THE CORELLA & BERTRAM F.
BONNER FOUNDATION

Faculty Development for Community Engaged Scholarship
Workshop #10: **Leveraging Community-Engaged Learning for Partners & Publishing**

Overview

This session will provide structure for faculty to think about how they can share and leverage the work that is done through community engaged teaching and learning. They will be guided, by looking at a list of common deliverables for partners, to ensure that they provide class time for students to finish and share their work in useful formats with community constituents. Additionally, they will look at steps and strategies to share their own work with their departments, disciplines, and more broadly, perhaps through publishing.

In this facilitator's guide, you will find:

I.   Session Introduction and Outline
II. Materials Needed (Articles, Handouts, etc.)
III. Suggested Facilitator's Guide
IV. Additional Resources
V.   Credits and Citations

Please note that this session is designed to use participatory practices which support the creation and growth of learning communities. Use of AV and technology are minimal or optional. You may download related slides, but all handouts can also be presented without this equipment.

Session Introduction and Outline

This session is intended to be used in conjunction with guiding a cohort of faculty who are involved in building community engaged teaching and learning into their coursework. The session begins with the discussion about benefits of engaging in community-based learning and scholarship for all stakeholders. Participants then examine types of community-engaged project deliverables, ways of presenting them in useful formats for community constituents, and how students could be prepared to work on them. The session concludes with different forms of community-engaged scholarship and ways to present it for faculty. Please review and modify sections to fit your institutional context and participant knowledge base.

Suggested Agenda (60 minutes):

I.   Public engagement: Why it matters
II. Public Engagement and Community Partners
III. Public Engagement and Faculty Scholarship
IV. Next Steps & Meeting Announcement

Materials Needed

Print and have copies of the following handouts, or alternatively share these documents electronically with participants before the session. These are intended as resources to build understanding by participating faculty (and others), but reading them is not necessary for preparation for this session.

- Handouts (Included in this document)
- Calleson, D., Jordan, C., & Seifer, S. D. (2005). Community-engaged scholarship: Is faculty work in communities a true academic enterprise? *Academic Medicine,* 80(4), 317-321.

Suggested Facilitator's Guide

I. Public Engagement: Why It Matters

Ask participants to share a community-engaged project that they may have heard about or the one that they worked on, and how it benefited various stakeholders: community, university/ institution, students, and faculty.

Then, distribute Handout 1, which lists how public engagement benefits all various stakeholders. Continuing on, draw participants' attention to each of the benefits for community partners, and how that may look like in terms of project outcomes:
- Expands resources available to tackle local issues
- Promotes local solutions to local challenges
- Offers the potential of "neutral ground" for discussion and resolution of controversial issues
- Provides an opportunity to address short- and long-term priorities and concerns with a key constituency

For example, one of the benefits of public engagement for community is that it would expand resources available in the community to tackle local issues. What could be those resources for the community with respect to participants' field of scholarship: technical expertise, resource guide, program development, policy analysis?

Ask participants to read each benefit carefully, and identify some "tangible outcomes" that they could work upon with reference to their field of scholarship / area of expertise. Once they translate those benefits in "tangible outcomes," mention that it is important to consider how community partners will be able to use the outcomes/results for positive change, and we will look at some examples of public engagement for further discussion.

II. Public Engagement and Community Partners

For this session, it would be very useful to invite a faculty member who has been involved with community-engaged research to share his/her way of documenting and disseminating project results, and presenting evidence of engaged scholarship.

Distribute Handout 2 with examples of community/public engagement, which could include technical report, policy analysis, program development etc. Give participants a few minutes to read the handout and consider the area in which they could apply their scholarship to address a community-need, and something that a community partner could use as a "takeaway."

III. Public Engagement and Faculty Scholarship (suggested time 10-15 minutes)

Now, refer to Calleson et. al.'s (2005) article, and explain that engaged scholarship takes various forms (See below). Then, ask how widely accepted these forms of scholarships are in their departments, and why.

- Peer-reviewed articles: These articles are based on empirical research / evidence. They document research methods, findings, and lessons learned.

- Applied Products: These products represent the application of knowledge. They include intervention programs, policies at community, state, and federal levels, training materials and resource guides, and technical assistance.

- Community Dissemination Products: These products include community forums, newspaper articles, websites, and presentation to community leaders and policy makers.

