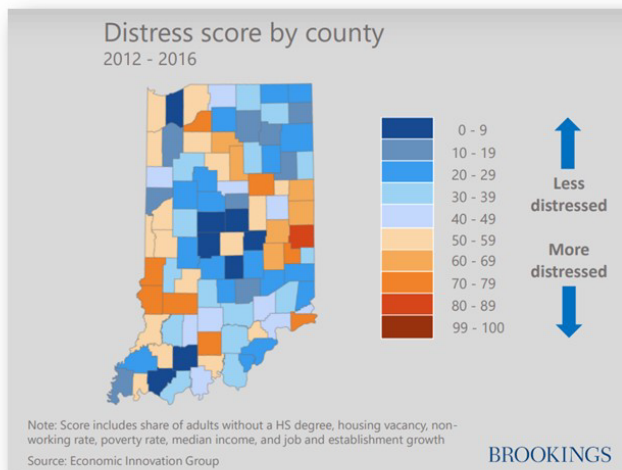
Sources: STATS Indiana (2019)



COMMUNITY PRIORITIES

For the last 30+ years, East Central Indiana has faced a number of complex challenges in the areas of education, population health, and the economy. In the midst of these challenges, Muncie and East Central Indiana boast vibrant arts and cultural amenities, robust philanthropic investment, and the highest rate of personal giving among Indiana's largest cities. The following information was presented to the University's strategic planning committee in 2018 and contributed to the selection of the strategic imperatives in Goal 3.

Economic and Social Development



ECI Median Household Income: \$45,622

ECI Median House Value: \$90,228

ECI Poverty Rate: 15.57%

Delaware County: 22.5%

State of Indiana: 13%

ECI Youth Poverty Rate: 22.45%

Delaware County: 27%

State of Indiana: 17.5%

ECI residents earning less than basic cost of living: 43.4%

Delaware County: 48%

State of Indiana: 39%

Sources: U.S. Census (2018), Indiana Career Connections and Talent; United Way Report (2018) ALICE: A study of financial hardship in Indiana; Brookings Institution (2016)

Educational Attainment and Kindergarten Readiness

In East Central Indiana

No HS Diploma: 9.38%

HS Diploma or Equiv.: 41.74%

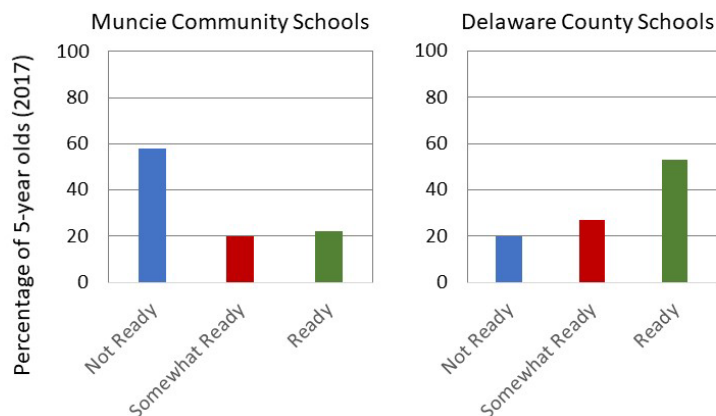
Some College, No Degree: 20.76%

Associate's Degree: 8.33%

Bachelor's Degree: 9.89%

Postgraduate Degree: 6.41%

Source: [STATS Indiana](#) (2018)



Source: By5 Early Delaware County Early Childhood Development Initiative

Population Health

East Central Indiana counties are in the **lowest 25%** for most health indicators.

Community Health Priorities

(From IU Health 2015 Community Needs Assessment)

- Obesity
- Infant Health Factors
- Mental Health and Substance Abuse Factors
- Smoking
- Access to Healthcare

Relative Health Status Indicators Out of 92 counties

County Indicator	Delaware	Blackford	Madison	Randolph	Jay	Henry	Grant	Average Ranking for Service Area
Health Outcomes	84	86	79	59	77	73	87	78
Length of Life	73	75	77	39	71	76	84	71
Quality of Life	89	90	77	78	76	64	87	80
Health Factors	58	78	81	65	56	59	71	67
Health Behaviors	67	81	85	65	76	36	80	70
Clinical Care	13	86	29	69	67	42	15	46
Social and Economic Factors	72	70	84	62	43	71	80	69
Physical Environment	42	40	77	30	23	63	12	41

Source: County Health Rankings, 2015

Arts and Culture

East Central Indiana region has a vibrant and expanding arts and culture community.



Philanthropy and Involvement

Muncie/Delaware County greatly relies on and benefits from philanthropy and individual volunteering and giving.

Top 40 Giving Foundations in Indiana include:



**Charitable
Giving**
(County Giving)
3.81%

Highest
major Indiana cities

**Civic
Involvement**

11.6
organizations
per 10K people
providing the
opportunity for
involvement

2nd highest
major Indiana cities

Quality of Place

Muncie/Delaware County boasts a large network of non-profit agencies and grassroots efforts addressing quality of life/place.



Delaware County
Wellness Professionals



**NEXT
MUNCIE**

► STRATEGIC INITIATIVES AND ORGANIZATIONS

Ball State has aligned with a number of city, county, and regional initiatives that are addressing issues of poverty, education, health, and stability. Faculty, staff, and students are encouraged to connect teaching, learning, scholarship, and service with these strategic organizations.



The **East Central Indiana Talent Collaborative** convenes regional leaders, businesses, training and education providers, and non-profit organizations to advance equitable and dynamic talent attraction, talent development, and talent connection. Ball State's Office of Community Engagement serves as the backbone organization for the initiative, which includes Blackford, Delaware, Fayette, Grant, Henry, Jay, Randolph, Rush, and Wayne Counties. | forgeeci.com/ecitc



The East Central Indiana Regional Partnership teams with local economic development organizations and the Indiana Economic Development Corporation to market the assets and resources of the ten-county region, resulting in capital investments, new jobs, and growth of existing businesses. | ecirp.org | forgeeci.com



The Heart of Indiana United Way funds organizations across East Central Indiana aimed at ending generational poverty by promoting education, health, and financial stability. | invitedtoliveunited.org



Ball State has entered into a historic partnership with Muncie Community Schools, serving as the lead agent in the development of a community-wide vision and plan for the school corporation. | muncie.k12.in.us



Co-chaired by the presidents of Ball State University and IU Health East Central Region, NEXT Muncie focuses on long-term redevelopment and revitalization through high-quality employment opportunities, revitalized neighborhoods, healthy lifestyle choices, and an innovative entrepreneurship culture. The committee includes representatives of Muncie's private, public, and philanthropic sectors. | nextmuncie.com



This grassroots strategic plan, created through extensive community input in 2010 and revised in 2013 and 2017, directs citywide efforts to make Muncie an attractive, desirable place for individuals, families, and businesses.

| muncieactionplan.net



As one of the first partners of the Healthy Community Alliance, Ball State faculty and staff serve on the alliance steering committee and workgroups that address the top health needs of our community—improved nutrition, increased physical activity, and decreased tobacco use. | healthycommunityalliance.org



Ball State has been a longtime partner with the Muncie-Delaware County Economic Development Alliance's VISION program, which issues five-year economic development plans representing public and private partnerships across the community. | muncie.com



Ball Brothers Foundation

One of the state's oldest and largest family foundations, BBF makes approximately \$8 million in grants every year to support arts and culture, education, the environment, health, human services, and public affairs. The Muncie-based private foundation gives priority to projects and programs that improve the quality of life in the foundation's home city, county, and state. | ballfdn.org



**GEORGE AND FRANCES
BALL FOUNDATION**

The George and Frances Ball Foundation was founded in 1937 by Mr. and Mrs. Ball to "promote charitable, scientific and educational purposes." The foundation has a strong commitment to East Central Indiana in the areas of education and youth, civic enhancement, nature and historic preservation, wrap-around services, and arts and culture.

| gfballfdn.org



THE COMMUNITY FOUNDATION
of Muncie & Delaware County, Inc.

The Community Foundation encourages philanthropy, assists donors in building an enduring source of charitable assets, and exercises leadership in directing resources to enhance the quality of life for residents of Muncie and Delaware County.

| cfmdin.org

Preparing Yourself and Your Students

► PURSUE MUTUAL BENEFIT

It is tempting to go into the community with the good intention of "fixing something." It can be harmful to approach the community without the appropriate humility, respect for lived knowledge and history, and value for our common humanity. No challenge is free of social, political, and historical factors, and some "solutions" may trigger a domino effect of unintended consequences. For all of these reasons, it is essential that all participants seek to achieve outcomes that benefit everyone. The Community Engagement Faculty Learning Community highlighted the following potential outcomes:

PARTNER OUTCOMES	STUDENT OUTCOMES	FACULTY OUTCOMES
<ul style="list-style-type: none">► High quality and meaningful deliverables with realistic plans for dissemination/implementation► Opportunity to influence next generation of citizens and leaders► Advancement of partner's mission► New datasets, knowledge, archives, repositories that can be accessed for decision-making	<ul style="list-style-type: none">► Sense of accomplishment, personal well-being, empowerment, and increased efficacy to effect meaningful change through partnership► Greater comprehension of, respect for, connection to, and rapport with diverse communities► Connection between academic pursuits and students' strengths, interests, passions, and purpose► Graduates that are active citizens in their communities	<ul style="list-style-type: none">► Publishable and/or presentable research that benefits both Muncie/East Central Indiana, discipline-specific research communities, and broader society► Promotion, tenure, and/or merit► Strengthened connections to and better understanding of local community; increased cultural competencies► Work/life satisfaction► New courses



QUESTIONS EVERY FACULTY MEMBER SHOULD CONSIDER

- ☐ Why do I want to pursue this project?
- ☐ Do I have the project management skills to produce meaningful student outcomes along with community outcomes?
- ☐ Do I know how to work with people who are different from my students or me? How might biases, blind spots, and privilege play a role?
- ☐ How will I value everyone's voice and include my partner as co-teacher/researcher (if they so desire)?
- ☐ How will I assemble the right team? What knowledge or skill sets comprise the right team?
- ☐ How will I handle messiness and ambiguity?
- ☐ How will I ensure that my students have a clear understanding of the partner's mission, history, goals, and context? Of their own blind spots and biases?
- ☐ Are there opportunities to move project from faculty-driven to partner-driven?
- ☐ Are there alumni that could be involved in this project?
- ☐ How will I help students translate their class experience into career competencies?

► DETERMINE DEGREES OF COLLABORATION

Doberneck and Dann (2019) developed a Degrees of Collaboration Abacus Tool to help faculty, students, and community partners understand their roles in community-engaged work. The tool can be adapted to reflect your own process of sharing decision-making with your community partner.

One side represents community partner's voice in decision making. The other side represents university partner's voice (i.e., faculty & students). Each rung represents a step in the collaborative engagement process. Beads indicate which side—community or university—has more decision-making power and responsibilities. The tool can be adapted for CE teaching/learning and CE service/practice.

CE RESEARCH	VOICE & RESPONSIBILITY	
	Community	University
Identify community issue(s) and assets	◀ ● ● ● ● ● ▶	▶
Decide on research questions	▶	● ● ● ● ● ▶
Select research design	▶ ● ● ▶	● ● ● ▶
Develop instrument/process	▶ ● ▶	● ● ● ● ▶
Collect data	▶ ● ● ● ● ▶	▶
Analyze data	▶	● ● ● ● ● ▶
Interpret data	▶	● ● ● ● ● ▶
Critically reflect, identify limitations	▶	● ● ● ● ● ▶
Disseminate findings	▶	● ● ● ● ● ▶
Create academic projects	▶ ● ▶	● ● ● ● ▶
Create public products	▶ ● ● ● ● ▶	● ▶

SEE PAGE 47 Abacus Tool for Degrees of Collaboration (Doberneck & Dann, 2019)



► IDENTIFY FOUNDATIONAL SCHOLARSHIP

It is important to root your community-engaged work in a solid conceptual framework or theory for future presentation and/or publication. What existing theories, conceptual frameworks, or other scholarship can guide your community engagement activities? What topics can you look for in journals, book chapters, books, and/or best practices to inform your community-engaged scholarship and practice?

