

Scholarly/Professional Identity Mapping (SIM)

By M. F. Price, PhD.

*(Integrated version – Academic Professionals -
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Scholarly/Professional Identity Mapping (SIM)

What is it and how does it work?

Scholarly/Professional Identity Mapping is a sense making activity that invites you as an academic professional¹ to describe, examine and articulate who you are as an academic professional, the values you hold and the larger public purposes of your work. Additionally, this activity invites reflection on the degree to which you view public engagement as a dimension of your ‘scholarly’ identity.

The activity includes readings, guided prompts and instructions that inform the drafting of **two maps**: one dedicated to description of your scholarly **values and how you view the distribution and concentration of engaged work** across teaching, research & creative activity and service². Through the second map, you will transform your Scholarly Values Map into a draft of your Scholarly Identity Map. To create the second map, you will examine how your values intersect with the public purposes of your academic work, and specifically, how you situate public commitments and social responsibility as dimensions of who you are, how your work and the ends you seek advance the public good. In essence, you’ll create a graphic profile that represents your whole self as an educator, mentor, researcher, leader, etc. For any academic professional, acting as your own best advocate is essential to crafting an authentic and fulfilling academic career. This point is especially true for those engaged in forms of work traditionally marginalized in academic settings (e.g. mentoring, university service and administration) as well as those that produce next generation modes of scholarship such as public/community-engaged, activist, digital or collaborative or that are called to community engaged or justice-oriented teaching.

Perceived Benefits:

- Enhanced clarity and sense of purpose in the academy.
- Enhanced ability to communicate and advocate for one’s work to peers, university administration, community partners and funders.
- Reflective products that can be resourced for inclusion in documenting one’s work and for developing/refining a scholarly agenda.

Why do it?

Civic and community engagement (CE) can take many forms in the context of academic work (refer **Figure 1**). In practice, you may have little time to reflect on how all of your work fits together to form a coherent whole, an integrated professional identity. While you may not identify as a community-engaged scholar, most academic professionals attend to one or more public purposes in their work. Time spent to clarify your **integrated identity** by examining the degree your practices align with your scholarly commitments and identity are vital to taking strategic actions that can enhance your professional well-being and success.

¹ The term “academic professional” is used broadly to include any faculty, administrator or staff person that contributes to the academic mission of their institution.

² For some academic professionals additional or alternative domains are relevant, for example, leadership or administration. Add or amend categories as necessary to reflect your context of work and role.

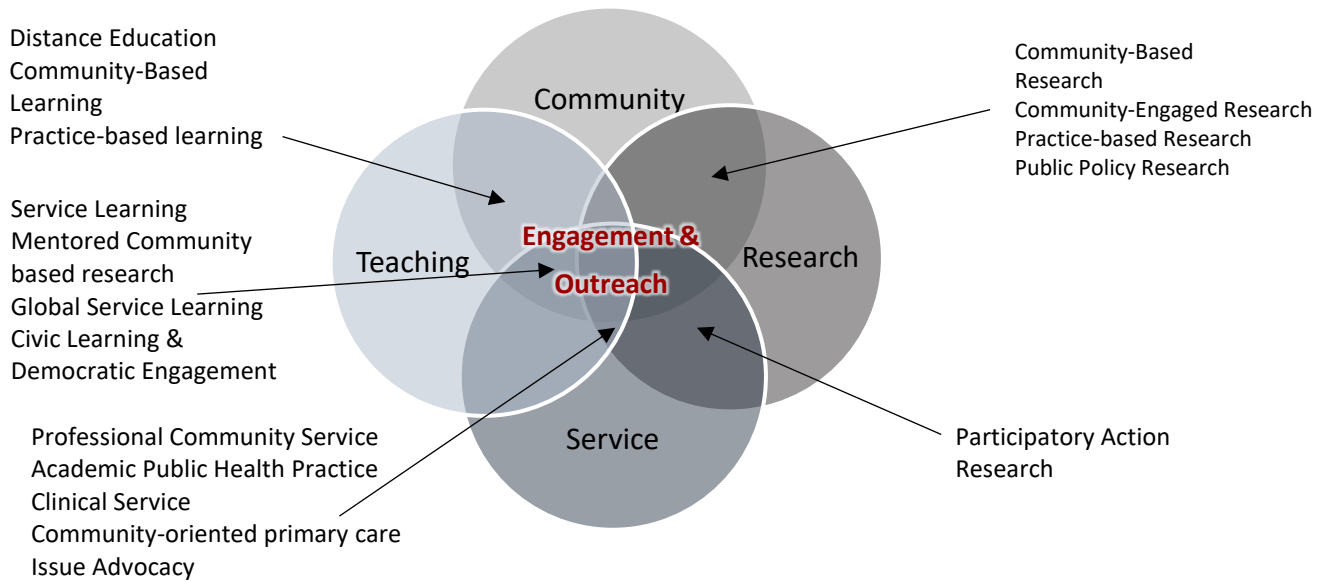
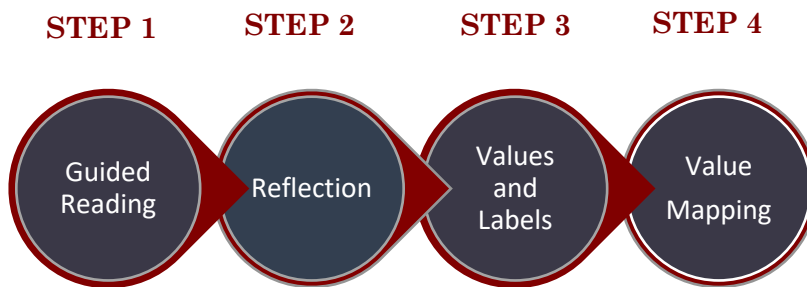


