October 2020

Telling Our Stories Together: How Universities and Community Partners Co-create Engaged Scholarship

Taylor Armer
Louisiana State University

Katelyn McCoy
George Mason University

Bethany Verrett
Louisiana State University

Alexandra Williams
KPMG, LLC

Kristin Menson
Pacific Lutheran University

See next page for additional authors

Telling Our Stories Together: How Universities and Community Partners Co-create Engaged Scholarship

Authors

Taylor Armer, Katelyn McCoy, Bethany Verrett, Alexandra Williams, Kristin Menson, and Marybeth Lima

Telling Our Stories Together: How Universities and Community Partners Co-create Engaged Scholarship

Taylor Armer, Katelyn McCoy, Bethany Verrett, Alexandra Williams, Kristin Menson, and Marybeth Lima

Abstract

The inspiration for this paper came from an informal discussion among engaged faculty scholars about the ways in which we created written scholarship with community partners. We realized that while our methods had similarities and differences, none of us had ever read an article on this subject. A subsequent search of the scholarship of engagement literature yielded little information regarding scholarship co-authored by faculty and community partners. Based on practices shared by engaged scholars and informed by an analysis of publications co-authored by community partners and faculty members in three well-known engagement journals, we developed a framework to describe how such written scholarship can be co-created. The framework features steps of the publication process (initiation, drafting, finalizing the draft, and submission and publication), and specifies a corresponding degree of collaboration (co-attribution, co-authoring, and co-writing) for each step. This framework is intended to provide context for the dissemination endeavors of partnerships between universities and communities, and to ensure that products of these partnerships are well-planned and accurately documented. It can be used in conjunction with other tools for dissemination efforts detailed in community-based participatory research approaches, also discussed here.

Introduction

Service-learning and civic engagement in higher education have a rich history. More than 1,000 universities in the United States now have centers of service-learning or community engagement (Campus Compact, 2015), equipped with libraries of books, journals, and other publications on these topics for their respective constituencies. Through library resources and center personnel, we can learn "the canon" of the field (definitions, models, best practices, and recommendations); examine case studies of partnerships between universities and communities within and across disciplines; and delve into community-based research techniques, the nuances of these partnerships, and the position of civic engagement within higher education. As partnerships between peers in the university and community abound, scholars have introduced mutually beneficial and societally relevant community-based scholarship across many disciplines, partly in response to the "proliferation of service-learning and the campus infrastructure to support it" (Hartley & Saltmarsh, 2016, p. 42).

The current study was motivated by a conversation among faculty members participating in a community-engaged research program offered by the Center for Community Engagement Learning and Leadership (CCELL) at Louisiana State University (LSU), in which six faculty members met monthly with CCELL staff during a nine-month period to learn and discuss aspects of the scholarship of engagement, while each faculty member was creating scholarship from their community-engaged work. The scholars also had their work critiqued by the group before submission for publication.

During one meeting, as scholars were discussing how they collaborated with their community partners in the publication and dissemination process, we were struck by similarities and differences in approach. Upon reflection, we realized that none of us had ever read an article involving models to co-create scholarship for partnerships between universities and community constituents, and a subsequent search in engagement scholarship literature did not yield much information. Although we found numerous examples of scholarship co-authored by community partners and faculty, we found limited material regarding the process of co-creating written scholarship. Thus, we sought to develop a method for this process.

The objective of this paper is to provide a framework for partnerships between universities and communities to co-create individual pieces of

written scholarship in such a way as to counteract the African proverb, "Until the lion tells his side of the story, the tale of the hunt will always glorify the hunter."

Background

Successful community-engaged research employs transparency, adaptation, respect, and constant communication as standard practice at all stages (Ross, Loup, Nelson, Botkin, Kost, Smith, & Gehlert, 2010; Buys & Bursnall, 2007; Sandy & Holland, 2006; Driscoll & Sandmann, 2016). These facets are especially needed in the dissemination stage, when scholars and community partners decide how the writing and editing process will work to achieve their balance of needs.

Ross et al. (2010) detailed the challenges of collaboration for academic and community partners in a research partnership and reported several points to consider when faculty members and community partners collaborate on research before, during, and after a project. The authors remind research teams to anticipate how the data should be published in order to offset confusion. If faculty plan to publish their findings in an academic journal, then the team should consider "negotiating rules of authorship…as some community partners may want, and have the expertise to take on, a significant role" (Ross et al., 2010, p. 27).

These investigators also pointed out that community partners may prefer distributing the project's data through a medium "that emphasizes wider access to the reports for leverage in getting services, and may want the researchers to help them in these activities" (Ross et al., 2010, p. 27). The faculty member and community member are encouraged to engage one another openly and honestly about their intentions for the research well before the dissemination stage.

