

Compiled by Patti H. Clayton from the following sources:

- Engagement and Engaged Scholarship: How are they being defined and/or explained? Compiled by the Carolina Center for Public Service. November 2, 2006.
- National Clearinghouse on the Scholarship of Engagement [www.scholarshipofengagement.org]
- Community Campus Partnerships for Health [www.ccph.info]
- Community Engagement and Community-Engaged Scholarship: Clarifying Our Meanings When Using These Terms. Robert Bringle. Community-Engaged Scholarship for Health Collaborative Teleconference Call, May 18, 2005.
- An Integrated Model for Advancing the Scholarship of Engagement: Creating Academic Homes for the Engaged Scholar. John Saltmarsh. Miami University Ohio, September 11, 2007.

“Engagement” / “Community engagement”

- “Community Engagement describes the collaboration between institutions of higher education 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*
- “Engagement is defined as a meaningful and mutually beneficial collaboration with partners in education, business, and public and social service. It involves using:
 - That aspect of **teaching** that enables learning beyond the campus walls;
 - That aspect of **research** that makes what we discover useful beyond the academic community; and
 - That aspect of **service** that directly benefits the public.” *The Ohio State University*
- “Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.” *Committee on Institutional Cooperation, Committee on Engagement*
- “Moving beyond outreach and public service to a new conception of ‘engagement’ with the community (however defined) in ways that serve both institutional and community needs.” *Renewing the Covenant: Learning, Discovery and Engagement in a New Age and Different World (Kellogg Commission on the Future of State and Land Grant Universities)*
- “Civic engagement is active collaboration that builds on the resources, skills, expertise, and knowledge of the campus and community to improve the quality of life in communities in a manner that is consistent with the campus mission. The definition of civic engagement indicates that this work encompasses teaching, research, and service (including patient and client services) not only **in** but also **with** the community. Civic engagement includes university work in all sectors of society: nonprofit, government, and business.”
 - Community Engagement: Teaching, research, service **in** the community (defined by location)
 - Civic Engagement: Teaching, research, and service **in and with** the community (defined by location and process - i.e., democratic, participatory) *IUPUI Task Force on Civic Engagement*
- www.ccph.info



“Scholarship”

- “Scholarship is teaching, discovery, integration, application and engagement; clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed.”

Linking Scholarship and Communities: The Report of the Commission on Community-Engaged Scholarship in the Health Professions, Community Campus Partnerships for Health

“Engaged scholarship” / “Community-engaged scholarship” / “Scholarship of engagement”

- “*co-creation* and application of knowledge, a relationship that increases both partners' capacity to address issues. Outreach and engagement also provides university scholars with new information for publications and other communications that reflect the realities outside the laboratory. Such new knowledge can sometimes be incorporated into future research and teaching and applied in new settings.” *Michigan State University*
- “Community-engaged scholarship is scholarship that involves the faculty member in a mutually beneficial partnership with the community. By ‘community-engaged scholarship’ we mean ‘teaching, discovery, integration, application and engagement that involves the faculty member in a mutually beneficial partnership with the community and has the following characteristics: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigor and peer-review. . . . It is important to point out that not all community-engaged activities undertaken by faculty are scholarship. For example, if a faculty member devotes time to developing a community-based health program, it may be important work and it may advance the service mission of the institution, but unless it includes the other components that define scholarship (e.g., clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigor, and peer review) it would not be considered scholarship.” *Community Campus Partnerships for Health*
- “Engaged scholarship
 - a.) is participatory and values the community partners as collaborators.
 - b.) benefits the community partners (e.g., agencies, neighborhoods, clients) in ways that are identified by them and others as being significant and effective.
 - c.) furthers the scholarship of the faculty member in ways that are recognized by others as having academic impact as well as community impact.” *Memorandum, Indian University-Purdue University*
- “*Scholarship Reconsidered*, authored by the late Ernest Boyer, challenged higher education to embrace the full scope of academic work, moving beyond an exclusive focus on traditional and narrowly defined research as the only legitimate avenue to further knowledge. *www.ccpb.info*

- The scholarship of discovery refers to the pursuit of inquiry and investigation in search of new knowledge.
- The scholarship of integration consists of making connections across disciplines and advancing knowledge through synthesis.
- The scholarship of application asks how knowledge can be applied to the social issues of the times in a dynamic process that generates and tests new theory and knowledge.
- The scholarship of teaching includes not only transmitting knowledge, but also transforming and extending it.
- The scholarship of engagement connects any of the above dimensions of scholarship to the understanding and solving of pressing social, civic, and ethical problems.”

