

# Fundamentals for Publishing Your Community-Engaged Work

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# Pause: Reflecting on your WHY



- Why is community work **important** to you? What is your **WHY**?
- Remember your why, we'll need it later in this workshop.

# Institutional Reasons

- Re-establish public's trust in its institutions, when public trust in institutions is at an all time low; improve university-community relationships
- Address pressing issues—health and health care, climate change/sea level rise, educational equity, military transitions
- Be viewed as relevant, lifelong learning partner by the public
- Make a difference in the communities where we are situated...or in our global community
- Secure funding from donors, stakeholders, and funders for conducting relevant scholarship
- Distinguish your institution from the other institutions of higher education

(Gaventa & Bivens, 2014; Overton et al, 2017; Saltmarsh & Hartley, 2011; Stanton 2008; Van de Ven 2007; Watson et al, 2011)

# Research Reasons

- Address problems that are relevant to society, including public, private sectors
  - Refine research questions by having public, nonprofit, or industry input
  - Develop research applications that contribute to local and regional economic success
- Enrich the research process and outcomes
  - improve quality and validity of research by engaging local knowledge and experience
  - enhance relevance and usefulness of data
  - Increase meaning and sense-making in interpretation
- Develop more clearly defined implications for policy, practice, teaching/learning, and community impact

(Balazs & Morello-Frosch 2013; Ochocka & Janzen 2014; Strand et al, 2003)

# Teaching and Learning Reasons

- Involve students in high impact practices (pedagogy)—service learning; community-based, undergraduate research; study abroad with service-learning components
- Engage in teaching/learning practices that help to develop
  - Disciplinary understanding, applications, and problem-solving
  - Cross-cultural, diversity, and inclusive mindsets and practices
  - Professionalism and career readiness
  - Leadership development
  - Other learning outcomes
- Promote civic attitudes and behaviors (democratic principles)
- Tap into community partner knowledge and wisdom

(Butin, 2010; Crabtree 2008; Jacoby, 2015; Kuh 2008)

# Service and Practice Reasons

- Develop policies that are informed by local knowledge, lived experience
- Develop management strategies and policies that are more likely to be followed—improve compliance
- Create a sense of ownership by those affected and involved, which may lead to changes that are sustained over time
- Strengthen a sense of empowerment

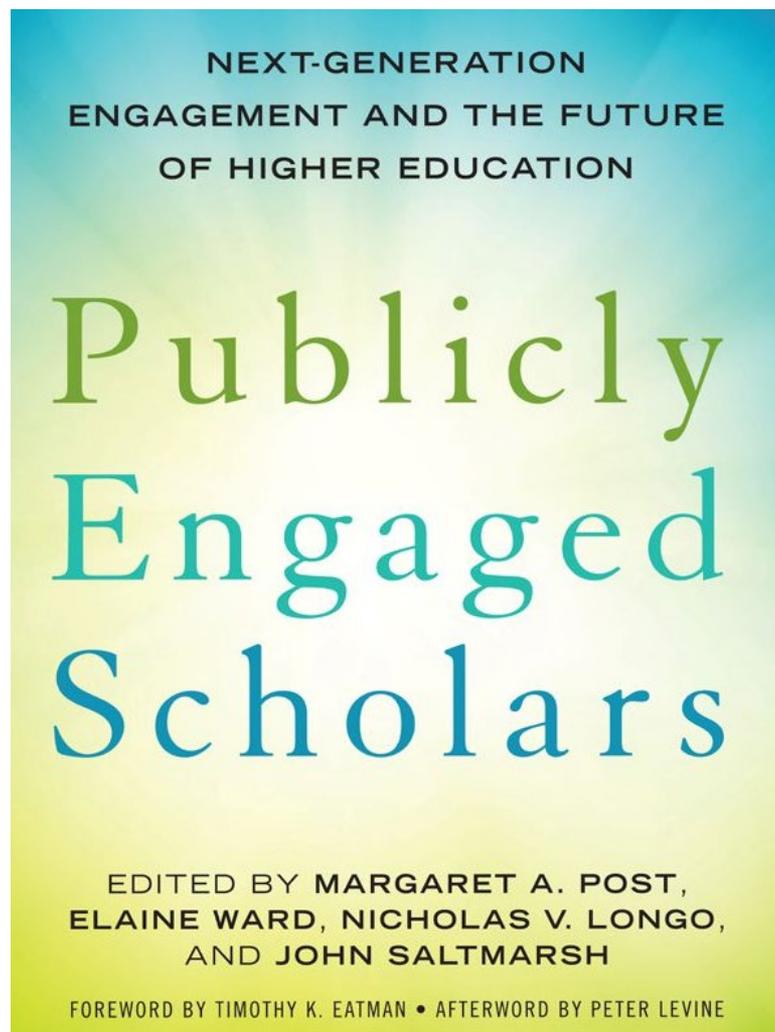
(Pasick et al 2010; Reed et al, 2009)

# Personal Reasons

- Commitment to a particular place or people
- Related to personal or professional identity
- Desire for collaboration, relationship-building, partners, or place-making
- Reflection of values, including those related to
  - Preferred epistemology
  - Lived experience
  - Faith

(O'Meara, 2008; Post et al 2016)

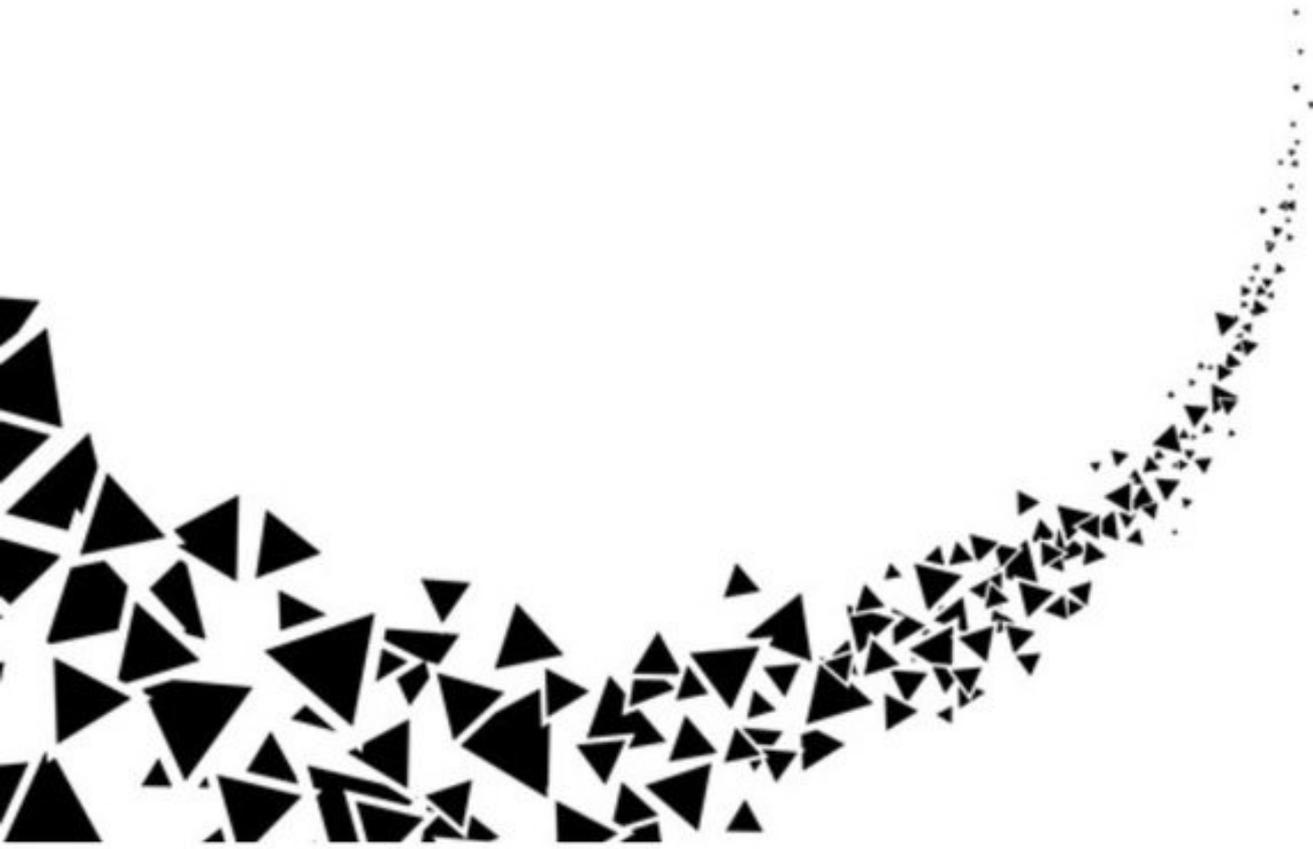
# Future-Oriented Reasons



## Recruitment and retention of talented faculty

- Historically under-represented faculty
  - Female faculty
  - Faculty of color
  - Lower income
  - First generation
- Faculty whose research & teaching is connected with their identity
- Faculty who have participated in service-learning, community engagement as undergraduates and graduates

# Community-Engaged Scholarship Defined



# Carnegie Foundation (2006)

“(T)he term “community engagement” was defined broadly as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Driscoll, 2008).