Then, distribute handout 3 - examples/samples of articles and reports, which reflect different forms of scholarship. The examples would encourage participant groups to engage in conversations around type of scholarship demonstrated through the example, format of the paper (if applicable), nature of collaboration with diverse stakeholders (i.e. students - research assistants, community members), type of journals (i.e. disciplinary, interdisciplinary etc.), and their sense of efficacy with respect to exploring these new avenues of engaged scholarship. Simultaneously, distribute handout 4, which includes a list of professional organizations and journals that they could use to demonstrate engaged scholarship.

IV. Next Steps and Meeting (suggested time 3-5 minutes)

Wrap this session with some open reflection (i.e., what did people think, how comfortable do they feel about presenting public engagement outcomes for community partners and for the academia, what concerns do they have, what could be the next steps etc.). If you have elected to save some concepts for discussion in a future meeting, reiterate what participants should do next. Remind people when the cohort is meeting next and what will be happening.

Credits and Citations (APA):

This workshop and the series of Professional Development for Community-Engaged Learning and Scholarship has been developed by Rachayita Shah, Community-Engagement Scholarship Director, Ariane Hoy, Vice President, and the Bonner Foundation staff team for use by colleges and universities. It integrates scholarship including:

- Calleson, D., Jordan, C., & Seifer, S. D. (2005). Community-engaged scholarship: Is faculty work in communities a true academic enterprise? *Academic Medicine,* 80(4), 317-321.

Additionally, several websites were consulted to develop the handouts, including examples of published scholarship resulting from CEL courses and projects.

Resources for Facilitator and Faculty Participants:

- American Association of State Colleges and Universities (2002). Stepping forward as stewards of place: A guide for leading public engagement at state colleges and universities. www.aascu.org

- Community-Campus Partners for Health: Promoting Health Equity and Social Justice - https://www.ccphealth.org/resources/

- Calleson, D., Jordan, C., & Seifer, S. D. (2005). Community-engaged scholarship: Is faculty work in communities a true academic enterprise? *Academic Medicine,* 80(4), 317-321.

- Driscoll, A. & Sandmann, L. R. (2001). From maverick to mainstream: The scholarship of engagement. *Journal of Higher Education Outreach and Engagement*, 6(2), 9-19.

- Freeman, E., Gust, S., & Aloshen, D. (2009). Why faculty promotion and tenure matters to community partners. *Metropolitan Universities Journal,* 20(2), 87-103.

- Michigan State University: University Outreach and Engagement - https://engage.msu.edu/about/overview/common-types-of-community-engaged-scholarship-reported-by-faculty

- Sorcinelli, M. D. (2007). Faculty development: The challenge going forward. *AAC&U Peer Review*, 4-8.

- Wellesley Institute: Advancing Urban Health - https://www.wellesleyinstitute.com

Handout 1
Public Engagement: Why It Matters

Embracing public engagement as a core value will yield benefits to all concerned.
For community and regional entities, engaging with colleges and universities:
- Expands resources available to tackle local issues and problems;
- Promotes local solutions to local challenges;
- Offers the potential of "neutral ground" for discussion and resolution of controversial issues; and
- Provides an opportunity to address short- and long-term priorities and concerns with a key constituency.

For students, working on community and regional issues:
- Provides a more substantial linkage between theory and practice than might otherwise be presented in a traditional setting;
- Helps to keep the curriculum more current and responsive;
- Brings critical thinking/problem solving alive, thus making the classroom experience more interesting;
- Allows for more effective and lasting integration of skills such as leadership that will contribute to "competitive advantage" in the workplace and beyond;
- Brings ethical issues into the classroom;
- Offers a foundation for meaningful discussion about the responsibilities of citizens and the nature and dynamics of a successful community;
- Supports service learning initiatives; and
- Prepares them for a lifetime of informed and participatory citizenship.

For faculty, engaging community and regional concerns:
- Provides opportunities to enrich and update curriculum and classroom content;
- Legitimizes and supports the scholarship of engagement, which focuses on the application of knowledge rather than its discovery;
- Adds meaning and measurable content to their "public service" role;
- Creates new and potentially fruitful interdisciplinary linkages, with the cross-fertilization of ideas, fresh perspectives, intellectual enthusiasm, and interpersonal stimulation introduced by such linkages;
- Energizes faculty work by raising new questions and topics for research and teaching; and
- Becomes a vehicle for exercising civic responsibility.

