Serve InDEED

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Edited by: Bill Johnson, Ph.D., Chip Harris, Ed.D. and Terry Silver, Ed.D.

ServeInDEED

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Articles that have undergone the peer review process are indicated by the Peer Review symbol.

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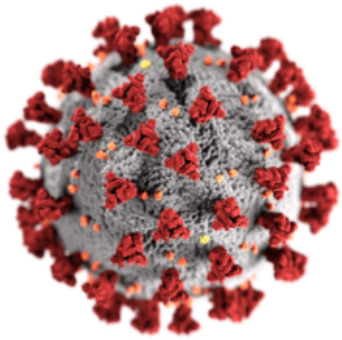
ServeInDEED, the Tennessee Journal of Service-Learning and Civic Engagement is a peer-reviewed online journal published annually by Volunteer Tennessee. Special issues are published as needed/requested. Volunteer Tennessee, an agency of the State of Tennessee, focuses on community service and service-learning initiatives in which citizens of all ages and backgrounds engage in services addressing the educational, public safety, environmental and other human needs of the state and nation. ServeInDEED publishes articles concerned with service-learning and civic engagement. We welcome articles from higher education (peer reviewed), K-12 education, community based organizations, education/community partners and especially students.

Back issues of ServeInDEED can be accessed at: https://www.tn.gov/volunteer-tennessee/vt-aboutus/vt-publications.html



While the operational environment may have changed, the needs of our communities and partners still remain.

During the State of Tennessee's response to COVID-19, the Editorial Staff of ServeInDeed is available to help consult on impacts on service-learning and community engagement activities during this uncertain time. Feel free to contact us at Journal.Serveindeed@gmail.com, or if you have ideas and suggestions that could benefit the SL community (we would love to include them in an upcoming issue), or if you have questions about how best to continue integrating service-learning activities into your courses.

While is feels as if the educational world is topsy-turvy, it remains important that instructors continue thinking intentionally about designing service-learning activities for 2023 that are robust in case some or all instruction is done online. While the operational environment may have changed, the needs of our communities and partners still remain.

PLANNING FOR 2023 SERVICE-LEARNING:
While we understand that some instructors might choose not to include a community-engaged aspect to their course this year, we think there are still many compelling pedagogical and service-related reasons to encourage academic service-learning/community-engaged courses for Fall or Spring courses.

The University of Georgia Office of Service-Learning has posted some options for faculty and agency leaders to consider.

Option 1: Build in a community-engaged activity that is "robust" and can be carried out equally readily in case of pivoting to online instruction at some point during the semester. In many cases, that involves prioritizing "indirect" activities for service-learning, or remote/virtual direct service. For instance, many faculty have reported that students who carried out remote activities or deliverables such as developing a nonprofit marketing plan, mentoring youth online, designing a butterfly garden implementation plan, creating virtual campus tours, doing phone check-ins with older adults, creating "translational" educational materials, etc. had minimal or no disruptions during 2020 - 2022 campus transitions to online-only instruction. Because many non-profits and community partner agencies have also experienced major changes to their operations, it is worth inquiring specifically whether they have newly identified needs that could best be approached remotely (for instance, surveying clients on their food security status; helping promote new program options to agency clients, etc.)

For programs considering remote/virtual direct service activities, such as tutoring kids online, Virginia Commonwealth University has a useful set of guidelines for Online Programs Safety and Protection of Minors Resources to think through. (VCU direct link - https://drive.google.com/drive/folders/17KLE8B1zXYlrG4osEDdqborVHIEsabfk).

Option 2: Include an initial direct-service service-learning activity, while building in flexibility for a potential "pivot" to online instruction during the semester. For example, for a course with service-learning tutoring of English learners as the intended activity, the instructor might plan for the following possible modifications: changing over to online or phone-based tutoring upon suspending in-person instructional activities; a potential reduction in the number of hours of tutoring required; or switching mid-stream to a different but still relevant service activity such as developing educational content for the tutoring program's future use. Similarly, for a course with a food insecurity focus, if a direct-service activity such as food delivery is suspended mid-semester, the course could pivot to having students do regular client wellness checks by phone, could develop video content on home gardening or food preparation, or could develop public relations campaigns about where and how emergency food is available in the community or fundraising initiatives to support these.

Option 3: If in-person direct service activities are still the best choice, consult with your department and our office, and the community partner on health and safety guidelines, particularly including the following topics:

- Partner Needs. Are the needs of the community partner still the same, or have their operations shifted in ways that require re-thinking the SL activities?
- Social Distancing. Will the activity and site allow appropriate social distancing? Is there a need to organize students into smaller shifts at different times, for instance?
- Transportation. Will car-pooling be allowed? Will use of public transportation or university vehicles be appropriate or possible?
- Memoranda of Understanding. Is there sufficient time and community-partner "bandwidth" to set up required MOUs?
- Community Partner Requirement. Beyond the "normal" considerations, will community partners have additional requirements, such as COVID testing, wearing masks or other personal protective equipment, temperature checks, etc.? Are there enhanced protocols for working with partner sites that serve vulnerable populations?
- Adverse Events. If the facility has to cease operations temporarily due to a disease outbreak, what impact will that have on your students' ability to successfully complete their required SL work? If a student is under quarantine, what options will they have to successfully complete their required service-learning/community-engaged course work?

Remember: Critical Reflection is still a vital aspect of service-learning/community-engaged courses and student learning. Regardless of the specifics of how and what community-based activities are actually undertaken, robust reflective activities will help students process, connect, and learn more deeply from these experiences.

Serve Safely,

Bill, Chip & Terry (the Editors)

SAVE THE DATE:

The 2023 Tennessee Conference on Volunteerism and Service-Learning (TCVL)

April 2-5

Make sure to follow the conference on the TCVSL Facebook page for regular news and updates.

https://www.tn.gov/volunteer-tennessee/vt-events/vt-tcvsl.html

Volunteer Tennessee partners with NYLC for the 34th Annual National Service-Learning Conference

Volunteer Tennessee is excited to host the 2023 National Service-Learning Conference with the National Youth Leadership Council (NYLC). The NYLC is the only major national education conference that provides service-learning professional development to a diverse audience.

The 34th Annual National-Service Learning Conference will be held April 2-5, 2023 in Nashville, TN. The National Service-Learning Conference is the largest gathering of youth and practitioners from the service-learning field, drawing nearly 500 attendees from across the United States and several other countries.

For more info on registration or to become a presenter, please visit https://www.nylc.org/page/SLCHome2023. For your convenience, please review our upcoming deadlines related to the National Service-Learning Conference. You can also review the full press release here.

Please note: Volunteer Tennessee annually hosts the Tennessee Conference on Volunteerism and Service-Learning, but will merge its sessions with the National Service Learning Conference in 2023.

What is the Tennessee Conference on Volunteerism and Service-Learning?

The conference is the Volunteer State's leading event for organizations, educators, and individuals engaged in service and focused on making change in their communities.

The annual Tennessee Conference on Volunteerism and Service-Learning aims to increase service and volunteerism across Tennessee. The conference will encourage service leaders and participants to collaborate to address needs in Tennessee while utilizing service as a vehicle for education and change. We are challenging our participants to understand the impact of utilizing service as a vehicle for community change.

Our main audiences for the conference are all service leaders across Tennessee, including but not limited to:

- Non-Profit and Volunteer Management professionals
- National Service Programs (AmeriCorps and AmeriCorps Senior staff and members
- Service-Learning Practitioners (P-16)- In partnership with the Tennessee Service-Learning Consortium (TN-SLC) the conference includes a Higher Education Faculty Track for college and university participants committed to promoting active citizenship as an aim of higher education.
- Government Leaders
- Corporation/Businesses- The conference offers a day of Corporate Social Responsibility workshops
- Students- The conference includes a Student Track

Interested in becoming a conference sponsor or advertising in the Conference Agenda?
Contact us at volunteer.tennessee@tn.gov for more information.

The Role and Nature of Community Organizations:
Moving Toward an Understanding of Service Learning

Service learning provides many opportunities for university students to move into roles serving their community. Just as service learning can take on a variety of roles to serve others, the roles to be fulfilled in a community require significant dedication and service from those wishing to learn from that experience.

Master Degree in Leadership
Tennessee State University, located in Nashville, has incorporated one aspect of service learning into its Master of Leadership degree program, housed within the Department of Educational Leadership. The focus of the master's program is to develop leaders who can move into the community and serve in leadership roles throughout the various agencies found in a thriving and growing city environment. Students with leadership skills, combined with their bachelor area of concentration, move into positions in state and city government (finance departments, human resource managers, etc.), private companies (i.e. managers at Kroger's, Wal-Mart, and the like), company sales, tech companies, as well as management positions in the prisons, social security, car rental companies and many other areas where managers are needed. During the completion of the coursework for this degree, students are often required to complete service-learning time and activities in the local area to understand the importance of being a contributing member of the community as a citizen of the populace.

One of the courses provided to students on their journey to become a manager/leader in their chosen area is a course in Community Organization. This course meshes well with the concepts of management and leadership being taught and practiced as they earn their degree. The Community Organization course combines concepts of service learning in the community with a deeper understanding of the role of a Community Organization in the larger context of serving the community in an on-going manner. Community Organizations fill a role in the community that often cannot be filled by for-profit enterprises. The principles and practices of a community organization were taught in a sequence that allows students to develop and build a set of skills that will allow them to open their own Community Organization by the end of the course. In the following sections, the concepts and content of the course are described.

Community Organization Course Content

The course objectives were to:

a. examine various community organizational models,
b. understand the nature of the leadership form, function, and structure of community organizations,
c. recognize the role a constituency, membership and clientele in the organization,
d. learn where power comes from, and how that power used,
e. acquire knowledge regarding where resources are found, and how that impacts organizational independence,
f. appreciate the roles, responsibilities, and relationships of the board, staff, and leadership
g. locate and catalog the community organizational resources int eh local area,
h. provide a minimum of 10 hours of volunteer service to a local community organization,
j. understand the importance of the role of community resources in the local area.

The knowledge, skills, and dispositions to be explored in this course were as follows:

a. distinguish between types of grassroots community organizations;
b. understand their roles and functions, and have a framework for analyzing their capacity, effectiveness and potential for growth and contributions in this area;
c. develop a basic understanding of community organizing history, theory, and practices and be able to utilize this knowledge in developing or analyzing a grassroots community organization;
d. learn organizing and research skills necessary to engage in effective community organizing and developing activities;
e. analyze the world with a critical perspective—both large scale phenomenon and day-to-day experiences sociologically using the theories and methods of sociology;
f. recognize and critically evaluate their own personal values.
g. make linages between empirical data and theoretical concepts;
h. understand the ways in which race, class, gender, culture, political and economic systems affect individual lives, and how individuals and groups can affect societies;
i. think critically about social justice efforts and inequalities in communities and environments, and;
j. engage in critical and sophisticated discussions concerning current social events.

The course is structured from beginning to end to slowly develop an understanding of the concept and role of a Community Organization, to clarify their place among the for-profit entities, and to assist students in understanding the importance of this type of on-going service to the community. Although these concepts begin as part of a deeper understanding of service learning as a student, it is hoped that students maintain that understanding as they grow into an understanding of community needs that they can fulfill and nurture through their actions.

Throughout the course numerous speakers from across the U.S. who are actively operating and working in a variety of Community Organizations become a large part of the understanding provided to the students of the various types of organizations needed in communities, as well as what exactly happens, how it functions, and financing of the organizations. Students have ample opportunity to ask questions and clarify their growing thoughts on the subject. As such, the first topics to be addressed include an Introduction to

the concept of Community Organizations, a History of Community Organizations, an understanding of the definition of a community, and the role of the community organization in the greater city structure. For this section of the class, the students are assigned in groups to develop a directory of the current community organizations of the community they have chosen as their target. The students were asked to choose a city, i.e. Murfreesboro, Clarksville, Franklin, etc. and identify 20 types of community organizations in that area. Each type of organization had to have at least three entries to understand that there are options within the organizations, and so they understood that more than one location was available to serve the various areas of the locale. Then, students had to find at least three of that type of organization, describe the services, the hours, the location, and any other useful information for each entry. Each of the 20 categories required a minimum of three entries, as the same services were not available at each site. Along with pictures of the sites, students often provided a map of the locations of the organizations so locating them was facilitated. Some students provided a GPS map of all their organizations in the directory as well to assist in locating a given location within the city.

Additional Areas Addressed

In addition to the above-mentioned Community Organization Directory assignment, students were required to complete several other assignments to fulfill the course:

a. to review several refereed professional journal articles on an area of Community Organization work that were of interest to them,
b. to complete a minimum of 10 documented service hours in a Community Organization of their interest. This service hours assignment was a bit more difficult, as the class was taught the semester that schools closed due to the covid-19 outbreak. This limited the nature of the Community Organization in which they could serve, but all students managed to provide this service despite the pandemic, as can be seen in the photos included in the article specifically addressing these experiences, and
c. the final assignment was to produce a written Action Plan for the development of their own Community Organization. This culminating activity was presented to the entire class to critique and offer suggestions to strengthen and/or modify prior to the student implementing this organization in the community. This will be outlined further in the article on Starting Your Own Community Organization, as well as the culminating article describing one of the Community Organization projects that has already been implemented.

