

# Practicing, Publishing and Problematizing Community Engaged Scholarship

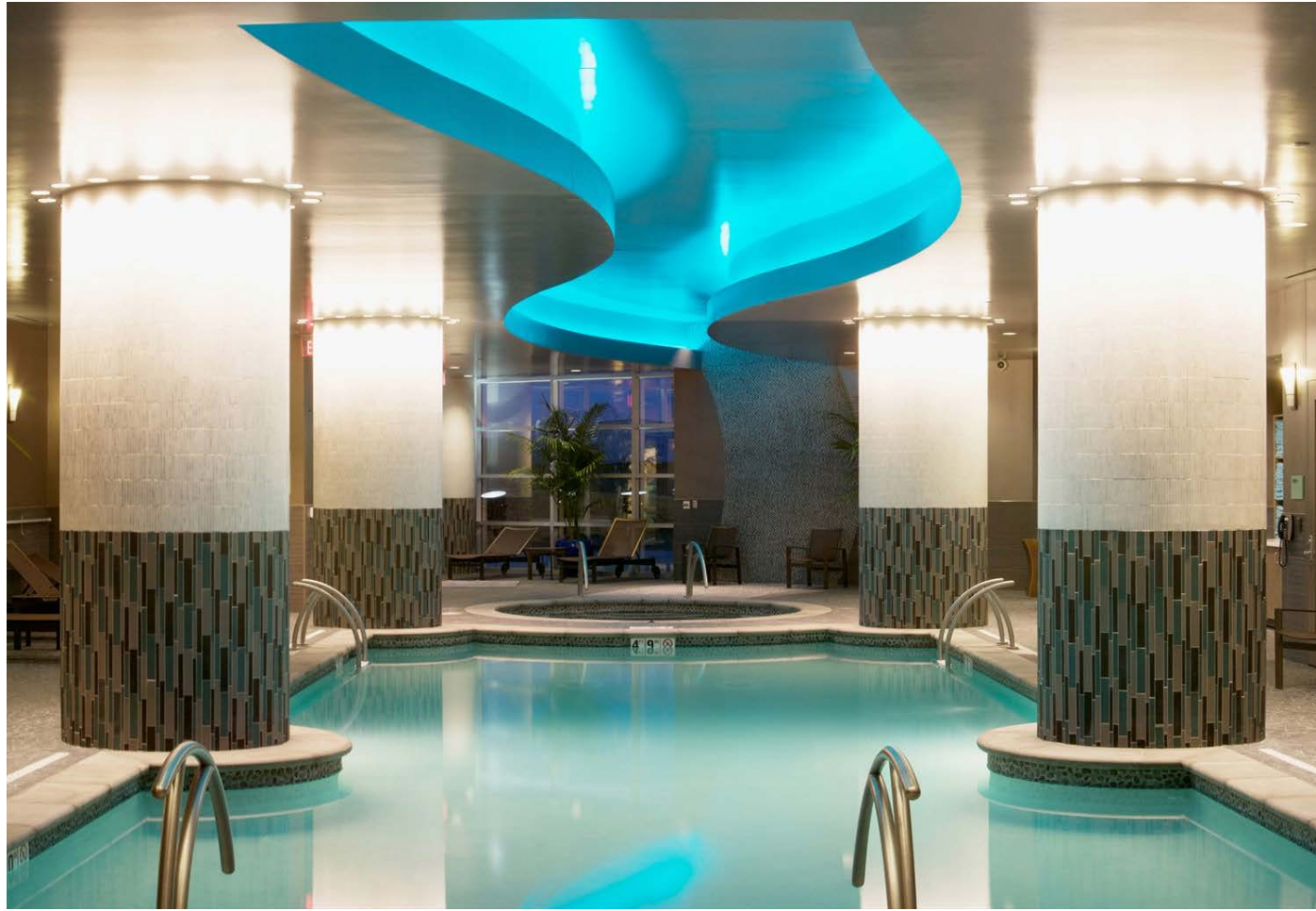
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23 May 2017



**WHITWORTH**  
UNIVERSITY



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UNIVERSITY

# TODAY'S OBJECTIVES

- To understand the multiple expressions of Community Engaged Scholarship (CES) in the academy.
- To review definitions of CES and apply terms of CES to your current or future scholarship.
- To identify categories of published CES.
- To analyze the system of faculty rewards for CES.

