Finding a Journal for Your Community-Engaged Scholarship

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Key Concepts About Community Engaged Scholarship at MSU
For Faculty, Academic Staff, and Graduate Students, updated Jan. 2018

MSU's Definition
(Provost's Committee on University Outreach, 1993)

At Michigan State University, **community engaged scholarship** is defined as "a form of scholarship that cuts across teaching, research [and creative activities], and service. It involves generating, transmitting, and applying knowledge for the direct benefit of external audiences in ways that are consistent with university and unit missions."

That means, Community Engaged Scholarship is **not**

- Serving on a departmental committee.
- Serving on a university-wide committee.
- Serving on a disciplinary committee.
- Volunteering not related to your discipline or not associated with community partnerships in your academic field.
- Conducting outside work for pay, with no connection or benefit to your departmental/unit missions.

All scholarship, including community engaged scholarship:
(Diamond, 2002; Jordan, 2007)

- Requires high level of disciplinary (or interdisciplinary) expertise.
- Uses an appropriate methodology.
- Is appropriately and effectively documented and disseminated to (academic and community) audiences, with reflective critique about significance, processes, and lessons learned.
- Has significance beyond the individual context (breaks new ground, innovative, can be replicated or elaborated).
- Is judged to be significant and meritorious (product, process, and/or results) by panel of peers.
- Demonstrates consistently ethical practice, adhering to codes of conduct in research, teaching, and the discipline.

By **community**, we mean groups of people who share commonalities, incl.

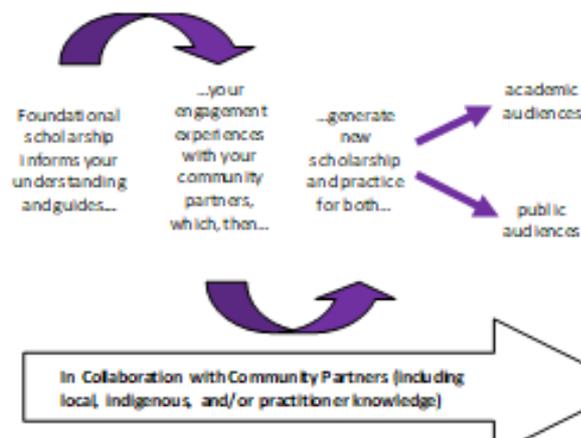(Fraser, 2005; Ife, 1995; Marsh, 1996; Mattessich & Monsey, 1997)

Geography.	Identity.
Affiliation or Interest.	Circumstance.
Profession or Practice.	Faith.
Family/Kin.	

By **engagement**, we mean the work can be described as

(Fitzgerald, Smith, Book, & Rodin, 2005)

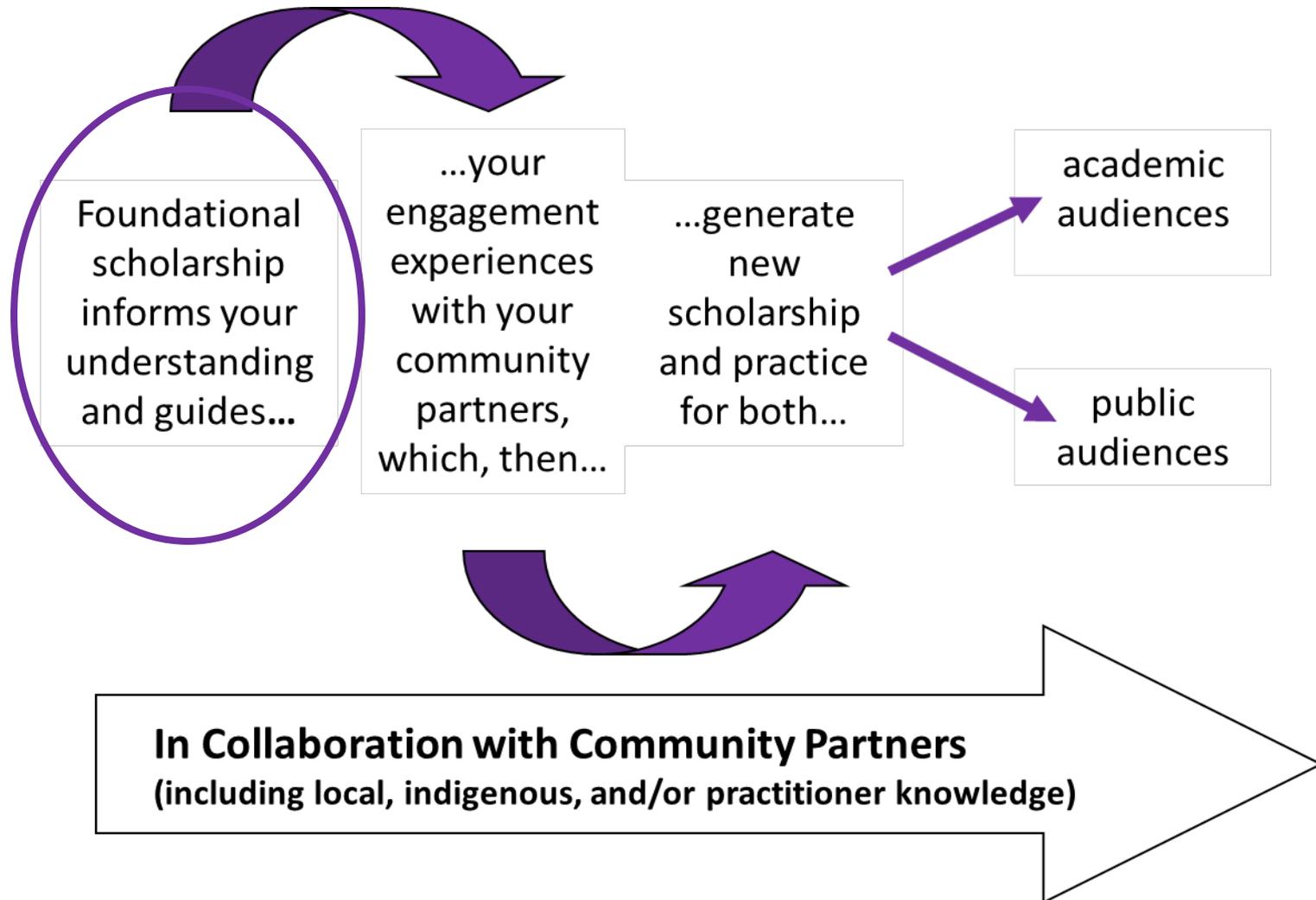|	
Scholarly.	Systemic.
Collaborative.	Transformative.
Asset Based.	Mutually Beneficial.
Capacity Building.	For the Public Good.

By **scholarly**, we mean it is based on existing scholarship, best practices, understandings **and** generative of new understandings and scholarly products for academic and public audiences (Ellison & Eatman, 2008).

Community Engaged Scholarship Figure
(Doberneck et al, 2017)

Foundational scholarship Informs your understanding and guides... ...your engagement experiences with your community partners, which, then... ...generate new scholarship and practice for both... academic audiences / public audiences

In Collaboration with Community Partners (including local, indigenous, and/or practitioner knowledge)

CES Emphasizes a Scholarly Approach
(Doberneck et al, 2017)

Foundational scholarship informs your understanding and guides…

…your engagement experiences with your community partners, which, then…

…generate new scholarship and practice for both…

academic audiences

public audiences

In Collaboration with Community Partners
(including local, indigenous, and/or practitioner knowledge)

"Engaged" Incorporates Community Knowledge

Foundational scholarship informs your understanding and guides**...**

...your experiences with community engagement, which, then in turn...

...generate new scholarship and practice for both...

academic audiences

public audiences.

In Collaboration with Community Partners
(including local, indigenous, or practitioner knowledge)

What Do We Mean By Community?

Geographic

- Shared physical space such as a neighborhood or region
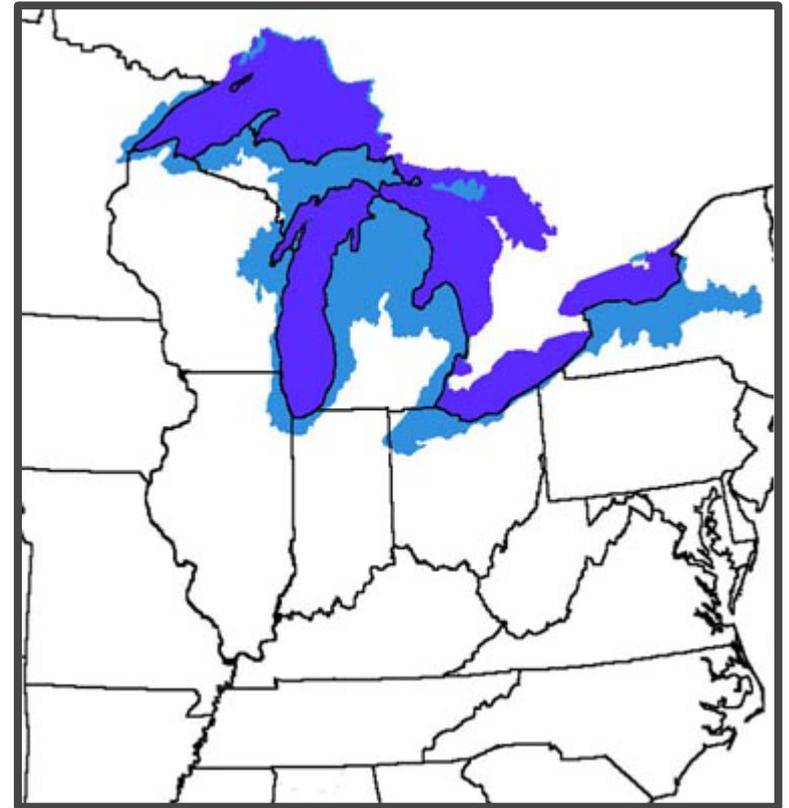
More Definitions of Community

Identity
   shared race, gender, or other characteristics

Affiliation or interest
   shared a common set of values or concerns

Circumstances
   shared a common experience such as surviving a natural disaster or managing a particular disease

Profession or practice
   shared specific knowledge to occupation, skill, or trade

Faith
   shared belief system, customs, and religious or spiritual practice

Family/Kin
   shared relationships through family and/or marriage

(Fraser, 2005; Gilchrist, 2009; Ife, 1995; Marsh, 1996; Mattessich & Monsey, 1997; Wenger, Pea, & Brown, 1990)

