

PUBLIC SCHOLARSHIP EXPLORED: FORMS & POSSIBILITIES

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SCHOLARSHIP RECONSIDERED

ERNEST BOYER, 1990

Discovery involves adding to the stock of human knowledge.

Integration involves making connections across disciplines that lead to new understandings.

Application involves turning knowledge into use by addressing real-world problem solving.

Teaching involves passing knowledge or understanding on to others.

SCHOLARSHIP OF ENGAGEMENT

O' MEARA & RICE, *FACULTY PRIORITIES RECONSIDERED*, 2005

Whereas the scholarship of **application** “builds on established academic epistemology, assumes that knowledge is generated in the university or college and then applied to external contexts with knowledge flowing in one direction, out of the academy” . . .

Engagement “requires going beyond the expert model that often gets in the way of constructive university-community collaboration. . . calls on faculty to move beyond ‘outreach,’ . . . asks scholars to go beyond ‘service,’ with its overtones of noblesse oblige. What it emphasizes is genuine collaboration.”

4 TYPES OF SCHOLARLY PUBLICATIONS

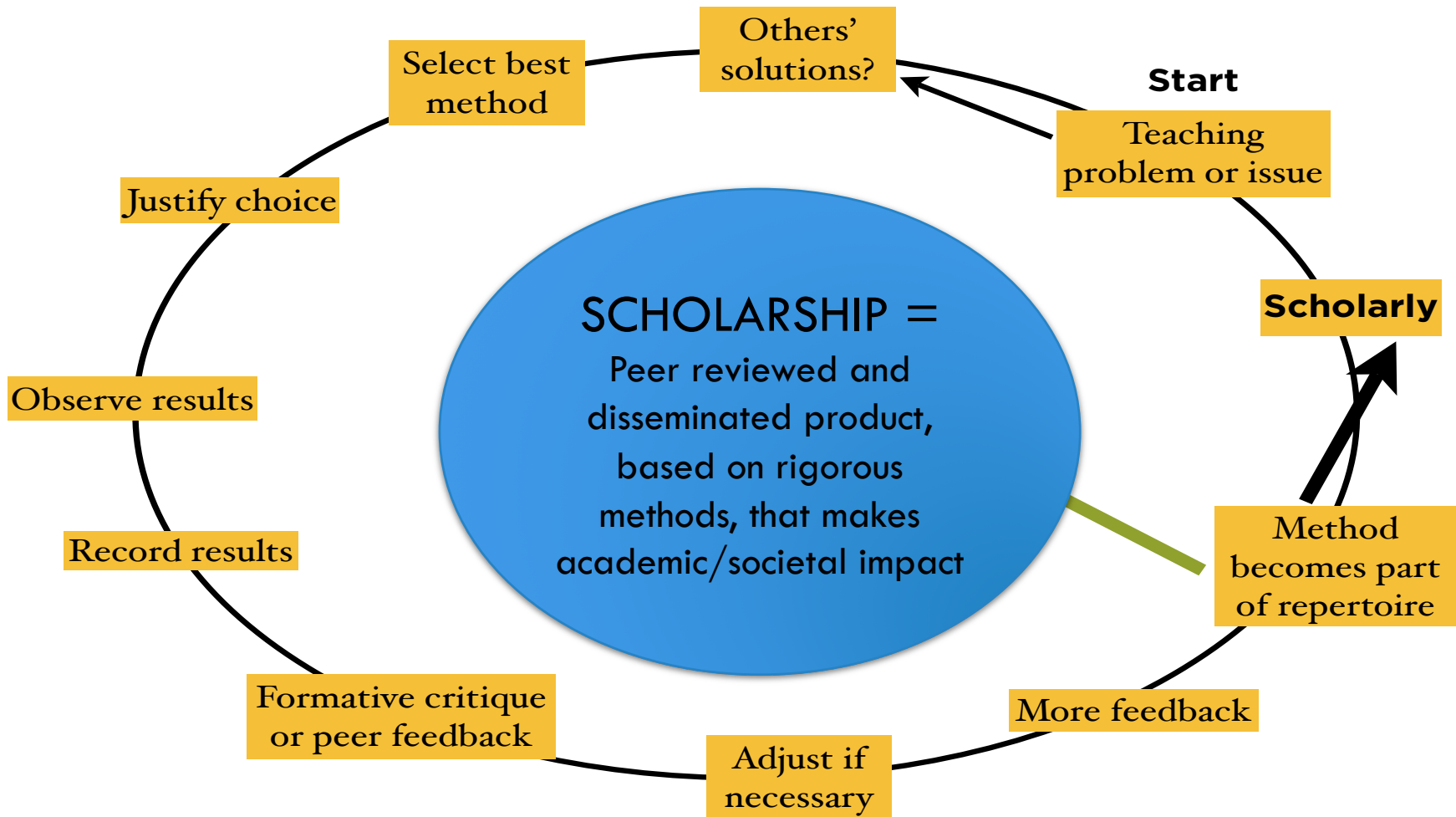
Pieces translating academic research for public audiences (which could appear in newspapers, magazines, websites, letters to policymakers, etc.), thus contributing to deliberation on public issues

