

▶ Community  
Engagement  
Faculty  
Toolkit



**BALL STATE  
UNIVERSITY**



## About the Community Engagement Faculty Toolkit

This Toolkit was originally developed by the 2019-2020 Community Engagement Faculty Learning Community, which worked collaboratively across colleges and beyond campus to explore national 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.

In 2025, a group of colleagues from the Office of the Vice Provost, the Office of Community Engagement, the Office of Immersive Learning, and the Office of Student Life updated the Toolkit with the assistance of many units across campus. Ball State is appreciative of the ongoing support of Diane Doberneck, Director for Faculty and Professional Development at Michigan State University, for sharing her expertise, resources, and insights on community-engaged scholarship. We are also grateful for our dedicated, generous, and inspiring community partners, without whom none of this work is possible.

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# Community Engagement at Ball State



For 100 years, Ball State University has had an unwavering belief in an education rooted in creativity, values, and intellectual curiosity. Those values—excellence, integrity, social responsibility, respect, and gratitude—guide our educational, scholarship, creative, and civic endeavors. We produce graduates that have 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/or 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 regularly 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. Mearns, Ball State University President

*“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.”*

*— President Mearns  
Ball State University*



# Community Engagement in the Strategic Plan

The university's 2025-2030 strategic plan ([bsu.edu/about/strategic-plan](https://bsu.edu/about/strategic-plan)) clearly articulates our continued commitment to community engagement in Muncie, East Central Indiana, and beyond.

► [READ THE STRATEGIC PLAN](#)



*Since 2000, more than **50,000** Ball State students have participated in engagement projects with more than **1,200** community partners*

## Goal 3:

**As a community-engaged institution, our University mobilizes and leads 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 2030:

- A. Our faculty, staff, and students partner with the Muncie Community Schools, and collaborate with other organizations in our community, to improve academic outcomes and the operational performance of MCS, while enhancing the learning experiences of our students.
- B. Our faculty, staff, and students collaborate with other organizations in our community to develop and implement a comprehensive plan that promotes talent attraction and retention in order to foster economic growth in East Central Indiana.
- C. The amenities and vibrancy of The Village and surrounding neighborhoods are attractive to students, faculty, staff, as well as our friends and neighbors throughout the region, as a result of the implementation of a long-term, phased plan to enhance quality of place.
- D. Our faculty, staff, and students collaborate with community partners to develop and implement a comprehensive plan to improve population health and wellbeing in East Central Indiana.
- E. Our faculty, staff, and students collaborate with community partners to enable more of our friends and neighbors to experience arts, culture, and athletic events hosted on our 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 enhances pedagogy and curriculum, that attracts external resources, or that enhances the lives of other people.**

To make measurable progress towards this 2040 goal, we will execute the following strategic imperatives by 2030:

- B. Our University recruits, retains, and supports 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 to enrich communities around the world.

## MEMBERSHIPS AND RECOGNITION



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.

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

Ball State has been nationally recognized by the ESC for Excellence in Faculty Community Engagement & Excellence in Staff Engagement. In 2023, Ball State received the Ryan, Moser, & Reilly Award for Excellence in Community Engagement Institutional Leadership.

[www.engagementscholarship.org](http://www.engagementscholarship.org)



Ball State is a member of **Campus Compact**, the largest and oldest higher education association dedicated to higher education civic and community engagement. Campus Compact empowers universities to advance their academic and civic missions by partnering with communities to address social issues and further prosperity for all.

Campus Compact offers affinity programs, communities of practice, AmeriCorps programs, faculty development, community engagement professional credentials, impact awards, student fellowships, resources for dialogue & deliberation, & an annual national conference.

[www.compact.org](http://www.compact.org)



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**. Ball State achieved its initial classification in 2015 and submitted a successful reclassification application for the 2026 cycle. This status is valid until 2032.

This elective classification involves a yearlong self-study of the entire institution, including data mining and collection, conversations and interviews, and significant writing and documentation. 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. As of 2026, 277 campuses across the United States are active holders of this important designation.

[www.carnegiefoundation.org](http://www.carnegiefoundation.org)



Ball State is a member of the **Community-Engaged Alliance**, a partnership of Indiana college and university presidents and chancellors who have committed themselves and their institutions to community engagement.

The CEA offers numerous faculty development and networking opportunities, fellowship programs, grants and awards, and other valuable resources.

Ball State faculty, staff, and students have been recognized with the Community Engagement Professional Award, the Brian Douglas Hiltunen Faculty Award, and the Wood Student Community Commitment Award.

[www.communityengagedalliance.org](http://www.communityengagedalliance.org)

# 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.

### OUTREACH IS:

Work done **for** the community (local, regional/state, national, global).



Flow of knowledge is **one-directional**, from the university to the public

### ENGAGEMENT IS:

Work done **in partnership** with the community (local, regional/state, national, global).



Flow of knowledge is **multi-directional**, **mutually beneficial**, and **reciprocal**

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.

## ► What kinds of community-engaged courses are taught at Ball State?

Ball State offers a unique form of high impact, community-engaged 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 and a faculty mentor work together with a community partner to identify community challenges and define a mutually-beneficial project to address that challenge. To be considered immersive, projects must be led by students working in teams and result in a deliverable or a tangible outcome.

**Immersive Learning** courses meet the following criteria:

1. **Community-Engaged:** The class works with a community partner (local or national non-profit, business, government agency, school, etc.) with the faculty member acting as mentor, liaison, and guide.
2. **Collaborative:** Students work collaboratively on teams.
3. **Project-Based:** Student teams create an outcome or deliverable that addresses a community-identified issue.

Service learning at Ball State is a type of high-impact, experiential, community-engaged course with benefits for both the community and students. As such, service learning aligns with Ball State's enduring value of social responsibility, a commitment to benefit society at large.

**Service learning** courses at Ball State meet the following criteria:

1. Students volunteer for at least 8 hours at non-profit organizations, in health care settings, or with other approved agencies that provide the students experiences related to course content as designated by the instructor;
2. Prior to volunteering, students are adequately prepared for the experience by the instructor, particularly with guidance on culturally responsive behaviors with the populations and communities that they may engage with;
3. Students will integrate their learning by reflecting on their service experience in a course activity or assignment, such as a presentation or written reflection.



# ► How are “Service Learning” and “Immersive Learning” Different?

## IMMERSIVE LEARNING:

Students work on teams with a community partner to address a community need through creation of a deliverable or outcome.

The instructor selects a **community partner** for the class to work with for four or more weeks of the semester on a project related to the topic of the course.

Community partners are typically non-profits, schools, small businesses, government agencies, neighborhood organizations, or campus partners.

Faculty and students should have ongoing, direct contact with the community partner during the project.

Students give **talent**: students will use discipline-specific skills and knowledge learned in the class to develop a project/outcome.

HIIM [high impact immersive learning]

## SERVICE LEARNING:

Students log service hours to learn more about the community through time spent in volunteer roles outside of class.

The instructor assigns number of service hours required (minimum of 8) and the **sector** (e.g. youth services, health) as it relates to the class.

Service hours are completed at non-profits or healthcare settings.

Students use **Student Voluntary Services** to find a volunteer position. Each student is responsible for scheduling their own training, hours, and transportation.

Students give **time**: students will help agencies through logging hours of service.

SVLN [service learning]

For both:

- The experiential component is **integrated into the course** content and the learning goals.
- These courses use **reflection** to help students articulate their learning.
- Students **are adequately prepared** for the experience prior to working with community members through course content and/or course discussions that help students understand contexts, histories, expectations, pitfalls, and benefits for the students and the community.

[N.B. Immersive Learning and Service Learning are distinct from practicums, a placement where students work individually typically towards a licensure requirement, or internships, where students work individually to gain professional experience, often for pay.]

# ▶ 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.

Adapted from Glassick, Huber, & Maeroff, 1997; Jordan, 2007; and Doberneck, 2019

| TRADITIONAL SCHOLARSHIP CRITERIA                                 | CE SCHOLARSHIP CRITERIA   |
|--|---|
| Research FOR or ABOUT communities                                | Research WITH communities   |
| Clear goals  | Clear academic <b>and community goals</b>   |
| Adequate preparation: Grounded in foundational content knowledge | Adequate preparation: Grounded in foundational content knowledge <b>and public scholarship</b>        |
| Appropriate methods: rigor                                       | Appropriate methods: rigor <b>and community engagement</b>  |
| Significant results: impact on the field                         | Significant results: impact on the field, <b>in the community, &amp; repeatable in other contexts</b> |
| Effective presentation   | Effective presentation/dissemination to academic <b>and community audiences</b>                       |
| Reflective critique  | Peer-reviewed <b>and community-reviewed</b>   |
| Peer-reviewed  | Effective presentation/dissemination to academic <b>and community audiences</b>                       |
|  | Consistently ethical, social responsible conduct  |



"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.**  
 Senior 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 sizable amounts of land**
- ▶ **Not likely to relocate**
- ▶ **Attracts businesses** and highly skilled individuals

As stated in the university’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

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

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](#)

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

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](#)

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](#)

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](#)

# 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.

Several 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 Cultural Center, 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.

