Working With(In) Communities:
A guide to partnering with Outreach & Engagement

Table of Contents

Outreach & Engagement

Located in the Shenandoah Valley and a stone's throw from our nation's capital, JMU is uniquely positioned to connect with a variety of communities – rural, governmental, corporate, educational, nonprofit, civic and others. Outreach & Engagement (O&E) is committed to serving these vibrant communities through learning, in both for credit and non-credit scenarios, and a variety of engagement initiatives including youth programs, workforce development and enrichment activities.

Part of Academic Affairs, O&E serves as a catalyst by leveraging JMU resources to create mutually beneficial partnerships. O&E connects with countless community partners to provide services locally, nationally and globally, to create new knowledge in multiple forms with those on campus and off and to engage members of the JMU community in embodied and innovative learning. Our mission is "to provide access to anyone seeking opportunities for educational or personal growth." And we honor all possible pathways to such learning.

A JMU student, under the direction of Dr. Kathryn Stevens of the Madison Art Collection, at right, works with youth as part of the Exploring Identity Camp sponsored by Outreach & Engagement.

Community engagement comes in many packages at O&E, from traditional, classroom-based engagement projects to non-credit initiatives embedded in communities. Engagement models may take the form of one faculty member working directly with a population off campus, a faculty member and an entire class working with(in) communities, or a faculty member and a handful of students participating in a project. Additionally, some community engagement projects are tied directly to a class while others are tied to a faculty member's research or based on a community's needs. These projects may be undertaken directly by faculty and staff, in partnership with other groups or with O&E.

Because O&E is a self-sufficient unit with a unique revenue stream not related to traditional courses, any projects we are involved with must generate funds directly into the O&E revenue stream. This revenue supports some faculty pay, staff salaries, rent, insurance and other infrastructure required to design and maintain classes and projects unique to community engagement work. In some cases, we are also able to provide replacement costs to departments. Revenue may be generated through external grants or from tuition for courses designated as Outreach Programs (OP) sections administered directly by Outreach & Engagement.

As varied as the funding models, so are the programs O&E provides. This diversity is bedrock to our vision as we match the passions and talents of JMU faculty and staff with every conceivable project and community. Innovation and connection are central to what we do and we invite faculty and staff to bring their own scholarly interests to bear on current and future initiatives.

JMU's Engagement Mission

For those looking to initiate or grow a community engagement program, in partnership with Outreach & Engagement, we have created this guidebook to assist in working with(in) communities. Inside faculty will find strategies, resources and information for every phase – from inception to assessment – of the engagement journey.

At the heart of this university's mission is the commitment to prepare students "to be educated and enlightened citizens who lead productive and meaningful lives" and so positions JMU as "the national model for the engaged university: engaged with ideas and the world." This desire for engagement speaks to faculty teaching and research, student learning and flourishing partnerships with the many communities beyond our campus.

While this guidebook focuses specifically on community engagement as administered through Outreach & Engagement, JMU engagement encompasses:

> • **Engaged Learning** – Developing deep, purposeful and reflective learning, while uniting campus and community in the pursuit, creation, application and dissemination of knowledge.

> • **Civic Engagement** – Advancing the legacy of James Madison, the Father of the Constitution, by preparing individuals to be active and responsible participants in a representative democracy dedicated to the common good.

> • **Community Engagement** – Fostering mutually beneficial and reciprocal partnerships, ranging from local to global, that connect learning to practice, address critical societal problems and improve quality of life.

Partnerships

The primary focus of community engagement is partnering. Partnerships – involving faculty, students, communities, organizations and individuals – are key to engagement. From JMU's perspective, a partnership is a relationship with an external party with which the institution has common interests and concerns, where both parties are working toward identified needs and outcomes. Partnership is vital to community engagement and comes in many forms: formal and informal, consisting of individuals, organizations, coalitions, associations or communities defined in other ways. The commonality is that all partnerships evolve and grow with time.

The distinction between community engagement, civic engagement and engaged learning at JMU is not intended to suggest exclusivity. Rather, these three areas of engagement all embrace experiential learning, guided reflection and collaboration and thus often meaningfully intersect to create experiences that allow for emergent learning. We believe that engagement is at its most effective when these intersections and overlaps occur. In 2014, JMU solidified its pledge to be an engaged university by establishing the Engagement Council to foreground the university's promise to provide students with distinctive opportunities and expert guidance, to encourage and support scholars and mentors and to prepare the next generation of engaged citizens.

Outreach & Engagement Programs

PK-12 Youth Programs (*in Partnership with Academic Units*)
- D.I.G.I.T.A.L. – Workshop for middle school girls, *Department of Computer Science*
- Saturday Morning Physics – Lectures and labs for high schoolers, *Department of Physics & Astronomy*
- CAPWIC – Bringing together women in computing from high schoolers to professionals, *Department of Computer Science*
- College for Kids – Programming for elementary and middle schoolers, *several academic units*
- Expanding Your Horizons – Math and science conference for young women, grades 6-10, *Department of Mathematics & Statistics*
- You Be the Chemist – Quiz bowl for middle schoolers, *Department of Chemistry*
- Robotics Camp – Advanced camp for middler schoolers for programming and engineering robots, *Department of Physics & Astronomy*
- Space Explorers Camp – STEM related educational activities for elementary, middle and high schoolers, *Department of Physics & Astronomy* and the *John C. Wells Planetarium*
- Summer Honors Institute – Week-long college immersion for high school juniors and seniors, *Honor's Program*

Workforce Development

Business Programs:
- APICS
- Certified Financial Planner
- Certified Manager Certification
- Foundations of Management
- Project Management
- SHRM
- LEAN Six Sigma – Green Belt
- LEAN Six Sigma – Black Belt

Executive and Computer Programs:
- Computer Technician
- Executive Assistant
- Microsoft 2010
- Paralegal Certificate