IPARDE: Stages of Service Learning

Throughout the class, the Stages of Service Learning were incorporated into the experiences and learning and followed in order. An example of each stage follows:

Investigation: Students were asked to investigate in depth a community organization for which they had interest in starting. They were required to read juried articles, find additional articles to guide them through the development of a new Community Organization, read and investigate locales for their own organization, investigate the community organizations that already existed to avoid duplication, investigate possible board members, and the like.

Planning: From the first day of class, students were involved in the planning of their own Community Organization, personnel, boards, budgets, goals, objectives, location of the new organization, etc.

Action: Students were required to take action in the community and serve the community to fulfill the requirements and work toward a better understanding of the concept of a Community Organization build on service learning.

Reflection: Throughout the class and development process, students were required to talk to and reflect with the other students in the class regarding their progress, their products, and their organization development.

Demonstration: The culminating activity in the class was a presentation demonstration of what their individual new Community Organization was to be. They had to not only demonstrate what all of the required aspects of the new organization would be, but had to respond to questions about any aspect of the organization to demonstrate a complete understanding of where they were going and what they were doing.

Evaluation: The presentation of their new Community Organization, as with all other assignments in the class, were evaluated with a rubric provided to the student the first night of the class so they knew the exact components required. Additionally, each student final project was evaluated by each member of the class so the student received a variety of evaluation on their projects by a mixed group of evaluators in the class.

In the following articles, various aspects of the class content and outcomes will be addressed for the reader to provide not only information but a roadmap for the development of their own projects.

- **Investigation:** Matching student passion with course goals and community needs
- **Preparation:** Getting ready for service through learning
- **Action:** Service – Direct, Indirect, Advocacy or Research
- **Reflection:** Making meaning of the service and learning
- **Demonstration:** Celebration of action and impact of service-learning
- **Evaluation:** Assessing the learning and impact on community

The Role of the Community Organization Leadership

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Peer Review

Introduction

The role of a Community Organization Leader is an important and ever-changing position. A community cannot function without this little-known position, one which requires significant and multiple skills and leadership knowledge to perform. Many of the functions and performed in this role have no training or development, and the leader grows into the role as the organization emerges and grows in the community. This role is one that allows one to grow through the community as well as invest in the community served. A decision to become a Community Organization Leader is an important step that requires significant time and dedication to the cause of the organization as well as well as time: this decision should be made with significant forethought and knowledge of the pathway and commitment that is to be taken. Involve your board in all that you do.

Many state laws delineate the nature and type of governing structure and directorships are required for a community nonprofit organization. A state may require a board of director, voting membership, a single director without board of directors, a combination of theses or another type of directorship. Each of these types of nonprofit governing may require different roles for the organization leader/director.

Depending upon state laws that may or may not exist, and the differences in responsibilities by state law, some of the areas of responsibility for a director may include: ensuring the working relationship is respectful and professional; keep the board informed of all issues pertaining to personnel, inform the board of any changes that have taken place in personnel, legal, financial, policy or other pertinent issues; hiring, managing and training all staff members; assisting in identifying areas of new policy development; preliminary development of the strategic plan; development of fundraising ideas and timelines; training and development needs; committee needs; recommendations for policy and procedures development and changes; attend board meetings; and in an on-going manner, keep the board informed.

There are often several areas in which the board and director share the responsibilities that are necessary to maintain a healthy organizational structure and culture. Some of these areas may be the development of the organization's strategic plan, organizational structure, hiring goals, advertisement of organizational activities, and evaluation of personnel; development of advertisements, plans, activities and dates for fundraising; and, annual evaluation of the board and director.

Regardless of the roles that may be given and expected of a nonprofit director, the first role is Leadership and development of the board, the organization stakeholders, and personnel, as well as communication and honesty with the board so that all members of the organization are on the same wavelength regarding the direction of the organization. It is critical that this person model what they would like to see in the organization and be able to articulate the vision and mission of the organization clearly to the board, community, and personnel to whom they are responsible. Another major role for a nonprofit director is fundraising. Without donors and others who support the organization, there will be no organization to meet the community needs being undertaken. Overseeing the day-to-day operations of the programs, advocating for the organization and its mission, community relations, and general oversight of the community operation in general on a daily basis all add up to the roles of the nonprofit director on a daily basis.

Who would make a good Community Leader?

As with all leadership positions there are numerous traits that one should possess that will contribute to the success of the organization. Due to the nature of this position, being proud of their community is a necessary and primary trait for this position. Regardless of the nature of the organization, open and honest communication skills are a must. Strong communication skills are needed for developing and keeping relationships, open linkages and empathy, among others that will contribute to the success of the organization. Working with and developing community commitment requires problem-solving

and negotiation skills to work with the plethora of persons required to develop a strong and effective organization to serve the variety of interests in a community. The ability to negotiate is also a critical skill to garner not only human capitol, but also financial support for the organization. It is your commitment that allows you to become the leader and thus role model for the community that demonstrates how much you care about the community, those you are desiring to serve, and the tasks at hand.

Moving an idea forward to become a viable and thriving community organization is a complex undertaking requiring significant forethought and support prior to beginning to plan and execute. Trust is a critical leadership quality that will allow people to follow you to the apex of your organization and what it stands for. You must have integrity. As community organization leaders are often appointed by themselves to become the leader, and the role is significantly visible, the public and the private will be watching you. It often takes significant time to build the leadership skills needed to head an organization: you do not need to have all of the skills needed prior to taking on the role. Also, recognize that there is often little or no public recognition involved in your leadership or contributions to the community. This role is often done through your commitment, not that of others. However, as you spread the word throughout the community of the contributions you and your board are making to the community, you will become more visible. Your visibility should also become part of the community organizations that already exist and may be able to contribute to your visibility and success: Lions Club, YMCA, Rotary, Boys and Girls Club are examples of the types of community organizations that have grown into nationally and internationally recognized and supported. There is no reason your organization cannot become as viable and visible as these is your leadership has the skills and is willing to do the work that is required. Remember: you do not need to have the label as 'leader' to be a leader. It takes courage to live your vision, to get support and to keep it. You must be confident and exude confidence that your idea will thrive and succeed. Without the vision, confidence and belief that your organizational ideas will succeed, you will not succeed.

Understanding the Roles and Responsibilities of the Board Members

Most every community organization has Board of Directors to assist with the operation. You do not have to operate this organization alone. As the head of the organization, you will also sit on the Board of Directors and provide input into the direction and activities of the organization you lead.

First, the decision must be made whether this community organization will be a profit or nonprofit venture. Many community organizations are non-profit. The role of the board member is the act as financial managers to ensure that the resources necessary to move the organization forward and accomplish the missions are available. (National Council of Non-Profits, 2021, p.1). In Tennessee, nonprofit boards must have at least three board members, and it is suggested that a board have seven or more members. In addition, a nonprofit must have a president and a secretary. Each board must also designate one of the officers to prepare the board minutes. (A Guidebook for Tennessee Nonprofits, 2016, pgs. 3-5).

The primary responsibility of many nonprofit boards is also to ensure is to develop board policies to ensure ethical and legal activities of the organization and build strong relationships with the community as well as to provide sound fiscal management ensuring the organization will have the finances needed. (National Council of Non-Profits, 2021, p.1). In some nonprofit organization it is also the responsibility of the board to determine the compensation for the director, if necessary. Not all persons who direct nonprofits require or take a compensation package. Also, not all boards will be required to hire a director if the person who heads the organization if self-appointed and there is not a need for any additional personnel to be hired. According to the NCNP, the most board members who serve non-profits sere as volunteers and receive no compensation for their duties and roles. (National Council of Non-Profits, 2021, p.1).

Often an additional role of board members is to provide guidance to the strategic focus, effectiveness and fiscal viability of the organization through the polices developed, the information spread through and to the community, the development of monthly news bulletins, and other like roles to ensure the community is informed of the functions, contributions and ongoing viability of the organization in the community. (National Council of Non-Profits, 2021, p.2). It is a strong suggestion to develop job descriptions for each board member even though they are unpaid volunteers.

Conclusion

Regardless of the nature of your organization or the state in which you choose to house your nonprofit programs, it will be an exiting and challenging—yet rewarding –endeavor for you. The nature of service to your community to better the wonderful types of ideas that are already being implemented, nonprofit or profit, private or public, or governmental driven, it is the underlying cause of betterment of and for the people of the community that is the goal. This should bring satisfaction to you and your community no matter how large the nonprofit organization is. Contributing to the community in some way is always a worthwhile endeavor. For the TSU students, learning about the role and responsibilities of a community organization leader came into view when they each performed 10 hours of service learning in a community organization of their choice. The next two articles address this portion of the class.

Resources

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Characteristics of a Community Leader

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As in all organizations, public and private, there are characteristics that a Community Leader has and develops that set this leader apart. Some leaders are demonstrative while others lead quietly. Some are boisterous and want to be the center of attention and take all the credit, while others are quiet and allow others to receive the credit for accomplishments. This is true of any leadership position. Yet there are some common threads that run throughout successful community leaders.

First and foremost, they must display and demonstrate a desire to assist others in reaching their own potential. This means they must be supportive of others to assist those with whom they work or are assisting become the best they can as an individual. In doing this, at times the person a leader is assisting will excel and go beyond the leader in their accomplishments and recognition from others. There is no better compliment for a public leader than this. Leaders who are able to grow and promote others in the organization to higher positions and accomplishments have truly been mentored by a worthy community leader. To do this, the leader must possess empathy, be able to inspire others, strong possess significant communication skills—and outwardly demonstrate strength and pride in their community. This also means that the community leader is a problem solver and can work through all the members of their team to reach the common goals of the organizational goals together. The goals of the community needs, and accomplishments are met together as a team. This is the strength the community leader brings to the organization. They focus on team building to spread the strength of the various community persons to accomplish goals to build a better community together and for the constituents they are serving. This is guided through the skill, persuasion, focus and persistence of the community leader. The changes for and in the community are not accomplished through bureaucracy; they are met through understanding that it is not the bureaucratic needs that are important to accomplish, but those of an ever-changing and evolving environment within a community. The objective of a Community Leader is to remove the barriers that have often been developed to fit only one-type of need, community, town, or structure. These rigid formalities give way to a more community and goal-oriented perspective that focuses on the end result, the goal, rather than trying to fit a one-size fits all model… all community organizational goals are different and cannot be met with a rigid leader or boxed model but rather merit a goal-oriented approach from the leader that will allow and require adjusting and at times abandoning rules and regulations of the past to allow future growth. A Community Leader will understand this model, prepare this constituents and volunteers to work in this framework and accomplish the goals of the organizational structures needed to change and grow the community.

Another characteristic of a Community Leader in today's public arena must be able to understand and utilize a more decentralized approach to accomplish the goals before them. Working with a number of public entities and persons to accomplish the needed goals of the community. These leaders are serving the common interests in the preservation, growth, development and change of the local community. The need to utilize and outsource to more contractors for the needed goods and services is a great way to involve more community persons and businesses in the community growth and development. This allows the Community Leader more resources with which to work as well as provide more resources to the community contractors and companies from which services are needed. This method grows the community as a whole and allows the Community Leader to support and grow a larger number of services in the community, as well as provide them visibility in their work to improving and serving the community constituents. This can be a win-win all around. This allows the Community Leader an ability to grow more of the community services to enhance the community needs, but also demonstrates more open accountability, ethical conduct, and transparency in developing community leaders. It demonstrates public and proven leadership throughout the community. Community leadership is an investment in the future of the community—the development of authentic leaders to serve the needs of the people—the Changemakers who lead from within.

Community Leadership for an educational leader may emerge when a community issue/need/change is identified. Often, for a school leader to become a Community Leader, the opportunity arises when a need has been identified within the educational system, or from persons within the community

expressing the need for an area of educational support or need to better serve the students of the community. Like Community Leaders, Educational Leaders are change agents who demonstrate similar ethical and moral values to serve, and who tend to seek ways to fill a void for their constituents so they can fill a void deemed critical and/or necessary to serve some aspect of the students' personal or educational growth and success. The Community Leader/Educational Leader have significant ability to communicate the needs of students to their constituents in the community. In doing this, they create awareness of the need(s) they have identified, communicate these needs through their networks, inform the community, and garner the assistance and resources needed to improve the lives of children who are the focus of the Community Leader's needs. The result is a level of awareness throughout the community to develop support for participation from the community. Examples of this may be found in community organizations that have been started to provide books for children who do not have the means to purchase them; Christmas gifts to children who may otherwise have none; building a playground for a school without mean to do so; providing language lessons for parents of second language children so they can work with their children; food for families of children who cannot afford meals; lunches for students who come to school without a midday meal; clothing rooms at schools so students can have more than one or two shirts or blouses, no boots, or no washing machine to wash clothes. Each of these examples were started by an Educational Leader in a community in Tennessee that had a need and continue to support to be supported through the activities of the school leaders and community personnel. In each instance, once awareness of a need was established, the Educational Leader reached out to the community to identify leaders who could provide a means of sponsorship and structure. The Educational Leader continues to be actively involved and participate with the Community Leaders to ensure these services continue to thrive. The leaders also facilitate and communicate through regular meetings the changing needs of the community they are working in.