Community engagement scholar Diane Doberneck and her colleagues (2017) created a useful brainstorming tool to identify foundational scholarship that can guide community-engaged work for later academic presentations and publications:

- Scholarship about the issue
- Disciplinary theories, conceptual frameworks, models
- Scholarship of engagement, if applicable
- Scholarship of teaching and learning, if applicable
- Population, community, context, setting
- Paradigms, methodologies, or approaches
- Collaboration techniques, engagement processes, methods
- Reflection, evaluation, assessment, lessons learned

Doberneck, D. M., Bargerstock, B.A., McNall, M., VanEgeren, L., & Zientek, R. (2017). Community engagement competencies for graduate and professional students: Michigan State University's approach to professional development. *Michigan Journal of Community Service Learning* 24(1).

NOTE: Be sure to pursue the appropriate IRB approvals in sufficient time before the start of the project.

SEE PAGE 49 Foundational Scholarship Brainstorming Tool

SEE PAGE 50 Additional Readings



"My community-engaged scholarship has allowed me to meld my skill set and personal and professional passions for education and social justice into meaningful work alongside similarly dedicated students, faculty, and community members. Our collective roles as change agents in Muncie inform my commitment to continue this work locally, while working to advance a unique and replicable paradigm for teacher education throughout the country."

Eva Zygmunt, Ph.D.

Professor, Early Childhood, Youth, and Family Studies

Co-Director, Alliance for Community-Engaged Teacher Preparation

2018 Recipient, Thomas Ehrlich Civically Engaged Faculty Award

► PREPARE THE SYLLABUS

It is important that students understand that your immersive learning or community-engaged course will be different from the typical classroom experience they are accustomed to. They need to know this up-front so, like you, they can plan ahead.

The following language, provided by the Office of Immersive Learning, can be copied (in whole or in part) into your syllabus to signal students and open up a conversation about the unique aspects of community-engaged learning.

Immersive Learning

This course is being offered as an immersive experience. As a community-engaged institution, our University is committed to mobilizing and leading partnerships that revitalize and sustain our city and our region, and immersive learning enables students, such as yourself, to engage with the local community. During this class, you will be a part of a team that will work with a community expert to address a local challenge and produce a product that could have a lasting impact on Muncie, Delaware County, and beyond. Working on a community-engaged project like this one will give you an opportunity to work with diverse communities of people, hone important career competencies, and forge a special connection with the local residents. When this class is complete, we hope you feel a sense of pride and empowerment that feeds your future interests, passions, and purpose.

Community-Engaged Learning

As a community-engaged institution, our University is committed to mobilizing and leading partnerships that revitalize and sustain our city and our region. As a part of this course, you will be engaging with partners external to the University to meet local goals and challenges. Working on community-engaged projects like this one will give you an opportunity to work with diverse communities of people, hone important career competencies, and forge a special connection with local residents. When this class is complete, we hope you feel a sense of pride and empowerment that feeds your future interests, passions, and purpose.



STUDENT TO STUDENT: INSIGHTS INTO IMMERSIVE LEARNING

Telecommunications alumnus Jacob Clouse '20, Emmy-nominated director/writer/editor of the student documentary "Match Point: The Rise of Men's Volleyball," wrote his own description of immersive learning based upon his experiences.

"Immersive projects put your current skills to work in real life scenarios. Student should expect the following commitments:

- **Problem Solving.** There will always be hiccups in these projects, so being able to think on your feet and work with those around you is imperative!
- **Time Commitment.** Responsibilities may vary, but come in with an understanding that this will be a serious time commitment, and that you will need to be more readily available than what you may be used to in normal coursework.
- **Travel/Finances.** Some of these projects will involve travel. If you choose to provide your own transportation, you may not be reimbursed for gas depending on your destination. Also be prepared to keep yourself fed! Snacks and meals typically are not provided.
- **Skills.** This one is important, because in many cases you are brought on to a project because you can help in a certain area. You will be responsible for this skill, and you should perform at a high ability! It doesn't mean that you are expected to know everything. This is a learning experience. Ask questions when you are not comfortable, but also have faith in your skills. You are on this project because you have proven you are good at what you do!"

INTEGRATE INCLUSIVE EXCELLENCE

Ball State is deeply committed to the values of inclusive excellence—respecting and embracing equity, inclusion, and diversity in people, ideas, and opinions. Inclusive excellence is central to the University’s mission, institutional operations, and community engagement.

Inclusiveness is:

“A commitment to respect and embrace equity, inclusion, and diversity in people, ideas, and opinions. Diversity recognizes the full gamut and **broad spectrum of experiences and unique differences of all members of our community**. We celebrate diversity in all of its dimensions as we endeavor to create and sustain an inclusive campus environment.”

Ball State University Inclusive Excellence Plan

Integrating inclusive excellence into community-engaged work requires self-examination, developing authentic relationships with community partners, preparing students, and committing to amplifying community voices.

Step 1: Develop Authentic Partner Relationships.

It is important that faculty spend time to establish trust, show respect, and listen to and learn from the unique perspectives and knowledge of community partners. See page 26 for guidance about establishing healthy and authentic partnerships.

Step 2: Prepare Your Students.

Faculty often include “increased empathy” and “enhanced cultural awareness” as desired learning outcomes from immersive learning and community engagement experiences. While this work has great potential to develop these outcomes, it is a faculty member’s responsibility—not community members—to scaffold intentional empathy- building experiences into their courses.

A good place to start is to assess your students’ starting point using one of many empathy measures. The Center for Building a Culture of Empathy provides a number of useful tools, which also can be used at the end of the experience to measure change. | cultureofempathy.com

There are a number of tools provided in “Empathy Activators: Teaching Tools for Enhancing Empathy Development in Service-Learning Classes” from Virginia Commonwealth University. | bit.ly/vcuempathy

The Center for Urban Education at USC provides tools in four phases—Laying the Groundwork, Defining the Problem, Creating Solutions through Inquiry, and Sustaining and Scaling the Work—to prompt reflection on the racialized characteristics of everyday practices. | cue-tools.usc.edu

Step 3: Commit to Amplifying Community Voices

At the core of immersive learning and community engagement experiences is the goal of amplifying community voices and incorporating their knowledge into scholarship. Whether our work is around civic engagement, poverty alleviation, anti-racism, gender equality, health and wellbeing, community development, or building economic capacity, there are many ways to amplify the voices of those with whom we engage in reciprocal partnerships.

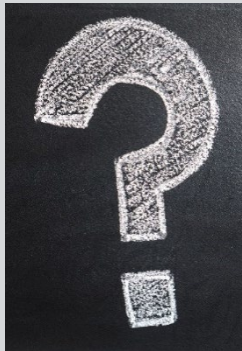
- ▶ **Leadership Roles.** From Day One of project planning, ask yourself, “How can community member perspectives, experiences, and voices be central to the project?” Include them on the project design and planning team, or hold focus groups or surveys inform decision-making. Better yet, do both!
- ▶ **Spreading the Word.** Often the outcomes of immersive learning and community-engaged research are presented on campus or at conferences, but not in ways that are accessible to community members. Think creatively about a range of delivery methods to share results with the broader community. Also, consider the community partner’s perspective—what messages do they want emphasized?
- ▶ **Mapping Next Steps.** Many projects conclude at the end of the semester, but the community interest and need continues. Work with community partners to create clear, actionable next steps for carrying the work forward. Successful projects facilitate the handoff to new partners or relevant contacts and resources.



DEVELOP REFLECTION EXERCISES

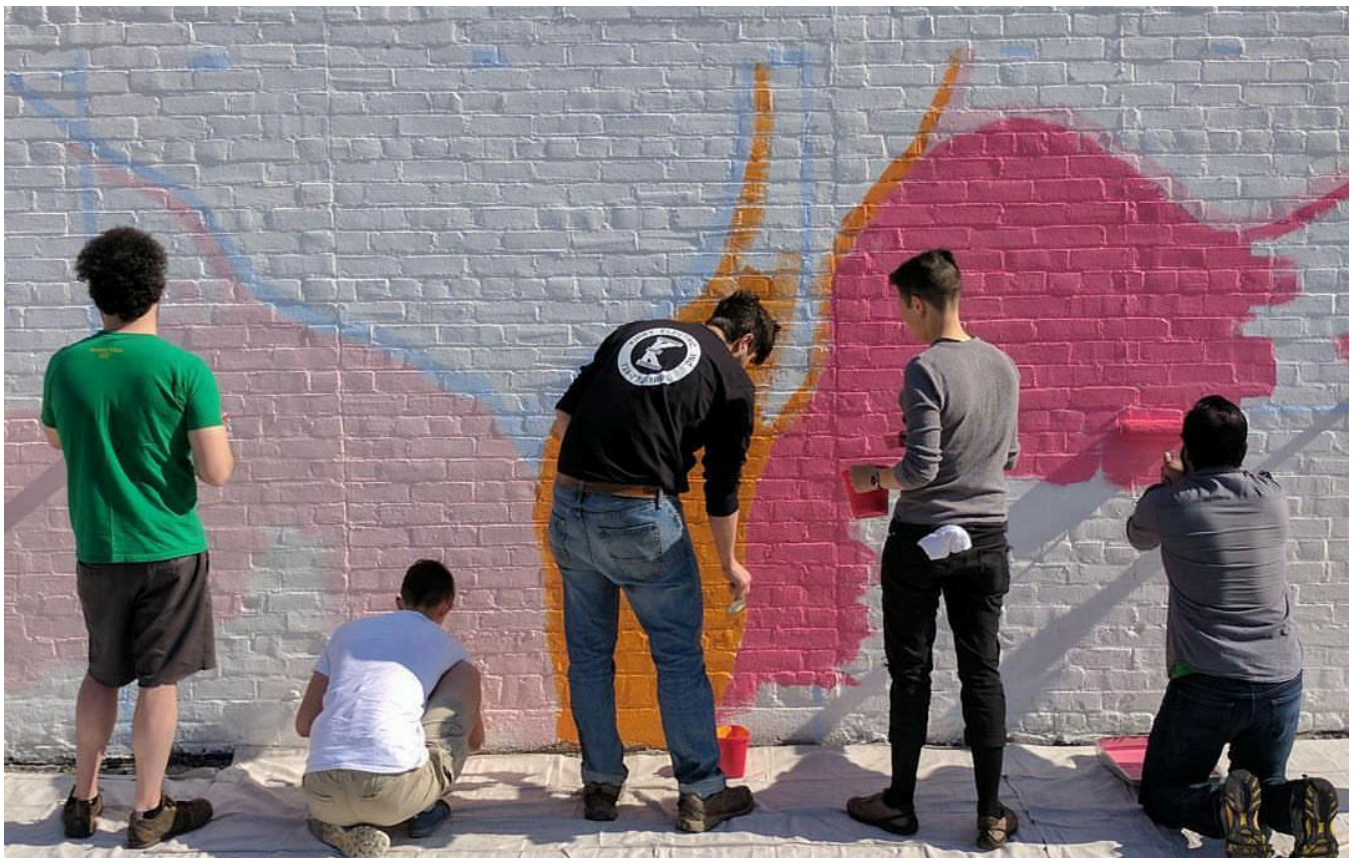
Reflection activities (in and out of classroom) help students gain further understanding of curricular content, broader appreciation of the discipline, and enhanced sense of personal value and civic responsibility. Reflection should occur before, during, and after completion of the project.

The Center for Civic Reflection at Salisbury University offers practical tools and resources on more than 30 themes to help plan, facilitate, and evaluate civic reflection discussions in classes and communities. | civicreflection.org



QUESTIONS FOR STUDENT REFLECTION

- ☐ Why do I want to participate in community engagement? (e.g., academic requirement, personal interest/benefit, career competencies, community connection)
- ☐ Do I know how to work with people who are different from me? What might be my biases and blind spots?
- ☐ How does my role as a college student put me in a position of privilege?
- ☐ What are my responsibilities during and after the project?
- ☐ How will I nurture a positive relationship with the community partner?
- ☐ Do I have a clear understanding of the community partner's mission, history, goals, and context?
- ☐ Am I willing to be a role model in the community?



Collaborating with Community Partners

Size, function, and experience of community partners can vary greatly. Some may have a solid understanding of the possibilities and constraints of working with University faculty and students. Others may not be well-versed in University language, timelines, and requirements.