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# How do we understand CES?

Let's understand the multiple expressions of Community Engaged Scholarship (CES) in the academy.



# What is community engaged scholarship? (CES)

- Carnegie definition
  - “Community engagement describes the collaboration between faculty and their larger communities (local, state/regional, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.” Carnegie Elective Classification for Community Engagement
- Terminological messiness
  - Public scholarship, scholarship of engagement, CES
- Quickly evolving and unraveling areas of scholarship



# CES as experiencing “punctuated equilibrium.”

Eldredge and Gould (1972) explained the radical transformations in speciation following long periods of continuity

Sandmann (2008) applies term to scholarly writing on engagement





# Four phases of evolution in CES

**Defining “engagement” (1990-2010)**

**Engagement as scholarship (2000s)**

**Deploying engagement (2000s)**

**Institutionalizing engagement (2000s)**





# AND NOW FOR SOMETHING COMPLETELY DIFFERENT

(Intentionally unexpected intermission in the narrative arc)





# A new methodology

Allow faculty communities to identify and make meaning

Milton Cox, “Introduction to Faculty Learning Communities,” *New Directions for Teaching and Learning*, 97 (2004), 5-23.

Jack Mezirow, *Transformative Dimensions of Adult Learning*, San Francisco: Jossey Bass, 1991.



# Preparation

R.M. Helms, *New challenges, new priorities: The experience of generation x faculty. A report of the collaborative on academic careers in higher education.* Cambridge, MA: COACHE, Harvard Graduate School of Education, 2010.

Wendy Wagner and Emily Morris. “Implications of a Community Engaged Faculty Typology for Distinctive Support of Engaged Scholars,” International Association for Research on Service-Learning and Community Engagement annual meeting, 27 October 2016.