# Transitions In The Movement's Vocabulary



Prior  
to  
1990s



2010s  
to  
today

# Service refers to

- Work completed for department, college or university (e.g., admissions committee)
- Work done for a professional or disciplinary organization (e.g., conference committee)
- May or may not include application of disciplinary knowledge
- May or may not have scholarly foundations
- May or may not generate academic or public products
- Often considered “what a good citizen” does
- Volunteerism

(Newman & Terosky, 2007)

# Outreach refers to

- Academic work done **for** the public
- Dissemination of Applied knowledge
- Unidirectional flow of knowledge (e.g., from the university to the public)
- Distinction between knowledge producers and knowledge consumers (e.g., universities produce knowledge & public consumes it)
- Primacy of academic knowledge
- University as center of public problem solving

(Saltmarsh & Hartley, 2011, p. 22)

# Engagement refers to

- Academic work done **with** the public.
- Inclusive, collaborative, problem-orientated
- Multi-directional flow of knowledge
- Co-creation of knowledge (e.g., both universities and communities together create solutions)
- Shared authority for knowledge creation (e.g., both universities and communities have relevant knowledge)
- University as part of an ecosystem of knowledge production addressing public problem solving
- Community change that results from the co-creation of knowledge

(Saltmarsh & Hartley, 2011, p. 22)

# Continuum of Community-Engaged Knowledge Making

Continuum of scholarship with traditional approaches to research, teaching, and service on one end....and highly collaborate, co-creative approaches on the other end...and a range of gradations along the continuum where scholarship may be located (Ellison & Eatman, 2008, pp. 5-6)



Continuum connotes different **degrees of collaboration, decision-making authority, reciprocity, and mutual benefit.**

# Community-Engaged Scholarship: Umbrella Term

Community Engaged Scholarship is a broad term, an **umbrella** over many different types of activities.

It can be **very confusing** to understand exactly what other people mean when they use any terms associated with Community Engaged Scholarship.

It's important, when you talk about your own work, that you **provide enough details** so others can understand what you are talking about and **situate or connect your community engaged work to their experience and understanding.**



## 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)

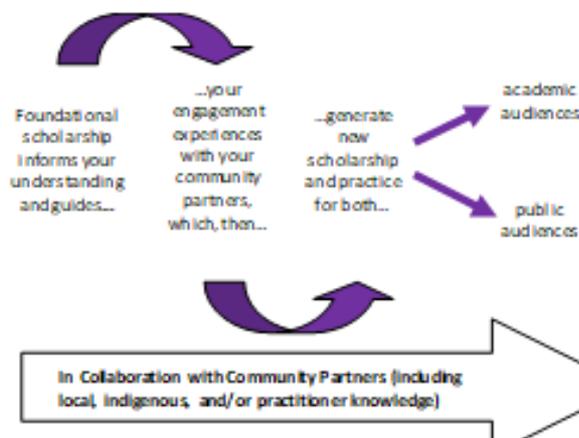
|                          |               |
|--------------------------|---------------|
| Geography.               | Identity.     |
| Affiliation or Interest. | Circumstance. |
| Profession or Practice.  | Faith.        |
| Family/Kin.              |               |

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. |

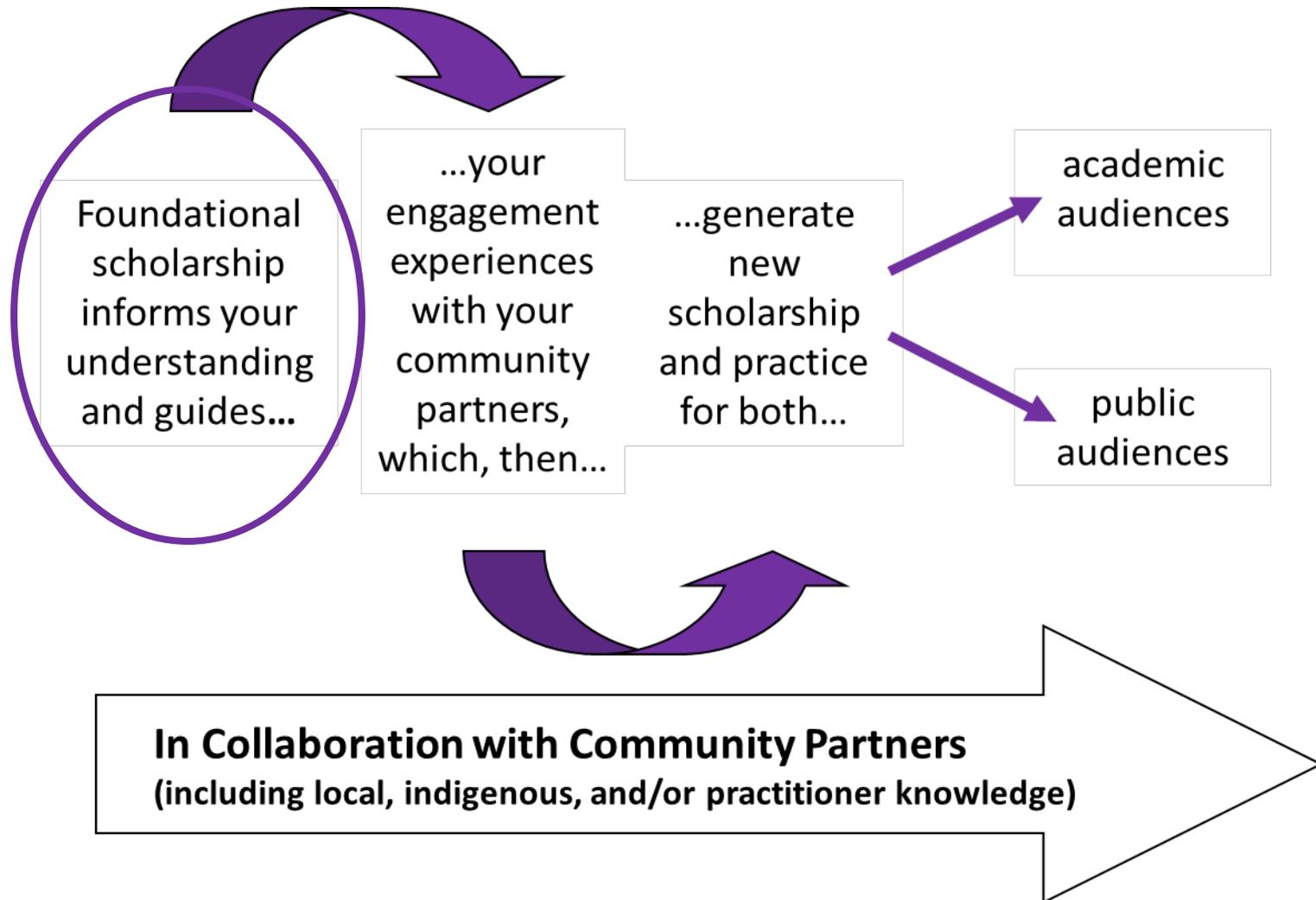
By **scholarly**, we mean it is based on existing scholarship, best practices, understandings and generative of new understandings and scholarly products for academic and public audiences (Ellison & Eatman, 2008).

### Community Engaged Scholarship Figure (Doberneck et al, 2017)



# CES Emphasizes a Scholarly Approach

(Doberneck et al, 2017)



# What Do We Mean by Scholarship?

According to Diamond (2002),

1. Requires a high level of **discipline** (or interdisciplinary) **expertise**
2. Conducted in a **scholarly manner**
  - Clear goals
  - Adequate preparation
  - Appropriate methodology
3. Is appropriately and effectively **documented and disseminated** to (academic and community) audiences, with reflective critique about significance, processes, and lessons learned

# What Do We Mean by Scholarship, con't.

4. Has **significance** beyond the individual context.
  - Breaks new ground or is innovative.
  - Can be replicated and elaborated.
5. Is **judged** to be significant and meritorious (product, process, and/or results) **by panel of peers**.

## Additions by Jordan (2007)

6. Includes **reflective critique**: Lessons learned to improve scholarship and community engagement.
7. Specifies **role, leadership, and personal contribution**.
8. Demonstrates consistently **ethical practice**, adhering to codes of conduct in research, teaching, and the discipline.

