



SWEARER CENTER

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BROWN UNIVERSITY

ERNEST A. LYNTON AWARD for the SCHOLARSHIP of ENGAGEMENT

2017 CALL for NOMINATIONS

Sponsored by the Swearer Center at Brown University in partnership with the Coalition of Urban and Metropolitan Universities (CUMU), the annual ***Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty*** recognizes a full-time faculty member who is pre-tenure at tenure-granting campuses or early career (i.e., within the first six years) at campuses with long-term contracts*, and who connects their teaching, research, and service to community engagement.

Community engagement describes the collaboration between faculty 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.

Carnegie Foundation for the Advancement of Teaching

The Lynton Award emphasizes community-engaged scholarly work across faculty roles. The scholarship of engagement represents an integrated view of faculty roles in which teaching, research/creative activity, and service overlap and are mutually reinforcing, is characterized by scholarly work tied to a faculty member's academic expertise, is of benefit to the external community, is visible and shared with community stakeholders, and reflects the mission of the institution.

Defining Engaged Scholarship

Community-engagement is defined by relationships between those in the university and those outside the university that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledges of those in the community are validated and legitimized).

Norms of Engaged Scholarship

- **Participatory epistemology:** the co-creation of knowledge that shifts the position of students from knowledge consumers to knowledge producers and shifts community groups from being subjects or spectators of the research process to collaborators in knowledge generation and problem solving.

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- **Collaborative research:** recognizing an ecosystem of knowledge and acknowledging that the generation of new knowledge requires that academic knowledge be combined with community-based knowledge, eliminating a hierarchy of knowledge and a one-way flow of knowledge outward from the college or university.
 - **Scholarly artifacts as publications:** expanding the understanding and valuing of scholarly products beyond publication in highly specialized disciplinary journals.
 - **Knowledge experts from outside the academy (peers):** along with a valuing of the knowledge and experience that both academics and non-academics bring to the processes of education and knowledge production comes the reframing of who is a peer in the peer review process and the recognition that in certain circumstances the expert will be a non-credentialed, nonacademic collaborator.
 - **Trans-disciplinarity:** recognizing that interdisciplinary inquiry remains bounded by academic disciplines and that trans-disciplinarity is fundamentally different in that it combines multiple disciplinary knowledge within the college or university with knowledge that exists and is generated outside the college or university.
 - **Impact:** academic impact is conceived as “the advancement of scientific knowledge and activities that contribute to achievement of societally relevant outcomes” (NSF) and is shaped by examining the nature of the system within which knowledge is transformed into public policy or social action and how scholars engage others to transform research into actionable and useful knowledge.

Differentiating Community-Engaged Scholarship

These definitional characteristics distinguish community-engaged scholarship from other forms of community-based and public scholarship:

- **Community-engaged scholarship and community-based scholarship:** while scholarly work, whether through teaching or research, may be based in a community, locating the work in a community often means student/research placements, and transactional relationships rather than collaborative, reciprocal partnerships essential to community-engagement. Community-based scholarship should be valued by institutions but does not fully representative of the kinds of activities recognized by the Lynton Award.
 - **Public scholarship and publicly engaged scholarship:** Public scholarship typically refers moving beyond the walls of the academy to share knowledge generated in the academy with the public. Publicly engaged scholarship refers to moving beyond the walls of the academy to collaborate with community partners to generate knowledge. While publicly engaged scholarship may be considered public scholarship, public scholarship is not necessarily publicly engaged scholarship. Publicly engaged scholarship should be valued by institutions but does not fully representative of the kinds of activities recognized by the Lynton Award.
 - The Lynton Award conceptualizes scholarly community-engagement as grounded in a set of assumptions about knowledge and social change, explicitly advancing social justice in a diverse democracy. **Community-engaged scholarship addresses questions of power, privilege, politics, positionality, identity, and implication, and assumes that:**
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1. The public purposes of higher education are knowledge creation and dissemination, AND cultivation of democratic values, skills, habits, and practices.
 2. The norms of democratic practice reflect the workings of privilege and power in time and place, and often lead to injustice at the individual, institutional, and societal level.
 3. All scholarship examines, or reifies by non-examination, the workings of power and privilege as context and constituent of knowledge creation and dissemination and therefore has a political agenda.
 4. Thus, engaged scholarly work must critically examine (historical, racial, economic, gender, social, etc.) contexts of knowledge production- past, present, and future- as part of every scholarly project.

This year's award will be presented at the 22nd Annual Conference of the [Coalition of Urban and Metropolitan Universities](#) (CUMU), " which will be held from October 8-11, 2017 in Denver, CO.