Fi  
based on a C  
S

initions of

Scholar  
type 1

Scholar  
type 2

Scholar  
type 3

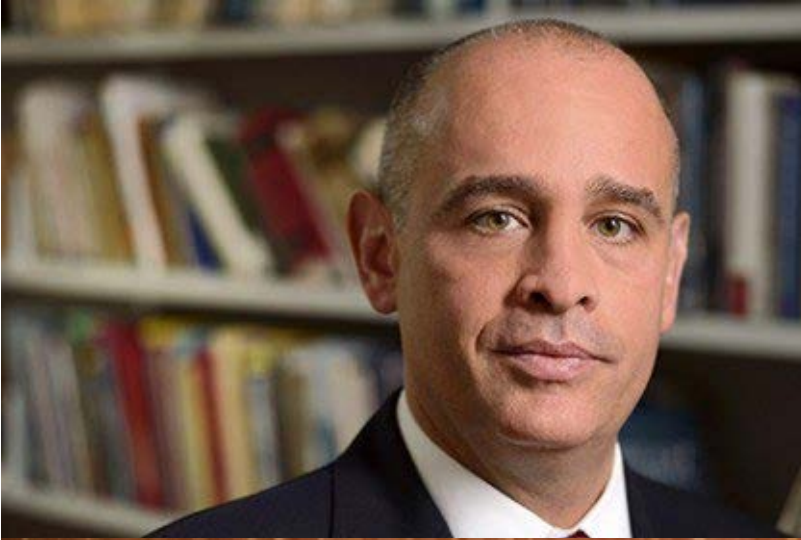
Scholar  
type 4

Scholar  
type 5



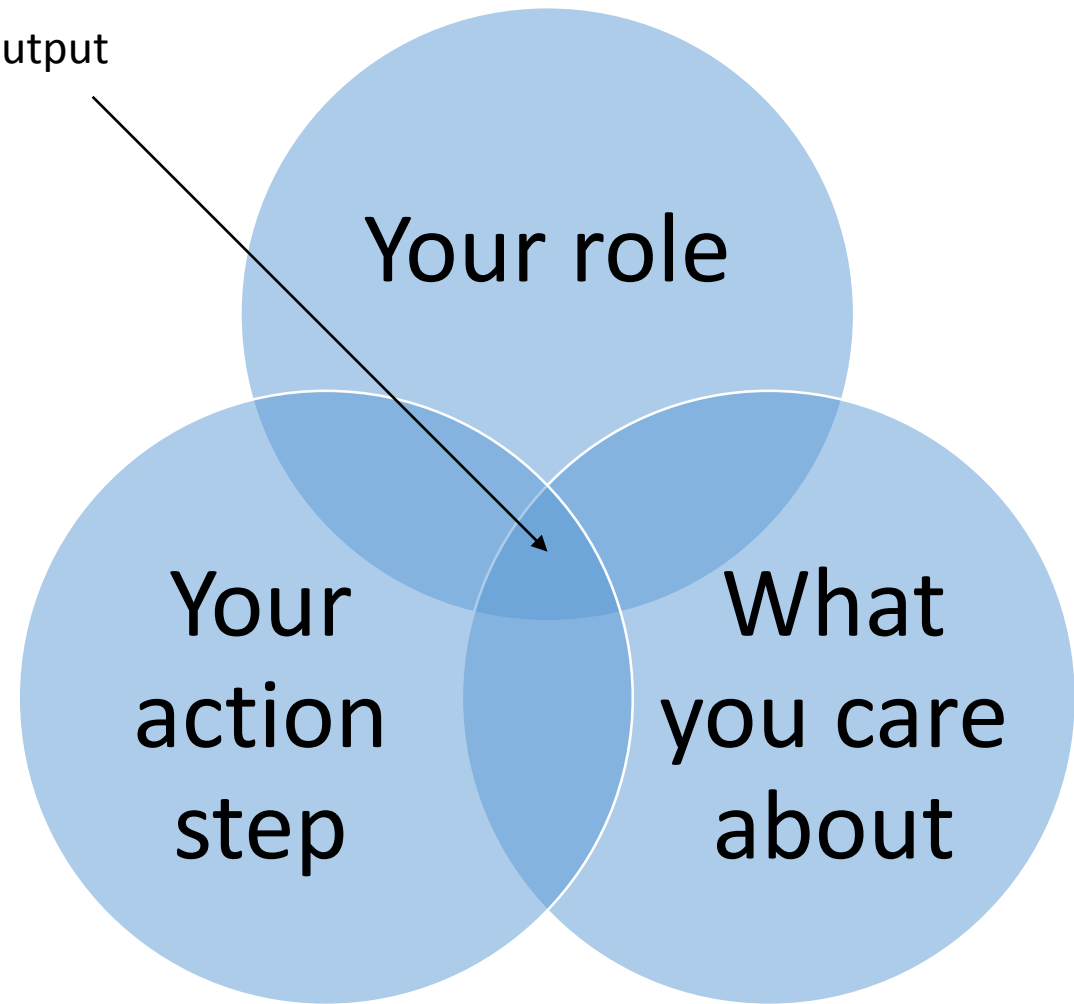
# With which scholarly type do you most identify?

Which type had you previously not identified with engaged scholarship?  
Why?



# Story of you

Your next  
scholarly output



Marshall Ganz, "Telling your public story: Self, us, now," (2007) available at <https://philstesthomepage.files.wordpress.com/2014/05/public-story-worksheet07ganz.pdf> ; accessed 12 November 2016.

Break





# What does the field say about CES?

Let's review definitions of CES and apply terms of CES to your current or future scholarship.

Let's identify categories of published CES.