# Criteria for Quality & Excellence in CES

| Standards of Scholarship<br>(Glassick, Huber, & Maeroff, 1997) | Criteria for Evaluating Community-Engaged<br>Scholarship (Jordan, 2007)                     |
|--|---|
| Clear goals  | Clear goals <b>and community goals</b>  |
| Adequate preparation   | Adequate preparation in content area <b>and ground in public scholarship</b>                |
| Appropriate methods: rigor                                     | Appropriate methods rigor <b>and community engagement</b>                                   |
| Significant results: impact on the field                       | Significant results impact on the field <b>and in the community</b>                         |
| Effective presentation   | Effective presentation/dissemination to academic <b>and community audiences</b>             |
| Reflective critique  | Reflective critique; lessons learned to improve scholarship <b>and community engagement</b> |
|  | Leadership and scholarly contribution   |
|  | Consistently ethical behavior, social responsible conduct                                   |

# Pause to Reflect:



- What **communities** are **you** a member of?
- What **communities or community partners** do you work with/plan to work with?

# “Engaged” Incorporates Community Knowledge

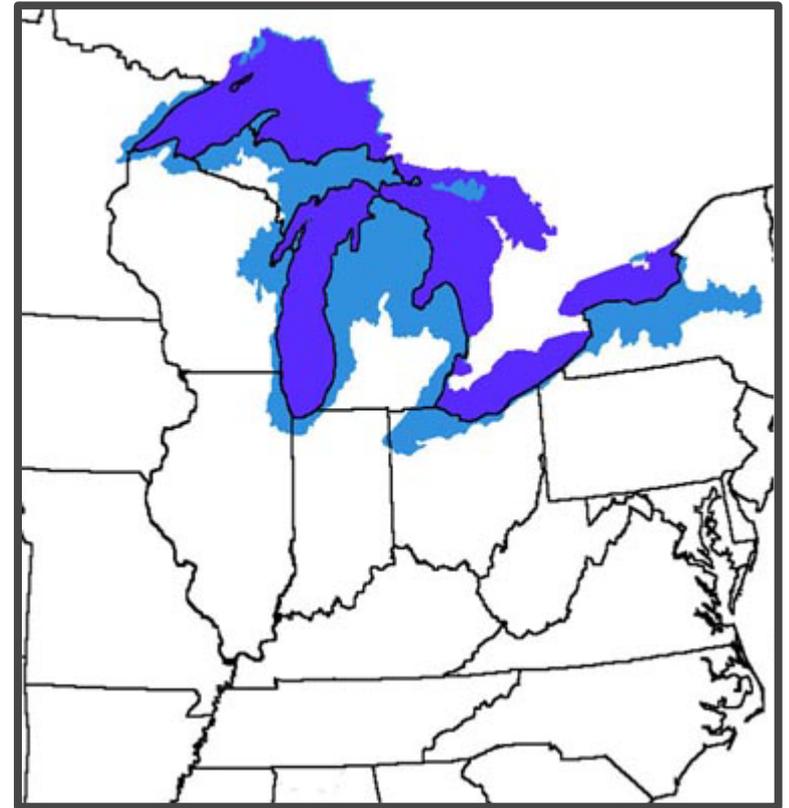


**In Collaboration with Community Partners**  
(including local, indigenous, or practitioner knowledge)

# 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)

# Explicit and Tacit Knowledge

**Explicit Knowledge:** can be transmitted in formal, systematic language. Definitions, equations, published theories, textbooks, etc.

**Tacit Knowledge:** mental models about how the world works. Know-how, experience, incidental learning, apprenticeship, stories, “knowing-in-action.” (Nonaka & Takeuchi, 1995; Schön, 1995).

**Community-engaged scholars value, surface, and incorporate the tacit knowledge of community members and practitioners into their community-engaged work.**

# Local Knowledge

**Local knowledge** “depends on unaided senses, accumulates in a time-bound fashion through aggregative experience, and is holistic” (Kloppenburg, 1991, p. 537).

In simpler language, local knowledge is developed through the lived experiences or daily practices of people living in a specific place and time.

## Local Knowledge

- cannot be generalized to other places or times
- Is often tacit
- “how things are done around here” “that’s just how it works”  
“everyone knows that’s what happens”
- can be held by members of dominant and non-dominant cultures

# Indigenous Knowledge

**Indigenous Knowledge** is similar to local knowledge, because it is based on practices specific to a place society. However, unlike local knowledge, indigenous knowledge is the result of sustained interaction between indigenous peoples and their environment, passed down over generations. It has significant historical, cultural, and social dimensions (Argawal, 1995).

## **Indigenous knowledge**

- represents a holistic, inclusive way of knowing
- embodied in indigenous and Native cultures
- distinct and separate from dominant cultures

# Practitioner Knowledge

(Perry, 2011; Schmidt, 1993)

Practitioner knowledge comes from a professional or worker's knowledge gained through the interactions that occur over time, in the context of the work. It is not a way of knowing based on objective analysis, but more from an intuitive, multi-sensory feel for the work based on experience and reflection (Schmidt, 1993).

## Practitioner Knowledge

- Gained through the experience of every day life, especially work life
- Knowledge or know-how individuals call upon to do their work
- Often tacit, known by doing

# Scholarly Products For Multiple Audiences



# 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**.

Public



Academic

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

# 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
- Media—newspaper, TV interview, radio interview
- Policy briefs
- 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



# 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   |
|--|--|---|---|
| <p><i>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.</i></p>  | <p><i>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.</i></p>   | <p><i>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 <u>not</u> primarily driven by a research question, though a research question may be of secondary interest in the activity.</i></p>                             | <p><i>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.</i></p>  |
| <p><b>Community Engaged Research</b></p> <ul style="list-style-type: none"> <li>• Community-based, participatory research</li> <li>• Applied research</li> <li>• Contractual research (funded by government, non-governmental organizations, or businesses)</li> <li>• Demonstration projects</li> <li>• Needs and assets assessments</li> <li>• Program evaluations</li> </ul> <p><b>Community Engaged Creative Activity</b></p> <ul style="list-style-type: none"> <li>• Collaboratively created, produced, or performed                             <ul style="list-style-type: none"> <li>○ Film</li> <li>○ Theater</li> <li>○ Music</li> <li>○ Performance</li> <li>○ Sculpture</li> <li>○ Writing</li> <li>○ Spoken words</li> <li>○ Multi-media</li> <li>○ Exhibitions</li> </ul> </li> </ul> | <p><b>Formal (For-Credit)</b></p> <ul style="list-style-type: none"> <li>• Service-learning</li> <li>• Community engaged research as part of university classes</li> <li>• Study abroad programs with community engagement components</li> <li>• Online and off-campus education</li> </ul> <p><b>Non-formal (Not-for-Credit)</b></p> <ul style="list-style-type: none"> <li>• Pre-college programs for youth in K-12</li> <li>• Occupational short course, certificate, and licensure programs</li> <li>• Conferences, seminars, not-for-credit classes, and workshops</li> <li>• Educational enrichment programs for the public and alumni</li> </ul> <p><b>Informal (Not-for-Credit)</b></p> <ul style="list-style-type: none"> <li>• Media interviews or “translational” writing for general public audiences</li> <li>• Materials to enhance public understanding</li> <li>• Self-directed, managed learning environments, such as museums, libraries, gardens</li> </ul> | <ul style="list-style-type: none"> <li>• Technical assistance</li> <li>• Consulting</li> <li>• Policy analysis</li> <li>• Expert testimony</li> <li>• Legal advice</li> <li>• Clinical practice</li> <li>• Diagnostic services</li> <li>• Human and animal patient care</li> <li>• Advisory boards and other disciplinary-related service to community organizations</li> </ul> | <ul style="list-style-type: none"> <li>• Copyrights</li> <li>• Patents</li> <li>• Licenses for commercial use</li> <li>• Innovation and entrepreneurship activities</li> <li>• University-managed or supported business ventures, such as business parks or incubators</li> <li>• New business ventures and start-ups</li> <li>• Inventions</li> <li>• Social entrepreneurship</li> </ul> |

# 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
- 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.

# Traditional and Engaged Research Compared

| Traditional Influences on Academic Researcher                                    |  | Traditional Influences on Community Researcher  |
|--|--|---|
| Address discipline-defined compelling questions.                                 | <b>Research Questions Developed</b>                | Address pressing need of community.   |
| Design techniques in light of access to data, resources, library, student labor. | <b>Methodology Devised</b>                         | Gather information from accessible sources, client and agency records, volunteer labor. |
| Appropriate and validated statistically through previous studies.                | <b>Pilot Testing and Validation of Instruments</b> | Validated through community perceptions as appropriate and yielding useful data.        |
| Random sampling, able to make inferences.  | <b>Data Gathering</b>                              | Targeted respondents, most directly affected.   |
| Written for academic peer review.  | <b>Report Writing</b>                              | Written for application by and for targeted audiences.                                  |
| Through scholarly journals and conferences.                                      | <b>Dissemination of Findings</b>                   | Through community networks, mass media, or organizing initiative.                       |
| Evidence through publication.  | <b>Successful Application of Results</b>           | Contributes to social change initiative.  |