Healthcare Programs:
- ICD-10 Fast Track
- Medical Administrative Assistant
- Medical Admin Assist (with EHR)
- Medical Billing
- Medical Transcription Editor
- Pharmacy Technician
- Professional Medical Coding and Billing

Degree Completion
- Adult Degree Program (ADP) offers bachelor's degree completion program for returning adult students 22 and older
- RN-BSN provides flexible, online learning for graduates of community college or diploma nursing schools who are licensed registered nurses

Off-Campus Graduate Degrees
- Graduate level programs in Education and DLVE-Speech Language Pathology

Graduate Certificate Programs
- Credit-based programs ranging from Educational Leadership to Higher Education Assessment Specialist

Lifelong Learning Institute
- Affordable, noncredit, intellectual, cultural and social experiences enriching the lives of adults in the central Shenandoah Valley

Madison Institutes
- Exceptional educational experiences to meet the changing needs of students – includes Madison Vision Series, Project Citizen, Constitution Day and the Veteran's Task Force

Test Prep
- SAT - Prep offered during the school year and in a Summer Institute format
- LSAT and GRE - Available in classroom and online
- GMAT - Offered online

Community Engagement Partnerships

In 2010, JMU was classified as a Carnegie Community Engaged University. As one of only 361 of the more than 4,000 universities in the U.S. to receive the Carnegie Community Engagement Classification, JMU's commitment to engagement is obvious. This prestigious ranking recognizes the tradition of meaningful, valuable and sustainable community engagement built into the DNA of JMU. According to the Carnegie Foundation, community engagement "describes the 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." This guidebook focuses on ways O&E can help you facilitate work with(in) communities.

There are two ways to approach community engagement:

• **In traditional classroom spaces,** these projects may inspire a faculty member to partner with the Boys and Girls Club of Harrisonburg & Rockingham County to lead JMU students in offering on-site tutoring or to introduce dance and movement as a means of community building in The Arc of Harrisonburg and Rockingham, Generations Crossing and child care centers. These projects tend to result in students receiving credit for coursework as well as gaining valuable experience with new communities.

• **Outside the classroom**, learning may not be directly linked to a particular class but instead be based on a faculty or staff member's expertise or intellectual interests. For example, projects like Saturday Morning Physics, D.I.G.I.T.A.L. and other youth programs engage with the PK-12 community. And programs like the Space Camp, presented by O&E, the Physics & Astronomy Department and the John C. Wells Planetarium, offer another model of community engagement as JMU faculty work to share resources with the community.

The key component to community engagement is having a community partner. It is our belief that partnerships will fall on a continuum that may be informal or formal and will reflect multiple modes of engagement evolving over time as the partnership grows and changes. There are three words that help explain this continuum: to, for and with. Those working with(in) communities may identify their approach by asking a few questions: Are you offering a service **to** the community? Are you doing something the community is asking **for**? Are you working collaboratively **with** the community? The chart below offers some specific examples of to/for/with initiatives.

"To" Public Services	"For" Community Outreach / Continuing Education	"With" Engaged Learning / Research
Sporting Events	Youth Development	Service Learning
Arts and Culture	Workforce Development	Internships
Library Services	Tech Transfer	Community Based Research
Facility Use	Lifelong Learning	Economic Development
Volunteering	Degree Completion	Study Abroad
leads to ↓	*leads to* ↓	*leads to* ↓
Community Participation	Community Involvement	Strong Bi-directional Relationship

Envisioning Community Engagement

Designing a new class is something most faculty feel comfortable doing. Faculty choose texts, create major assignments and consider the role participation and class discussion might make when drafting a syllabus. Faculty know what those classes look like – perhaps some lecture, small group discussion and activities building to exams and final papers at the end. What, then, does a classroom dedicated to working with(in) communities look like?

Community engagement projects are no less organized or designed, but they do require a degree of flexibility and responsiveness from participants. For example, a community engagement class may not begin with content to be studied or skills to be mastered but instead starts with a need or a problem. These sorts of projects provide for rigorous, active learning but must often be less rigidly scheduled. Community engagement is organic and evolving and might begin in any number of ways – by talking with a neighbor, reflecting on personal scholarly interests, reading about a community need or trend, or in conversation with students. To be considered community engagement, intentional partnering, reflection at multiple levels by multiple stakeholders, assessment and new knowledge creation must all be present.

Those new to community engagement might begin on a smaller scale – maybe starting with more "to" and "for" services and outreach to the community and eventually leading to a project more fully "with" an active community partner. Taking on smaller projects outside of the traditional JMU classroom and campus may create an environment and opportunities for meaningful partnerships to emerge. Outreach & Engagement is a good place to start when seeking out or planning such partnerships, however, a list of additional resources and groups interested in engagement throughout our campus (found at the end of this guide) reveals the robust network of engagement enthusiasts at JMU.

Youth are invited to engage in hands-on STEM related learning activities at the Space Explorers Camp. The camp is co-sponsored by Outreach & Engagement, the Department of Physics & Astronomy and the John C. Wells Planetarium and serves elementary, middle and high school students.

Photo courtesy of the University Marketing Photography Department

What's In It For You?

The benefits of involving students in this sort of learning seem obvious, as do the perks for the communities partnering with JMU, but what's in it for faculty? JMU's engagement mission is a noble venture, but what does this sort of engagement look like in the classroom? And how might a busy faculty member manage to pile one more thing onto a plate already full with obligations to publish, serve on committees and provide quality education within her or his discipline? This guidebook is intended to help faculty embark on community engagement with advice, resources and information useful from inception to documentation of your project. The following sections will help faculty visualize and plan for community engagement work in and beyond the classroom, find a community partner, identify on-campus resources and finally to document and tell the story of that partnership.

Reasons to partner with O&E:

• **Avoid teaching in a vacuum.** Community partnerships provide rich contexts for teaching and learning and allow application of discipline-specific knowledge beyond the classroom.

