



Application  
for the  
**Citizen  
Scholar  
Certificate**

Name \_\_\_\_\_

Department \_\_\_\_\_

Date of Completion \_\_\_\_\_

**Center for Innovation  
in Teaching & Learning (CITL)**



## CITIZEN SCHOLAR CERTIFICATE

### What is the Scholarship of Engagement?

*Scholarship in today's environment is like watching a swimmer cross a river. As we observe the swimmer glide across the water, we may not recognize the river's current or appreciate how the swimmer adjusts her stroke, pace, and direction. But the swimmer knows; a successful swim is contingent on engaging the current artfully and judiciously. With experience, the swimmer gains abilities—enabling her to swim in more difficult and complex environments. There are swift and complex undercurrents in higher education today. While the essential nature of scholarship remains the same, it is being expressed in multiple and expansive ways. To understand this evolving climate, scholars must cross boundaries and carve out a new understanding that complements the complex and shifting boundaries in higher education.<sup>1</sup>*

The Citizen Scholar Certificate is designed to encourage instructors to explore and participate in the scholarship of engagement. A Citizen Scholar adds social value to the world by participating in engaged scholarship that creates, applies, and disseminates knowledge to meet the needs of society. The scholarship of engagement grew out of Ernest Boyer's call for a broader and integrated definition of scholarship in higher education.<sup>2</sup> Boyer's model consisted of four dimensions of scholarship, including the scholarship of application (a concept that involved faculty in public service and the application of knowledge to address society's problems).

Although the terms "scholarship of engagement" and "scholarship of application" have been used interchangeably in the literature, the concept of engaged scholarship is evolving. It's a paradigm that encompasses teaching, research, and service domains while benefiting the community in ways that are consistent with the mission of the university and the goals of individual campus units. It involves "connecting the rich resources of the university to meet our most pressing social, civic, and ethical problems..."<sup>3</sup> (p. 18). All engaged scholarship (teaching, research, and service) has three things in common—it contributes to the public good; it draws on a scholar's disciplinary or professional expertise; and it directly addresses real-world problems and issues.<sup>4</sup>

The Citizen Scholar Certificate provides opportunities for instructors to learn about, participate in, and reflect on engaged scholarship, including *engaged teaching* (e.g., teaching a service-learning course); *engaged research* or "outreach research" that directly benefits community partners and leads to improved practice; and *engaged service* that primarily benefits the broader community.<sup>5</sup> The Citizen Scholar Certificate also provides opportunities for instructors to contribute to a community of practice that supports the scholarship of engagement through the development of service-learning and other civic engagement initiatives at the University of Illinois.

<sup>1</sup>Sandmann, L. R., & Fear, F. A. (2002). Boundary crossing: Contemporary realities of "The New Scholarship." *Extension Committee on Organization and Policy: The Extension System: A Vision for the 21<sup>st</sup> Century Extension*. Washington, DC: National Association of State Universities and Land Grant Colleges. Retrieved September 9, 2007, from [http://139.78.185.252/document/boundary\\_crossing.pdf](http://139.78.185.252/document/boundary_crossing.pdf)

<sup>2</sup>Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

<sup>3</sup>Boyer, E. L. (1996). The scholarship of engagement. *Journal of Public Service and Outreach*, 1(1), 11-20.

<sup>4</sup>Senate Committee on Continuing Education and Public Service. (2000). *A faculty guide for relating public service to the promotion and tenure review process*. University of Illinois at Urbana-Champaign. Retrieved August 15, 2007, from <http://www.oc.uiuc.edu/engagement/p&tfacultyguide2000.pdf>

<sup>5</sup>Jackson, L. C. (Ed.). (2006, Fall). What is an engaged university? *The Engaged Scholar Magazine*, 1(1), 2-3. Retrieved July 17, 2007, from <http://outreach.msu.edu/engagedscholar/Vol1-1/engagedscholarvol1-1.pdf>

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**Contact Information**

Name \_\_\_\_\_

Department \_\_\_\_\_

Campus Address \_\_\_\_\_

E-mail Address \_\_\_\_\_

Check One:  Faculty     Academic Professional     Graduate Student     Other

**Certificate Checklist**

Applicants should meet with a CITL consultant prior to beginning the Citizen Scholar Certificate. All items on this checklist must be completed and documented in this application. It is the applicant's responsibility to keep track of all dates and signatures for verification of requirements.