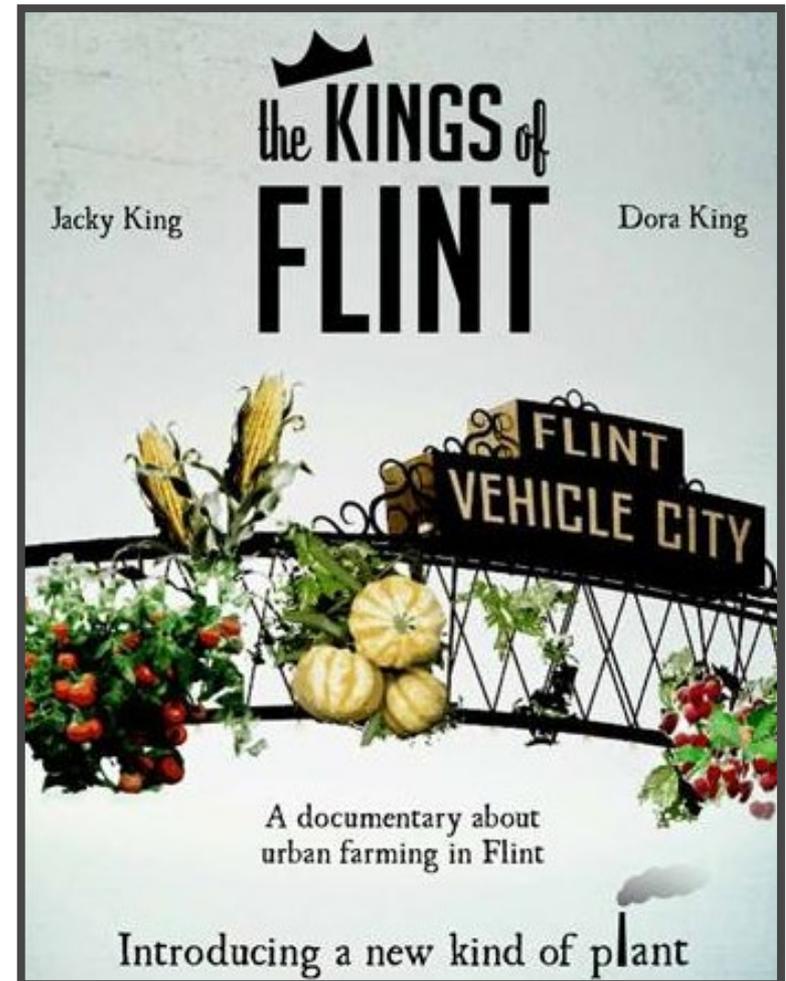
# Community-Engaged Research is NOT...

- 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

# Community-Engaged Creative Activities Examples

Collaboratively created,  
produced, or performed

- Theater
- Music
- Performance
- Sculpture
- Novels, plays, poetry
- Spoken words
- Film, documentaries
- Multi-media
- Exhibitions



# 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

# 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

# Nonformal

- Has a formally developed curriculum with learning objectives
- Has a teacher/facilitator
- Meets 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

# 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

# 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



# Community-Engaged Commercialized Activities

## Definition

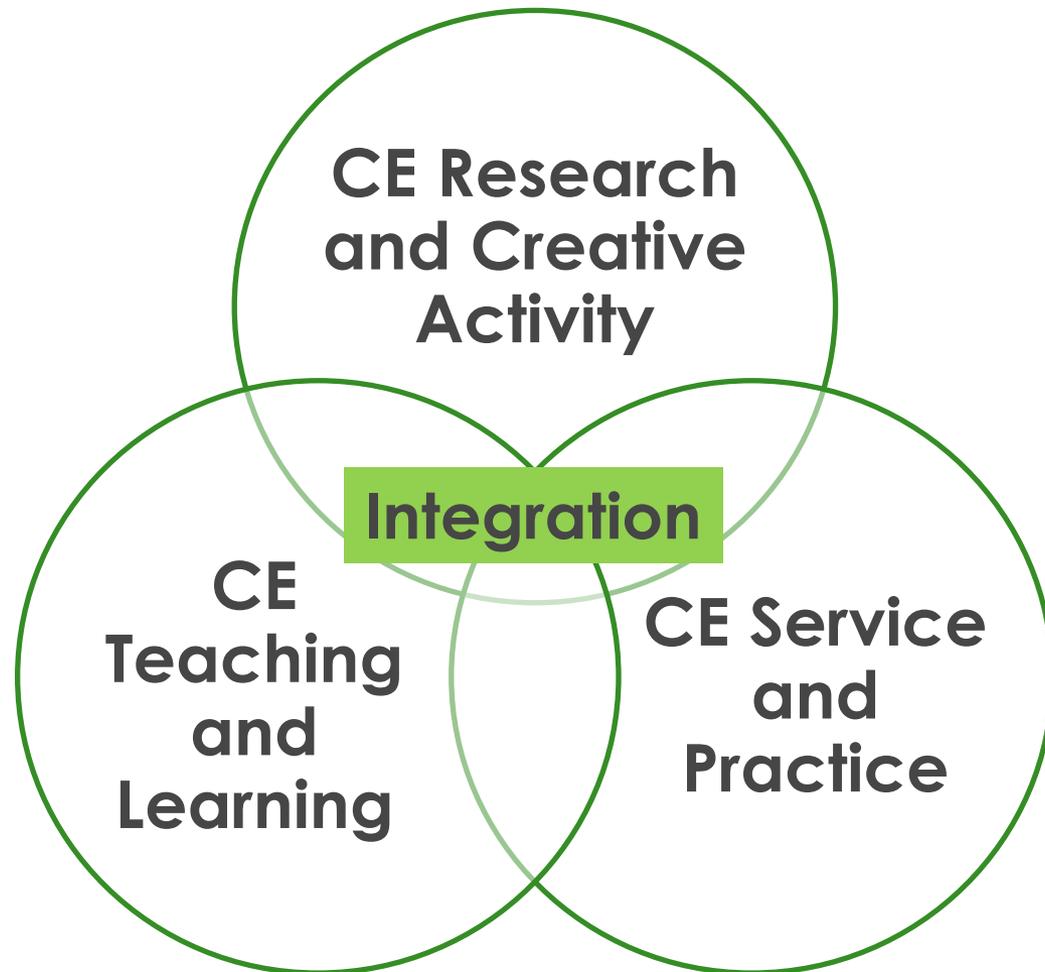
Commercialized activities are associated with a variety of projects in which university-generated knowledge is translated into practical or commercial applications for the benefit of individuals, organizations, or communities (Doberneck, Glass, & Schweitzer, 2011).

# 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



# 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?



# 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

# Ex. 1: Weekend Backpack Program

A community-engaged social work graduate student is studying the early stage impacts of a weekend backpack food program on reducing hunger for middle school children living in a low income housing community.

Foundational scholarship includes:

- research about food insecurity and hunger (social issue of concern)
- program implementation in low income housing communities (scholar's discipline or field)
- effective practices for engaging middle school children (population)
- developmental evaluation (evaluation, assessment, reflection, assessment)

# Ex. 2: Family Story Project Ronald McDonald House, Durham, NC

(Denice Kendall Comer,

<https://discovery.indstate.edu/jcehe/index.php/joce/article/view/474/>)

A faculty member involves pre-health students in a service-learning course, where family members, sick children, and university students partner together to help children write about and portray their experiences coping with serious illnesses. Booklets of stories and photos are co-developed each year with the families.

Foundational scholarship includes

- Narratives about health (paradigm, methodology)
- Ethics, especially working with sick children (population, community, context)
- Photovoice (techniques, methods or approaches)

# Ex. 3: Trouble with the Trees

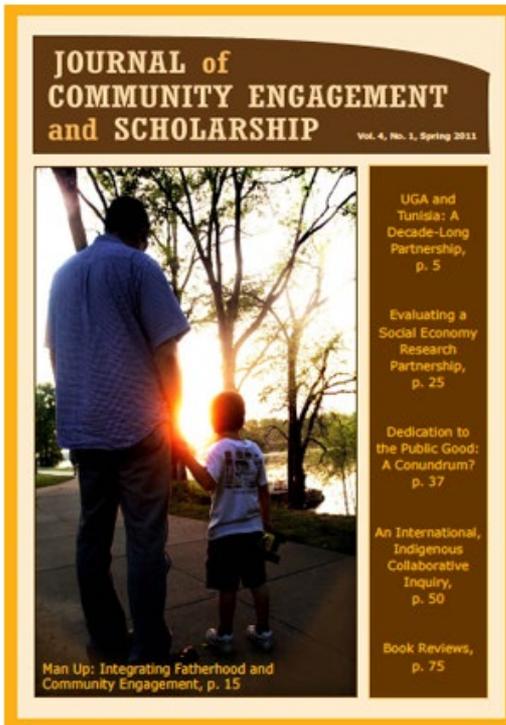
(Carmichael & McDonough, 2018)

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)