• **Improve town-gown relations.** Working with community partners cannot help but blur the boundaries between campus and not-campus. JMU faculty are not only Dukes, they are also members of Harrisonburg, Rockingham County and other local communities. Working with those off campus is a great reminder that you are part of several local communities.

• **Make a difference.** Faculty get to see the impact of their teaching in students' exam grades, written projects and plans for after graduation. Community engagement allows faculty and their students to witness the impact their work and ideas might have on those beyond the classroom.

• **Stand out.** It's easy for students and faculty to get stuck in the rut of lectures and small group discussions. Community engagement invites students and faculty to participate in collaborative, responsive, active learning that "does something" both in the classroom and in the world.

• **Publish in new ways.** Community engagement is measured not only in hours, but is also celebrated for new knowledge created. While faculty are accustomed to new knowledge circulated in books or journal articles, the Carnegie classification recognizes knowledge in multiple forms from new curriculum and new media products to plays and musical scores.

• **Follow your bliss.** Taking on a community engagement project with Outreach & Engagement allows faculty support and space to create projects that speak to intellectual passions and service interests in ways traditional classes may not.

Dr. Kathryn Stevens, of the Madison Art Collection, shares artifacts with youth attending the Exploring Identity Camp, sponsored by Outreach & Engagement.

• **Attract driven students.** Community engagement work taken on with Outreach & Engagement often targets different students than those on the main campus. While some O&E courses involve the traditional JMU student population, many courses taught in conjunction with O&E are designated as OP (Outreach Programs) courses and are intended for students pursing both graduate-level programs and some undergrad degrees, like the Adult Degree Program. This student population possesses unique life experiences and a commitment to their own learning.

• **Become an online teaching expert.** O&E partners with the Center for Instructional Technology (CIT) to offer training and customization of online tools and spaces for faculty interested in teaching online. Faculty are provided with specially designed course management tools, training and a stipend in exchange for teaching their newly designed course for O&E at least once.

• **Diversify your CV.** Community engagement work, done on your own or in partnership with O&E, might make a nice addition to your tenure and promotion materials and, depending on the academic unit, may count toward teaching, research or service obligations.

JMU students enrolled in EDUC 300 with Dr. Ed Brantmeier, pictured at center, partnered with Outreach & Engagement and the Boys & Girls Club of Harrisonburg and Rockingham County in a tutoring program aimed at serving local youth.

Finding a Partner

Choosing a partner can happen in many ways. Some faculty look for ways to partner as individuals with local communities. For some it is a matter of finding a common project that you and an acquaintance – and your class – can take on together. For others the process may begin with a desire to provide students a particular experience leading to a search for community partners that might be part of that experience.

Sean McCarthy, Writing Rhetoric and Technical Communication faculty

"In my experience, it's not difficult at all to find partners to work with," according to Dr. Sean McCarthy, a WRTC faculty member who has participated in a number of community engagement projects. He works with partners both on and off campus, including Harrisonburg Downtown Renaissance and The Collins Center and Child Advocacy Center. "Nonprofits and community organizations usually have limited resources, so they are generally happy to work with faculty and students who are willing to share their creativity and energy."

To connect with partners McCarthy relies on contacts made in previous work in the community as well as resources on campus. "I usually find partners through word of mouth, but I've also found that Outreach & Engagement and Community Service-Learning at JMU are invaluable organizations that provide contacts, support and expertise," he said.

For as many engagement ideas that exist there are community partners. JMU faculty and staff have partnered with nonprofits like local public schools, youth organizations, the Virginia Society of CPAs, Rockingham Memorial Hospital, California Pizza Kitchen, Montpelier, the Refugee Resettlement Program, NASA and the National Science Foundation.

Josie Showalter, Harrisonburg Farmer's Market Manager

For community partners, community engagement provides a variety of benefits – some of them unexpected. Josie Showalter, Harrisonburg Farmer's Market Manager, explained that the "Awestronomy" at the Market program, led by Dr. Anca Constantin, not only brought the Physics & Astronomy Department to the market through hands-on activities but also directly impacted the vendors there. The Awestronomy program, a grassroots science corner, invited customers and vendors at the market to learn more by gazing through telescopes and trying "edible comets".

"Having vendors have conversations with students and other customers really broadens their community and learning. I think of it as education and the vendors learn too," Showalter said. She offers an example of vendors previously unaware of or unwilling to take up organic growing practices, but who have changed their minds after talking to customers at the market who are interested and knowledgeable in growing methods that reject pesticides and other additives.

"One of the things I really value is community-building and diversity and having folks from many backgrounds coming together in a common space," said Showalter. "Anca contacted me a couple of years ago and put the idea out there and I liked it immediately. She's great to work with because she's very mindful of the market and really good at communicating. She has real consideration for the market and for the fact that for our vendors this is their livelihood."

Though programs like "Awestronomy" at the Market engage with JMU students directly, other partnerships have little or nothing to do with traditional classrooms. Community engagement often seeks to provide contextualized, lived learning for participants while enacting change within local and global communities. This community engagement often connects with professionals and results in non-credit or continuing education credits.

Sharon Cox, graduate of Paralegal Studies Certificate program

JMU faculty are frequently involved with educating and engaging professional communities in our area through certificate programs and other courses. For Sharon Cox, a graduate of the Paralegal Studies Certificate program, Outreach & Engagement's model for preparing Valley residents for new careers perfectly hits the mark. "It gave a very high level overview of a lot of different aspects of the law and at the same time it gave practical experience - how to actually function as a paralegal," according to Cox.

Paul Powers, Project Management Instructor

Practical experience is keenly important to students and at the heart of learning and community engagement opportunities at O&E. Paul Powers works with students in the non-credit certificate program for Project Management. The program includes a 35-hour online course with 12 hours of interactive learning with instructors and other students. "We engage you to insure you're learning the content that you need," Powers said. "You get 12 hours of personalized instruction on top of learning at your own pace."