A Community Leader is often a leader in another area of the community. They do not become a leader in another industry to become a Community Leader, but this is a familiar and common model. As well, many persons become Community Leaders through volunteering and growing into the role, as well as observing others and then fulfilling a need in the community that they do not see others doing. Each person has value and bring their own talents and knowledge to the area of public service. Do not pass up the opportunity to become a leader and use your knowledge, skills, and talents in service to others to grow your community.

Community Engagement in the Time of COVID-19

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Abstract

Community engagement is a broad term. Other types of activities such as service- learning, civic engagement, and political engagement are often partnered with it and all exist under the umbrella of civic education. Within higher education institutions, community engagement is commonly used as a means of supporting student learning and providing benefits to a population. Prior to the emergence of COVID-19, community engagement projects were typically designed around a service project and its learning objectives. Since the pandemic, physical safety for the primary stakeholders has joined the list of priorities. This article will explore how community engagement was carried out in a doctoral-level course while attending to safety, learning, and service. This exploration will address dynamics around community engagement, the course context, the challenges presented, how these barriers were managed, and the service that was delivered. I

Introduction to Community Engagement

Community engagement is a broad term. Other types of activities such as service learning, civic engagement, and political engagement are often partnered with it and all exist under the umbrella of civic education (Woolard, 2017). Within higher education institutions, community engagement is commonly used as a means of supporting student learning and providing benefits to a population. Prior to the emergence of COVID-19, community engagement projects were typically designed around a service project and its learning objectives. Since the pandemic, physical safety for the primary stakeholders has joined the list of priorities. This article will explore how community engagement was carried out in a doctoral-level course while attending to safety, learning, and service. This exploration will address dynamics around community engagement, the course context, the challenges presented, how these barriers were managed, and the service that was delivered.

Community Engagement and Higher Education

Presently, there does not appear to be a formal inclusive operational definition of community engagement. However, in higher education, there is the assumption that communities will and do benefit from formalized active involvement from the “top-down.” The understanding is that students, during many levels of their education such as secondary, post-secondary, and graduate degree training, engage communities for mutually beneficial learning and provide clear assistance to community members through this partnership. Thus, the definition involves a wide range of underlying activities. It is often mentioned in the literature that service-learning or community engagement is very difficult to develop using “simplistic measures and headline indicators (Benneworth & Jongbloed, 2013).” Instead, meaningful community engagement requires a systematic format within a university setting and specific strategies for connecting with the community and launching projects.

Engaged learning, in the context of higher education, has been taught as a key necessity for decades. The National and Community Service Act of 1993 was a significant marker in history that assisted with the growth of service learning throughout the country and created what we now know as “campus compact” (Mitchell, 2013). Through this community engagement, colleges and universities have seen students and the community at large come together to serve one another. As such, service-learning has become an important component within the higher education curricula. Additionally, these activities often occur where people are in close proximity. For example, clinical practica courses may entail high verbal or physical interactions such as providing

counseling in a small enclosed room, or dietary and nutritional practica students disseminating food and other goods to marginalized communities in need where people are food insecure or do not have adequate housing. Since the emergence of the pandemic, universities, students, instructors, and community members have had to incorporate practices that maintain community engagement while minimizing risks associated with COVID-19. The following paragraphs will highlight the safety challenges associated with the pandemic, how these complexities were managed and addressed in a doctoral-level Multicultural Counseling course, and the associated outcomes.

The Challenges COVID-19 Presented

Safety for the Students

Post 2020, students and community members were unable to interact freely due to fears of the unknown virus. This led to educators' need to implement higher standards for safety protocols to protect both the health of volunteers as well as community members at large. From the time COVID-19 was declared a pandemic, safety measures for students at universities increased causing many challenges. For instance, due to mandatory clinical training for nursing students, many could not or rarely had opportunities for rotations because of the crushing volumes and the intense care for COVID-19 patients (Drenkard, K., Sakallaris, B., Deyo, P., Abdillahi, S., & Hahn, H., 2021).

Safety for the Community at Large

Safety for the community at large is typically considered, particularly for persons with underlying and compromised health conditions. This includes persons with varying degrees of mental, emotional, and physical health status and limitations. For these marginalized individuals it can be more difficult to access support and intervention particularly when hospitals are overwhelmed and understaffed. Telemedicine and videoconferencing during Covid-19 have been very helpful for persons to access needed services (Chang, J.E., Lindenfeld, Z., Albert, S.L., Massar, R., Shelley, D., Kwok, L., Fennelly, K., & Berry, C. A., 2021). Telemedicine visits were implemented due to the overwhelming increase of patients and the need to socially distance. During that time, there was a substantial increase in appointments, approximately 60%, via telemedicine services (Chang, et al). Therefore, providers were able to navigate continuity of care for patients and maintain social-distancing throughout the pandemic.

Safety for Compromised Individuals

Compromised individuals, such as the elderly and people with underlying conditions, were often unable to navigate the healthcare system and various resources in a traditional manner within the community. For people with compromising health concerns and hospice and palliative care patients and their providers, there was another layer of worry. There was concern that COVID-19 exposure would further cause deterioration and debilitation for one's overall health and well-being (Kates, J., Gerolamo, A., & Pogorzelska-Maziarz, M., 2020). Therefore, the impact of COVID-19 on this community was particularly difficult. The students and instructor in a doctoral-level Multicultural Counseling Course, within a graduate psychology program, took steps to maintain learning and promote safety for all members involved in the community engagement projects.

Course Context

The Multicultural Counseling course (MCC) encouraged students to develop knowledge, understanding, and awareness of multicultural practice. This course offered the opportunity for students to gain knowledge of the historical, theoretical, and methodological issues related to multicultural practice. This included an understanding of the critical legal and ethical issues related to counseling diverse populations. Other aspects of the course included awareness of the major assessment instruments and techniques of multicultural counseling and an understanding of current and future trends with diverse groups and their implications for research.

The MCC graduate course was offered as an online learning opportunity during the COVID-19 pandemic. There were 9 students who registered for the course, and who attended regularly. Throughout the entirety of the course, students were able to identify the essential skills and characteristics of a professional, multicultural counseling psychologist. Students also identified the multicultural and gender issues related to career counseling, assessment, development, and choice. A major goal of the course was to demonstrate skills in working with diverse populations through service-learning.

How Challenges Were Managed

Students in the Multicultural Counseling course have often striven to engage with people who have been marginalized. Marginalized and underserved communities have also been disproportionately impacted by the pandemic. Additionally, all of the students have access to routine health care on campus such as flu shots, women's healthcare, and counseling services. However, students do not necessarily have private insurance coverage and access to healthcare beyond these services. Another consideration is that some students had children and/or frequent contact with elders. It is also important to remember that a COVID-19 vaccine was not available when this course took place. Thus, particular care and attention needed to be given to maintaining safety.

Several measures were taken to address the challenges associated with maintaining health during COVID-19. First, in accordance with standards outlined by the Centers for Disease Control in Fall of 2020, masks and social distancing practices were recommended for all involved. Second, students were encouraged to complete community engagement projects outside, whenever possible. Third, in recognition of the seriousness of the situation, students were given the option not to participate. Fourth, students were also encouraged to engage online where possible. Finally, all students were empowered to make good decisions about their health and the

safety of participants prior to and during the community engagement activities. With these considerations, all students opted to participate in community engagement projects. One student did leave a project early. This student had recovered from COVID-19 and also experienced some serious symptoms during the illness. When she felt at risk of exposure during a project, she decided to end her participation earlier than she originally planned.

The Importance of High Context Engagement

Due to some students participating in service-learning projects online or from a distance due to social distancing during the time of COVID, it is likely that high-context communication occurred throughout community engagements. High-context communication style occurs, where digression, indirectness, and circumlocution happen in any discourse (Munalim, et al., 2022). This is a type of communication where intricate or complex factors are taken into consideration when communicating with another individual or group. High context communication relies heavily on background information and is used to describe differences in culture, situations, and communication style (Spacey, 2021).

Service partnership and engagement took place with people from varying racial, socio-economic, age, and religious or spiritual backgrounds. To connect and avoid harm, communication was essential. Students needed to understand low-context vs. high-context communication. Low-context people rely on their words which are typically direct and precise whereas high-context individuals allow for deeper communication whereby nuance allows complex emotions to be communicated (Spacey, 2021). By taking into consideration the background and differences in culture, students were able to share in high-context communication during their service learning experiences which created a deeper communication style and connection.

The Service That Was Completed

The pandemic has affected lives in many ways and altered the way in which many things were done. This included community engagement and service learning. The students completed community engagement activities at several different placements. The section describes three of the activities that were completed.

Shower Up is an organization that provides mobile showers to people without sufficient housing. This organization is active in 6 cities and has provided over 14,000 showers with the help of over 3000 volunteers. The showers are private and made to be comfortable. One of the goals of the organization is to restore hope and dignity to the individuals. In the Fall 2020, the establishment set up mobile showers in the downtown Nashville area. The MCC students helped to prep the shower units and handed out shower supplies while interacting with the people in need of the showers. Due to the pandemic and safety protocols in place, the students were only able to prep the showers for 30 individuals. However, students were able to pass out more than 50 sets of gloves, scarves, and hygiene products that were available.

Another community engagement opportunity was writing letters to the nursing homes in the local community. The students wrote letters to seniors living in assisted living centers and nursing homes. These letters were sent with the goal of helping to combat the emotional effects that came from being away from families, which greatly increased during the pandemic. The letters could include poems, jokes, greeting cards, and other encouraging words.

Lastly, the *Human Voice Bank* was another opportunity for students. With advances in technology, the Human Voice Bank assists those who are unable to speak or have great difficulty communicating verbally. These individuals can communicate orally using a device. One student decided to donate her voice to the Human Voice Bank. The Human Voice Bank collects voices of various pitches, accents, and timbre. Using artificial intelligence, the Voice Bank creates a new unique voice matched to the preferences of the individual recipient. The custom voice can increase the individuals' sense of humanity, individuality, and connection. In order to participate, volunteers are asked to read sentences aloud into a microphone for several hours, and this data is saved for a person in need.

Prior to the pandemic, service-learning projects included volunteering in community gardens, assisting in food delivery for individuals who are food insecure, serving and dining with those who have insufficient housing or those without housing, and serving at cultural festivals. This allowed each student to have a cultural service experience. Although community engagement projects were difficult during the COVID-19 pandemic, as highlighted above, opportunities were still available. Additionally, students who did not feel comfortable attending events or activities that were in-person, had the opportunity to bake or cook for those who struggled with food insecurity, or donate supplies such as toiletries or writing materials. Volunteer hours could also be spent online by zooming into community gatherings or events.

The Impact of the Community Engagement on Students

Research shows that service learning enhances understanding for students while also providing pivotal assistance to a community (George-Paschal, Hawkins, & Graybeal, 2019). Under the circumstances of the pandemic, the completed service-learning opportunities appear to continue this trend. Students reported having a greater appreciation of life and the privileges present in their lives. As such, discovery for self and others occurred which added to the value of the provided service as students internalized and made meaning of their involvement as well as their interactions with the populations they served. Another impact is that many of the students continued to engage in community service both with the mentioned organizations

as well as other organizations. On many occasions, students from this course came together outside of the classroom with faculty, and other cohort members to provide a service on their own accord. One example was when students across cohorts came together to sponsor a family during the holiday season. They provided to a mother, a victim of domestic violence, and her three children, a monetary donation, a self-care basket, a day out to lunch, and other items. Another service involved collecting school supplies to send overseas for children in need. Students were able to navigate different avenues to providing a service, even with the restrictions of the pandemic. Students also gained a great amount of knowledge, perspective, appreciation, and drive to assist underserved communities.

As it relates to the impact on the community, there are several. The majority of the people living in the community surrounding the university are marginalized. Community engagement not only builds connections but also helps to fill gaps in needs and services. Another direct impact comes with having a new relationship with the graduate program that did not exist prior to the service. Creating new service-learning connections is imperative to continuing to expand the opportunities and help the community.

Future Directions

This paper highlights community engagement at the doctoral level and within a Health Services Psychology program. However, similar MCC and field placement classes are offered at the undergraduate level. Additionally, undergraduate students are encouraged to make positive changes within their community by utilizing proper safety protocols. Students could also benefit from cross-disciplinary education across other departments within the university. This is particularly relevant for those areas related to health and wellness programs.

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Identifying and Developing Community Organizations

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After reading about Community Organizations and learning that there is a role for an Educational Leader to become and serve as a leader in a Community Organization, you have decided to identify some Community Organizations within your own community. As an Educational Leader, you may want to utilize some of these resources in your area to enhance what is being done in your educational realm, you may also wish to support and become more involved with some of the organizations you identify in your geographical area, or you may want to begin your own community organization to fill a void in your educational needs or greater geographical area. You may also find that the types of services you are in need of for your school/students/parents as an Educational Leader are not yet in your community.