# Man Up article in JCES: Example of Foundational Scholarship



*Download the entire issue in PDF*

**Volume 3, Number 1**

**TABLE 1.** Comparison of Model Fatherhood Programs to Man Up

| Program  | Reference                 | Target Population                                    | Program Focus   |
|--|---------------------------|--|---|
| Dads for Life  | Cookston et al., 2007     | Divorced fathers                                     | Improve mothers and fathers coparenting after divorce   |
| Family Transition Program                                    | Bloom et al., 2000        | Single mothers transitioning off AFDC                | Reduce AFDC rolls by positively affecting employment and income   |
| Parenting Together Project                                   | Doherty et al., 2006      | Adult, 1st time married or cohabitating fathers      | Enhance father-child interaction and increase involvement during transition to parenthood                 |
| PEACE Program  | McKenry et al., 1999      | Court-ordered parents seeking divorce decree         | Help parents to assist their children in coping with post divorce adjustment                              |
| Preparing for the Drug Free Years                            | Haggerty et al., 1999     | Parents of 8-14 year old kids at risk for drug abuse | Strengthen parent-child bonds and attachments to serve as a buffer against drug abuse                     |
| Fairfax County Fatherhood Program for Incarcerated Dads      | Robberts, 2005            | Recently incarcerated fathers                        | Promote responsible fatherhood by helping fathers maintain contact with their children while incarcerated |
| Video: Self-modeling Parenting Education for First-Time Dads | Magill-Evans et al., 2007 | First-time adult fathers                             | Increase fathers' ability to recognize and respond to their infants' behavioral cues                      |
| Young Dads   | Mazza, 2002               | First-time adolescent fathers                        | Teach parenting skills and address fathers' life needs  |

# Foundational Scholarship May Influence....Well Everything

- Identify and define **research questions**
- Select an **appropriate** research **methodology** or approach to inquiry
- Develop **research instruments**
- **Data collection**
- **Data analysis**
  - Development of the **codes**
- **Interpretation** of data and **meaning-making**
- Understanding **implications**
  - The community
  - Research
  - Teaching and learning
  - Policy and practice

# 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

# Theories, Conceptual Frameworks, Models

Borrowing or transposing from your discipline into community-engaged scholarship is a great idea!

# Service-Learning & Civic Engagement

- Distinctions between curricular and co-curricular
- Civic engagement/democratic engagement
- Cross-cultural learning
  - International education, study abroad
- Career development
- Community development (various theories)
- Discipline based theories
- Learning theory
  - Experiential learning
  - Transformative learning theory
  - Practitioner oriented teaching
- Participatory research
- Social justice
  - Critical race theory

**Remember your WHY—that gives you clues to theories you might want to draw upon.**

# Four Theoretical Perspectives to SL

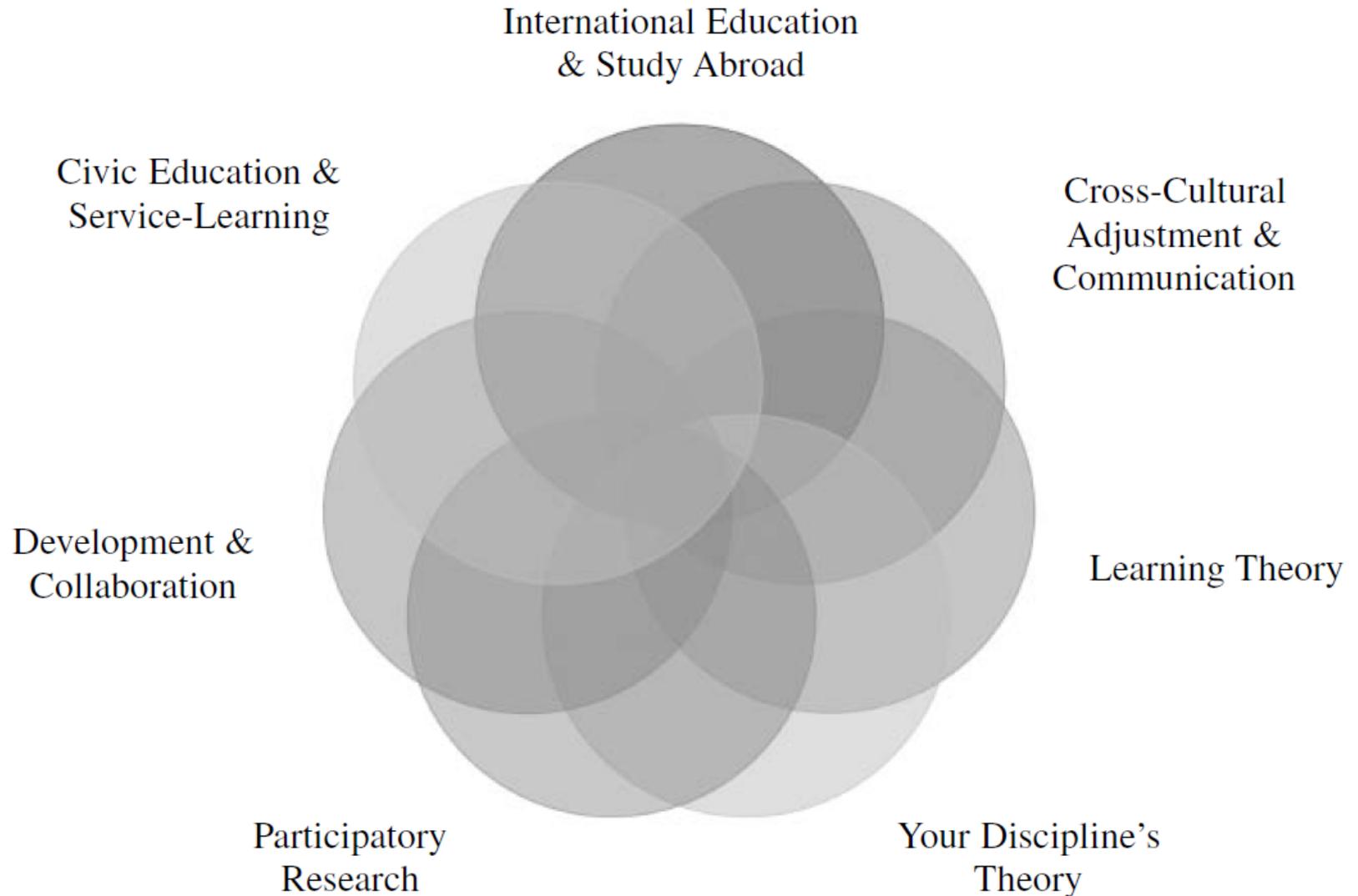
(Butin , 2010, pp. 8-14)

- **Technical Perspective**—focuses on the “innovation [of SL] itself, on its characteristics and component parts and its production. Emphasized are SL’s efficacy, quality, efficiency, and sustainability of both its processes and outcomes
- **Cultural Perspective**—emphasizes individual’s meaning-making within and through the context of SL. Exploration at both micro/macro levels of “webs of meaning. Often two levels are explored—knowing oneself and understanding differences including race, ethnicity, class, sexual orientation

- **Political Perspective**—concerned mostly with completing constituencies and how these issues are manifest through power imbalances, questions of legitimacy, allowed and/or silenced. Presumes conflict
- **Anti-Foundational Perspective**—embraces a “forked road” situation of thoughtfulness to foster doubt concerning normalcy or neutrality of seemingly commonsense view of world. Disrupting unacknowledged binaries that guide much of daily thinking and acting to open up the possibility that how we viewed the world and ourselves originally may be too simplistic and stereotypical