JMU faculty from across the university are needed to work with professionals and organizations in the area to share their expertise in ways that will strengthen the Harrisonburg-Rockingham County area.

Gauging Commitment

Choosing the right community partner involves identifying shared levels of commitment and interests and taking on a project you can get behind. In a special edition of *New Directions for Higher Education,* Engagement scholar Carole Beere explains, "In determining which partnerships to establish or embrace, campuses should consider the significance of the problem that will be addressed and the resources and commitment needed to make a meaningful impact. … Community partners agree that the key is for campuses to remain committed to the goals and expectations of the partnership" (61).

Identifying partners is not a one-way street. While many faculty identify a partner based on their own scholarly interests and goals, community partners often reach out to Outreach & Engagement looking to team up with JMU faculty. With this in mind, a good way to get started with community engagement is to contact O&E staff at outreach@jmu.edu. Expressing a willingness to partner with community organizations, as well as explaining the expertise or aspirations you might bring to such work, is a good way of getting "on the radar" of O&E staff that might help connect you with partners you would not have otherwise identified.

Planning

With a partner and an idea in hand, how do you move from inception to implementation? The first step is to meet your unit director to help you understand opportunities for community engagement in your home department and also ways Outreach & Engagement may work with your department to make your idea a reality. For example, O&E may be able to provide replacement costs to your department to ensure courses are covered while you take on a community engagement course, provided funds are available through grants, tuition fees collected from listing your course as an OP course or other means. Another good early step is to meet with O&E staff to help refine your engagement plan and prepare for a slew of logistics as the project unfolds (see the "What Can O&E Do For You?" section later in this guide for more details).

Inside the Engaged Classroom

For the semester

Setting up goals and objectives for your class when taking on a community engagement project is complicated but not impossible. Talking with experienced faculty and staff that have completed successful engagement projects can help you draft reasonable goals for what you and your partner can achieve in a given time frame. You can then space out tasks and assignments throughout the term, if your project takes place in a traditional semester-long course.

Defining goals should be a collaborative process with you and your partner meeting to identify mutually beneficial – and reasonable – goals for your work. Again, if projects are associated with O&E and are generating revenue, our staff may attend meetings and offer support at the planning stage. Start building a plan for the term by scheduling key meetings between your class and your community partner's team during the project. These are nice landmarks within a project that help you determine when drafts, revisions and final products might be due from students.

Kate Trammell, Theatre and Dance faculty

Dr. Kate Trammell, who does community engagement work in her Dance in Community course, explains how vital this sort of communication is at the planning stages of a partnership. "Reciprocity is key. It is so important to go into the conversation with an openness to hearing from your partner about the specifics of their needs," Trammell said. "It's important not to assume that you already know what they want or need." Trammell and her students worked with four community partners in a project designed to uncover the powerful benefits of dance for people of all ages, backgrounds and abilities.

"Students often come to us in bubble-wrap, cocooned in preconceived notions of the world, their futures, their chosen professions," Trammell said. "I find community engagement has the potential to open them up. When the engagement works, everyone involved experiences an expansion. The most successful partnerships are enlivening and energizing for both sides of the relationship."

Day-by-day

No two engaged classrooms look the same, but many tend to take on more of a project-based pedagogy than a more traditional study-and-exam model. Early days in the semester are often spent reading and discussing pertinent theoretical and practical information students will need to understand and plan the community engagement project with their partner. Other days are arranged around meetings and fieldwork related to the project as well as brainstorming, in-class prototyping and group work.

A workshop environment is often most effective for this sort of project, though again each project is different. Giving yourself and your students permission to do work in class does not diminish the rigor of a classroom, but instead offers students important experience working collaboratively in a space that might prepare them for life after graduation.

Expecting the unexpected

Anyone who has taught for long knows that the syllabus and daily plans are often jumping off points and educated guesses. The ability to be responsive and adaptable in the face of students' needs, the needs of your community partner and the project will be vital for community engagement work. Many of these challenges and opportunities cannot be foreseen at the start of the project, so faculty should prepare for things frequently not to go to plan. "Engaged practice is very rewarding, but it's time-intensive, complex and often messy," according to McCarthy. "You might not end up where you think you were going, but the results are often even better than expected." Again, this doesn't diminish your class or teaching, but instead may present an invigorating work world environment for you and your students.

Setting goals

A true community partnership should be one where all parties have a voice in deciding what should be achieved and what success looks like. You, your students and your community partner will need to decide early on what goals to adopt and also what time and resource commitments each can make. Filling out a Partnership Agreement form will make these and other issues explicit between partners. If partnering with O&E, our office can provide that form. If not, consult your unit head to develop an official agreement form prior to beginning your community engagement project.

Assignments and assessment

Assessing individual student's performances in these collaborative settings can be a challenge. It is also sometimes tricky to know how to grade a final product that might not look like a traditional assignment – say a community dance recital or group-authored website. Not only is measuring individual contributions difficult, but to what standard of professionalism in regards to producing documents should we hold students who are still learning? For this and other reasons, reflection is commonly a huge component of community engagement and engaged learning. As part of an Engagement Academy presentation, scholar Lorilee Sandmann explains that reflection "engages students in the intentional consideration of their experiences in light of particular learning objectives."

Reflective assignments may be personal journals, directed writings, presentations to community partners and other stakeholders, case studies, student portfolios, service logs, peer-to-peer assessment of group and individual work, digital tutorials or demonstrations and experimental research papers. While formats vary widely, according to Sandmann, reflective assignments generally:

1) Clearly link engagement to learning objectives
2) Offer structure in terms of expectations and assessment criteria
3) Occur regularly
4) Receive instructor feedback
5) Include opportunities for students to explore, clarify and alter values

Other assignments may be tied directly to deliverables produced for the project. This might be traditional writing like grants or guidebooks, digital work like graphics or videos, community events like a performance or speaker series or any number of iterations of new knowledge. The artifacts and events designed as part of a community partnership may be assessed in drafts, in prototypes and in status updates and reports. Your community partner may also help you identify other work products for students to produce in relation to your specific community engagement project.