There are hundreds of Community Organizations that serve communities. Below is a short list of some found in a medium size city in Tennessee:

Alcohol Recovery
American Red Cross
Child Service
Churches
Community Action Agency
Counseling Services
Drug Recovery
Education
Election & Veterans Service Office
Financial Institutions
Food Banks
Health Department
Human Services
Juvenile Offenders
Legal Aid
Public Library
Shelter & Housing
Veterans Transition
WIC
Work Force

Each of these would provide an entrée into needed resources. This list also demonstrates the need for additional community services that could be developed for the citizens of a community. There remains a significant amount of opportunity to serve.
A person who is considering developing a Community Resource service of some nature would survey the current resources, meet with folks from a variety of agencies, make a list of what the new resource that would be developed would add to the community, who would be involved, how money would be raised, etc. It is not significantly different than any business that needs to be established in a community.

Some of the additional questions that will need to answers for your own needs are:

a. Can the void educational areas be addressed by the current community organizations in my geographic area?

b. How many students and/or parents can be served? How often? What is the means of transportation for my educational geographic area?

c. How much will it cost in materials and supplies?

d. Would it be cost-effective in the long run for the future to create a community organization that would/could serve people outside of the immediate area?

e. How long would it take to build a community organization? Where would the community organization be placed? How do I raise the money? Who would be involved? How is it sustained? Who would be responsible for the day-to-day operations and management?

f. How is a Board of Directors chosen? What are their responsibilities to the educational arena and personnel as well as the local citizens? Who gets a seat at the table? By-laws come from where?

g. How do I develop a budget and ensure fiduciary honesty?

h. Do I, as an educational leader have time and money to oversee such a project? But then… what happens if the students in the community do not have these services?

i. Could this/these functions be done by any other resources already in the community? Could these needs be added to another community resources through expansion or partnership? How would that work?

j. How is this venture to be sustained financially and personnel wise? Volunteers? Salaried?

k. How do I select and develop Board Members? What is their role? Are they paid?

Responses to these inquiries will vary in accordance to the nature of the project to be undertaken.

To assist in the development of a strategic plan or a feasibility study to begin a Community Organization action plan, the following areas should be considered prior to undertaking this venture:

I. What is the perceived problem or issue related to your work area that necessitates a Community Action Plan? a. How do you know this is an issue in need of a Community Action Plan?
   b. Data? Other information?
   c. Have there been other or previous initiatives to address this problem or issue? Document.
   d. Who is affected? How many? How?
   e. Are the issues of widespread concern?

II. What are the barriers or resistance that may need to be addressed for this to move forward?
   a. Are they inside or outside of your work environment?
   b. Do you know who to speak to or address regarding these barriers?
   c. Document any issues using existing information sources.

III. Who or what community and work-related personnel are needed to address the issue at hand?
   a. Do you have access to them?
   b. Are there other community resources that could be used to resolve the issue you are pursuing?

IV. Who in the community can make things happen on the issue you are attempting to address?
   a. What individuals are in a position to create or block change?
   b. What contact people within the community would be most successful in getting those key officials to become involved?
   c. What neighborhoods and ethnic/linguistic and cultural communities are particularly affected by this or these issues that are in need of attention through this project?
   d. What contact people within the initiative would be mot successful in involving members of the needed neighborhoods/ educational institutions/ other?

V. How will you address Leadership, structure, organization, and diversity and integration in to the community?
   a. Questions to be addressed include: What action or changes will occur as a result of this community organization?
   b. Who will carry out the changes? Where? When? How?
   c. By when will the changes take place and for how long?
   d. What resources are needed to carry out the proposed changes? How many will this effect?
   e. What potential barriers might affect this proposal?
   f. Who should be informed about this proposal?

A Sample Development Template

To respond to these areas/questions you will need to craft a vision and mission statement, as well as objectives for your platform.

1. VISION STATEMENT:
2. MISSION STATEMENT:
3. OBJECTIVES (no more than three (3):

Then, fill out the following template:

ACTION STEP	ACTION NEEDED	BY WHOM	BY WHEN	RESOURCES/ SUPPORT NEEDED	POTENTIAL BARRIERS/ RESISTANCE	COMMUNICATION NEEDED	OTHER AREAS
1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3.	1. 2. 3..	1. 2. 3.	1. 2. 3.	1. 2. 3.

In addition to the plan itself, the rubric below may assist in keeping you focused. This allows the person(s) who are developing the plan to receive feedback on the progress and steps taken so the developer of the plan can ensure input from others:

Rubric for Board or Others to Score Progress on Action Planning

ACTION PLAN RUBRIC AREA:	Well-developed	Attempted with two missing components	Attempted but not complete	Not present	POINTS POSSIBLE:
	5	4	3	2	
Plan has a clear and distinct Vision Statement for moving forward with community action plan. X2					
Plan has a clear and distinct Mission Statement for moving forward with community action plan. X2					
Plan has a clear and distinct Objectives for moving forward with community action plan. X2					
Provides three (3) well written and concise Actions Steps to move forward. X2					
Provides three (3) well-written and concise Actions Needed to implement Action Steps.					
Identifies all the necessary people and to facilitate implementation. X2					
Identifies all the necessary deadlines to ensure timely implementation. X2					
Identifies all the necessary resources and support needed to facilitate implementation. X2					
Identifies potential barriers/resistance implementation					
Identifies all the necessary communication to facilitate implementation					
Identifies other areas that may be needed to facilitate implementation. X2					
TOTALS:					/100

How Did We Get Here: Diversity, Equity and Inclusion in the U.S.

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Abstract

The Council on Social Work Education requires all social work programs to include diversity content throughout the curriculum. The 1964 Civil Rights Act was enacted to address the need to integrate the workforce and eradicate prejudice practices against African Americans (Williams, 2017). With these measures in place racial and ethnic differences remain perceptible and are at the root of social and political divide. These laws were the catalyst for diversity, equity and inclusion but the focus has rapidly moved towards voluntary efforts surrounding these practices associated with diversity in the workplace and society as a whole (Williams, 2017). In the recent past, unarmed African Americans have been killed at the hands of police officers and white citizens that decided African Americans did not deserve basic human rights. African American individuals have been subjugated to racial traumas and discrimination for centuries, dating back to slavery, Jim Crow laws, black codes and segregation. Other marginalized groups including women, immigrants, individuals with intellectual and physical disabilities and LGBTQIA community are also negatively impacted by discriminatory practices. Organizations and institutions of higher education have incorporated statements on their websites on diversity and express their desire to recruit and attract faculty and students of color from diverse backgrounds (Nunes, 2021) however, issues still remain surrounding these factors in academia and in society (Olzmann, 2020).

Introduction

First Written by Tatum. “the cultural images and messages that affirm the assumed superiority of whites and the assumed inferiority of people of color are like smog in the air. Sometimes it is so thick it is visible, other times, it is less apparent, but always, day in and day out, we are breathing it in.” This quote depicts a unique insight into how prejudice seeps into and plays a part in our daily lives. Not only is it imperative to combat these biases privately, within oneself, but most importantly within the society (Otuyelu et al, 2016).

With the advances from the civil rights era, racial and ethnic differences remain perceptible and are at the root of social and political divide. Congress passed the Civil Rights Act of 1964 to address integrating the workforce and eradicating prejudice practices against African Americans (Williams, 2017). An objective of the Civil rights Act of 1964 was to make discrimination due to race, color, religion, sex and national origin illegal (Woody, 2017). In the past few decades there has been growing contention surrounding police interactions with minorities and racism throughout the country.

The poignant statement, I can’t breathe started a movement in the African American community and beyond with the murder of George Floyd on May 25, 2020, by white police officer, Derek Chauvin in Minneapolis, Minnesota. Chauvin was charged with second degree murder and sentenced to 22.5 years for kneeling on Floyd’s neck for eight minutes and 46 seconds. African Americans fear for their lives while white Americans make deadly decisions, due to unfounded assumptions about people of color, as evidenced by the deaths of Daunte Wright, Jamar Clark, Thurman Blevins, Travis Jordan and 12 year old, Tamir Rice, who was shot by police as he played with a toy gun (Moon et al., 2018); Philando Castile and Travis Jordan like many others, was also killed by those that were sworn to protect and serve. Many people of color have lost their lives at the hands of police officers and white citizens that decided to take the law into their hands. Black males are not alone, there is Sandra Bland, who was killed in police custody; Breonna Taylor, killed by police in her home and Ahmaud Arbery, was stalked before being murdered by three white men while unarmed and jogging in a Georgia neighborhood. At the time of this writing another black man, Amir Locke, was killed by police in his home by police with a no-knock warrant. He was not named on the warrant.

Countless other unnamed and unknown African Americans have perished for being black due to white privilege, which is a false, unfounded belief by whites that they are better and/or superior to blacks. This belief was supported by the numerous unfair and unjust practices associated with slavery, Jim Crow Laws, black codes, segregation, mass incarceration, educational and health disparities, and economic gaps. These events have been the fabric of our lives and addressing these atrocities will involve all levels of the government, human

resource leaders, administrators and organizations to address systemic inequities within their organizations, agencies and institutions (Graham, 2020).

These violent encounters people of color have with the majority population and the police can negatively impact their health, safety, well-being, life opportunities, education, employment, politics and their communities (Edwards et al., 2019). In many instances these behaviors are manifested in the form of microaggressions, they can be subtle, almost imperceptible, negative statements towards minorities (Davis et al., 2021). More often these behaviors can also be manifested in the form of physical violence not only towards African Americans but anyone who is different or thinks differently from white America. The U.S. Capital Insurrection on January 6, 2021, as a result of President Trump's speech which was laced with fabricated statements about the election being stolen from him. He encouraged his supporters to go to the capitol seeking to overturn his defeat by interrupting the joint session of Congress. They violently attacked the U. S. Capitol armed with bombs, guns, riot gear, chemical agents and a desire to harm anyone standing in their way, including the Capitol Police (Knox, 2021). Society experienced social unrest with an outpouring of protest and marches taking place all over the world (Void-Homes, 2021). Black people and white people took to the streets chanting, black lives matter; it became a movement. For a change, more white people than ever before, realized the extent of racism and discrimination against black people. A global protest was underway and highlighted a need for equity, equality, and accountability.

Edwards, et al., 2019 found people of color have a higher lifetime risk of being murdered by police officers than their white counterparts, this risk increases for those between 20 – 35 years old. However, black men and boys are at higher risk of being fatally wounded by the police. It prompted a number of agencies and institutions to examine the need for policies surrounding diversity, equity and inclusion or to strengthen existing policies in order to convey a sense of equity and fairness. Acknowledging the pervasive elephant in the room has finally been recognized as a must in society,

Other Oppressed Groups

Latinos

Latinos have also been subject to years of systemic oppression, a lack of equity and inclusion in their native land and here in the United States. American Latinos have endured psychological harm and ethno-racial trauma since they migrated to America. They have endured lynching's in Southwest America, segregation during Jim Crow, the Los Angeles Zoot Suit riots, and now aggressive immigration policies (Chavez-Dueñas et al., 2019). They have experienced trauma throughout the immigration process. Prior to coming to the U.S. many have lived under the poverty level, endured political mistreatment, kidnapping, sexual abuse, and natural disasters (Chavez-Dueñas et al., 2019).

LGBTQ+

Members of the LGBTQIA (lesbian, gay, bisexual, transgender, queer, intersex, and asexual) communities are an additional at-risk group to workplace seclusion (Jiles et al., 2021). An overwhelming number of LGBTQIA members have been fired and stigmatized for years. Due to societal orientation beliefs and locational bigotry, employees have lacked legislative protections against unjust terminations and hiring bias. On June 15, 2020, the Supreme Court affirmed, through Bostock v. Clayton County, that Title VII of the Civil Rights Act of 1964 applies to all people. Therefore, discrimination based on gender identity or sexual orientation in any hiring or employment practice is illegal. Addendums and edits were made to Title VII to encompass this ruling (Oliveri, 2020).

In a review of 3,200 survey responses from current and former accounting professionals, 54% of LGBTQIA respondents reported their profession as equitable, and 55% said the trade is inclusive (Jiles et al., 2021). Participants expressed the need for a team effort from corporations to generate the change needed for widespread, positive impact. Jiles et al. (2021) also found a significant culture shift when a company intended to hire more people, women in this example. Once the mindset was locked onto the goal of recruiting, hiring, and retaining women was made, companies showed a transformation within the workforce gender totals. Women joined the trade, and both parties, corporate and gender, flourished. Study participants highlighted the need for workplace commitment to targeted actions that recruit, empower, coach, mentor, and sponsor more racial and ethnic minorities, LGBTQIA professionals, and females into leadership positions will result in positive progress and forward momentum.

People with Disabilities

People who have disabilities, both intellectual and physical, also experience a lack of inclusion in society. Disability as Diversity in Fortune 100 Companies investigates the inclusion and diversity policies for people working in some of the most successful businesses in the United States (Ball et al., 2005). Findings included 42 companies having diversity policies that include people with disabilities within their definition of a diverse workforce, while 47% neither included nor excluded them, expressly, within their guidelines. Only 15% of these companies had supplier disability in their definition and allow the business owner with a disability to benefit from diversity programming. Research into the Fortune 100 companies yielded results by, in part, examining the diversity policies and identifying them as being inclusive, non-committal, and disability absent. Inclusive companies explicitly include people with disabilities in the definition of diversity. Non-committal includes companies that neither say nor exclude disabilities in their description. Disability absence specifies groups that do not mention people with disabilities. Thirty-nine (42%) of the ninety-two Fortune 100 companies with diversity policies expressly include this group in their diversity statements.