*Recipients of the Award are required to attend and present at the conference.

Award Eligibility

- Only full-time faculty from U.S. public and private not-for-profit colleges and universities are eligible for the Award.¹
- A faculty member who submits tenure materials for review prior to the Lynton Award application deadline is **not** eligible to apply for the Award.

Lynton Award Nominations

- Nominations can be made by academic colleagues, administrators, students, and community partners. Each nominator should aim to present a comprehensive account of the nominee's community-engaged teaching, research, and service, and their integration. To this end, the application provides for the inclusion of the names and affiliations of additional nominators. Further, endorsements from individuals familiar with one or more aspects of the nominee's work can be included in the supporting documentation.
- In cases in which multiple individuals submit a single application for the nomination of a faculty member, one person should be designated as the primary nominator responsible for completing and submitting the application. Additional nominators can be noted in the appropriate section of the application.
- More than one faculty member from a single college or university may be nominated. Please complete separate applications for each nominee.
- Individuals who have been nominated in previous years can be re-nominated.

[Nominators submit nominations via this online application.](#)
[The application deadline is May 1, 2017.](#)

¹ Award sponsors understand that there may be slight variations in contract systems specific to certain institutions; therefore, we encourage applicants who have questions about eligibility to contact us at lyntonaward@brown.edu.

If you have other questions, please contact Dr. Elaine Ward², Lynton Award Coordinator/ Visiting Engaged Scholar at the Swearer Center, Brown University by email at Elaine_Ward@brown.edu (subject line: “Lynton Award Help”) or by phone at (401) 863-2971.

Lynton Award FAQs

Q. How is “early career faculty” defined in relation to the Lynton Award?

A. Faculty must be full-time and either on a tenure track or in a contract system. Faculty on the tenure track are eligible only if they are pre-tenure and faculty in contract systems should not be beyond their sixth year. We understand that there may be slight variations in contract system specific to certain institutions, and we encourage those with questions about eligibility to contact lyntonaward@brown.edu. or Elaine_Ward@brown.edu.

Q. Is a faculty member who has submitted tenure materials for review prior to the Lynton Award application deadline eligible for the Award?

A. No. The Award is designed for faculty prior to coming up for tenure.

Q. Is the Award specific to faculty from the New England region?

A. The Award is open to faculty at higher education institutions anywhere in the United States.

Q. Is the Award designated for faculty from specific institutional types?

A. Faculty from all not-for-profit institutional types are eligible for the Award.

Q. Is the Lynton Award a service-learning award?

A. The Lynton Award does not privilege community engagement in either teaching, research, or service, but recognizes scholarly engagement that is integrated across all of the faculty roles.

Q. Who can serve as nominators for the Award?

A. Nominations can be made by academic colleagues, administrators, students, and community partners.

Q. Can a group of people nominate a faculty member for the Award?

A. Yes. Multiple people can submit and single application for the nomination of a faculty member. In such cases, one person should be designated as the primary nominator, who will be responsible for completing and submitting the application. Additional nominators can be noted in the appropriate section of the application.

² Elaine Ward is also an assistant professor of higher education at Merrimack College’s School of Education and Social Policy.

Q. Can more than one faculty member be nominated from a single institution?

A. More than one faculty member from a single college or university may be nominated. Please complete separate applications for each nominee.

Q. Is there a monetary component to the Award?

A. Recipients do not receive a monetary award.

Q. Are there certain values associated with the Award?

A. The Lynton Award is undergirded by three values:

- **Reciprocity:** The core value of reciprocity involves knowledge generation as a process of co-creation, breaking down the distinctions between knowledge producers and knowledge consumers. It further implies scholarly work that is conducted with shared authority and power with those in the community at all stages of the research process, from defining the research problem, choosing theoretical and methodological approaches, conducting the research, developing the final products, and participating in peer evaluation.
- **Democracy:** A central aspect of the scholarship of engagement is a commitment to facilitating the involvement of individuals in the community as participants in the larger public culture of democracy.
- **Social Justice:** The Award honors the work of faculty committed to social justice that acknowledges the need for authentic educational responses to the challenges of the contemporary world, including, but not limited to generational poverty and prejudice, a degraded environment, and an educational system that continues to operate on an uneven playing field.

Q. With reference to the Lynton Award application, what are some examples of impacts that the nominees work can have on theory and practice, as well as on various structures and entities?