Nancy Franz (2011, 2016) provided a step-by-step guide for engaged scholars who wish to document and disseminate their scholarship with community partners. When planning engaged scholarship efforts, Franz encourages faculty members to determine, in conjunction with their community partners, the specific products of scholarship that the partnership will produce. Franz outlines several types of scholarly products, including academic (journal articles, abstracts, books and monographs, posters, presentations, etc.), community (workshops, newsletters, websites, designs, displays, brochures, grant proposals, etc.), and applied products (apps, curricula, guides, handbooks, policies, research briefs, social marketing, training and technical assistance tools, etc.). Once the team determines the research objectives of their project, as well as which scholarly products will be created when each objective is complete, a point person is assigned to ensure that each scholarly product is produced and disseminated. We find this approach useful because it places community members and faculty members on equal footing and expands the products and boundaries of scholarship beyond those typically considered by faculty.

Though there was not much information about co-created products of scholarship in the engagement literature, numerous researchers have written about the drafting and dissemination process in community-based participatory research (CBPR), which is defined as "[A] collaborative approach that equitably involves all partners in the research process and recognizes the unique strengths that each brings" (Minkler, 2005, p. ii3.) The encompassing term "partners" often refers to community members, organizational representatives, and researchers.

Bordeaux, Wiley, Tandon, Horowitz, Brown, and Bass (2007) offer detailed guidance for authors at every step of the peer-reviewed publication process from planning to execution. These researchers identify two challenges with publication of co-created scholarship: 1) reviewers and editors who may not have a background in CBPR and may not properly assess an article for publication, and 2) achieving a balance between CBPR approaches and conventions of typical scholarship.

The authors include a number of questions that partnerships should address before embarking on co-created scholarship. Following are some of the questions included (Bordeaux et al., 2007):

- What is the process for developing a potential article?
- What is the process for asking all partners whether they are interested in contributing to a manuscript?
- What are the criteria for authorship?
- How is authorship order determined?
- What will the writing process look like?
- How often will co-authors meet to review and discuss the manuscript?

2

Then, the authors provide advice for collaborative writing, section by section, of a typical peer-reviewed manuscript (abstract, introduction, methods, results, discussion, references, and tables and figures). They created and present the PRESS mnemonic for this type of publication (p. 286):

- Pay attention to the general principles for organizing each part of a paper.
- Reinforce text with strategically selected and clearly labeled tables and figures.
- Explain why a CBPR approach was used.
- Specify how a CBPR approach was used.
- Specify what the CBPR approach added to your project.

Finally, the article's appendix includes a list of references that the authors believe are good examples of co-created CBPR in peer-reviewed journals based on a section-by-section approach. For instance, if readers want to peruse an excellent discussion section, they can consult the list of example articles accordingly. This comprehensive reference provides a detailed overview and sage advice for drafting peer-reviewed CBPR articles.

Castleden, Sloan Morgan, and Neimanis (2010) examined co-authorship of CBPR with indigenous communities and detailed four facets of authorship to consider: "1) current practices regarding methods of acknowledging community contributions, 2) requirements for shared authorship with individual versus collective/community partners, 3) benefits to sharing authorship and collective/community partners, and 4) risks to sharing authorship with collective/community partners" (p. 23).

These authors stated that even among community-engaged researchers, there were three distinct perspectives on the level of contribution necessary to earn authorship in peer-reviewed literature, with some researchers believing that each author should write a portion of the manuscript, others stating that some individuals could write on behalf of the entire community, and a third group thinking that as long as "the community member had in some way contributed intellectually to the project, co-authorship was warranted" (Castleden et al., 2010, p. 26). The authors do not recommend a standard co-authorship framework because of varying cultural traditions concerning ownership,

and they urge collaborators to discuss and collectively address the complexities of publishing together, including authorship around individual versus collective contributions, confidentiality/anonymity considerations, and intellectual property issues. They suggest a best practice of creating formal research agreements at the start of a research partnership, including determining the criteria for authorship and acknowledgment.

Phillipi, Likis, and Tilden (2018) present several authorship grids, based on the type of peer-reviewed publication (quantitative, qualitative, literature review), to help teams, especially those involving multiple professions, to navigate common issues in academic publication. These grids, which are based on national and international guidelines, "can be used while planning and executing projects to define each author's role, responsibilities, and contributions as well as to guide conversations among authors and help avoid misconduct and disputes" (p. 195). They list specific tasks in all aspects of the research process and match the level of involvement with each task to the order of authorship in a manuscript of up to six authors. While not specifically geared toward co-created scholarship, these grids could help university-community partnerships as they collectively determine the criteria for authorship and acknowledgment based on standard practice.

In summary, investigators in engagement and CBPR have identified the need for communication throughout the research process, including at the dissemination stage, to fulfill the highest ideals and values of co-created scholarship. Toward this end, they have offered advice for dissemination efforts at the overall research project level and for individual works of co-created scholarship. Within the latter efforts, investigators have encouraged co-authors to identify and agree upon "nuts and bolts" aspects of publication, including what constitutes authorship, authorship order, how the scholarship will be created and edited, what co-created sections of a manuscript might look like, and so on.

