

# Designing and Documenting the Scholarship of Engagement

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# Advancing Kentucky through Engagement

First Annual Kentucky Engagement  
Conference

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# The Scholarship of Engagement

“Scholarship is a choice of how to live as well as a choice of a career.”

C. Wright Mills, *The Sociological Imagination*, 1959.



# The Scholarship of Engagement

## Agenda

- *Reconsidering Scholarship*
- *Defining the Scholarship of Engagement*
- *The Scholarship of Engagement in Practice*
- *Standards of Scholarship of Engagement*
- *Documenting the Scholarship of Engagement*



# The Scholarship of Engagement

## *Reconsidering Scholarship*



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# Scholarship Reconsidered

- **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.

**Ernest Boyer, *Scholarship Reconsidered*, 1990.**



# The Scholarship of Application: Boyer

- How can knowledge be responsibly applied to consequential problems?
- How can it be helpful to individuals and institutions?
- Can social problems themselves define an agenda for scholarly application?



# The Scholarship of Engagement

- 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.



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# From Application to Engagement

- *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.”

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



# From Application to Engagement

- *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. It represents a basic reconceptualization of faculty involvement in community-based work.”

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

# NEW FRAMEWORK FOR SCHOLARSHIP



- Interdisciplinary
- Matched to faculty expertise
- Situated in campus department mission
- Connection to teaching and learning
- Collaborative planning
- Time for reflection



# The Scholarship of Engagement

*The Scholarship of Engagement* “opens the way for a very different approach to scholarly work in all three areas of faculty responsibility – teaching, research, and service.”

- **Pedagogy:** “faculty members need to rethink their relationship to students, the larger community, and many of their assumptions about teaching.”
- **Research:** “Community-based research calls for a realignment of the relationship of local and cosmopolitan knowledge.”
- **Service:** The Scholarship of Engagement “transforms service into collaborative practice.”

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



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# The Scholarship of Engagement

## *Defining the Scholarship of Engagement*



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# What is the Scholarship of Engagement?

The Scholarship of Engagement is 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.
- Engagement is a scholarly agenda that incorporates community issues and which can be within or integrative across teaching, research, and service.
- In this definition, community is broadly defined to include audiences external to the campus that are part of a collaborative process that contributes to the public good.

In applying these criteria, the National Review Board for the Scholarship of Engagement is mindful of the variation in institutional contexts, the breadth of faculty work, and individual promotion and tenure guidelines.

**The National Review Board for the Scholarship of Engagement**



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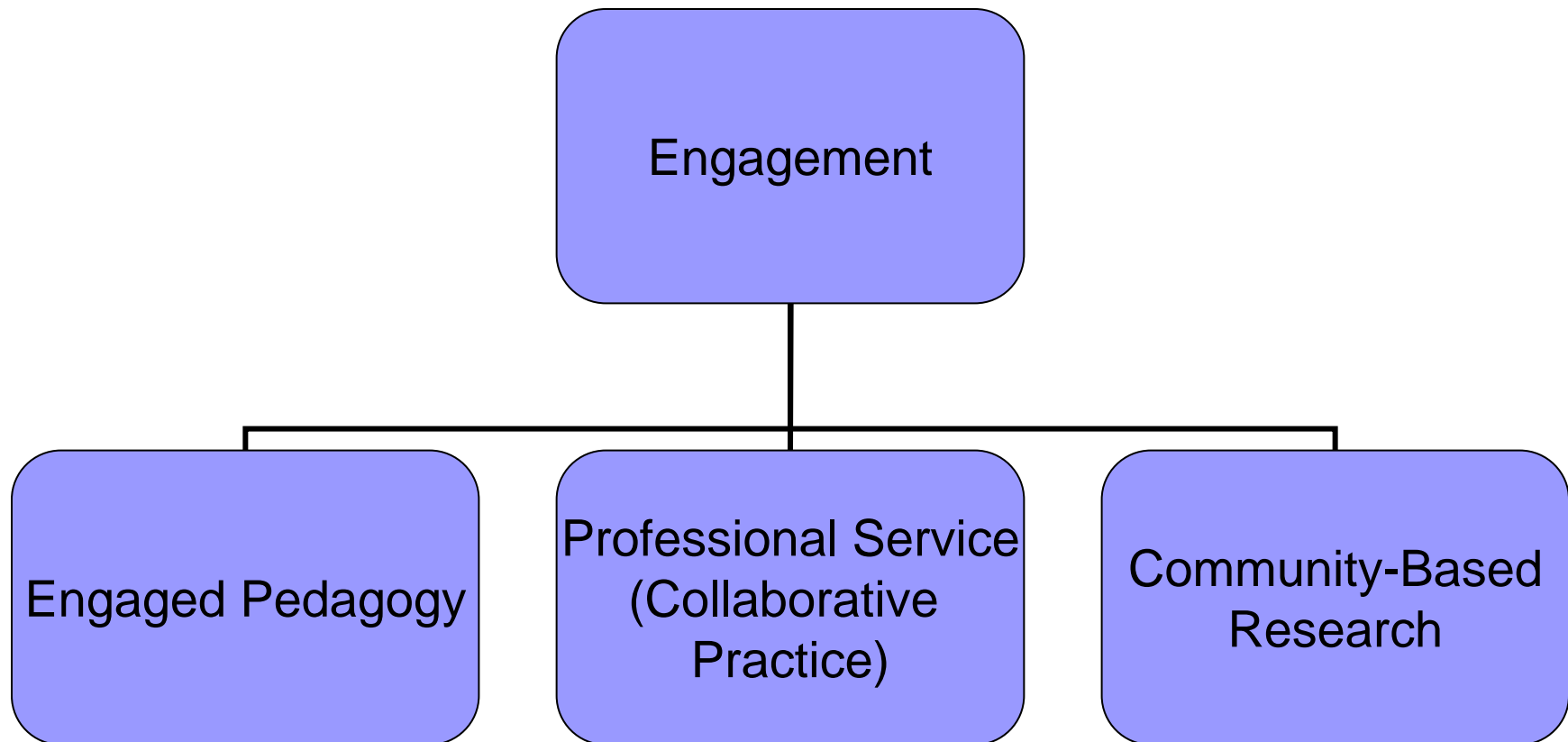
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# The Act of Scholarship