Unfortunately, many companies that include people with disabilities in their statements on diversity do not expand on what their commitment to them means in practice. For example, Ford Motor Company (Ball et al., 2005) is inclusive, yet it is not apparent that they have recruited or retained employees

with disabilities. Ford's Employee Resource Groups program is designed to "provide support and fellowship, identify barriers, contribute to employees' professional development, and provide organized activated for employees of diverse backgrounds." This program focuses more on various minority groups, including African Americans, Muslims, women, and Asian-Americans. The Ford company located in Britain does have a Disability Action Group, yet there is no group in place in the United States.

Women in the Workplace

Women are contributors to workplace diversity and need to be included. It is no secret that gender inequality exists within the American workplace. Women are and have become integral parts of the American work environment. Women account for half of the workforce in most rich countries and those numbers are increasing (Srinivasan, 2018). Although most rich countries are adding women to their workspaces, many are still not gaining that female presence that is needed. Women bring much value to the table, they have different physical capabilities, ethnicities, and experiences that all contribute to their unique perspectives. The progression toward gender equity in the workplace seems to be a slow journey (Krivkovich et al., 2017).

Women are hired less often than men for entry-level positions in corporate America, even though women are 57 percent of college graduates (Krivkovich et al., 2017). There are two major trends found to put women at a disadvantage in the workplace. First, women experience a workplace flawed in favor of men therefore, they are not allotted as much opportunity as their male peers. Men are promoted at higher rates than women, and women of color are promoted at lower rates than men and receive less support from management (Krivkovich et al., 2017). Secondly, men often view their workplace as equitable and inclusive for women while women see the workplace as less equitable and inclusive (Krivkovich et al., 2017). Males' perspective skew how they view progress toward diversity in the workplace thus there is not much room for females to grow or get hired at certain companies. With the incorporation of diversity statements and various programs focusing on diversity, equity and inclusion, issues still remain surrounding these factors in academia (Olzmann, 2020). These events of systemic racism, absence of equity and inclusion take place in politics, policies and practices that have upheld and supported discriminatory practices (Ware et al., 2020). President Trump vowed in his campaign for presidency to erect a wall between the Mexican border and the United States to make deporting Mexican immigrants a priority. He also worked to restrict Muslims from certain countries from entering the U.S. (Williams, 2017).

Individuals in decision making positions often use the excuse that the numbers of qualified applicants from diverse groups are finite or that they simply don't submit applications for current job openings. These explanations are provided as an avenue to avoid taking responsibility for not making diversity a priority in the workplace. Diversity in the workplace or community simply means there is representation of people from various ethnic and social backgrounds, abilities, gender, sexual identity and sexual origin; they adequately represent society (Olzmann, 2020). Demonstrating equity involves ensuring all people are afforded the same opportunities to accomplish the goal. There is a commitment by administration to increase diversity and implement policies and procedures to support diversity in the workplace. Inclusion is the act of appreciating the differences that each employee brings to the organization and welcoming the contribution of each individual (Graham, 2020).

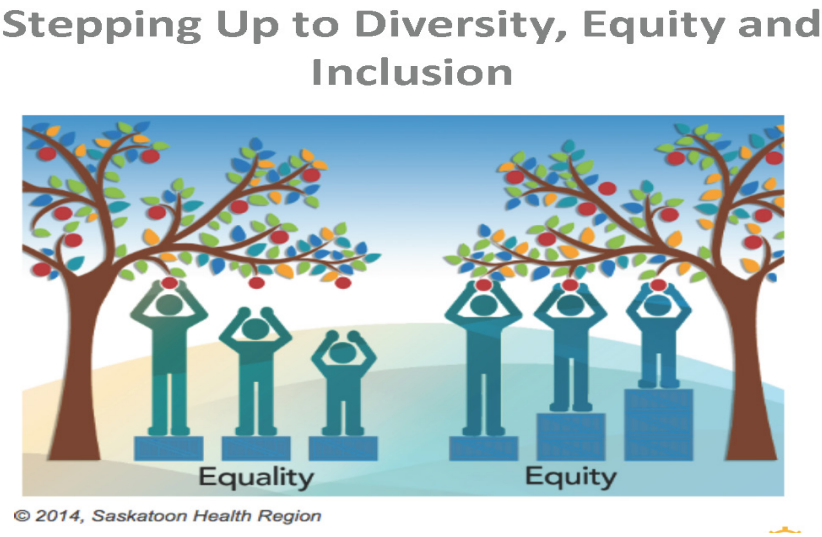
Advantages and Disadvantages of Diversity

Greene (2021) found diversity, equity and inclusion are imperative for organizations to be successful. It increases creativity, and problem-solving skills (McCleary-Gaddy, 2019); provides a feeling of safety and various perspectives from employees (Neault & Mondair, 2011). It allows innovation and it creates a positive work environment, which results in a strong and profitable workplace (Graham, 2020). Neault & Mondair identified negative effects associated with diversity. Diversity can create conflicts between different groups, result in poor job performance and cause a decline in job satisfaction for some employees. It can also create divisiveness among social groups as a result of groups being classified as diverse (2011). A lack of diversity can result in employers and staff being insensitive to others culture. During an internship the summer of 2021, this author's placement had a "Hill Billy Day" as the theme for summer camp. The board of directors; two liberal white women and a conservative black woman planned this event. This event made the counselors of color uncomfortable. Staff discussed how this derogatory term refers to poor white people and could cause conflict with people of color dressing in what is considered Hill Billy attire on this specified day. This is why it is imperative to have diversity in the workplace and on boards.

Recommendations for Growth

The labor force in the U. S. is expected to become more racially and ethnically diverse by 2026 (Grissom, 2018). To improve DEI in the workplace, employers should acknowledge unconscious bias, close existing gaps in regards to gender equity, pay parity, flexible work hours, incorporate ongoing training programs; recognize and respect holidays of all employee's cultures, diversify all teams and work groups; encourage employee feedback and evaluate existing company policies to eradicate discrimination (Greene, 2021). Embracing differences among employees and working to incorporate changes in

policies that will provide opportunities, where being fair involves creating an environment where individual's needs are met for all to have equal opportunities to succeed (Wong, 2019).



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Education Leadership Doctoral Students Propose a Service-Learning Research Project in Diversity, Belonging, Equity & Inclusion (DBEI) For the Office of Diversity & International Affairs at Tennessee State University

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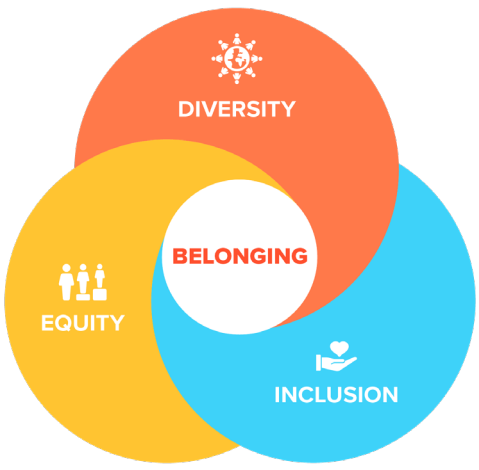
Peer Review



The nature and relevance of this article begins with the authors' recognition that service-learning provides a creative outlet for the professor to actualize cognitive competencies and enhance learning in the classroom in much the same way as one consuming an award-winning slice of "Southern" pecan pie ignites the desire for a second piece! As more university professors become accustomed to and proficient with the benefits accrued by applying service-learning principles for their students "to consume" in and out of the classroom, the more prevalent is the desire to incorporate and test the service-learning process in differentiated instructional and/or learning environments. To this end, this article outlines how a doctoral class in diversity in higher education was selected by Dr. Jewell Winn to accommodate a research interest that would be of benefit to her in her role as Executive Director for International Programs and Chief Diversity Officer at Tennessee State University.

Origin of the Service-Learning Activity

EDAD 7410 is a doctoral level course entitled Diversity in Higher Education and, as such, requires students to develop and defend a doctoral research proposal for the semester within the context of a particular problem encountered by a leader in a diversity role. Moreover, in addition to their creating a dissertation research project, the project must also meet the expectations of delivering a specified service-learning benefit, in this case, to the Office of Diversity & International Affairs.

Dr. Winn approached my class with a desire to pursue a research project that would: (a) investigate the definition of diversity as it is conceived and communicated in Historically Black College and University (HBCU) environments; and, (b) investigate what measurable metrics should be assessed to determine how and to what degree diversity goals, objectives, and outcomes might be quantified in order to determine the effectiveness, efficiency, and productivity of her university office. Seven doctoral students embraced the challenge and began the process of collecting literature and research on the subject.

Based on a fundamental principle of research – always go to the "primary source" to verify information – the course students quickly identified one of the premier researchers in HBCU research, Dr. Marybeth Gasman, who is the Samuel DeWitt Proctor Endowed Chair in Education and Distinguished Professor at Rutgers University. In her role, Dr. Gasman has raised over $23.5 million in grant funding to support her research center, her students, mentees, and Minority Serving Institution (MSI) partners.

The course students quickly contacted Dr. Gasman to: (a) discuss their research project, and (b) ask if she would meet with the class and review their research problem, questions, and methodology. She graciously accepted as well as agreed to be a member of the evaluation panel that would judge the students' final research report and PowerPoint presentation. In addition to Dr. Gasman, the following distinguished attendees also served as evaluation panelists: (a) Dr. Bill Johnson, Professor and university Faculty Representative to the TSU Board of Trustees, (b) Dr. Robbie Melton, Associate Vice President for the Global Center for Smart Technology Innovations and Dean of the School of Graduate and Professional Studies, (c) Dr. Jewell Winn, Executive Director for International Programs and Chief Diversity Officer, and (d) Dr. Eric Vogel, the course professor.

Description of the Service-Learning Activity

Combining a service-learning project within the framework of a doctoral proposal model produced a synergistic response that culminated in the semester's proposed research activity. The framework for the project was described formally in the "Project Worksheet" which is shown below:

An Assessment Process for Integrating a Systemic Institutional Effort in Diversity, Belonging, Equity, & Inclusion (DBEI) at Tennessee State University

Background to the Problem:

Due to the varying viewpoints of educational goals, HBCUs have exhibited much diversity since their inception. Students differed in their academic abilities and socioeconomic backgrounds, with some being formerly enslaved or children of those enslaved, poor, and illiterate and others coming from affluent families of privilege (Allen et al., 2007). Accordingly, HBCUs had to function as secondary and college preparatory institutions, in addition to their college and university role, to serve the diverse needs of the student population. HBCUs further showed their diversity in being "open to all", serving women, who had limited access to education at the time, Native Americans, poor Whites, international students from Asia, Africa, Latin America and the Caribbean, White females, and Jewish students (Allen et al., 2007). Though HBCUs have and remain majority Black, they have a history of serving diverse student populations. However, the questions that remain are: 1) How equitable and inclusive have HBCUs been in serving these diverse populations? and 2) How do HBCUs assess whether their diversity, equity, belonging, and inclusion needs are being met?

This study seeks to understand the level of commitment to DBEI within the HBCU community by looking specifically at one institution, Tennessee State University (TSU). TSU clearly acknowledges the diversity of the population it serves in its mission statement. The University further recognizes its desire to create an inclusive environment in its core value to "serve everyone, we encounter." (Tennessee State University, 2021, p.6). TSU's DBEI efforts are commendable; however, with 74% of students enrolled at the University identifying as Black or African American, the University's DBEI efforts must also address the diversity in blackness, which extends to sex, gender, sexual orientation, class, age, ability, and national origin (National Center for Education Statistics, 2021).

Problem Statement:

The problem of this study is two-fold: (1) there is a void in the research and literature regarding effective and pervasive approaches to assessing HBCU-centric DBEI efficiency that are consistent with and in support of TSU's mission, vision, and core values; and (2) there is a dearth of assessment tools to quantify an HBCU's degree of performance in meeting expectations for DBEI goals and objectives.

Purpose Statement:

The purpose of this study is to:

1) Utilize the Multicultural Organizational Development (MCOD) model, in addition to other theoretical frameworks, to assess TSU's level of commitment to DBEI within the Open Systems Theoretical Framework.
2) Develop and design an assessment process to evaluate TSU's degree of performance intentionally and continuously in meeting expectations for DBEI goals and objectives within the Open Systems Theoretical Framework; and
3) Produce resources that guide the intentional, continuous improvement of DBEI efforts across the institution modeled after the Southern Association of College and Schools Commission on Colleges (SACSCOC) Principles of Accreditation.