In 2025 the "Facing Middletown: Middletown, USA - 100 Years, Muncie, Indiana in 2025" was launched, a community-compiled book project organized by The Facing Project together with the Center for Middletown Studies at Ball State University. Rather than observe Muncie from the outside, the book gives voice to everyday residents today - pairing local storytellers with writers to collect first-person narratives that capture what life in “Middletown” looks and feels like in 2025.

## BRIEF HISTORY OF MUNCIE CONTINUED ►

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 rustbelt 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 fourteen counties. For the purposes of the current Ball State strategic plan, the East Central Indiana region was defined as follows:

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

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

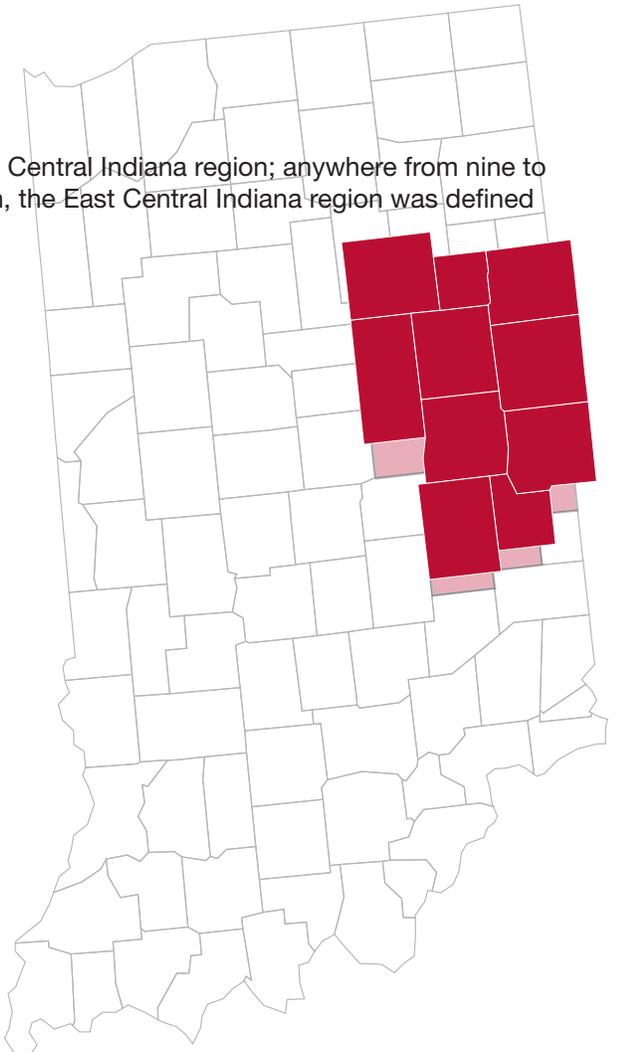
**Square Miles:** 3,676.2

**Population:** 521,914 persons

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

**Demographics:** White-88.7%, Black/African American-5.1%, Hispanic/Latino-3.4%

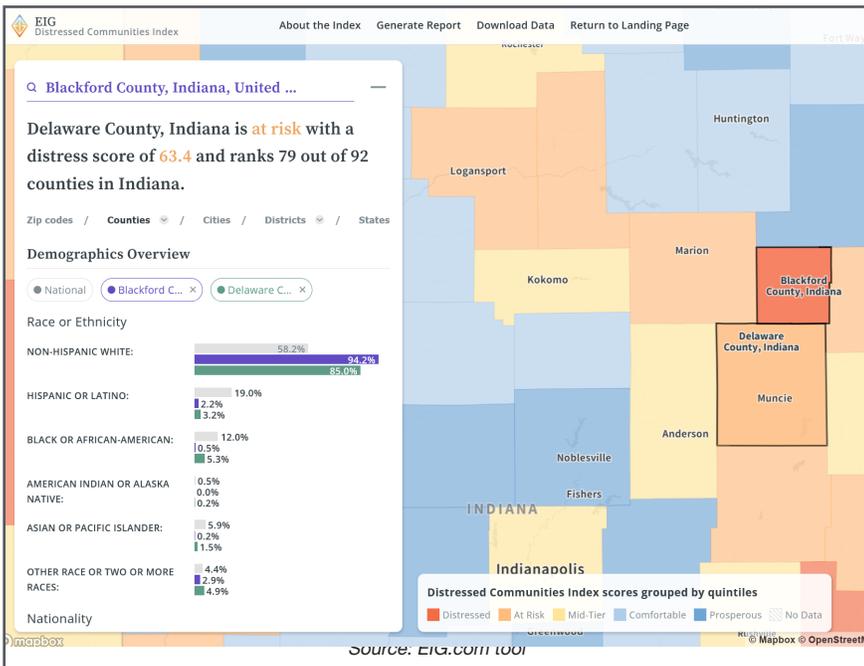
*Source: JobsEQ (2024)*



# COMMUNITY PRIORITIES

For the last 30+ years, East Central Indiana 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 2024 and contributed to the selection of the strategic imperatives in Goal 3.

## Economic and Social Development



ECI Median Household Income: \$55,993

ECI Median House Value: \$120,034

ECI Poverty Rate: 16.3%

Delaware County: 19.4%

State of Indiana: 12.3%

ECI Youth Poverty Rate: 20%

Delaware County: 20.6%

State of Indiana: 15.1%

ECI Asset Limited, Income Constrained, Employed (ALICE) residents: 28.52%

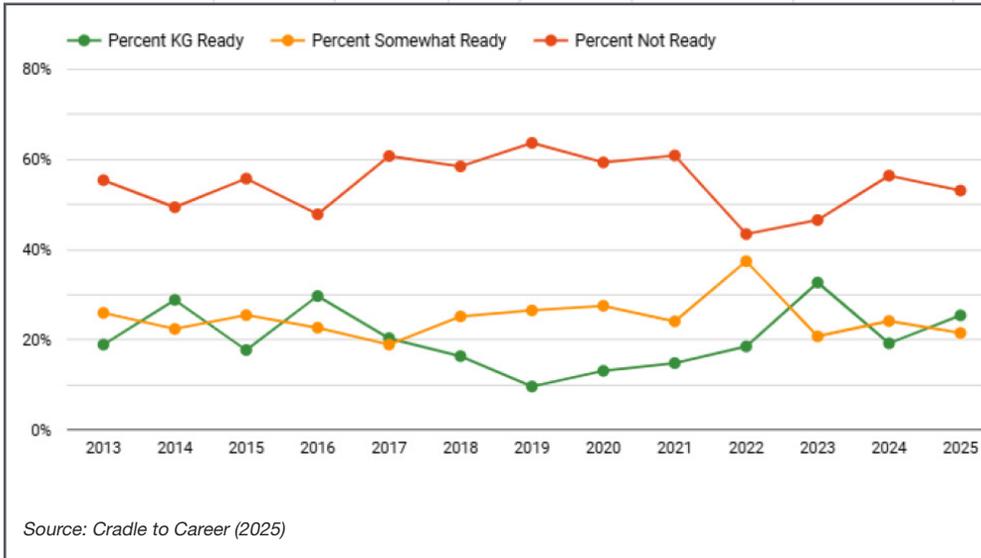
Delaware County: 29%

State of Indiana: 26%

*Sources: JobsEQ (2024); Small Area Income and Poverty Estimates (2023); United Way Report (2023) ALICE: A study of financial hardship in Indiana*

# COMMUNITY PRIORITIES CONTINUED ▶

## Educational Attainment and Kindergarten Readiness 2013 to 2025



**In East Central Indiana:**

- No HS Diploma: 9.7%
- HS Diploma or Equivalent: 37.4%
- Some College: 22.2%
- Associate's Degree: 10.7%
- Bachelor's Degree: 13.7%
- Postgraduate Degree: 6.3%

Source: JobsEQ (2024)

## Population Health

The 2025 Community Health Index, created by [Conduent Healthy Communities Institute](#), is a measure of socioeconomic need that is correlated with poor health outcomes. The index is part of Conduent's [SocioNeeds Index® Suite](#), which provides analytics around social determinants of health to advance community health outcomes .

All zip codes, counties, and county equivalents in the United States are given an index value from 0 (low need) to 100 (high need). To help you find the areas of highest need in your community, the selected locations are ranked from 1 (low need) to 5 (high need) based on their index value relative to similar locations within the region.

The chart below, from the 2024 Community Health Needs Assessment by IU Health Ball Memorial Hospital, presents County Health Rankings and Roadmaps (CHR&R), a University of Wisconsin Population Health Institute initiative funded by the Robert Wood Johnson Foundation, which incorporates a variety of health status indicators into a system that ranks each county/city within each state in terms of “health factors” and “health outcomes.”

Health factors consist of summary composites that are grouped into the following categories: health behaviors, clinical care, social and economic factors, and physical environment. Health outcomes consist of summary composites that are grouped by categories, length of life and quality of life. County Health Rankings are updated annually. The CHR&R 2023 relies on data from 2014 to 2022. Rankings indicate how the county ranked among all 92 counties in Indiana, with 1 indicating the highest (most favorable) ranking and 92 the lowest (least favorable).