For the college or university, engagement:
- Gives substance to the rhetoric of partnership;
- Provides additional means of showing the value of investing public dollars in higher education;
- Positions and presents the institution as a positive and contributing member of the community/ region;
- Improves the community/region in which the institution operates and from which the bulk of its student body is drawn;
- Enhances the role of the college or university president as a spokesperson on important issues affecting the community/region; and
- Provides a consistent framework for decisions about the allocation of resources.

Source: Stepping Forward as Stewards of Place: A Guide for Leading Public Engagement at State Colleges and Universities (AASCU)

Handout 2
The Range of Community Engagement Possibilities

Public Engagement Is:

Place-Related. While the demands of the economy and society have forced institutions to be nationally and globally aware, the fact remains that state colleges and universities are inextricably linked with the communities and regions in which they are located. Exercising "stewardship of place" does not mean limiting the institution's worldview; rather, it means pursuing that worldview in a way that has meaning to the institution's neighbors, who can be its most consistent and reliable advocates.

Interactive. The etymology of the word "engage" speaks to the intertwining or meshing of entities. In this context, engagement refers to a spirit of give and take by the university and its partners. For institutions, this means occupying the role of learner as well as teacher. For community and regional partners, this means looking to the university as a resource, not necessarily as "the answer."

Mutually Beneficial. Engagement should inure to the benefit of both parties involved. These initiatives should expand the learning and discovery functions of the institutions while enhancing community capacity to address and resolve the issues they confront. The work of the engaged institution is to be responsive to public needs in ways that are appropriate to the institution's mission and academic strengths. Engagement initiatives should also build greater public understanding of and support for the role of the campus as a knowledge asset and resource.

Integrated. At a campus level, engagement must permeate all levels of the institution, and be integrated into its policies, incentive structures, and priorities. At a departmental level, engagement cuts across the imperatives of teaching and scholarship to bring unparalleled opportunities for the entire campus community—faculty, staff, and students.

Examples of public engagement with external constituencies include the following:

- Applied research designed to help increase understanding of a problem and/or test solutions for that problem.

- Technical assistance involving the direct application of faculty and student expertise in order to address a problem or understand a phenomenon.

- Demonstration or service learning projects that test new models and approaches and/or apply "best practice" to issues within community settings.

- Impact assessment designed to measure the effects of community programs and services with reference to their intended outcomes.

- Policy analysis that is directed at framing new policy approaches or assessing the impact of current policy initiatives.

- Seminars, lectures, and essays that provide a neutral forum for discussing and disseminating information on issues of vital public concern.

- Lifelong learning programs designed to expand access to educational opportunities, as well as educate or empower communities regarding the challenges they confront.

- Involvement of faculty and administrators in community-originated initiatives.

- Economic development initiatives, including those that contribute to the welfare of community residents (employment, education, health, etc.)

Source: Stepping Forward as Stewards of Place: A Guide for Leading Public Engagement at State Colleges and Universities (AASCU)

Suggested Resource: https://engage.msu.edu/about/overview/common-types-of-community-engaged-scholarship-reported-by-faculty

Handout 3
Examples - Engaged Scholarship

Example 1: Policy Brief
This is a policy brief, produced by the Wellesley Institute, a non-profit charity serving Greater Toronto area. This example demonstrates the possibility of community-engaged scholars collaborating with non-profit and government agencies to conduct social policy research (impact of policies on respective communities), and inform future policy options. You could access various policy briefs here - https://www.wellesleyinstitute.com/type/policy-brief/

Example 2: Essay
In this example, authors present their experiences and learning from a collaborative project in essay / chronological case-study narrative format. The essay includes discussion of the process and outcomes of a partnership between university and school-board (School Board-University Research Exchange (SURE) Network).

Martinovic, D., Ratković, S., Spencer, T., Grierson, A., Cantalini-Williams, M., & Landon, S. (2017). Engaged scholarship in action: The journey of the school board - university research exchange (SURE) network. *Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning,* 3(2), 39-58. Retrieved from https://journalhosting.ucalgary.ca/index.php/esj

Example 3: Museum, Public History, or Arts Exhibit
Dr. Benjamin Filene (History Professor) collaborated with Minnesota Historical Society, and launched a series of community-based projects. One of the projects was the creation of the Exhibit - "Open House: If These Walls Could Talk," which included oral interviews with current and former residents of the neighborhood, working with neighborhood youth to document the neighborhood through photographs, and developing curriculum for - Hmong charter school students. Visit this website to learn more about the project - https://www.mnhs.org/media/kits/open-house. To learn more about Dr. Filene's current and past community-engaged projects, visit this page - https://his.uncg.edu/faculty/filene.html.

