Journal of Scholarly Engagement

Collaborative Community Engagement: Guidelines for Authors

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Purpose

The purpose of this guide is to provide potential authors with an outline of requirements that must be met to write a collaborative community engagement manuscript for the Journal of Scholarly Engagement (JSE). The focus of JSE is on faculty applying and integrating disciplinary knowledge in various scholarly activities. A collaborative community engagement manuscript is one way to analyze, evaluate, and communicate the results of a specific category of scholarly activities.

The Carnegie Foundation developed a set of guidelines and a process, the Elective Classification for Community Engagement, to recognize institutions of higher education which commit to community engagement. This classification is not an award, but a designation aimed at encouraging and assisting educational institutions in the process of change "to improve the educational effectiveness of the campus through the institutionalization of community engagement" (Carnegie, 2020). The application process for the designation of Classification for Community Engagement involves the institution completing a rigorous self-study similar to an accreditation process. According to the Carnegie Foundation (CUEI, 2020):

> "Community engagement describes 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."

There are currently 361 university campuses that have been awarded the elective Community Engagement Classification (CUEI, 2020).

Similarly, The Penn State University Center for Economic and Community Development offers an extensive Community Engagement Toolkit, which is located at: https://aese.psu.edu/research/centers/cecd/engagement-toolbox. Penn State defines community engagement as "the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people" (Penn State, 2020)

Collaboration between the academic/scholar, the local community, and other local organizations that support the community is a key component of collaborative community engagement. This collaborative

relationship must be clearly articulated in the collaborative community engagement manuscript. Two levels of collaboration are possible in a collaborative community engagement. First-order collaboration involves the scholar engaging with the community and/or community partners (such as non-governmental organizations or religious institutions) to collaboratively produce a desired outcome that benefits the community. Second-order collaboration involves the scholar engaging with his or her partners from the collaborative community engagement project to collaboratively reflect on and write about the experience and the outcome of the collaborative community engagement. In this second-order collaboration, the scholar and the community engagement partners collaborate as co-authors to produce the collaborative community engagement manuscript as the outcome of the collaboration. Key questions to be collaboratively discussed and answered include:

- What are the benefits of the community engagement for the community?
- What did each of the partners (scholar, community, community partners) in the community engagement learn from the process of planning and conducting the community engagement project?
- How will this community engagement have lasting effects on the professional development of the scholar, on the scholar's institution (university/college), on the partner organizations, and on the local community?

Another lens on community engagement, beyond that of the Carnegie Foundation's Elective Classification for Community Engagement, is the professional service portfolio first proposed by Driscoll and Lynton (1999). The primary purpose of the professional service portfolio is to provide a method for documenting unpublished or published scholarly outcomes that involve engagement in off-campus community matters through collaborative activity with a community and/or other organizations that serve the community. Driscoll and Lynton (1999) include sixteen prototype examples of service/outreach portfolios from thirteen different academic disciplines.

Boyer (1996) was a strong proponent of what we are calling collaborative community engagement. He challenged the academic community to consider "to what extent has higher learning in the nation continued this collaboration, this commitment to the common good" (p.18). He was concerned that far too

many institutions had lost their commitment to what he labeled the "scholarship of engagement" (p. 18). Boyer (1996) articulated his position clearly, stating "Increasingly, I'm convinced that ultimately, the scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other" (p. 27). One of the elements of Boyer's (1996) scholarship of engagement is what he called the "scholarship of sharing knowledge" (p.22). In his thinking, "scholarship is a communal act" (p.22). Collaborative community engagement is one way to pursue such scholarship.

The Carnegie Foundation's categories of engagement, discussed in Table 1, open the door for many different ways the academic and civic cultures can collaboratively pursue the path Boyer (1990, 1996) advocated. The mutually beneficial exchanges anticipated in the categories of engagement involve outcomes that benefit the community, scholar, and community collaborators. The scholarly engagement of the community collaborators in co-authoring the collaborative community engagement manuscript, what we are calling second-order collaboration, is an opportunity to bring the collaboration full circle. The work of Braxton, Luckey, and Holland (2002) takes Boyer's (1996) scholarship of engagement to another level of granularity, listing possible scholarly outcomes for two of the Boyer functions, the scholarship of application and the scholarship of application.

Tables 1- provide the Carnegie categories of community engagement, examples of unpublished applied and integrative scholarly activities from the work of Braxton, Luckey, and Helland (2002), guidelines for writing the collaborative community engagement manuscript, and examples of supporting evidence.