The Office of Immersive Learning (bsu.edu/immersive), Office of Student Life (bsu.edu/svs), and Office of Community Engagement (bsu.edu/community) can advise you on potential partners and their level of experience working with the University. Most external partners fall into the following categories:

NONPROFIT ORGANIZATION (TAX EXEMPT)	GOVERNMENT ENTITIES	ASSOCIATIONS	BUSINESSES (FOR PROFIT)
<ul style="list-style-type: none">▶ Muncie Civic Theatre▶ Habitat for Humanity▶ Second Harvest Food Bank▶ Local daycares	<ul style="list-style-type: none">▶ City of Muncie▶ Muncie Community Schools▶ National Park Service	<ul style="list-style-type: none">▶ 8Twelve Coalition▶ South Central Neighborhood Association▶ Delaware County Food Hub	<ul style="list-style-type: none">▶ Turner Classic Movies▶ Pink Leaf Learning▶ Betsy’s Best▶ Innovation Connector





QUESTIONS TO ADDRESS WITH COMMUNITY PARTNERS

- ☐ What are the partner's needs? What outcomes would be most beneficial?
 - ☐ How much time can staff dedicate to speaking and meeting with faculty and students? What other resources can they contribute?
 - ☐ How would the partner prefer to communicate? How often?
 - ☐ Has the partner worked with other University teams? What has worked well? What has been challenging?
 - ☐ To what extent does the partner want to be involved in designing learning experiences or research? (See "Determine Degrees of Collaboration, p. 19)
-
- ☐ What are the best ways to share the partner's mission, history, goals, etc. with students before the project begins?
 - ☐ Are there any protocols and/or restrictions that must be accommodated? (e.g., background checks to work with minors)
 - ☐ What other expectations do they have of faculty and students?
 - ☐ How/how often will partners be invited to provide constructive feedback?
 - ☐ What are the most meaningful ways to share the outcomes of the work?
 - ☐ Does the partner understand the academic calendar?
 - ☐ Does the partner have any other questions or concerns?

▶ WHAT COMMUNITY PARTNERS WANT YOU TO KNOW

It can take many years for community partners and faculty to understand the challenges, constraints, and realities of each other's worlds. Faculty are accustomed to thinking in semesters and planning months ahead, while partners may be focused on more immediate needs or may not have a sense for the regular rhythm of academia.

We were privileged to receive valuable insights from experienced community partners as part of the 2019-2020 Faculty Learning Community. While every partner is unique, these perspectives are important to consider as you establish your own partnerships.



You know what they say about assumptions...

It can be easy to default to stereotypes—faculty are disconnected and uninterested in the community and nonprofit staff are unsophisticated and uninterested in students' educational outcomes. Even the term “nonprofit organization” carries its own stereotypes that may, or may not, be accurate. Just as there are differences among universities and the colleges and departments within them, there are broad differences among not-for-profit agencies.

As Harvey Mackay wrote, “Ambiguous commitment produces mediocre results.” If the students and faculty do not know or care about the organization's mission, and the organization's staff do not care about the student and faculty member's academic goals, the results will be, at best, okay.

The best partnerships are those where faculty and organizational staff have worked to build a foundation of trust, mutual respect, and shared commitment to both organizational and academic outcomes.

Many partners have been here before.

In a city of the size of Muncie, the odds are good that your community partner has worked with the University before. In fact, they may have multiple projects, research studies, and service learning opportunities going on at any given time.

Before meeting with the potential partner, seek out whatever information you can find about the organization's mission, culture, role in the community, and services provided. It is extremely helpful when faculty confer with colleagues who have worked with the organization in the past. The Office of Community Engagement and Office of Immersive Learning can search the Digital Measures database for past projects.

Be prepared to share why this organization is particularly valuable to your students and/or your scholarship. Partners want to know that they are sought out for specific reasons, not just to play the role of “community partner.”

Partners invest a significant amount of time and resources.

Service learning, immersive learning, internships, and other community-engaged learning activities involve students who, by definition, do not have all of the knowledge and skills they need to produce the desired outcomes. Faculty members seek partnerships to help provide learning experiences they cannot provide alone.

In each instance, the partner invests significant time to meet with faculty, discuss objectives, inform internal leadership and staff, orient faculty and students to the organization, create protocols to manage student visits and monitor progress, and make themselves available for consultation, adaptation, and guidance.



Put it in writing.

It is highly recommended that faculty and community partners document the scope of work at the beginning of the project. We have provided two proposal templates for your use—one for immersive learning projects (page 54) and one for non-immersive learning projects (page 56).

A written scope of work accomplishes a number of important things for partners:

- ▶ Helps to “sell” the project to internal stakeholders, like board members, staff, and volunteers.
- ▶ Clarifies outcomes to avoid disappointment (“I thought the class was going to...”)
- ▶ Demonstrates collaboration to outside funders, foundations, and accrediting bodies
- ▶ Substantiates “in-kind” contributions for post-grant reports; and
- ▶ Helps to insure that the collaboration can survive changes in staff or faculty.

Be aware that some projects/partnerships may require an official memorandum of understanding or contract. Contact the Office of General Counsel at (765)-285-5162.

Partners are employers—they want to help prepare future employees.

Says Jeff Helm, Youth Opportunity Center: “We want to invest in the students’ academic outcomes and be a resource after the project and into their careers.” Encourage students to connect with partner staff through LinkedIn, share academic and career milestones, and ask for resume suggestions or mock interviews.

Word travels fast.

The not-for-profit community in Delaware County is connected by no more than two degrees of separation. Good and bad collaborations are soon clear to everyone.

SEE PAGE 52 Guidelines for Higher Education Programs that Require Students to do Special Projects with Nonprofits

SEE PAGE 54 Immersive Learning Project Proposal Guidelines template

SEE PAGE 56 Non-Immersive Learning Scope of Work template

COMMUNITY PARTNER HIGHLIGHT



Jacquie Hanoman, Ph.D.
Executive Director,
Ross Community Center

I have been the Executive Director of the Ross Community Center in the Thomas Park/Avondale neighborhood for four and a half years. My organization is rather small, albeit with great aspirations and large ongoing development projects. I thought it would be interesting to be part of the faculty learning community to create stronger engagement between the University, community organizations in our city, and the diverse communities we serve. As part of an organization that is a catalyst for neighborhood development, I was interested in contributing to making this engagement a more equitable and sustainable one.

In my home country of Venezuela, I was a sociologist and professor focused on community development. One project I was part of was to create the University Social Responsibility pioneer program “Construyendo Puentes” (Building Bridges) in Venezuela and Bolivia financed by the Development Bank of Latin America (CAF), in collaboration with the Inter-American Development Bank (IDB) and Michigan State University (MSU). The goal was to use universities’ human and technical resources to help rural inhabitants identify and strengthen their social capital as self-sustaining communities.

Based on this experience, I have been intrigued that here it is primarily Ball State students who engage with the Ross Community Center and our residents, not necessarily the professors. One professor sends his class to us for service hours every semester, but in general, students find us through references from friends or Student Voluntary Services to complete service hours for a class. About a quarter of these students come back repeatedly to support our programming, services and events. It is they who have invested in creating relationships with our community members and us.

When I was a professor, my academic work—teaching, research, and service—was fundamentally shaped by engagement with communities in my country. My colleagues, students and I strove to make this engagement meaningful, doing our best to foster the agency of all involved. It was a long and sometimes arduous process, through which we realized that we had to create a mutually beneficial relationship based on trust and respect.

My work over the years has taught me that it is of vital importance that community partners (members and organizations) be involved as equal partners in developing community engagement experiences. These experiences must be equitable and beneficial for all partners involved. Understanding what is equitable and beneficial in each relationship is fundamental, and not easy to achieve as it often means that the partners need to re-conceptualize the paradigms and power structures of their relationships. This reconceptualization takes time, goodwill and patience among all participants involved. Doing so, however, has the potential to build transformational and positive engagement between the University, in initiatives led by its faculty, and the people of our city.

COMMUNITY PARTNER HIGHLIGHT

I am a part of a large organization, the Youth Opportunity Center, which provides behavioral and psychological services to at-risk children from throughout the state. We have many years of experience with university partnerships with multiple institutions. I have lived and worked in this region most of my life and previously served as an instructor and program chair at Ivy Tech Community College. Through these experiences, I have developed a good understanding of the purpose of university-community engagement and what it takes to be meaningful on both sides.

Being a part of the Faculty Learning Community may seem of little relevance to community partners, but, in fact, it was extremely helpful to understand the university structure and context in which faculty operate. If partners do not know the priorities, goals, constraints, and values of one another, a truly successful collaboration is not possible. Learning more about promotion and tenure, risk management policies and procedures, and the role of the Institutional Review Board help to explain aspects of previous engagements, including why some did not ultimately work out.

I also hoped to learn how my organization could better support the academic success of students. We employ a lot of Ball State students and alums. It is in our best interest, and the interest of our community and society, to provide rich learning experiences for students that will best prepare them for their future careers.

Beyond the Faculty Learning Community, I have been warmly welcomed (albeit with surprise) at gatherings such as the Indiana Campus Compact Summit, the Engagement Scholarship Consortium annual conference, and the Indiana University Community-Engaged Research Conference at IUPUI. One wonders if university faculty and staff are hesitant to impose on community partners, but we are, in fact, eager for invitations to learn more and strengthen professional relationships with academic partners.

Partners also care about what is going on in the departments we work with, even between projects. It is helpful to know when there are faculty or curriculum changes and other community collaborations (We won't get jealous, we promise).

It is my hope that other community partner representatives will have similar opportunities for substantive and constructive engagement with university faculty and staff. This ongoing dialog with a variety of community stakeholders is critical to meaningful engagement.



Jeff Helm, Ph.D.
Chief Information Officer
and Facilities Director
Youth Opportunity Center

▶ WORKING WITH MUNCIE COMMUNITY SCHOOLS

Ball State's historic partnership with Muncie Community Schools (MCS) is shaping the district into one of the nation's most innovative and transformative urban public education systems in the nation. There are unique protocols for conducting community-engaged projects within MCS.

APPROVALS: MCS welcomes project proposals from Ball State faculty, professional staff, or graduate students that span the entire district, multiple schools, or a single school, class, or program.



COLLEGE CONNECTIONS: Each college at Ball State University is partnered with a school in MCS. Each college navigates the partnership differently, based on the needs of their partner school. The College Connections are spearheaded by representatives who serve as a point of contact for each college. Ball State faculty, staff, and students are invited to connect with their college's representative to discuss opportunities for volunteering, research, student projects, and more. Find your representative at bsu.edu/muncie-community-schools/academic-partnerships.

BACKGROUND CHECKS: Ball State employees and graduate students who are engaged in an academic project, program, research, or volunteer effort that involves direct, frequent contact with MCS students must complete a national background check (good for one academic year). Ball State Human Resources will contact you to authorize the check, at no cost to you.

Ball State students engaged in an academic project, program, research, or volunteer effort that involves direct, frequent contact with MCS students must complete a national background check (good for one academic year) through the Office of Teacher Education Services and Clinical Practice (OTES). Students must complete the EduRisk training, "Protecting Children from Sexual Misconduct" within 10 business days before entering an MCS building.

For more information about this process visit bsu.edu/mcs.



Following Policies and Procedures

Pursuing mutually beneficial outcomes includes protecting the health, safety, and overall wellbeing of your students, your partner organization's staff and participants, and yourself. It is important that you and your community partner understand and comply with Ball State policies and procedures, as well as those in place in your partner organization.

Be sure to start early enough to allow adequate time to complete the requisite steps to keep you, your students, and your community partner in good standing.

► RISK MANAGEMENT

The Office of Risk Management (bsu.edu/about/administrativeoffices/riskmanagement) provides valuable resources, programs, and services to help Ball State faculty, staff, and students pursue their goals while protecting the people, assets, and reputation of the University.

As an organizer of community engagement activities and events, you are responsible to think through the potential risks to you, your students, and community participants and ways to mitigate those risks. Additional discussions with your community partner about liability, etc. may also be appropriate.