Significance:

Uniting DBEI themes to the core values, mission, and vision of TSU is foundational for the institution's success. This project is significant in that it will design an assessment and Institutional DBEI Continuous Improvement Accountability Process. This will be developed using the Open Systems Theoretical Framework since "most theorists and researchers [embrace] an open-systems view of organizations" (Reference for Business, n.d., Open-Systems Theory section). Besides using a unique theoretical framework, which is reflected as a "newfound belief" (Reference for Business, n.d., Open-Systems Theory section), MCOD, REAL, and SACSCOC official manuals are embedded in this study to support the researchers' examination of the

institution's commitment toward DBEI. A systemic assessment process will (1) guide TSU towards DBEI enhancement, (2) benefit the institution holistically, and (3) add a significant contribution to the present literature. Therefore, this study is critical because it enhances TSU's ability to effectively support its mission, vision, and core values through an institutional commitment to a comprehensive DBEI assessment process. Many HBCUs may also benefit from this study by leveraging this resource to their own advantage.

Assumptions:

Several assumptions have been identified for this research. The study makes assumptions about the following:

1) Honesty and integrity will be core values in the survey answers from the participants in the study.
2) The instrument will accurately measure the scope of the problem statement and the variables selected for analysis.
3) Participants see interest and value in completing the survey for DBEI research at an HBCU.
4) The university community and its stakeholders highly prioritize DBEI and encourage acceptance based on the mission statement.

Limitations:

As with most studies, the design of the current study is subject to limitations. The following limitations restricted the scope of the study:

1) Lack of understanding of the importance of the study, by participants.
2) Cultural biases may limit the understanding of the study by the participants.
3) Limited time available to investigate the research problem.
4) Lack of understanding of terms relevant to study.
5) Participants may not care about TSU in the context of DBEI.
6) Historical demographic data collected by TSU has been less definitive and inclusive than appropriate for the current study.

Research Questions:

1) To what extent has TSU demonstrated a level of commitment to DBEI within an organizational assessment process based on the Open Systems Theoretical Framework?
2) How can TSU intentionally and continuously evaluate its degree of performance in meeting expectations for DBEI goals and objectives within the Open Systems Theoretical Framework?
3) What resources can be generated that help guide the intentional continuous improvement of DBEI efforts across TSU? Theoretical Framework:

To examine TSU's institutional commitment to DBEI, two main theoretical frameworks will be considered, Open Systems Theory and the MCOD Model. Additionally, the Southern Association of College and Schools Commission on Colleges (SACSCOC) Principles of Accreditation, College & University Professional Association for Human Resources (CUPA-HR) DEI Maturity Matrix Index, and the Drexel Efficiency Assessment Framework will be examined and explained as they apply to the development and design of processes and resources for intentional continuous improvement. Lastly, the Center for Creative Leadership's REAL Model will be explored to provide a general framework of DBEI as an organizational practice. Not only do these theoretical frameworks provide systems to investigate key issues faced by leaders in higher education, but they also serve to evaluate the ways in which multiculturalism can be accommodated. Essentially, the frameworks should prove helpful in keeping in mind the major relationships among the key variables that define DBEI and its benefits.

Methodology:

A mixed method approach is proposed in this research, as combining qualitative and quantitative data can provide better understanding in solving the problem of this research project.

To create a formal Institutional DBEI Profile and resources for continuous improvement, the proposed Institutional DBEI Continuous Improvement Accountability Process is organized into five phases; 1) input, 2) feedback and input, 3) transformation process plan, 4) transformation process, and 5) output, feedback, and input that align with the Open Systems Theoretical Framework of gathering data and feedback for continuous improvement.

The first phase will use an external instrument to gauge what data other higher education institutions are collecting when competing for industry diversity excellence awards. The data gathered on the HEED application allows for a summary of the current efforts within the institution.

While phase one of the process will provide a summary of current practices at the institution, Phase two will collect external feedback related to the perceptions of three internal stakeholder groups. A different instrument or tool will be used to collect data from each of the three groups of internal stakeholders. The CUPA-HR DEI Maturity Index will be used to gain feedback from those who work directly with DBEI and already have a commitment to the work as a core of their job function. The Drexel Efficiency Model, MCOD, and Employee Perception Instrument will be used to collect feedback from other employees of TSU. An Institution-Specific Campus Climate Survey will be used to gain feedback from TSU students.
Phase three of the proposed process focuses on development of a transformation process plan guided by the REAL Model. Phase four is the institutional implementation of the SMART goals from phase three. Phase five focuses on the output, feedback, and return to input cycle that is part of the Open Systems Theoretical Framework and part of continuous improvements. SACSCOC principles will be used as a model for this phase of the process.

Instrument(s):

While the collective data from the proposed Institutional DBEI Continuous Improvement Accountability Process can be viewed as an Institutional DBEI Profile, the individual elements of the process have specific instrumentation. The following resources should emerge from the institution: first, an Institutional DBEI Profile that will include the information gathered in Phases 1 and 2 and using data collection from a template based on the HEED (Insight into Higher Education, 2021b), CUPA-HR (n.d.) DEI Maturity Index, demographic study to expand understanding of TSU composition including intersections of identity, unit-specific employee feedback collection within the context of DBEI leveraging the Drexel (n.d.-a) efficiency study methods, and an institutionally developed TSU Campus Climate Survey; second, a DBEI-specific strategic plan that is modeled after the REAL (Center for Creative Leadership, 2021) framework to take the data from Phase 1 and 2 of the process to reveal relevant opportunities which is the R piece of the REAL framework and inform the EAL part with goals to elevate equity, activate diversity, and lead inclusively. Finally, institutional standards to assess continuous improvement specific to DBEI goals that have emerged through Phases 1 through 4 of the process and perpetuate Phase 5 on a continuum much like the SACSCOC (2017) Principles of Accreditation guide continuous improvement.

Analysis:

As the proposal is a process, there are multiple phases of analysis. The initial Institutional Profile Template will facilitate baseline data from the institution to answer the following: what data do we collect; what inclusion practices do we employ; and where are the gaps when TSU is measured by external yardsticks for diversity excellence? The CUPA-HR (n.d.) DEI Maturity Index will reveal starting institutional grade in the following 5 categories: Compensation, Recruitment and Retention; Investment and Infrastructure; Assessment; Communication and Education; and Culture. Open-ended demographics questions may be employed and analyzed to expand institutional understanding of “who makes up TSU” while providing new data on intersectionality within TSU populations. Employee feedback, based on both unit performance as measured by the MCOD scale and how important each area is to various subgroups within the employee population, will be analyzed to assess where there may be high importance and more buy-in from employees. Once created, the TSU Campus Climate Survey can be analyzed to look at TSU data trends in each category named in the SACSCOC (2020) definition of diversity: race, ethnicity, age, sex/gender identity, sexual orientation, ability, culture, religious beliefs, political views, family status, educational background, profession, and socioeconomic status.

Population:

The population for this study will be faculty, staff, and students at TSU. In the 2019-2020 academic year, TSU employed 1,363 full-time and part-time faculty and staff members with a total enrollment of 7,615 students across its undergraduate and graduate divisions (National Center for Education Statistics, 2020). Therefore, it is anticipated that this study's population will consist of around 9,000 participants.

Reflection and Direction

Since EDAD 7410 is first and foremost a doctoral course in the Ed.D. program of study, the students were the primary beneficiaries of this project. Infusing the service-learning requirement in the course instructional design provided a "real world" connection between theory (the doctoral research component) and practice (the service-learning component). Working with both components concurrently not only helped course students: (a) realize, define, and interpret the relationships between theory and practice but also (b) substantiated the doctoral research model as an appropriate learning model within which to engage the service-learning project.

Notwithstanding the above, the need for a point of reference for a targeted research proposal culminated in recognizing the Office of Diversity & International Affairs as the secondary beneficiary of this service-learning investigation. The corresponding research proposal connected the role of the Office of Diversity & International Affairs as the institutional driver: (a) for assuring that DBEI goals and objectives fully reflect the institution's mission and vision and (b) for coordinating, implementing, marketing, and guiding an intentional, continuous, and holistic DBEI strategy for TSU.

The course students were tenacious in their consultations with Dr. Gasman which, by the end of the semester, resulted in the production of a 73 page electronic "flip book" as their final report (see https://issuu.com/adfltchr/docs/diversity_flipbook). Moreover, Dr. Gasman contacted the course professor at the end of the semester and informed him that the students' research topic was embarking on "new" research in the field, whereupon she offered to assist in identifying a private foundation (and other options) that would be interested in funding a grant to pursue this research topic in more depth.

To this hopeful end, we have broadened our scope to include, in addition to Dr. Gasman, two other collaborators to participate with TSU in the development of a grant proposal: (1) Dr. Erin Lynch, President of Quality Education for Minorities (QEM) Network, and (2) Dr. Terrell Strayhorn, Professor at Illinois State University. It is anticipated that a collaborative research grant with TSU and these individuals will result in a comprehensive research agenda that realizes and charts a path: (1) to better understand the specific role HBCUs have regarding the classification and practice of DBEI initiatives, and (2) to determine an assessment process for establishing effectiveness in creating and sustaining a systemic and holistic DBEI environment within and beyond the HBCU community.

Closing Commentary

This research project, as well as those that have been reported in past issues of the ServeINDEED journal, continues to demonstrate the utility, acceptability, and effectiveness obtained when blending the dissertation research model with the principles of service learning to produce a high-quality learning environment for doctoral students and an educational benefit to the Office of Diversity & International Affairs. The research model is foundational for doctoral students as it must be mastered as the distinguishing skill set required of those who seek to become potential academicians/researchers. When coupled with the service learning model, the research project is envisioned, structured, and executed within a learning environment that integrates "theory with practice" and produces competencies, not only from a research perspective, but also from an instructional and learning perspective.

To be mastered, the research model requires the student to engage in "discovery." That is, to discover the degree to which the student can acquire advanced cognitive, affective, and psycho-motor skills that yield learning patterns sufficient to produce a doctoral proposal and dissertation that is successfully defended. By-in-large, this process is conducted in solitary, within an unaccompanied writing/production-oriented environment. Neophyte doctoral students will often defer to the course professor and ask how and what to do to accomplish the task rather than focusing on their ability to acquire and effectively differentiate the skills of self-discipline, self-reliance, and self-directed strategic planning. Such a response will not prepare them to function as a doctoral professor nor will it justify awarding them a PhD or EdD.

It is at this juncture that the service-learning model is such a necessary coalescing element in the design and planning of the research project. It begins by identifying a deficiency or need the organization has, as in this case, determining effectiveness and performance measures that assure DBEI organizational goals are met. From the perspective of problem solving (collecting and organizing data for analysis), the theory (the research model) vs. practice (the service learning component), generates ample and continued discussion regarding the design of the research process needed to solve the research problem. As a collective, the course students, in large and/or small groups, generate a plan of action that defines, interprets, and substantiates the research design (as reflected in this article). Upon approval by the course professor, students are allocated various elements of the action plan and are required to begin the process of discovery – which includes the discovery and the extent of one's personal research skill-acquisition; and, one's ability to generate a benefit to the institution that results in increased efficiency of the University.

It should be restated that in the course of "discovery", the students, through their literature review, quickly identified one of the leading HBCU researchers in the field: Dr. Marybeth Gasman. She was asked and graciously accepted an invitation to become a resource to the class by extending her level of expertise and experience to the project. The opportunity for students to have access to such a distinguished professor and researcher in their doctoral class is both an anomaly and atypical within the HBCU community. The obvious conclusion here is that the service learning model affords students the latitude to postulate what courses of action will yield the highest return in resolving the research problem. The learning process associated with the course activity produces a unique approach to foster "active" learning, copious interchange among and

between students, faculty, and prominent educators, and the sense of "rendering" a service and benefit to one's institution. In such an environment, students are not prescribed to simply "attend a class"; they are challenged to define it!

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APPLYING STRATEGIC AND MARKET RESEARCH TO A UNIVERSITY GRADUATE LEVEL PROGRAM REVISION DECISION

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Peer Review

Forward-thinking colleges and universities are adapting to our new environment and rethinking their approach to everything from credentials to marketing and student engagement. We now see a genuine embrace of alternative credentials and online programs. To reach students where they are, the institutions rising to the top understand the trends affecting education and marketing in a permanently reshaped landscape.

Those schools that best understand today's modern students are best positioned to serve those students with flexible options that address their demands and preferences. However, offering flexibility alone is not going to win the day. The schools that thrive and grow in a challenging environment will be those that best engage students and communicate their values with messages that resonate (Insights 2023).

THE CLASS

As Sports Marketing (HPSS 5620) is a graduate-level integrative and interdisciplinary course, it assumes students can effectuate a broad view of the environment that includes buyers, suppliers, competitors, technology, the economy, capital markets, government, and global forces and views the external environment as dynamic and characterized by uncertainty. In studying marketing, the course draws together and builds on all the ideas, concepts, and theories from functional courses such as Accounting, Economics, Finance, Strategic Planning, Organizational Behavior, and Statistics.

Central to this class is conducting market research and analysis and developing a strategic marketing plan for an organization. The organization selected for this term was the Department of Human Performance and Sport Sciences at Tennessee State University. The HPSS department comprises two-degree programs, a Bachelor of Science Course of study with concentrations in exercise science, physical education teaching, and health education teaching, and a master's degree course of study with concentrations in exercise science and sport management. The HPSS department serves over 300+ students majors or about 5% of the university's total enrollment.