Finally, assessment might also be shared with community partners in the form of formal feedback on student performance and presentations. This not only serves as an assessment tool, but also allows students access to feedback in forms other than written comments from the teacher and letter grades. Your community partner should take an active part in all sorts of assessment on the project including workflow, individual and group performance and other matters.

Preparing students for community engagement

Depending on the type of project, training may be needed for both you and your students. JMU's Institutional Review Board (IRB) can provide training in legal and ethical issues when working with certain populations, particularly if seeking to publish any of the work resulting from this project (see the "Telling Your Engagement Story" section later in this guide for more detailed information on IRB). Issues of confidentiality should also be covered with students as they might find themselves working with at-risk populations or communities. Besides JMU organizations, local nonprofits might also provide specialized training and preparation for working with certain groups. Working with your community partner, identify ethical, legal and liability issues that are unique to your project. Outreach & Engagement can provide advice in this matter as well.

Another important way to prepare students for engagement work is to discuss scheduling requirements early in the term. Students are often accustomed to class meetings that are three hours once a week or an hour and 15 minutes twice a week. While your class may adhere mostly to this sort of university schedule, it is important for students to understand they need to be flexible as community organizations cannot always meet during a night class and community projects frequently happen on weekends. Treat these out-of-class requirements like homework but be very clear with students from the beginning about how scheduling will work with your class and community partner.

Community engagement often begins in a traditional classroom setting, like Tyechia Thompson's Honors Class seen here, but may allow students to engage with ideas and people beyond the main campus.

Photo courtesy of the University Marketing Photography Department

Nurturing relationships

Faculty often think in semesters. Designing classes and projects that fit in 8- or 16-week time periods is the norm, but community partners aren't usually confined by the same calendar. Projects and problems stretch into summers and Christmas breaks and even over years. In fact, according to Carole Beere in a special edition of *New Directions for Higher Education* devoted to community engagement initiatives, the majority of partnerships reported in the Carnegie Community Engagement Classification application materials were between two and 10 years. Some partnerships last a few months and some are in place for decades. Once you establish a good working relationship, nurturing this partnership may lead to ongoing projects, publications and new events and teaching opportunities.

One way to nurture these partnerships is to actively share findings and new knowledge created with your partner and the larger community. Close-out reports and other reflective documents created at the programmatic level can help remind you and your community partner of exactly what work was achieved and also may inspire future projects with others in your department or in the community organization.

Expanding the classroom

Because this guidebook was created for JMU faculty, the focus is largely on traditional, for-credit class projects, like the partnership between Dr. Sean McCarthy's Digital Rhetoric class and the Shenandoah Living Archive pictured here. Projects like Dr. McCarthy's and Dr. Ed Brantmeier's EDU 360 students' collaboration with the Boys & Girls Club to provide tutoring services are examples of full-class participation in a project, while projects like Dr. Iona Black's work with the You

Students in Dr. Sean McCarthy's course partnered with the Shenandoah Living Archive to bring to life recipes from an 1855 cookbook with the help of lecturer Tassie Pippert, at right.   *Photo courtesy of Dr. Sean McCarthy*

Be the Chemist program rely more on faculty expertise than learning outcomes for a class. Not every community engagement project, then, needs a syllabus, is tied to course credit or requires a classroom full of students. For example, John C. Wells Planetarium Director Dr. Shanil Virani, in partnership with O&E and the Department of Physics & Astronomy, leads an ongoing Space Camp for area youth. Several community engagement projects don't include any JMU students at all and are instead opportunities for faculty to hone their own skills, share expertise with other communities and to conduct their own research.

Ron Raab, Integrated Science and Technology faculty

Outreach & Engagement can also support a variety of workforce development programs for individuals, industry or faculty looking to provide non-credit training outside their course load. For example, ISAT Professor Dr. Ron Raab conducts training scenarios with the Virginia National Guard, Virginia State Police and local fire departments involving chemical, biological, and radiological weapons.

Not only does Raab provide invaluable service to several communities, but working with first responders and others also has a real impact on his own teaching and scholarship. "We have to stay on top of the latest intelligence about WMDs [Weapons of Mass Destruction] and terrorists' uses of them," according to Raab. "It is a great way to get out of the 'self-contained' academic world and see what is going on in the 'outside' world. It can also be a good source of non-traditional funding."

What Can O&E Do For You?

Outreach & Engagement is committed to supporting faculty at all levels of their engagement work – from inception to assessment. If you choose to partner with O& E, and a financial model is in place, our staff can provide a variety of project management and logistical resources. Below is just a sampling of services and support our staff can provide for projects administered by or with our office.

Program development

Although this guidebook invites those interested to conceptualize community engagement generally, sitting down to speak with O&E staff to discuss your project specifically will allow you to pinpoint a community need, connect with other faculty and community resources related to that need and identify possible funding sources for your project. We can also help you draft a sample budget and prepare for any potential roadblocks. With dedicated community engagement staff, O&E can help you gain a better sense of the constellation of organizations and individuals engaged in similar work as well as helping you better understand possible audiences and partners.

Faculty funding

Linking your project to a revenue stream, whether related to O&E tuition dollars, grants or other sources, allows for O&E to help faculty make community engagement a part of their workload. This sort of funding might provide replacement costs to your department to cover your regular courses while you take on a new engagement project. Funding might also furnish summer stipends to enable faculty to pursue projects they are passionate about while meeting their financial needs.