The office welcomes questions and the opportunity to clarify requirements that may impact community-engaged work, including:

- Guidelines for special events
- Accident reporting
- Student personal safety
- Environmental health and safety
- Emergency preparedness
- Policies regarding travel (domestic and international; faculty/staff and students), unaccompanied minors, drones, and employee personal property.

► INSTITUTIONAL REVIEW BOARD (IRB) HUMAN SUBJECTS RESEARCH

Ball State's Office of Research Integrity (bsu.edu/irb) provides clear guidelines for which projects require IRB approval. This approval must be sought before the project begins. Keep in mind:

- Intention, goals, and broad applicability are key distinguishing characteristics when determining whether a project meets the federal definition of research: "A **systematic** investigation designed to develop or contribute to **generalizable** knowledge." This definition may or may not be consistent with the definition of research in your specific discipline.
- Most quality improvement, needs assessments, case studies, and program evaluations are not considered human subjects research and do not need IRB review. Some funders, agencies and partners, however, may still request an IRB review or a determination that a project is considered "not-human subjects research." If this is the case, please contact the ORI for assistance and guidance.
- The IRB cannot retroactively approve a study. Approval must be received before the study commences.
- If you are new to IRB approval, one-on-one mentoring is available through the Office of Research Integrity.

▶ TRAVEL

If your community-engaged project will include travel, even within city limits, be sure to familiarize yourself with the University Travel Policy (bsu.edu/travel) and work closely with your department's administrative coordinator to make the necessary arrangements.

- ▶ Students must follow the same policies/procedures as faculty and staff, including the submission of all required documents prior to travel.
- ▶ Travelers must also follow any college or department travel policies and procedures. Work closely with your department administrative coordinator.
- ▶ If you plan to use University vehicles, students on University payroll are eligible to drive University vehicles but must have approval from Transportation Services prior to any vehicle reservation.

Ball State University policies and procedures for international travel must be followed, including registration in Terra Dotta in the following instances:

- ▶ When travel is not funded by Ball State, even if it is personally funded or funded by a sponsor, if the travel includes work related to employment, including research;
- ▶ For travel that includes vacation before and/or after undertaking work related to employment, including research;
- ▶ For travel on a Fulbright (or other fellowship) or sabbatical;
- ▶ For travel to serve in a role related to employment, even if unpaid;
- ▶ For travel during the summer when faculty are not under contract if travel includes work related to employment while benefits are sustained (this includes all forms of scholarship); and
- ▶ For all categories of travel indicated in the International Travel Policy.

The International Travel Policy does not apply to travel outside of the United States for vacation, pleasure, study, or work outside the scope of University employment or programs.

▶ WORKING WITH MINORS

If your project will involve interaction with minors, there are a few additional requirements. Minors are defined as anyone 17 or younger, who is left in the care of Ball State (on or off campus), and not accompanied by a parent, guardian, or chaperone from an outside organization (e.g., troop leader, parent on field trip, teacher). This does not apply to enrolled Ball State students.

- ▶ All University employees, students, and volunteers participating in authorized activities involving unaccompanied minors are required to follow the Policy Regarding Unaccompanied Minors (bit.ly/workwithminors), which includes background checks and online training. The responsible faculty member must complete step one of the policy **at least 30 days** before the first activity.
- ▶ Children (minors) are considered a "vulnerable population" under the federal regulations for human subjects research. Please consult with the Office of Research Integrity (bsu.edu/irb) to determine if IRB review is required. If it is, then you will need to seek IRB approval before any research involving minors starts.
- ▶ If you work with youth through a community partner organization, you must comply with the partner's requirements regarding background checks and other protocols, in addition to Ball State's policy.

▶ ACCESSIBILITY AND ADA CONSIDERATIONS

To make our community-engaged projects as inclusive and accessible as possible, faculty members should be prepared to accommodate students with disabilities. A number of campus departments can provide assistance:

- ▶ The Office of Disability Services (bsu.edu/disabilityservices) provides tools and resources to help faculty accommodate visual, hearing, mobility, psychiatric, learning, speech, and chronic health impairments.
- ▶ Transportation Services (bsu.edu/transportation) can help with specialized transportation needs.
- ▶ Accessible Technology Lab (bit.ly/bsuaccessible) can convert materials and documents into various formats for individuals requiring assistance.

▶ GRANTS

Sponsored projects are externally funded activities that fit within the University's mission and are carried out under the direction of faculty or staff members in fulfillment and furtherance of their various roles in the academic community.

Sponsored Projects Administration (bsu.edu/spa) provides comprehensive services for finding funding opportunities, developing grant proposals, and complying with University, State of Indiana, federal, and sponsor requirements.

It is important that a grant proposal is routed through SPA prior to submission to ensure that all necessary technical, legal, and financial protocols are followed. Find the proposal and grant managers for your area on the SPA website.



"Community engagement allows me to directly invest capital and knowledge expertise into the Muncie community. I fully embrace the Boyer model of the teacher/scholar-discovery-application-integration domains in my professional purpose. In doing so, provide my neighbors with cost-free, preventive wellness opportunities, students the experiences to work in the wellness industry, create new threads of research, and myself with a constant flow of new ideas."

Shannon Powers, Ph.D.
Associate Teaching Professor, Kinesiology
Co-Director, Cardinal Zumba

Documenting Community-Engaged Activities

Outcomes from mutually beneficial and reciprocal community engagement should be shared in ways that are meaningful to both academic and non-academic audiences.

The following content was provided as part of Diane Doberneck's 2019 presentations "Finding a Journal for your Community-Engaged Scholarship" (shorturl.at/irAF1) and "Fundamentals for Publishing Your Community-Engaged Work" (shorturl.at/adRX5) at Ball State University.

► FOR ACADEMIC AUDIENCES

It is important that community-engaged faculty document their work in ways that help them meet their institutional obligations and further their professional goals and reputation. Being strategic and purposeful can help faculty get the most out of their scholarly outputs and enable them to approach dissemination from a continuum of knowledge-making (Ellison & Eatman, 2008).

ACADEMIC PRODUCTS	ACADEMIC PEER REVIEWERS
<ul style="list-style-type: none">► Journal article► Book or book chapter► Conference poster or presentation► Grant proposal► Curriculum► Performance	<ul style="list-style-type: none">► Journal editor► Blind reviewers for academic journals► Book/chapter editor► Conference organizers/proposal reviewers► Competitive grant reviewers► Juried shows► Competitive awards committees

LOCATING POTENTIAL JOURNALS (Doberneck, 2019)

- ☐ **Consider your why.** If your why influences your community-engaged teaching and learning or community-engaged research, then turn to foundational scholarship related to it.
- ☐ **Consider your type of CES.** What is the foundational scholarship related to it? Who are the main theorists? What are conceptual models? How are they being incorporated into your work?
- ☐ **Consider your discipline.** What are the important questions in your field? Are you addressing them through your community engagement activities?
- ☐ Who is a **leading scholar** in your field who is doing community-engaged scholarship? What foundational scholarship does that person rely upon? What does their c.v. tell you? Where are they publishing?

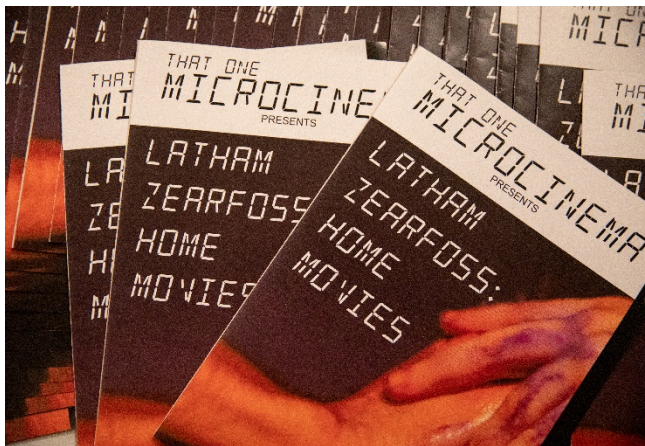
SEE PAGE 57 Community Engagement Journals

SEE PAGE 60 Journal Section Comparison Table for Interdisciplinary Community-Engaged Scholarship Journals

► FOR PUBLIC (NON-ACADEMIC) AUDIENCES

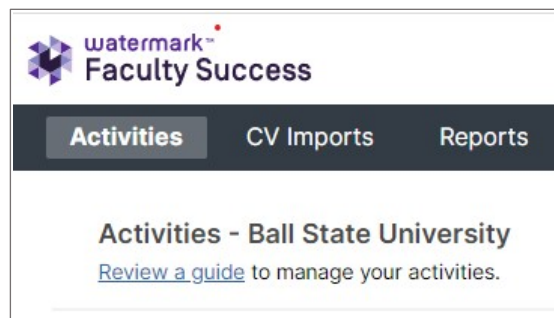
It is essential that community-engaged scholars disseminate their findings in meaningful ways to public audiences, beyond academic publishing and presentations.

PUBLIC PRODUCTS	PUBLIC PEER REVIEWERS
<ul style="list-style-type: none"> ► Community presentations ► Newspaper, TV, radio interviews ► Policy briefs ► Workshops ► Exhibitions, archives ► Performances, festivals ► K-12 or professional development curricula ► Web sites and other social media 	<ul style="list-style-type: none"> ► Grant reviewers ► Community awards and recognitions ► Practitioner association awards and recognition



▶ IN FACULTY SUCCESS

Ball State uses Faculty Success (Digital Measures Activity Insight) to collect and archive faculty members' teaching, research, and service activities. This data is used for department, college, and institution-wide reporting; promotion and tenure review; accreditation; and the Carnegie Community Engagement Classification.



Step 1. Choose your category.

There are three categories on the “Manage Activities” page that can be used to document outreach and community engagement:

- ▶ **Instruction/Teaching**
- ▶ **Intellectual Contributions**
- ▶ **Professional Service**

You determine which category is most appropriate based upon the definitions provided.

Activities that involve students who received credit for their work (e.g., service learning and immersive learning) are documented under “Scheduled Teaching” within Instruction/Teaching. Data like course number, title, student enrollment, and other information should be pre-loaded. The Scheduled Teaching form also provides a project “end date” for you.

You may record scholarly activities like academic presentations [Presentations—Conference Presentations], journal articles or book chapters [Publications], and peer-reviewed exhibitions [Creative Activities] on additional screens.

Additional categories are available: consulting with a nonprofit [Consulting], making a presentation to a community group [Presentation-Non-conference], working on a local art installation [Creative Activities], or doing a special project with a community partner [General Service].

Step 2. Fill out required fields.

Fields are provided to capture information about your community-engaged work. Be as detailed as possible. If you do not have information for some of the questions, complete as much of the form as possible.

Step 3. Answer “Yes” to “Does this represent outreach and engagement?”

Toward the bottom of the form, you will see a question as to whether your project is outreach and engagement oriented. By clicking “yes” on this question, additional fields will be provided to capture information about your community-engaged work. Again, complete as much of the form as possible. Some information is better than none at all.

PLEASE NOTE: Faculty Success is set-up to report completed projects only. In order for your activity to show up in University reports, you must select “yes” to the outreach and engagement question (Step 3) and provide a project end date (except in the Scheduled Teaching, which does this for you automatically.) On the publications screen, there are “date submitted,” “date accepted,” and “date published” fields. The Outreach and Engagement report is based off of date published.

Requests for updated information are received by departments on November 1, April 1 and July 1 for each academic year. The Office of Institutional Research and Decision Support manages Digital Measures and provides training and support across campus. **If you have questions or technical issues regarding the activities portal, contact Steve Reed, Senior Systems Specialist for Academic Affairs, stevenreed@bsu.edu, 765-285-4605.**

Taking Community Engagement Online

The COVID-19 pandemic made it clear that all community engagement projects may face the challenge of going online or remote. A number of resources have been developed to equip community-engaged faculty and partners to move forward despite social distance. We thank our colleagues at Indiana Campus Compact, Iowa Campus Compact, and Minnesota Campus Compact for connecting us with these resources.

The Office of Immersive Learning (bsu.edu/immersive) and Division of Online and Strategic Learning (bsu.edu/strategiclearning) are available to help faculty design or revise immersive learning courses that may move to online or hybrid (in-person + remote) formats. The Office of Student Life (Student Voluntary Services) can assist with questions about remote service learning and volunteering.