### Local health status and access indicators

Exhibit 20: County Health Rankings and Roadmaps – Indiana, 2023

| Measure             | Blackford County | Delaware County | Jay County | Randolph County |
|---------------------|------------------|-----------------|------------|-----------------|
| Health outcomes     | 82               | 85              | 78         | 76              |
| Health factors      | 77               | 63              | 60         | 67              |
| Length of life      | 76               | 82              | 77         | 78              |
| Premature death     | 76               | 82              | 77         | 78              |
| Quality of life     | 86               | 83              | 79         | 77              |
| Poor or fair health | 80               | 71              | 71         | 54              |

Source: 2024 Community Health Needs Assessment Report for IU Health Ball Memorial - full chart available at <https://iuhealth.org/in-the-community/community-benefit>

# Arts and Culture

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



# COMMUNITY PRIORITIES CONTINUED ►

## 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:



George and Frances Ball Foundation



**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.



## ► 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. | [forgeci.com/ecitc](http://forgeci.com/ecitc)



Forge ECI is dedicated to fostering economic growth in the East Central Indiana as the lead economic development marketing and business attraction organization. Through major collaborations, Forge works to attract new investment, support existing industries, and enhance the quality of life, place, and opportunity for all residents. | [forgeci.com](http://forgeci.com)



The United Way funds organizations across East Central Indiana aimed at ending generational poverty by promoting youth opportunity, financial security, healthy communities, and community resilience. | [HeartOfIndiana.org](http://HeartOfIndiana.org)



Ball State has entered into an 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](http://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](http://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](http://muncieactionplan.net)

## STRATEGIC INITIATIVES AND ORGANIZATIONS CONTINUED ►



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](http://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](http://muncie.com)



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](http://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. | [gfballdn.org](http://gfballdn.org)



In 2018, the George and Frances Ball Foundation launched Cradle to Career Muncie - built to address generational poverty by strengthening educational outcomes and economic opportunity. C2C Muncie mobilizes community partners and "Collaborative Action Networks" to coordinate resources, track outcome data, and align efforts across early childhood, schooling, & workforce pipelines. | [c2cmuncie.org](http://c2cmuncie.org)



*The Community Foundation*  
OF MUNCIE & DELAWARE COUNTY

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](http://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 these potential outcomes:

### Partner Outcomes

- ▶ 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

### Student Outcomes

- ▶ 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

### Faculty Outcomes

- ▶ 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?

## ► 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 "Additional Readings" on page 38 ►



“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

## ▶ TAGGING COURSES WITH BANNER ATTRIBUTES

It is important that students understand that your community-engaged course will be different from the typical classroom experience. They need to know this up-front so, like you, they can plan ahead. Immersive Learning and Service Learning courses should have a Banner attribute on the course indicating the course type to students. Please consult your chair about adding the “high impact immersive learning” or “service learning” Banner attributes.

## ▶ PREPARE THE SYLLABUS

The following language can be copied (in whole or in part) into your syllabus to open up a conversation about the unique aspects of community-engaged learning.

### Immersive Learning

Immersive learning classes 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 a lasting impact. Working on an immersive learning project, like this one, will give you an opportunity to work collaboratively with classmates and community members and develop important career competencies, while making a difference in the world.

In addition, Immersive Learning courses should have the following student learning outcomes listed on the syllabus:

1. Students will create a constructive collaborative climate.
2. Students will apply previous knowledge or skills to demonstrate comprehension and performance in novel situations.

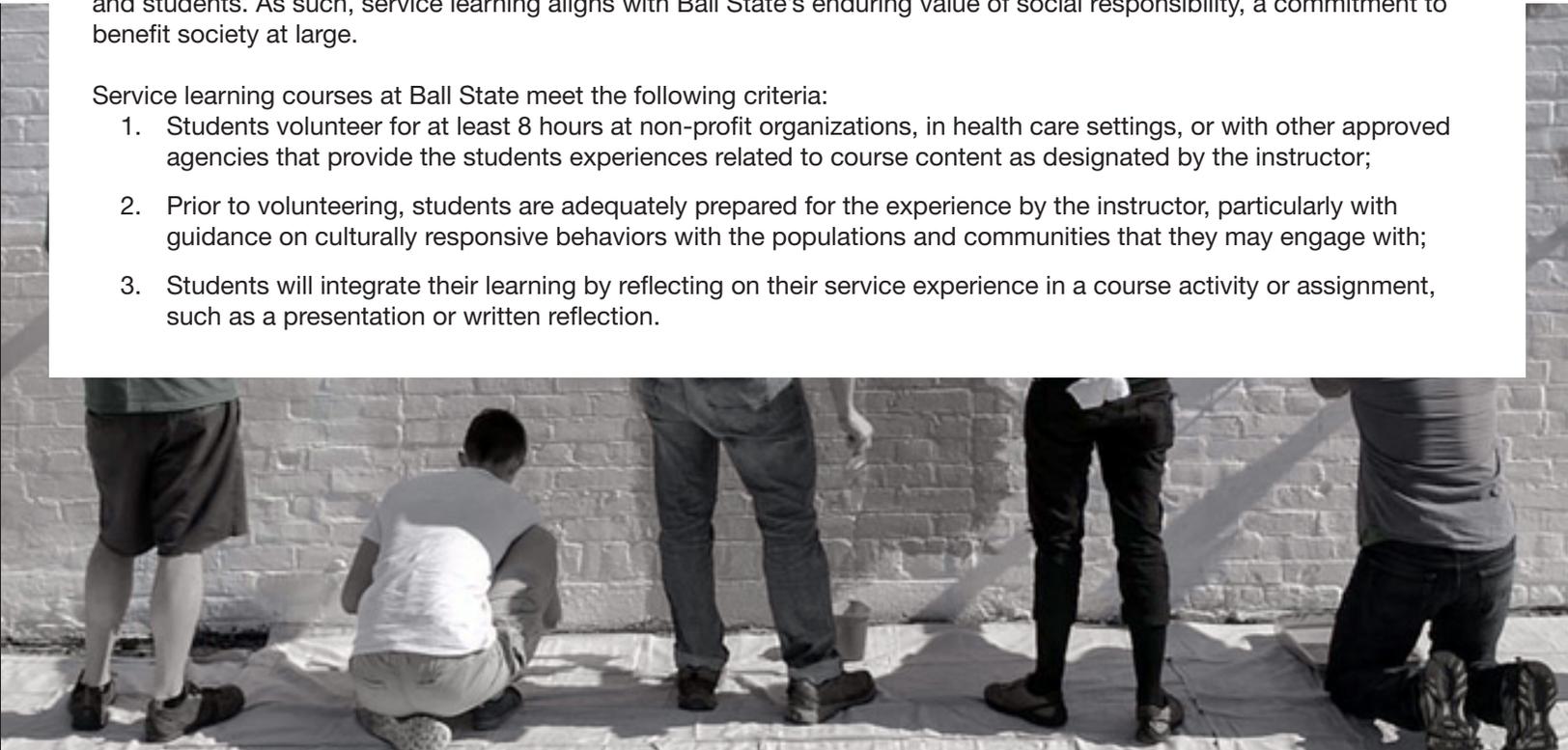
If you are new to teaching high impact or immersive learning courses, we recommend taking a **faculty mini-course**. Faculty mini-courses are online and offered each term. See InfoReady in the category “Immersive Learning” for information and registration.

### Service Learning

Service learning is a type of high-impact, experiential, community-engaged course with benefits for both the community and students. As such, service learning aligns with Ball State’s enduring value of social responsibility, a commitment to benefit society at large.

Service learning courses at Ball State meet the following criteria:

1. Students volunteer for at least 8 hours at non-profit organizations, in health care settings, or with other approved agencies that provide the students experiences related to course content as designated by the instructor;
2. Prior to volunteering, students are adequately prepared for the experience by the instructor, particularly with guidance on culturally responsive behaviors with the populations and communities that they may engage with;
3. Students will integrate their learning by reflecting on their service experience in a course activity or assignment, such as a presentation or written reflection.



# ▶ INTEGRATE ENDURING VALUES

## Ball State Strategic Plan Enduring Values

**Excellence.** We commit to excel in all that we do.

**Innovation.** We commit to be creative, responsive, and progressive.

**Courage.** We commit to set ambitious goals and to take the risks necessary to achieve those goals.

**Integrity.** We commit to be honest, ethical, authentic, and accessible.

**Inclusiveness.** We commit to respect different cultural experiences and intellectual perspectives in all people.

**Social responsibility.** We commit to act for the benefit of society at large.

**Gratitude.** We commit to express appreciation to other people and to demonstrate our gratitude through our actions.

### Step 1: Develop Authentic Partner Relationships.

It is important that faculty spend time with community partners to establish trust, show respect, and learn from the unique perspectives and knowledge of community partners. **See page 23** for guidance about establishing healthy and authentic partnerships.

Find additional tools in “Empathy Activators: Teaching Tools for Enhancing Empathy Development in Service-Learning Classes” from Virginia Commonwealth University. | [bit.ly/vcuempathy](http://bit.ly/vcuempathy)

### 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](http://cultureofempathy.com)

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 characteristics of everyday practices. | [cue-tools.usc.edu](http://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?