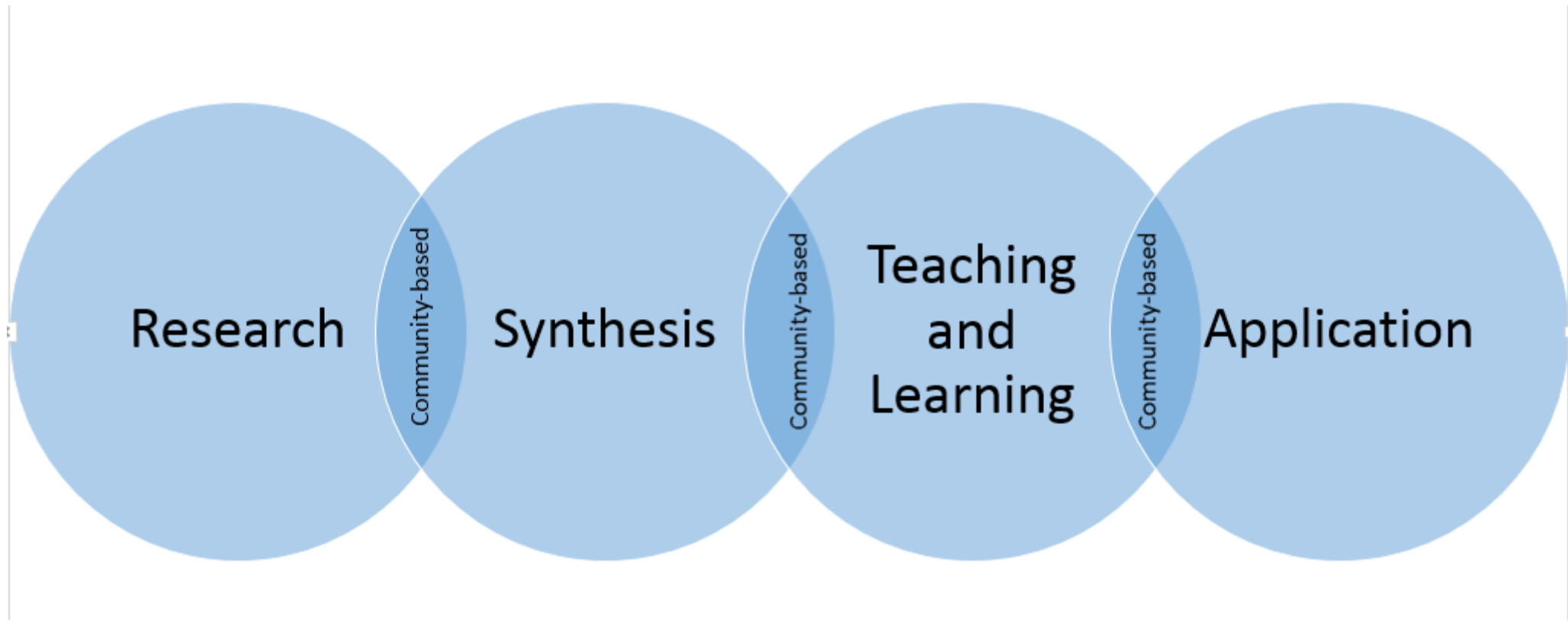
# The great response to Boyer's scholarship of application

## Ernest Lynton (1995)

- *Making the Case for Professional Service*
- Effort to distinguish CES from
  - Institutional citizenship (committee work, etc.)
  - Disciplinary citizenship (peer-review, journal work, etc.)
  - Civic contributions (public office, philanthropy, volunteering)
- “Insistence on professional expertise [in course of engagement] sufficiently distinguishes” CES (p. 18)

## Charles Glassick (1997)

- Broadening engagement beyond the scholarship of application only
- Sees CES as operating with research, SOTL, or synthesis.
- Outcomes matter, but just not so primary
- Adaptation stressed throughout scholarly process



# More in the great response to Boyer's scholarship of application


## **National Review Board**

- An broadening of Glassick's six categories of CES
- Inclusion of community input throughout scholarly process to include public audiences for dissemination and public channels of critique
- Thinking beyond the discipline/campus walls
- NRB offers formal review at invitation of provost

## **Jeffrey Howard**

- Considers three steps in all scholarship (purpose, process and product)
- Runs three Ps through a series of filters (community involvement, community benefit, scholarly involvement, scholarly benefit)
- Reads like a useful checklist in CES





