



Call for Papers, Volume One

The Journal of Public Scholarship in Higher Education

[T]he full promise of public scholarship will come. . . . when we have disseminated a commitment to the intellectual generativity of civic engagement across the whole domain of Boyer’s “scholarship of inquiry,” making knowledge about the world in new ways by making it for and with public collaborators.

“Making Use of All Our Faculties: Public Scholarship and the Future of Campus Compact” by David Scobey

The Journal of Public Scholarship in Higher Education features public scholarship—that is, academic inquiry that forms community partnerships to address shared problems, issues, and opportunities. This kind of scholarship—what many think of as Boyer’s “scholarship of engagement”—involves the community in reciprocal relationships with the university; however, it also serves to discover and disseminate new disciplinary knowledge and/or pedagogical practice.

This cross-disciplinary journal provides a forum for scholars to share examples of academic service-learning projects that demonstrate a high level of engagement and reciprocity with the community at the same time as they demonstrate scholarly inquiry. The journal welcomes diverse manuscripts, from empirically-based examinations to critical reflection pieces, theoretical investigations, commentaries, case studies, and pedagogical and research designs. Regardless of methodology, submissions should describe the outcomes of the project on both academic (institution, faculty, student and/or discipline) and community stakeholders. All submissions should also address implications for promoting public scholarship as a rigorous form of scholarly work.

By providing an academic, refereed venue for such work, Missouri Campus Compact aims to advance the status of public scholarship. For more information about Campus Compact’s commitment to engaged scholars, visit <http://www.compact.org/initiatives/civic-engagement-at-research-universities/trucen-section-b/>.

The journal seeks a range of public scholarship, including:

- Examples of collaborative, community-focused project designs—at the course, discipline, university, or community-level.
- Empirically-based discussions of the effects of community-engaged research on student learning outcomes and, if applicable, local citizen, community partner organization and/or local community learning outcomes.
- Reflections from faculty, administrative leaders, student, or community partners about the new knowledge generated from collaborative inquiry and research.
- Practical advice and guidance to scholars new to public scholarship.
- Pedagogical designs to support community-based scholarly endeavors.
- Theoretical investigations into a particular facet or challenge of community-based scholarly inquiry or research and its implications for academic service-learning.
- Position papers addressing (or assessing) the role of public scholarship in faculty research, promotion, and tenure processes.

Missouri State University will hold copyright to all published manuscripts. Authors will retain license to use their published manuscripts for other purposes and in other forms. Article reprints must include citation of original publication.

Submission Guidelines:

Manuscripts submitted to the *Journal of Public Scholarship in Higher Education* should be no more than 5,000 words, not including abstract, references, or appendices. Manuscripts should conform to the standards set forth in the current (6th) edition of the *Publication Manual of the American Psychological Association* (APA).

Manuscripts should be submitted as Microsoft Word or Rich Text format files; each manuscript should include a brief abstract of 50 to 100 words; however, manuscripts should not contain any personal identifiers. Include contact information (title, institutional/departmental affiliation, address, telephone number, email address and brief author biography) on a cover sheet sent as a separate file.

Submit manuscripts to psj@missouristate.edu by Tuesday, February 1, 2011. All manuscripts will be subject to double blind peer-review.

Please direct inquiries to:

Emily Donnelly, Ph.D.
Missouri Campus Compact Engaged Faculty Fellow
2010-2011 Editor, *Journal of Public Scholarship in Higher Education*
Associate Professor of English, Park University
8700 NW River Park Drive
Parkville, Missouri 64152
816-584-6779
emily.donnelli@park.edu

Melissa Mace, M.S.
Managing Editor, *Journal of Public Scholarship in Higher Education*
Executive Director, Missouri Campus Compact
Missouri State University
901 S. National
Springfield, MO 65897
417-836-3103
melissamace@missouristate.edu