Scholarly Products For Multiple Audiences
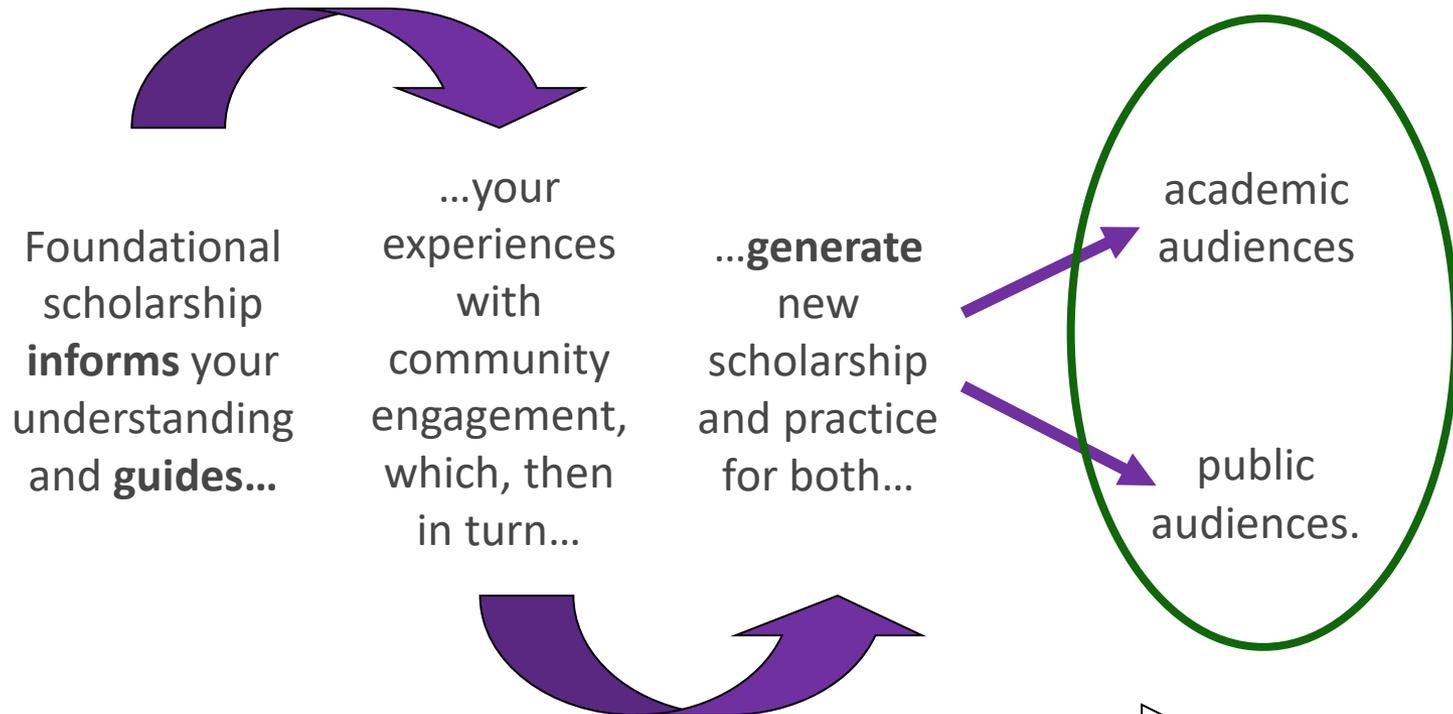
Foundational scholarship **informs** your understanding and **guides…**

…your experiences with community engagement, which, then in turn…

…**generate** new scholarship and practice for both…

academic audiences

public audiences.

In Collaboration with Community Partners
(including local, indigenous, or practitioner knowledge)

Academic and Public Products

- Scholarship that is generated from community engagement has **different audiences (academic and public/practitioner/community**).

- Those audiences have **different information needs, communication styles, and general interests**.

- Engaged scholars, who are strategic with their work, purposefully create academic and public products so that their **scholarship is accessible to multiple audiences**.

(Ellison & Eatman, 2008, Figure 8, pg. x)

Public

Academic

Examples of Academic Products

Academic Products

- Journal article
- Book
- Book chapter
- Conference poster
- Conference presentation
- Grant proposal
- Curriculum
- Artistic performances

Peer Review

- Journal editor
- Blind reviewers for academic journals
- Book editor
- Editor of volume of book chapters
- Conference organizers
- Conference proposal reviewers
- Grant reviewers—competitively funded grants
- Juried shows
- Competitive awards committees

Examples of Public Products

Public Products

- Community presentations
- Powerpoints
- Newsletter articles
- Media—newspaper, TV interview, radio interview
- Workshops
- Exhibitions, archives
- Performances, festivals
- K-12 or professional development curricula
- Web sites and other social media

Peer Review

- Grants reviewers—competitively funded grants
- Practitioner associations' awards and recognitions
- Community awards and recognitions

Community-Engaged Scholarship Figure

Foundational scholarship informs your understanding and guides…

…your engagement experiences with your community partners, which, then…

…generate new scholarship and practice for both…

academic audiences

public audiences

In Collaboration with Community Partners
(including local, indigenous, and/or practitioner knowledge)

Many Types of Community-Engaged Scholarship

Types of Community-Engaged Scholarship

1. Community Engaged Research

2. Community Engaged Creative Activities

3. Community Engaged Teaching and Learning

4. Community Engaged Service and Practice

5. Community Engaged Commercialized Activities

(Doberneck, Glass, & Schweitzer, 2010)

Common Types of Community Engaged Scholarship Reported by Faculty
(Doberneck, Glass, & Schweitzer, 2010)—Updated and Revised, August 2015

Community Engaged Scholarship Conducted in Response to Communities or in the Context of Community Partnerships			
Community Engaged Research and Creative Activities	**Community Engaged Teaching and Learning**	**Community Engaged Service and Practice**	**Community Engaged Commercialized Activities**
Engaged research and creative activities are associated with the discovery of new knowledge, the development of new insights, and the creation of new artistic or literary performances and expressions—in collaboration with community partners.	*Engaged teaching is organized around sharing knowledge with various audiences through either formal or informal arrangements. Types of engaged teaching vary by relationship among the teacher, the learner, and the learning context. Engaged teaching may be for-credit or not-for-credit, guided by a teacher or self-directed.*	*Engaged service is associated with the use of university expertise to address specific issues (ad hoc or long-term) identified by individuals, organizations, or communities. This type of engagement is not primarily driven by a research question, though a research question may be of secondary interest in the activity.*	*Commercialized activities are associated with a variety of projects in which university-generated knowledge is translated into practical or commercial applications for the benefit of individuals, organizations, or communities.*

Community Engaged Research
• Community-based, participatory research
• Applied research
• Contractual research (funded by government, non-governmental organizations, or businesses)
• Demonstration projects
• Needs and assets assessments
• Program evaluations
 	
Community Engaged Creative Activity
• Collaboratively created, produced, or performed
   o Film
   o Theater
   o Music
   o Performance
   o Sculpture
   o Writing
   o Spoken words
   o Multi-media
   o Exhibitions
	Formal (For-Credit)
	• Service-learning
	• Community engaged research as part of university classes
	• Study abroad programs with community engagement components
	• Online and off-campus education
	
	Non-formal (Not-for-Credit)
	• Pre-college programs for youth in K-12
	• Occupational short course, certificate, and licensure programs
	• Conferences, seminars, not-for-credit classes, and workshops
	• Educational enrichment programs for the public and alumni
	
	Informal (Not-for-Credit)
	• Media interviews or "translational" writing for general public audiences
	• Materials to enhance public understanding
	• Self-directed, managed learning environments, such as museums, libraries, gardens
		• Technical assistance
		• Consulting
		• Policy analysis
		• Expert testimony
		• Legal advice
		• Clinical practice
		• Diagnostic services
		• Human and animal patient care
		• Advisory boards and other disciplinary-related service to community organizations
			• Copyrights
			• Patents
			• Licenses for commercial use
			• Innovation and entrepreneurship activities
			• University-managed or supported business ventures, such as business parks or incubators
			• New business ventures and start-ups
			• Inventions
			• Social entrepreneurship

Community-Engaged Research

Definition

"Engaged research and creative activities are associated with the discovery of new knowledge, the development of new insights, and the creation of new artistic or literary performances and expressions—in collaboration with community partners" (Doberneck, Glass, Schweitzer, 2010).

Community-Engaged Research Examples

- Community-based, participatory research

- Applied research

- Contractual research (funded by government, non-governmental organizations, or businesses)

- Demonstration projects

- Needs and assets assessments

- Some program evaluations

Community Engaged Research

- **Research or evaluation questions are primary driving force** or focus of the activity with your community partner.

- Follows steps similar to those in traditional research, however **community partner voice is incorporated into the key decisions** throughout the process.

- **IRB approval is required for all university research that involves human subjects—including community-engaged research**.

- **Community engaged research is on a continuum**—from minimally engaged—to 100% co-created and co-generated at every step of the research process.

Community-Engaged Research is NOT…

- Research conducted in a community setting, i.e., research **IN** a community

- Research where data is gathered from subjects, without any input from them, i.e., research **ABOUT** a community

- Research conducted on behalf of a group of people, to benefit that group of people, i.e., research **FOR** a group of people

- Research about service-learning, community engagement, i.e., scholarship of engagement or scholarship of teaching & learning

- Community-engaged research is conducted **WITH** community partners having a say in making key decisions about the research process

"We're Trying to Take Action": Transformative Agency, Role Re-mediation, and the Complexities of Youth Participatory Action Research

Melanie Bertrand, E. Sybil Durand & Taucia Gonzalez

Community Stories: Explaining Resistance to Street Tree-Planting Programs in Detroit, Michigan, USA

Christine E. Carmichael & Maureen H. McDonough

Community-Engaged Creative Activities Examples

Collaboratively created, produced, or performed

- Theater

- Music

- Performance

- Sculpture

- Novels, plays, poetry

- Spoken words

- Film, documentaries

- Multi-media

- Exhibitions

the KINGS of FLINT

Jacky King   Dora King

FLINT VEHICLE CITY

A documentary about urban farming in Flint

Introducing a new kind of plant
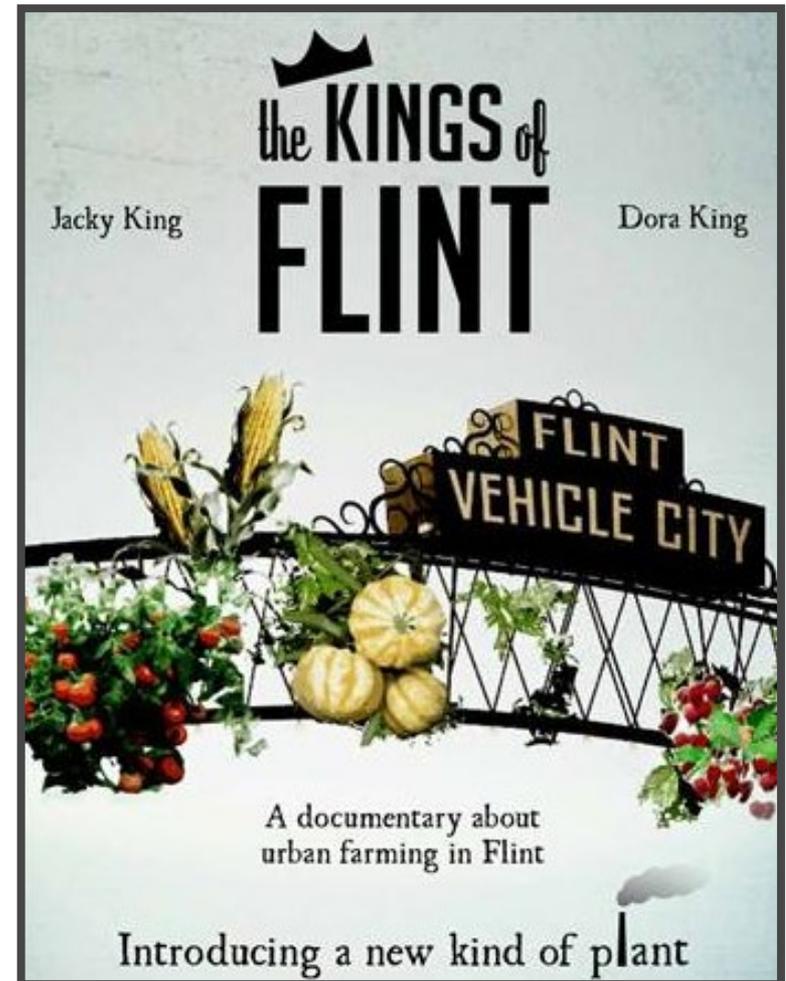
Community-Engaged Creative Activities Are Not…

- Creating a work of art that the artist makes so that it may reside in a community setting

- Developing a work of art that addresses a community issues or topic, but is developed solely by the artist

- Adding something creative to a traditional piece of scholarship ("just add glitter") and calling it a creative piece

Article

Moving people and minds: Dance as a vehicle of democratic education

Theresa Catalano
University of Nebraska–Lincoln, USA

Alison E Leonard
Clemson University, USA

Abstract
Engaging today's youth in civil discussions of contentious issues remains both a crucial element in democratically oriented education and extremely challenging to facilitate. The purpose of this article, which documents and presents pilot study findings from a dance workshop that engaged practicing teachers surrounding the issue of immigration, is to understand how dance can be integrated into the curriculum to prepare students to engage in democratic deliberation. Data collection consisted of pre- and post-workshop interviews with participants and was analyzed based on common principles of democracy and democratic education found in the literature. Findings point to the important role that dance could have in developing the trust, empathy, and reflectiveness necessary to engage in civil dialogue that is the essential foundation of a democratic society.