Our framework adds to the literature in this area by correlating the step in the publication process with the degree of collaboration. This approach is more specific than the outstanding general guidelines presented by Franz (2011, 2016) and less specific than the detailed grid approach of Phillipi et al. (2018). Our approach is based on a per publication basis similar to Bordeaux et al. (2007), but it focuses on the overall process (initiation, drafting, finalizing the draft, and submission

and publication) instead of the manuscript sections (abstract, introduction, methods, results, discussion, references, and tables and figures). It is our hope that the framework we present here, when used in conjunction with the aforementioned general guidelines and more specific "nuts and bolts" details, can help guide authors as they plan individual pieces of co-created scholarship.

Methods

Our approach began informally because of the aforementioned "aha" moment experienced by the faculty engaged scholars and CCELL staff while discussing co-created written scholarship. After this discussion, the CCELL's director and program manager shared notes taken during the discussion, organized these notes into themes, and merged them together into an initial framework for co-creating scholarship. Because this framework was based on the collective experience of six scholars and two CCELL staff, we sought to collect more information to add to the legitimacy of the framework.

CCELL's graduate student and undergraduate student workers searched for articles published in engagement journals (details follow) that were co-authored by a professor and at least one community partner. We used this information to compile data regarding the frequency of co-authored articles as a function of journal and date of publication. Because author information was not comprehensive in every journal, the students used LinkedIn and Google searches to locate information about the authors. However, since affiliations change over time and the students had access only to information shared on these sites, the data and analysis concerning these articles should be taken as a close approximation.

We targeted three well-known peer-reviewed journals in community engagement, civic engagement, and service-learning from the year each journal began publishing: the *Michigan Journal of Community Service Learning* (*MJCSL*), which began publishing in 1994; the *Journal of Higher Education Outreach and Engagement* (*JHEOE*), in 1996; and the *Journal of Community Engagement and Scholarship* (*JCES*), in 2008. We selected these journals to find co-created scholarship because each met the following criteria: prioritizes interdisciplinary scholarship; emphasizes community and/or civic engagement in its mission or vision; and publishes co-authored pieces from non-academics. We felt that broadly

situated engagement journals would provide the best overview of co-created scholarship.

More specifically, *MJCSL* (2020) describes itself as a resource for scholars, practitioners, and community partners who respond to challenges "in our communities by advancing innovative and interdisciplinary scholarship that informs and enhances the practice of community engagement." *JHEOE* (2020) is best known to engaged scholars for its reputation for publishing "all forms of outreach and engagement research involving higher education institutions and communities."

Although *JCES* (2020) is relatively new compared to the other two journals, we included it because it focuses on including perspectives on engaged scholarship from "faculty, staff, students, and community partners [integrating] teaching, research, and community engagement in all disciplines…"

We used the list of co-created articles from these journals to contact the co-authors for more information about the process they used to create and publish their articles. We obtained permission from LSU's Institutional Review Board to contact each author via email. In this communication, we asked for some details, but were not overly prescriptive, to allow for freedom and flexibility in responses:

> …Things you might talk about include the writing process—for example, who created an initial outline/plan or did you create it together; did you assign separate parts of the manuscript, write them individually, and send them to a point person who compiled them? Or did you do all or part of the work together face-to-face (i.e. creating, typing, and editing together)? Did you proceed via other methods (email or a combination of face-to-face and email/phone communication)? Did you have any discussions about logistics, for example, the order of authors on the manuscript or who was in charge of submitting the manuscript for publication and working through revisions and edits, etc.?

We received six responses to our emails. Five were from university faculty members, including one faculty member who had been a community partner at the time the individual co-authored the article (and who was so inspired by the process that

Table 1. Comparative Data on Each Journal on Total Articles and Co-Created Articles

Journal	Total number of articles published during evaluation period	Total number of co-created articles published	Percentage of co-created articles published	Rate of co-authored publications per year[2]
Journal of Higher Education Outreach and Engagement	591	40	6.8	1.8
Michigan Journal of Community Service Learning	372	15	4.0	0.6
Journal of Community Engagement and Scholarship	179	29	16.2	2.4

[2] Per year calculations were based on the number of years each journal had been published through fall 2019 issues (*JHEOE's* last published issue was summer 2019). Also, the *Michigan Journal* was not published in 2018 and thus did not count toward the per year calculation; likewise with *JHEOE* in 2006.

the co-author later became a faculty member); and one response was from a university staff member who facilitated community-engaged scholarship for faculty, community partners, and students. We added these responses to the information shared by the six LSU faculty research scholars and two CCELL staff members to inform the framework detailed in the results and discussion below.[1]

In summary, this framework was created by considering all 14 scholars' thoughts and ideas, and by using knowledge of the steps involved in creating a manuscript, along with ideas gleaned from literature (Franz, 2016; Sword, 2017).