SERVICE-LEARNING METHOD

In this course, the iPERCED model of high-quality service-learning was applied, emphasizing investigation, preparation, engagement, reflection, connection, evaluation, and demonstration/celebration (Center for Service-Learning and Civic Engagement, 2015). For review, the components of the iPERCED model are:

iPERCED Model of High-Quality Service-Learning

Investigation - Process of identifying community needs, exploring potential community partnerships, and determining if/how community engagement fits into course learning goals and objectives

Preparation - Action steps to identify expectations and responsibilities and to prepare faculty, community partners, and students for service-learning

Engagement - Meaningful engagement with the community in a way that is of value, as indicated by community partner needs

Reflection and Connection - Structured opportunities for students to think critically and make connections between their engagement in the community and course learning goals and objectives

Evaluation- Methods to determine the outcomes of the community engagement experience and students' learning

Demonstration/Celebration - Strategies to share the results of community engagement as well as celebrating accomplishments with the community partner, and other constituents

The service-learning mode is Indirect because the students worked primarily independently of the community partner. In the indirect mode of service learning, the student provides a service that benefits the environment, a group of individuals, or the community as a whole but is not (significantly) engaged directly with those being served. As such, this article focuses on Indirect Service activities, where the students do not have (in-depth) direct contact with the service recipient but plan to have the materials utilized later to serve the recipient.

THE NEEED

The academic programs and curriculum offered by the Human Performance and Sport Sciences (HPSS) department have not undergone a significant curricular change in over three decades, even though the employer and consumer demands have changed from a traditional physical education teacher training model to a more "exercise scientist and sports business" focus. In addition to significant skill set demand changes, remote and online instruction availability, along with increasing consumer demand for an extensive and rich experience, practice, and engagement opportunities offered by competing institutions, has initiated a siren call for structured introspection, competitor analysis, and consumer desire.

A PRIMER: WHAT IS MARKET RESEARCH?

Market research is the process of collecting and analyzing information about capabilities within the market to satisfy agency needs. (SD-5, Federal Acquisition Regulation (FAR) Part 2, "Definitions," 2018) To elaborate, market research is a continuous process of gathering data on business and industry trends, characteristics of products and services, suppliers' capabilities, and related business practices, both internal and external. The data resulting from market research are analyzed and used to make informed decisions about whether current products or services can meet industries, organizations, and consumers' needs.

When applied correctly, market research information shapes the acquisition, modification, expansion, or continuation strategy to determine the type and content of the product or services organizations can provide.

The conduct and utilization of market research is a wise business practice to follow. Market research is a business practice organizations, and firms use to identify trends, customer needs and wants, and competitor practices and help focus and realign their efforts, products, or services.

Market research enables the user to make informed decisions about the tradeoffs among all the alternatives. Users who fail to consider these issues when defining the operational, product, or delivery requirements risk investing in a system that may encounter technical difficulties during operation, fail to meet consumer demands, and be excessively costly to produce, operate, and support.

Early market research is particularly significant because it could majorly affect how the program unfolds. Market research can be broken down into two interrelated but distinct types: strategic market research (market surveillance) and tactical market research (market investigation). Strategic market research involves a broad study of the market and sources, whereas tactical market research focuses on answering specific questions about products, services, or capabilities in the market.

Strategic market research enables academic administrators, curricular innovators, instructional faculty and laboratory staff, and other personnel to stay informed about overall market developments, trends, and capabilities.

Strategic market research is conducted continuously throughout the consideration and decision process. It may occur even before a program exists and continue after it ends. Any identified users' requirements must be kept in mind during strategic market research.

Tactical market research is designed to provide in-depth information to answer specific questions about the capabilities, products, or services available in the market. These questions are derived from the requirements definition. Users' (students, employers, licensing and credentialing agencies, and institutional stakeholders) requirements must be continually considered when conducting tactical market research. Tactical market research is conducted at specific points during the decision process, which will vary with the scope and complexity of the acquisition.

To better understand the environment, prestige and positioning, internal operations, the department's current capabilities, and potential concerning its restrictions and opportunities in both academic and non-academic markets, class members in a graduate-level Sports Marketing and Public Relations class (HPSS 5620) initiated and conducted several in-depth analyses to aid the department and college leadership in needs assessment and curricular restructure decisions. Some of the market research inquiries, investigations, and techniques the students applied include the following:

SWOT stands for **S**trengths, **W**eaknesses, **O**pportunities, and **T**hreats. A SWOT analysis is a framework to help assess and understand the internal and external forces that may create opportunities or risks for an organization.

A **PESTEL** Analysis is a strategic framework commonly used to evaluate the business environment in which a firm operates. Traditionally, the framework was referred to as PEST analysis, an acronym for **P**olitical, **E**conomic, **S**ocial, and **T**echnological; in recent history, the framework was extended to include **E**nvironmental and **L**egal factors.

Competitive Forces Analysis is an essential tool used in strategic analysis to analyze the competitiveness in an industry. The model is more commonly referred to as *Porter's Five Forces Model*, which includes the following five forces

analyzed: *intensity of rivalry, the threat of potential new entrants, the bargaining power of buyers, the bargaining power of suppliers, and the threat of substitute goods or services*.

Competitor Identification and Analysis, A competitor analysis is the process of researching competitors to learn more about their strengths, weaknesses, products, and marketing strategies.

Consumer Demand Analysis, Consumer demand describes the customer's needs for specific items or services. Understand the definition of consumer demand, learn about its connection to supply, and examine how it affects the economy.

Employer Demand/Desire Analysis, A demand analysis involves understanding an organization's current and future workforce requirements.

Industry and Sector Analysis an industry analysis is a marketing process that provides statistics about the market potential of business products and services. An industry analysis may contain reference materials such as spreadsheets, pie charts, and bar graphs to represent the data. This section of a plan needs to have specific information about the current state of the industry and its target markets.

Review of relevant degree programs & certificate programs available in Tennessee, nationally, and internationally

Review of relevant licensure and certifications available in Tennessee, nationally, and internationally

A **Focus Group** is a market research method that brings together 6-10 people in a room to provide feedback regarding a product, service, concept, or marketing campaign. A trained moderator leads a 30-90-minute discussion within the group designed to gather helpful information. The class conducted multiple focus groups, including a 93-minute - 83-question session with the department chair.

THE DELIVERABLE: *Utilization of SL product*

At the end of the semester, students made a formal presentation to the department chair, which he shared with the department leadership and the college dean. The Department Chair commented on how much detail about the landscape (our competitors, employer desires, and market as a whole) he was only slightly familiar with. He continued by acknowledging the level of detail the class provided and how informative it will be in designing new and replacement programs and shaping the department's future to meet best the demands of our students, employers, and industry.

The work product produced by the students catalyzed a department-wide academic program restructuring discussion and multiple strategy sessions led by the department leadership.

WHAT DID THE STUDENTS LEARN?

A central focus of the college's graduate programs is the direct application of theory in "real life" or clinical settings. This market research project is yet another example of this theme of direct and immediate application of theory and practice that our students, alums, and employers greatly value. Many of the students in this class have gone on to conduct strategic thinking and market research sessions with their employers and community organizations. Several of the students from this class have expanded on their learning and experience in this class and have developed startup business plans that were successful and funded.

In summary, note that the Service-Learning project, though it utilized the Indirect Mode, provided an informative and imminently useful tangible product. Additionally, at a time when bullet-pointed "strategic marketing" plans are often crafted with token input from stakeholders, this project provided a rich and honest front-end assessment that fed the development of a rich, shared, and contextualized strategic direction change plan.

While everyone benefited from this project, the long-term winners are the students who developed a mature and complete sense of what it means to do a strategic market analysis. Rather than the disjointed and incomplete understanding that often characterizes the pursuit of a graduate marketing class project, these students developed a tempered and connected sense of the full scope of strategic marketing. Using service-learning to involve students in this holistic approach to strategic planning and market analysis provides the knowledge and skills they would not have developed in a classroom-based scenario.

KEY TAKEAWAYS

As noted in Marketing and Enrollment Management Benchmarks 2023: Trends in Higher Education Marketing and Student Engagement by Education Dynamics, when academic institutions and programs are considering undertaking an academic program restructure, the following suggestions are central to its success:

• Academic institutions and degree and certification offering departments must better understand their market. Significant population shifts and demographic changes mean that national trends may not match their local or regional market.

• Academic programs must build student-centric and employer-centric experiences and processes that emphasize understanding consumers' (students' and employers') needs and providing value at every engagement stage.

• In 2020 and beyond, one's website will remain the brand's hub. Invest the time, energy, and resources necessary to ensure the website meets the expectations and needs of prospective and current students.

• Academic programs and institutions must communicate their value clearly and concisely on their website and other digital platforms to support the significant research prospective students complete before first contact.

• Programs must maximize every opportunity to engage students while they have their attention. With a proliferation of options and shrinking attention spans, prospective students must be engaged on their timeline, not force them to adhere to your schedule.

•Successful academic institutions and programs must embrace the increasingly complex nature of marketing, student engagement, and employer satisfaction by leveraging trusted experts to help stay current, aware, and ahead of the competition.

CLOSURE

Suppose we accept that transition and change will remain a constant in higher education for the foreseeable future. In that case, we must also understand that this opens new pathways and opportunities for students and institutions. In order to compete and survive in today's competitive higher ed landscape, higher education institutions need to serve students with programs that deliver flexibility, fit into their lifestyles, and help them achieve their personal and professional objectives. However, more than offering flexible and online programs will be needed. The content must be applicable, the experiences must be practical, and the engagements must be meaningful. Most importantly, there must be a recognition to both students and employers that the program is valuable.

The institutions that succeed in 2023 and beyond will be those that build a strong connection between their brand and its promise.

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Unique But Effective Partnerships in Service-Learning

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Peer Review

Introduction

Service-learning is an instructional strategy designed to take students outside of the classroom and into a new environment where they can apply their academic knowledge and skills to serve in the community. In addition to academic knowledge and skills, students have an opportunity to become more aware of and develop more fully their social skills. In light of these outcomes, the community agency plays an integral role in being the catalyst by which outcomes are mastered. This article highlights service-learning basics, research on the benefits of reciprocal partnerships and showcases four unique partnerships created to meet academic objectives, social-emotional learning competencies and community needs.

Service-Learning Basics

Quality Standards ensure that the process of Service-Learning is implemented thoughtfully and with intention. For Service-Learning to be a truly reflective and meaningful process, the Standards for Quality Practice (SQPs) provide unique characteristics of the experience. Below are brief descriptions of the standards (RMC Research Corporation, 2008).

Meaningful Service includes active engagement in purposeful and personally relevant service activities. Co-creating developmentally appropriate activities and partnerships ignite mutually beneficial outcomes for the students and the community partner. Beneficial outcomes are tied directly back to the curriculum and encourage students to synthesize their experiences through the context of the elemental societal issues being addressed.

Curricular links with service-learning projects intentionally allow students to connect the learning with transferable skills and knowledge into the community being served. This includes explicitly aligned standards and learning objectives from the classroom into service being performed within the community. Real world connections allow students to view learning as purposeful and dynamic.

Reflective Activities before, during and after the experiences prompts deep thinking and analysis of issues, impacts on the community, underlying causes or contributors and possible solutions. Students can examine their own bias and/or prejudices considering the community served.

Student Voice should be utilized throughout the project to create supportive and trusting project experiences. Students take on a shared vision with the community partner and therefore, take on ownership of the outcomes.

Progress Monitoring includes incorporating measurable outcomes in the classroom and within the community. This is an ongoing process to access the quality of the service provided and learning of skills and knowledge as they relate to the standards and learning objectives.

Duration and Intensity assures that the project sufficiently (duration) addresses community needs and specified course outcomes in concentrated blocks of time (intensity). This includes the IPARDE process of service-learning:

Investigation – identification of issue

Preparation – determining nature of service and details of action plan

Action – actual service experience

Reflection – reflective activities to prompt thoughtful connections to knowledge, skills and societal issues being addressed

Demonstration/Celebration – honor learning goals attained and impact on community

Evaluation – assessment of outcomes for students and community

Diversity considerations within a service-learning project helps students develop social-emotional skills while identifying and overcoming biases and stereotypes. Students who participate in diverse service-learning activities are given opportunities to experience tolerance, understand and mutual respect within the community served.

Reciprocal Partnerships create opportunities for students to experience collaborative and ongoing relationships with people outside of the classroom. This allows co-creation of solutions to societal issues with one's community that will mutually benefit
the server and the ones being served.

Reciprocal Partnerships

Service-Learning partnerships should be collaborative, mutually worthwhile and address community needs. According to RMC Research Cooperation in Standards and Indicators for Effective Service-Learning Practice (2008), high-quality research studies in K-12 service-learning were used to

implement indicators for each standard. Below are the indicators for the partnership standard.

Indicators:

1. Service-learning involves a variety of partners, including youth, educators, families, community members, community-based organizations, and/or businesses.

2. Service-learning partnerships are characterized by frequent and regular communication to keep all partners well-informed about activities and progress.