Figure 1 Examples of community engagement and outreach in faculty work [not exhaustive]. Adapted from: Bringle, Games & Malloy 1999: Fig. 1.

PART 1. Naming who you are and the scholarly/professional values you hold

In Part 1, you'll examine your professional values and how you communicate who you are as an academic professional. Part 1 consists of four steps, described in detail below.



Steps 1 & 2: Guided Reading and Reflection [estimated time 1- 1 1/2 hours]

When you received these instructions, you should have also received scanned copies of several readings:

For best results

Make reflective work a priority. Invest in yourself!

Reclaim time! Setting aside regular blocks of time to work on you.

Don't rush the process! Break up the work to allow yourself adequate time to mull over and process your ideas.

Don't feel guilty about it. Treat this time just like you would time spent to work on an article, prep for a class or meet with students. It is that important.

Scholarly Identity Mapping, V9_Integrated. [Adapted from: Price 2016, 2017, 2018 a,b]

1. Chapter 2 from *Democracy in Higher Education* [Peters et al., 2010]
2. *The Heart of Teacher: Identity and Integrity in Teaching* [Palmer, 2007]
3. *An Explanation of Community Engagement Professionals as Professionals and Leaders* [Dostilio & Perry, 2017] **Give particular attention to pages 13-21.**

Instructions: Find a quiet spot and take some time to **read the first reading on the list [Peters et al]**. Use the questions in the **Reading Guide** [see Appendix A] to support your processing of the material. Following **the first reading, select one of the remaining articles based on your interests. Read the second piece & respond as before.**

Step 3: Pre-Mapping Work [total time needed: 20-30 minutes]

Instructions: Complete items A-C. Record your responses on the Worksheet located in the Appendices.

- A. Values are central to the work we conduct as academic professionals. What are your scholarly values?**
Consider this question in light of the values that cross-cut your academic work [teaching, research & creative activity, service, etc.]. What makes these values scholarly? Drawing on the list below, **identify 3-4 values that are integral to who you are** as a (community-engaged) academic professional.

Note: The list is intended as a guide to spur thinking. If there is a value important to you that isn't included in the list below, please feel free to add it.

- Accuracy
- Competition
- Community
- Independence
- Collaboration
- Rigor
- Trustworthiness
- Humility
- Joy
- Expertise
- Discipline
- Dialogue
- Justice
- Inclusiveness
- Equity
- Reciprocity
- Generativity
- Entrepreneurialism
- Innovation
- Democracy
- Objectivity
- Full Participation
- Fairness
- Safety
- Practicability
- Humane
- Wonder
- Fun
- Creativity
- Respect

- B. If you had to describe yourself as an academic professional to someone in two to three words what would they be?** Which descriptors best encapsulate your scholarly work and values? Using the list below to spur your thinking, select 2-3 that best describe you. **Note:** If none of the labels seem to fit, pick ones that do.