Results

The results section is divided into two parts. The first involves an analysis of co-created written scholarship in the three aforementioned engagement journals, and the second includes the framework we developed for co-created scholarship.

Analysis of co-created written scholarship. All three journals have published articles with university and community constituent co-authors. Of the 1,142 total articles published by these

[1]We carried out this survey in 2015 and reanalyzed co-created scholarship published by the journals in 2019 to ensure that the numbers reported are the most up to date possible.

journals from 1994 to 2019, 84 (7.4%) featured university and community co-authors. Table 1 shows the overall percentage of co-created articles for each journal, including the rate of co-created articles published per year for each journal.

Figure 1 summarizes the percentage of articles published with at least one professor and community partner as co-authors for each of the three journals on an annual basis. Although there is great variability from year-to-year on a percentage basis, it appears that the frequency of articles with university and community co-authors has increased over time. The first article of this type was published in *JHEOE* in 1996. Only two were published between 1996 and 1999. However, 46 (55%) were published after 2010, which suggests that collaboration in publication is becoming more common. Figure 2 shows the percentage of co-created articles published in each journal in five-year increments.

There is some variability in the percentage of co-created articles published by each journal. *JCES* has the highest percentage of articles of this type, which aligns with the journal's emphasis on publishing scholarship from all constituents, with submissions from community partners and students actively encouraged.

We also examined the number of authors and author order for co-created articles to see if we could find any insights into the writing process for co-created articles. Articles with community partner and university co-authors had a mean (average) of 4.3 authors, while articles without community partner constituents had a mean of 2.1 authors. Thus, on average, co-created articles had a substantially higher number of co-authors. When there were many co-authors, they tended to be listed in alphabetical order.

In terms of author order for co-authored articles, approximately 85% had a faculty member listed as the first author. Several articles published in *JCES* and *JHEOE* listed the community partner as first author; community partner co-authors were not first authors in *MJCSL*. We tried to analyze corresponding author information, but it was not available from all journals. Our data, supplemented

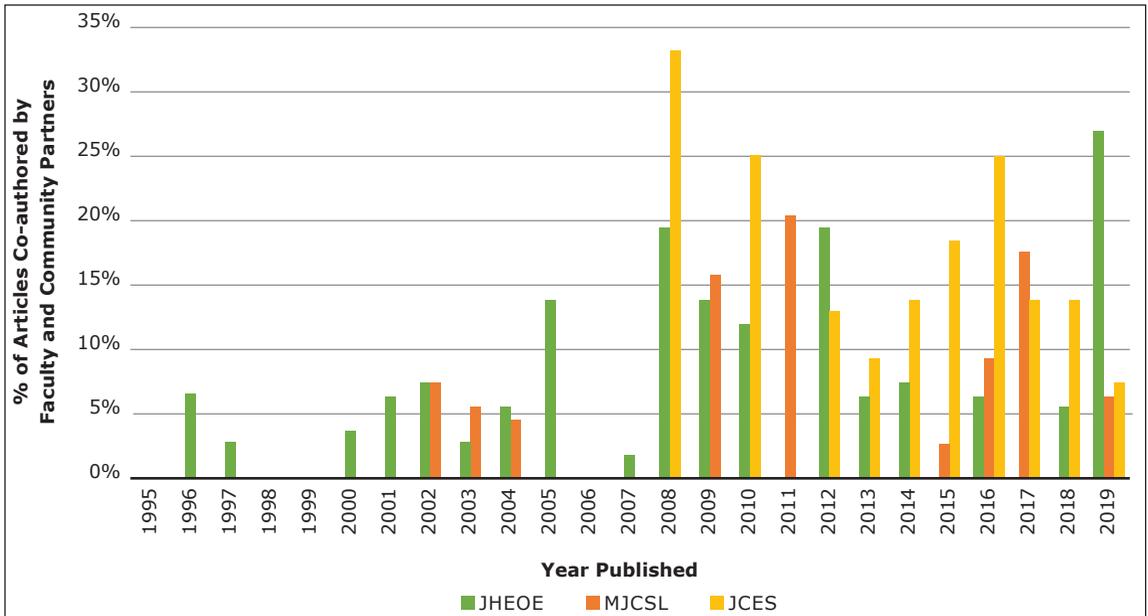**Figure 1.** Percent of Articles Published by Community and University Co-authors on an Annual, Per Journal Basis

