



HIGH-IMPACT COMMUNITY ENGAGEMENT PRACTICES

July 2019 – June 2022 Request for Proposals

Overview and Program Goals

The Indiana Campus Compact **High-Impact Community Engagement Practices** funding opportunity will support the development and implementation of a high-impact community engagement learning practice (Hoy & Johnson, 2013). These types of activities can include both curricular (first-year seminars, capstone courses, global learning, internships, service-learning courses, undergraduate research course, and writing intensive courses) and co-curricular (common intellectual experiences, learning communities) experiences (Longo & Gibson, 2016) that also incorporate an intentional emphasis community-engagement practices—e.g., place, humility, integration, depth, development, reflection, teams, capacity building, impact orientation, evidence, learning, mentors, and sequence (Hoy & Johnson, 2013). Funded projects will support strong reciprocal community-campus partnerships that strengthen student learning, and further support a culture of community engagement within the institution.

The overall goals of the program include:

1. Increase the number of high-quality, place-based experiences designed to support the development of college students at Indiana Campus Compact partner institutions into the next generation of civic leaders and community-minded professionals.
2. Support faculty through the implementation of high-impact community engagement teaching practices (Hoy & Johnson, 2013) that address community identified concerns.
3. Increase the number of authentic (Mitchell, 2008) reciprocal community-campus partnerships designed to strengthen student learning, further support a culture of community engagement within the institution, and/or work towards systemic community change.

The **High-Impact Community Engagement Practices** grant will support projects lasting six- to 12-months in length, as determined by the Principal Investigator(s). Recipients will receive access to an online repository of resources to support their work, and will have the opportunity to engage in a one-on-one consultation session with Indiana Campus Compact staff during the development and/or implementation of the project.

The recipient will:

1. Teach/instruct a high-impact community engaged learning experience (Hoy & Johnson, 2013). This experience could be envisioned as a curricular or co-curricular experience as described by Hoy & Johnson (2013).
2. Develop a new, or enhance an existing community-campus partnership in a manner that fosters an authentic (Mitchell, 2008) and reciprocal relationship.
3. Incorporate a member(s) of the partnering community organization (or individual community members) as a co-instructor(s) for the experience (Eisenhauer, Marthakis, Jamison, & Mattson, 2011).
4. Make progress towards producing traditional (e.g., academic publications, conference presentations, etc.), creative works (e.g., public art, exhibition, etc.), and/or educational and public resources (e.g., program evaluation, training materials, community assessment tools, etc.) for dissemination.
5. Meet all agreed upon project deadlines and submit a final report outlining progress toward identified goals and objectives.

Eligibility

The following individuals at Indiana Campus Compact partner institutions are eligible to apply.

- Faculty from any discipline, and of any rank (e.g., pre-tenure, post-tenure, non-tenure, etc.) or employment status (e.g., full-time, part-time, adjunct, continuing lecturer, instructor of practice, etc.)
- Community engagement professional (Dostilio, 2017) (e.g., student affairs staff, academic affairs staff, etc.)
- Graduate students (full- or part-time) from any discipline

Project Duration and Funding

Funded projects will last six- to 12-months in length, as determined by the Principal Investigator(s). All projects must be completed by May 31, 2022.

Indiana Campus Compact has funding to award 10 **High-Impact Community Engagement Practice** grants per year, for a total of 30 grants during the three-year funding cycle. Grants will be awarded to faculty, community engagement professionals, and graduate students at partner institutions across Indiana.

- Grant award amounts are up to \$2,500
- Institutions are required to provide a minimum cash match of \$750, or 30% of the grant award amount.

Funding is awarded on a reimbursement basis. Grantees will receive reimbursement upon submission of required reports.

Funding for this program is supported by a grant from Lilly Endowment Inc. to Indiana Campus Compact.

Application Timeline and Routing

Application Timeline

Proposals are accepted once per quarter on the second Monday of the quarter. Projects **must start** at least **seven weeks after** the application due date, as indicated below. All project **must** be completed by Tuesday, May 31, 2022.

