The Scholarship of Engagement: Understanding it, Doing it, Documenting It, and Rewarding it

Lorilee R. Sandmann, Ph.D.
Memorial University
Teaching, Research, and Service
May 20, 2009

The Scholarship of Engagement as An Imperative for Colleges & Universities of the 21st Century

"...colleges and universities are one of the greatest hopes for intellectual and civic progress... 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."


Engagement implies strenuous, thoughtful, argumentative interaction with the non-university world in at least four spheres: setting universities' aims, purposes, and priorities; relating teaching and learning to the wider world; the back-and-forth dialogue between researchers and practitioners; and taking on wider responsibilities as neighbours and citizens."

Association of Commonwealth Universities

Creating a Counterbalance

The first elective category to be developed was, significantly, community outreach and engagement. If the effect of Carnegie’s efforts (and those of Dupont Circle and AAUP) in the first three quarters of the 20th century was to inscribe in academic structures and in the consciousness of faculty a national orientation, those organizations are increasingly emphasizing the value of the local. (p.12)


The conversation...

- The Case for Engagement and Engaged Scholarship
- The Faculty Case for Promotion Based on Engaged Scholarship: Approaches to Documentation
- The Institutional Case: Issues in Facilitating, Evaluating and Rewarding Engaged Scholarship
The Context & Case for Engagement

Why Engagement in H.E.?

The Civic Purpose of Higher Education

"Unless education has some frame of reference it is bound to be aimless, lacking a unified objective. The necessity for a frame of reference must be admitted. There exists in this country such a unified frame. It is called democracy.

John Dewey (1937)

Why Now?

- External Pressures
  - Demographic pressures on higher education
  - Accountability to achieve social & economic purposes
  - Education of social capital for a democratic citizenry
  - Growing interdependent, global, transnational consciousness
  - Emergence of diversity as an educational value and catalyst
  - Workplace—work collaboratively & solve problems in teams
- The New Academy
  - Expanding ways of knowing
  - Broadening definitions of scholarship and what is rewarded
  - Development in the disciplines and creation of new (problem-centered) interdisciplinary fields
  - Changing nature of faculty work
  - Millennial faculty

Engagement Landscape

- Punctuations—Evolved into a multifaceted field
- Engagement Defined
- Engagement as Teaching, Research, Econ. Dev.
- Engagement as a Scholarly Expression
- Engagement Institutionalized & Socialized
  - Carnegie community engaged institutions
    - 2006—107 applications, 76 classified
    - 2008—147 diverse applications
  - Sandmann, 2008

Focus, Emphasis, Intent

Giles, 2008
Pathways to the Scholarship of Engagement

Engagement Defined

- Substantiating the need for higher education’s engagement with the communities
- Defining characteristics, values, principles—location and process
- Emphasizing bidirectional interactions, reciprocity, and mutual respect to expand the traditional concept of outreach, public service

Carnegie Classification...

*Community Engagement describes the collaboration between 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.*

Carnegie Foundation for the Advancement of Teaching, 2006

A Typology of Institutional Responses to the Scholarship of Engagement

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Primary Educational Definition</th>
<th>Definition of Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Liberal arts college</td>
<td>Character training for democracy Character formation</td>
<td>Engaging with ideas of value Training citizens for public life</td>
</tr>
<tr>
<td>Research university</td>
<td>Expanding the knowledge base</td>
<td>Applying knowledge to solve social problems and issues</td>
</tr>
<tr>
<td>Professional school</td>
<td>Teaching applied, concrete skills</td>
<td>Training professionals to perform needed social functions Clinical training</td>
</tr>
</tbody>
</table>

Not everything is...

- Engagement
- Effective Engagement
- Engaged Scholarship
  - what is quality—criteria & standards
  - what is worth rewarding
  - how is it assessed
- Scholarship about Engagement
Engaged Scholarship -

**Dynamic Tension**
Existing views of faculty work

Driver for the re-examination of traditional approaches for defining, documenting and evaluating scholarship

---

The Case for Engaged Scholarship

**Challenge #1—**
Defining engaged scholarship
Framing faculty work as *quality* engaged scholarship

---

Principles of Engagement + Standards of Scholarship = Engaged Scholarship

---

What is Engaged Scholarship?

**RPT**
- Faculty work that is scholarly—good teaching, good research, good professional service (well-informed)
- Faculty work that is a basis for scholarship (contributing to a knowledge base)

---

What is Engaged Scholarship?