Figure 2. Percent of Co-created Articles for Each Journal in Five-year Increments
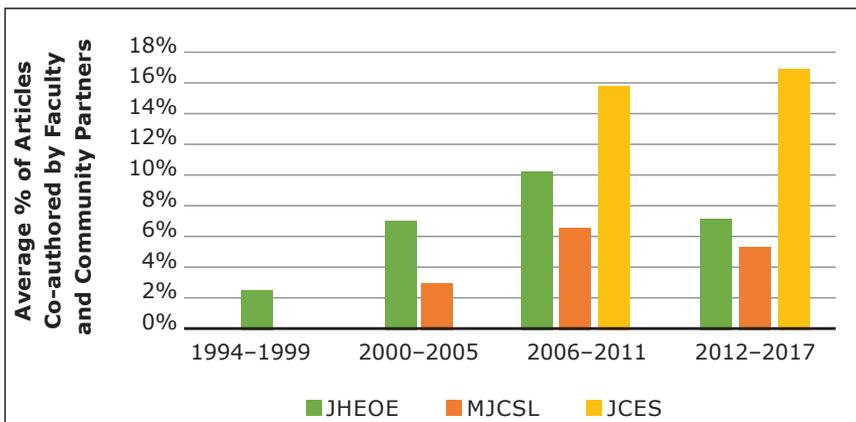
Figure 3. Framework for Co-created Scholarship

Publication Process	Degree of Collaboration		
	Co-attribution	Co-authorship	Co-writing
Initiation			
Drafting			
Finalizing the Draft			
Submission and Publication			

by feedback from community-engaged scholars and survey respondents, indicated that the faculty member was typically the corresponding author. This finding is not surprising, given that journal articles are typically academic products of scholarship and for scholars of many disciplines are the "currency" of promotion and tenure and professional recognition (Ross et al., 2010; Buys & Bursnall, 2007; Moore & Ward, 2008; Driscoll & Sandmann, 2001).

In summary, we concluded from this analysis that because the number of co-authored articles is generally increasing, the need for establishing best practices for co-authored scholarship is important. We also concluded that groups that wish to publish co-created scholarship have ample opportunity to do so in the three engagement journals studied here, and beyond.

Framework for co-created scholarship. Figure 3 illustrates the framework for co-created scholarship.

This framework consists of two major axes: the publication process and the degree of collaboration. The publication process is split into four steps that are typical in creating written products of scholarship: initiation, drafting, finalizing the draft, and submission and publication. The degree of collaboration is represented by three possibilities well-described in Sword (2017): Co-attribution includes multiple researchers' names on a single publication regardless of whether they actively participated in the writing process. Co-authorship means that two or more authors contribute to the writing and editing of a single piece, whereas co-writing literally means that two or more authors compose sentences together in the same time and place.

We believe the two axes are important because they break down the basic process of publication in such a way that the degree of collaboration can be considered on a step-by-step basis. We noticed from our interview and faculty scholar data that the degree of collaboration varied across the publication process, in ways further described in the following. In the next subsections, we present each step of the publication process and the degree of collaboration within each step.

Initiation. The first step of the publication process involves initiating an idea or method to produce a piece of scholarship. Most of our cohort reported that the idea to publish was the faculty member's and occurred after ongoing collaboration with the community partner(s). Thus, the impetus

to start on co-created scholarship was almost entirely one of co-attribution, in which the faculty member initiated publication.

The decision to undertake the publication process was not done without contemplation of potential concerns regarding the partnership. A couple of respondents were concerned because they didn't want to overburden their community partner with work that wasn't going to "count" toward the mission of the organization or for the individual employee's performance or career advancement. A third respondent stated that the initial response of the community partner was that collaboration on an article would be a waste of that person's time. Despite these concerns, the majority of respondents stated that their collaborators were excited about the prospect of working together on a publication.

Drafting. Once the decision to co-create scholarship was made, collaborators then worked to draft their publication. Of the 12 total responses for this part of the process, 17% practiced co-attribution, with the faculty member drafting the manuscript, 75% practiced co-authorship, in which each co-author independently wrote part of the draft, and 8% practiced co-writing, in which the authors created the manuscript together in the same time and place.

The co-attribution cases were described as an effort not to overburden community partners. In the cases of co-authorship, each co-author was responsible for writing a piece of the manuscript and then submitting it back to the person in charge of the full manuscript, which was the faculty member in every case. The co-writing example involved the faculty member and community partners having conversations about the research topic. These conversations were taped and transcribed, and the transcript was used to create a written manuscript, with every participant being a co-author. This faculty member shared that her community partners didn't feel comfortable writing longhand or with a word processor but they felt very comfortable with the spoken word, so she used the medium her co-authors felt most comfortable with.

One respondent, "Jenna," described a process that was a mix of co-authorship and co-writing:

> We came together after everyone agreed
> to work on an article together. We
> were determined to start the process
> together, so we first had a number of

short meetings. We had conversations during these meetings to figure out the following: What questions did we want to ask and answer through the article? Which questions did we (faculty member, community partner, college student, K–12 student) have in common? Our plan was to create common questions and answer them from our individual perspectives. Once we figured out our common questions, we spent 30 minutes writing in the same room together. Then we split up and each co-author finished writing their answers to the common questions. Then they sent them to me to compile.