▶ IDEAS FOR REMOTE COMMUNITY ENGAGEMENT PROJECTS

- ▶ Conduct background research or gather best practices or other information.
- ▶ Tape, record, or stream performances or workshops to benefit community partner's client population.
- ▶ Create digital and other social media content, print program materials, or other methods for information sharing.
- ▶ Undertake assessment, evaluation, or feedback via phone or web-based services.
- ▶ Create "How To" videos and materials to help clients stay connected and support wellbeing.
- ▶ Conduct virtual or phone-based educational supports for youth and adults (keep in mind background check requirements).
- ▶ Compile and/or create training and simulation exercises to educate future volunteers about social issues.
- ▶ Research current policies/bills that affect social issues addressed by the community partner and develop a plan of action.
- ▶ Create resource folder of activities for after-school programming for K-12 graders.
- ▶ Host virtual community discussions about issues related to the community partner.
- ▶ Create/support social connectedness activities that individuals/families can safely participate in such as scavenger hunts, public art, etc.
- ▶ Research grant opportunities and collect required information.

▶ COMMUNITY-ENGAGED TEACHING RESOURCES

Community-Engaged Teaching during COVID-19, University of Michigan Edward Ginsberg Center

Service Learning During Coronavirus: Easy Ideas for Every Subject, Shannon Orr, Bowling Green State University

Webinar: Teaching an Online Social Action Course, Bonner Foundation

Webinar: Utilizing Service-Learning Projects in an Online Class, Utah Valley University Center for Impact

Introduction to Digital Service Learning: Discussion and Reflection, Center for Social Concerns, University of Notre Dame

Civic Agency Workshop Exercises, Minnesota Campus Compact

Navigating Campus Resources

Community-engaged work often includes additional logistics, requirements, and complexity. These offices are available to help you get the support you need. Also check with your dean's office to learn about college-specific resources.

CAREER CENTER

The Ball State Career Center serves as a connector between employers, students, faculty, and alumni. Faculty can get help aligning their course objectives with the National Association of Colleges and Employers' (NACE) core competencies as well as integrate career development into curriculum, courses, and full departments.

The Career Center offers two programs specifically for faculty:

- ▶ Skills Infusion Program: Learn how to map your course outcomes to NACE transferable skills and gain insights from Indiana employer and alumni partners.
- ▶ Faculty Externship Program: Work onsite with a TechPoint-sponsored Indiana business over the summer. Faculty must complete the skills infusion program to be considered.

Contact:

Brandon Bute, Assistant Director of Career Development

bjbute@bsu.edu | 765-285-2425

bsu.edu/careers

facebook.com/bsucareercenter

CENTER FOR MIDDLETOWN STUDIES

The Center for Middletown Studies builds on the tradition of sociologists Robert and Helen Lynd who investigated local Muncie life as a means of understanding broader social and cultural change. The multidisciplinary center supports research across a range of fields, including the social sciences, history, urban studies, and journalism. It can provide the following assistance:

- ▶ Developing/analyzing datasets tied to Muncie and/or small cities
- ▶ Using digital humanities tools
- ▶ Conducting oral histories
- ▶ Employing collaborative research methods
- ▶ Providing financial support for research and immersive learning projects relevant to Middletown Studies scholarship

Contact:

James Connolly, Director

jconnoll@bsu.edu | 765-285-8037

bsu.edu/middletown

INSTITUTIONAL REVIEW BOARD

The IRB is a compliance committee responsible for reviewing and approving all Ball State research projects that involve human subjects in order to protect their rights and welfare. This includes research conducted by students.

The Office of Research Integrity offers a variety of resources to help faculty and students determine whether IRB review is necessary, complete required training, and submit human subjects research protocols. They also offer one-on-one help with trained graduate students during "Peer Mentoring" hours.

Contact:

Sena Lim, Human Research Protection Program

Slim2@bsu.edu | 765-285-5034

bsu.edu/irb

OFFICE OF COMMUNITY ENGAGEMENT

The Office of Community Engagement connects Ball State with strategic priorities in Muncie, Delaware County, and East Central Indiana. OCE's Building Better Neighborhoods initiative deploys University resources for local neighborhood development efforts.

OCE provides the following services for faculty:

- ▶ Project/initiative consultation and planning
- ▶ Connections to local and regional partners
- ▶ Publicity for community-engaged stories and events
- ▶ Unique meeting venues in Oakwood Building, E.B. and Bertha C. Ball Center
- ▶ Consultation and resources for small businesses

Contact:

Kelli Huth, Associate Vice President
kelli.huth@bsu.edu | 765-285-2773

Heather Williams, Associate Director,
Building Better Neighborhoods
hlwilliams@bsu.edu | 765-717-9198

Michelle Kinsey, Communications Manager
mkinsey@bsu.edu | 765-285-6690

Karen Lloyd, Director, East Central Indiana
Small Business Development Center
kmlloyd2@bsu.edu | 765-282-9950

Diane Watters, Associate Director, E.B. and
Bertha C. Ball Center
dbuck@bsu.edu | 765-285-8975
bsu.edu/community

OFFICE OF IMMERSIVE LEARNING

Immersive learning are high-impact learning experiences that involve collaborative student-driven teams, guided by faculty mentors. Students earn credit for working with community partners such as businesses, nonprofits, and government agencies to address community challenges through the creation of a product that has lasting value.

Immersive learning professional staff members are available to with assist with project planning, identifying campus and community partners, proposal development, and funding opportunities.

Contact:

Jackie Grutsch-McKinney, Director
jrmckinney@bsu.edu | 765-285-2870
bsu.edu/immersive
facebook.com/bsuimmersive

OFFICE OF INCLUSIVE EXCELLENCE

Inclusive excellence is essential for quality community engagement. This office provides consultations, workshops, and other resources to help faculty integrate exercises around building empathy into their courses.

Contact:

Rashida Willard, Associate Vice President
rashida.willard@bsu.edu | 765-285-5316
bsu.edu/inclusiveexcellence
facebook.com/BallStateOIE

OFFICE OF RISK MANAGEMENT

The Office of Risk Management provides resources, programs, and services designed to proactively manage risk, increase safety, and protect the people, assets, and reputation of the University. Their website includes information about the following:

- ▶ Guidelines for special events
- ▶ Accident reporting
- ▶ Risk management for student organizations
- ▶ Student personal safety
- ▶ Environmental health and safety

Contact:

Kimberly Miller, Director
kkmiller@bsu.edu | 765-285-1109

Randy Ulrey, Senior Risk Analyst
rdulrey@bsu.edu | 765-285-1110
bsu.edu/about/administrativeoffices/riskmanagement

- ▶ Emergency preparedness
- ▶ Policies regarding travel (domestic and international; faculty/staff and students), unaccompanied minors, drones, and employee personal property

The office welcomes questions and the opportunity to clarify requirements that may impact community-engaged work.

OFFICE OF STUDENT LIFE

The Office of Student Life oversees student volunteer and service-learning opportunities. The following services are available to faculty:

- ▶ Connecting with community organizations
- ▶ Online posting and tracking of students' service hours
- ▶ Holding bi-annual Volunteer Recruitment Fair (August & January)

Contact:

Kara Westfall, Assistant Director
klwestfall@bsu.edu | 765-285-2621

bsu.edu/campuslife/svs

facebook.com/bsusvs

RESEARCH DESIGN STUDIO

The Research Design Studio provides support for Ball State faculty and graduate students in designing, implementing, and evaluating programs designed for the community. The RDS also provides direct service to community partners as an external evaluator, a collaborative partner in developing funding proposals, and connecting partners with experts and/or other resources.

Contact:

Jerrell Cassady, Co-Director
jccassady@bsu.edu | 765-285-8522

Matthew Stuve, Co-Director
mistuve@bsu.edu | 765-285-5484

espace.bsu.edu/rds

SPONSORED PROJECTS ADMINISTRATION

Sponsored Projects Administration provides support for faculty/staff in the pursuit of external funding and throughout the sponsored project lifecycle. Services include:

- ▶ Outreach and education on grantsmanship
- ▶ Finding funding opportunities/incentives for submission of proposals
- ▶ Developing proposals and project budgets
- ▶ Obtaining University approvals
- ▶ Award acceptance and compliance review
- ▶ Fiscal administration of awards
- ▶ Intellectual property/technology transfer
- ▶ Facilitation of collaborative project MOUs and sub-award agreements
- ▶ Aspire Internal Grant Program that funds research, creative projects and travel for faculty and students

Contact:

Jackie Davis, Director, Sponsored Projects Development
jsdavis@bsu.edu | 765-285-1607

Elizabeth Haney, Director, Sponsored Projects Administration
elizabeth.haney@bsu.edu | 765-285-5085

bsu.edu/spa



Mutually-Beneficial and Reciprocal Community Engagement

WHAT CONDITIONS ARE REQUIRED?

Clarity, consistency, and communication of campus-wide definitions, priorities, incentives (including and beyond P&T), & requirements around community-engaged activities.

Commitment to community capacity-building & elevating community voice; working “with,” not “to” or “for” the community;

Dedicated funding to support community projects, anchor institution commitments, & sustained outcomes.

Adoption and application of our enduring values: Excellence, Innovation, Courage, Integrity, Inclusiveness, Social Responsibility, and Gratitude.

Flexibility, nimbleness, and adaptability among all participants.

Time in students’ schedules to participate in high-impact learning experiences.

Open communication, trust, and respect between all participants.

Collaboratively-developed priorities, responsibilities, goals, & outcomes for all participants.

Collective reflection, evaluation, and assessment during & after engagement activities.

Developed by the 2019-2020
Faculty Learning Community
on Community Engagement



BALL STATE
UNIVERSITY

Before participating in community engagement.

FACULTY

- ▶ Plan ahead. Many aspects of community engagement require additional time: establishing a scope of work with a community partner, recruiting students, scheduling, travel arrangements, IRB & risk management consultations, etc.
- ▶ Get familiar with the resources available through the Office of Immersive Learning and Office of Community Engagement for connecting with partners, developing a scope of work, and translating engagement into scholarship.
- ▶ Cultivate a clear understanding of the community partner's mission, history, goals, and context.
- ▶ Determine with community partner if "outreach" or "engagement" is needed or desired and how much time will be expected of the community partner.
- ▶ Articulate personal, pedagogical, research, and partner/community goals.
- ▶ Identify available resources to accomplish goals.

REFLECT ON THE FOLLOWING QUESTIONS:

- ? How have I cultivated a relationship with the community partner?
- ? Do I have the project management skills to produce meaningful student outcomes along with community outcomes?
- ? Do I know how to work with people who are different from my students or me? How might biases, blindspots, and privilege play a role?
- ? What theories/frameworks can be applied to this project to produce academically publishable and presentable results?
- ? How will I value everyone's voice and include my partner as co-teacher or researcher (if they so desire)?
- ? How will I assemble the right team? What knowledge or skill sets comprise the right team?
- ? How will I handle messiness and ambiguity?
- ? Are there opportunities to move project from faculty-driven to partner-driven?
- ? Are there alumni that could be involved in this project?
- ? Have I obtained the necessary IRB approvals?
- ? How will I help students translate their class experience into career competencies?

STUDENTS

- ▶ Make sure you have a clear understanding of the community partner's mission, history, goals, and context.
- ▶ Recognize that you are seen as a role model in the community.
- ▶ Find help translating your community-engaged experience into career/life competencies, such as:
 - Intercultural knowledge/competence
 - Ethical reasoning
 - Teamwork/ collaboration
 - Leadership
 - Conflict resolution
 - Creative thinking
 - Critical thinking
 - Problem-solving
 - Integrative learning
 - Oral and written communication

REFLECT ON THE FOLLOWING QUESTIONS:

- ? Why do I want to participate in community engagement? (e.g., academic requirement, personal interest/benefit, career competencies, community connection)
- ? Do I know how to work with people who are different from me? What might be my biases and blind spots?
- ? How does my role as a college student put me in a position of privilege?
- ? What are my responsibilities during and after the project?
- ? How will I nurture a positive relationship with the community partner?