- 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.

# Engagement and Faculty Roles





# The Scholarship of Engagement

## *Principles of Engagement*



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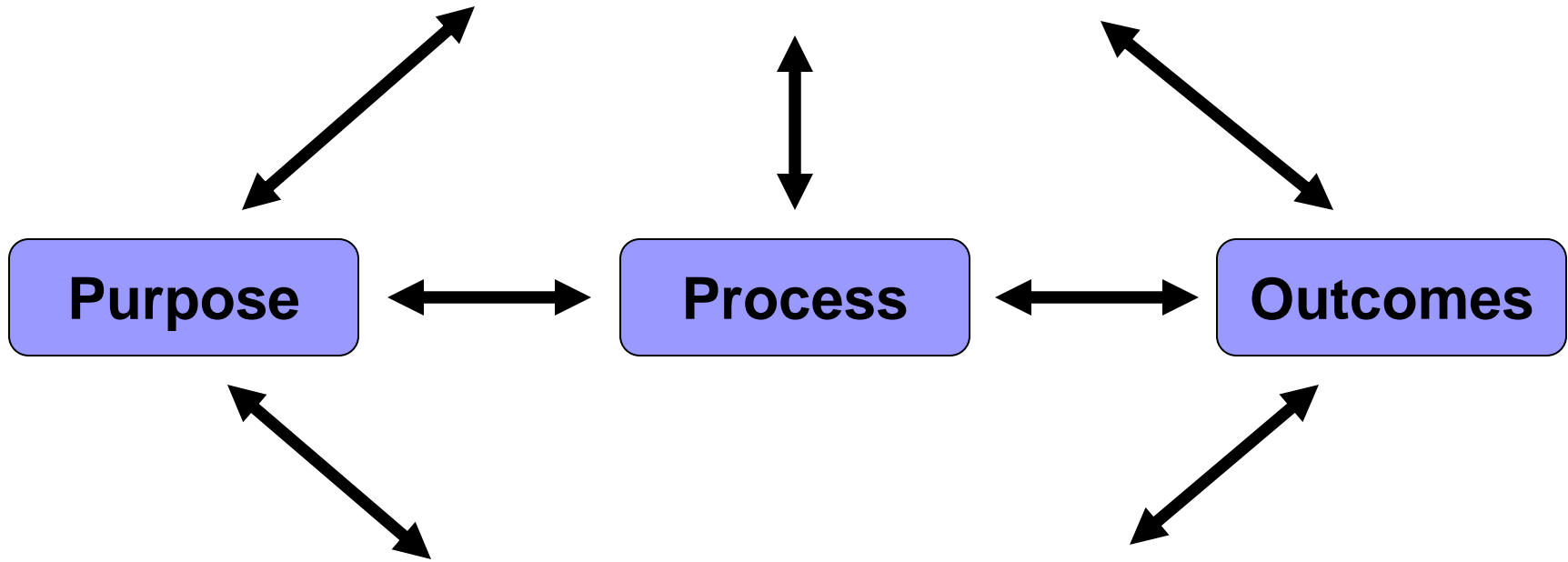