## INTEGRATE ENDURING VALUES CONTINUED ►

- **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 are essential in community-engaged classes. Reflection helps students gain further understanding of curricular content, a broader appreciation of the discipline, and an enhanced sense of personal value and civic responsibility.

In education, reflection is an outward expression--written or oral--of a deep consideration of experiences for the purpose of understanding, learning, and ideally, re-evaluating past understanding and changing future actions accordingly. In classes, reflection is typically an assignment where the professor names for the student what experiences they should consider. Most often, reflection is a writing assignment.

There's variety among the different models of teaching reflection, but they all have some essential components in common.

1. In a reflection, students should be prompted, at a minimum, to think about before, during, and after a particular experience. Specifically, we want students to describe an experience (during), think about how it aligns or not with previous experiences and beliefs (before), and then think about what it means for their future (after).
2. We should instruct students that reflections should be done in first person--that's the I/me/my stance--because students are writing about their own thoughts, and we want them to be subjective and contextual.
3. We can give students permission to embrace the complexities of their experience in their reflections. We should tell them we don't want a tidy reflection. It can be messy; we don't need a happy ending. They might not be done processing an experience, and that is okay..

## 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!"

# 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](http://bsu.edu/immersive)), Office of Student Life ([bsu.edu/svs](http://bsu.edu/svs)), and Office of Community Engagement ([bsu.edu/community](http://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:

| NON-PROFIT ORGANIZATION (TAX EXEMPT)  | GOVERNMENT ENTITIES  | ASSOCIATIONS   | BUSINESSES (FOR PROFIT)  |
|---|--|--|--|
| <ul style="list-style-type: none"> <li>▶ Muncie Civic Theatre</li> <li>▶ Habitat for Humanity</li> <li>▶ Muncie Downtown Development Partnership</li> <li>▶ EcoREHAB</li> </ul> | <ul style="list-style-type: none"> <li>▶ City of Muncie</li> <li>▶ Muncie Community Schools</li> <li>▶ Indiana Department of Natural Resources</li> <li>▶ Metropolitan Plan Commission Office</li> </ul> | <ul style="list-style-type: none"> <li>▶ 8Twelve Coalition</li> <li>▶ South Central Neighborhood Association</li> <li>▶ Muncie Food Hub</li> </ul> | <ul style="list-style-type: none"> <li>▶ Accutech</li> <li>▶ Betsy's Best</li> <li>▶ JohnTom's Barbeque</li> <li>▶ Midwest Metals</li> </ul> |

## 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?
- ✓ 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. 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 non-profit staff are unsophisticated and uninterested in students' educational outcomes. Even the term “non-profit 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 immersive 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, Office of Immersive Learning, and Student Voluntary Services can be a resource for learning about 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.

## WHAT COMMUNITY PARTNERS WANT YOU TO KNOW CONTINUED ►

### 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 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 ensure 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, CEO of the 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 “Guidelines for Higher Education Programs that Require Students to do Special Projects with Nonprofits” on page 40 ►**  
**See "Immersive Learning Non-Binding Memo of Understanding Template" on page 42 ►**

## ► COMMUNITY PARTNER HIGHLIGHTS



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

### Jacquie Hanoman, Ph.D

I have been the Executive Director of the Ross Community Center in the Thomas Park/Avondale neighborhood for almost ten years. My organization, even though rather small, has been a catalyst for the revitalization of our neighborhood and the southside of Muncie through the transformation of our center from a recreational center into a fully fledged community center with programming ranging from early childhood to adult education and lifelong learning, as well as large development projects. I accepted the invitation to join this faculty learning community as I believed it would create stronger engagement between the university, community organizations in our city, and the diverse communities we serve. As part of an organization that is focused on strengthening the human, educational, economic and cultural dimensions of the lives of our community members, 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 university professor focused on community development. One of the last large projects 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 BSU students who engage with the Ross Community Center and our residents, not necessarily the professors, even though this has been changing over the last few years. There are a few professors who engage directly with us and engage with us as a practicum site. One professor sends his class to us for service hours every semester, but in general, students find us through references from friends or Student Volunteer 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 HIGHLIGHTS CONTINUED ►



*Leigh Edwards  
Vice President of Community  
Engagement  
Muncie Mission Ministries, Inc.*

### Leigh Edwards

Leigh Edwards serves as the Vice President of Community Engagement for Muncie Mission, where she leads a wide range of volunteer, development, and outreach efforts. She oversees more than 11,000 volunteer hours each year and helps guide many aspects of the Mission's development work, including major events and community partnerships.

One of Leigh's favorite parts of her job is connecting with students and faculty from Ball State University. She mentors the English 103/104 Immersive Learning course Writing for Change, which focuses on homelessness and encourages students to use their writing to make a difference.

Because Muncie Mission offers so many services such as emergency shelter, a residential addiction recovery program, a women and children's program, a food and clothing pantry, day room services, recovery housing, and a free medical clinic, students from almost any major can find meaningful ways to get involved. With the Mission's donation processing warehouse and five retail thrift stores, hands-on opportunities extend into even more fields.

The Mission offers internships each semester across all areas of programming and always welcomes big ideas and fresh perspectives. Leigh also works with educators, coaches, and community groups to create custom volunteer experiences based on group size, schedules, and specific goals, making it easy for anyone to plug in and make an impact.



## ▶ 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.



**MUNCIE  
COMMUNITY  
SCHOOLS**

**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. Priority is given to proposals that address one or more of the following themes:

- ▶ Safe and Healthy Schools
- ▶ Cultural Competency and Community/Family Engagement
- ▶ Curriculum and Instruction
- ▶ Leadership, Finance, and Governance

Submit proposals at [bsu.edu/mcs](https://bsu.edu/mcs) by the following deadlines:

- ▶ Fall Semester–July 1
- ▶ Spring Semester–November 1
- ▶ Summer Semester–April 1

In rare cases, MCS will consider projects submitted after the above deadlines. Please note any special circumstances in the description of your late submission in order to be considered.

**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). The student is responsible for the cost of the background check (\$25), and 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](https://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 (ORM) and Environmental Health & Safety (EHS) helps faculty and staff plan safe, compliant community engagement experiences. They can assist with identifying and mitigating risks, advising on insurance and liability, guiding emergency preparedness, and reviewing policies related to unaccompanied minors and special events. They are available early in the planning process to provide guidance and resources tailored to your activity.

## ► INSTITUTIONAL REVIEW BOARD (IRB) HUMAN SUBJECTS RESEARCH

Ball State's Office of Research Integrity ([bsu.edu/about/administrativeoffices/research-integrity/institutional-review-board](https://bsu.edu/about/administrativeoffices/research-integrity/institutional-review-board)) provides clear guidelines for which research 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](https://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 departmental travel policies and procedures. Work closely with your department administrative coordinator.
- ▶ If you plan to use University vehicles, know that students are generally ineligible to drive university vehicles.

## TRAVEL CONTINUED ►

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](https://bsu.edu/travel)) and work closely with your department's administrative coordinator to make the necessary arrangements.

- ▶ When travel is not funded by BSU, 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;
- ▶ or 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 children under the age of 18, there are a few additional requirements. Unaccompanied 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](https://bit.ly/workwithminors)), which includes background checks and online training.
- ▶ 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/about/administrativeoffices/research-integrity/institutional-review-board](https://bsu.edu/about/administrativeoffices/research-integrity/institutional-review-board)) 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 children through a community partner organization, you must comply with the partner requirements regarding background checks and other protocols, in addition to Ball State's policy.
- ▶ Immersive Learning students should complete background checks and online training before working directly with minors. Contact the Office of Immersive Learning for more information ([immersive@bsu.edu](mailto:immersive@bsu.edu)).

## ► 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](https://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](https://bsu.edu/transportation)) can help with specialized transportation needs.
- ▶ Accessible Technology Lab can convert materials and documents into various formats for individuals requiring assistance. ([bsu.edu/about/administrativeoffices/information-technology/services/digital-accessibility-services](https://bsu.edu/about/administrativeoffices/information-technology/services/digital-accessibility-services))

# ▶ GRANTS

## PROVOST IMMERSIVE LEARNING PILOT GRANT

The Immersive Learning pilot (one-year) grant is for Ball State faculty teaching an Immersive Learning course. The typical award is \$5,000-20,000. Applications are accepted in September and January. More details are [here](#).

## PROVOST IMMERSIVE LEARNING SUSTAINED GRANT

Faculty who receive the Provost Immersive Learning Pilot Grant are eligible to apply for the Provost Immersive Learning Sustained Grant, which provides three additional years of funding for an immersive learning course and requires a commitment from the department to support the course at the end of the granting period. A typical sustained grant is \$15,000-50,000. Applications are due for the sustained grant each January. Read more [here](#).

## WOMEN OF BENEFICENCE DISCOVERY GRANT

This grant (up to \$30,000) for Ball State faculty funds “innovative projects and programs at Ball State University – impacting students and benefiting our local, national, and international communities. Women of Beneficence is seeking projects or programs in line with Ball State University's Beneficence Pledge and will contribute to the University's aspiration of being a model student-centered and community engaged university.” Applications due in December. Program details [here](#).