# Global Service-Learning Theories

Crabtree, 2008, p. 28

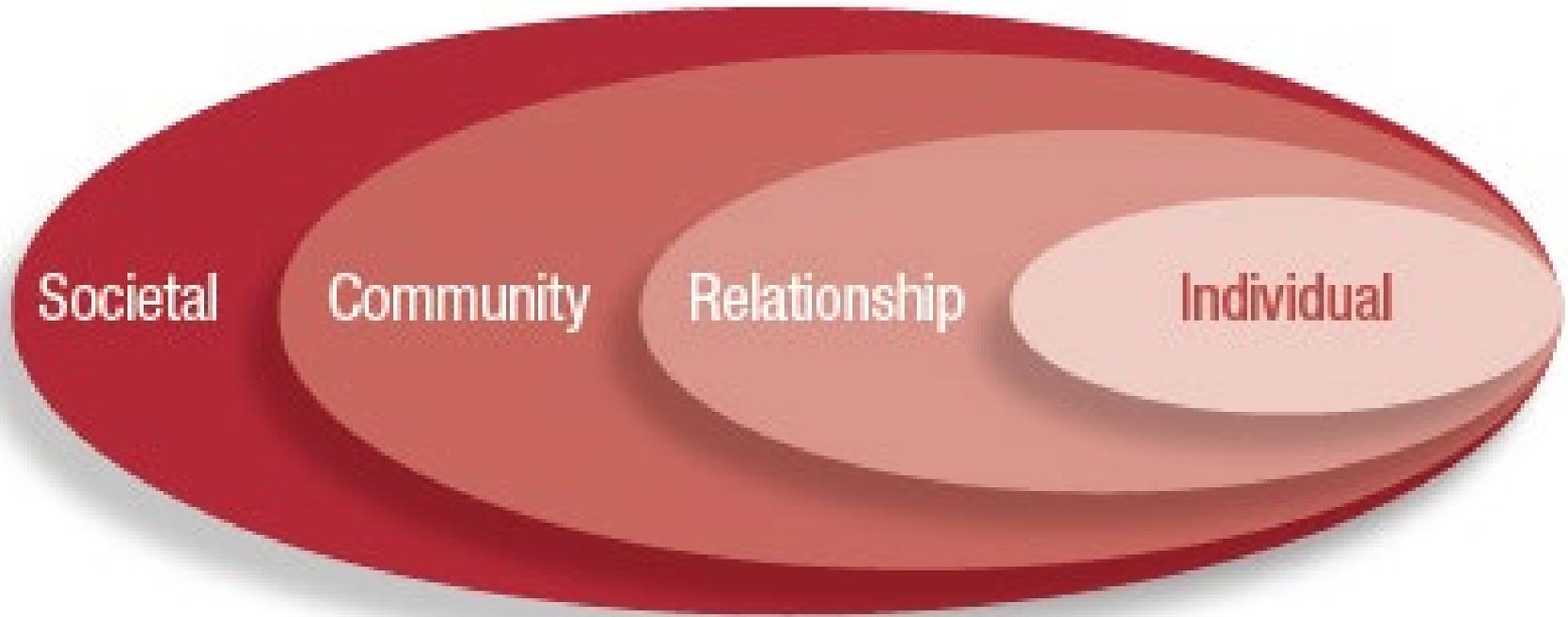


# CE Research

- Handbook of Community Engagement, 2<sup>nd</sup> edition (2011)
  - Systems perspective
  - Social perspective
  - Capacity building
  - Constituent development
  - Community empowerment
  - Coalition building
  - Social-ecological models
  - Diffusion of innovation
  - Community-based participatory research
  - Translational research
- Wallerstein & Duran (2008)

# Sociological-Ecological Model: A Framework for Prevention

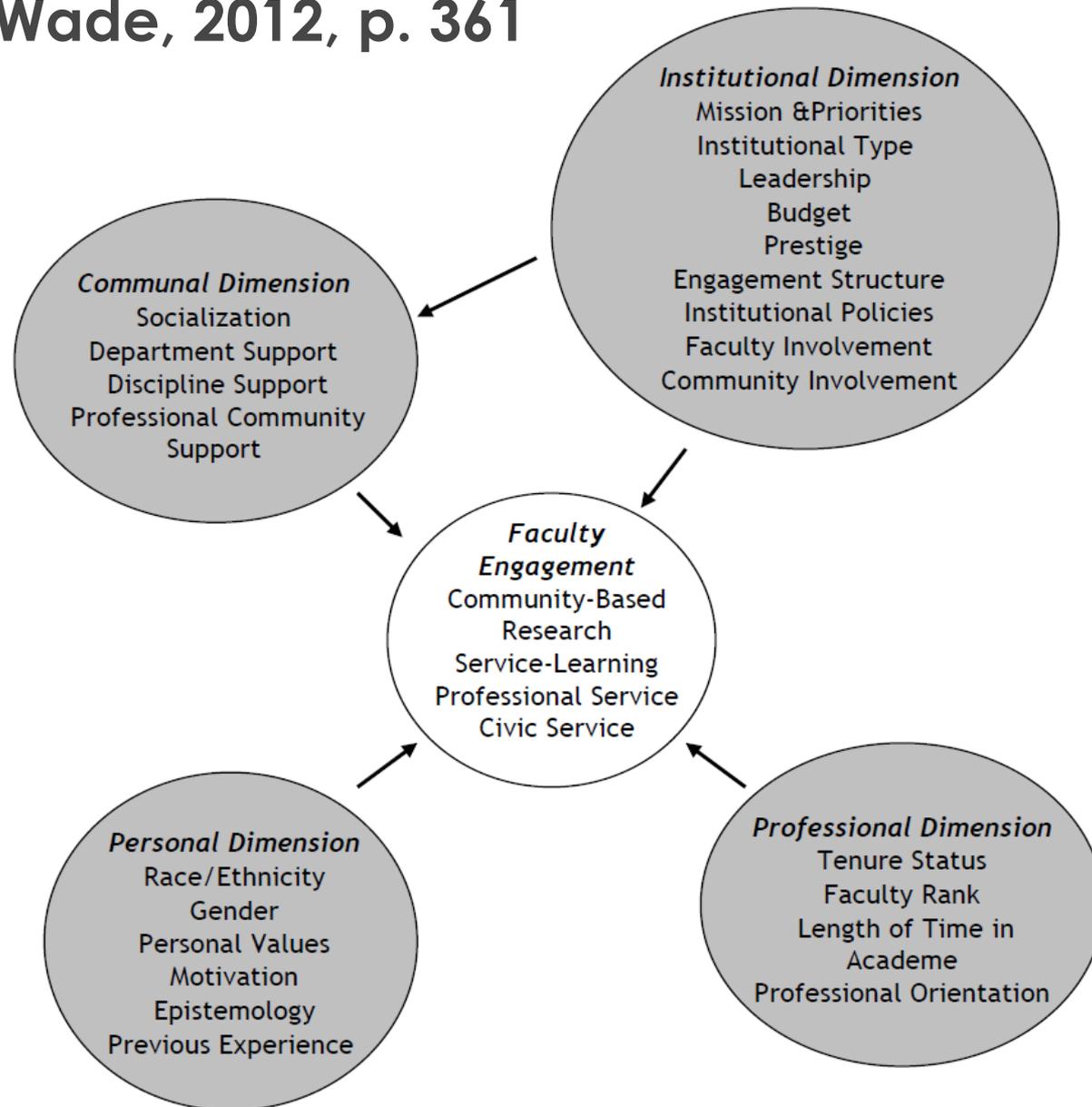
CTSA, 2011, p. 21



# Research about Faculty/Staff & SL or CES

- **Wade & Demb (2009)**—original conceptual framework & thorough literature review
  - Institutional
  - Personal
  - Professional
  
- **Demb & Wade (2012)**—revised conceptual framework
  - Institutional
  - Personal
  - Communal (department or discipline)
  - Professional

# Demb & Wade, 2012, p. 361



# Postmodern Perspectives

**Creswell & Poth, 2018, pp. 26-32**

Postmodernism may be considered a family of theories (Slife & Williams, 1995), with knowledge claims must be set within the conditions of the world today and in multiple perspectives of class, race, gender, and other group affiliations...these perspectives focus on understanding the presence of hierarchies, power differences, and discourses associated with different marginalized groups.

- Pragmatism
- Feminist Theories
- Critical theory and critical race theory
- Queer theory
- Disability theories

# Activity: 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



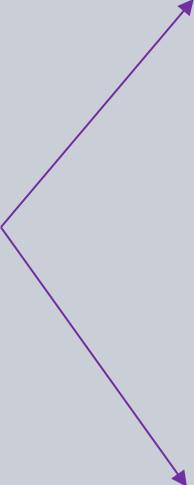
Whitney J. Owen "In defense of the least publishable unit"  
*Chronicle of Higher Education*, February 6, 2004.

# 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 |
|--|---|---|--------------------|---------------------------|
|  | <p><b>Disciplinary</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Teaching &amp; Learning</li> <li>• Methods</li> <li>• Community-Engaged Scholarship</li> </ul>      | <p>Conceptual framework, program theory, models</p> <p>Program description, case study</p> <p>Methods or processes for partnership or engagement</p>  |                    |                           |
|  | <p><b>Interdisciplinary</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Teaching &amp; Learning</li> <li>• Methods</li> <li>• Community-Engaged Scholarship</li> </ul> | <p>Results or Impacts on</p> <ul style="list-style-type: none"> <li>▪ community</li> <li>▪ students</li> <li>▪ faculty</li> <li>▪ organization</li> <li>▪ institution</li> </ul> <p>Reflections: critiques,</p> |                    |                           |

# Unfurling Examples



# Diane's RPT Study Team



## **Journal—Community Engagement Journal**

### ***Conceptual framework/typology***

- Doberneck, D. M., Glass, C. R., & Schweitzer, J. H. (2010). From rhetoric to reality: A typology of publicly engaged scholarship. *JHEOE* 14(4), 5-35.

## **Journal —Community Engagement Journal**

### ***Quantitative data analysis using published typology***

- Glass, C. R., Doberneck, D. M., & Schweitzer, J. H. (2011). Unpacking faculty engagement: The types of activities faculty member report as publicly engaged scholarship during promotion and tenure. *JHEOE* 15(1), 7-29.

## **Journal —Community Engagement Journal**

### ***Quantitative data analysis***

- Doberneck, D. M., Glass, C. R., & Schweitzer, J. H. (2012). Beyond activity, place, and partner: How publicly engaged scholarship varies by intensity of activity and degree of engagement. *JCES* 4(2), 18-28.