A. Examples include:

- Intellectual contributions-e.g., impact on knowledge, theory and practice, through innovative approaches in making community-engagement a distinguishing, integral feature of teaching, research/creative activity. Examples include publications, presentations, or performances addressing the scholarly aspects of community engagement; evidence of how the nominee's work contributed to a deeper understanding of the concepts and/or practice of community engagement.
- Institutionalization of community-engagement -e.g., deepening and increasing community-based practice through developing campus projects and/or programs involving faculty and students in new and important ways; Examples include evidence beyond individual teaching, research/creative activity, and service, that the nominee influenced their department, college, and or institution to incorporate community engagement into institutional culture and identity.

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- Department-e.g., providing workshops on innovative pedagogical approaches to community-engagement; development of model projects or pilot courses based on community-engagement.
 - College/School-e.g., development of model projects or pilot courses based on community engagement that are linked to curricular change; obtaining external funding that supports community engaged teaching, research/creative activity, and service.
 - Colleagues-e.g., formal and informal mentoring and consulting; cross-disciplinary community engaged teaching and learning, research/creativity, and service.
 - External community-e.g., evidence of involving community partners in institutional organizations structure (for example, campus advisory committees) related to campus community partnerships.

Q. Whom do I contact for more information about the Lynton Award application process?

A. Questions regarding the application process should be addressed to the Dr. Elaine Ward, Lynton Award Coordinator/ Visiting Engaged Scholar at the Swearer Center, Brown University by email at Elaine_Ward@brown.edu (subject line: "Lynton Award Help") or by phone at (401) 863-2971.

History of the Lynton Award

Dr. Ernest A. Lynton framed faculty scholarly activity as inclusive, collaborative, and problem-oriented work in which academics share knowledge-generating tasks with the public and involve community partners as participants in public problem solving. The core value of reciprocity involves "true partnership, based on both sides bringing their own experience and expertise to the project." Reciprocity values rationality that is relational, localized, and contextual, and favors mutual deference between laypersons and academics. Knowledge generation is a process of co-creation, breaking down the distinctions between knowledge producers and knowledge consumers. It further implies scholarly work that is conducted with shared authority and power with those in the community at all stages of the research process – from defining the research problem, choosing theoretical and methodological approaches, conducting the research, developing the final products, and participating in peer evaluation. Reciprocity operates to facilitate the involvement of individuals in the community not just as consumers of knowledge and services but as participants in the larger public culture of democracy. What Lynton identified as a "kind of collaboration [that] requires a substantial change in the prevalent culture of academic institutions" such that they would be "highly interactive with their surroundings," maintaining "a close relationship with their communities."

The Ernest A. Lynton Award was started in 1996 to recognize faculty members who connect their expertise and scholarship to community outreach. Award recipients demonstrated excellence in each of the four criteria for the award:

- sustained effort in community outreach and professional service;
- use of innovative and imaginative approaches;

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- institutional impact through teaching, program development and student/faculty participation; and
 - external success through scholarly output, community impact and student learning.

Since 1996, there have been over 1,000 nominations of exemplary faculty members whose work has had a significant impact on scholarship, teaching, and societal problems. Award recipients represent disciplines as varied as sociology, philosophy, medicine, library science, anthropology, chemistry, English, engineering, education, and American Studies. They teach at universities, both public and private; liberal arts colleges; and community colleges. They have inspired students to consider using their education to make a socially meaningful imprint on an increasingly complex world. They are role models, not only for students, but also for their colleagues and their institutions seeking to find ways to connect the rich resources of the academy with the local and global community. They are institutional change agents transforming American higher education toward a more democratic and socially just purpose.

The Lynton Award pays tribute to the memory of Ernest Lynton, who raised the profile and status of faculty professional service both nationally and internationally. Lynton championed a vision of service that embraced collective responsibility and an understanding of colleges and universities as catalyst not only in the discovery of new knowledge but also in its use in addressing social issues.

In 2007, the Lynton Award was renamed the Ernest A. Lynton Award for the Scholarship of Engagement. The change in language represents a shift from a more unilateral, expert-driven approach to outreach that prevailed in the 80s and early 90s to one that O'Meara and Rice describe as "going beyond the expert model that often gets in the way of constructive university-community collaboration, ...calls on faculty to move beyond 'outreach,' ...asks scholars to go beyond 'service,' with its overtones of noblesse oblige. What it emphasizes is genuine collaboration: that the learning and teaching be multidirectional and the expertise shared. It represents a basic re-conceptualization of faculty involvement in community-based work" (*Faculty Priorities Reconsidered*, 2005).

In 2009, the Lynton Award was designated as an award for early career faculty (pre-tenure at tenure-granting campuses and early career – within the first six years – at campuses with long-term contracts).