Finalizing the draft. Following the drafting process, the compilation of separate portions of the articles and subsequent editing to create a finalized draft was completed by co-attribution (15%, solely by the faculty member); by co-authorship (62%), in which individual authors submitted their comments to the faculty member, electronically or over the phone in an interactive process; or by co-writing (23%), in which the authors met together in the same room to complete this process. One respondent mentioned that depending on the collaboration, the finalization process was different, with a co-author process in one case and a co-attribution process in another. Several respondents mentioned that their community partners played a stronger role in the editing and compilation process than in the drafting process.

The writing process described by Jenna in the aforementioned section, handled the finalization process as follows:

> We came together to finalize our draft, and this step of the process involves critiquing your own writing, and that of your co-authors. I modeled the process for my community partners because they didn't feel comfortable critiquing me. I went through my own writing first and beat myself up in front of them, so that they could see it wasn't personal, it was about making the writing better. Then I asked them, "Can you help me make this clear?" This process freed them up to do the same thing. We got to the point that we could easily self-critique and critique the work of each other. This process is more work than doing it myself; it's constant coming

together and face-to-face investment. But I know that it is worth it.

Submission and publication. In every case, the faculty member was in charge of submitting the manuscript to a journal or publisher. Respondents stated that manuscripts typically came back with revision requirements and/or suggestions (the article described by Jenna was accepted without revision, a rare occurrence in peer-reviewed publication). In every case reported by respondents, faculty members were also the point people for handling revisions and re-submitting the manuscript.

Every respondent who reported on this part of the process stated that all co-authors were consulted before final revisions were re-submitted for publication. Thus, there were no cases of co-attribution at this point in the process. Most respondents (71%) reported that they shared revision comments with all co-authors and that the co-authors submitted suggested changes to the faculty member via email or by phone. Twenty-nine percent of respondents reported completing the revision process face-to-face in real time and agreeing on the final manuscript that was ultimately published.

Discussion

Collectively, respondent data show varying degrees of collaboration across each step of the publication process, indicating that "one size does not fit all" (Ross et al., 2010; Castleden et al., 2010; Buys & Bursnall, 2007). We were encouraged that academic co-authors explicitly considered the needs of their non-academic peers, but the fact that the vast majority of publication initiation was done by the faculty member suggests to us the need for having crucial conversations at the start of collaboration. We hope that our framework can be useful in shaping the creation of each scholarly product in such a way that community partners can also initiate the process.

Other frameworks can also be useful to facilitate the co-creation and dissemination of the integrative research efforts of community and university constituents. For example, newly formed partnerships could use Franz's model (2011, 2016) for determining eventual products of scholarship and responsibility distribution at the outset of a collaboration. For each individual product of scholarship, partners could discuss the answers to the seven questions asked by Bordeaux

et al. (2007; see introduction section for specific questions) as well as the grid approach presented by Phillippi et al. (2018) to determine specific tasks and author order within each product of scholarship. Members of the partnership could also determine the degree of collaboration across the process while it is ongoing, and could adjust if necessary to ensure balanced power and voice. Partnerships could also examine their previous processes to determine if changes need to occur in moving forward.

Respondents pointed to several potential issues involved in the dissemination process, including the amount of work necessary for all constituents; a possible lack of relevance for the community partner's mission; and the unfamiliarity and potential vulnerability of constituents in the iterative, critique-driven processes involved in peer-reviewed publication. An examination of literature shows that some have grappled with these issues.

With respect to workload, some investigators have noted the balance between efficiency in time input on the one hand, and the necessity to take the time to create scholarship with high legitimacy and credibility on the other (Cashman, Adeky, Allen, Corburn, Israel, Montano, Rafelito, Rhodes, Swanston, Wallerston, & Eng, 2008; Flicker & Nixon, 2018).

This tension is summed up well by Jenna's statement, "This process is more work than doing it myself; it's constant coming together and face-to-face investment. But I know that it is worth it." In their paper, Cashman et al. (2008) state that "Time required is lengthened considerably. There are no shortcuts to including both community and academic partners in data analysis, interpretation, or both" (p. 1415). These investigators conclude that "…including community partners in data analysis and interpretation, while lengthening project time, enriches insights and findings and consequently should be a focus on next generation CBPR initiatives." (p. 1407). Although the article is focused on the data analysis and interpretation portions of the research process, we believe that the authors' work is extendable to the dissemination process: there are no shortcuts to including community and academic partners in creating products of scholarship. While this approach lengthens the time to produce such scholarship, it also enriches insights and findings.

