

2023

Editors' Introduction - CER Vol. 1

Brian Boecherer

Olive Shade Higher Education Consulting, brian.boecherer@oliveshade.com

Melanie Nappa-Carroll

Syracuse University, msnappa@syr.edu

Nicole Chodkowski

Boise State University, nicolechodkowski@boisestate.edu

Sean Conrey

Syracuse University, smconrey@syr.edu

Michael Giazzoni

University of Pittsburgh, giazzoni@pitt.edu

See next page for additional authors

Follow this and additional works at: <https://surface.syr.edu/cer>

Recommended Citation

Boecherer, Brian; Nappa-Carroll, Melanie; Chodkowski, Nicole; Conrey, Sean; Giazzoni, Michael; Juarez-Coca, Fabiola; and Todd, Chris (2023) "Editors' Introduction - CER Vol. 1," *Concurrent Enrollment Review*: Vol. 1: Iss. 1, Article 2.

Available at: <https://surface.syr.edu/cer/vol1/iss1/2>

This Article is brought to you for free and open access by the Journals at SURFACE at Syracuse University. It has been accepted for inclusion in Concurrent Enrollment Review by an authorized editor of SURFACE at Syracuse University. For more information, please contact surface@syr.edu.

Editors' Introduction - CER Vol. 1

Authors

Brian Boecherer, Melanie Nappa-Carroll, Nicole Chodkowski, Sean Conrey, Michael Giazsoni, Fabiola Juarez-Coca, and Chris Todd

EDITORS' INTRODUCTION

Brian A. Boecherer
Melanie Nappa Carroll
Nicole Chodkowski
Sean M. Conrey
Michael J. Giazzoni
Fabiola Juarez-Coca
Christopher Todd

Welcome to the first volume of the *Concurrent Enrollment Review* (CER). To mark the occasion, the editorial board decided to contribute an introductory piece to give context to the journal and to clarify why we believe there is a need to establish a site for scholarly debate focused on dual and concurrent enrollment (DE/CE). Our mission with the CER and its supporting bibliography on DE/CE in Zotero is an attempt to establish a home of multidisciplinary research to answer the question, *What is Concurrent Enrollment?* In asking what it is, we are inherently asking what it does, how it is different and/or similar from other academic disciplines, how and whether it is successful, and what are its limitations or unrealized opportunities for growth. Indeed, in exploring the identity of dual and concurrent enrollment, we can start to clearly define its many faces, test its limits, question its ethics and assumptions, develop new hypotheses and knowledge, and improve better practices within it, both pedagogically and administratively. Our hope is that our collective efforts can clarify and thereby claim DE/CE, not only as a mode of education, but also as a tool for social justice, as an academic subdiscipline that interacts with other disciplines, as well as an area of standards, policy, and law. The goals of the CER are to invite scholars, practitioners, and policy experts to build the identity of DE/CE through research, analysis, and critical scrutiny. This introduction, then, is designed to welcome a diverse community to read and contribute to the CER, provide the context for the CER's origins, and to expose future areas of study to distinguish DE/CE. Please accept this as an invitation to read the articles, consider their impact,

Concurrent Enrollment Review, Volume 1, Fall, 2023

Copyright © 2023 *Concurrent Enrollment Review*

discuss them with your colleagues, use them in your work, and contribute your own ideas to future volumes.

ORIGINS OF THE *CER*

An origin story is different from a history as it only shows the pivot points that help to create something. The *CER* finds its origins in the professional network and accreditation organization of the National Alliance of Concurrent Enrollment Partnerships (NACEP). The editorial board started to form around individuals who regularly presented research that critically tested definitions, hypotheses, and implications of DE/CE. Some of the earliest presentations from this group go back to 2004 when NACEP hosted their national conference in Boise, Idaho. Indeed, while a diverse variety of NACEP presenters offered research throughout the years of annual presentations, the *CER* editorial board, in its current iteration, started to meet informally around 2015 to discuss theory and approaches to DE/CE and whether NACEP could ever serve as an academic home for DE/CE. Syracuse University (Melanie Nappa Carroll and Sean M. Conrey) served as the original center of gravity for the nascent editorial board, inviting conversations and co-presenting with the University of Connecticut (Brian Boecherer) and eventually Boise State University (Fabiola Juarez-Coca). Over time the editorial board presented at the annual NACEP meetings on the need for an academic journal, which garnered attention and by 2019, at the annual NACEP conference in Salt Lake City, Utah, the editorial board presented a strategic plan for the *CER* to a room where seats were filled and walls were lined. The interest and desire from the NACEP community was clear; the *CER* was something that the community wanted as a tool for advancing institutional programs, public policy, and social justice.

For the next two years the editorial board met to develop the organization, standards, and name of the journal. Boise State University, Syracuse University, and the University of Connecticut co-sponsored the creation of the journal. The University of Pittsburgh's Michael Giazzoni as well as Boise State University's Nicole Chodkowski were invited to the editorial board in 2022. Leadership at the University of Connecticut shifted, whereby the former director Brian Boecherer started a DE/CE consultancy to support the development of DE/CE especially for the benefit of underserved students, and the new director at the University of Connecticut, Christopher Todd, was invited to join the board. Over 80 years of direct experience in DE/CE are represented in the editorial board, including program leadership, secondary and postsecondary leadership and teaching, academic training, and policy work.