# Which paradigm of scholarship best explains how you understand your CES?

Glassick, National Review Board, Howard

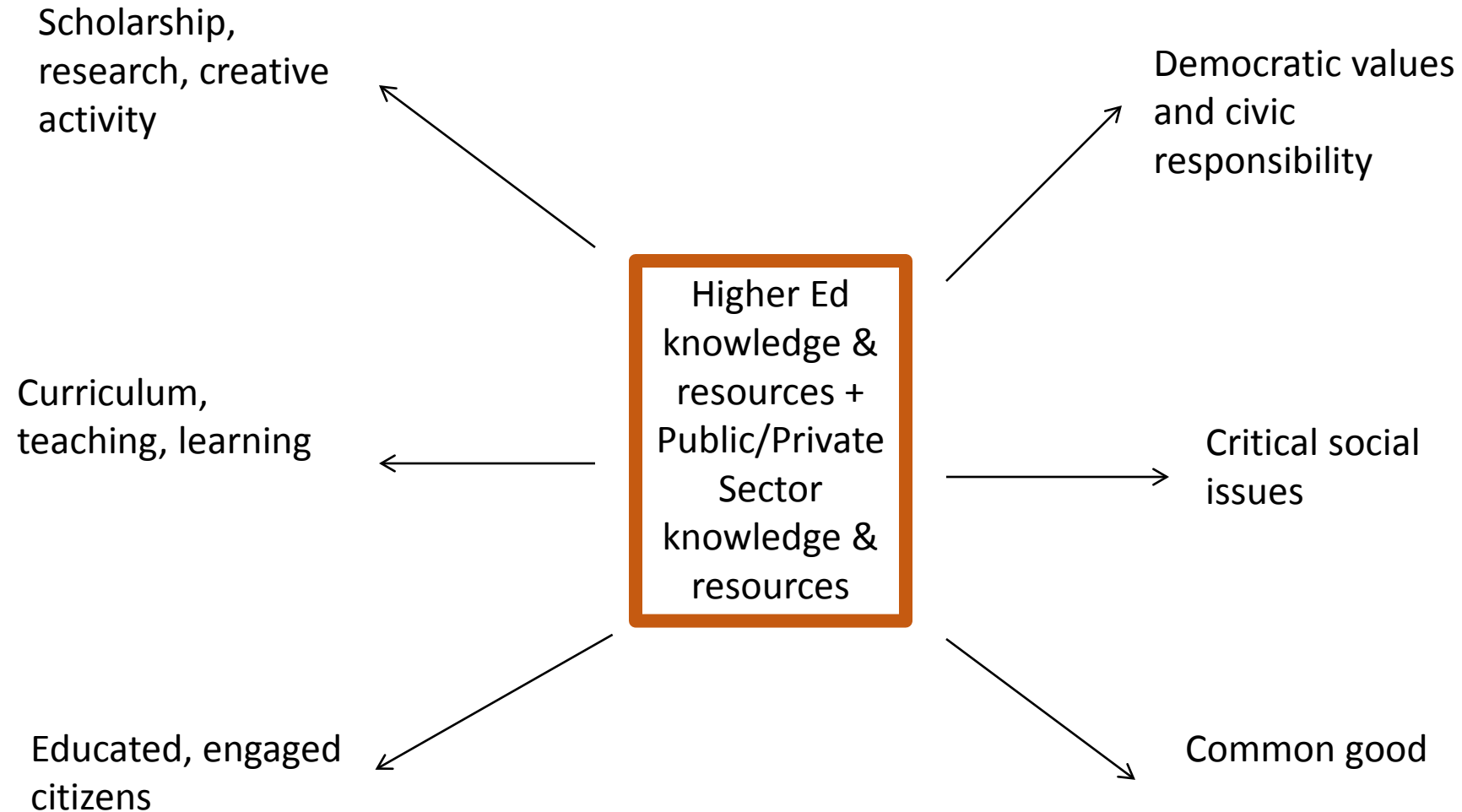
# Ross's recommendations

- Develop a system of reflective notetaking
- Document, document, document
- Choose a measurement of success that CPs and scholars will appreciate



How might I publish?

# Collaboration with different ends



# Areas of CES publication

- Perspectives of Jeffrey Howard, editor at the Michigan Journal for Community Service Learning
- Categories of publication are not discrete and can overlap
- **Scholarship on CE teaching and learning**
  - Writing related to teaching a S-L course
- **Research on service-learning**
  - Studies of impacts of S-L
- **Scholarship of engagement**
  - Writing on your involvement in community, benefit to community, your involvement of expertise and scholarly results (with or without students)
- **Scholarship on engagement**



# Publication on Community Engaged Teaching and Learning

- Critical Community Service-Learning: Combining Critical Classroom Pedagogy with Activist Community Placements
- Points of Discomfort: Reflections on Power and Partnerships in International Service Learning
- Student Perceptions of Community-Based Research Partners and the Politics of Knowledge



# Research on S-L itself

- College Students' Negotiation of Privilege in a Community-Based Violence Prevention Program
- Negotiating Border Crossing: Influence of Social Identity on Service-Learning Outcomes
- The Relationship of Service-Learning and Degree Completion
- From Serendipity to Resolve: Graduate Student Motivation to Teach using Service-Learning





# Scholarship of engagement

- Principles for Best Practice in Community-Based Research
- A Case-Study of a Community Based Participatory Evaluation Research Project



# Scholarship ON engagement

- Place-Building Theory: A Framework for Assessing, Advancing and Critically Examining Community Engagement in Higher Ed
- The Role of Incentives in Attracting Faculty to Engaged Scholarship
- What Influences Long-Term Service-Learning Sustainability: Lessons from Early Adopters
- University Leaders Use of Episodic Power to Support Faculty Community Engagement



Where do you see a fit with your CES when it comes time to publish?