Example 4: Publishing for AAC&U
Association of American Colleges and Universities has a big platform of publication & research opportunities, reflecting wide variety of scholarship (reports, empirical research, practitioner-oriented research, voices from the field etc.) and expressing the voices of multiple stakeholder in undergraduate education - educators, faculty, administrators, and others. Pick any article from "Democracy & Education," "Liberal Education," or "Peer Review" to get acquainted with the type of scholarship documented / disseminated here. For more info., visit the website - https://www.aacu.org/liberaleducation/about

Example 5: Empirical Research
This research article demonstrates widely accepted and well-known form of scholarship - empirical research. These type of research studies are published in peer-reviewed journals. The study discussed is this article investigated the ways in which IB students in Canada, the United States, and Central and South America provided service, and the self-perceived outcomes of their participation. The study also examined the extent to which program design characteristics influenced perceived outcomes, demonstrating the strong effect sizes associated with students' reports of meaningfulness, links to curriculum, student voice, and frequency and depth of reflection.

Billig, S. H. (2017). Service and service-learning in international baccalaureate high schools: An international comparison of outcomes and moderators. *The International Journal of Research on Service-Learning and Community Engagement*, 5(1), 57-83. Retrieved from - https://journals.sfu.ca/iarslce/index.php/journal/article/view/197

Handout 4
List of Journals and Organizations

Articles & Reports

• A crucible moment: College learning and democracy's future (2012)

• American Association of State College and Universities (AASCU) Task Force on Public Engagement (2002). Stepping forward as stewards of place: A guide for leading public engagement at state colleges and universities.

• Blanchard, L. W., Hanssmann, C., Strauss, R. P., Belliard, J. S., Krichbaum, K., Waters, E., & Seifer, S. D. (2009). Models for faculty development: What does it take to be a community-engaged scholar? The Community-Engaged Collaborative, 20(2), 47- 65.

• Calleson, D. C., Jordan, C., & Seifer, S. D. (2005). Community-engaged scholarship: Is faculty work in communities a true academic enterprise? Academic Medicine, 80(4), 317-321.

• Mills, S. D. (2012). The four furies: Primary tensions between service learners and host agencies. Michigan Journal of Community Service Learning, 19(1), 33-43.

• Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. Michigan Journal of Community Service Learning, 50-65.

• Saltmarsh, J., Hartley, M., & Clayton, P. (2009). Democratic Engagement White Paper. Boston, MA: New England Resource Center for Higher Education.

Books

• Beckman, M., Long, J. F. (2016). Community-based research: Teaching for community impact. Stylus Publishing, Sterling, VA.

• Berkey, B., Meixner, C., Green, P. M. & Eddins, E. A. (2018). Reconceptualizing faculty development in service-learning / community engagement: Exploring intersections, frameworks, and models of practice. Bloomfield Stylus Publishing.

• Colby, A., Beaumont, E., Ehrlich, T., & Corngold, J. (2007) Educating for democracy: Preparing undergraduates for responsible political engagement. Jossey Bass, San Francisco, CA. Supplemental materials - http://archive.carnegiefoundation.org/ educating_for_democracy/docs/index.html

- Coughlin, S. S., Smith, S. A., & Frenandez, M. E. (2017). Handbook of community-based participatory research. Oxford University Press.

- Dolgon, C., Mitchell, T. D., & Eatman, T. K. (2017). The Cambridge handbook of service-learning and community engagement. Cambridge University Press.

- Donhue, D. M. & Plaxton-Moore, S. (2018). The Student Companion to Community-Engaged Learning: What You Need to Know for Transformative Learning and Real Social Change. Stylus Publishing, Sterling, VA.

- Dostilio, L. D. (2017). The community engagement professional in higher education: A competency model for an emerging field. Campus Compact.

- Jacoby, B. (2014). Service-learning essentials: Questions, answers, and lessons learned. Jossey-Bass Higher and Adult Education Series, San Francisco: CA.

- Hoy, A. & Johnson, M. (2013). Deepening community engagement in higher education: Forging new pathways. Palgrave McMiillan, New York: NY.