**1. Teaching Experience Using Service-Learning Pedagogy**

- \_\_\_\_\_ Taught at least one semester using service-learning pedagogy
- \_\_\_\_\_ Attached a copy of the service-learning course syllabus

**2. Original Work and Its Assessment**

- \_\_\_\_\_ Submitted original service-learning work and assessment results
- \_\_\_\_\_ Wrote a reflective essay about the selected work

**3. Exploration of Pedagogy**

- \_\_\_\_\_ Participated in one of the options for exploration of pedagogy

**4. Engaged Service or Outreach Research**

- \_\_\_\_\_ Completed ten hours of engaged service or outreach research
- \_\_\_\_\_ Wrote a reflective essay about the experience

**5. Contribution to a Community of Practice**

- \_\_\_\_\_ Contributed to a community of practice to support service-learning and civic engagement at the University of Illinois

Completed Application Validated by CITL Consultant

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

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## 1. Teaching Experience Using Service-Learning Pedagogy

*“To hear a professor talk about a theory and then for her to say, ‘Now here’s a project; go do it,’ and then, after the project’s done, to say, ‘Okay, what theory is applicable to this project?’ The light bulb comes on....I understand it more by first having the assignment and then going out and doing it and then coming back and reflecting on it.”<sup>6</sup>*

*“Service, combined with learning, adds value to each and transforms both.”<sup>7</sup>*

Teach at least one semester at the University of Illinois using service-learning pedagogy. Academic service-learning is a form of engaged teaching that involves students in meaningful community-based activities that create social value and promote learning. A course using service-learning pedagogy involves students in *service*, which meets identified community needs, and in structured *reflection* to facilitate understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.<sup>8</sup>

Examples of service-learning activities include

- **Placements**—students serve in designated community settings for 2-3 hours/week,
- **Presentations**—students synthesize content and create presentations for community groups,
- **Products**—students develop products for community agencies such as handbooks, research reports, databases, or video documentaries, and
- **Projects**—students collaborate with community members on projects that are identified as important to the community.<sup>9</sup>

Attach a copy of the service-learning course syllabus to this application.

Course name, number, and semester \_\_\_\_\_

	Section 1	Section 2	Section 3
Meeting days & time			
Number of students			

Course supervisor (if applicable) \_\_\_\_\_

Brief description of the service-learning component and context for the course \_\_\_\_\_

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<sup>6</sup>Eyler, J., & Giles, D. E., Jr. (1999). *Where’s the learning in service-learning?* San Francisco: Jossey-Bass.

<sup>7</sup>Honnet, E. P., & Poulsen, S. (1989). *Principles of good practice in combining service and learning: Wingspread special report.* Racine, WI: Johnson Foundation.

<sup>8</sup>Bringle, R., & Hatcher, J. (1995). A service learning curriculum for faculty. *Michigan Journal of Community Service Learning*, 2, 112-122.

<sup>9</sup>Timberlake, B. (n.d.). *Service learning at Marquette: Program overview.* Unpublished manuscript, Milwaukee, WI: Marquette University.