# Some more recommendations for BEFORE you publish

## Do

- Articulate your research question; get feedback from colleagues & CPs
- Align research question, the literature review and methodology (good fit?)
- Address CES criteria in your research and writing (check with journal)
- Collect good data using rigorous methods, with CP input
- Choose co-authors (include community)
- Follow journal's specified guidelines

## Don't

- Adopt a weak research method
- Ignore extant literature (think across disciplines, too)
- Forget a lay readership especially if including a CP as co-author
- Format article weakly (let goals of article inform lit review, method, results and discussion)

# More recommendations, this time AS you publish

## Do

- Review recent issues of journals to find a good fit
- Follow alignment of an exemplary article (goals inform all content)
- Contact editorial board (if allowed) to discuss fit
- When asked to “revise and resubmit,” use a cover letter listing all changes made
- Conform to journal’s chosen style

## Don’t

- Conform content too much (editors want groundbreaking material)
- Submit a hot mess
- Offer an article that doesn’t fit journal goals
- Overlook criteria of scholarship (be literal if need be)
- Ignore style guidelines
- Write more description than analysis

# Where can you publish?

See handout for list of publication outlets.

Visit the excellent site at Fairfield University

<http://librarybestbets.fairfield.edu/content.php?pid=565374&sid=4659491>

Sign up for information about Washington Campus Compact's Pen to Paper writing retreat on CES in 2018.



Stand and stretch



# Why do we do this?

Let's understand the system of faculty rewards for CES.

## Sample Article titles

- Principles for Best Practice in Community-Based Research
- A Case-Study of a Community Based Participatory Evaluation Research Project
- In your group, describe a way that you could be involved in the community, benefit the community, tap your area of expertise and produce a scholarly product or public artifact?

## What is within reach? (3)

- Scholarship of engagement-involves all four of Howard's criteria
- Could be Community-based research or public scholarship
  - CBR-research project, co-developed by faculty and community partner, that benefits (a) community and (b) faculty member's scholarship
  - Public Scholarship-contributes to public good and yields a product that has public and/or intellectual value (e.g. Imagining America project)

## Sample article titles

- College Students' Negotiation of Privilege in a Community-Based Violence Prevention Program
- Negotiating Border Crossing: Influence of Social Identity on Service-Learning Outcomes
- The Relationship of Service-Learning and Degree Completion
- From Serendipity to Resolve: Graduate Student Motivation to Teach using Service-Learning
- Discussion: What might be an article that you might write that relates directly to the research on S-L and how would it qualify as scholarship?

## What is within reach? (2)

- Research on service-learning: a scholarship that examines impacts of S-L on different constituents
  - Students (academic, civic, motivational, retention, ethical development)
  - Faculty (motivations, perceived benefits, perceived impediments, faculty development, roles & rewards)
  - Communities (impacts and partnerships)
  - Disciplines (varying conceptualizations of community, scholarly benefit)
  - Institutions (partnerships, institutionalization, strategy, impediments, mission fit)

## What is within reach? (4)

- Scholarship ON engagement – the investigation of some facet of higher-ed and community partnership

Suggestions from a journal editor  
 Publication outlets for CES  
 How you can transform your  
 y-based work into a publication

## Sharing your Community-Engaged Scholarship

Ernest Lynton, 1995

Useful articulations from Ernest Lynton, 1995

Who's It For?	What's the Engagement?	What's the Scholarship?	Notes
Proposed	Teacher and student participation in a community-based project	Teacher and student participation in a community-based project	Teacher and student participation in a community-based project
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## Sample article titles

- Critical Community Service-Learning: Combining Critical Classroom Pedagogy with Activist Community Placements
- Points of Discomfort: Reflections on Power and Partnerships in International Service Learning
- Student Perceptions of Community-Based Research Partners and the Politics of Knowledge
- Discussion: What might be an article that you might write that relates directly to the study of teaching a S-L course and how would it qualify as scholarship?