# Doberneck's RPT Study Unfurling Worksheet

| Topic  | Audience  | Type of Article      | Potential Journals |
|--|---|----------------------|--------------------|
| Grounded theory influenced study to develop a typology of scholarly faculty work                             | Interdisciplinary <ul style="list-style-type: none"><li>• CES</li></ul> | Conceptual Framework | JHEOE (2010)       |
| Applied typology to analyze difference in appointment and sociodemographic variables                         | Interdisciplinary <ul style="list-style-type: none"><li>• CES</li></ul> | Research Results     | JHEOE (2011)       |
| Applied typology to analyze difference in intensity of activity, degree of engagement, disciplinary grouping | Interdisciplinary <ul style="list-style-type: none"><li>• CES</li></ul> | Research Results     | JCES (2012)        |
| Used Biglan Classification to analyze disciplinary differences   | Interdisciplinary <ul style="list-style-type: none"><li>• CES</li></ul> | Research results     | JHEOE (2017)       |

# Franz's "How Farmers Learn" Project



## Journal article—Disciplinary Journal

### Findings, results, impacts

- Franz, N. (2010). How farmers learn: Implications for Agricultural Educators. *Journal of Rural Social Sciences*, 25(1), 37-59.

## Journal article—Community Engagement Journal

### Findings, results, impacts—Research Brief

- Franz, N. (2010). Farmer, Agent, and Specialist Perspectives on Preferences for Learning Among Today's Farmers. *Journal of Extension*, 48(3).

## Journal article—Methods Journal

### Critical reflections

- Piercy, F.P., Franz, N., Donaldson, J.L., & Richard, R. F. (2011). Consistency and change in participatory action research: Reflection on a focus group study about how farmers learn. *The Qualitative Report*, 16(3), 820-829.

# Franz's Unfurling Worksheet

| Topic  | Audience   | Type of Article            | Potential Journals               |
|--|--|----------------------------|----------------------------------|
| How farmers learn: implications for agricultural education   | Discipline <ul style="list-style-type: none"><li>• Research</li></ul>        | Results, impacts, findings | Journal of Rural Social Sciences |
| Farmer, agent, and specialist perspectives on preferences for learning among today's farmers                       | Interdisciplinary <ul style="list-style-type: none"><li>• Research</li></ul> | Research Brief             | Journal of Extension             |
| Consistency and change in participatory action research: Reflection on a focus group study about how farmers learn | Interdisciplinary <ul style="list-style-type: none"><li>• Methods</li></ul>  | Reflections                | The Qualitative Report           |

# Franz—Academic & Public Products Example

## Franz Example—How Farmers Learn Scholarly Products for Academic & Public Audiences Worksheet Diane Doberneck, UGA Talk, February 2019

| Product Type                     | Title   | Audience  |
|----------------------------------|---|---|
| Article                          | Consistency and change in participatory action research: Reflections on a focus group study about how farmers learn   | <i>The Qualitative Report</i>                                     |
| Article                          | Farmer, agent, and specialist perspectives on preferences for learning among today's farmers  | <i>Journal of Extension</i>                                       |
| Article                          | How farmers learn: Implications for agricultural educators  | <i>Journal of Rural Social Sciences</i>                           |
| Article                          | A holistic model of engaged scholarship: Telling the story across higher education's missions   | <i>Journal of Higher Education Outreach and Engagement</i>        |
| Article                          | Meeting the educational needs of women farmers in the 21 <sup>st</sup> century  | <i>Innovations</i> (general audience), college alumni publication |
| Conference Presentation          | American evaluation association (Denver), Virginia Biological Farmers (Richmond, VA), Cooperative Extension Pesticide Safety Education Conference (Roanoke, VA), Professional Agricultural Workers Conference (Tuskegee)  | Program evaluators, farmers, agricultural educators               |
| Agricultural Educator In-service | Virginia Extension dairy agents and specialists; Virginia Extension agricultural agents and specialists; Virginia Extension agents program evaluation workshop; North Carolina A&T agents, specialists, administration, and staff conference; Tennessee Extension Staff Adobe Connect | Agricultural educators, farmers                                   |
| Fact Sheet                       | Reaching agricultural producers through effective newsletters   | Agricultural educators  |
| Fact Sheet                       | Why do producers attend or do not attend Extension meetings   | Extension specialists   |
| Literature Review                | How famers learn: Improving sustainable agricultural education  | Researchers   |
| Logic Model                      | How farmers learn: Improving sustainable agricultural education   | Researchers   |
| Posters                          | <i>How farmers learn: Improving sustainable agriculture education</i>   | General campus audiences, Virginia Biological Farmers, Center     |

# 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 <ul style="list-style-type: none"> <li>• CES</li> </ul>      | 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 <ul style="list-style-type: none"> <li>• Research</li> </ul>      | Results                       | <i>Urban Forestry &amp; Urban Greening</i>               |
| Community stories: Explaining resistance to street tree planning programs in Detroit, MI, USA                        | Interdisciplinary <ul style="list-style-type: none"> <li>• Research</li> </ul> | Results                       | <i>Society &amp; Natural Resources</i>                   |

# Carmichael Academic & Public Products Example

**Carmichael Example—Trouble with the Trees**  
**Scholarly Products for Academic & Public Audiences Worksheet**  
**Diane Doberneck, UGA Talk, February 2019**

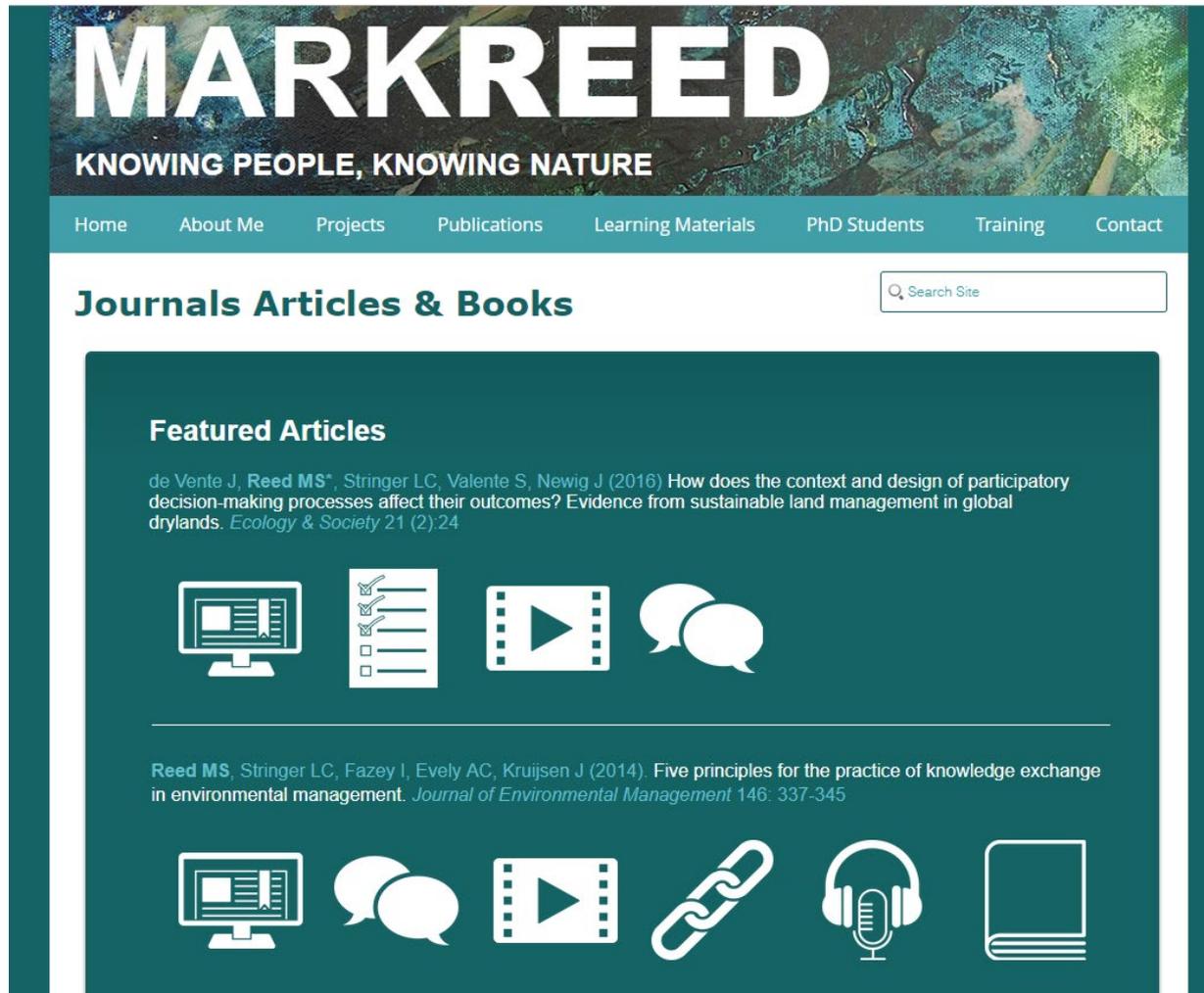
| Product Type            | Title  | Audience                                     |
|-------------------------|--|--|
| Dissertation            | The trouble with trees? Social & political dynamics of greening efforts of Detroit, MI. Dissertation Dept. of Forestry. Michigan State University.   | Academic                                     |
| Graduate Portfolio      | Community-engaged research on tree planting in Detroit, MI: Lessons learned on race, intersectionality, and identity.  | Academic                                     |
| Article                 | The trouble with the trees? Social and political dynamics of street tree-planting efforts in Detroit, MI.  | <i>Urban Forestry and Urban Greening</i>     |
| Article                 | Community stories: Explaining resistance to street tree-planting programs in Detroit, MI, USA.   | <i>Society &amp; Natural Resources</i>       |
| Conference Presentation | Presentation at Michigan ArborCon. Michigan Arboricultural Society. Lansing, Michigan.   | Practitioners                                |
| Conference Presentation | <i>Expanding urban forestry by expanding our vision: The many dialogues about trees and people in Detroit, Michigan.</i> International Symposium on Society and Resource Management. Houghton, Michigan. | Academics, practitioners                     |
| Conference Presentation | The trouble with trees? Understanding resistance of residents to street tree-planting programs in Detroit, Michigan. Dimensions of Political Ecology, Lexington, KY.                                     | Academics                                    |
| Conference Presentation | Approaches to improve engagement of city residents in tree-planting efforts. Alliance for Community Trees Day. Tulsa, Oklahoma.  | Academics, practitioners                     |
| Conference Presentation | What's power got to do with it? Perspectives on improving community engagement in Detroit's tree-planting efforts. Partners in Community Forestry conference. Tulsa, Oklahoma.                           | Academics, practitioners                     |
| Conference Presentation | Heritage narratives: How stories of a community's past shape engagement in urban and community forestry programs. Vermont Arbor Day Conference. Montpelier.  | Practitioners; nongovernmental organizations |
| Report                  | 3-page Executive Summary   | Funder                                       |
| Presentation            | Powerpoint presentation to Greening staff  | Funder                                       |
| Decision-making tool    | A "decision tree" for community engagement in tree planting  | Funder                                       |