Nuts and bolts

Well before your project begins, there are a variety of things you might consider. While each program differs in specific needs, some common issues that O&E can help with include securing space on or off campus for events, arranging parking and transportation, submitting catering requests and creating and hanging signs around the community to help participants navigate the area. Our staff can help you work with the JMU Risk Management Office to create release forms and handle other liability issues and can even work with participants and guardians to better understand the IRB process and collect signed waivers. Interviewing and hiring student workers can be done through our office as well if need be. Finally, to ensure your project is documented, we can submit photography requests to JMU Photography Services and distribute photo release forms to participants. Our staff can even help you order t-shirts or other giveaways. Having O&E help with the details allows faculty and staff and their community partners to focus more attention on bigger issues.

Marketing your project

As your project start day approaches, O&E can help you market your event to the university and other communities. We will post information to the O&E website, JMU's Events page and O&E social media including Twitter and Facebook. Our office can write press releases and communicate with JMU and other media outlets. Marketing is important not only in ensuring your project has maximum impact and participation, but is also important as faculty in particular document their scholarly and service work for annual reports and tenure materials.

A JMU student directs youth doing some sun-gazing at the Space Explorers Camp, co-sponsored by Outreach & Engagement, the Department of Physics & Astronomy and the John C. Wells Planetarium.   *Photo courtesy of the John C. Wells Planetarium*

Registration

For community engagement focusing on events and programs, registration can be a challenge. For those partnering with O&E, our staff can create and maintain a registration database and communicate with participants with registration confirmation and a pre-program email. We are able to process payments, when needed, create name badges, collate conference packets and circulate information relevant to you and your participants. We are also able to target services to your specific project, for example facilitating early pick-ups or drop-offs for parents or collecting medical information regarding allergies when dealing with youth programs.

On-site help

Now that the planning and prep is done, the real fun begins. For community engagement tied to an event, on-site support is critical. Our staff can help in a variety of ways including serving as point of contact for participants, volunteers and speakers and organizing a registration table. We can help collect IRB, photography and other release forms and may also be used as contact people for catering, photography and other logistical services.

Telling Your Engagement Story

Though community engagement is an active endeavor, documenting your project – while in process and as it wraps up – is vital to ensuring community partnerships are sustainable and that you and your partners are prepared for future grant cycles, community initiatives and recruitment. Additionally, much of what results from community engagement has a great deal to offer to scholarly conversations. This section of the guide helps you move from Community Engagement to Engaged Scholarship.

What is Engaged Scholarship?

Engaged scholarship is more than a report on your project or an Excel spreadsheet of hours logged. Engaged scholarship makes links to disciplinary knowledge and methods while honoring community-based knowledge. This research explores questions of mutual interest and impact with a community partner. Participating in this type of scholarship not only broadens the sorts of questions faculty routinely ask in their work, it also increases the means of measuring, mapping and reporting the answers. This results in a synthesis of expertise and contributions made by faculty, staff, students and community partners.

This sort of scholarship also celebrates variety in modality and venue (see for example a poster presentation example on page 17 related to the Space Camp directed by Dr. Shanil Virani). While faculty are accustomed to sharing work in journal articles and book chapters, engaged scholarship may take the form of a symphony, a film short, a theoretically-grounded style guide for a local nonprofit or a new app for smartphones. The Engagement Academy, intended to prepare university leaders to build capacity for engagement, defines scholarship as original intellectual work that is communicated with others and with significance validated by peers. This invitation to re-imagine scholarship allows faculty and community partners to pour intellectual energy into a variety of problems, interventions and innovations.

Because engaged scholarship is so dependent on collaboration and responsiveness, it is helpful to think of it as transdisciplinary. Knowledge in these instances is produced in the context of application and so inherently crosses disciplines and boundaries. As ideas of multi-disciplinarity sweep higher education, the scholarship of engagement may be an ideal location for faculty and staff to stretch beyond their home departments.

Assessment

Scholarship involving human subjects requires oversight and compliance with federal and state laws. As such, those taking on community engagement work should contact the Institutional Review Board (IRB) here at JMU early on in their project. To get started, visit the IRB homepage to learn more about applications and training at www.jmu.edu/researchintegrity or email the IRB office at researchintegrity@jmu.edu with details about your project.

Earlier in the guide we discussed ways to assess students' individual participation and contributions to an engagement project, but assessing your project at the programmatic level is also important. Documentation at the numerical level is key for future funding, the Carnegie classification and other measures, so faculty should record course enrollment, faculty and staff hours, students' hours and your community partners' time and asset contributions. Other important documentation includes learning outcomes, evidence of community impact when possible, connections to other programs/departments and field notes.

Once the "raw" data of your project has been collected, you and your community partner can provide context for your work for others by putting it in conversation with relevant disciplines, professional fields and national trends. Though the "publications" from scholarship of engagement vary wildly – presentations, curricular materials, theses and dissertations, radio and TV presentations, technical reports and grant applications, just to name a few – there are several journals specializing in more traditional academic research in this area.

-*Community Works Journal*
-*Journal of Community Engagement and Higher Education*
-*Journal of Community Engagement and Scholarship*
-*Journal of Community Practice*
-*Journal of Higher Education Outreach and Engagement*

For a complete list of journals specializing in the scholarship of engagement, visit the Engagement Scholarship Consortium at http://engagementscholarship.org/resources/journals.

Evaluating the Effectiveness of a One-Week Space-Themed Day Camp for Middle School Students

Jennifer M. Mangan[1], Shanil N. Virani[2], Christopher Kaznosky[3], Monica M. Athey[1]
1. Interdisciplinary Liberal Studies, James Madison University, Harrisonburg, VA, United States.
2. Department of Physics and Astronomy, James Madison University, Harrisonburg, VA, United States.
3. Central High School, Woodstock, VA, United States.

JOHN C. WELLS PLANETARIUM

JAMES MADISON UNIVERSITY.