Community-based participatory research developed and conducted with community partners (which could appear in many academic journals and, in a different form, in community or organizational newspapers, etc.)

Research on academic civic engagement (which could appear in journals focused on the scholarship of teaching and learning or service-learning or in T&L sections of disciplinary publications)

Scholarly products related to engagement such as program evaluations, lessons learned, case studies, toolkits, curricula, policy recommendations (which could appear in online repositories, disciplinary or issue-focused publications)

Scholarly vs. Scholarship



Adapted from Richlin, 2001

from Cathy Jordan © 2012 Regents of the University of Minnesota

COMMON CHALLENGES

FOR FACULTY THINKING ABOUT TENURE AND PROMOTION

Perception that community-engaged scholarship is less rigorous

Sense that engaged scholarship doesn't fit within traditional disciplinary boundaries

Narrow definitions of impact to traditional publication and journal impact scores

Relatively few peer-reviewed outlets for innovative scholarly products

Engaged scholarship is collaborative, not individual

MARKERS OF HIGH QUALITY

JORDAN ET AL., IN *METROPOLITAN UNIVERSITIES*, 2009: 20(2)

Clear academic and community change goals

Grounding in content area and community

Appropriate methods that combine rigor and engagement

Significant results/impact in field and community

Effective presentation/dissemination

Reflective critique: use feedback about the work to improve it

Leadership and personal contribution

Consistently ethical behavior

HELPFUL RESOURCES

Engaged Scholarship Toolkits

- <http://www.compact.org/initiatives/trucen/trucen-toolkit/> (developed for research universities but broadly applicable)
- <https://ccph.memberclicks.net/ces-toolkit> (CCPH also supports a CES electronic discussion list you can join there)

International Association for Research on Service Learning and Community Engagement www.researchslce.org (next conference will be November 2015 in Boston, RFP coming soon)

National Review Board for the Scholarship of Engagement schoe.coe.uga.edu/index.html (a bit outdated, but some valuable information, e.g., evaluation criteria)

PUBLISHING OUTLETS

Places to find information about relevant journals and more:

- University of MN Office for Public Engagement database (searchable by subject and media): www.engagement.umn.edu/how-connect/publishing-outlets
- Research in Service Learning: Publishing Opportunities Resource List: www.civicyouth.org/PopUps/SR_Homana.pdf

Stylus and **Jossey-Bass** both accept book proposals on related topics

Innovative, peer-reviewed outlets online:

- CES4Health.info
- MERLOT.org
- CoursePortfolio.org
- Publisize.com

See the opportunities section of www.mncampuscompact.org for current calls for papers (conferences and publications)

POTENTIAL FUNDING SOURCES

Spencer Foundation's New Civics Initiative

now only small grants (\$50,000 or less)

www.spencer.org/content.cfm/the_new_civics

(site also has a few other valuable resources, such as background papers and a reading list recommended by past New Civics grantees)

NEH Public Scholar Grants

www.neh.gov/news/press-release/2014-12-01

NSF Grants requiring “Broader Impacts”

a great local source of information is

http://serc.carleton.edu/research_education/researchers.html

**WHAT SCHOLARLY PROJECTS ARE
YOU CONSIDERING?**