COMMUNITY PARTNERS

- ▶ Clearly articulate your organization's needs and the resources you can contribute to the project.
- ▶ Confirm that the faculty partner has the competency to fulfill your organization's need.
- ▶ Consider how best to communicate your mission, history, goals, and context with faculty, students, & administrators.
- ▶ Insist on a written MOU that clearly lays out roles, responsibilities, resources, and outcomes.
- ▶ Embrace your role as co-teacher and co-researcher to enhance the students' learning experience.

INSTITUTION

- ▶ Develop mechanisms to evaluate projects' reciprocal benefit: quality, reach, extent of community capacity building, student learning outcomes, potential scholarship, etc.
- ▶ Offer faculty, staff, and student and alumni skill development opportunities in project management, working with and in diverse communities, relationship-building, fostering community/social change, diversity and inclusion.
- ▶ Provide MOU templates for various forms of outreach and engagement (single semester, multi-year, transdisciplinary, etc.)
- ▶ Highlight examples of high-quality, inclusive, community-engaged teaching and scholarship.
- ▶ Clarify policies and processes.

What outcomes should result?

FACULTY

- ▶ Publishable and/or presentable research that benefits both Muncie/East Central Indiana, discipline-specific research communities, and broader society. **(Goal 4.B)**
- ▶ Promotion, tenure, and/or merit **(Goal 4.B)**
- ▶ Strengthened connections to and better understanding of local community; increased cultural competencies **(Goal 5.A)**
- ▶ Work/life satisfaction **(Goal 5.B,C)**
- ▶ New courses **(Goal 1.E)**

STUDENTS

- ▶ Sense of accomplishment, personal well-being, empowerment, and increased efficacy to effect meaningful change through partnership **(Goal 2.C)**
- ▶ Greater comprehension of, respect for, connection to, and rapport with diverse communities **(Goals 1.D, E; 5.A)**
- ▶ Connection between academic pursuits and students' strengths, interests, passions, and purpose **(Goal 1.B)**
- ▶ Graduates that are active citizens in their communities **(Mission Statement)**

COMMUNITY PARTNERS

- ▶ High quality and meaningful deliverables with realistic plans for dissemination/ implementation **(Strategic Plan Goal 3, 4.B)**
- ▶ Opportunity to influence next generation of citizens and leaders
- ▶ Advancement of partner's mission
- ▶ New datasets, knowledge, archives, repositories that can be accessed for decision-making

BROADER SOCIETY

- ▶ Revitalization for city and region **(Goal 3)**
- ▶ New scholarship of discovery, integration, application, and/or teaching **(Goal 4)**
- ▶ Improved lives **(Goal 4)**
- ▶ Lasting impact on the most complex community challenges **(Mission Statement, Goal 3)**

INSTITUTION

- ▶ National and international recognition **(Goals 3 and 4)**
- ▶ University positioned as relevant, responsive, reliable, and committed **(Goal 3)**
- ▶ New lifetime learning opportunities for Ball State alumni **(Goal 2)**
- ▶ Development of a positive and vibrant university culture of wellbeing **(Goal 5)**
- ▶ Greater diversity in people and ideas throughout campus **(Goal 5.A)**
- ▶ New datasets, knowledge, archives, repositories that can be accessed for decision-making **(Goal 5.I)**

TYPES OF COMMUNITY-ENGAGED SCHOLARSHIP

Community-engaged research is conducted **WITH** community partners who have a say in key decisions about the research process.

CE RESEARCH & CREATIVE ACTIVITIES	CE TEACHING & LEARNING	CE SERVICE & PRACTICE	CE COMMERCIALIZED ACTIVITIES
<i>Discovery of new knowledge/insight and creation of new artistic/literary expressions.</i>	<i>Formal or informal sharing knowledge with various audiences. May be for-credit/non-credit, guided by a teacher/self-directed.</i>	<i>Use of University expertise to address issues identified community individuals or groups.</i>	<i>Knowledge is translated into practical/commercial applications for benefit of community individuals or groups.</i>
CE Research <ul style="list-style-type: none"> ▶ Community-based, participatory research ▶ Applied research ▶ Contractual research ▶ Demonstration projects ▶ Needs/assets assessments ▶ Program evaluations CE Creative Activity Collaboratively created, produced, or performed <ul style="list-style-type: none"> ▶ Film, theater, music, dance ▶ Art, exhibitions ▶ Writing, spoken word ▶ Multi-media 	Formal (For-Credit) <ul style="list-style-type: none"> ▶ Service learning ▶ CE research in class ▶ Study abroad with CE components ▶ Online and off-campus education Non-formal (Non-Credit) <ul style="list-style-type: none"> ▶ Pre-college programs ▶ Short course, certificate, and licensure programs ▶ Conferences, seminars, workshops ▶ Public/alumni enrichment programs Informal (Non-Credit) <ul style="list-style-type: none"> ▶ Media interviews, “translational” writing, or other materials for public audiences ▶ Self-directed, managed learning environments (e.g., museums, libraries, gardens) 	<ul style="list-style-type: none"> ▶ Technical assistance ▶ Consulting ▶ Policy analysis ▶ Expert testimony ▶ Legal advice ▶ Clinical practice ▶ Diagnostic services ▶ Human and animal patient care ▶ Advisory boards and other discipline-related service to community organizations 	<ul style="list-style-type: none"> ▶ Copyrights ▶ Patents ▶ Licenses for commercial use ▶ Innovation and entrepreneurship activities ▶ University-managed or supported business ventures, such as business parks or incubators ▶ New business ventures and start-ups ▶ Inventions ▶ Social entrepreneurship












Community-engaged scholarship is **NOT**:












- ▶ Research conducted **IN** a community setting.
- ▶ Research **ABOUT** a community where data is gathered from subjects, without any input from them.
- ▶ Research **FOR** a group of people, conducted on behalf of or to benefit a group of people.
- ▶ Research about service-learning or community engagement (i.e., scholarship of engagement or scholarship of teaching & learning)

Adapted from Doberneck, Glass, & Schweitzer (2010)

Abacus Tool for Degrees of Collaboration

Adapted from Doberneck, D.M. and Dann, S.L. (2019) The Degree of Collaboration Abacus Tool. *Journal of Higher Education Outreach and Engagement*, 23(2), p. 93-107.

CE Research	Voice & Responsibility	
	Community	University
Identify community issue(s) and assets		
Decide on research questions		
Select research design		
Develop instrument/process		
Collect data		
Analyze data		
Interpret data		
Critically reflect, identify limitations		
Disseminate findings		
Create academic projects		
Create public products		

CE Teaching & Learning	Voice & Responsibility	
	Community	University
Identify community issue(s) and assets		
Identify time, setting		
Understand learners' needs		
Identify learning objectives, outcomes		
Develop learning experiences		
Provide learning experiences		
Develop evaluation plan		
Gather and analyze evaluation info		
Revise programming		
Create academic projects		
Create public products		

CE Service & Practice	Voice & Responsibility	
	Community	University
Identify community issue(s) and assets		
Compile expertise needed		
Use local and practitioner knowledge		
Involve participants in decisions		
Brainstorm possible approaches		
Decide approach		
Implement approach		
Evaluate processes & impacts		
Critically reflect on experiences		
Revise approach		
Create academic products		
Create public products		

WHEN TO USE THE ABACUS TOOL

- ☐ **Initial discussions with (potential) partners** to establish a basic understanding of each step.
- ☐ **Formalizing partnership agreements**, including memoranda of understanding—to clarify who has decision-making power and collaboration responsibilities at each stage.
- ☐ **Grant-writing**—to use as a visual to demonstrate proposed shared decision-making and collaboration responsibilities.
- ☐ **Mid-way through a project**—to clarify how the collaboration is going and ask/reflect on whether initial decision-making and responsibilities need to be shifted.
- ☐ **Project wrap-up and final reporting**—to depict how decision-making and collaboration responsibilities were actually divided (revisions may be needed).
- ☐ **Teaching/learning tool**—to help undergraduate and graduate students understand various stages in process and visualize shared decision-making and collaboration responsibilities with the community partners.
- ☐ Writing a **journal article** that includes description of the **methods, processes, partnership, or engagement aspects** of your community-engaged scholarship.

Note: Many partnerships are more complicated, involving multiple community and university partners. In **immersive learning** situations, for instance, students play an integral role in decision-making. The abacus tool can be adapted to represent additional partners.

CE Teaching/Learning	Community Partner	Students	Faculty Mentor
Identify learning objectives, outcomes			

Foundational Scholarship Brainstorming Tool

Adapted from Doberneck, D. M., Bargerstock, B.A., McNall, M., VanEgeren, L., & Zientek, R. (2017). Community engagement competencies for graduate and professional students: Michigan State University's approach to professional development. *Michigan Journal of Community Service Learning* 24(1).

Foundational Scholarship Brainstorming Tool	
<p>What existing theories, conceptual frameworks, or other scholarship can guide your community engagement activities? What topics can you look for in journals, book chapters, books, and/or best practices to inform your community-engaged scholarship and practice? Keep in mind this is a brainstorming activity. You do not need to have scholarship in all categories.</p>	
Scholarship About the Issue	Disciplinary Theories, Conceptual Frameworks, Models
Scholarship of Engagement (SoE), if applicable	Scholarship of Teaching and Learning (SoTL), if applicable
Population, Community, Context, Setting	Paradigms, Methodologies, or Approaches
Collaboration Techniques, Engagement Processes, Methods	Reflection, Evaluation, Assessment, Lessons Learned

Additional Readings

- Anfara, V. A., Brown, K. M., & Mangione, T. L. (2002). Qualitative analysis on stage: Making the research process more public. *Educational Research*, 31, 28-38.
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- Balazs, C. L., & Morello-Frosch, R. (2013). The three R's: How community-based participatory research strengthens the rigor, relevance, and reach of science. *Environmental Justice* 6(1), 9-16.
- Butin, D. (2010). Service-learning in theory and practice: The future of community engagement in higher education. New York, NY: Palgrave MacMillan. [chpt 1. Conceptualizing service-learning]
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- Cress, C. M., Collier, P. J., & Reitenauer, V. L. (2005). *Learning through serving: A student guidebook for service-learning across the disciplines*. Stylus Publishing, LLC.
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Article

[“Guidelines for Higher Education Programs that Require Students to do Special Projects with Nonprofits”](#) February 2, 2020

Every once in a while, we nonprofits get requests from students, usually from a nonprofit management program. The requests often go like this:

“Hi, I am a student at so-and-so college. I am taking a course on organizational development this quarter. Part of our curriculum is to interview several leaders at a nonprofit, and then develop a series of recommendations on how your organization can improve. May I interview you and your team? This project is due next Friday. Thank you for your time.”

The projects vary, from creating a marketing plan or strategic plan, writing up a grant proposal, creating a video, developing a logic model or theory of change, doing a dramatic one-person show on the organization’s history, etc. The students and these programs are well-intentioned, and many of us nonprofit folks appreciate the fact that young people are learning these things and being engaged in our sector. It’s nice to think about the future of our sector, especially as it may include some of us being able to step down in our old age and open a small business selling a line of merchandise focused exclusively on the Oxford Comma (shut up; I don’t make fun of your dreams).

However, colleges and universities and students, we need to have a talk. As awesome as you are, these projects are often stress-inducing, and some of us get these emails and feel not hope and optimism for the future of our sector, but dread and the urge to run screaming out of our open-plan office. Here are several reasons why:

- ▶ **They are time-consuming:** Providing students a meaningful experience takes a lot of time. Our meetings are often booked weeks in advance, and the precious non-meeting time we have are focused on programming or getting other work done. When a student comes in, we have to shuffle everything around in order to make time for their projects. This causes other work to fall behind that we will have to make up later.
- ▶ **They are poorly coordinated:** Requests come in constantly, sometimes by different students in the same program, and often at the last minute. This forces everyone to scramble and then feel like A-holes because we might have to say no to these bright-eyed students who just want to learn.
- ▶ **They stress nonprofit resources:** Multiple staff often have to be involved in order to provide students with information and guidance. Also, students will invariably want to use giant sticky notes for a presentation. Those things are expensive! \$30 a pad of 25 sheets? What are they made of, unicorn leather?!
- ▶ **They are usually not helpful:** These projects, with some exceptions, are mainly for the benefit of the student. It is unlikely that a student with little experience, and who sees a tiny fraction of the work over a short period of time, can produce recommendations or materials that would be more helpful than staff with many years of experience in the field and at the organization.
- ▶ **They are usually not grounded in equity:** Many students want projects at organizations led by Black, Indigenous, and other communities of color, people with disabilities, immigrants and refugees, or other marginalized communities. But often they do not yet have the grounding in doing work in these communities without causing harm. Which means additional time and resources must be provided to coach the students and mitigate damage.
- ▶ **They are sometimes insulting:** Most students are great. We do however encounter the occasional [bizsplainer](#) or those who believe they are somehow doing the nonprofit a huge favor. This may be an influence of the professor, if they themselves believe nonprofits should act more like for-profits or whatever, but it’s very annoying.