Arts Education Partnerships: Informing Policy through the Development of Culture and Creativity within a Collaborative Project Approach

Katie Carlisle
Georgia State University, Atlanta, Georgia, USA

Arts education partnerships have become an important means for developing and sustaining school arts programs that engage students, teachers, and communities. Tapping into additional perspectives, resources, and support from arts agencies and postsecondary institutions, arts education partnerships strengthen arts education infrastructure within schools and develop a web of sustainable relationships whereby stakeholders mutually benefit. This article provides a snapshot of an arts education partnership in action that develops creative and cultural competencies in middle school students through a theme-based collaborative project approach. This article informs policy by recommending support for arts education partnerships that develop social and creative capital among schools and postsecondary institutions and within the communities surrounding these institutions.

Community-Engaged Teaching and Learning

Definition

Engaged teaching (and learning) is organized around sharing (existing) knowledge with various audiences through either formal or informal arrangements.

Types of engaged teaching (and learning) vary by relationship among the teacher, the learner, and the learning context. Engaged teaching may be for-credit or not-for-credit, guided by a teacher or self-directed (Doberneck, Glass, & Schweitzer, 2010).

Formal

- Associated with formal K-12 and higher education systems, including community colleges and technical school
- May be for-credit or not-for-credit
- Usually guided by a teacher; though may be self-directed

Examples

- Service-learning courses
- Campus-wide days of service
- Alternative spring breaks
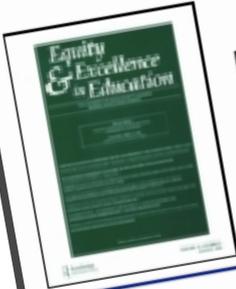
"The Hardest Thing to Turn From": The Effects of Service-Learning on Preparing Urban Educators
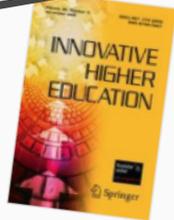
Dorinda J. Carter Andrews

The Development of a Service-Learning Program for First-Year Students Based on the Hallmarks of High Quality Service-learning and Rigorous Program Evaluation

Nonformal

- Has a formally developed curriculum with learning objectives
- Has a teacher/facilitator
- Meetings community learning needs
- Is typically not-for-credit, but may involve continuing education credits

Examples

- Pre-college programs for K-12
- Conferences, seminars, not-for-credit classes, workshops
- Occupational short courses, certificates, licensure programs
- Educational enrichment programs

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40

PREVIOUS ARTICLE | ISSUE CONTENTS | NEXT ARTICLE

Evaluation of an Adult Extension Education Initiative: The Michigan Conservation Stewards Program

Abstract
The Michigan Conservation Stewards Program (CSP), coordinated by Michigan State University Extension, convened a unique group of partners for a new statewide Master Naturalist™ effort. Partners designed curriculum, implemented a pilot program, and evaluated program processes and impacts. Extension st... pre- and post-program questionnaires, achieving a 97% program retention rate and an 85% respons... The CSP attracted a new Extension audience, increased learners' ecosystem knowledge, improved a... toward resource management, and fostered skills for accessing ecological information. The CSP ach... goal of assisting adult learners in gaining skills necessary to complete conservation management ... activities.

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JCES

Journal of Community Engagement and Scholarship

SPECIAL CONFERENCE ISSUE
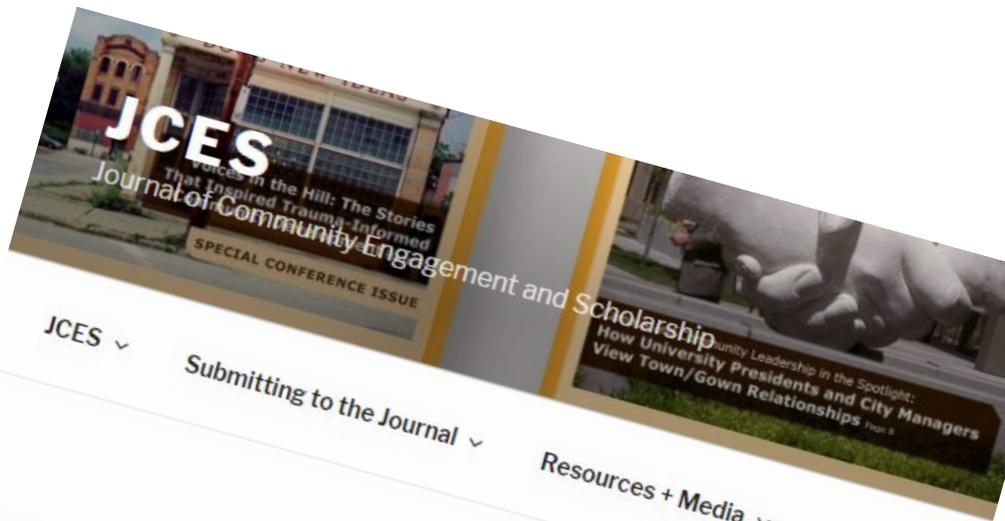
JCES ⌄ | Submitting to the Journal ⌄ | Resources + Media ⌄

JUNE 13, 2012 BY ADMIN

Youth Community Engagement: A Recipe for Success

Mary E. Arnold, Brooke Dolenc, and Elissa E. Wells

The 4-H program provides a model for successful community engagement. Youth and adult partners plan and host community forums to identify community needs and take action to address them.

Informal

- Associated with lifelong learning, through everyday experiences
- Not for credit; though sometimes learners earn "badges"
- No formal teachers; always self-directed

Examples

- Interpretive venues, such as gardens, parks
- Managed learning environments, such as museums, science centers
- Media, documentaries
- Web archives and resource pages

Routledge
Taylor & Francis Group

Embedding civil engagement in museums

Graham Black

Cities and the Environment
2009
Volume 2, Issue 1
Article 8

Community Gardens as Contexts for Science, Stewardship, and Civic Action Learning

Marianne E. Krasny and Keith G. Tidball

What CE Teaching and Learning is NOT

- Have your students learn in a community setting, where people associated with the community setting have little to no voice in shaping the learning experience

  - **Some** study abroad programs, internships, and other forms of experiential learning (these are valuable just not service-learning)

- Have students contribute to improving the campus, without the involvement of non-campus people

Community-Engaged Service and Practice

Definition

Engaged service is associated with the use of university expertise to address specific issues (ad hoc or long-term) identified by individuals, organizations, or communities.

This type of engagement is **not** primarily driven by a research question, though a research question may be of secondary interest in the activity (Doberneck, Glass, & Schweitzer, 2010).

Community-Engaged Service and Practice Examples

- Technical assistance
- Consulting
- Policy analysis
- Expert testimony
- Legal advice
- Diagnostic and clinical services
- Human and animal patient care
- Advisory boards and other disciplinary-related service to community organizations

An Exploration of "Hyper-Local" Community-University Engagement in the Development of Smart Cities

Elaine W. Leigh

Planning for Food Systems: Community-University Partnerships for Food-Systems Transformation

Jennifer R. Whittaker
University at Buffalo

Jill K. Clark
The Ohio State University

Sarah SanGiovannni
Clark University

Samina Raja
University at Buffalo

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Community-Engaged Commercialized Activities

Definition

Commercialized activities are associated with a variety of projects in which university-generated knowledge is translated into practical or commercial applications for the benefit of individuals, organizations, or communities (Doberneck, Glass, & Schweitzer, 2011).

Community-Engaged Commercialized Activities Examples

- Copyrights
- Patents
- Licenses for commercial use
- Innovation and entrepreneurship activities
- University-managed or supported business ventures, such as business parks or incubators
- New business ventures
- Technology Transfer
- Inventions
- Social entrepreneurship

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Enhancing Transdisciplinary Learning through Community-Based Design Projects: Results from a Mixed Methods Study

Lindsey Payne
Purdue University

Brent Jesiek

pdf

Abstract

To address complex sustainability chall
that integrate the biophysical and soci
sustainability. Engineers designing th
technically adept problem solvers, a
the non-technical dimensions of su
solutions. This paper reports on e
university engineering course an
sessions. Using a mixed method
investigate the interventions,
instruments and analyzed usi
statistical tests. Our finding
awareness and understand
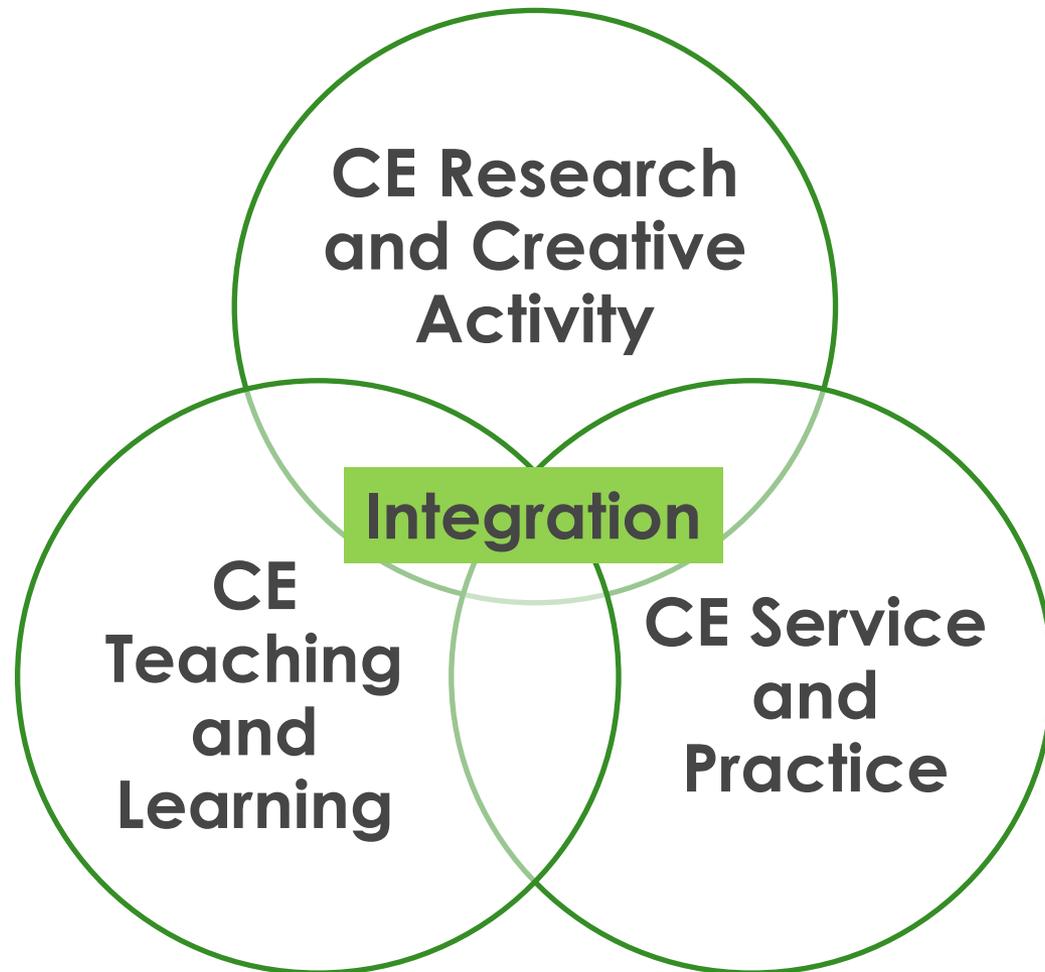design, and suggest that a
model may enhance stud
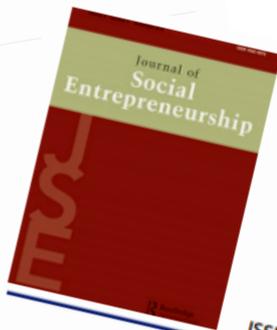
Journal of Social Entrepreneurship