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### 2. Original Work and Its Assessment

*“Theory surely leads to practice. But practice also leads to theory. And teaching, at its best, shapes both research and practice.”<sup>10</sup>*

*Being a reflective practitioner is essential to the successful integration of service-learning into your courses. Systematically collecting information about your teaching and community-based work can improve your teaching and provide insight into student learning and community outcomes associated with your work. Feedback from students and community participants may contribute to the knowledge bases in service-learning and in your discipline, and the information that you collect and make public may also make a difference in the extent to which service-learning practices are supported on the University of Illinois campus.*

- 1) Submit a sample of your original work using service-learning pedagogy at the University of Illinois. The work should describe a major service-learning component of your course—the community-based activities or projects and the accompanying student reflection activities or assignments. The sample you select should represent your contribution to engaged teaching.
- 2) Develop a strategy for assessing your original work, and collect the assessment data. The service-learning experience should be assessed by your students. However, you may wish to involve community partners or participants in the assessment process as well. For example, you could develop and administer a short questionnaire, conduct interviews or focus groups, or collect and analyze samples of students’ work and written reflections about the service-learning experience.
- 3) Write a two- to three-page reflective essay about your service-learning work, how you assessed it, and the results of that assessment. Consider the questions below to guide your essay. Attach a copy of the original work, a summary of the assessment data, and your reflective essay to this application.
  - a) Provide a brief description of your original work and the course for which it was developed. What were the learning objectives for this course? What were the expected outcomes or products of the service? Which community partners were involved and how/why did you choose them?
  - b) Explain the significance of the service-learning component of the course. Why did you include it? Why do you think it is an important contribution to the course? How did this work benefit your students or impact student learning or development?
  - c) What student reflection activities were incorporated into the course? What were your goals for these activities? How effective were the student reflection activities in meeting your goals?
  - d) Analyze the feedback you collected. According to the feedback, what are the major strengths of this work? What suggestions for improvement emerged? How might you use this feedback in further developing service-learning coursework or community-based learning experiences? How might you use this feedback in further developing successful community partnerships?
  - e) Reflect on the value of this endeavor for you as an instructor. How have you benefited from developing, teaching, and getting feedback about a service-learning course? How does service-learning connect to your teaching philosophy or other scholarly endeavors?

<sup>10</sup>Boyer, E. L. (1990). *Scholarship reconsidered: Priorities of the professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching.

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## 3. Exploration of Pedagogy

*Exploring the literature on service-learning and the scholarship of engagement can provide you with new strategies, inspiration, and a conceptual and theoretical understanding that will inform your practice. Reading and engaging in conversations about this literature or participating in teaching development workshops gives you opportunities to articulate your ideas and to learn from and collaborate with other instructors who have different community-based experiences and methods of doing engaged scholarship in their disciplines.*

Complete one of the following at the University of Illinois:

**Option 1. Write a review of selected literature on service-learning pedagogy.** Explore a theme or issue related to the use of service-learning pedagogy in higher education or in your discipline. Read five to six articles and write a review that is approximately six pages long and includes a summary, synthesis, and evaluation of this content. Attach a copy of your literature review to this application. (See CITL’s website for guidelines and suggested readings.)

**Option 2. Participate in a minimum of six hours of teaching development workshops related to service-learning, civic engagement, or the scholarship of engagement.**

Topic	Hours	Date	Signature of Facilitator
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

**Option 3. Participate in a regularly scheduled reading group or seminar series** for a minimum of seven hours in which topics focus on service-learning or the scholarship of engagement. Keep a log of the topics discussed. Write a two- to three-page synthesis of what you learned about engaged teaching based on your inquiry and dialogue in these sessions.

Topic	Hours	Date	Signature of Facilitator
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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## 4. Engaged Service or Outreach Research

“You must be the change you want to see in the world.” –Mahatma Gandhi

*Participation in engaged service and outreach research is an integral part of one’s role as a citizen scholar. These forms of engaged scholarship provide opportunities for instructors to understand their disciplines in new ways, to model a service ethic to their students, and to act as stewards of their disciplines in the creation, application, and dissemination of knowledge to meet the needs of a global society.*

Participate in a minimum of ten hours of **engaged service** or **outreach research** (or a combination of these forms of scholarship). Although it is possible that your engaged service or outreach research may be related to your service-learning work in some way, it is not required that these activities be connected.