Most universities, colleges, and students mean well. But, as Theresa points out, *“The irony of it all is that society recognizes that nonprofits are understaffed and under-resourced which is part of the reason students are sent our way to ‘help’. [But] In our effort to support nonprofits, we are actually exacerbating the staffing inequities by forcing nonprofit leaders to also be unpaid professors.”*

We do love students, and we do want to support the next generation of leaders. So, let’s come to some agreements so we can all have meaningful, productive collaborations (thanks again to Theresa and other colleagues for these recommendations):

- ▶ **Coordinate with nonprofits to figure out the best timing and types of projects:** Students can be very helpful, when they are in the right role, and they come to help at the right time. For instance, students doing research such as reviewing literature, implementing surveys, conducting focus groups, etc., can bring in critical information when an organization is creating a new strategic plan. And instead of each student doing their own individual projects, it may be helpful to have groups of students working together, when it makes sense.
- ▶ **Give plenty of advance notice:** Nothing is more irritating than a student who comes in with a “I need to get this done by next week” request, as if we nonprofit folks are just hanging around, eating hummus and duct-taping up our chairs, waiting for something exciting to happen. Tell students they need to give at least a month, ideally several months, of notice, depending on the project.
- ▶ **Build it into your budget to pay nonprofits:** Students pay tuition, and universities and colleges generally have vast more resources than nonprofits. So it is inequitable to ask us to educate students—basically doing universities’ and colleges’ jobs—for free. If you think it is invaluable for students to get on-the-ground practical experience out in the field, then financially support our work. If you plan to invite a nonprofit leader to speak in your class, also pay them or their organization.
- ▶ **Make sure students do their research in advance:** Organizations’ history, mission, programs, current strategic plans, financial information, etc., are usually on their website. Students’ and professors’ doing the research in advance will save everyone time, show a level of respect for organizations’ work, and lead to more meaningful conversations and collaborations.
- ▶ **Collaborate on case studies:** Often the projects are one-off, benefiting one student or one group of students. Think about more creative partnerships, such as working with nonprofits to create some case studies that multiple students can learn from and that can be used across many semesters.
- ▶ **Higher ed staff, build relationship with nonprofits:** Collaborations will be a lot more successful if professors and university program staff take time to be out in the community and strengthen relationships before students are engaged. Don’t wait until your students have a project to do before you connect with us. Bonus if you buy lunch or coffee.

Let’s all work together to effectively nurture future staff, volunteers, donors, and board members for our sector.



**BALL STATE
UNIVERSITY**

Immersive Learning Project Proposal Guidelines

Purpose

A project proposal (also called a scope-of-work) outlines the objectives and intended outcomes of an immersive learning class. These projects have built-in constraints that must be addressed from the start. While your students should have flexibility in approaching a problem or challenge, it is important for all stakeholders (faculty mentor, students, and partner) to have the same expectations. The project proposal also addresses the maintenance and sustainability of deliverables after the semester ends.

Pulling together a concise project proposal takes work, but the planning process makes the course run more smoothly and aligns your work and stakeholder expectations. In addition, written project proposals make it easier to apply for internal funding and awards, recruit students for your class, secure media attention, and develop a professional relationship with your community partner. It also alerts you to potential barriers, risk management issues, and conflicts of interest.

All immersive learning faculty mentors are expected to complete a project proposal as part of the Immersive Learning Certification program offered each semester on Canvas. Certification is required for faculty who intend to designate their immersive learning courses in Banner.

We have provided project proposal guidelines for your use. If you have questions, are interested in internal funding, or would like help with identifying campus resources, visit bsu.edu/immersive to determine the Immersive Learning project manager assigned to your college.

An Immersive Learning project proposal should include the following:

1. Title of Project

2. Key Players

- a. Identify faculty mentor(s), business/community partner, and number/types of students who could be involved with your project.*

3. Problem or Purpose Statement

- a. Discuss the community partner challenges that will be addressed through the immersive learning experience.*

4. Major Goals and Objectives for Project

- a. Include benefits to the organization partner and project deliverables. (Typical project outputs include policy briefs, workshops, exhibits, installations, performances, grant proposals, K-12 or professional development curricula, web sites, social media, children's books, digital media or written assets or documentation, plans, demonstrations, community builds, clubs, surveys, and data analysis.)*
- b. Address any intellectual property issues that would be created due to the project, if applicable. (An IP disclosure may be necessary.)*

5. Roles and Responsibilities

- a. What will the students do to address the community challenge? What are the anticipated deliverables, and in what form will they be provided? Will the students offer training or support, event coordination, etc.?*
- b. Identify the specific community partner liaisons for the project and outline a plan for feedback on student work. Can the organization provide other resources to enhance the learning experience like data sets, past promotional materials, historical documents, video footage, and access to clients or facilities?*
- c. Outline what the faculty mentor will do to keep the project on track and oversee the students' progress.*
- d. How will project deliverables be maintained after the project is completed (i.e., web sites, video assets, etc.) Are there plans to revisit and update the project in the future?*

6. Student Learning Objectives and Outcomes

- a. Provide a list of specific learning outcomes (SLOs) that will drive the learning experience. This list can include discipline-specific SLOs tied to the class's master syllabus and/or immersive learning-oriented outcomes such as problem-solving, creative thinking, professionalism, intercultural knowledge or teamwork.*
- b. Define what each SLO means in terms of knowledge, skills, attitudes, and behaviors the students will demonstrate during the course.*

7. Project Timeline

- a. Please include significant project milestones in a timeline format that indicates whether the project will last one or two semesters. Partner meeting, needs assessment deadlines, partner feedback, presentation previews, and final presentations are typical milestones included in the timeline.*

8. Grading Plan

- a. Address how student performance will be graded and the success of project deliverables will be assessed.
- b. Provide specific examples for the evaluation techniques that will be employed. Include an explanation of how student learning outcomes will be evaluated.

9. Dissemination Plan (Optional but strongly encouraged.)

- a. Will this work produce community-engaged scholarship? If so, what academic products will be produced (i.e., journal articles, book chapters, conference presentations, grant proposals, peer-reviewed products, or competitive award applications.)?

Non-Binding Nature of this Project Proposal

This document is for informational purposes only and does not represent a legally binding contract. Parties recognize that this project is a student-driven endeavor. Faculty mentor(s), students, and Ball State University are making no representations or claims as to the final quality or value of the services or deliverables described here. By its nature, immersive learning courses give students the agency to adjust project direction and outcomes as a part of the learning process. By signing this document, all parties acknowledge that this is a working document subject to change without notice according to the class's needs.

Community Partner

Date

Immersive Learning Project Manager

Date

Immersive Learning Director

Date

Faculty Mentor

Date

Department Chair

Date

College Dean

Date



Scope of Work for Non-Immersive Learning Community Engagement

Your scope of work should include the following elements. This signed form can be used as a cover page.

- 1. Title of Project**
- 2. Key Players:** *Identify faculty member(s), business/community partner, and number/types of students who could be involved with your project.*
- 3. Purpose Statement:** *Discuss what issues/challenges will be addressed.*
- 4. Roles and Responsibilities**
 - a. What will Ball State faculty/staff/students be doing?*
 - b. Who will serve as the community partner liaison? What time and resources will the community partner commit to the project? To what extent will they be involved in project design and decision-making?*
- 5. Major Goals and Objectives**
 - a. What are the anticipated outcomes/deliverables?*
 - b. For service learning, articulate student learning objectives and expected learning outcomes.*
 - c. Address any IRB and/or intellectual property issues that pertain to this project, if applicable.*
- 6. Project Timeline:**
 - a. Include major project phases/milestones in a timeline format.*
 - b. What important dates (deadlines, end-of-semester, etc.) must be kept in mind?*
- 7. Dissemination of Results**
 - a. How will project results be shared with public audiences? (i.e., newspaper articles, radio interviews, policy briefs, workshops, exhibitions, performances, K-12 or professional development curricula, web sites, social media or other)?*
 - b. Will this work produce Community-Engaged Scholarship? If so, what academic products will be produced (i.e., journal articles, book chapters, conference presentations, grant proposals, peer-reviewed products, creative works, or competitive award applications or other)?*

Non-Binding Nature of this Scope of Work

This document is for informational purposes only and does not represent a legally binding contract. Parties recognize that this project is a learning endeavor and that faculty, staff, students and Ball State University make no representations or claims as to the final quality or value of the services and/or deliverables described here. By signing this document, all parties acknowledge that this is a working document subject to change without notice according to partner or University needs.

Community Partner

Date

University Faculty/Staff

Date

Annotated List of Interdisciplinary Community Engagement Journals

Diane M. Doberneck, Michigan State University | Updated March 2019

Interdisciplinary Community Engagement Journals

Collaborations: Journal of Community-Based Research and Practices		
Since 2017 Published by Rutgers University & University of Miami Manuscripts accepted on ongoing basis Electronic submission	Published 1 time/year Average of 10 articles/year Not available in print Available on line (free)	Sections (Portals): <ul style="list-style-type: none">Scholarly-Research portal (action research)University-Community portal (for comm partners)Reflections on experiential learning portal (for students)
Engage! Journal: Co-creating knowledge to serve the city		
Since 2019 Published by IUPUI Manuscripts accepted on ongoing basis Electronic submission	Published 2 times/year Average 10 articles/volume Not available in print Available on-line (free)	Sections: <ul style="list-style-type: none">Conceptual PiecesResearchPractitioner and Community ScholarsGraduate student voicesPolicy briefsBook reviews
Engaged Scholar Journal: Community Engaged Research, Teaching, & Learning		
Since 2015 Published by University of Saskatchewan Manuscripts accepted on ongoing basis Electronic submission	Published 2 times/year Average of 7 articles/volumes Not available in print Available on line (free) Includes cover art from artists Occasional special topic volumes	Sections: <ul style="list-style-type: none">ArticlesEssaysReports from the fieldExchanges (interview, conversations)Book reviews
Gateways: International Journal of Community Engagement and Research		
Since 2008 Published jointly by the Shopfront at University of Technology Sydney and Center for Urban Research and Learning, Loyola University, Chicago Manuscripts accepted ongoing basis On-line submission	Published 1 time/year Average of 11 articles/volume Not available in print Available on-line (free, with registered log-in)	Sections: <ul style="list-style-type: none">Research articlesPractice based articles (not peer reviewed)Snapshots (not peer reviewed)Reviews
Interdisciplinary Journal of Partnership Studies		
Since 2014 University of Minnesota Manuscripts accepted on on-going basis Electronic submission	Published 2-3 time/year Average: 9 articles/volume Not available in print Available on-line (free)	Sections: <ul style="list-style-type: none">ConversationsArticlesCommunity VoiceMedia ReviewArtist Statement
International Journal of Civic Engagement and Social Change		
Since 2014 Published by Manuscripts accepted on ongoing basis Electronic submission	Published 3 times/year Average 4-5 articles/volume Not available in print. Available on-line (for fee)	No sections