Proposal Due Date	Funding Notification	Earliest Project Start Date	Latest Project End Date
Monday, May 13, 2019	Friday, June 21, 2019	Monday, July 1, 2019	Tuesday June 30, 2020
Monday, August 12, 2019	Friday, September 20, 2019	Monday, September 30, 2019	Tuesday, September 29, 2020
Monday, November 11, 2019	Friday, December 20, 2019	Monday, December 30, 2019	Thursday, December 31, 2019
Monday, February 10, 2020	Friday, March 20, 2020	Monday, March 30, 2020	Monday, March 29, 2021
Monday, May 11, 2020	Friday, June 19, 2020	Monday, June 29, 2020	Monday, June 28, 2021
Monday, August 10, 2020	Friday, September 19, 2020	Monday, September 28, 2020	Monday, September 27, 2021
Monday, November 9, 2020	Friday, December 18, 2020	Monday, December 28, 2020	Monday, December 27, 2021
Monday, February 8, 2021	Friday, March 19, 2021	Monday, March 29, 2021	Monday, March 28, 2022
Monday, May 10, 2021	Friday, June 18, 2021	Monday, June 28, 2021	Tuesday, May 31, 2022
Monday, August 9, 2021	Friday, September 17, 2021	Monday, September 27, 2021	Tuesday, May 31, 2022
Monday, November 8, 2021	Friday, December 17, 2021	Monday, December 27, 2021	Tuesday, May 31, 2022
Monday, February 7, 2022	Friday, March 18, 2022	Monday, March 28, 2022	Tuesday, May 31, 2022

Application Routing

All applications must be routed through the appropriate office at the applicant's campus. Applicants will be responsible for obtaining the appropriate approvals prior to submission.

The following partner institutions **must** route their proposal through the following offices:

- Indiana University (Bloomington, East, Indianapolis, Kokomo, Northwest, South Bend, and Southeast) must route their application through Indiana University's Contract and Grants office.
- Purdue University campuses (Purdue University, Purdue University Fort Wayne, and Purdue University Northwest) must route their application through Purdue University's Sponsored Programs office.
- Ivy Tech Community College campuses (any campus) must route their application through the Ivy Tech Community College's Central Indiana Grants Office

Award Terms

Upon acceptance of the award, the Principal Investigator and their employing institution will be required to sign an Award Letter indicating acceptance of [Indiana Campus Compact's Grant Terms and Conditions](#). Indiana Campus Compact must be notified in advance of and approve any significant changes to project or research protocols.

Application Process and Requirements

Submission Process for the Full Proposal

Full Proposals are required to be submitted via [Indiana Campus Compact's Engagement Portal](#). All proposals must be submitted using the Principal Investigator's profile. All submissions must be completed at one time, the system is not able to save incomplete applications for completion at a later date. Detailed instructions on how to create a user profile in [Indiana Campus Compact's Engagement Portal](#) can be found on the [Indiana Campus Compact website](#).

- The proposal abstract, narrative, and assessment strategies will be uploaded as one document. Approved file types are Adobe PDF (.pdf) or Microsoft Word (.doc, or .docx).
- The letters of support, budget narrative, and fiscal form will be uploaded as individual documents. Approved file types are Adobe PDF (.pdf) or Microsoft Word (.doc, or .docx).

Requirements for the Full Proposal

Proposals are to be formatted (double spaced, Times New Roman) according to the guidelines of the current edition of the Publication Manual of the American Psychological Association (APA Style Guide), and include a reference page and appendices where appropriate.

1. Principal Investigator(s) Contact information:

Contact details for the institution and the following individuals will be entered directly into the application portal:

- Principal Investigator(s)
- Fiscal Manager

See Appendix A for a sample of the demographic information that will be collected in the application portal.

2. Project Abstract (*not to exceed 500 words*)

A brief overview of the project and the intended outcomes and outputs.

3. Project Marketing Statement (*not to exceed 300 words*)

A brief overview of the project to be used in media releases if the project is funded. This should include any anticipated outcomes and/or impact on relevant stakeholders.