Concerns about the publication process having a lack of relevance for community partners

indicates the importance of open communication at every step of the research and dissemination process, and the necessity to determine a collaborative structure that works for everyone. It is critical for faculty and community partners not to assume that they know "what's best" for the other constituency. Partnerships that use the processes discussed earlier by Franz (2011, 2016), Bordeaux et al. (2007), and Phillippi et al. (2018) will maximize the chance that co-created scholarship is highly relevant for all constituents.

In terms of vulnerability during the critique process, Jenna mentions the importance of modeling the practice of critique and the ways in which it is used to enhance the ultimate quality of the work. Modeling is one important means of communication. Cashman et al. (2008) discuss a workshop format employed by some partnerships to address issues like this.

Investigators have detailed other issues involving vulnerability of participants in a broader sense. Flicker and Nixon (2018, p. 153) describe a case in which

> …a community-based partner shared that she has experienced backlash from her past participation in publication efforts. She explained that she had lost considerable trust from fellow community members and that her (and her organization's) reputation suffered because others publicly attacked her for "selling out" and participating in "the academic industrial complex."

These investigators recommend "open and honest dialogue about the value and potential impacts of manuscript development…" (p. 153). Castleden et al. (2010) illustrates that some partnerships may require more nuanced questions and discussions to ensure that everyone is comfortable with the process for co-created scholarship with regard to confidentiality, intellectual property, authorship (individual versus collective contributions), and legitimacy of the work (as viewed by the community and the academy).

Collectively, respondent data and our resulting framework, other dissemination processes, and supporting literature seek to ensure that the scholarly products of university and community partnerships are also transformational.

Conclusion

Dissemination can be one important activity of integrative partnerships, and can provide an opportunity for community and university partners, including students, to share the stories, struggles, outcomes, and impacts of their work with others. Dissemination can be used to inspire and empower partnerships and "can advance the field of community engagement scholarship" *(JCES)*. This study presents a framework for individual pieces of co-created scholarship in which constituents can plan or map their degree of collaboration across each step of the publication process. We believe that frameworks like ours can be useful to partnerships that seek to disseminate knowledge together. An analysis of three well-known engagement journals showed that such dissemination occurs, with 7.4% of published research articles from these journals featuring community and university authors, and with these types of co-created publications occurring with increasing frequency. We hope that our framework, which can be used alongside additional methods discussed in this paper, will assist authors as they plan, execute, and complete individual pieces of co-created scholarship in a rich, accurate manner.

This study has several limitations. The authors used 14 examples of co-created scholarship to create the framework presented here. We expended some effort to broaden our pool, but struggled to find contact information for all co-authors, especially in earlier volumes of the journals. Thus, it would be useful for journal co-authors to have permanent email addresses or LinkedIn accounts listed with their names. Hopefully, this practice becomes the norm as journals become more electronically sophisticated. Also, we did not locate dissemination models in CBPR literature until some were pointed out to us during peer review. Such information may have assisted with the compilation of our framework.

There are a number of possibilities for future work in this area. For example, formal survey development and validation techniques could be used to gather more in-depth data on a greater number of partnerships to test the framework we created (and others presented in this paper), build on it, or create another. Formal interviews with authors of co-created scholarship may yield more nuanced forms of collaboration and scholarship. Within the realm of peer-reviewed articles, additional research could be done on the publication of co-created scholarship in other journals focused on civic engagement, and could compare these journals to the publication of co-created scholarship in discipline-specific journals to understand, compare, and contrast the growth of co-created scholarship within and among disciplines. The editorial staff of research journals could be surveyed regarding the practices they use (if any) to encourage co-created scholarship, with an eye toward establishing best practices and recommendations for journals who wish to showcase this type of scholarship. Looking beyond peer-reviewed publication, models of co-created scholarship could be examined on other academic products of scholarship, and on community and applied products of scholarship. Finally, the role of students in co-creating engaged scholarship could also be investigated.

References

Bordeaux, B.C., Wiley, C., Tandon, S.D., Horowitz, C.R., Brown, P.B., & Bass, E.B. (2007). Guidelines for writing manuscripts about community-based participatory research for peer-reviewed journals. *Progress in Community Health Partnerships: Research, Education, and Action, 1*(3), 281–288. Retrieved from https://muse.jhu.edu/article/220925/pdf.

Buys, N., & Bursnall, S. (2007). Establishing university-community partnerships: Processes and benefits. *Journal of Higher Education Policy and Management, 29*(1), 73–86.

Campus Compact 30th Anniversary (2015). *Compact annual survey.* Retrieved from https://kdp0l43vw6z2dlw631ififc5-wpengine.netdna-ssl.com/wp-content/uploads/large/2017/03/CC_AnnualSurvey_ExecutiveSummary_FINAL.pdf.