Journal for Civic Commitment		
<p>Since 1992 Published by the Community College National Center for Community Engagement and Maricopa Community Colleges District Manuscripts accepted 2/year Feb 28, Aug 30 Email submission to editor</p>	<p>Published 2 times/year Average of 5 articles/volume Not available in print. Available on-line (free)</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Featured Article (1) • Articles
Journal of Community Engagement and Higher Education		
<p>Since 2009 Published by Indiana State University Manuscripts accepted ongoing basis Electronic submission</p>	<p>Published 3 times/year Average of 7 articles/volume Not available in print Available on line (free)</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Perspectives • Research and theory articles • Insight, case study, applications • Forum • Research Notes • Book reviews
Journal of Community Engagement and Scholarship		
<p>Since 2008 Published by the University of Alabama Manuscripts accepted ongoing basis Email submission to editor</p>	<p>Published 2 times/year Average of 6 articles/volume Occasional themed edition Available in print Available on-line (free)</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Articles • Research from the field • Student section • Book Reviews
Journal of Higher Education Outreach and Engagement		
<p>Since 1990 Published by University of Georgia Previously named <i>Journal of Public Service and Outreach</i> Manuscripts three times/year—Feb 1, June 1, and Oct 1 On-line submission</p>	<p>Published 3 times/year Average of 6 articles/volume Occasional special editions Available on-line (free)</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Research articles • Practice stories from the field • Reflective essays • Book reviews • Dissertation overviews • Projects with promise
Journal of Public Deliberation		
<p>Since 2005 Manuscripts accepted ongoing basis Email submission</p>	<p>Published 2 time/year Average of 10 articles/volume Occasional special edition Available on-line (free)</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Scholarly articles • Reflections from the field • Book Reviews • Symposiums & Special Issues
Research for All		
<p>Since 2017 National Coordinating Centre for Public Engagement, United Kingdom Manuscripts on on-going basis Electronic submission</p>	<p>Published 2 times/year Average 15 articles/volume Not available in print Available on-line (free) “free to write for and free to read”</p>	<ul style="list-style-type: none"> • Relationship between theory and practice • In-depth feature, analysis of engaged research • Commentary • ‘Who inspired my thinking?’ • Reviews of publications, events, resources

Service Learning and Undergraduate Community Based Research Journals

International Journal of Research on Service-Learning and Community Engagement		
<p>Since 2013 Published by the International Association for Research on Service-learning and community engagement Manuscripts accepted ongoing basis January through May 1; with June through December focused on review and production. Electronic submission</p>	<p>Published 1 time/year Average of 9 articles/volume Not available in print Available on-line</p>	<p>Sections</p> <ul style="list-style-type: none"> • Advances in theory and methodology • Community partnerships/impact • Faculty roles and institutional issues • Student outcomes (primary, secondary, higher education) • Book reviews
International Journal of Service-Learning in Engineering, Humanitarian Engineering, and Social Entrepreneurship		
<p>Since 2006 Manuscripts accepted twice/year Electronic submission</p>	<p>Published 2 times/year Sometimes special issue volume Average 8 articles/volume Not available in print Available on-line</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Scholarship on service learning in engineering • Articles <p>Special Issues:</p> <ul style="list-style-type: none"> • National (Multi-University Programs) • Ecosystems • Programs & Curricular Efforts • Topic Focused Programs • Community Engagement & partnership • Course focused programs
The Journal of Service Learning in Higher Education		
<p>Since 2012 Published by University of Louisiana Systems Manuscripts accepted on ongoing basis Electronic submission</p>	<p>Published 1 time/year Average 5 articles/volume Not available in print Available on-line (free)</p>	<p>No sections</p>
Michigan Journal of Community Service Learning		
<p>Since 1994 Published by the Ginsburg Center at the University of Michigan Manuscripts accepted 2 times/year Article proposals due Mar 1 & Sept 1 Email submission to editor</p>	<p>Published 2 times/year Average of 6 articles/volume Available on line (free), though most recent editions are embargoed for a time</p>	<ul style="list-style-type: none"> • Research and theory • Pedagogy • Book review essays
Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning		
<p>Since 2000 Published by New City Community Press and Syracuse University Press Manuscripts accepted ongoing basis Email submission to editor</p>	<p>Published 2 times/year Not available in print Available on-line (with paid subscription)</p>	<p>Note: Also accepts poetry, photographs, essays, memoirs</p>
International Undergraduate Journal for Service-Learning, Leadership, and Social Change		
<p>Since 2011 Published by Columbia College Manuscripts accepted on ongoing basis Email submissions to editor Undergraduate authors only.</p>	<p>Published 2 times/year Average 4 articles/volume Available in print as pdf Available on-line</p>	<p>Sections</p> <ul style="list-style-type: none"> • Article • Book Review • Notes for the Service learning for leadership forum • Comment and Response

Undergraduate Journal of Service-Learning and Community-Based Research		
<p>Since 2011</p> <p>Published by the Center for Service Learning and Community-Based Research, Pennsylvania State University, Berks</p> <p>Manuscripts by set deadline in spring</p> <p>Email submissions to editor</p> <p>Undergraduate authors only.</p>	<p>Published 1 time/year</p> <p>Average of 25 articles/volume</p> <p>Not available in print</p> <p>Available on-line</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Reflective essays • Analytic essays • Research done in partnership with community organization • Research articles • Open category

Disciplinary or Topic Focused Community Engagement Journals

International Journal of Science Education, Part B: Communication and Public Engagement		
<p>Since 2011</p> <p>Published by Taylor Francis as an offshoot of <i>International Journal of Science Education</i></p> <p>Manuscripts accepted ongoing basis</p> <p>Email submission to journal</p>	<p>Published 3 times/year</p> <p>Average of 5 articles/volume</p> <p>Available in print</p> <p>Available on-line</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Original articles • Research reports • Research papers
Journal of Community Practice		
<p>Since 1993</p> <p>Published by Association of Community Organization and Social Administration (ACOSA)</p> <p>Manuscripts accepted ongoing basis</p> <p>On-line submission</p>	<p>Published 4 times/year</p> <p>Average of 6 articles/volume</p> <p>Occasional special edition</p> <p>Available in print</p> <p>Available on-line through Taylor & Francis for a fee (or through ILL)</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Articles • Commentary • From the field • From the archives • Book reviews
Journal of Extension		
<p>Since 1963</p> <p>Published by U.S. Cooperative Extension Service</p> <p>Manuscripts ongoing basis</p> <p>Email submission to editor</p>	<p>Published 6 times/year</p> <p>Average 30 articles/volume</p> <p>Not available in print</p> <p>Available on-line (free)</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Feature • Research in Brief • Ideas at work • Tools of the trade • Commentary
Journal of Health Sciences & Extension		
<p>Since 2013</p> <p>Electronic submission</p>	<p>Published 4 times/year</p> <p>Average 10/volume</p> <p>Not available in print</p> <p>Available on-line</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Original Research • Brief Reports • Practice & Pedagogy • Theory • Emerging scholarship • To the point • Book & Media Review
Journal of STEM Outreach		
<p>Since 2017</p> <p>Electronic submission</p>	<p>Published 4 times/year</p> <p>Publication charges--\$250-\$1000</p> <p>Not available in print</p> <p>Available on-line</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Research article • Programmatic • Case study • Commentary

Progress in Community Health Partnerships: Research, Education, and Action		
<p>Since 2007</p> <p>Published by The Johns Hopkins University Press</p> <p>Manuscripts accepted ongoing basis</p> <p>Electronic submission</p>	<p>Published 4 times/year</p> <p>Average 15 articles/volume</p> <p>Not available in print</p> <p>Available on-line</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Original research • Work-in-Progress and lessons learned • Community perspective • Policy and practice • Theory and methods • Education and training • Practical tools • Systemic reviews • Invited editorials
Public: A Journal of Imagining America		
<p>Since 2013</p> <p>Published by Imagining America (organization promoting community engagement in arts, humanities, and design)</p> <p>Electronic submission</p>	<p>Published 2 times/year</p> <p>Average 4 articles/volume</p> <p>Not available in print</p> <p>Available on-line</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Principles and practices • Resources and case studies • Proposals for book reviews and reports
Science Education and Civic Engagement		
<p>Since 2008</p> <p>Manuscripts accepted ongoing basis</p> <p>Electronic submission</p>	<p>Published 2 times/year</p> <p>Average of 6 articles/volume</p> <p>Not available in print</p> <p>Available on-line</p>	<p>Sections:</p> <ul style="list-style-type: none"> • Book & Media Review • Point of View • Project Report • Research • Review • Science Education and Public Policy • Teaching and Learning

Journal Section Comparison Table for Interdisciplinary Community Engaged Scholarship Journals
Diane M. Doberneck, National Collaborative for the Study of University Engagement, Michigan State University
Alphabetical List, October 28, 2020

Journal Title	Invited Articles	Research, Analysis	Theory, Conceptual Frameworks, Models	Syntheses, Literature Reviews	Methods, Processes	Research in Brief, Research from field	Reflective Essays	Curriculum Development, Education & Training	Policy & Practice	Case Study, Program Descriptions	Practice Notes, From the Field	Projects with Promise, Ideas at Work	Works-In-Progress	Institutional Perspective, Impact	Faculty/Staff Perspective, Impact	Student Perspective, Impact	Community Perspective, Impact	Dissertation Briefs	Practical Tools, Tools of the Trade	Commentary, Editorials	Snapshots	Book, Media Reviews	Interviews	Poetry, Art, Photos, Creative Writing, Multi-media
<i>Collaborations: A Journal of Community-Based Research and Practice (Rutgers, U/Miami)</i>		•					•									•	•							•
<i>Engage! Co-created knowledge serving the city (IUPUI)</i>		•														•	•					•		
<i>Engaged Scholar Journal: Community engaged research, teaching, and learning (Univ. of Saskatchewan)</i>		•									•											•		
<i>Gateways: International Journal of Community Engagement and Research</i>		•									•											•		
<i>Interdisciplinary Journal of Partnership Studies</i>		•														•							•	
<i>International Journal of Civic Engagement and Social Change</i>		•	•		•				•															
<i>International Journal of Science Education, Part B: Communication & Public Engagement</i>		•																						
<i>International Journal of Service-learning and Community Engagement (IARSLCE)</i>		•	•													•	•					•		
<i>International Journal of Service-Learning in Engineering, Humanitarian Engineering, and Social Entrepreneurship</i>		•			•			•		•														
<i>Journal of Civic Commitment</i>	•	•						•																
<i>Journal of Community Practice (ACOSA)</i>		•	•		•			•		•	•										•	•		
<i>Journal of Community Engagement and Higher Education (Indiana State)</i>		•	•			•																•	•	
<i>Journal of Community Engagement and Scholarship (Univ. of Alabama)</i>		•				•																		•
<i>Journal of Extension</i>	•	•				•																		
<i>Journal of Health Sciences and Extension</i>		•	•			•		•																
<i>Journal of Higher Education Outreach and Engagement (Univ. of Georgia)</i>		•				•													•			•		

Journal Title	Invited Articles	Research, Analysis	Theory, Conceptual Frameworks, Models	Syntheses, Literature Reviews	Methods, Processes	Research in Brief, Research from field	Reflective Essays	Curriculum Development, Education & Training	Policy & Practice	Case Study, Program Descriptions	Practice Notes, From the Field	Projects with Promise, Ideas at Work	Works-In-Progress	Institutional Perspective, Impact	Faculty/Staff Perspective, Impact	Student Perspective, Impact	Community Perspective, Impact	Dissemination Briefs	Practical Tools, Tools of the Trade	Commentary, Editorials	Snapshots	Book, Media Reviews	Interviews	Poetry, Art, Photos, Creative Writing, Multi-media
<i>Journal of Public Deliberation</i>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<i>The Journal of Service-Learning in Higher Education (Univ. of Louisiana System)</i>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<i>Journal of STEM Outreach</i>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<i>Michigan Journal of Community Service Learning (Univ. of Michigan)</i>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<i>Progress in Community Health Partnerships: Research, Education, & Action (The Johns Hopkins Univ.)</i>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<i>Public: Journal of Imagining America</i>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<i>Reflections: Journal of Public Rhetoric, Civic Writing, and Service-Learning</i>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<i>Research for All (Nat'l Coordinating Centre for Public Engagement, UK)</i>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<i>Science Education & Civic Engagement</i>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
Undergraduate Authors Only																								
<i>International Undergraduate Journal of Service-Learning, Leadership, & Social Change (Columbia College)</i>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●
<i>Undergraduate Journal of Service-Learning and Community-Based Research (Penn State Univ.-Berks)</i>	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●	●

Colors correspond with **Annotated List of Interdisciplinary Community Engagement Journals** document.

Blue = all purpose, interdisciplinary community engagement journals

Green = emphasis on service-learning

Orange = disciplinary or topic focused community engagement and service learning journal

Note: There is some overlap among these categories, so read and explore widely.