- Matto, E. C., McCartney, A. R. M., Bennion, E. A., and Simpson, D. (2017). Teaching civic engagement across the disciplines. American Political Science Association. Available at http://web.apsanet.org/teachingcivicengagement/wp-content/uploads/ sites/9/2016/10/ Teaching-Civic-Engagement-Across-the-Disciplines_opt.pdf

- Post, M. A., Ward, E., Longo, N. V., Saltmarsh, J., Levine, P., & Eatman, T. K. (2016). Publicly engaged scholarsL Next-generation engagement and the future of higher education. Stylus Publishing, VA.

- Saltmarsh, J. & Hartley, M. (2011). To serve a larger purpose: Engagement for democracy and the transformation of higher education. Temple University Press, Philadelphia: PA.

- Stoecker, R. (2016). Liberating service learning and the rest of higher education civic engagement. Temple University Press, Philadelphia: PA.

- Strand, K., Marullo, S., Cutforth, N., Stoecker, R., & Donohue, P. (2003). Community- based research and higher education: Principles and practices. Jossey-Bass, San Francisco, CA.

Professional Organizations

• AAC&U: Association of American Colleges and Universities

• Campus Compact: https://compact.org

• International Association for Research on Service-Learning and Community Engagement is one of the top regarded places for faculty to share their research, including at an annual national conference and in the *Michigan Journal of Service Learning,* connected to its leadership (Jeffrey Howard). See http://www.researchslce.org/

• POD: The Professional and Organizational Development (POD) Network in Higher Education is devoted to improving teaching and learning in higher education. Founded in 1976, POD provides its members with personal and academic relationships that are essential for professional growth. https://podnetwork.org/ memberships/membership-benefits/

• IMPACT Conference: https://www.impactconference.org/about-the-conference/

• Engaged Scholarship Consortium is a great resource for faculty development, national leadership, and culture change. See https://engagementscholarship.org/networks-partnerships/engagement-scholarship-network/associations

• Imagining America - https://imaginingamerica.org/ is an amazing resource for public scholars, especially in the Arts & Humanities, and offers a rich annual conference as well as graduate student fellowship program

• National Non-profit Org. - See AAC&U's list of relevant civic learning and democratic engagement nonprofit organizations at https://www.aacu.org/resources/civic-learning/ organizations

Journals:

• Academic Medicine
• Action Research
• AAC&U Periodicals
• Liberal Education
• Diversity & Democracy
• Peer Review (AAC&U)
• Change: The Magazine of Higher Learning
• Community Works Journal
• Community Development Journal
• E-Journal of Public Affairs (Linked to American Democracy Project)
• Education, Citizenship, and Social Justice
• Engaged Scholar Journal: Community-Engaged Research, Teaching, and Learning

- Family and Community Health
- Gateways: International Journal of Community Research and Engagement (online)
- International Journal of Research on Service Learning and Community Engagement
- Journal of Higher Education Outreach and Engagement
- Journal of Community Engagement and Scholarship
- Journal of Community Engagement in Higher Education (online)
- Journal of Civic Commitment
- Journal of Critical Thought and Praxis
- Journal of College and Character
- Journal of Community Practice: Organizing, Planning, Development and Change
- Journal of Experiential Education
- Journal of Service Learning in Higher Education
- Journal of Social Change
- Journal of Public Scholarship in Higher Education
- Journal of Political Science Education
- International Journal of Civic Engagement and Social Change
- Michigan Journal of Community Service Learning
- Metropolitan Universities Journal
- National Civic Review
- New Directions for Higher Education (Wiley Online Library)
- Progress in Community Health Partnership: Research, Education, and Action
- Partnerships: A Journal of Service Learning and Civic Engagement
- PRISM: A Journal of Regional Engagement
- Reflections: A Journal of Community-Engaged Writing and Rhetoric
- Science Education and Civic Engagement: An International Journal
- The International Journal for Service Learning in Engineering, Humanitarian Engineering and Social Entrepreneurship
- Transform: The Journal of Engaged Scholarship
    ◦ Previously, The The Australasian Journal of University-Community Engagement

Undergraduate Journal
- Purdue Journal of Service Learning and International Engagement (Undergraduate)
- The Undergraduate Journal for Service-Learning, Leadership, & Social Change
- Undergraduate Journal of Service-Learning and Community-based Research

Sources
Journals
Carlton University
Illinois State University
Oberlin College
Rutgers University
University of South Florida
University of Washington