The Effect of Experiential Social Entrepreneurship Education on Intention Formation in Students

Kai Hockerts

Relationships Among the CES Types

Pause: Types of CES

- What **type(s)** of community-engaged scholarship are you involved in?

- Are you **making connections** across the types? If so, what does that integration look like?

SITUATING YOURSELF IN BROADER SCHOLARLY DISCOURSE

Start with Foundational Scholarship

Ideally, start your project or writing with a **solid literature review, conceptual framework, or theory**.

Retrofitting is tough!

What is your study or project's **significance**? How does your work fit/not fit into what else is out there?

Foundational Scholarship is…

…the body of knowledge that informs and guides your community engagement (Doberneck et al, 2017). It could be:

1. about the **social issue** being addressed
2. based on your **discipline** (or interdisciplinary) theories, conceptual frameworks, or models
3. Scholarship of **Engagement**
4. Scholarship of **Teaching and Learning** (called SoTL)
5. Scholarship related to the **population, community, context or setting** affected by the issue
6. Scholarship related to **paradigms**, **methodologies**, or **approaches**
7. Scholarship related to the **collaboration technique, methodology, or engagement process** used
8. Scholarship related to **reflection, evaluation, assessment**, or **lessons learned**
9. Or any combination

Example: Trouble with the Trees
(Carmichael & McDonough, 2018)

A community-engaged forestry researcher seeks to understand why residents in certain neighborhoods do not want free street trees planted in front of their houses. Why is there resistance to an idea that makes good environmental sense?

Foundational scholarship includes:

- Environmental benefits of urban tree canopy and community forestry (social issue being addressed)
- Political ecology, critical race theory (disciplinary and interdisciplinary theories)
- Community engaged research (paradigm, methodology, approach)
- Heritage narratives (collaboration technique, method, engagement process)

Linking Back to Foundational Scholarship

Given your community engagement experience, what aspects of your foundational scholarship **held true**? Where were there **differences**?

Remember to **discuss** the **"so what?" or "who cares?"** about what you have discovered through your community engagement.

What are the **implications** for
- Future research
- Teaching and learning—and at what level(s)
- Policy–and at what level(s)
- Practice
- Extension

What is Your Foundational Scholarship?

Foundational Scholarship Worksheet

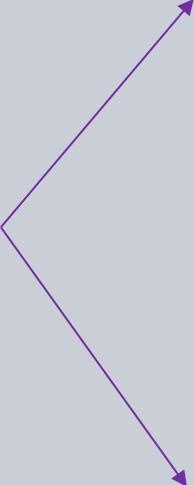| |
|---|
| **Foundational Scholarship**
What existing theories, conceptual frameworks, or other scholarship can guide your community engagement activities? What topics can you look for in journals, book chapters, books, and/or best practices to inform your scholarship and practice? |
| **Scholarship About the Issue** |
| **Disciplinary Theories, Conceptual Frameworks, or Models** |
| **Scholarship of Engagement (SoE), if applicable** |
| **Scholarship of Teaching and Learning (SoTL), if applicable** |
| **Population, Community, Context, or Setting** |

IDENTIFY YOUR LEAST PUBLISHABLE UNITS

Whitney J. Owen "In defense of the least publishable unit"
Chronicle of Higher Education, February 6, 2004.

Unfurling Your Project or Experience

- **Conceptual framework, paradigm, program theory, or models.**

- **Methods, processes, partnership, engagement.**

- **Program descriptions, case studies.**

- **Findings, results or impacts on**
  - Community.
  - Community partners.
  - Students.
  - Faculty and staff.
  - Partnership.
  - Institution.

- **Critical reflections** on the experience, process, critiques, or lessons learned.

Unfurling Your CES Project Worksheet

Topic	Audience	Type of Article	Potential Journals	Potential Public Products
	Disciplinary • Research • Teaching & Learning • Methods • Community-Engaged Scholarship **Interdisciplinary** • Research • Teaching & Learning • Methods • Community-Engaged Scholarship	Conceptual framework, program theory, models Program description, case study Methods or processes for partnership or engagement Results or Impacts on ▪ community ▪ students ▪ faculty ▪ organization ▪ institution Reflections: critiques,		

Unfurling Examples

Christine Carmichael at Michigan State University & University of Vermont

Graduate Work

- Carmichael, C. (2017). *The trouble with the trees? Social and political dynamics of greening efforts in Detroit, MI.* Dissertation. Dept. of Forestry. Michigan State University.

- Carmichael, C. (2017). *Community-engaged research on tree planting in Detroit, Michigan: Lessons on race, intersectionality, and identity.* Graduate Certification in Community Engagement Portfolio.
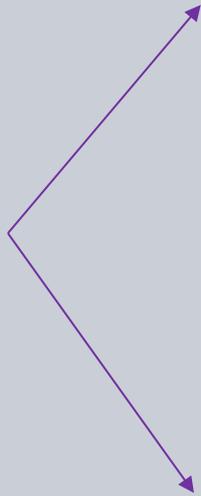
Journal Article—Disciplinary Journal

- Carmichael, C., & McDonough, M. H. (2018). The trouble with the trees? Social and political dynamics of street tree-planting efforts in Detroit, MI. *Urban Forestry & Urban Greening 31*, 221-229.

- Carmichael, C., & McDonough, M.H. (2019). Community stories: Explaining resistance to street tree-planting programs in Detroit, MI, USA. *Society and Natural Resources.*

Carmichael's Dissertation Unfurling Worksheet

Topic	Audience	Type of Article	Potential Journals
The trouble with trees? Social & political dynamics of greening efforts of Detroit, MI	Disciplinary	Dissertation	
Community-engaged research on tree planting in Detroit, MI: Lessons learned on race, intersectionality, and identity	Interdisciplinary • CES	Community-engaged scholarship	Graduate Certification in Community Engagement Portfolio
The trouble with the trees? Social & political dynamics of street tree-planning efforts in Detroit, MI, USA	Disciplinary • Research	Results	*Urban Forestry & Urban Greening*
Community stories: Explaining resistance to street tree planning programs in Detroit, MI, USA	Interdisciplinary • Research	Results	*Society & Natural Resources*

Unfurling Your CES Project Worksheet

Topic	Audience	Type of Article	Potential Journals	Potential Public Products
	Disciplinary • Research • Teaching & Learning • Methods • Community-Engaged Scholarship **Interdisciplinary** • Research • Teaching & Learning • Methods • Community-Engaged Scholarship	Conceptual framework, program theory, models Program description, case study Methods or processes for partnership or engagement Results or Impacts on ▪ community ▪ students ▪ faculty ▪ organization ▪ institution Reflections: critiques,		

Activity: Practice Unfurling a Project

1. What **kinds of articles** might you write?
   - Conceptual framework, paradigm, program theory, or models.
   - Methods, processes, partnership, engagement.
   - Program descriptions, case studies.
   - Findings, results or impacts.
   - Critical reflections on the experience, process, critiques, or lessons learned.

2. What **kinds of journals** might you publish those articles in?
   - Disciplinary journals.
   - Scholarship of teaching and learning (SoTL) journals in your discipline.
   - Interdisciplinary scholarship of teaching and learning journals.
   - Research, evaluation, or methods journals.
   - Community engagement journals in your discipline.
   - Interdisciplinary community engagement journals.

More Unfurling

3. What other scholarly products for **academic audiences** might you develop?
    – Conference paper
    – Conference poster
    – Book
    – Research brief

4. What **scholarly products for public audiences** might you develop?
    – Community partners
    – Practitioners
    – Policy makers
    – Journalists
    – Interested public

Prioritize After You Unfurl

- What is **low hanging fruit**—easiest to get published quickly?

- What are you most **passionate** about?

- What is a **breakthrough idea/significant** contribution?

- What "**counts**" for you?
  - Peer reviewed journal articles-which ones?
  - Chapters in edited volumes ?
  - Books?

- Where will it **count the most**?
  - Advice from senior mentors vs.
 - Advice from recently tenured colleagues

What Journal "Fits" Your Work

- **Where would you publish your next piece? Why does that choice make sense?**

- If you are tenure track, talk with your departmental mentors about "what counts," especially tier one journals with high impact factors.

- If you are not tenure track, talk with your mentors about what they recommend….and what journals you would like to publish in.
  - They are very likely unfamiliar with the wide ranges of choices now available for those who can publish in interdisciplinary community engagement journals!!

  - Be your own advocate.