3. Service-learning partners collaborate to establish a shared vision and set common goals to address community needs.

4. Service-learning partners collaboratively develop and implement action plans to meet specified goals.

5. Service-learning partners share knowledge and understanding of school and community assets and needs and view each other as valued resources.

Supporting research for establishing indicators came from Wade (1997) who found that sustainable service-learning partnerships yielded favorable outcomes for teachers, students, and community members in the form of skill and resource acquisition, meeting authentic community needs, and broadening partners' understanding of each other and community issues. Ammon, Furco, Chi, and Middaugh (2002), Billig (2006) and Bailis (2000), concluded reciprocal partnerships were identified as critical success factors when formalizing service-learning practice. Additionally, Bailis reported that teachers, students, and community members benefitted to the greatest when the partnership developed was long-term, well-designed and mutually beneficial.

Contemporary supporting research includes Rees et al (2021) who observed two key community geography characteristics using five case studies which included reciprocal This study found that communication and planned and realized expectations and outcomes are key to creating reciprocal partnership. Silver and Harris noted connections between the academic content and service in a 2014 study of meaningful service (Silver & Harris, 2014). In addition, pre-service teachers reported an increase self-efficacy in terms of student engagement, instructional practice, and classroom management. Silver & Harris (2016) noted that during the service-learning experience, formal or informal interactional diversity takes place within the community as partnerships are created. The authors describe five types of partnerships that can form the experiences for those involved.

No Partnership – There is no contact between the students and the agency being served. The school might serve in ways that link back to learning objectives but have no ties with the community organization.

Connection – The agency and teacher have a superficial contact on an as needed basis but does not form deep or meaningful relationships.

Cooperation – Information is shared between agency and course instructor/ students that is useful but relationships are not long term and end once the project concludes.

Collaboration – Partnerships are formed which are on-going and well-designed for longevity.

Silver and Harris (2019) observed distinctive social-emotional competency building during a service-learning project where students reflected on the impact. Students reported an awareness of and increase in skills, attitudes and behaviors needed to deal compassionately with community partners and the service-learning project. Clearly, the need to plan for and maintain quality reciprocal partnerships cannot be overstated.

Showcase of Unique Partnerships

Tennessee State Health, Physical Education and Recreation pre-service students and an urban reading clinic

For the purpose of getting pre-service teachers into the public school system early in their preparatory program, Tennessee State University Health, Physical Education and Recreation (HPER) students partnered with an urban Reading Clinic serving elementary and middle school students. The clinic director and designer of the service-learning process oriented the pre-service teachers on the five-step process for reading intervention. HPER students were assigned a student who they mentored for the balance of the semester under the supervision of the clinic staff and instructor of the course. Using beginning, middle and ending reflections on the experience, students noted the following benefits from their service-learning experience:

1) *Awareness of own teaching beliefs* and practices and becoming more secure in their abilities to engage students through the use of the 5-step reading intervention process;

2) *Awareness of their own reading deficiencies* and adapting some of the same practices used on elementary and middle school students to improve their own reading and comprehension skills;

3) *Experiencing the power of mentoring* on both the mentor and mentee was a major benefit from the partnership of the HPER students and middle and elementary school students;

4) *Deep connection-building* with the community partner and the HPER students while making a valuable contribution to young students' lives as well as benefitting themselves as aspiring teachers made the experience both memorable and worthwhile.

The extraordinary partnership between TSU HPER pre-service teachers and an urban reading clinic showcased a mutually beneficial relationship. TSU HPER pre-service teachers experienced increases in self-efficacy toward engaging student learning, instructional strategies, and classroom management (Silver & Harris, 2012). One hundred present of the students mentored in the reading clinic gained in reading scores (Lipsey, 2009 Dissertation). The university benefitted from the partnership by offering pre-service teachers a research-based clinical residency which allowed students to go outside traditional in-class

experiences and into an urban reading lab. It was a win-win experience for teachers, students, reading specialists and the university.

Discovery Park and Honor Students

In the spring semester of 2018, 24 honor students enrolled in Honors 200 Service-Learning embarked on a one-of-a-kind journey as they partnered with Discovery Park of America (DPA). The students enrolled in the honors course were working towards various majors which included Mechanical Engineering, Agriculture Communications, Geosciences-Geology, Wildlife Science, Animal Science, Nursing, Exercise and Wellness, Veterinary, Criminal Justice, History and Biology to name a few. The instructor wanted to find a unique experience that would offer meaningful, yet mutually beneficial experiences for both the students and the community served. A formal mutually beneficial relationship was formed between Discovery Park of America and Honor students at The University of Tennessee at Martin. Reflective activities and pre-post surveys documented distinctive benefits for the Honors students, DPA staff and university staff and faculty (Silver & Harris, 2020):

1) Awareness of and engagement in the five core Social-Emotional Learning Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills and Responsible Decision Making. Students were required to list not only responsibilities to the community agency (DPA) but also personal learning objectives. These objectives ranged from communication skills, organizational skills, self-motivation, integrity of work, and time management to future career opportunities and broadening of abilities and interests.

2) Supervisors at DPA for the Honors students completed a Student Performance evaluation which required feedback about notable accomplishments. Skills such as enthusiasm, dependability, eagerness, willingness, engagement, and hard work were among the most notable accomplishments of the university students. Supervisors observed skills which are not easily learned in a higher education classroom being the foundation for the service provided by students to complete daily tasks.

3) The instructor utilized a Campus Compact pre-post survey to identify significant changes in perceptions of the impact of service-learning. Significant changes were documented in the areas of content matter integration, community engagement, and Social & Emotional learning competencies (Silver & Harris, 2020).

This unique partnership between the University of Tennessee at Martin Honors 200 course participants and Discovery Park of America showcased significant impact on both the community and the students. Students experienced intentional service-learning efforts that aligned with course objectives, their learning and future successes. They were challenged to grow 'soft skills' that are critical to future employers and the success of being a productive citizen.

Tennessee State University students and International Service-Learning in San Miguel

Tennessee State University undergraduate students enrolled in Foundations of Teaching English as a Second Language and graduate students enrolled in Multicultural Education partnered with six local schools in San Miguel of de Allende, Mexico for a service-learning experience (deCasal & Harris, 2020). Students were exposed to diverse intercultural educational experiences as they created activities for the children at each individual school. They also had to prepare expectations for parental involvement and cultural awareness of the area. Benefits were documented to support international partnerships for quality service-learning experiences:

1) TSU students were exposed to a different educational system in Mexico. They experienced both well-funded schools and schools which lacked funding to provide running water or indoor bathrooms. The students were able to plan activities for students in the areas of arts, crafts and physical education and work with children in non-English speaking cultures through this diverse international service-learning experience.

2) Children in six local schools were able to experience new and culturally sensitive activities they were not previously able to experience. TSU students led the activities which consisted of painting plaster masks of their design, and clay pottery designs. Parents and students participated in sporting events designed to enhance playtime, social activities and social skills.

3) The TSU students had opportunities to enhance their knowledge of a different culture through the service-learning experience. Geography, history, culture and language emersion highlighted the importance of celebrating differences among countries through crafts and sports. TSU students were also able to visit the University of Guanajuato, the Diego Rivera Museum, the Teatro Juarex, a pyramid ruin and other historical sites.

4) The university developed a partnership with Instituto de Allende which continues to serve as a catalyst for future service-learning opportunities.

This phenomenal partnership not only affected the students who were able to travel to Mexico and create activities for six local schools, but also the community agency or grade level students in those schools. International partnerships offer greater understanding of world peace, and deep connectedness among people from all cultures.

Marking in Higher Education Doctoral Candidates and Higher Education Officials

Vogel et al. (2017), observed several components of a mutually beneficial partnership in an indirect mode for service-learning when Doctoral Candidates partnered with Higher Education Officials. The candidates were enrolled in a marketing course offered at Tennessee State University. The candidates established collaborative partnerships with specified higher education officials who were educational policy makers and leaders operating at the system and institutional level. The

partnerships afforded many benefits to all as documented:

1) The course professor benefitted in ways that might not be readily perceived in a traditional service-learning undergraduate or master's level course. The authors refer to the relationship between the doctoral professor and doctoral candidate as "more personal than academic in the sense that at the culmination of the 'doctoral experience', the professor 'gowns' his/her protégé in doctoral robes and welcomes him/her into the sacred halls of the Academy" (Vogel et al., 2017, p. 29). The benefit of such a partnership for the professor is to see the candidate interact with educational policy makers and leaders while mastering academic objectives and growth dispositions.

Those objectives were:
a. *Evaluate the post-secondary marketplace relative* to a determination of post-secondary education marketplace needs;

b. *Conduct market, stakeholder, and consumer research* including data collection processes, analysis, and GIS interpretation and application;

c. *Segment the marketplace* into its components units relevant to target benchmarking;

d. *Conduct educational SWOT analyses* at the institutional, college, department, and programmatic levels;

e. *Create direct marketing and public relations campaigns* to promote programmatic offerings; and,

f. *Develop a model to evaluate marketing program activities* (Vogel et al., 2017, p. 29).

In addition to the academic objectives of the course were several growth dispositions which included critical thinking skills, advanced set of problem-solving skills, developing a multi-dimensional level of quality decision-making and others.

2) Doctoral candidates were not only able to grow acdemically through the experience of designing and executing a dissertation research proposal but also interacted with high-ranking officials in educational policy. They were evaluated by legislators, senior staff members from the House and Senate Education Committees, Executive Director of the Tennessee Higher Education Commission, Assistant Dean of Education from TSU's College of Health & Sciences and senior professors from TSU Department of Educational Leadership. The authors stated, "Only when students are compelled, through the learning environment, to challenge the limits of their perceived abilities will they become cognizant of the quality and magnitude of their performance parameters" (Vogel et al., 2017, p. 29).

3) The community partners were educational policy makers and educational leaders operating at the system- and -institutional-levels. The educational leaders participated as "an evaluative panel of experts who, through constructive and questioning dialogue, validate the quality and veracity of the degree to which the prescribed service-learning skills and competencies were attained by the course students" (Vogel et al., 2017, p. 29). They had the unique benefit of evaluating the research findings by the Doctoral students "with an eye on the impact that such knowledge may have on the respective constituencies they serve" (Vogel et al., 2017, p. 29).

Conclusion

Securing a mutually beneficial partnership is critical when seeking solutions to community problems and while mastering academic skills and knowledge. It is important to seek out a variety of community partnerships when planning for service-learning as showcased in this article. When both the community agency and the students are able to have a shared vision on the project, both become more engaged, collaborative and value one another as integral resources. Research is consistent on the mutually beneficial outcomes of a shared vision bringing students out of the classroom and into real world problem-solving. Oftentimes, it takes thinking outside of box to develop unique partnerships which will have a lasting impact on the community and even the world.

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A Call for Papers for Serve InDEED

Submissions accepted for publication in the following categories:

Reflective Essays

Research Based Articles

Best Practices

We seek to share ideas within all communities of service learning.

Goals of Serve InDEED, the Tennessee Journal for Service-Learning and Civic Engagement:

1. Share ideas and/or resources in order to bring together all communities under the umbrella of service.
2. Learn from one another regardless of rank or position, non-profit, faith-based, K-12 or Higher Education, volunteerism or service-learning.
3. Include students (K-16) as important contributors to the body of research in service-learning.
4. Share reflective experiences which foster dynamic change in beliefs, biases, and judgments in order to move us toward a more peaceful society.
5. Contribute to the growing body of academic research in service-learning, civic engagement and volunteerism.

Manuscript Submission Process:

The journal follows a blind review process outline below:

1. Submission of article in APA formatting, Ariel, 11 pt. font, double-space, 5-12 pages should be sent to the editors at **Journal.Serveindeed@gmail.com**. Include in the subject box of the email the Word Submission and the category for which you want to be considered. The categories are listed below.
2. Include one page abstract due with the article.
3. Submit paper with Title page including author(s) contact information (title, organization, and email address or phone number).
4. Do not include names in the manuscript. Articles that are under review by another publication should not be submitted.
5. Place figures, tables and/or graphics at end of text and include where it will be placed in manuscript.
6. At the end of the manuscript, please include References in APA style.
7. The manuscript will be sent to the blind reviewers for consideration. Authors will be notified by editors upon submission.
8. The review process will normally take 6-8 weeks. Manuscript responses may include acceptance, acceptance with revisions, acceptance for later publication or not in line with goals of journal.

SUBMISSION GUIDELINES

This journal seeks submissions from any of the following:

In the subject line of the email, indicate which type of article you are submitting from the following list:

- K-12 Service-Learning
- Higher Education Service-Learning
- Community Partnerships in service
- Community-based organizations in service
- Non-profit organizations in service
- Faith-based organization in service
- The arts and service
- Government agencies involved in service endeavors
- Reflective essay
- Research-based issue
- Best Practice
- Social and Emotional Learning
- Community Building Project
- Volunteerism
- Service-Learning Pedagogy

✲ **Student Submissions:**

The Journal welcomes submissions from K-16 students involved in service-learning and volunteerism.

You may email your submissions to: Journal.Serveindeed@gmail.com