- “The Scholarship of Application “builds on established academic epistemology, assumes that knowledge is generated in the university or college and then applied to external contexts with knowledge flowing in one direction, out of the academy. The Scholarship of Engagement “requires 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.”

O’Meara and Rice, Faculty Priorities Reconsidered (2005).

“The National Review Board considers the Scholarship of Engagement as a term that captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs. In essence, it is a scholarly agenda that integrates community issues. In this definition community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good.”

Evaluation Criteria for the Scholarship of Engagement (drawing from the criteria presented in *Scholarship Assessed: A Special Report on Faculty Evaluation*, Glassick, Huber & Maeroff, 1997)

Goals/Questions

- Does the scholar state the basic purpose of the work and its value for public good?
- Is there an "academic fit" with the scholar's role, departmental and university mission?
- Does the scholar define objectives that are realistic and achievable?
- Does the scholar identify intellectual and significant questions in the discipline and in the community?

Context of theory, literature, "best practices"

- Does the scholar show an understanding of relevant existing scholarship?
- Does the scholar bring the necessary skills to the collaboration?
- Does the scholar make significant contributions to the work?
- Is the work intellectually compelling?

Methods

- Does the scholar use methods appropriate to the goals, questions and context the work?
- Does the scholar describe rationale for election of methods in relation to context and issue?
- Does the scholar apply effectively the methods selected?
- Does the scholar modify procedures in response to changing circumstances?

Results

- Does the scholar achieve the goals?
- Does the scholar's work add consequentially to the discipline and to the community?
- Does the scholar's work open additional areas for further exploration and collaboration?
- Does the scholar's work achieve impact or change? Are those outcomes evaluated and by whom?
- Does the scholar's work make a contribution consistent with the purpose and target of the work over a period of time?

Communication/Dissemination

- Does the scholar use a suitable styles and effective organization to present the work?
- Does the scholar communicate/disseminate to appropriate academic and public audiences consistent with the mission of the institution?
- Does the scholar use appropriate forums for communicating work to the intended audience?
- Does the scholar present information with clarity and integrity?

Reflective Critique

- Does the scholar critically evaluate the work?
- What are the sources of evidence informing the critique?
- Does the scholar bring an appropriate breadth of evidence to the critique?
- In what way has the community perspective informed the critique?
- Does the scholar use evaluation to learn from the work and to direct future work?
- Is the scholar involved in a local, state and national dialogue related to the work?

National Review Board for the Scholarship of Engagement / Clearinghouse

Scholarship Standards

SCHOLARSHIP OF DISCOVERY	ENGAGED SCHOLARSHIP
<ul style="list-style-type: none"> • Breaks new ground in the discipline 	<ul style="list-style-type: none"> • Breaks new ground in the discipline <i>and</i> has direct application to broader public issues
<ul style="list-style-type: none"> • Answers significant questions in the discipline 	<ul style="list-style-type: none"> • Answers significant questions in the discipline which have relevance to public or community issues
<ul style="list-style-type: none"> • Is reviewed and validated by qualified peers in the discipline 	<ul style="list-style-type: none"> • Is reviewed and validated by qualified peers in the discipline <i>and</i> by members of the community
<ul style="list-style-type: none"> • Is based on solid theoretical basis 	<ul style="list-style-type: none"> • Is based on solid theoretical <i>and</i> practical bases
<ul style="list-style-type: none"> • Applies appropriate investigative methods 	<ul style="list-style-type: none"> • Applies appropriate investigative methods
<ul style="list-style-type: none"> • Is disseminated to appropriate audiences 	<ul style="list-style-type: none"> • Is disseminated to appropriate academic <i>and</i> community audiences
<ul style="list-style-type: none"> • Makes significant advances in knowledge and understanding the discipline 	<ul style="list-style-type: none"> • Makes significant advances in knowledge and understanding of the discipline <i>and</i> public social issues