- Artist
- Clinician
- Entrepreneur
- Researcher
- Scholar
- Intellectual
- Public
- Educator
- Organizer
- Community-based
- Community-engaged
- Servant
- Translational
- Transformational
- Practitioner
- Activist
- Administrator
- Leader
- Justice
- Equity
- Scientist
- Student-Centered
- Advocate
- Responsive

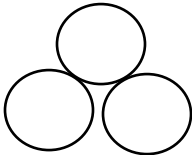
Some possible combinations include:

- Practitioner-scholar
- Scholar-practitioner
- Activist researcher
- Scholar-activist
- Clinician-Educator
- Educational organizer
- Public scholar
- Servant leader
- Public intellectual
- Translational Researcher
- Applied Researcher
- Social Justice Activist-Researcher
- Coach-Advocate
- Scholar-Administrator

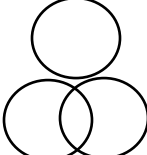
C. How do you think about the relationship among the core areas of professional practice that make up your work [e.g. Teaching, Research/Creative Activity, Service, etc.]? Do you perceive them as disconnected or seamlessly integrated? What about civic and community engagement as a cross-cutting feature of your work?

Using the diagrams below,

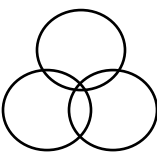
- **Circle** the image that represents your experience of the integration of your work currently,
- place an **X** through the image(s) that represents your ideal/aspiration,
- place a **square** around the image(s) that represent how you believe your peers view the integration of your work.



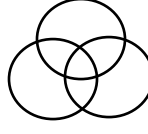
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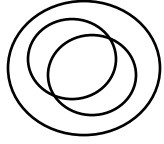
Some Integration
2+ domains



Some Integration
all domains



Full
Integration A



Full
Integration B

Don't see a figure that describes how you view the relationships across domains of your work? Draw your own using the space provided on the **Step 3 worksheet** located in the Appendices.

Step 4: Begin drafting your map [total time: ~30 minutes].

Instructions: Using your responses to questions A-C, begin drawing the first draft of your identity map, what we will call for now your *Scholarly Values Map*. **This version of your map should include, and establishes relationships between, the following elements:**

- Your **preferred labels** for yourself as an academic professional [practitioner-scholar, translational researcher, etc.]
- The **inter-relationships** among your work in research, teaching and service [if any]
- Your **scholarly/professional values**. Give particular attention to community engagement as a cross-cutting feature of your work. For the purposes of this activity, scholarly is not limited to work that counts as “research,” please make note as well, where your scholarly values intersect with who you are as teacher/educator.

Remember, this is your map!

I've provided a map template for those who find it easier to work with a preset graphic organization. No single framework works for everyone. If one provided doesn't work for you, create your own.

To draft your map, you have three options:

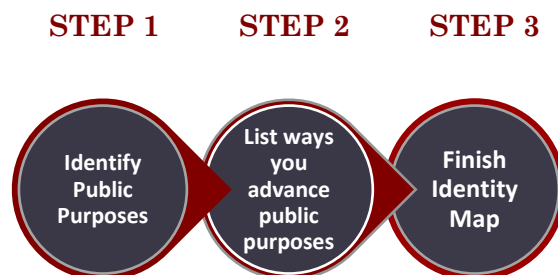
- **Option 1:** Print the pdf version of the template provided in the Appendices and mark it up in in pen
- **Option 2:** Use the PPT version of the template and edit it yourself.
- **Option 3:** Draft your own unique layout, either on paper or in PPT.

Make sure to refer to information on Map Conventions located in the Appendices.

If you haven't taken a break yet, do so now. You've earned it! Come back later to complete Part 2 and finish your Scholarly Identity Map.

PART 2 – The complete & connected practitioner-scholar: Connecting scholarly values to public purposes

Before returning to work on your map, take a step back to consider the larger purposes of your work at the university, the larger ends your work advances and how these ends align with your values and sense of self. There are **three steps** to Part 2. As you work, use the Part 2 Worksheet in the Appendices to record your responses.



Step 1: Contrasting private & public purposes in academic work [approx. 15 minutes]

There are many pathways into and interests that guide our work as academic professionals. Some of the reasons we do our work serve our own **private interests** [refer Table 1]. By contrast, other ends that guide our work as

practitioners, educators and scholars may be better construed as “**public purposes.**” Academic work undertaken to advance public purposes serve the work of sustaining, enriching, improving or healing a democratic society.