## CHIRP Faculty Awards

Faculty teaching Immersive Learning courses can apply for mini-grants (up to \$500) to enhance the experience in the course and to reduce financial burdens for students. Details and applications can be found on InfoReady in the category “Immersive Learning.”

## External Grants

Faculty often seek external funding to support their community-engaged work. Sponsored projects are externally funded activities that align with the university's mission and are conducted under the guidance of faculty or staff members as part of their roles in the academic community. Ball State's Sponsored Projects Administration ([bsu.edu/spa](http://bsu.edu/spa)) provides comprehensive services for finding funding opportunities, developing grant proposals, administering awarded grants, and ensuring compliance with University, State of Indiana, federal, and sponsor requirements. It is important that all proposals for external funding be routed through SPA before submission to adhere to all necessary technical, legal, and financial protocols. It is recommended to contact SPA as soon as you identify a potential funding opportunity and/or begin discussing funding options with your community partner. Find your unit's SPA contact 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" ([Link](#)) and "Fundamentals for Publishing Your Community-Engaged Work" ([Link](#)) 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:

- ▶ Journal article
- ▶ Book or book chapter
- ▶ Conference poster or presentation
- ▶ Grant proposal
- ▶ Curriculum
- ▶ Performance

### ACADEMIC PEER REVIEWERS:

- ▶ Journal editor
- ▶ Blind reviewers for academic journals
- ▶ Book/chapter editor
- ▶ Conference organizers/proposal reviewers
- ▶ Competitive grant reviewers
- ▶ Juried shows
- ▶ Competitive awards committees

See "Additional Readings" on page 38 ►

See "Annotated List of Interdisciplinary Community Engagement Journals" on page 43 ►

## 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?

## ► FOR PUBLIC (NON-ACADEMIC) AUDIENCES

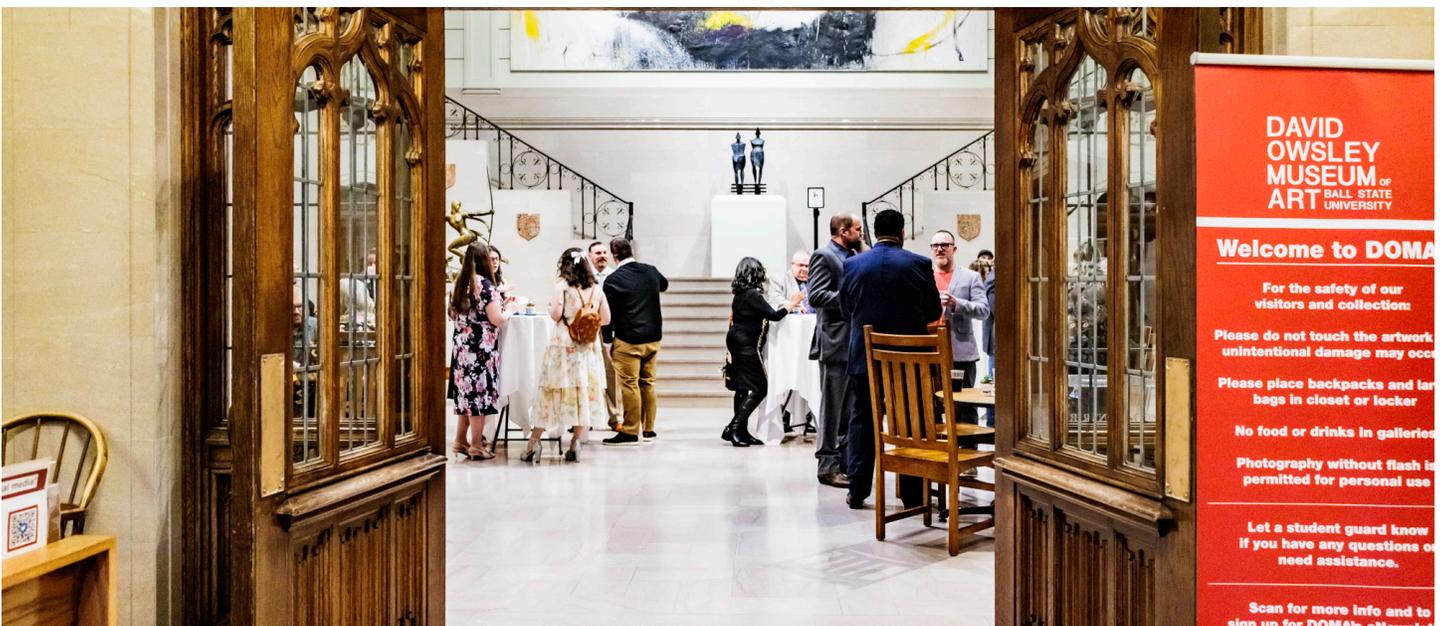
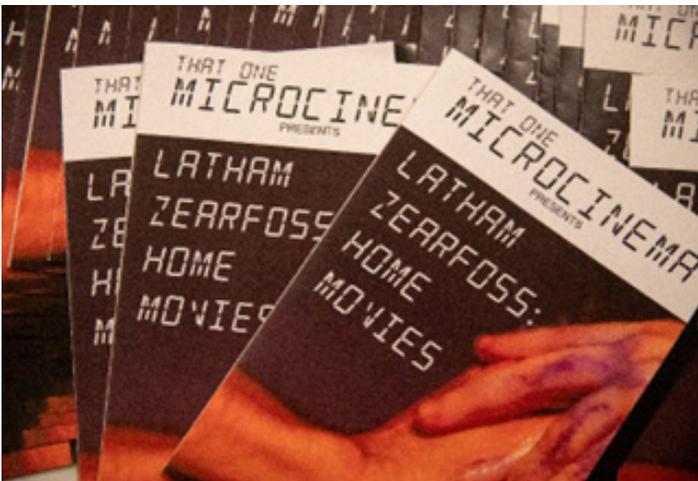
It is essential that community-engaged scholars disseminate their findings in meaningful ways to public audiences, beyond academic publishing and presentations.

### PUBLIC PRODUCTS

- ▶ 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

### PUBLIC PEER REVIEWERS

- ▶ Grant reviewers
- ▶ Community awards and recognitions
- ▶ Practitioner association awards and recognition



# Taking Community Engagement Online

Many faculty have taught Immersive Learning and Service Learning courses online over the years. The Office of Immersive Learning ([bsu.edu/immersive](https://bsu.edu/immersive)) and Division of Online and Strategic Learning ([bsu.edu/strategiclearning](https://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 well-being.
- ▶ 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

[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

[High Impact Practices in Online Education](#), Linder & Mays (2019)



# 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:

Phone: 765-285-1522  
Email: [careercenter@bsu.edu](mailto:careercenter@bsu.edu)  
Website: [bsu.edu/careers](http://bsu.edu/careers)

## 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:

Jim Connolly, Director  
Phone: 765-285-8037  
Email: [jconnoll@bsu.edu](mailto:jconnoll@bsu.edu)  
Website: [bsu.edu/middletown](http://bsu.edu/middletown)

## INSTITUTIONAL REVIEW BOARD

The IRB is a compliance committee responsible for reviewing and approving all Ball State, including student-conducted, research projects that involve human subjects in order to protect their rights and welfare.

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

## Contact:

Phone: 765-285-5052  
Email: [orihelp@bsu.edu](mailto:orihelp@bsu.edu)  
Website: [bsu.edu/about/administrativeoffices/research-integrity/institutional-review-board](http://bsu.edu/about/administrativeoffices/research-integrity/institutional-review-board)

## 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 and Fishers Center
- ▶ Consultation and resources for small businesses

## Contact:

Phone: 765-285-2773  
Email: [oce@bsu.edu](mailto:oce@bsu.edu)  
Website: [bsu.edu/community](http://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:

Phone: 765-285-2790  
Email: [immersive@bsu.edu](mailto:immersive@bsu.edu)  
Website: [bsu.edu/immersive](http://bsu.edu/immersive)

## 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
- ▶ 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.

## Contact:

Phone: 765-285-1110  
Email: [orm@bsu.edu](mailto:orm@bsu.edu)  
Website: [bsu.edu/about/administrativeoffices/riskmanagement](http://bsu.edu/about/administrativeoffices/riskmanagement)

## 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)  
Environmental health and safety

## Contact:

Phone: 765-285-2621

Email: [svs@bsu.edu](mailto:svs@bsu.edu)

Website: [bsu.edu/campuslife/svs](http://bsu.edu/campuslife/svs)

## 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:

Phone: 800-382-8540

Website: [sites.bsu.edu/rds](http://sites.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:

Phone: 765-285-1600

Email: [spadmin@bsu.edu](mailto:spadmin@bsu.edu)

Website: [bsu.edu/spa](http://bsu.edu/spa)

# Appendices

## ▶ TYPES OF COMMUNITY-ENGAGED SCHOLARSHIP

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

Adapted from Doberneck, Glass, & Schweitzer (2010)

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

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 reaching & learning)

## ► Additional Readings

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

Every once 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 university, 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.”*

## ARTICLE CONTINUED ►

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.
- ▶ **Have students do preemptive work on race, privilege, equity, diversity, inclusion, implicit bias, etc:** Encourage them to read books and articles on these issues. Have the class discuss them and how they may apply in the collaboration with nonprofits. For instance, white students coming into a communities-of-color-led org, or able-bodied students working with disabilities orgs, should do research on relevant topics and reflect on their privilege.
- ▶ **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.