4. Project Narrative (*not to exceed eight pages, excluding references*)

- High-Impact Community Engagement Practice:** Describe how you plan to expand your current pedagogical practice in order to move beyond traditional forms of teaching/leading and incorporate at least one place-based high-impact community engagement learning practice. Be sure to include the following:
 - i. the type of high-impact community engagement learning practice you plan to implement, and whether this is a curricular or co-curricular experience;
 - ii. which of the “community engaged practices” (Hoy & Johnson, 2013) you will be intentionally integrating into the experience and how these practices are imagined;
 - iii. the identified community need(s) or social concern(s), and how they were collaboratively identified;
 - iv. how, if applicable, you have intentionally involved other area institutions of higher education in this project;
 - v. the student learning outcomes that are connected to the community-based experience; and
 - vi. the specific community-based and reflection activities, and how these are intentionally connected to the curricular or co-curricular student learning and/or civic development outcomes (Benenson, Hemer, & Trebil, 2017).
- Community-Campus Partnership:** Describe the reciprocal and authentic community-campus partnership that will be developed and/or strengthened by this project. Be sure to include the following:
 - i. the community partner organization and how you became associated with them;
 - ii. the mission of the partnering community organization;
 - iii. the ways in which you will foster an authentic and reciprocal relationship with your community partner; and
 - iv. the role(s) your community partner and/or individual community members have and will play in the project, including how they will be involved as co-instructors.
- Cultivating a Culture for Community Engagement:** Describe how this project can help to foster a culture for community engagement at your institution. Please include the following:
 - i. your role in furthering a culture for community engagement within your department and/or the institution; and
 - ii. the strategies you will use to mentor and recruit others to develop high-impact community engagement learning experiences.
- Dissemination and Sustainability:** Describe the plans for sharing the outcomes of this project with a broader audience, and you plans for sustaining the initiative beyond the funding period. Be sure to include the following:
 - i. how you will promote the project and its outcomes to campus and community stakeholders;
 - ii. how this program will further support your professional development goals and work as an engaged scholar;
 - iii. identify at least one scholarly product—e.g., traditional, creative works, and/or educational/public resource—that could be produced and disseminated based on this project and a potential venue for dissemination; and
 - iv. how you plan to sustain this project beyond the funding cycle.

5. Assessment Strategies (*not to exceed one page, excluding the Assessment Table*)

- Outputs, Outcomes, and Potential Impact**
 - i. Describe the anticipated outputs, outcomes, and potential long-term impact (Beckman & Wood, 2016) of the community engagement experience on student civic development and how each will be assessed.
 - ii. Describe the anticipated outputs, outcomes and potential long-term impact (Beckman & Wood, 2016) of the community engagement activity(ies) for to the community organization and the broader community.

- b. **Assessment Table:** Complete the table below for the anticipated outputs, outcomes and potential long-term impacts (Beckman & Wood, 2016), identified in each section of the Project Narrative. *Please add additional rows as you see fit.*

Output/Outcome/Impact:		
Activity	Evidence (reflection, artifact, data)	Assessment Technique

Output/Outcome/Impact:		
Activity	Evidence (reflection, artifact, data)	Assessment Technique

5. Letters of Support

The following two **Letters of Support** are required:

- Senior Administrator:** All applicants must include a letter of support from a senior-level administrator (e.g., department chair, school or college dean/dean of students, provost/vice chancellor for academic affairs, vice president for student affairs) at your institution. This letter should specifically address how this project supports the goals of the department and/or institution;
- Community Partner:** The second letter of support must be from the community organization that will serve as a partner and will benefit from the project.

*More than two letters of support are encouraged.

6. Budget and Justification:

- Budget Narrative:** Briefly outline the anticipated expenses and how they support your project (*not to exceed one page*).
- Fiscal Request Form:** Proposals must include the Indiana Campus Compact Fiscal Request Form, see Appendix B. All requests must adhere to the Grant Terms and Conditions regarding allowable and non-allowable funding requests.

SAMPLE BUDGET

ITEM	COST BASIS	GRANT	CASH MATCH	TOTAL
Faculty supplemental pay	2% of \$60,000	\$ 600.00	\$ 600.00	\$ 1,200.00
Student assistant stipend	1 @ 5 hours/week @ \$9/hour; 14 weeks	\$ 630.00	----	\$ 630.00
Community partner stipend	1 @ \$500 each	\$ 350.00	\$ 150.00	\$ 500.00
National conf. lodging	2 nights @ \$125	\$ 350.00	----	\$ 350.00
Regional conf. airfare	Round-trip	\$ 200.00	----	\$ 200.00
Regional conf. registration	1 registration	\$ 300.00	----	\$ 300.00
Project implementation	Paper, printing, postage for survey	\$ 70.00	----	\$ 70.00
	Total:	\$ 2,500.00	\$ 750.00	\$ 3,250.00
	Total Amount Request:	\$ 2,500.00		

Questions

Direct question to Laura Weaver, Director of Professional Development and Engaged Learning at laura@incampuscompact.org.

About Indiana Campus Compact

Indiana Campus Compact is a 501(c)(3) non-profit partnership of Indiana’s public, private, and community college higher education institutions focused on advocating, implementing, and improving community engagement efforts so that students graduate as well-informed, engaged, and productive members of society who are fully enabled to provide leadership and service that advances the public good in their communities. Indiana Campus Compact is an affiliate of National Campus Compact, headquartered in Boston, Massachusetts.