The widespread need for the *CER* also helped to develop the structure of the journal. That is, the *CER* is meant to inform those who engage with DE/CE and develop DE/CE to benefit students, teachers, and programs – indeed, a varied and diverse group. On the broadest level, we see three general populations who would benefit from reading, using, and publishing with the *CER* – academics, DE/CE program practitioners, and policymakers. These groups are broadly defined, and individuals in these groups overlap. They also have different objectives, backgrounds, training, and priorities. Editorial board members are also part of one, two, and/or all three of these broad groups. External reviewers for the journal also inhabit these different spaces so that the articles are reviewed appropriately. But because the audience is diverse, so must be the articles, as well as the resources to achieve our aforementioned goals. To that end, the *CER* has two complementing parts – the journal itself (which we have discussed thus far) and the bibliography of peer-reviewed articles that can benefit our audience. Utilizing a Zotero bibliographic site, the *CER* has and will continue to hire a staff librarian to catalog peer-reviewed articles on DE/CE in the hope that this growing repository will support the enterprise of answering the question, *What is Concurrent Enrollment?*

AREAS OF PUBLICATION

With the first volume completed, the editorial board can say that we have already learned a thing or two through trial, error, and hours of discussion and deliberation. As we wish to attract a diverse array of scholarship, we needed to stake out areas of publication so that standards were set to match the area of contribution. Those areas match the broadly-identified groups above: academics, practitioners, and policymakers. The following is an outline of what those areas look like.

Program Evaluation, Research, and Development

Program Evaluation, Research and Development papers engage with the details of program implementation, collegiate environments, and advancing the development of dual and concurrent enrollment. Articles in this domain utilize primary data and source materials from concurrent and dual enrollment programs. These manuscripts create a recursive loop of practice, research, and policy, whereby each of the three influence the others and, thereby, develop DE/CE – in practice, research, and policy.

Publishing Philosophy for Program Evaluation, Research, and Development: These manuscripts will present case studies and/or deliberative research grounded in qualitative and/or quantitative data to inform the community. Situating research

within the current literature is important for setting the foundation of such articles, as well as setting standards for how scholars contribute knowledge to the field. To that end, scholars should research precedent scholarship to embed themselves in, and converse with, other scholars and studies. They are invited to explore and contribute to the Zotero bibliography and cite relevant parallel or perpendicular studies.

Academic Scholarship/Systematic Review

Academic scholarship engages primarily with extant literature, theorizing and developing new knowledge that may have implications for dual and concurrent enrollment practice and policy. These manuscripts are expected to be up-to-date with the literature and engage with it on a scholarly level. This area also crosses over into the policy and practitioner realms.

Publishing Philosophy for Academic Scholarship/Systematic Review: Academic studies situate themselves in academic literature reviews. These literature reviews may be DE/CE-focused, or discipline-focused (composition studies, equity literature, etc.).

Policy Studies/Policy Briefs

Policy Studies/Policy Briefs focus on the policy and finance side of DE/CE. These manuscripts may often engage with issues of funding, accreditation, and secondary school and postsecondary (grades 9-16) state requirements. These manuscripts will inform and impact the work of DE/CE practitioners as well as other state educational stakeholders.

Publishing Philosophy for Policy Studies/Policy Briefs: These manuscripts are similar to those focused on *Program Evaluation, Research, and Development* and should use qualitative and/or quantitative research, primary documents, and first-hand accounts to frame their arguments. They are different from program research, however, as they can stand alone more easily, as they describe, explore, and challenge DE/CE policy, which may be hyper-focused on a singular program, policy, or legislative initiative within a localized context. Scholars submitting this kind of work may find it useful or necessary to compare and critically engage with other scholars, and if so, they are similarly invited to explore and contribute to the Zotero bibliography and cite their relevant exploration of parallel or perpendicular studies.

CONCLUSION

The *CER* finds its strength in its diversity and its independence. While all editorial board members are associated with the National Alliance of Concurrent Enrollment Partnerships, the *CER* is wholly independent from NACEP. This is an important distinction for both the journal and NACEP itself. While many professional academic associations do have their own publications (e.g., American Political Science Association, the Conference on College Composition and Communication, etc.) the academic disciplines that these associations serve are not analyzing their own legitimacy as they are providing platforms for established fields, analyzing phenomena in their areas, employing accepted methodologies, and debating the results within their disciplines. The *CER* is multidisciplinary, and, as DE/CE is not yet an established field, it is part of many fields. Moreover, the *CER* is not only investigating the social, political, cultural, and educational impact of DE/CE, it is engaging with the legitimacy of programming, standards, laws, impacts, and what claims may be attributable to DE/CE. For that, a level of separation from the National Alliance is necessary and beneficial for both organizations.

The *CER* is a space for research to show the strengths, weaknesses, and new directions of DE/CE. We expect the journal to show the boundaries of the field as well as where DE/CE can interact with various educational disciplines and policy spaces. We hope that the *CER* will be a home for many new and established scholars, veteran practitioners, and policy specialists. We believe this first volume helps stake out directions for new inquiry and we look forward to seeing how it evolves with your contribution.