# ▶ IMMERSIVE LEARNING NON-BINDING MEMO OF UNDERSTANDING TEMPLATE

[Faculty are encouraged to use this template in planning conversations with community partners to make the project expectations clear.]

**Title of Project:**

**Key Players:**

**Problem or Purpose Statement:**

**Deliverable or Outcome:**

**Roles and Responsibilities for faculty, students, and community partner:**

**Student Learning Outcomes (SLOs):**

**Project Timeline:**

**Grading Plan:**

**Dissemination Plan:**

## 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 mentors, students, and Ball State University are making no representations or claims about the final quality or value of the services or deliverables described here. By its nature, project-based learning gives 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 educational demands and circumstances.

**Faculty Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

**Community Partner Signature** \_\_\_\_\_ **Date** \_\_\_\_\_

# ► Annotated List of Interdisciplinary Community Engagement Journals

## Interdisciplinary Community Engagement Journals

Diane M. Doberneck, Michigan State University | Updated September 2024

| <b>Collaborations: Journal of Community-Based Research and Practices</b><br><a href="http://scholarlyrepository.miami.edu/collaborations/">scholarlyrepository.miami.edu/collaborations/</a>  |  |  |
|---|--|--|
| <ul style="list-style-type: none"> <li>▶ Since 2017</li> <li>▶ Published by Rutgers University &amp; University of Miami</li> <li>▶ Manuscripts accepted on ongoing basis</li> <li>▶ Electronic submission</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Published 1 time/year</li> <li>▶ Average of 10 articles/year</li> <li>▶ Not available in print</li> <li>▶ Available online (free)</li> </ul>  | <b>Sections (Portal):</b> <ul style="list-style-type: none"> <li>▶ Scholarly-Research portal (action research)</li> <li>▶ University-Community portal (for comm partners)</li> <li>▶ Reflections on experiential learning portal (for students)</li> </ul> |
| <b>Engage! Co-Created Knowledge</b>   <a href="http://journals.iupui.edu/index.php/engage/">journals.iupui.edu/index.php/engage/</a>  |  |  |
| <ul style="list-style-type: none"> <li>▶ Since 2019</li> <li>▶ IUPUI Office of Community Engagement</li> <li>▶ Manuscripts accepted on ongoing basis</li> <li>▶ Electronic submission</li> </ul>  | <ul style="list-style-type: none"> <li>▶ Published 2 times/year</li> <li>▶ Average of 10 articles/volume</li> <li>▶ Available online (free)</li> </ul>   | <b>Sections:</b> <ul style="list-style-type: none"> <li>▶ Conceptual pieces</li> <li>▶ Research</li> <li>▶ Practitioner/Community Scholar</li> <li>▶ Graduate Student Voices</li> <li>▶ Policy Brief</li> <li>▶ Book Review</li> </ul>                     |
| <b>Engaged Scholar Journal: Community Engaged Research, Teaching, &amp; Learning</b><br><a href="http://journalhosting.ucalgary.ca/index.php/esj/index">journalhosting.ucalgary.ca/index.php/esj/index</a>  |  |  |
| <ul style="list-style-type: none"> <li>▶ Since 2015</li> <li>▶ Published by University of Saskatchewan</li> <li>▶ Manuscripts accepted on ongoing basis</li> <li>▶ Electronic submission</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Published 2 times/year</li> <li>▶ Average of 7 articles/volumes</li> <li>▶ Not available in print</li> <li>▶ Available on line (free)</li> <li>▶ Includes cover art from artists</li> <li>▶ Occasional special topic volumes</li> </ul> | <b>Sections:</b> <ul style="list-style-type: none"> <li>▶ Articles</li> <li>▶ Essays</li> <li>▶ Reports from the field</li> <li>▶ Exchanges (interview, conversations)</li> <li>▶ Book reviews</li> </ul>  |
| <b>Gateways: International Journal of Community Engagement and Research</b><br><a href="http://epress.lib.uts.edu.au/journals/index.php/ijcre">epress.lib.uts.edu.au/journals/index.php/ijcre</a>   |  |  |
| <ul style="list-style-type: none"> <li>▶ Since 2008</li> <li>▶ Published jointly by the Shopfront at University of Technology Sydney and Center for Urban Research and Learning, Loyola University, Chicago</li> <li>▶ Manuscripts accepted on ongoing basis</li> <li>▶ On-line submission</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 1 time/year</li> <li>▶ Average of 11 articles/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line (free, with registered log-in)</li> </ul>   | <b>Sections:</b> <ul style="list-style-type: none"> <li>▶ Research articles</li> <li>▶ Practice based articles (not peer reviewed)</li> <li>▶ Snapshots (not peer reviewed)</li> <li>▶ Reviews</li> </ul>  |

## INTERDISCIPLINARY COMMUNITY ENGAGEMENT JOURNALS CONTINUED ►

|   |  |   |
|---|--|---|
| <b>Interdisciplinary Journal of Partnership Studies</b>   <a href="http://pubs.lib.umn.edu/ijps/">pubs.lib.umn.edu/ijps/</a>  |  |   |
| <ul style="list-style-type: none"> <li>▶ Since 2014</li> <li>▶ University of Minnesota</li> <li>▶ Manuscripts accepted on on-going basis</li> <li>▶ Electronic submission</li> </ul>  | <ul style="list-style-type: none"> <li>▶ Published 2-3 time/year</li> <li>▶ Average: 9 articles/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line (free)</li> </ul>                          | <b>Sections:</b> <ul style="list-style-type: none"> <li>▶ Conversations</li> <li>▶ Articles</li> <li>▶ Community Voice</li> <li>▶ Media Review</li> <li>▶ Artist Statement</li> </ul>                     |
| <b>International Journal of Civic Engagement and Social Change</b><br><a href="http://igi-global.com/journal/international-journal-civic-engagement-social/75851">igi-global.com/journal/international-journal-civic-engagement-social/75851</a>  |  |   |
| <ul style="list-style-type: none"> <li>▶ Since 2014</li> <li>▶ Published by</li> <li>▶ Manuscripts accepted on ongoing basis</li> <li>▶ Electronic submission</li> </ul>  | <ul style="list-style-type: none"> <li>▶ Published 3 times/year</li> <li>▶ Average 4-5 articles/volume</li> <li>▶ Not available in print.</li> <li>▶ Available on-line (for fee)</li> </ul>                      | No sections   |
| <b>Journal for Civic Commitment</b>   <a href="http://ccnce.org/journal/issue23">ccnce.org/journal/issue23</a>  |  |   |
| <ul style="list-style-type: none"> <li>▶ Since 1992</li> <li>▶ Published by the Community College National Center for Community Engagement and Maricopa Community Colleges District</li> <li>▶ Manuscripts accepted 2/year</li> <li>▶ Feb 28, Aug 30</li> <li>▶ Email submission to editor</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 2 times/year</li> <li>▶ Average of 5 articles/volume</li> <li>▶ Not available in print.</li> <li>▶ Available on-line (free)</li> </ul>                        | <b>Sections:</b> <ul style="list-style-type: none"> <li>▶ Featured Article (1)</li> <li>▶ Articles</li> </ul>   |
| <b>Journal of Community Engagement and Higher Education</b>   <a href="http://jcehe.indianastate.edu/index.php/joce">jcehe.indianastate.edu/index.php/joce</a>  |  |   |
| <ul style="list-style-type: none"> <li>▶ Since 2008</li> <li>▶ Published jointly by the Shopfront at University of Technology Sydney and Center for Urban Research and Learning, Loyola University, Chicago</li> <li>▶ Manuscripts accepted ongoing basis</li> <li>▶ On-line submission</li> </ul>    | <ul style="list-style-type: none"> <li>▶ Published 1 time/year</li> <li>▶ Average of 11 articles/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line (free, with registered log-in)</li> </ul> | <b>Sections:</b> <ul style="list-style-type: none"> <li>▶ Research articles</li> <li>▶ Practice based articles (not peer reviewed)</li> <li>▶ Snapshots (not peer reviewed)</li> <li>▶ Reviews</li> </ul> |