Cashman, S.B., Adeky, B.A., Allen, A.J. III, Corburn, J.C., Israel, B.A., Montano, J., Rafelito, A., Rhodes, S.D., Swanston, S., Wallerstein, N., & Eng, E. (2008). The power and the promise: Working with communities to analyze data, interpret findings, and get to outcomes. *American Journal of Public Health, 98*(8), 1,407–1,417.

Castleden, H., Sloan Morgan, V., & Neimanis, A. (2010). Researchers' perspectives on collective/community co-authorship in community-based participatory research. *Journal of Empirical Research on Human Research Ethics: An International Journal, 5*(4), 23–32.

Driscoll, A., & Sandmann, L.R. (2016). From maverick to mainstream: The scholarship of engagement. *Journal of Higher Education Outreach and Engagement, 20*(1), 83–94. Retrieved from https://openjournals.libs.uga.edu/jheoe/article/view/1244/1241.

Flicker, S., & Nixon, S.A. (2018). Writing peer-reviewed articles with diverse teams: Considerations for novice scholars conducting community-engaged research. *Health Promotion International, 33*(1), 152–161. Retrieved from https://academic.oup.com/heapro/article/33/1/152/2555412.

Franz, N.K. (2011). Tips for constructing a promotion and tenure dossier that documents engaged scholarship endeavors. *Journal of Higher Education Outreach and Engagement, 15*(3), 15–29. Retrieved from https://files.eric.ed.gov/fulltext/EJ945471.pdf.

Franz, N.K. (2016). A holistic model of engaged scholarship: Telling the story across higher education's missions. *Journal of Higher Education Outreach and Engagement, 20*(1), 197–216. Retrieved from https://files.eric.ed.gov/fulltext/EJ1097233.pdf.

Hartley, M., & Saltmarsh, J. (2016). A brief history of a movement: Civic engagement and American higher education. In M.A. Post, E. Ward, N.V. Longo, & J. Saltmarsh (Eds.), *Publicly engaged scholars: Next generation engagement and the future of higher education* (pp. 34–60). Sterling, VA: Stylus Publishing.

JCES (Journal of Community Engagement and Scholarship) (2020). Retrieved from jces.ua.edu/.

JHEOE (Journal of Higher Education Outreach and Engagement) (2020). Retrieved from https://openjournals.libs.uga.edu/jheoe/.

Minkler, M. (2005). Community-based research partnerships: Challenges and opportunities. *Journal of Urban Health: Bulletin of the New York Academy of Medicine, 82*(2, Suppl 2), ii3–ii12. https://doi.org/10.1093/jurban/jti034

MJCSL (*Michigan Journal of Community Service Learning*) (2020). Retrieved from https://ginsberg.umich.edu/mijournal.

Moore, T.L., & Ward, K. (2008). Documenting engagement: Faculty perspectives on self-representation for promotion and tenure. *Journal of Higher Education Outreach & Engagement, 12*(4), 5–27. Retrieved from https://openjournals.libs.uga.edu/index.php/jheoe/article/view/483.

Phillipi, J.C., Likis, F.E., & Tilden, E.L. (2018). Authorship grids: Practical tools to facilitate collaboration and ethical publication. *Research in Nursing & Health. 41*(2), 195–208. Retrieved from https://onlinelibrary.wiley.com/doi/full/10.1002/nur.21856.

Ross, L.F., Loup, A., Nelson, R.M., Botkin, J.R., Kost, R., Smith, G.R., Jr., & Gehlert, S. (2010). The challenges of collaboration for academic and community partners in a research partnership: Points to consider. *Journal of Empirical Research on Human Research Ethics: An International Journal, (5)*1, 19–31. Retrieved from https://journals.sagepub.com/doi/pdf/10.1525/jer.2010.5.1.19.

Sandy, M., & Holland, B.A. (2006). Different worlds and common ground: Community partner perspectives on campus-community partnerships. *Michigan Journal of Community Service Learning, 13*(1), 30–43. Retrieved from https://quod.lib.umich.edu/cache//3/2/3/3239521.0013.103/3239521.0013.103.pdf#page=1;zoom=75.

Sword, H. (2017). *Air & light & time & space: How successful academics write*. Cambridge, MA: Harvard University Press.

Acknowledgments

About the Authors

All authors were affiliated with the LSU Center for Community Engagement, Learning, and Leadership (CCELL) during the research and writing of this article. Taylor Armer is CCELL program manager. Katelyn McCoy is a research associate at the Human Resources Research Organization in Alexandria, VA. Bethany Verrett is a development communications specialist at the Jamestown-Yorktown Foundation in Williamsburg, VA. Alexandra Williams is an audit associate for KPMG in Washington, DC. Kristin Menson is director of the Center for Community Engagement and Service at Pacific Lutheran University in Tacoma, WA. Marybeth Lima is the Cliff and Nancy Spanier Alumni Professor of Biological Sciences at LSU.