References

- Beckman, M., & Wood, D. (2016) The role of community-based research in achieving community impact. In M. Beckman, & J. F. Long (Eds.), *Community-based research: Teaching for community impact* (pp. 33 – 49). Sterling, VA: Stylus.
- Benenson, J., Hemer, K. M., & Trebil, K. (2017). Supporting student civic learning and development. In L. D. Dostilio (Ed.), *The community engagement professional in higher education: A competency model for an emerging field* (pp. 161–178). Boston, MA: Campus Compact.

Dostilio, L. D. (2017). The professionalization of community engagement: Association and professional staff. In T. D. Mitchell, T. Eatman, & C. Dolgan (Eds.), *The Cambridge handbook of service learning and community engagement* (pp. 370–384). Cambridge, England: Cambridge University Press.

Eisenhauer, M. J., Marthakis, N. B., Jamison, J. R., & Mattson, M. (Eds.). (2011). *Charting the course for service-learning: From curriculum considerations to advocacy. A faculty workbook*. Indianapolis, IN: Indiana Campus Compact.

Hoy, A., & Johnson, M. (2013). Future possibilities: High-impact learning and community engagement. In A. Hoy, & M. Johnson (Eds.), *Deepening community engagement in higher education: Forging new pathways* (pp. 273–281). New York, NY: Palgrave Macmillan.

Mitchell, T. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. *Michigan Journal of Community Service Learning*, 14(2), 50–65.



Appendix A – Sample Demographics High-Impact Community Engagement Practices

This appendix provides a sample of the information collected through our grant portal. Please be prepared to provide this information when submitting your proposal.

Principal Investigator Information *(individual who is applying for the grant)*

- First and Last Name
- Professional Title
- Institution
- Institutional Department
- Institutional Phone
- Institutional Email
- Personal email (must not match institutional email)
- Permanent address (must not match institutional address)
- Professional Bio (limited to 300 words; uploaded as either an Adobe PDF (.pdf) or Microsoft Word (.doc, or .docx) file type)
- Professional Headshot (provided as an uploaded document, must be 300 dpi .jpeg)

Co-Principal Investigator Information *(individual who is applying for the grant)*

- First and Last Name
- Professional Title
- Institution
- Institutional Department
- Institutional Phone
- Institutional Email
- Personal email (must not match institutional email)
- Permanent address (must not match institutional address)
- Professional Bio (limited to 300 words; uploaded as either an Adobe PDF (.pdf) or Microsoft Word (.doc, or .docx) file type)
- Professional Headshot (provided as an uploaded document, must be 300 dpi .jpeg)

Proposal Information

- Proposal Title
- Project Dates
- Grant Funds Request Amount (grant dollars only, not including cash match dollars)
- Institutional Cash Match provided

Fiscal/Grant Manager

- Fiscal Manager First and Last Name
- Fiscal Manager Institutional Email
*The Fiscal Manager refers to the individual who is a designated financial signatory for the campus. The Fiscal Manager will fulfill the fiscal reporting requirements and manage all fiscal aspect of the grant.
- Grant Manager First and Last Name (if different from the Principal Investigator or Fiscal Manager)
- Grant Manager Institutional Email (if different from the Principal Investigator or Fiscal Manager)
*The Grant Manager refers to the individual who is overseeing the grant process and submitting required reports.

Signatures

The Principal Investigator will digitally sign the grant portal submission form. The Fiscal Manager and Principal Investigator will sign the uploaded fiscal form.

Your digital signature will represent, to the best of your knowledge, that the information you provided is true and correct and that you have agreed to the 2019-2022 [Indiana Campus Compact Grant Terms and Conditions](#).

*Please note, although request for proposals for the following campuses must be routed through their central office, we require each Principal Investigator to create their own individual account for submissions. General accounts by Contract and Grants office will not be

accepted.

- Indiana University (Bloomington, East, Indianapolis, Kokomo, Northwest, South Bend, and Southeast) must route their application through Indiana University's Contract and Grants office.
- Purdue University campuses (Purdue University, Purdue University Fort Wayne, and Purdue University Northwest) must route their application through Purdue University's Sponsored Programs office.
- Ivy Tech Community College campuses (any campus) must route their application through the Ivy Tech Community College's Central Indiana Grants Office