## INTERDISCIPLINARY COMMUNITY ENGAGEMENT JOURNALS CONTINUED ►

|  |   |  |
|--|---|--|
| <b>Journal of Community Engagement and Scholarship   <a href="http://jces.ua.edu/">jces.ua.edu/</a></b>  |   |  |
| <ul style="list-style-type: none"> <li>▶ Since 2008</li> <li>▶ Published by the University of Alabama</li> <li>▶ Manuscripts accepted ongoing basis</li> <li>▶ Email submission to editor</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Published 2 times/year</li> <li>▶ Average of 6 articles/volume</li> <li>▶ Occasional themed edition</li> <li>▶ Publishing on an ongoing basis</li> <li>▶ Available in print</li> <li>▶ Available on-line (free)</li> </ul> | <b>Sections:</b> <ul style="list-style-type: none"> <li>▶ Articles</li> <li>▶ Research from the field</li> <li>▶ Student section</li> <li>▶ Book Reviews</li> </ul>  |
| <b>Journal of Higher Education Outreach and Engagement   <a href="http://openjournals.libs.uga.edu/index.php/jheoe/index">openjournals.libs.uga.edu/index.php/jheoe/index</a></b>  |   |  |
| <ul style="list-style-type: none"> <li>▶ Since 1990</li> <li>▶ Published by University of Georgia</li> <li>▶ Previously named Journal of Public Service and Outreach</li> <li>▶ Manuscripts three times/year—Feb 1, June 1, and Oct 1</li> <li>▶ On-line submission</li> </ul>                     | <ul style="list-style-type: none"> <li>▶ Published 3 times/year</li> <li>▶ Average of 6 articles/volume</li> <li>▶ Occasional special editions</li> <li>▶ Available on-line (free)</li> </ul>   | <b>Sections:</b> <ul style="list-style-type: none"> <li>▶ Research articles</li> <li>▶ Practice stories from the field</li> <li>▶ Reflective essays</li> <li>▶ Book reviews</li> <li>▶ Dissertation overviews</li> <li>▶ Projects with promise</li> </ul>                                  |
| <b>Journal of Participatory Research Methods   <a href="http://jprm.scholasticahq.com/">jprm.scholasticahq.com/</a></b>  |   |  |
| <ul style="list-style-type: none"> <li>▶ Since 2020</li> <li>▶ Office of Innovations and Community Partnerships, College of Education, Criminal Justice, and Human Services, University of Cincinnati,</li> <li>▶ Manuscripts accepted on ongoing basis</li> <li>▶ Email submission</li> </ul>     | <ul style="list-style-type: none"> <li>▶ Published 1 time/year</li> <li>▶ Average of 12 article/volume</li> </ul>   | <b>Sections:</b> <ul style="list-style-type: none"> <li>▶ Full length articles</li> <li>▶ Brief reports</li> <li>▶ Book reviews</li> </ul>   |
| <b>Journal of Public Deliberation   <a href="http://ingentaconnect.com/content/ioep/rfa">ingentaconnect.com/content/ioep/rfa</a></b>   |   |  |
| <ul style="list-style-type: none"> <li>▶ Since 2008</li> <li>▶ Published jointly by the Shopfront at University of Technology Sydney and Center for Urban Research and Learning, Loyola University, Chicago</li> <li>▶ Manuscripts accepted ongoing basis</li> <li>▶ On-line submission</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 1 time/year</li> <li>▶ Average of 11 articles/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line (free, with registered log-in)</li> </ul>  | <b>Sections:</b> <ul style="list-style-type: none"> <li>▶ Relationship between theory and practice</li> <li>▶ In-depth feature, analysis of engaged research</li> <li>▶ Commentary</li> <li>▶ ‘Who inspired my thinking?’</li> <li>▶ Reviews of publications, events, resources</li> </ul> |

## INTERDISCIPLINARY COMMUNITY ENGAGEMENT JOURNALS CONTINUED ►

### Research for All | [ingentaconnect.com/content/ioep/rfa](http://ingentaconnect.com/content/ioep/rfa)

|  |  |   |
|--|--|---|
| <ul style="list-style-type: none"> <li>▶ Since 2017</li> <li>▶ National Coordinating Centre for Public Engagement, United Kingdom</li> <li>▶ Manuscripts on on-going basis</li> <li>▶ Electronic submission</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 2 times/year</li> <li>▶ Average 15 articles/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line (free)</li> <li>▶ “free to write for and free to read”</li> </ul> | <ul style="list-style-type: none"> <li>▶ Relationship between theory and practice</li> <li>▶ In-depth feature, analysis of engaged research</li> <li>▶ Commentary</li> <li>▶ ‘Who inspired my thinking?’</li> <li>▶ Reviews of publications, events, resources</li> </ul> |
|--|--|---|

## Service Learning and Undergraduate Community Based Research Journals

### International Journal of Research on Service-learning and Community Engagement

[journals.sfu.ca/iarslce/index.php/journal/index](http://journals.sfu.ca/iarslce/index.php/journal/index)

|   |  |   |
|---|--|---|
| <ul style="list-style-type: none"> <li>▶ Since 2013</li> <li>▶ Published by the International Association for Research on Service-learning and community engagement</li> <li>▶ Manuscripts accepted ongoing basis January through May 1; with June through December focused on review and production.</li> <li>▶ Electronic submission</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 1 time/year</li> <li>▶ Average of 9 articles/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line</li> </ul> | <p>Sections:</p> <ul style="list-style-type: none"> <li>▶ Advances in theory and methodology</li> <li>▶ Community partnerships/impact</li> <li>▶ Faculty roles and institutional issues</li> <li>▶ Student outcomes (primary, secondary, higher education)</li> <li>▶ Book reviews</li> </ul> |
|---|--|---|

### International Journal of Service-learning in Engineering, Humanitarian Engineering, and Social Entrepreneurship | [library.queensu.ca/ojs/index.php/ijsle/index](http://library.queensu.ca/ojs/index.php/ijsle/index)

|  |  |  |
|--|--|--|
| <ul style="list-style-type: none"> <li>▶ Since 2006</li> <li>▶ Manuscripts accepted twice/year</li> <li>▶ Electronic submission</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 2 times/year</li> <li>▶ Sometimes special issue volume</li> <li>▶ Average 8 articles/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line</li> </ul> | <p>Sections:</p> <ul style="list-style-type: none"> <li>▶ Scholarship on service learning in engineering</li> <li>▶ Articles</li> </ul> <p>Special Issue:</p> <ul style="list-style-type: none"> <li>▶ National (Multi-University Programs)</li> <li>▶ Ecosystems</li> <li>▶ Programs &amp; Curricular Efforts</li> <li>▶ Topic Focused Programs</li> <li>▶ Community Engagement &amp; partnership</li> <li>▶ Course focused programs</li> </ul> |
|--|--|--|

## INTERDISCIPLINARY COMMUNITY ENGAGEMENT JOURNALS CONTINUED ►

| The Journal of Service Learning in Higher Education   <a href="http://journals.sfu.ca/jslhe/index.php/jslhe/index">journals.sfu.ca/jslhe/index.php/jslhe/index</a>   |   |   |
|--|---|---|
| <ul style="list-style-type: none"> <li>▶ Since 2012</li> <li>▶ Published by University of Louisiana Systems</li> <li>▶ Manuscripts accepted on ongoing basis</li> <li>▶ Electronic submission</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Published 1time/year</li> <li>▶ Average 5 articles/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line (free)</li> </ul>                         | No sections   |
| Michigan Journal of Community Service Learning   <a href="http://reflectionsjournal.net/">reflectionsjournal.net/</a>  |   |   |
| <ul style="list-style-type: none"> <li>▶ Since 1994</li> <li>▶ Published by the Ginsburg Center at the University of Michigan</li> <li>▶ Submit proposal first.</li> <li>▶ If invited, manuscripts accepted 2 times/year. Articles due Apr 1st, Oct 1st</li> <li>▶ Email submission to editor</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 2 times/year</li> <li>▶ Average of 6 articles/volume</li> <li>▶ Available online (free), though most recent editions are embargoed for a time</li> </ul> | <ul style="list-style-type: none"> <li>▶ Research and theory</li> <li>▶ Pedagogy</li> <li>▶ Artistic portfolio</li> <li>▶ Book review essays</li> </ul>   |
| Reflections: A Journal of Public Rhetoric, Civic Writing, and Service Learning   <a href="http://reflectionsjournal.net/">reflectionsjournal.net/</a>  |   |   |
| <ul style="list-style-type: none"> <li>▶ Since 2000</li> <li>▶ Published by New City Community Press and Syracuse University Press</li> <li>▶ Manuscripts accepted ongoing basis</li> <li>▶ Email submission to editor</li> </ul>  | <ul style="list-style-type: none"> <li>▶ Published 2 times/year</li> <li>▶ Not available in print</li> <li>▶ Available on-line (with paid subscription)</li> </ul>  | <p>Note:<br/>Also accepts poetry, photographs, essays, memoirs</p>  |
| RIDAS. Revista Iberoamericana de Aprendizaje-Servicio   <a href="http://revistes.ub.edu/index.php/RIDAS/about">revistes.ub.edu/index.php/RIDAS/about</a>   |   |   |
| <ul style="list-style-type: none"> <li>▶ Since 2015</li> <li>▶ Published by Faculty of Education of the University of Barcelona, co-edited with CLAYSS (Centro Latinoamericano de Aprendizaje y Servicio Solidario)</li> </ul>   | <ul style="list-style-type: none"> <li>▶ Published 2 volumes/year</li> <li>▶ Approx. 6-11/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line</li> </ul>                                  | <ul style="list-style-type: none"> <li>▶ articles</li> <li>▶ experiences and testimonials</li> <li>▶ reviews</li> </ul> <p>Note:<br/>Published in Catalan, Spanish, Portuguese, and English</p> |