Write a two- to three-page reflective essay about what you learned from participating in engaged service or outreach research. Include a description of the nature of your involvement and the significance of the work. The following questions may be used to guide your writing. Attach the essay to this application.

- a) How do engaged service and outreach research relate to the mission of the University?
- b) In what ways did your experience influence your thinking about the priorities/goals of your department or discipline?
- c) How did your experience change your thinking about teaching, learning, or research?
- d) How did your experience influence your views about the benefits or challenges of working with community partners in engaged scholarship?
- e) How did your experience influence your understanding of diversity, democracy, or social justice issues?
- f) In what way does your role as a citizen connect to your role as a scholar (e.g., how were these specific activities consistent with your professional goals)?
- g) How do you envision the role of engaged scholarship adding value to your career?

**Option 1. Participate in ten hours of engaged service.** Professional service is *discipline-based* service that contributes to the mission of academic units or the University. **Engaged service** involves a shift from professional service that is *internal* (e.g., traditional faculty roles that support higher education institutions and disciplinary societies) to professional service that is *external* and primarily benefits the broader community.

Examples of engaged service include providing professional or clinical services to the public, conducting literature reviews on specialized topics for community organizations, facilitating community-based programs or providing discipline-based instruction in community settings, writing research-based reports or providing policy recommendations for legislators, advising student organizations that have a civic engagement mission, or serving on a government task force.

Description of Activity (e.g., name of program, work created)	Hours	Date	Signature of Community Partner
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

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**Option 2. Participate in ten hours of outreach research.** Outreach research couples the expertise of communities (e.g., knowledge of its assets, social networks, values, and needs) with the disciplinary and scientific expertise of University scholars in order to create knowledge and develop solutions that contribute social value to the world. Outreach research is engaged scholarship that is responsive to community needs, is conducted in collaboration with community partners for their direct benefit, and leads to pragmatic outcomes or improved practice.

Outreach research includes activities such as demonstration projects, applied research, participatory action research, performances of creative works, program evaluation studies, and policy analysis. Examples of benefits for community partners include research that leads to the development of new policies or evaluation practices, individual and organizational capacity-building, and improved effectiveness of programs or technologies.

Description of Activity (e.g., research focus, work created)	Hours	Date	Signature of Community Partner



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## 5. Contribution to a Community of Practice

*“To the extent that it is possible, you must live in the world today as you wish everyone to live in the world to come. That can be your contribution. Otherwise, the world you want will never be formed. Why? Because you are waiting for others to do what you are not doing; and they are waiting for you, and so on.” –Alice Walker*

*A community of practice is a group of people committed to sharing their knowledge and experience with others who have similar goals or interests in order to learn and improve professional practice. Participating in and contributing to a community of practice focused on service-learning and civic engagement can create structure for collaboration within and across disciplines. Participation enables opportunities for networking, support, and feedback on your work; and it provides the visibility needed for the scholarship of engagement to be valued at the University of Illinois. This vehicle for dialogue and sharing of exemplars is an important tool for developing and clarifying your discipline’s conception of engagement.*

Contribute to a community of practice that supports service-learning pedagogy and civic engagement at the University of Illinois. The method for fulfilling this requirement is flexible and based upon a mutual agreement between you and your CITL consultant. Examples of contributions include documenting and publicly sharing your service-learning projects, course materials, and best practices with the campus community; mentoring novice service-learning instructors; facilitating service-learning workshops; participating in service-learning and civic engagement events (e.g., contributing to a service-learning forum, working group, faculty learning community, engaged scholarship showcase); or assembling collective resources for service-learning course development, engaged service, or outreach research.

Description of Contribution (e.g., work submitted, event participation)	Hours	Date	Signature of the Coordinator (if applicable)
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Signature of CITL Consultant \_\_\_\_\_