Private Purposes	Public Purposes
<p><u>Examples</u></p> <ul style="list-style-type: none"> • <i>Get paid to do the work I love</i> • <i>Share my love of learning with others</i> • <i>Make new discoveries</i> • <i>Live out a “life of the mind”</i> 	<p><u>Examples</u></p> <ul style="list-style-type: none"> • <i>Ensure the safety of the water supply.</i> • <i>Reduce discord and increase community cohesion.</i> • <i>Find a cure for Type 2 Diabetes.</i> • <i>Dismantle the school to prison pipeline.</i> • <i>Find an answer to the question “are we alone the universe”?</i> • <i>Reduce the influence of powerful interests in the funding of science.</i> • <i>Restore trust in public institutions.</i> • <i>Remove barriers to full participation for all in higher education.</i> • <i>Ensure that all members of society have equitable access to high quality healthcare.</i> • <i>Prepare the next generation of equity-minded and community-centered clinicians.</i>

Table 1. Examples of private and public purposes in the work of academic professionals.

Instructions: Refer back to your notes on the readings, in particular, the one by Peters et al. and/or by Dostilio and Perry. Consider your responses to the reading(s) as well as your draft values map completed in Part 1. Next, **list what you deem to be the essential “public purposes” of your work.** Record your responses on the **Part 2 Worksheet** located in the Appendices.

To illustrate public purpose statements, here are two examples:

“Enable people to communicate their experience, frame root or core problems, and create meaningful impact in their lives.” **Pam, Visual Communications**

“Inspire students to see their role as a valuable contributor to the public good.” **Dan, Psychology**

“Create educational opportunities that prepare learners with the humility, knowledge and skills needed to be active participants in a democratic society.” **Nick, Civic & Community Studies**

“Prepare future public health professionals equipped to work with communities to achieve health equity” **Amy, Public Health**

Step 2: Making it happen: enacting public purposes through your academic work [approx. 15 minutes]

Instructions:

Refer back to your reading notes and the partial draft of your identity map. Considering the work you do, identify 2-3 examples that illustrate:

1. **How your scholarly work nudges the world closer to achieving the public purposes you cite above.** [NOTE: This question invites you to begin to consider the shift from public purpose to public outcomes and impacts and ways that you will be able to document and provide evidence of change.]
2. **How you engage your scholarly values in support of the public purposes of your work.** Make sure to identify relevant values. [NOTE: You may end up revising the values on your map].
3. *If completing SIM for the purposes of promotion and tenure, place an (*) next to any cited items related to your declared area(s) of excellence.*
4. **Select one example from your list.** Briefly discuss **how** this particular example engages your scholarly/professional values and serves the public purposes of your work in higher education.

Bringing Public Purposes to Life

Illustrative examples:

- **Co-develop a program with student leaders that introduces urban youth to principles of community organizing**
 - **Values:** Participatory, Justice, Inclusiveness, Strategic, Distributed Leadership
- **Interview and publish the oral histories of community elders to help preserve the local history of a displaced neighborhood experiencing gentrification.**
 - **Values:** Justice, Rigor, Fairness, Full Participation
- **Implement a community review board in complement to institutional IRB that vets population health research proposals**
 - **Values:** Rigor, Trustworthiness, Reciprocity, Transparency, Collaboration, Dialogue
- **Conduct an Environmental Impact Assessment for a public entity or community group**
 - **Values:** Independence, Rigor, Trustworthiness, Objectivity, Collaboration
- **Serve on panel that makes recommendations to the FDA re: efficacy and safety of a magnetic wire as early cancer screening device**
 - **Values:** Independence, Expertise, Safety, Rigor, Trustworthiness
- **Conduct research with a team of graduate and undergraduate students to develop a scalable and cost effective application of Carbon Nano Tube [CNT] films to purify water for communities experiencing water stress**
 - **Values:** Innovation, Entrepreneurship, Safety, Practicability, Generalizability

Step 3: Complete your Scholarly Identity Map. [approx. 30 minutes]

Instructions:

- Revisit your work to date on your map as there may be items that you want to adjust or revise based on your ongoing reflection.
- Refer to your Part 2 SIM worksheet and your reading notes to create the next portions of your SIM map.
- Using the partial map you created in Part 1, add content to the map that addresses the following:
 - What you identify as the **public purposes** of your work [*i.e. Response to Part 2, STEP 1*]
 - One example that illustrates how you engage your scholarly values to advance one of the public purposes you cite. [*Part 2, STEP 2/3*]
 - **As you list your public purposes, make sure to note what you expect the community/world would like if your efforts were successful** [example -purpose: reduce animal cruelty – outcome: the world is safer for cats]

Congratulations! You've completed the first draft of your identity map.