FINDING YOUR "JOURNAL FIT"
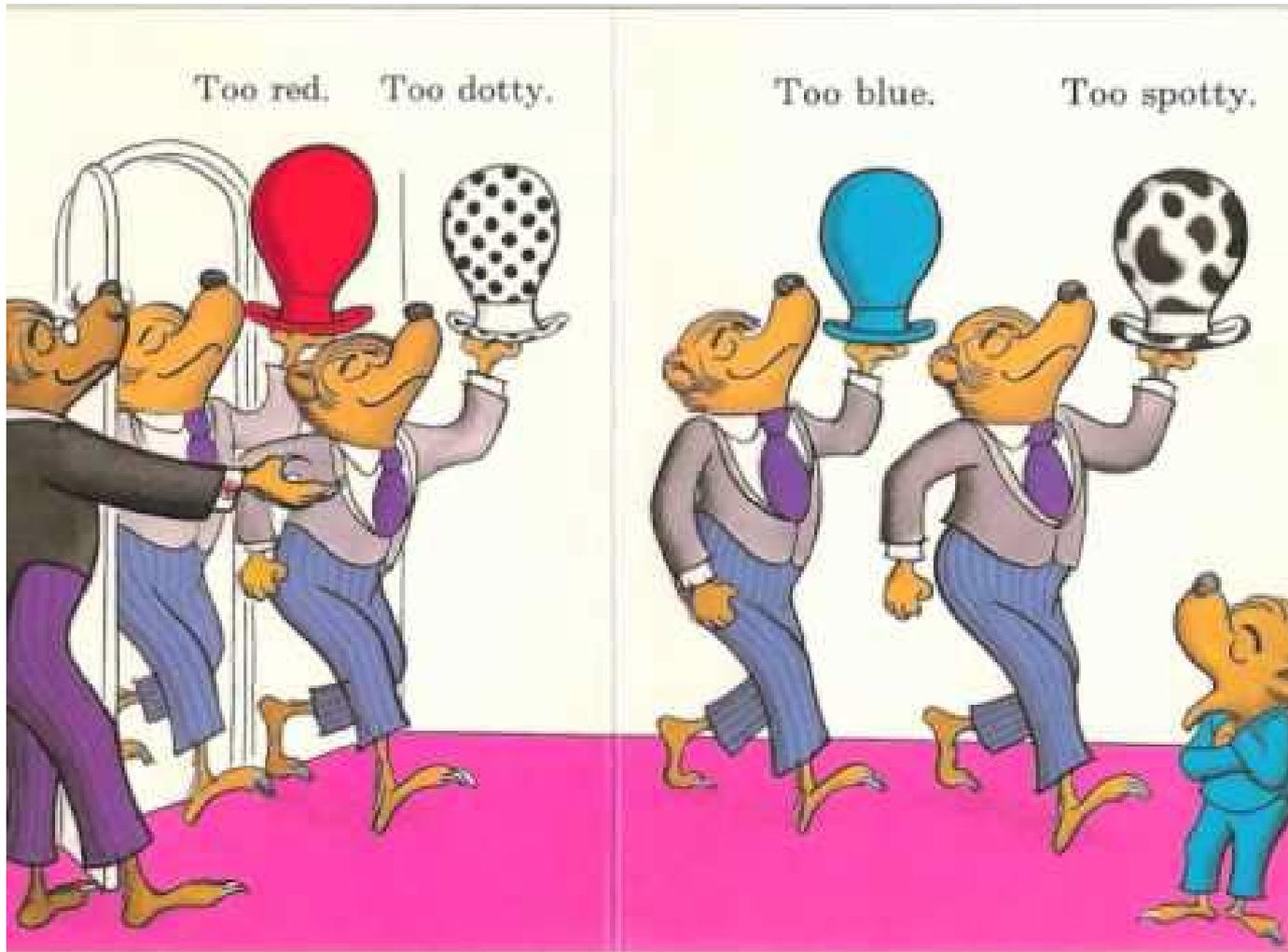
Which Comes First—
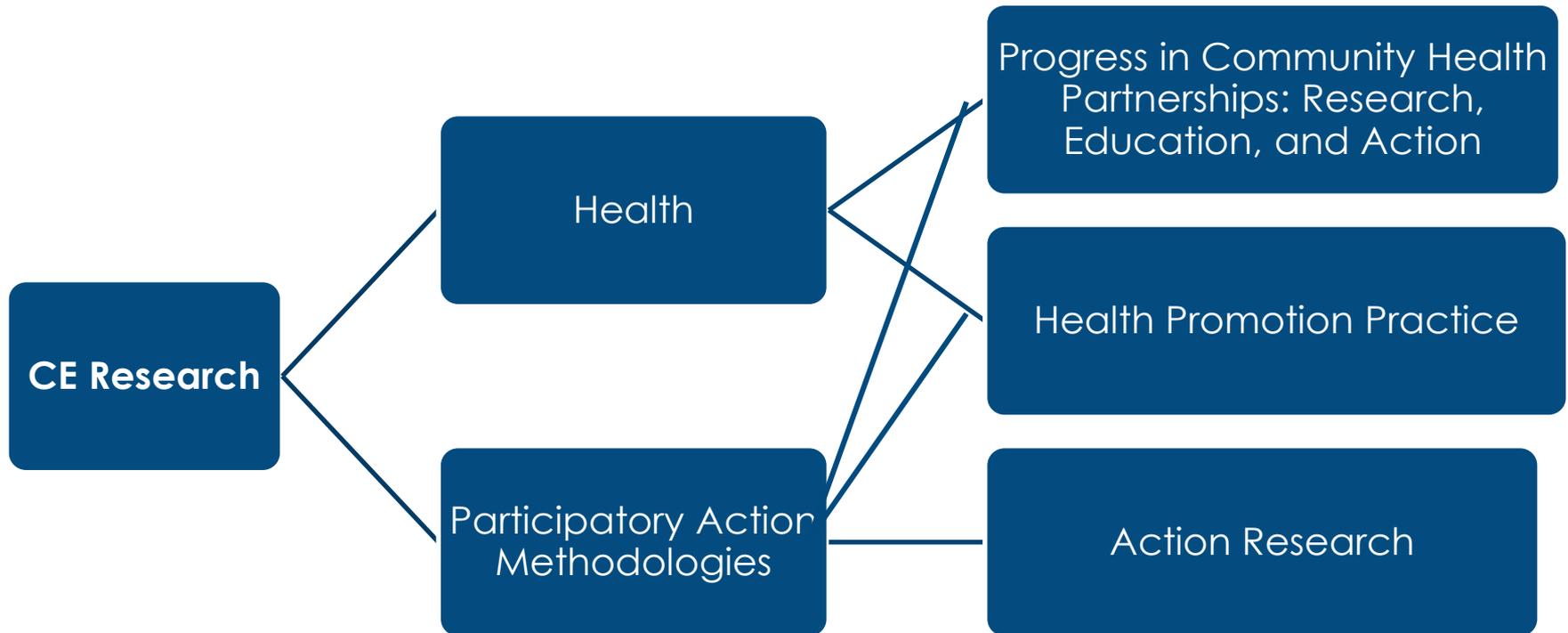# The Journal? or the Manuscript?
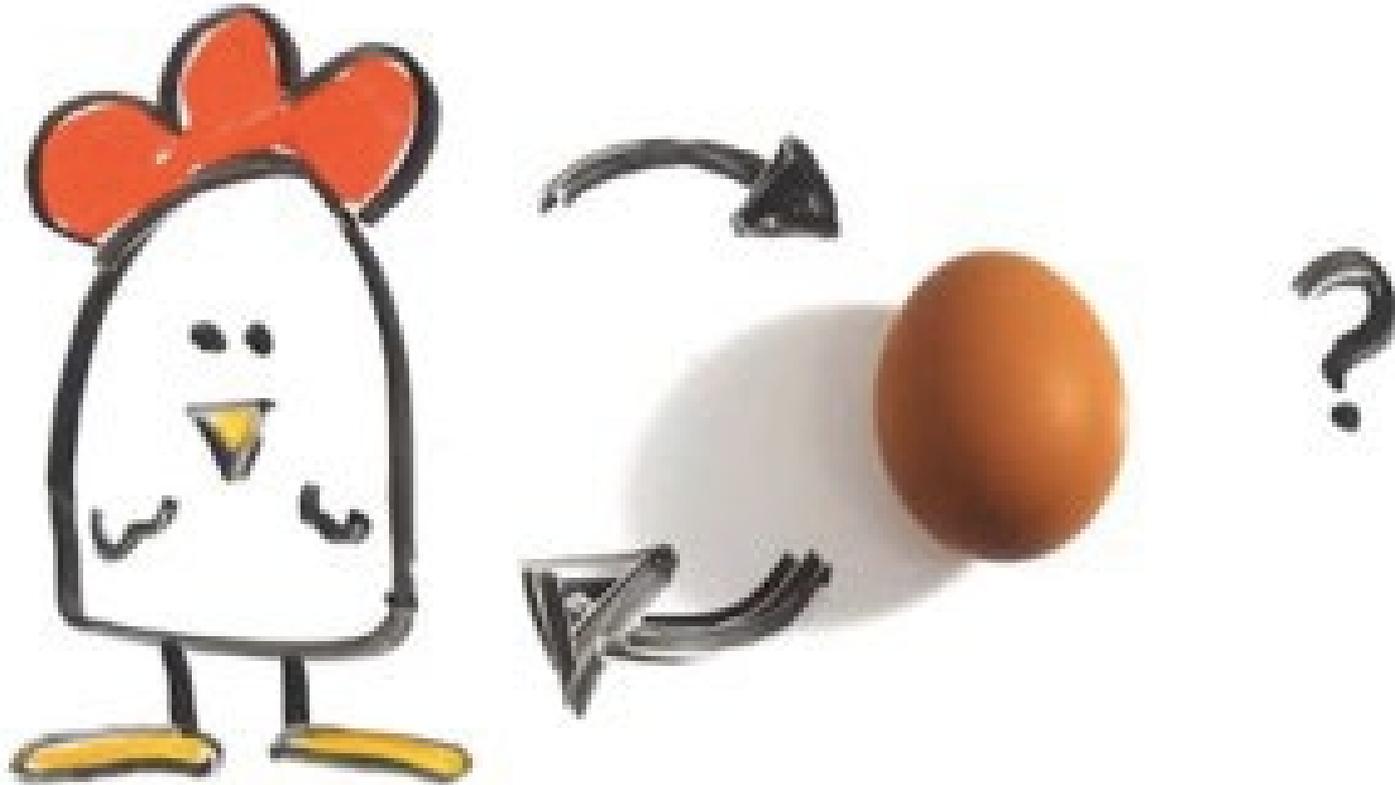
Locating Potential Journals

- **Consider your why.** If your why influences your community-engaged teaching and learning or community-engaged research, then turn to foundational scholarship related to it.

- **Consider your type of CES.** What is the foundational scholarship related to it? Who are the main theorists? What are conceptual models? How are they being incorporated into your work?

- **Consider your discipline.** What are the important questions in your field? Are you addressing them through your community engagement activities?

