

THE COMMUNITY ENGAGEMENT PORTFOLIO: DOCUMENTING FACULTY COMMUNITY ENGAGEMENT

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REFLECTION

As we complete our third issue, it is important to reflect on the success our journal has achieved over the past 2 years. As mentioned in the first editorial, the purpose of the Journal of Scholarly Engagement is to address the need to provide an effective and innovative way to document unconventional scholarship in the Boyer domains of scholarship of application and integration (Boyer, 1990; Greenberger & Mandernach, 2018). Although the journal accepts empirical and theoretical scholarship, the primary focus is on the three innovative manuscript types: reflective practice manuscripts, professional profiles, and community engagement portfolios. Now completing the third issue, we have desk and peer-reviewed 21 manuscripts for publication. The entire editorial team would like to thank the numerous peer reviewers for their tireless contributions in providing insightful feedback to both accepted and rejected manuscripts and for recommending submissions for publication. This new issue, with an introduction to community engagement portfolios, provides the latest evidence of the countless hours dedicated by our staff in making our journal a success. We would also like to thank the Executive Editor, B. Jean Mandernach, and the Advisory Board, Henry T. Radda, Emily D. Sallee, PhD, and Sarah Singletary Walker, for their support and guidance throughout this process.

ORIGIN OF COMMUNITY ENGAGEMENT PORTFOLIO

Driscoll and Lynton (1999) provided the inspiration for the community engagement portfolio. The authors created a guidebook for faculty and administrators to document professional service and outreach. Specifically, they published 16 portfolios as exemplars for documenting faculty service, including portfolios in the fields of “anthropology, art, biology, business, education, engineering,

history, landscape architecture, nursing, political science, psychology/research, public affairs, and veterinary science” (Driscoll & Lynton, 1999, p. 27). The portfolios had a standard format, with sections in purpose, process, and outcomes. These sections have become the central features of our community engagement portfolio.

As Greenberger and Mandernach (2018) stated, “the community engagement portfolio provides practitioners with an opportunity to contextualize community engagement, organize community engagement according to a standard schema (i.e., purpose, process, and outcomes), and document community engagement in written form” (p. 3). Contextualizing community engagement means that there is a practical or applied nature to such engagement. The research conducted is not merely for advancing scientific knowledge but equally for demonstrating application of scientific knowledge to practical problems in the larger community. The standard schema of purpose, process, and outcomes provides a format to organize the engagement that allows for flexibility in formulating methods and results, and ultimately for assessing the merits of the scholarly engagement (Glassick, Huber, & Maeroff, 1997). Finally, the portfolio itself provides a format to not only organize but also document unconventional faculty engagement in the community. A community engagement portfolio is one way to analyze and evaluate such scholarly activities. The first section of this issue features two community engagement portfolios.

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In the first of the community engagement portfolios, the authors from The Leadership Center in Honduras demonstrate how community service changes the lives of young women in dire situations. In the second article, Paltzer employs the Social-Ecological and the Holistic Worldview

Analysis models in a global health mission to support holistic community engagement in Central Africa and Southeast Asia.

The second collection of articles in this issue follow the principles of reflective practice. Each article places emphasis on the practical as well as the scientific considerations to provide readers with the benefit of the insights gained from the authors' experiences. Sell and Juarez share their experience as the two teacher educators combine traditional and non-traditional instructional expertise to co-plan a face-to-face education course. We also feature two articles where the reflections stem from experiences within doctoral programs of study. Green transfers her scholarly practices developed during her psychology doctoral program into the profession of engineering, placing particular emphasis on the physiological responses' of women in engineering. Van Lieu and Li reflect using the Graham Gibbs model in the context of mentoring relationships for current and post-doctoral students. Finally, North presents an empirical study correlating value orientation and judgment to psychological maturity for a sampling of professional employees working in education, health, and non-profit organizations.

As with our first two issues, the present issue of Journal of Scholarly Engagement is relevant to multiple audiences. College and university faculty will find the first two manuscripts especially useful as examples of documenting community engagement, and in these articles, university administrators, specifically promotion committees, will find useful exemplars for evaluating unconventional community engagement. For faculty and practitioners in other fields, the reflective practice articles will provide additional insights into organizing and documenting inquiry into problems of practice. The diversity of articles in this issue provides more evidence of the success of our growing journal.

References

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