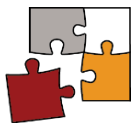
What comes next?

- **Completed SIM in preparation for a workshop?** Make sure to **bring printed two copies** of your map with you to the session. **Check with the session organizer** to make to see if you need to **submit an electronic copy** of your map as well.
- **Using SIM as part of a mentoring program?** Check-in with your mentor or coach on next steps. Now is a good time to set up a meeting to talk through your map with your mentor.
- **Using SIM in preparation in support of promotion and tenure?**
 - Draft a paragraph or two for use in your personal narrative, teaching or engagement philosophy.
 - Develop talking points based on your map for use with peers inside and outside your department as well as other stakeholders. Test out with friends, colleagues and mentors. Revise as needed.
 - Inventory your academic work to look for themes aligned with your identity map. Analyze your activities to look for products that the standards of scholarship [Try Scholarly Activity Mapping-ask Mary about this tool].
- **Self-directed SIM?** If you are using SIM as part of your ongoing reflective work, now is a good time to try any of the following:
 - Draft a paragraph or two for use in personal statements, grant applications, bios, leadership or teaching philosophy statements.
 - Develop talking points based on your map for use with peers, students, administrators, funders, community members, etc. Test out with friends and colleagues. Revise as needed.
 - Develop some short, middle and long range goals in light of your public purposes.
 - Create a draft action plan and discuss it with peers and mentors.

About Scholarly Identity Mapping

Scholarly Identity Mapping (SIM) is one of a package of tools practitioner-scholars can use to clarify their understanding of their professional and scholarly identities and sense of calling as expressed through their values and public purposes. SIM supports individuals in reflect on the integrative dimensions of their work, with special attention given to public engagement and the public purposes of higher education. SIM can also be implemented within a cohort or as part of a coaching process, called ***Scholar Whispering*** (Price, 2018), that supports practitioner-scholars at all career stages in their agenda setting, project and career planning as well as documentation publicly engaged, translational and service-based scholarship.

For more information, contact Mary Price, price6@iupui.edu or mfprice67@gmail.com.



SIM Appendices

This section includes materials that accompany the Scholarly Identity Mapping Activity.

- A. Reading Reflection Guide
- B. SIM Part 1, Step 3 Worksheet [Naming, Values and Integration]
- C. SIM Part 2 Worksheet [Public Purposes, Enactments]
- D. Printable Identity Map Template [Values Only, for use with Part 1] - OPTIONAL
- E. Printable Identity Map Template [Complete, for revisions, Parts 1 and Part 2]
- F. Map Conventions
- G. Standards of Scholarship [Supplementary Resource]
- H. References and Readings



APPENDIX A.

Scholarly Identity Mapping (SIM) – READING GUIDE

As you complete the assigned readings associated with SIM, use the reflection questions below to help you process the readings. Jot down your reactions, insights and lingering questions as you work so you can call upon them as you create your values and identity map. Refer to Appendix H for citations.

Reflection Questions

Questions for Chapter 2, “Democracy in Higher Education” [Peters et al., 2010]

This chapter discusses four normative traditions that reflect faculty responses to the following questions. *If and when, should academic professionals engage in society? When academic professionals elect to take action in society, what public ends should their work attend to? How should academic professionals carry out their work in a democratic society?* How would you answer these questions? **As you read, consider the following:**

1. Of the four traditions discussed in this chapter [service intellectual, public intellectual, action researcher/public scholar/educational organizer and the anti-tradition] which ones, if any, resonate and align with the work you do as an academic professional?
2. How does your field/discipline/profession conceptualize the public purposes of academic (or alternatively clinical, professional) work?
3. How does your own conception of the public purposes of your scholarly/professional work converge/diverge with perceived norms?