- Who is a **leading scholar** in your field who is doing community-engaged scholarship? What foundational scholarship does that person rely upon? What does their c.v. tell you? Where are they publishing?
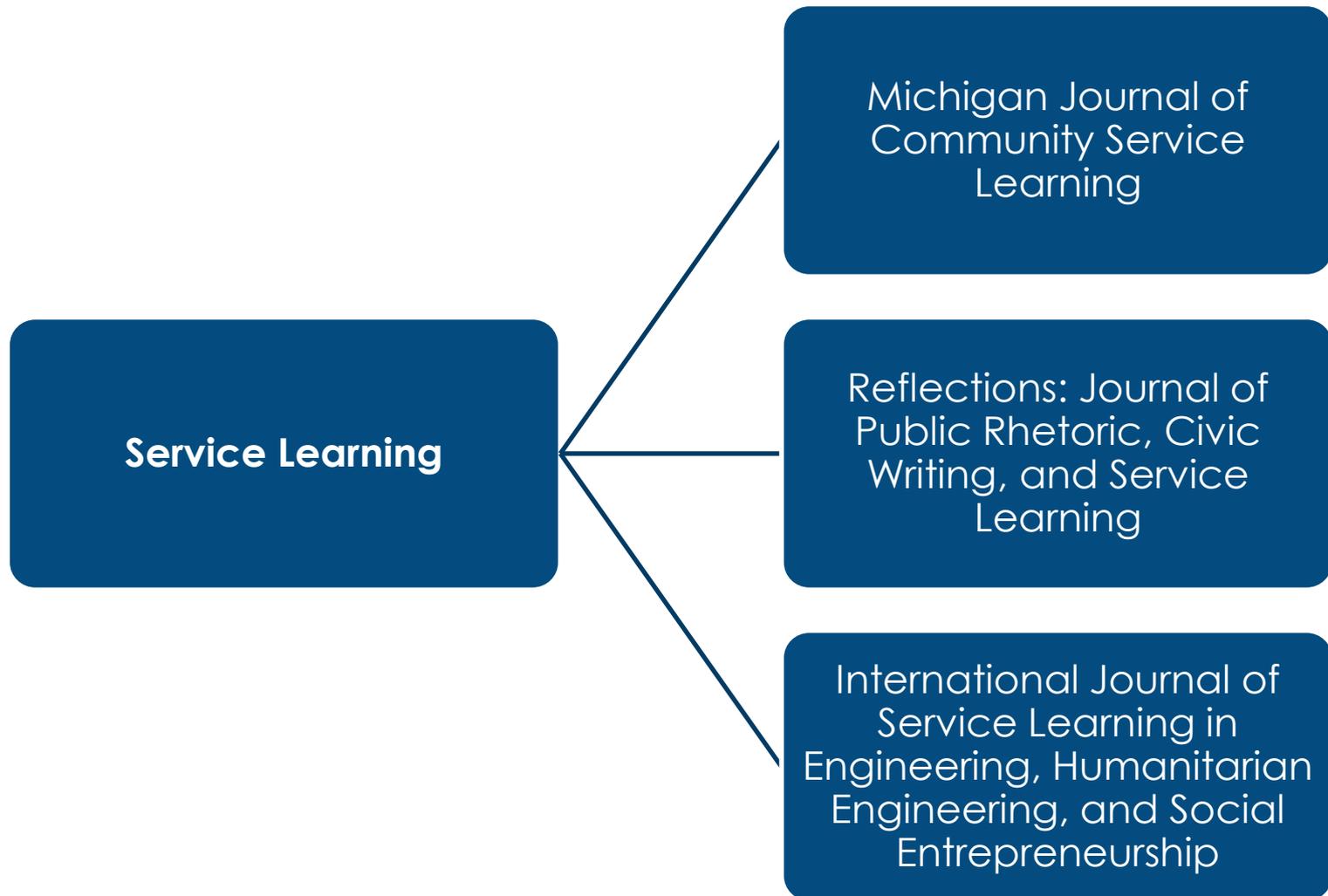
Ex: Use Your Why to Identify Journals
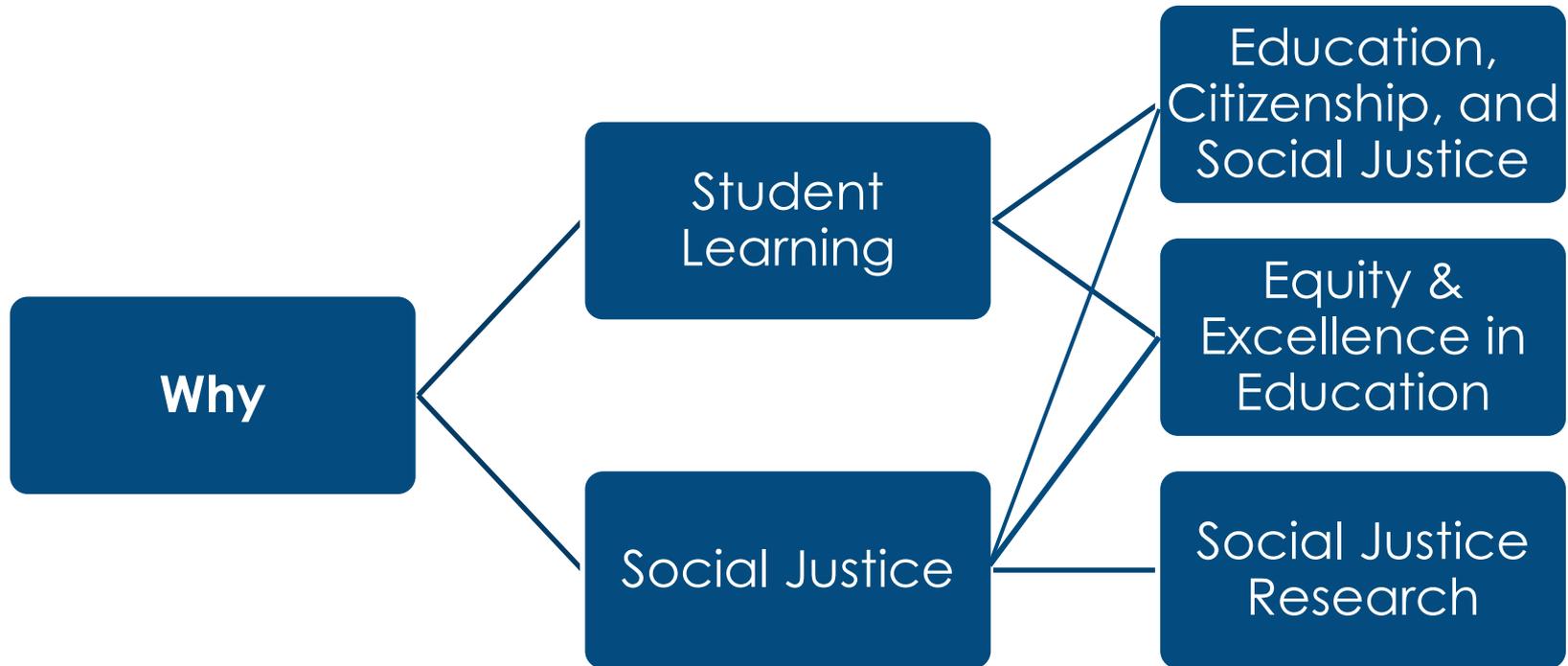
Ex: Use Type of CES to Identify Journals

Ex: Use Type of CES to Identify Journals

Service Learning

- Michigan Journal of Community Service Learning
- Reflections: Journal of Public Rhetoric, Civic Writing, and Service Learning
- International Journal of Service Learning in Engineering, Humanitarian Engineering, and Social Entrepreneurship

Ex: Use Your Discipline to Identify Journals

Anthropology

- Collaborative Anthropologies
- Practicing Anthropology
- Anthropology in Action
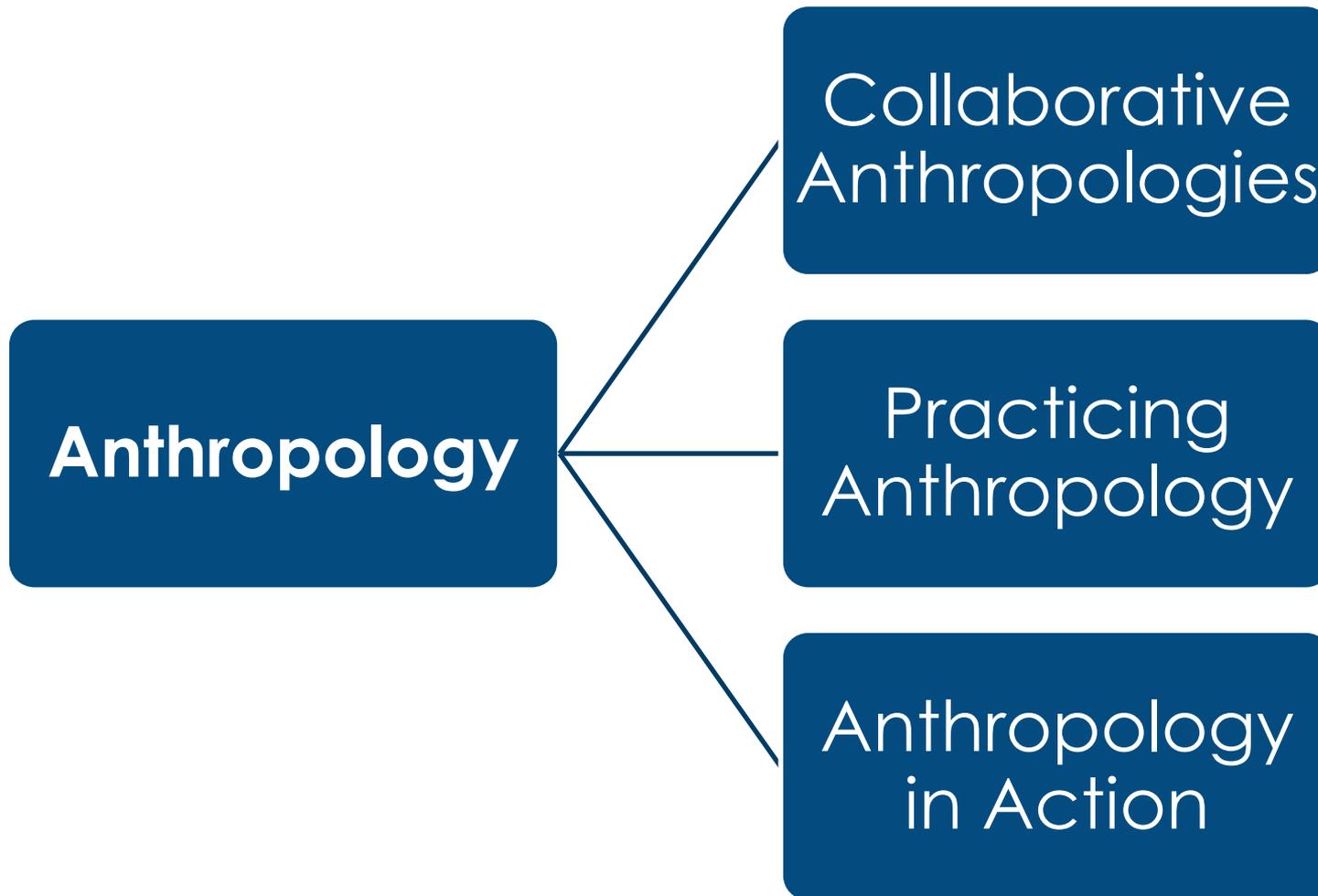
Ex: Following a Leading Scholar's Lead

Tania Mitchell

http://www.cehd.umn.edu/olpd/people/tmitchel/

Journals

- *Diversity and democracy*
- *Journal of Higher Education Outreach and Engagement*
- *Michigan Journal of Community Service Learning*
- *Theory Into Practice*
- *Journal of Critical Thought and Praxis*
- *Equity and Excellence in Education*

Ex: Following a Leading Scholar's Lead

Barbara Israel

https://sph.umich.edu/faculty-profiles/israel-barbara.html

Journals

- *Health Education Quarterly*

- *American Journal of Community Psychology*

- *Praxis III: Voices in Dialogue*

- *Health, Education & Behavior*

- *Annual Review of Public Health*

Ex: Following a Leading Scholar's Lead

Andy Furco

http://www.cehd.umn.edu
/olpd/people/afurco/

Journals

- *British Journal of Educational Studies*
- *Citizenship Education*
- *Michigan Journal of Community Service Learning*
- *Journal of Public Affairs*
- *Journal of Cooperative Education*
- *Journal of Adolescence*

Interdisciplinary Community Engagement Journals

Tools

Annotated List--details number of issues/year, number of articles/issue; submission details. If you are strategizing on how to get an article published quickly, this list should help you.

Journal Section Comparison Table—cross-walks journal titles with article type. If you know what type of article you'd like to write, you can shop for a journal using this table.

Campus Compact Knowledge Hub
https://compact.org/resource-posts/publishing-engaged-scholarship/

📖 Knowledge Hubs >

INSTITUTIONAL ASSESSMENT

Initial curators: Tabitha Underwood, Missouri Campus Compact & H. Anne Weiss, Indiana Campus Compact Introduction The next step after signing the...

📖 Knowledge Hubs >

📖 Knowledge Hubs >

PUBLISHING ENGAGED SCHOLARSHIP

Initial Curator: Diane Doberneck, Ph.D., Michigan State University Introduction The transformative power of service-learning and community-engaged sch...