*Presented by Andrew Furco
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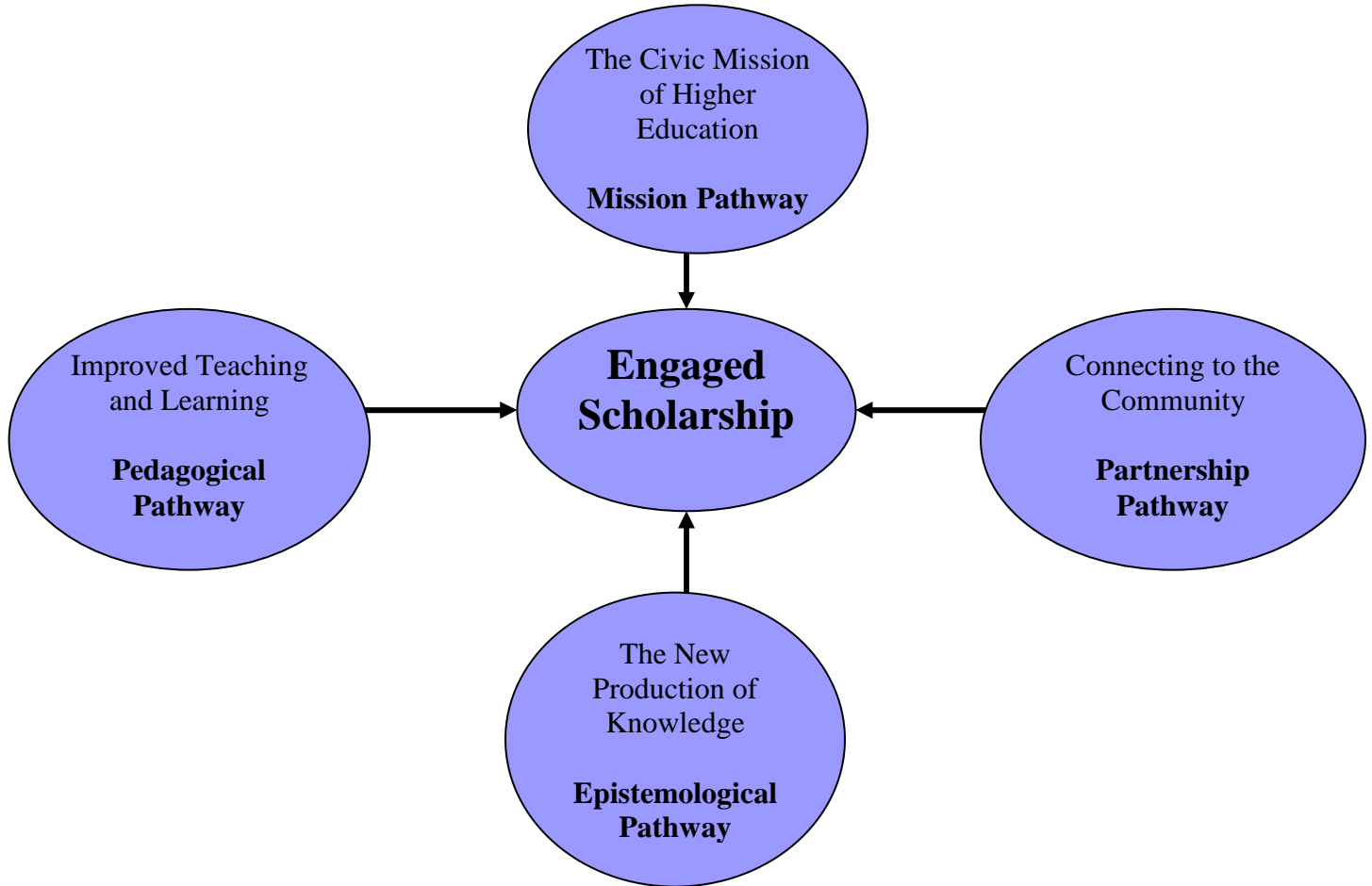
From “Teaching” to “Scholarly Teaching” to “The Scholarship of Teaching and Learning”

“*all* faculty have an obligation to teach well, to engage students, and to foster important forms of student learning—not that this is easily done. Such teaching is a good fully sufficient unto itself. When it entails, as well, certain practices of classroom assessment and evidence gathering, when it is informed not only by the latest ideas in the field but by current ideas about teaching the field, when it invites peer collaboration and review, *then* that teaching might rightly be called scholarly, or reflective, or informed. But in addition to all of this, yet *another* good is needed, one called a scholarship of teaching, which ... we have described as having the three additional central features of being public (“community property”), open to critique and evaluation, and in a form that others can build on.”