Questions for “The Heart of Teacher: Identity and Integrity in Teaching” [Parker Palmer, 1998]

This chapter unpacks the following claim made by noted educational scholar Parker Palmer: *“Good teaching cannot be reduced to technique; good teaching comes from the identity and integrity of the teacher.”* **As you read, consider your own perceptions of and relationship to teaching as a part of your work:**

1. What was Palmer’s principle argument and what is your response to Parker’s statement that teaching is more than technique?
2. In thinking about your own teaching, what specifically did resonate/did not resonate with you about Palmer’s stance?
3. When thinking about your own relationship to teaching, what does good teaching mean to you?

Questions for “An Explanation of Community Engagement Professionals as Professionals and Leaders” [Dostilio & Perry, 2017]

This chapter examines the development of concept of the community engagement professional from its early roots to its current state. **As you read, consider the following:**

1. Which elements of the author’s argument about practitioners as professionals, if any, most resonated with you?
2. Of the concepts of leadership discussed (tempered radical, transformational leader, social entrepreneur), which ones, if any, apply to how you enact your work as an academic professional? Why/Why not?
3. Which practice-knowledge communities do you consider yourself aligned with and/or an active member of?
4. Which one’s do you most want to contribute to and what assets can you bring to those communities?

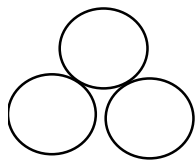


APPENDIX B. SIM Part 1, Step 3 Worksheet

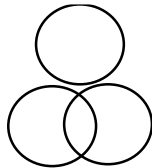
A. My values as an academic professional.

B. Labels that best describe me as an academic professional.

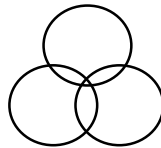
C. The depth and breadth of integration in my domains of scholarly work.



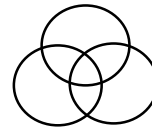
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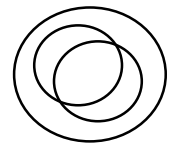
Some Integration
2+ domains



