# IMPACT TYPE

## DIRECT SERVICE (PEOPLE)

Under this model, students, faculty or staff work directly with consumers, clients, or staff of a community agency to provide a needed service. Some broad examples might include:

- **Co-curricular service:** UofL students tutor K-12 students in the after school program.

- **Service-learning:** Students in creative writing courses plan and implement activities for elders and record their words in the form of found poetry to capture memories, stories, and insights for their loved ones.

- **Internship:** An education student implements curricula in a summer program for at-risk youth.

- **Engaged research:** A faculty member in creative writing conducts community writing workshops and, with permission and IRB approval, uses those workshops as the basis for a study on found poetry as a tool to teach poetic line breaks and titles.

- **Institutional engagement:** Parking for on-campus events is free of charge.

## DIRECT SERVICE (PRODUCT)

Under this model, students, faculty or staff create a product for a community agency or its consumers, clients, or staff. Here are some examples:

- **Co-curricular service:** A student volunteers to create a brochure for the Morris Senior Center.

- **Service-learning:** A class produces a series of videos about historic figures for a display at a local museum

- **Internship:** A computer science major creates several databases for a community partner

- **Engaged research:** A faculty member in sociology provides a human services partner organization with an annotated bibliography of sources related to immigration services in rural communities. She uses this annotated bibliography as background research for a study she is conducting.

- **Institutional engagement:** University library cards are provided to community members free of charge.

## COMMUNITY RESEARCH

Under this model, students, faculty or staff conduct research to assess or meet community needs. Here are some examples:

- **Co-curricular service:** A student organization interviews gay, lesbian, bi-sexual, and transgender (GLBT) students to record their stories of treatment by medical personnel.

- **Service-learning:** Economics students conduct a survey for the City of Benson to determine why people leave town to go shopping and what non-existent retail options or other changes would keep people in town.

- **Internship:** A student interviews Spanish-speaking clients of the local hospital to determine how well their medical needs are being met locally.

- **Engaged research:** A psychology professor completes a study conducted in a multicultural psychology class about attitudes of parents toward diversity issues; she writes a report for the school, as requested, but also uses the survey data in a study for an academic journal.

- **Institutional engagement:** After completing a study about the best placement for a second campus wind turbine, the community is invited to a forum to learn about the research and weigh in .

## COMMUNITY BUILDING

Under this model, students, faculty or staff work to strengthen relationships and networks between UofL and local, state, and international partnering organizartions.

## COMMUNITY EDUCATION

Under this model, students, faculty or staff research and write curricula to educate particular community members about social issues or needed skills. Here are some examples:

- **Co-curricular service:** A student volunteers to assist with the adult English as a Second Language (ESL) program at a local school

- **Service-learning:** A political science class presents a curriculum to K-12 students in local schools to teach about the importance and process of voting.

- **Internship:** An education student writes a training manual for tutors at an after-school program.

- **Engaged research:** A faculty member in education provides tutoring services for at-risk K-3 readers, assesses the results of her methods, and writes an academic article on the project.

- **Institutional engagement:** A department offers courses are offered at low cost to community members who are not degree seeking when seats are available.

## ECONOMIC DEVELOPMENT

Under this model, students, faculty or staff engage in assessing and developing ideas for developing the community in ways that are inclusive and sustainable. Here are some examples:

- **Co-curricular service:** Students living in the residence halls plan a food drive for the Stevens County Food Shelf.

- **Service-learning:** Economics students conduct a survey for the city to determine why people leave a part of town to go shopping and what non-existent retail options or other changes would keep people in town.

- **Service-learning course:** About barriers to implementing environmentally friendly household habits.

- **Engaged research:** A faculty member conducts a study of people who are dealing with housing crises in the region to determine how community leaders can find a solution.

- **Institutional engagement:** a campus policy to buy as many products and services as possible from businesses within a 100 mile radius, and to purchase outside that radius only if the cost is twiceu as much or the product is not available regional.

## COMMUNITY ORGANIZING

Under this model, students organize to respond to a community issue. Here are some examples:

- **Co-curricular service:** Students concerned about renters' rights prepare a motion for a city council meeting.

- **Service-learning:** A student in an interdisciplinary course focused on radical education theory plans a dialogue to determine best ways to address housing issues in Morris.

- **Internship:** A student interns with an agency focused on community organizing.

- **Engaged research:** A faculty member involved in a local human rights issue brings her research skills to the Metro Human Rights Commission and provides a context for local hate crimes.