# Activity ≠ Accomplishments

| Product Type            | Title | Audience |
|-------------------------|-------|----------|
| Article                 |       |          |
| Article                 |       |          |
| Article                 |       |          |
| Conference Presentation |       |          |
| Conference Presentation |       |          |
| Poster                  |       |          |
| Poster                  |       |          |
| <u>Powerpoint</u>       |       |          |
| <u>Powerpoint</u>       |       |          |
| Report                  |       |          |
| Report                  |       |          |

# Combination of Peer Reviewed & Non-Peer Reviewed Scholarly Products

see <https://www.profmarkreed.com/journal-articles-books>



The image shows a screenshot of the Mark Reed website. The header features the name "MARK REED" in large white letters on a dark teal background with a nature-themed image. Below the name is the tagline "KNOWING PEOPLE, KNOWING NATURE". A navigation menu includes links for Home, About Me, Projects, Publications, Learning Materials, PhD Students, Training, and Contact. The main content area is titled "Journals Articles & Books" and includes a search bar. A "Featured Articles" section highlights two articles with their titles, authors, and publication details, accompanied by icons representing digital content, checklists, video, and communication.

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#### Featured Articles

de Vente J, Reed MS\*, Stringer LC, Valente S, Newig J (2016) How does the context and design of participatory decision-making processes affect their outcomes? Evidence from sustainable land management in global drylands. *Ecology & Society* 21 (2):24

Reed MS, Stringer LC, Fazey I, Evelyn AC, Kruijssen J (2014). Five principles for the practice of knowledge exchange in environmental management. *Journal of Environmental Management* 146: 337-345

# Ready to Unfurl Your Own Project ?



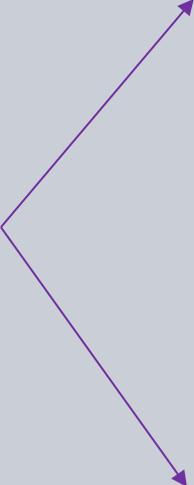
# Activity: Practice Unfurling a Project

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

# Activity: Unfurling Your CES Project Worksheet

| Topic  | Audience  | Type of Article   | Potential Journals | Potential Public Products |
|--|---|---|--------------------|---------------------------|
|  | <p><b>Disciplinary</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Teaching &amp; Learning</li> <li>• Methods</li> <li>• Community-Engaged Scholarship</li> </ul>      | <p>Conceptual framework, program theory, models</p> <p>Program description, case study</p> <p>Methods or processes for partnership or engagement</p>  |                    |                           |
|  | <p><b>Interdisciplinary</b></p> <ul style="list-style-type: none"> <li>• Research</li> <li>• Teaching &amp; Learning</li> <li>• Methods</li> <li>• Community-Engaged Scholarship</li> </ul> | <p>Results or Impacts on</p> <ul style="list-style-type: none"> <li>▪ community</li> <li>▪ students</li> <li>▪ faculty</li> <li>▪ organization</li> <li>▪ institution</li> </ul> <p>Reflections: critiques,</p> |                    |                           |

# 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?

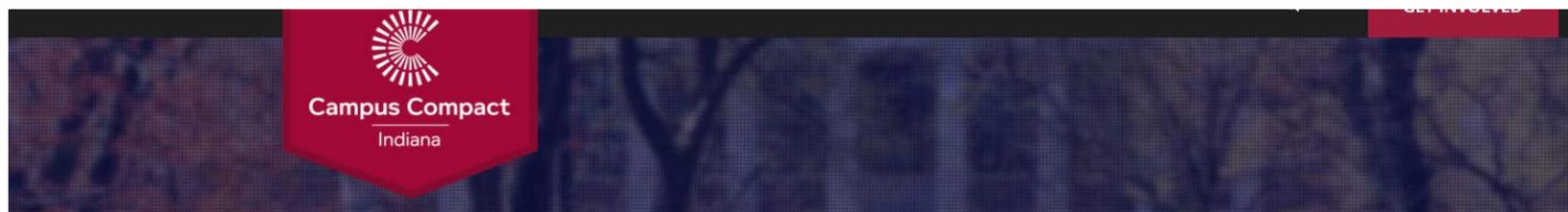
# Reflect for a Moment



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

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

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



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.

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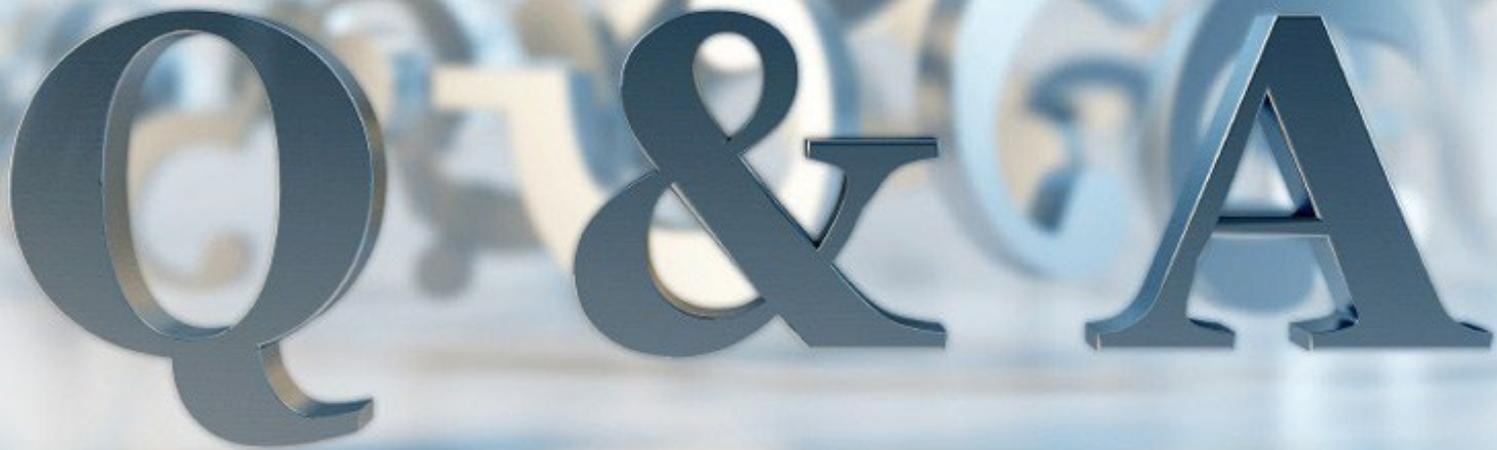
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# Questions and Answers



**Thank You!**