📖 Knowledge Hubs >

📖 Knowledge Hubs >

SUPPORTING RETENTION THROUGH FOOD AND ...

Curators: Marie Dillivan & Caity Vogt, Campus Compact for Southern New England, AmeriCorps VISTA Introduction While civic engagement traditionally...

📖 Knowledge Hubs >

Annotated List of Interdisciplinary Community Engagement Journals
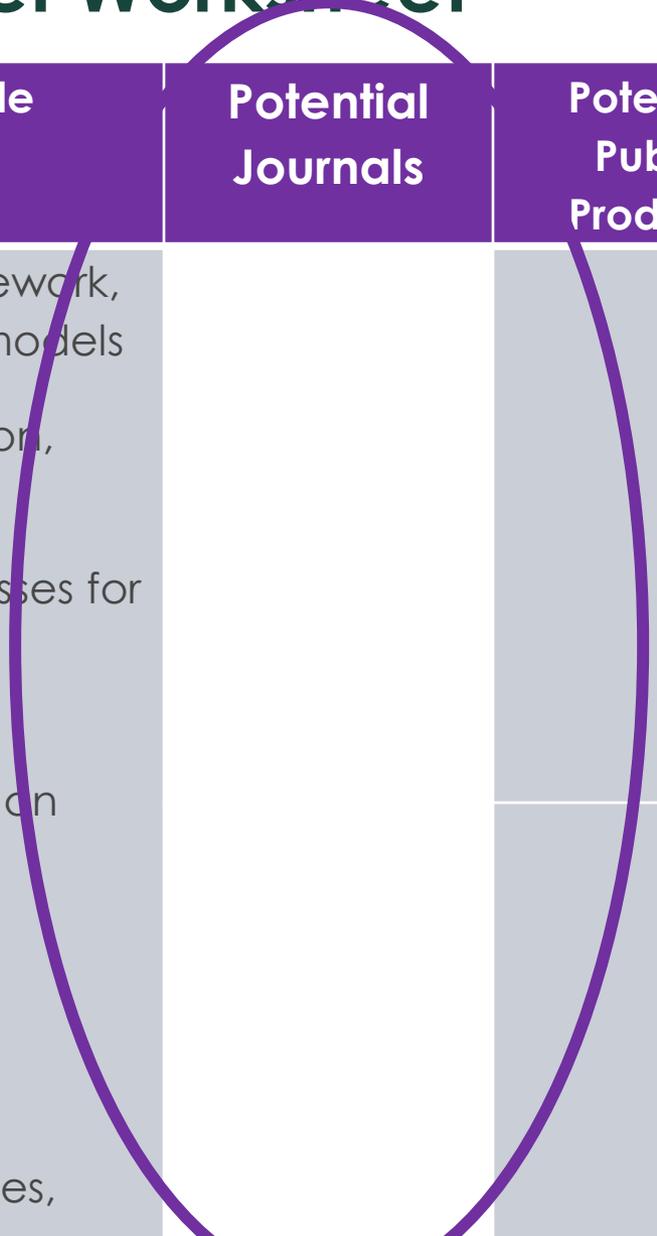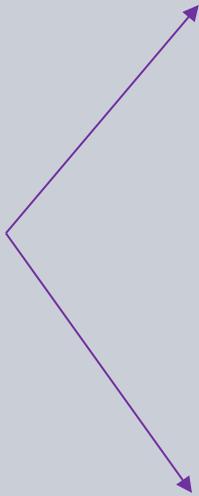## Diane M. Doberneck, Michigan State University
Updated, March 2019

Interdisciplinary Community Engagement Journals

Journal of Higher Education Outreach and Engagement	http://openjournals.libs.uga.edu/index.php/jheoe/index	
Since 1990 Published by University of Georgia Previously named *Journal of Public Service and Outreach* Manuscripts three times/year—Feb 1, June 1, and Oct 1 On-line submission	Published 3 times/year Average of 6 articles/volume Occasional special editions Available on-line (free)	Sections • Research articles • Practice stories from the field • Reflective essays • Book reviews • Dissertation overviews • Projects with promise
Journal of Community Engagement and Scholarship	http://jces.ua.edu/	
Since 2008 Published by the University of Alabama Manuscripts accepted ongoing basis Email submission to editor	Published 2 times/year Average of 6 articles/volume Occasional themed edition Available in print Available on-line (free)	Sections • Articles • Research from the field • Student section • Book Reviews

Journal Section Comparison Table for Interdisciplinary Community Engaged Scholarship Journals
Diane M. Doberneck, National Collaborative for the Study of University Engagement, Michigan State University
Updated March 2019

Journal Title	Invited Articles	Research, Analysis	Theory, Conceptual Frameworks, Models	Synthesis, Literature Reviews	Methods, Processes	Research in Brief, Research from field	Reflective Essays	Curriculum Development, Education & Training	Policy & Practice	Case Study, Program Descriptions	Practice Notes, From the Field	Projects with Promise, Ideas at Work	Works-In-Progress	Institutional Perspective, Impact	Faculty/Staff Perspective, Impact	Student Perspective, Impact	Community Perspective, Impact	Dissertation Briefs	Practical Tools, Tools of the Trade
Gateways: International Journal of Community Engagement and Research		●									●								
International Journal of Service-learning and Community Engagement (IARSLCE)		●	●											●	●	●	●		
International Journal of Service-Learning in Engineering, Humanitarian Engineering, and Social Entrepreneurship		●			●			●		●				●					●
Journal of Community Practice (ACOSA)		●	●		●			●		●	●								
Journal of Community Engagement and Scholarship (Univ. of Alabama)		●				●										●	●		
Journal of Higher Education Outreach and Engagement (Univ. of Georgia)		●					●					●						●	
Michigan Journal of Community Service Learning (Univ. of Michigan)		●																	
Partnerships: Journal of Service-Learning and Civic Engagement (North Carolina																			

Unfurling Your CES Project Worksheet

Topic	Audience	Type of Article	Potential Journals	Potential Public Products
	Disciplinary • Research • Teaching & Learning • Methods • Community-Engaged Scholarship **Interdisciplinary** • Research • Teaching & Learning • Methods • Community-Engaged Scholarship	Conceptual framework, program theory, models Program description, case study Methods or processes for partnership or engagement Results or Impacts on ▪ community ▪ students ▪ faculty ▪ organization ▪ institution Reflections: critiques,		

Read & Explore

Familiarize yourself with many journals

- Different kinds of articles within each journal
- Skim for inspiration on topics, methods, data presentation

Figure out which journals publish which kinds of articles and what options will work for you

- Disciplinary journals
- Scholarship of teaching and learning journals in your discipline
- Interdisciplinary scholarship of teaching and learning journals
- Research, evaluation, or methods journals
- Scholarship of engagement journals in your discipline
- Interdisciplinary community engagement journals

Consider how community partner voices are represented in the journal articles

Other Finding "Your Fit" Considerations

Examine the style, tone

- I/we or the researchers/the community partners

Consider other aspects of the publishing

- Photos, embedded links, instruments
- Preferences for community partners or students as co-authors
- Qualitative, quantitative, mixed methods

Examine the article length, standard sections, and length of each section

- Introduction—1-2 paragraphs or 1-2 pages?

Other Finding "Your Fit" Considerations

Read the bibliography thoroughly
- How many citations?
- How many citations focus on big authors in your field? How many on methods?

Include 3-5 citations from the journal you want to publish in (shows you are a regular reader)

Follow the Authors Guidelines/ Instructions
- Revisit at end of your writing to adjust for drift

Ask an editor for general advice about fit

So You've Found Your Fit….

Still Looking….

Just Right!

Too loose

Too tight

Too heavy

Too light

Plan ahead for organizational structure
(Smith et al, 2010, p. 1125)

- Adapt conventional organizational headings, or

- Consider deriving organizational structure from project design elements or emergent themes, or

- Consider a chronological or narrative framework

Convey the Key Elements of the Project

- How was the project initiated?

- What was the project's timeframe?

- Who were the participants and/or co-researchers?

- What was the extent of their participation or and the nature of their roles?

- What was the process within and/or the methodology of the project?

- What were the project outcomes and/or emergent actions?

- What comes next (if the project is on-going)?

- Consider charts, timelines, tables, or other graphics to convey part or all of the project design.

CLEARLY IDENTIFYING PARTNERS AND THEIR ROLES
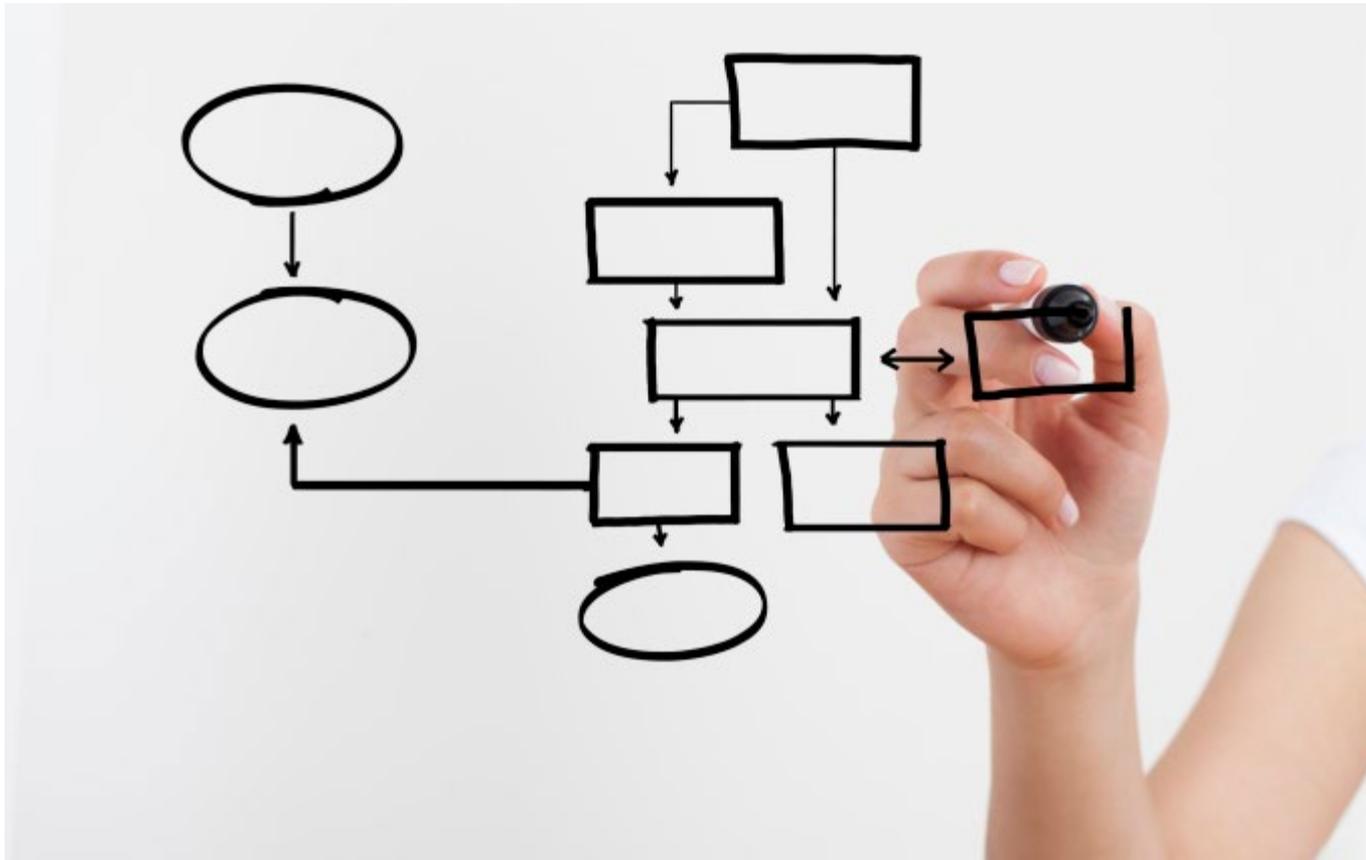
Community Partnerships

- Language is (unintentionally) unclear.
- My partners..
- We decided...
- We collaborated…

- You need to establish clear definitions early in your manuscript about organizations, abbreviations for them, and if/how you use the word "we" to whom it refers

Who?