Hutchings and Shulman speak of the scholarship of teaching and learning as requiring “a kind of ‘going meta,’ in which faculty frame and systematically investigate questions related to student learning—the conditions under which it occurs, what it looks like, how to deepen it, and so forth—and do so with an eye not only to improving their own classroom but to advancing practice beyond it.”
[Hutchings and Shulman (1999)]

Pathways to the Scholarship of Engagement

John Saltmarsh, New England Resource Center for Higher Education



Pedagogy: “People worldwide need a whole series of new competencies...But I doubt that such abilities can be taught solely in the classroom, or be developed solely by teachers. Higher order thinking and problem solving skills grow out of direct experience, not simply teaching; they require more than a classroom activity. They develop through active involvement and real life experiences in workplaces and the community.” *John Abbott, Director of Britain’s Education 2000 Trust, Interview with Ted Marchese, AAHE Bulletin, 1996*

Partnership: “American colleges and universities are “one of the greatest hopes for intellectual and civic progress in this country. I am convinced that for this hope to be fulfilled, **the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems**, and must reaffirm its historic commitment to what I call the scholarship of engagement.” *Ernest Boyer, The Scholarship of Engagement. 1996.*

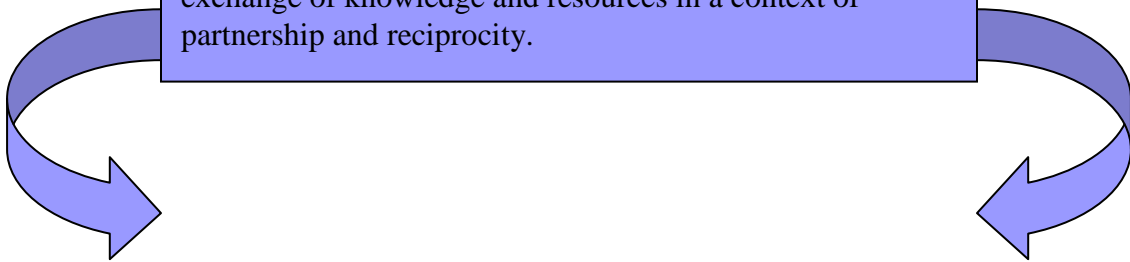
Epistemology: “...**the pursuit of knowledge itself demands engagement**. Increasingly, academics in many disciplines are realizing that their own intellectual territory overlaps with that of other knowledge professionals working outside the university sector...Knowledge is being keenly pursued in the context of its application and in a dialogue of practice with theory through a network of policy-advisors, companies, consultants, think-tanks and knowledge brokers as well as academics.” *Association of Commonwealth Universities*

Mission: “Universities engage multiple partners in the production of knowledge, and we cannot erect barriers between universities and communities in that process. We are, in short, all in this together.” *Rebecca Bushnell, Dean of the School of Arts and Sciences, Penn*

The Scholarship of Engagement

Defines how the act of scholarship is undertaken across all the dimensions of scholarship.

Engagement = Scholarship activities that connect higher education institutions 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.



Dimensions of Scholarship (Boyer)

- **Discovery** involves adding to the stock of human knowledge.
- **Integration** involves making connections across disciplines that lead to new understandings.
- **Application** involves turning knowledge into use by addressing real-world problem solving.
- **Teaching** involves passing knowledge or understanding on to others.

The Act of Scholarship

- Goal setting for the scholarship.
- Selecting the means and methods for carrying out the scholarship.
- Applying those means and methods.
- Reflection on the results of that application.
- Dissemination of results.

*John Saltmarsh,
New England Resource Center for Higher Education*