# Principles of Engagement

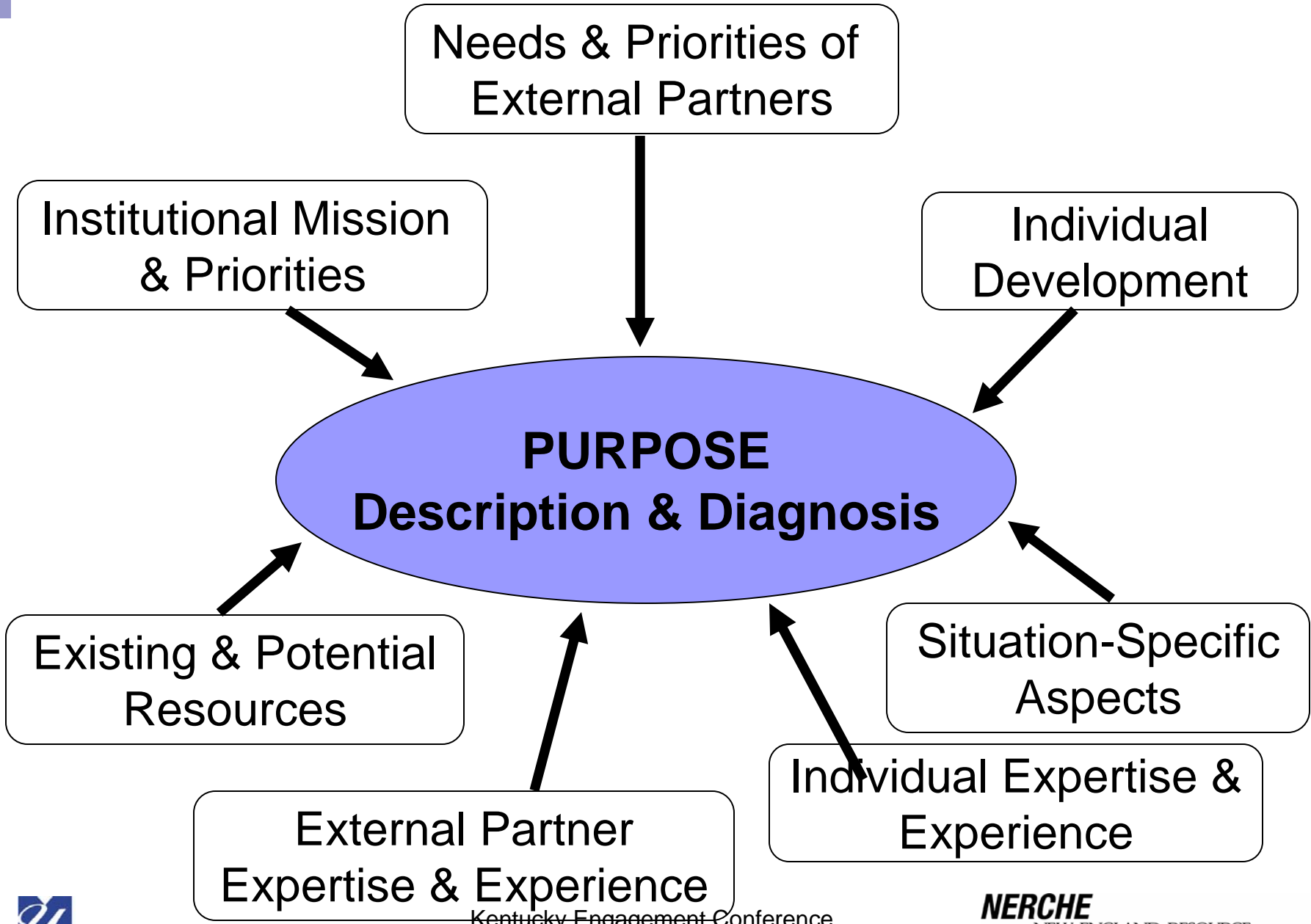
- Place-Related
- Interactive – Respectful/Collaborative
- Mutually Beneficial
- Integrated
- Dedication to Learning – emphasis on values of community, responsibility, stewardship, and mutual concern