Table 1 describes the categories of community engagement included in the Carnegie Foundation's Classification for Community Engagement. Table 2 takes the possible scholarly activities to another level of granularity, listing possible scholarly outcomes that authors could explore in their collaborative community engagement manuscripts. Some relevant examples for applied scholarship include seminars facilitated for community members, a study conducted to help solve a community problem, or studies conducted for local, nonacademic, or government organizations. Some relevant examples of integrative scholarship include

talks on a current disciplinary topic given to local, nonacademic, or government organizations, and lectures at local secondary schools or local community colleges.

Table 3 provides detailed information about the approximate page length for required sections, section headings, and suggested content for each section for the collaborative community engagement manuscript while Table 4 shows examples of supporting evidence for the community engagement. Page length will vary, but the recommended range is between 15 pages and 30 pages double-spaced, in addition to references. References of a scholarly nature are required to support general claims in the manuscript. When appropriate, first person singular ("I') or plural ("We") are acceptable. Lastly, authors should follow APA style to format their manuscripts.

Consider taking the following steps to design and write your community engagement portfolio:

1. Review the categories of community engagement and the unpublished scholarly outcomes in Tables 1 and 2. Choose one activity in which you have engaged. This activity will become the basis for your collaborative community engagement manuscript.

2. Follow the guidelines in Table 3 to begin writing your collaborative community engagement manuscript.

3. Review Table 4 for examples of supporting evidence for use in your manuscript.

4. Write the abstract and compile the reference list.

5. Spell Check your manuscript, and submit to https://scholarlyengagement.com/home/submit

6. JSE follows a double blind peer review process. Please allow 4 to 6 weeks to receive feedback on the peer review.

7. Contact the Editor-in-Chief should you have additional questions at scott.greenberger2@gcu.edu or call 602-639-7704.

Table 1

Carnegie Foundation Categories of Community Engagement

Category of Engagement	Description
Curricular Engagement	Describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students' civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.
Co-curricular Engagement	Describes structured learning that happens outside the formal academic curriculum through trainings, workshops, and experiential learning opportunities. Co-curricular Engagement requires structured reflection and connection to academic knowledge in the context of reciprocal, asset-based community partnerships.
Professional Activity and Scholarship	Includes examples of staff professional activity (conference presentation, publication, consulting, awards, etc.) associated with their co-curricular engagement achievements (i.e., student program development, training curricula, leadership programing, etc.).
Community Engagement and Other Institutional Initiatives	Describes how community engagement directly contributes to (or is it aligned with) the institution's diversity and inclusion goals (for students and faculty).
Outreach and Partnerships	Outreach has traditionally focused on the application and provision of institutional resources for community use. Partnerships focus on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two is grounded in the concepts of reciprocity and mutual benefit, which are explicitly explored and addressed in partnership activities. Community engaged institutions have been intentional about reframing their outreach programs and functions into a community engagement framework that is more consistent with a partnership approach.

* The source of this list of is The Carnegie Foundation for the Advancement of Teaching: Elective Community Engagement Classification

Table 2

Examples of Unpublished Scholarly Outcomes by Function (Emphasis on Application and Integration)*

Boyer Functions	Unpublished Scholarly Outcome
Scholarship of Application	**Development of an innovative technology**
	Seminars conducted for laypersons on current disciplinary topics
	Development of a new process for dealing with a problem of practice
	Study conducted for a local organization
	Study conducted for a local nonacademic professional association
	Study conducted for a local government agency
	Study conducted to help solve a community problem
	Study conducted to help solve a county or state problem
	Project undertaken in collaboration with community or local partners to meet a specific community need or address a community problem
Scholarship of Integration	**A talk on a current disciplinary topic given on a local radio or television station**
	A talk on a current disciplinary topic given for a local business organization, service organization or nonacademic professional association
	A talk on a current disciplinary topic given for a group of college alumni
	A lecture on a current disciplinary topic given for a high school class, assembly or local community college
	Collaborative presentation at a professional conference
Scholarship of Discovery	A paper presented that describes a new theory developed by the author
	A paper presented that reports the findings of research designed to gain new knowledge
	A report on research findings to a granting agency
	A website or blog relevant to the academic discipline
	A submitted grant application
	Presenting research at a professional conference
Scholarship of Teaching	General Pedagogical Development and Improvement
	Presentation about new instructional techniques to colleagues
	Development of a collection of resource materials for one's subject area
	Construction of a novel examination or testing practice
	Classroom Research
	Experimentation with new teaching methods or practices
	Trying a new instructional practice and altering in until it is successful
	Pedagogical Content Knowledge
	Development of examples, materials, class exercises, or assignments that help students to learn difficult course concepts
	Creation of an approach or strategy for dealing with class management problems faced in teaching a particular type of course

* The source of this list of unpublished scholarly outcomes is Braxton, Luckey, and Helland (2002), with several additions by the authors of these guidelines.