Some Integration
all domains



Full
Integration A

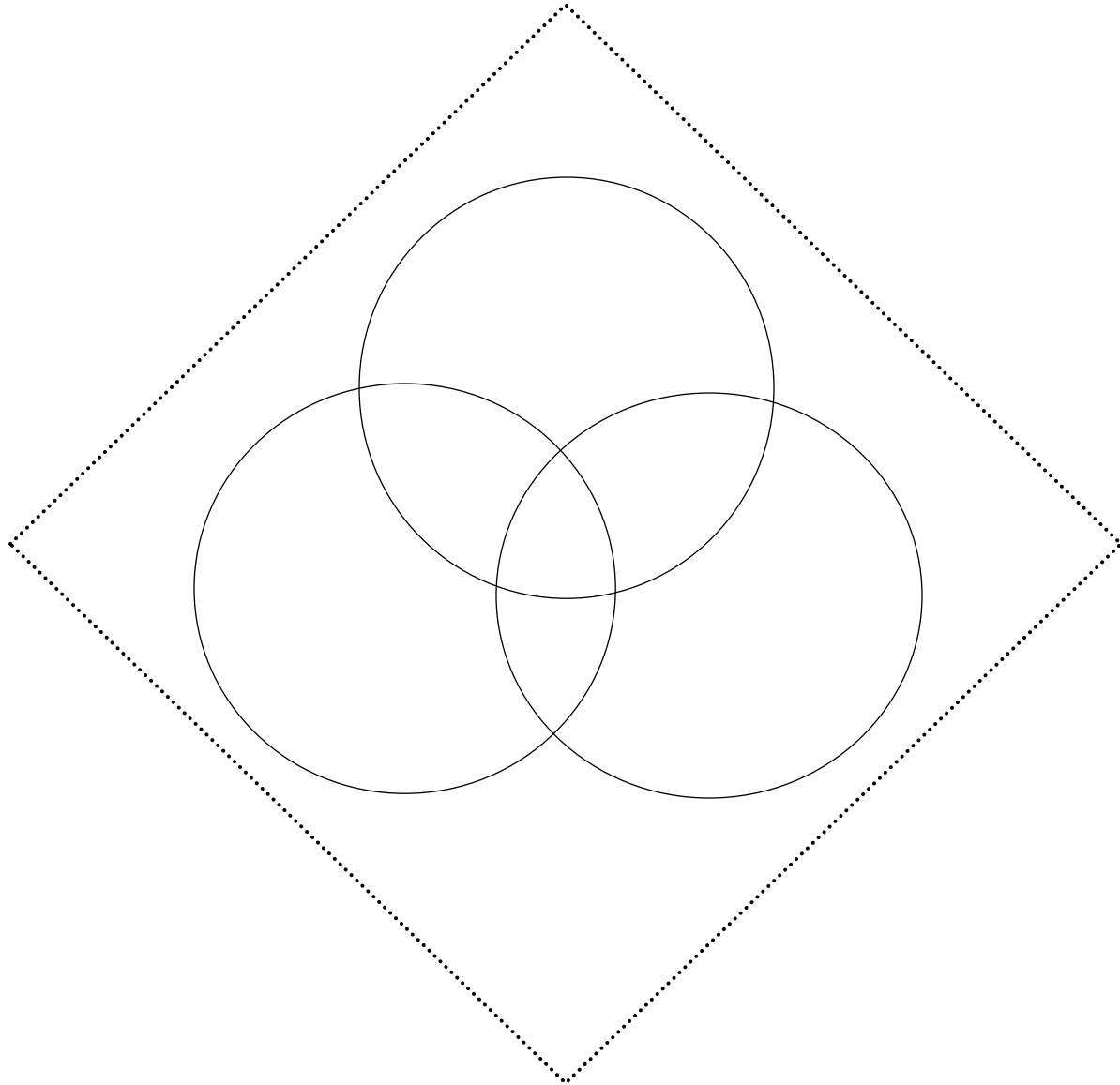


Full
Integration B

Don't see a figure that describes how you view the relationships across domains of your work? Draw your own using the space provided in the worksheet located in the Appendices.



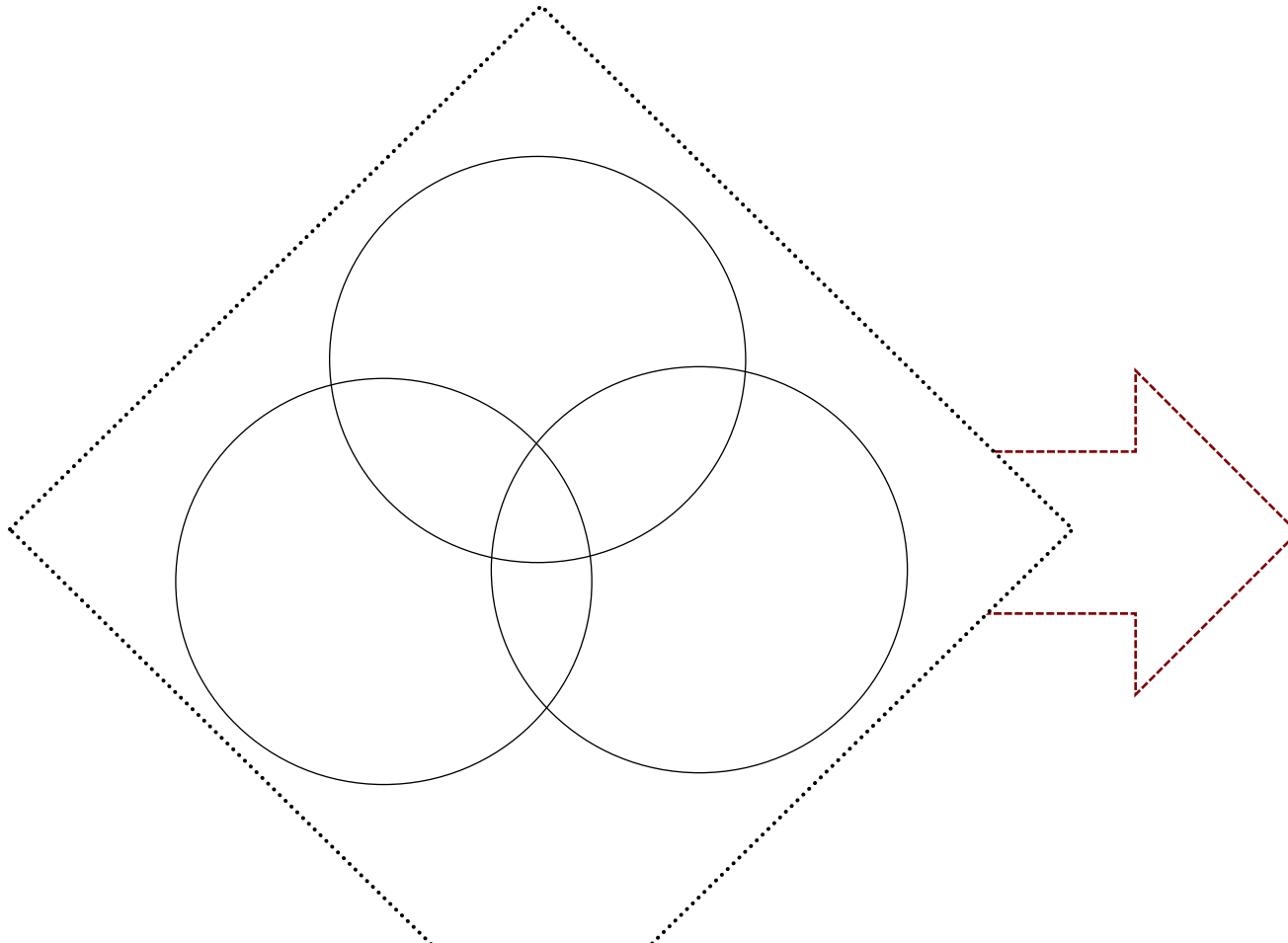
APPENDIX D.
SIM Part 1 – Scholarly Identity Map Template [Values Only]