## INTERDISCIPLINARY COMMUNITY ENGAGEMENT JOURNALS CONTINUED ►

### Service Learning and Undergraduate Community Based Research Journals: **UNDERGRAD AUTHORS ONLY**

#### International Undergraduate Journal for Service-Learning, Leadership, and Social Change

<http://www.columbiasc.edu/service-learning-journal>

|   |   |  |
|---|---|--|
| <ul style="list-style-type: none"> <li>▶ Since 2011</li> <li>▶ Published by Columbia College</li> <li>▶ Manuscripts accepted on ongoing basis</li> <li>▶ Email submissions to editor</li> <li>▶ <b>Undergraduate authors only.</b></li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 2 times/year</li> <li>▶ Average 4 articles/volume</li> <li>▶ Available in print as pdf</li> <li>▶ Available on-line</li> </ul> | <p>Sections:</p> <ul style="list-style-type: none"> <li>▶ Article</li> <li>▶ Book Review</li> <li>▶ Notes for the Service learning for leadership forum</li> <li>▶ Comment and Response</li> </ul> |
|---|---|--|

#### Undergraduate Journal of Service-learning and community-based research

[www.bk.psu.edu/Academics/33679.htm](http://www.bk.psu.edu/Academics/33679.htm)

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

## Disciplinary or Topic Focused Community Engagement Journals

#### Citizen Science: Theory and Practice | [theoryandpractice.citizenscienceassociation.org/](http://theoryandpractice.citizenscienceassociation.org/)

|   |   |   |
|---|---|---|
| <ul style="list-style-type: none"> <li>▶ Since 2016</li> <li>▶ Published by Citizen Science Association through Ubiquity Press</li> <li>▶ Manuscripts accepted ongoing basis</li> <li>▶ Submit through online journal management system site</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 1 time/year</li> <li>▶ Average of 24-48 articles/volume</li> <li>▶ Available online</li> <li>▶ Open access</li> <li>▶ <b>Charges publication fees</b></li> </ul> | <p>Sections:</p> <ul style="list-style-type: none"> <li>▶ Research paper</li> <li>▶ Methods</li> <li>▶ Essays</li> <li>▶ Review &amp; synthesis papers</li> <li>▶ Meeting Reports</li> <li>▶ Case studies</li> <li>▶ Editorial content</li> <li>▶ Invited papers</li> </ul> |
|---|---|---|

## INTERDISCIPLINARY COMMUNITY ENGAGEMENT JOURNALS CONTINUED ►

### Community Science | [onlinelibrary.wiley.com/page/journal/26929430/homepage/aims-and-scope](http://onlinelibrary.wiley.com/page/journal/26929430/homepage/aims-and-scope)

- ▶ Since 2022
- ▶ Published by Wiley as a part of Community Science Exchange
- ▶ Manuscripts accepted ongoing basis
- ▶ Submit through free online journal management system site

- ▶ Published 3 times/year
- ▶ Average of 1-2 articles/volume
- ▶ Available online only
- ▶ Available, open access, Wiley
- ▶ **Charges publication fees**

- Sections:
- ▶ Practice articles
  - ▶ Project articles
  - ▶ Review articles
  - ▶ Commentary

### International Journal of Science Education, Part B: Communication and Public Engagement

[tandfonline.com/action/authorSubmission?journalCode=rshed20&page=instructions#.U4iPj1fufTo](http://tandfonline.com/action/authorSubmission?journalCode=rshed20&page=instructions#.U4iPj1fufTo)

- ▶ Since 2011
- ▶ Published by Taylor Francis as an offshoot of International Journal of Science Education
- ▶ Manuscripts accepted ongoing basis
- ▶ Email submission to journal

- ▶ Published 3 times/year
- ▶ Average of 5 articles/volume
- ▶ Available in print
- ▶ Available on-line

- Sections:
- ▶ Original articles
  - ▶ Research reports
  - ▶ Research papers

### Journal of Community Practice | [acosa.org/jcpwhat.html](http://acosa.org/jcpwhat.html)

- ▶ Since 1993
- ▶ Published by Association of Community Organization and Social Administration (ACOSA)
- ▶ Manuscripts accepted ongoing basis
- ▶ On-line submission

- ▶ Published 4 times/year
- ▶ Average of 6 articles/volume
- ▶ Occasional special edition
- ▶ Available in print
- ▶ Available on-line through Taylor & Francis for a fee (or through ILL)

- Sections:
- ▶ Articles
  - ▶ Commentary
  - ▶ From the field
  - ▶ From the archives
  - ▶ Book reviews

### Journal of Extension | [joe.org/](http://joe.org/)

- ▶ Since 1963
- ▶ Published by U.S. Cooperative Extension Service
- ▶ Manuscripts ongoing basis
- ▶ Email submission to editor

- ▶ Published 6 times/year
- ▶ Average 30 articles/volume
- ▶ Not available in print
- ▶ Available on-line (free)

- Sections:
- ▶ Feature
  - ▶ Research in Brief
  - ▶ Ideas at work
  - ▶ Tools of the trade
  - ▶ Commentary

## INTERDISCIPLINARY COMMUNITY ENGAGEMENT JOURNALS CONTINUED ►

### Journal of Human Sciences & Extension | [jhseonline.com](http://jhseonline.com)

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| <ul style="list-style-type: none"> <li>▶ Since 2013</li> <li>▶ Electronic submission</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 4 times/year</li> <li>▶ Average 10/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line</li> </ul> | <p>Sections:</p> <ul style="list-style-type: none"> <li>▶ Original Research</li> <li>▶ Brief Reports</li> <li>▶ Practice &amp; Pedagogy</li> <li>▶ Theory</li> <li>▶ Emerging scholarship</li> <li>▶ To the point</li> <li>▶ Book &amp; Media Review</li> </ul> |
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### Journal of STEM Outreach | [ejournals.library.vanderbilt.edu/index.php/JRLSO/index](http://ejournals.library.vanderbilt.edu/index.php/JRLSO/index)

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| <ul style="list-style-type: none"> <li>▶ Since 2017</li> <li>▶ Electronic submission</li> <li>▶ Charges page charges</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 4 times/year</li> <li>▶ <b>Publication charges--\$250-\$1000</b></li> <li>▶ Not available in print</li> <li>▶ Available on-line</li> </ul> | <p>Sections:</p> <ul style="list-style-type: none"> <li>▶ Research article</li> <li>▶ Programmatic</li> <li>▶ Case study</li> <li>▶ Commentary</li> </ul> |
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### Progress in Community Health Partnerships: Research, Education, and Action

[press.jhu.edu/journals/progress\\_in\\_community\\_health\\_partnerships/](http://press.jhu.edu/journals/progress_in_community_health_partnerships/)

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| <ul style="list-style-type: none"> <li>▶ Since 2007</li> <li>▶ Published by The Johns Hopkins University Press</li> <li>▶ Manuscripts accepted ongoing basis</li> <li>▶ Electronic submission</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 4 times/year</li> <li>▶ Average 15 articles/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line</li> </ul> | <p>Sections:</p> <ul style="list-style-type: none"> <li>▶ Original research</li> <li>▶ Work-in-Progress and lessons learned</li> <li>▶ Community perspective</li> <li>▶ Policy and practice</li> <li>▶ Theory and methods</li> <li>▶ Education and training</li> <li>▶ Practical tools</li> <li>▶ Systemic reviews</li> <li>▶ Invited editorials</li> </ul> |
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### Public: A journal of Imagining America | [public.imaginingamerica.org/](http://public.imaginingamerica.org/)

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|---|--|---|
| <ul style="list-style-type: none"> <li>▶ Since 2013</li> <li>▶ Published by Imagining America (organization promoting community engagement in arts, humanities, and design)</li> <li>▶ Electronic submission</li> </ul> | <ul style="list-style-type: none"> <li>▶ Published 2 times/year</li> <li>▶ Average 4 articles/volume</li> <li>▶ Not available in print</li> <li>▶ Available on-line</li> </ul> | <p>Sections:</p> <ul style="list-style-type: none"> <li>▶ Principles and practices</li> <li>▶ Resources and case studies</li> <li>▶ Proposals for book reviews and reports</li> </ul> |
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## INTERDISCIPLINARY COMMUNITY ENGAGEMENT JOURNALS CONTINUED ►

### Research Involvement and Engagement | [researchinvolvement.biomedcentral.com/](http://researchinvolvement.biomedcentral.com/)

- ▶ Since 2015
- ▶ Published by BCM
- ▶ Manuscripts accepted on rolling basis
- ▶ Electronic submission

- ▶ Published 1 volume/year
- ▶ Average of 30-40 articles/volume
- ▶ Published on a rolling basis
- ▶ Not available in print
- ▶ Available on-line
- ▶ Open access
- ▶ **Article processing fee \$2,390**
- ▶ Participates in impact factor ratings

- Sections:
- ▶ Research findings
  - ▶ Scoping review
  - ▶ Literature review

### Science Education and Civic Engagement | [new.seceij.net/](http://new.seceij.net/)

- ▶ Since 2008
- ▶ Manuscripts accepted ongoing basis
- ▶ Electronic submission

- ▶ Published 2 times/year
- ▶ Average of 6 articles/volume
- ▶ Not available in print
- ▶ Available on-line

- Sections:
- ▶ Book & Media Review
  - ▶ Point of View
  - ▶ Project Report
  - ▶ Research
  - ▶ Review
  - ▶ Science Education and Public Policy
  - ▶ Teaching and Learning