Table 3

Guide for Writing the Community Engagement Portfolio

Length*	Section	Guidelines**
1 para.	Abstract	Provide an abstract 150 to 250 words in length that describes the scope of your article (written last).
1-2 pages	Purpose	• Purpose: What was the purpose of the community engagement? • Context: What was the context of the community engagement, including the setting, participants, and stakeholders? Describe your partners in the community engagement initiative. • Experience: What is your expertise or experience to foster this community engagement, and how does this align with your past or future engagement agenda? What experience do your partners have in this type of community engagement?
5-7 pages	Process	• Goals: What were the specific goals of the community engagement (e.g., research questions/hypotheses)? What community concerns were addressed? • Methods: What methods did you use in this community engagement? • Evaluation: What process was used to evaluate the success of the community engagement? • Communications: Briefly describe the communications plan utilized in the community engagement. • Literature: Provide a brief literature review (possibly including models and/or theories) that forms the foundation for the choice of goals and methods.
5-7 pages	Outcomes	• Outcomes: What were the range of outcomes from the community engagement (e.g., consider providing documentation, data, charts, tables, etc. that can be used as evidence to show the outcome; see Table 3 for examples)? • Benefits: Based upon the outcome of the community engagement, what are the benefits to the immediate needs of external partners?
1-2 pages	Reflective Critique	• Appraise the long-term benefits of your community engagement for the community • What did you learn from this process? What did your partners learn? What did the community learn? • How will this community engagement have lasting effects on your professional development, your institution (university/college), your partner organizations, and the local community?
Unlimited	Reference list	Provide a reference list.***

* Length refers to double spaced text in Times New Roman, 12 pt font. Listed page ranges are only recommendations. Section length for actual manuscripts may vary.
** The community engagement portfolio guidelines are adapted from the professional service framework of Driscoll and Lynton (1999).
*** APA style is required for the entire manuscript.

Table 4

Examples of Supporting Evidence

Examples*	- Results from surveys of clients, community partners, other stakeholders - Diagrams of collaborative processes - Charts of accomplishments of teachers, clients, community partners - Monographs - Newspaper reports - Letters and memos that document process and communication - Testimonials from community partners - Minutes from meetings that document process - Policy changes or developments - Recommendations from community partners - Syllabi from community programs - Archives - Graphics, collage, visual display of collaborative achievements - Chronological chart or table illustrating process - Funding of related projects - Needs assessments - Legislation, with demonstrated influence of service work - Case studies of community agency, neighborhood, or project - Photographs taken during the community engagement activities

* Driscoll and Lynton (1999) first provided these examples of supporting evidence (p. 228). This is an abbreviated list.

List of Useful Sources on the Boyer Model

Boyer, E.L. (1990). *Scholarship reconsidered: Priorities of the professoriate.* Princeton, NJ: Carnegie Foundation for the Advancement of Teaching.

Boyer, E.L. (1996). The scholarship of engagement. *Journal of Public Outreach, 1*(1), 11-20.

Braxton, J. M., & Del Favero, M. (2002). Evaluating scholarship performance: Traditional and emergent assessment templates. *New Directions for Institutional Research*, *2002*(114), 19-32.

Braxton, J. M., Luckey, W., & Helland, P. (2002). *Institutionalizing a broader view of scholarship through Boyer's four domains (ASHE-ERIC higher education report, vol. 29[2]).* San Francisco, CA: Jossey-Bass

Driscoll, A., and Lynton, E. A. (1999). *Making outreach visible: A guide to documenting professional service and outreach.* AAHE Forum on Faculty Roles and Rewards. Washington, D.C.: American Association for Higher Education.

Glassick, C.E., Huber, M.T., & Maeroff, G.I. (1997). *Scholarship assessed: Evaluation of the professoriate.* San Francisco, CA: Jossey-Bass.

Hutchings, P., Huber, M.T., & Ciccone, M. (2011). *The scholarship of teaching and learning reconsidered: Institutional integration and impact*. San Francisco, CA: Jossey-Bass.

Sandmann, L., Saltmarsh, J. & O'Meara, K. (2008). An integrated model for advancing the scholarship of engagement: Creating academic homes for the engaged scholar. *Journal of Higher Education Outreach and Engagement, 12*(1), 47-63.

List of Useful Sources on Community Engagement

Carnegie Community Engagement Classification. (2020). Campus compact. https://compact.org/initiatives/carnegie-community-engagement-classification/.

CUEI: College and University Engagement Initiative. (2020). Brown University. https://www.brown.edu/academics/college/swearer/programs/college-and-university-engagement-initiative-cuei/

Journal of Community Engagement and Scholarship. (2021). Journal website. http://www.jces.ua.edu/

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What is Community Engagement? (2020). The Pennsylvania State University Center for Economic and Community Development. https://aese.psu.edu/research/centers/cecd/engagement-toolbox/engagement/what-is-community-engagement.