Introduction

In July 2013, the John C. Wells Planetarium at James Madison University hosted its first annual Space Camp for middle schoolers. The camp was open to any student entering the 5th through 8th grades, with no limiting criteria.

The 81 campers, called "explorers," were divided into 8 groups, led by student counselors. Four groups contained 5th and 6th graders and four groups were comprised of 7th and 8th graders. We had only 8% more explorers in the 5th and 6th grade groups (Figure 3). More boys than girls attended (Figure 4). The camp provided a variety of activity types, including short lessons, hands on activities, interactive demonstrations, Planetarium shows, presentations at Science on a Sphere, and two video conferences, one with astronaut Dr. Franklin Chang-Diaz and one with Mars Rover engineer Dr. Jill Prince.

Explorers also kept handmade STEM notebooks of their experiences during camp (Figure 1); research shows that when we more elaborately encode information, we remember it better (Medina, 2008). We hoped that the variety of learning venues would enhance student learning.
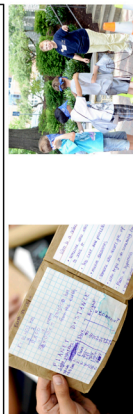
Figure 1. The STEM notebooks allowed the explorers to record important information learned during the week. Explorers regularly used these notebooks, which enhances concept retention (Medina, 2008)

Figure 2. Explorers receive direction during a Mars Rover activity. They were learning the challenges of controlling the Rover from afar.

Materials and methods

We conducted pre and post camp assessments to see what campers learned over the course of the week. Part of the goal of this study was to determine if these students changed misconceptions or gained knowledge over the course of the week. We also wanted to note any information delivery methods that may have been more effective than others. All explorers were given a survey upon arrival and at the end of the last day. Surveys were anonymous.
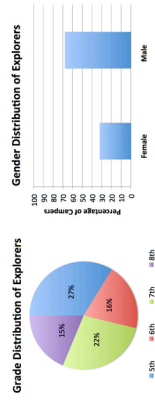
Grade Distribution of Explorers

■ 5th ■ 6th ■ 7th ■ 8th
27%
15%
22%
16%

Figure 3. Most activities at camp were similar for all grade levels, but we introduced a few more advanced concepts to older campers, including a light pollution engineering project.

Gender Distribution of Explorers

■ Female ■ Male

Figure 4. Explorers at camp were 32% female and 68% male. Female explorers were disproportionately 5th and 6th graders.

Literature cited

Bachelor, R. L., Vaughan, P. M., & Wall, C. M. (2012, May 1). Exploring the Effects of Active Learning on Retaining Essential Concepts in Secondary and Junior High Classrooms. *Online Submission*. Master of Arts Action Research Project, St. Xavier University. 65 pp.

Fello, S. E., Paquette, K. R., & Jalongo, M. (2006). Talking Drawings: Improving Intermediate Students' Comprehension of Expository Science Text. *Childhood Education, 83*(2), 80.

Medina, J. (2008). *Brain Rules*. Pear Press, Seattle, WA

Results

Space Camp Pre and Post Test Responses

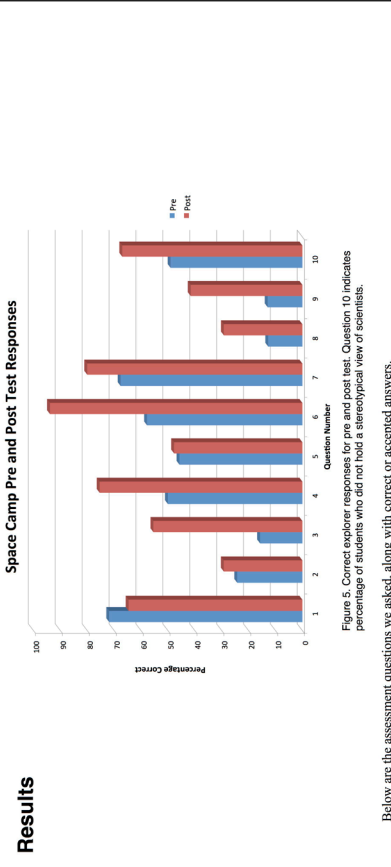■ Pre ■ Post

Percentage Correct / Question Number

Figure 5. Correct explorer responses for pre and post test. Question 10 indicates percentage of students who did not hold a stereotypical view of scientists.

Below are the assessment questions we asked, along with correct or accepted answers.

1. List all the planets in order of distance from the Sun, starting with the planet closest to the Sun.
Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune

2. List all the planets in size order, smallest to largest.
Mercury, Mars, Venus, Earth, Neptune, Uranus, Saturn, Jupiter

3. How many Earths would it take to fill Jupiter?
1000 to 1200

4. What is light pollution?
a. When the power it takes to run electric lights pollutes the air
b. When old lights break they pollute the environment when they are thrown away in landfills
c. Light from outdoor electric lighting makes the nighttime sky seem brighter
d. Leaving the lights on when you leave the room

5. Why does the night sky change over the course of the year?
Earth is orbiting the Sun, changing the perspective of distant stars to an observer on Earth.

6. Sometimes we see dark spots on the Sun (**Never look directly at the Sun!!!**). These spots are called
a. Solar flares
b. Sunspots
c. Coronae
d. Eclipses
e. Reflections

7. What is the furthest from Earth that humans have ever traveled?
The Moon

8. About how long does it take to get to Mars with current technology?
9 months to a year

9. How evenly spaced from each other are the planets?
Spacing varies; inner planets are closer together than the outer planets. Spacing is not consistent or uniform.

10. Who is a scientist? What does a scientist do? You may draw a picture if you choose in addition to giving your answer.
Goal of this question was to determine number of campers who did not depict a scientist as someone male with glasses, a lab coat, and/or crazy hair.

Figure 6. Students engaged in videoconference with Dr. Jill Prince, a NASA engineer who facilitated the 2012 Mars Rover landing. Students had just built toy models of their own Mars Rover design concepts.