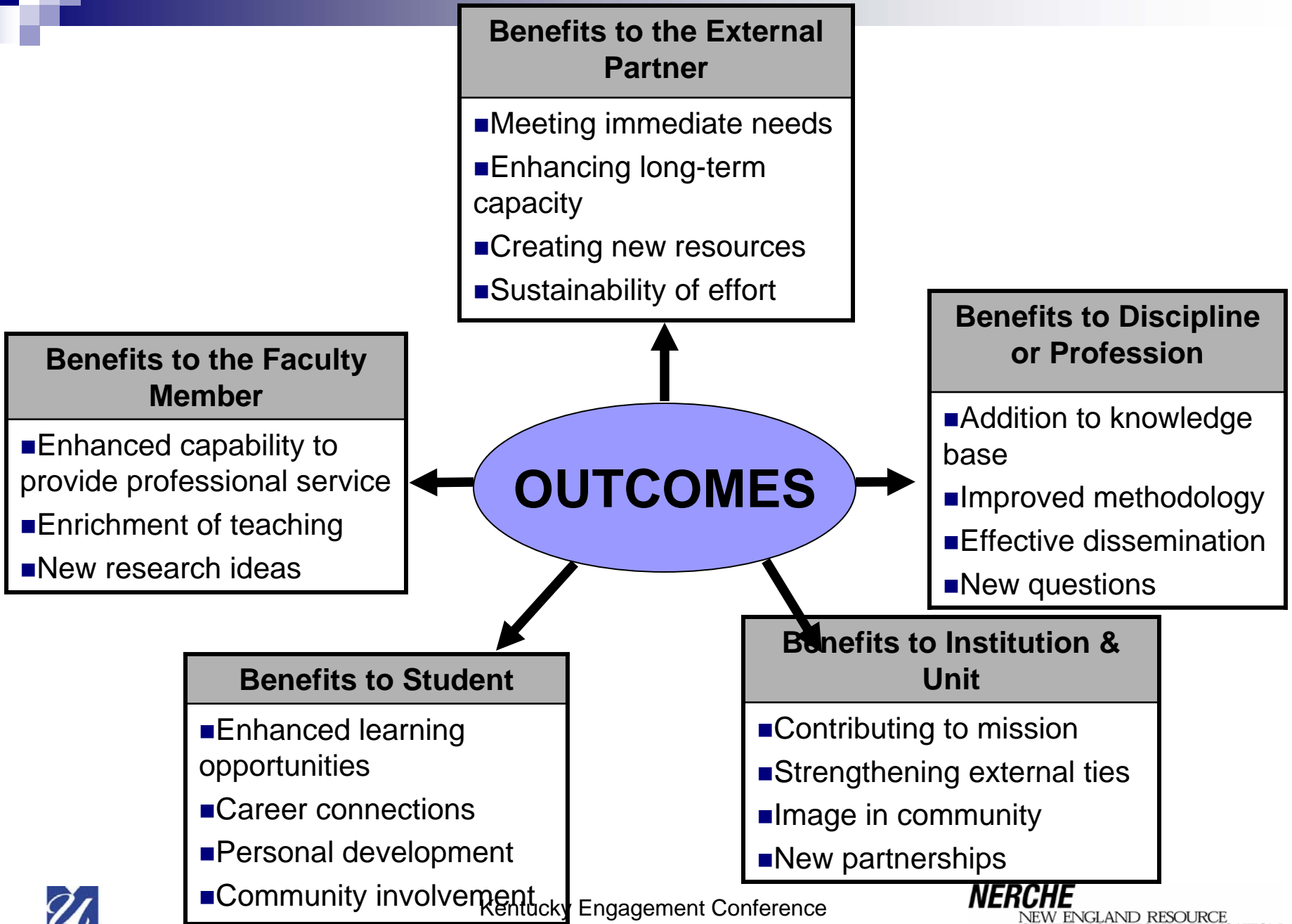


# Continuous Collaboration with External Partner



# Continuous Reflection, Feedback, and Adaptation





*“The new Scholarship of Engagement encompasses application and dissemination through outreach, community service, service-learning, and professional service.”*