Partnership Diagram Example
Ochocka, Moorlag, & Janzen, 2010, p.13

(Excerpt from focus group meeting with community researchers)

Figure 1 — PARTNERSHIP GROUP
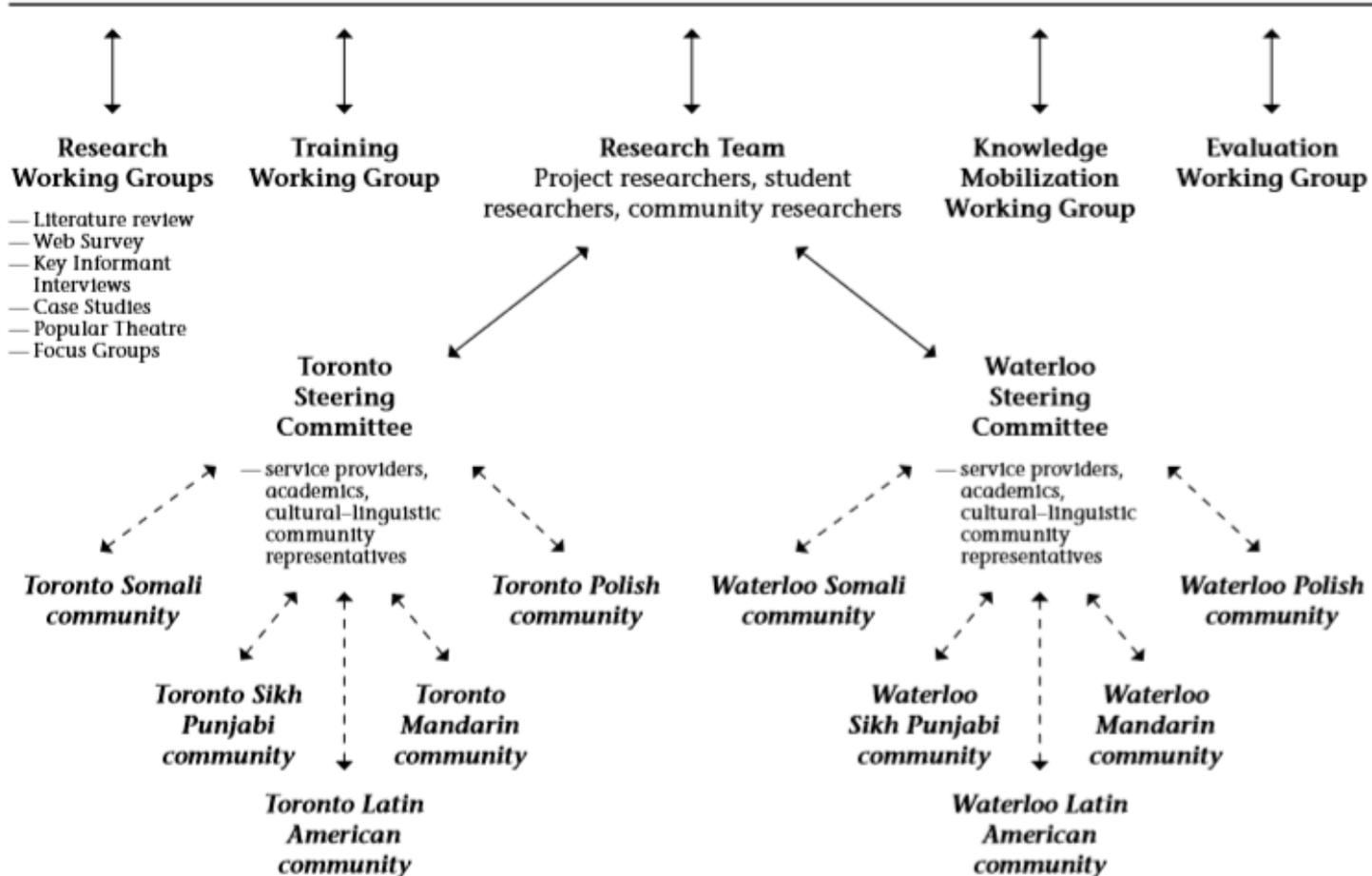
Network Structure & Combining Networks
(Morrison, 2012)
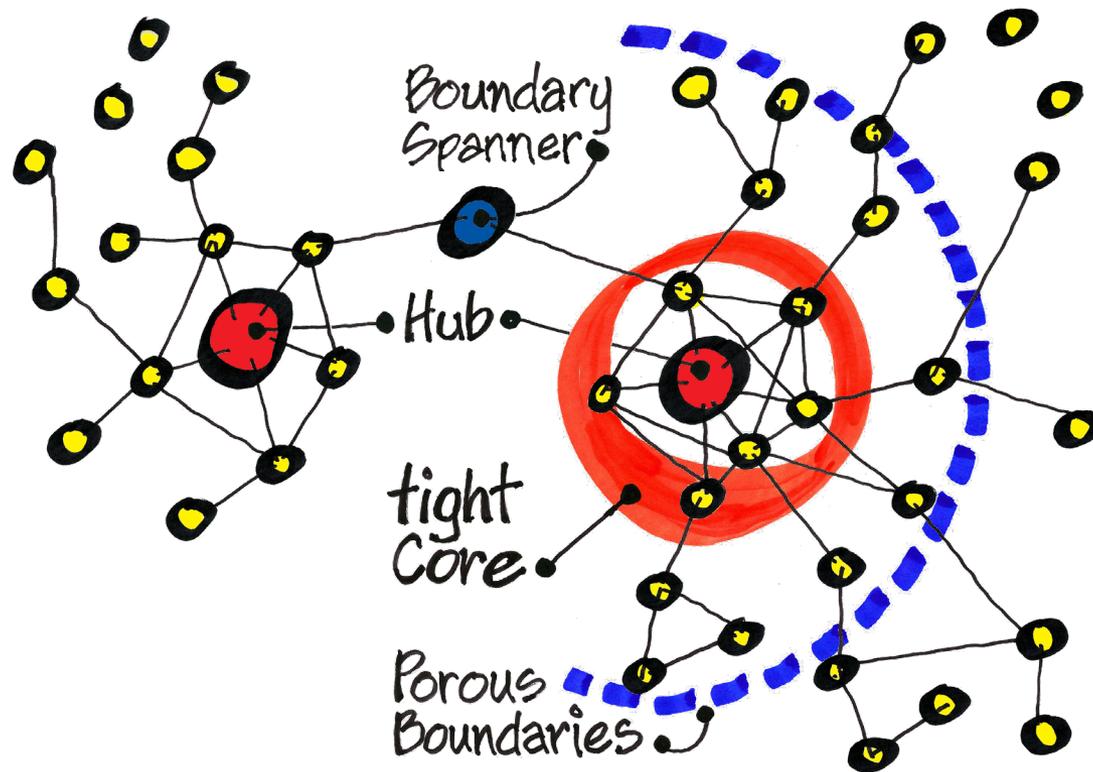
Common Sections for Community Partner Contributions
(Bordeaux et al, 2007)

- Introduction (or sometimes in beginning of the methods section)
  - Context in which the community-campus partnership took place
  - Definition of community/communities served
  - History and structure of the community-campus partnership
- Community partner role and contribution to the methods, incl. how, when, and where community partners had a voice in the process
- Interpretation of the data from the community partner perspective
- Discussion of the results and their implications for community practice
- What else?

Convey Experiences of Co-Researchers or Co-Teachers/Co-Learners

- Pay attention to who is writing the article and how their voices and experiences are represented.

- Pay attention to who is **not** writing the article and how their voices and experiences could be represented.

- What were the personal outcomes of the project?

- What were other outcomes, intended and unintended?

Final Thoughts on Publishing Process

- Remember publishing is part of your job, just like teaching classes, advising students, conducting research.

- Become intentional about reflecting on what your own writing process is (and note that it'll change as your life does). Work with what you know works for you.

- Protect your writing time.

- Read, skim journals for format, presentation, and writing style—don't just read for content. This type of reading helps you become familiar with standards for publication.

Final Thoughts…

Consider becoming a journal reviewer

- Understand review criteria from the "other side"
- Understand the review process, which will help you write your own articles better
- Keep current on interesting projects and scholarship in your field

There's no better time than the present to publish your community-engaged scholarship.

Pen to Paper: A Retreat Focused on Preparing Scholars to Publish Their Community Engaged Work (July 16-18)

https://indianacampuscompact.org/pen-to-paper/

Campus Compact
Indiana
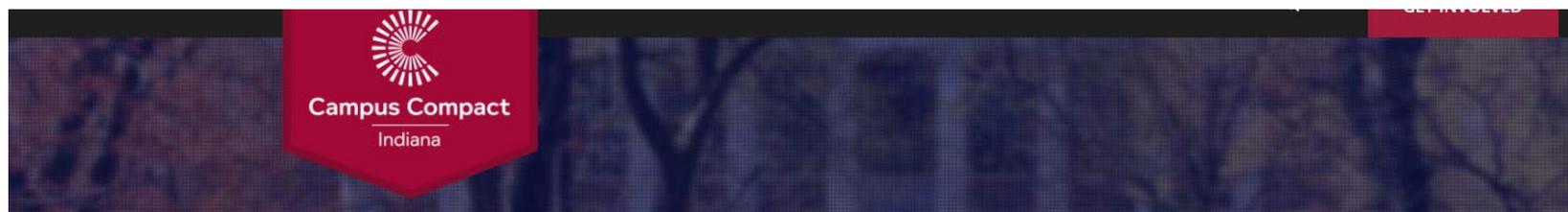
HOME > PEN TO PAPER WRITING RETREAT

Pen to Paper Writing Retreat

Pen to Paper
A retreat focused on preparing scholars
to publish their community engaged work.

A retreat focused on preparing scholars to publish their community engaged work.

Pen to Paper is an academic writing retreat designed to provide time, space, and resources to guide faculty, professional staff, graduate students, and community partners working on manuscripts related to service-learning and community engagement.

The two and a half-day retreat provides participants with time to discuss ideas with and receive feedback from editors, receive mentoring from retreat facilitators, share ideas with peers, and write.

Each year attendance is intentionally kept to a minimum in order to foster personal connections between participants, editors, and senior faculty coaches. The small group also provides the space participants need to focus on engaged scholarship.

The Retreat is organized in such a way as to offer participants two tracks—the Ready to Publish track and Ready to Write track.

MSU Writing Retreat Oct 17 & 18, 2019

Reflect for a Moment

- What are **three ideas or practices** from this workshop that you can incorporate into your academic writing and publishing?

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Questions and Answers

Thank You!