## Sample Article Titles

- Place-Building Theory: A Framework for Assessing, Advancing and Critically Examining Community Engagement in Higher Ed
- The Role of Incentives in Attracting Faculty to Engaged Scholarship
- What Influences Long-Term Service-Learning Sustainability: Lessons from Early Adopters
- University Leaders' Use of Episodic Power to Support Faculty Community Engagement
- What might be a topic that you could examine in a scholarly way about some aspect of campus/community engagement, either at your own institution or across similar or different institutions?



exchange of knowledge and resources in context of partnership and reciprocity." (Carnegie Foundation, 2007)



## Lynton's Features of CES

1. ...
2. ...
3. ...
4. ...
5. ...

## DEFINITIONS OF CES

- Ernest Lynton, 1995 – AAHE publication
- National Review Board on the Scholarship of Engagement, 2005
- Jeffrey Howard, 2010 – Campus Compact publication

## What is within reach? (1)

- Scholarship on CE teaching and learning
  - A case study focused on outcomes
  - A new model of service-learning within a discipline
  - An interdisciplinary model
  - A comparison of outcomes of different models
  - An innovation in reflection techniques
  - A self-journey (lessons learned)

## CES is actually broader than Boyer



Implications for RT&P (Crews and Howard, 2008)

## Before you publish

- Do**
  - Articulate your research question and get feedback from colleagues
  - Align research question, the literature review and methodology (good fit?)
  - Address CES criteria in your research and writing (check with journal)
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- Don't**
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## What makes it scholarly?



## More Lynton (1995)

Scholar undertakes reflection (observing, reflecting, making adjustments)  
 Reflection generates outcomes (results, insights, new insights that can be utilized)  
 Outcomes can be shared with colleagues by or informally (community)

## Areas of CES that may be published

- Categories are not discrete, but overlap
- Scholarship on CE teaching and learning
  - Writing related to teaching a S-L course
- Research on service-learning
  - Studies of impacts of S-L
- Scholarship of engagement
  - Writing on your involvement in community, benefit to community, your involvement of expertise and scholarly results (with or without students)
- Scholarship on engagement



Where can you publish?  
 See [here](#) for list of potential publishers.

## Getting a Sr Engagemer

The perspective editor of the Mic Community Se



Who can help?  
 Visit the excellent site at [Fairfield University](#)

Kenji Yoshino, *Covering: The hidden assault on our civil rights* (New York: Random House, 2006).

- “When I began teaching, a colleague took me aside. ‘You’ll have a better chance at tenure,’ he cautioned, ‘if you’re a homosexual professional than if you’re a professional homosexual.’ He meant I would fare better as a mainstream constitutional law professor who ‘happened to be gay’ than as a gay professor who wrote on gay subjects. Others in the vigorously progay environment in which I work echoed the sentiment in less elegant formulations. *Be gay*, my world seemed to say. *Be openly gay if you want, but don’t flaunt*.
- “For a short time, I acceded. When I taught mainstream topics like constitutional law, I avoided gay examples. I wrote articles on nongay topics. I didn’t bring men I was dating to law school functions. I chose my political battles carefully.
- “I soon grew tired of such performances.” (11)



# What about here at CWU?

(CEPS Guidelines June 2014)

## Scholarship evaluation standards

- “Scholarship is characterized by external peer review and dissemination outside the university.”
- Ranking of scholarship dissemination methods to favor traditional publication
- Category B #5 “Publicly available research and technical papers and reports”
- If scholarship is for a local audience this is service unless approved by the departmental committee.

## Service evaluation standards

- Service to public, university and profession, but “service must be related to faculty’s teaching assignment and scholarship interests.”
- Service reviews apply POST tenure
- Emphasis on committee service (3) vs. external partnerships (1) for excellent rank
- Service in support of merit increases only at 5%.



# What do these policies tell you about CES in CEPS?

What is recognized as scholarship? What is not?

# Closing reflection

- Where we have been:
  - We considered multiple expressions of CES in the academy and asked what form our CES takes.
  - We reviewed definitions of CES and applied terms of CES (Lynton, Glassick, National Review Board and Howard) to our current or future scholarship.
  - We looked at categories of published CES to ask what might be possible for us.
  - We analyzed the system of faculty rewards for CES here in one college.
- Where are we going?
  - You have a story of your engagement to write.
  - You have a paradigm of scholarship as a point of reference in your future work.
  - You have talking points with your colleagues, including those on your P&T boards.



# How can I help you get there?