Driscoll & Lynton, 1999





# The Scholarship of Engagement

## *Standards of Scholarship of Engagement*



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# QUALITY—EVALUATION CRITERIA

- Goals/questions
- Context of theory, literature, best practices
- Methods
- Results
- Communication/dissemination
- Reflective critique

**National Review Board  
Scholarship of Engagement, 2000**



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# ARCHITECTURE OF ENGAGED SCHOLARSHIP:

*SAME QUESTIONS, DIFFERENT ANSWERS*

- Purpose
- Questions
- Research Design
- Data Analysis
- Dissemination



*“While outreach scholarship is situated in the “swamp,” one can take a scholarly approach to the swamp and not get buried in it!”*

**Cheryl Rosaen**

*Professor, Teacher Education  
Michigan State University*



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# The Scholarship of Engagement

## *Documenting the Scholarship of Engagement*



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# Documenting Scholarship

## Traditional Scholarship

3 articles under review

6 national conference presentations

## Scholarship of Engagement

- Delivered feedback reports to 32 human service organizations
- Influenced county-wide policies on client confidentiality
- Data helped county procure additional funds for service intervention.
- Presented findings to over 100 county service providers and managers; over 500 human service delivery leaders and providers across the state; to state policy makers.
- Data used to build technical support for citizens across the state.



# Guidelines for Documentation

- Consider documentation as an ongoing process rather than a summary of outcomes.
- Clarify the intellectual questions that guided your work.
- Describe the context of your work (national trends, campus mission, departmental priorities).
- Document individual contributions and distinguish from roles of other collaborators.

Driscoll, A & Lynton, E. (Eds) (1999). *Making Outreach Visible*, AAHE



# Guidelines for Documentation (Cont.)

- Balance reflections pertaining to the process and outcomes.
- Be selective - only include information that helps make your case for scholarship; balance brevity with completeness of description.
- Demonstrate how the engagement activity provides a platform for future scholarly work.

Driscoll, A & Lynton, E. (Eds.) (1999). Making Outreach Visible, AAHE



# THE FUTURE

*“The experience of engagement will become the pathway to a fresh interpretation of the 21<sup>st</sup> century. This conception rests on the rethinking of the core of the academy, namely, the nature of scholarship itself.”*

Judith Ramaley, NSF, 2002



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# Resources

- National Review Board for the Scholarship of Engagement ([www.scholarshipofengagement.org](http://www.scholarshipofengagement.org))
- Imagining America  
Specifying the Scholarship of Engagement: A Knowledge Base for Community Projects in the Arts, Humanities, and Design  
(<http://www.ia.umich.edu/specifying-scholarship.html#howtouse>)
- New England Resource Center for Higher Education  
([www.nerche.org](http://www.nerche.org))

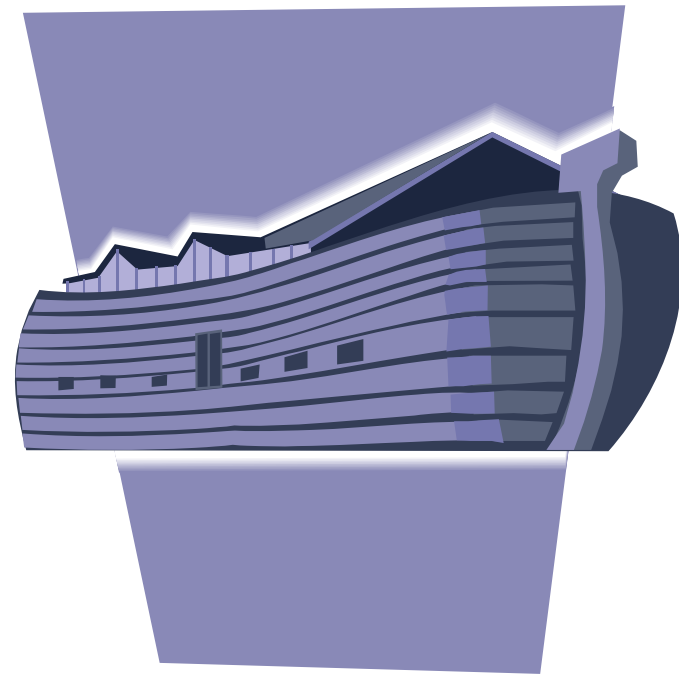
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# The Noah Principle

- "No more prizes for predicting rain. Prizes only for building the arks."

(Ira Harkavy-University of Pennsylvania)





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