APPENDIX E.SIM Part 2, Scholarly Identity Map Template [Complete]

**My Work's Public
Purposes/Ends**



I advance public ends by...



APPENDIX F. Scholarly Identity Map Conventions

As you work to develop your map, use these conventions.

Part 1

- Make sure to date and include your name on your map draft.
- List your scholarly identity [i.e. your descriptors/labels] centrally on your map.
- Include your values on your map. One strategy is to draw a diamond around your interlocking circles and locate the values there.
- **If using the template provided:**
 - Use circles to represent primary domains of your work (e.g. Teaching, Research and Service, etc.).
 - Based on what you did in STEP 3, adjust sizes of the circles to indicate the relative importance of specific domains of your work relative to the others.
 - Adjust the degrees of circle overlap to indicate the relative degree of integration of the domains of your work.
- If not using the template provided, find an alternate means to illustrate relationships across the domains of your work, giving particular attention to cross-cutting dimensions like community engagement.

Part 2

- Use bullets or other features to concisely list your public purposes and exemplar way that you enact your values toward achieving public ends

Note: Sample maps are available, if you'd like to see what others have produced. Email Mary Price @ price6@iupui.edu or mfprice67@gmail.com for more information.



APPENDIX G. Standards of Scholarship & Public & Community Engaged Scholarship Comparison

Standards of Scholarship (Glassick, Huber, and Maeroff, 1997)

Proposed Criteria for Evaluating Public & Community Engaged Scholarship

(IUPUI Public Scholarship Concept Paper, 2015-2016; adapted from Jordan 2007)

Clear goals	Clear academic and community goals
Adequate preparation	Adequate preparation in content area and grounding in public scholarship
Appropriate methods: rigor	Appropriate methods: rigor and community engagement
Significant results: impact on the field	Significant results: impact on the field and the community
Effective presentation	Effective presentation/dissemination to academic and community audiences
Reflective critique	Reflective critique: lessons learned to improve scholarship and community engagement
	Leadership and scholarly contribution
	Consistently ethical behavior: socially responsible conduct

Glassick, C.E., Huber, M.T. & Maeroff, G.I. (1997). *Scholarship assessed: Evaluation of the professoriate*. The Carnegie Foundation for the Advancement of Teaching. Jossey-Bass, San Francisco, CA.

Jordan, C. (2007). (Editor) *Community-engaged scholarship review, promotion & tenure package*. Peer Review Workgroup, Community-Engaged Scholarship for Health Collaborative, Community-Campus Partnerships for Health. https://ccph.memberclicks.net/assets/Documents/CESToolkit/ces_rpt_package.pdf

Wood, E., Hong, Y., Price, M.F., Stanton-Nichols, K., Hatcher, J.A., Craig, D.M., Kelly, J.M. Silverman, R, and Palmer, K. (2016). *Public Scholarship at Indiana University-Purdue University Indianapolis*. Retrieved from: <https://scholarworks.iupui.edu/handle/1805/9713>

APPENDIX H. SIM References & Readings

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