Figure 7. Students investigate relative planet sizes with a Play-doh activity. They also put the planets in sequential order from the Sun. This activity addressed questions 1 and 2 on our assessment.

Figure 8. Explorers participate in an activity that demonstrates the Moon's relative distance from Earth, and learn from counselor Jeff that this is the furthest from Earth humans have traveled. This was assessment question 7.

Conclusions

While all questions on the survey were addressed during the camp, all questions except 3 and 5 specifically approached using hands-on or interactive activities. Question 6 asked about sunspots and showed the greatest improvement in correct answers. During camp, we used solar telescopes and Sunspotters, devices where an image of the Sun is reflected onto a white sheet of paper Camp participants were instructed to draw the Sun as they saw it and label different features, including sunspots (Figure 10). At the end of camp, almost all campers answered this question correctly. Drawing has been shown to be an effective learning tool (Fello et al., 2006).

Another question that showed a significant amount of improvement asked students what light pollution is. On the pre-test 49.3% of respondents answered correctly as compared with 75.39% on the post-test. Working in teams, the explorers entering the 7th or 8th grades had to design a fixture designed to block upwards-directed light from a light bulb. Prior to this activity, they attended a presentation in the Planetarium that highlighted the difference between a night sky with light pollution and one without light pollution. These students engineered a variety of creative devices that directed bulb light downward but prevented the light from being disseminated upwards and outwards (Figure 11). Explorers in the 5th and 6th grade groups only viewed the Planetarium presentation; plans for the 2014 camp include having all students create a light pollution engineering solution.

Campers' knowledge of space and science facts increased for 9 of the 10 questions asked. Preliminary analysis suggests that the greatest improvement arose when the concept was presented as an interactive activity. Essential content is better retained by middle school students when they are engaged in active, student-centered learning (Bachelor et al., 2012). Plans for the 2014 Space Camp include more interactive activities for all participants.

Figure 9. Sample of explorers' depictions of scientists on the first day of camp, addressing assessment question 10.

Figure 10. Explorers use the Sunspotter to draw solar features. This activity likely contributed to better post test responses for question 6.

Figure 11. Explorers demonstrate their light pollution minimizer designs. This example is one of the more successful projects that did not break or melt.

Further information

• Contact Jennifer Mangan: manganjm@jmu.edu, or Shanil Virani: viranisn@jmu.edu
• To learn more about JMU Space Camp 2013 or our upcoming Space Camp 2014, please visit us online at: http://www.jmu.edu/planetarium. You can also see more pictures, videos, and some of the press coverage we received.

The Space Explorers Camp not only provides a valuable service for Harrisonburg-area youth, but is also the subject of scholarship - as seen in this poster presentation by Jennifer Mangan, Shanil Virani, Christopher Kaznosky and Monica Athey.

Taking the First Step

The next step is yours. Bring your innovative, important, exciting ideas for community outreach to O&E and let us help you put your plans into action. For more information or to talk with an Outreach & Engagement staff member one-on-one, please call us at 568-4253. You can also email us at outreach@jmu.edu to set up an appointment. Our offices are located on the third floor of the **Ice House at 127 West Bruce**, the corner of South Liberty and West Bruce streets. You may also wish to visit us at www.jmu.edu/outreach/ where you can find more information about our programs as well as access important documents like the Partnership Agreement form or the Noncredit Course Application materials. More information about additional resources housed at the Ice House can be found by calling the main line at 568-4696.

Additional Ice House Resources

The Ice House, located at 127 West Bruce, on the corner of South Liberty and West Bruce streets, houses a variety of resources for those interested in community engagement, including the Outreach & Engagement offices.

Second floor
• Center for Economic Education
• Center for Entrepreneurship
• Institute of Certified Professional Managers
• Review of Behavioral Economics
• Small Business Development Center
• Technology Innovation and Economic
    Development

Third floor
• Outreach & Engagement
• Shenandoah Valley Partnership
• Shenandoah Valley Technology Council

Fourth floor
• University Communications and Marketing

On-Campus / Community Resources
• 4-VA, 568-6093, swaynedd@jmu.edu, located at Lakeview Hall
• The Center for Faculty Innovation, 568-4846, cfi@jmu.edu, located at Rose Library
• The Center for Instructional Technology, 568-7061, cit@jmu.edu, located at Carrier Library
• Center for STEM Education & Outreach, 568-6715, ferenbjk@jmu.edu, located at Memorial Hall
• Center for Wind Energy, 568-8770, VAcenter4windenergy@jmu.edu, located at 1401 Technology Drive,
    Suite 120
• Community Service Learning, 568-3463, harrisra@jmu.edu, located in the Student Success Center
• Furious Flower Poetry Center, 568-8883, furiousflower@jmu.edu, located at Cardinal House
• Institute for Innovation in Health and Human Services, 568-2642, iihhs@cisat.jmu.edu, located at
    Blue Ridge Hall
• Institutional Review Board, 568-7025, researchintegrity@jmu.edu, located at Blue Ridge Hall
• Madison Center for Community Development, 568-5272, swartznj@jmu.edu, located at 1077
    South Main Street
• Middle School Leadership Academy, 568-1685, walke2bm@jmu.edu, located at Burruss Hall
• Middle School Visit Program, 568-1685, walke2bm@jmu.edu, located at Burruss Hall
• Professor in Residence Program (PIR), 568-1685, walke2bm@jmu.edu, located at Burruss Hall
• Science on a Sphere (SoS), 568-3288, bodleam@jmu.edu, located at 5110 Memorial Hall

We apologize if any units or programs were omitted from this list of resources. Please contact us at outreach@jmu.

Meet Our Staff

The Outreach & Engagement staff, with offices on the third floor of the Ice House, are eager to help with a variety of needs for community engagement projects ranging from logistical arrangements to marketing.