- Scholarship – What
- **Engaged** Scholarship – How
- For the Common, Public Good – Toward What End

---

Scholarly Engagement is the creation, integration, application and transmission of knowledge for the benefits of external audiences and the University and occurs in all areas of the University Mission: research, teaching and service. The quality and value of Scholarly Engagement is determined by academic peers and community partners.
**Engaged Scholarship**

- Scholarship—practices that cut across the categories of academic scholarship (discovery, teaching, application & integration).
- Engagement—reciprocal, collaborative relationships with partners external to the university. (Boyer, 1996)
- Scholarly engagement consists of:
  - Research, teaching, integration and application scholarship that
  - Incorporates reciprocal practices of civic engagement into the production of knowledge. (Barker, 2004)

**The foundation of academic public health practice in schools of public health is the traditional academic paradigm of research, teaching, and service—infused and motivated by scholarship that includes discovery, synthesis, integration, and application.**

- ASPH (1999)
- Demonstrating Excellence in Academic Public Health Practice

**Triple Helix of Knowledge**

Teaching, learning and research activities are strengthened through collaborative knowledge-exchange relationships

**New Approaches to Knowledge Production and Research**

- Mode I—traditional—pure, disciplinary, homogeneous, expert-led, hierarchical, peer reviewed, university-based
- Mode II—applied, problem-centered, transdisciplinary social and economic contexts, heterogeneous, hybrid, demand-driven, entrepreneurial, network-embedded, not necessarily led by universities

Gibbons, et al. (1994)

**Quadrant Model of Scientific Research**

<table>
<thead>
<tr>
<th>Quest for fundamental understanding?</th>
<th>Consideration of use?</th>
<th>Practice</th>
<th>Theory</th>
<th>Problems Addressed</th>
<th>Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>No</td>
<td>Public scholarship</td>
<td>Deliberative</td>
<td>Complex “public” problems requiring deliberation</td>
<td>Face to face, open forums</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Participatory research</td>
<td>Participatory democracy</td>
<td>Inclusion of specific groups</td>
<td>Face to face collaboration with specific publics</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>Community partnership</td>
<td>Social democracy</td>
<td>Social change, structural transformation</td>
<td>Collaboration with inter-mediary groups</td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>Public information networks</td>
<td>Democracy broadly understood</td>
<td>Problems of networking, communication</td>
<td>Databases of public resources</td>
</tr>
<tr>
<td>No</td>
<td>No</td>
<td>Civic literacy scholarship</td>
<td>Democracy broadly understood</td>
<td>Enhancing public discourse</td>
<td>Communication with general public</td>
</tr>
</tbody>
</table>


**Five Practices of Engaged Scholarship**


---

L. R. Sandmann © 2009
**Engaged Scholarship**

- Scholarly boundary crossing
- Scholarship in engagement
  - Engaged scholarship in teaching
  - Engaged scholarship in research
  - Engaged scholarship in service
  - Scholarship guided by an engagement ethos—connect in coherent, thematic, scholarly ways

**Architecture of engaged Scholarship: Same Questions, Different Answers**

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


**Engaging with Community**

**Degree of Collaborative Processes in Engaged Scholarship**

- HIGH DEGREE – DETERMINED MUTUALLY
- DEGREE OF CAMPUS – COMMUNITY COLLABORATION
- LOW DEGREE – DETERMINED UNILATERALLY BY ONE PARTNER


**Quality—Evaluation Criteria**

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

National Review Board Scholarship of Engagement, 2001

**Outcomes of Engaged Scholarship**

Criteria for Review of Proposals: National Science Foundation

- What is the intellectual merit of the proposed activity?
- What are the broader societal impacts of the proposed activity?
  - Public understanding
  - Application to policy, practice
  - Use of research as an education asset
  - Broadening of participation

Engaged Scholarship

- Way to think about work
- Way to frame
- Way to implement
- Way to assess
- Way to communicate

Faculty Case Based on Engaged Scholarship: Approaches to Documentation

Challenge # 2
Documenting the scholarship: especially integrative engaged scholarship

“Quality...
in any area should be rewarded, but mediocrity, even if it is published, should not.”

Maynard Mack,
Metropolitan Universities

How to Prepare the Case

- Substance
- Purpose/Process/Outcomes

- Format
  - Portfolio
  - Narrative
  - Other

* The promotion and tenure review has basically three components: the documentation that the candidate provides, the materials that the committee collects, and the process by which the committee reviews these materials and conducts its deliberations. A well-prepared faculty member can go a long way in making his or her “case” by providing strong context and solid documentation for the committee to consider.”

Evidence Based

Is this an “engagement” effort? To what extent does this project/portfolio/dossier provide evidence of “quality” engaged scholarship? What is its:

- Significance
- Community collaboration resulting in mutual benefit
- Scholarly and intellectual contribution
- Impact/“broader impacts”

Traditional outcomes vs. Expanded outcomes:

- 3 Articles under review
- 6 National conference presentations
- 1 Grant funded

Benefits to Students

- Research experience
- Better preparation for professional practice
- Professional development

Benefits to Faculty Members

- Increased visibility
- Increased productivity
- Community engagement

Benefits to Institutions

- Increased external funding
- Improved public understanding

Purpose, Process, Outcomes

Purpose

- Community-engaged scholarship

Process

- Engagement model

Outcomes

- Increased community involvement
- Improved public understanding

Resources


Developing the Case

- Career Statement
- CV
- Portfolio
- Project Title, Description, Participants
- Academic Fit (with faculty assignment)
- Purpose, Goals, Significances
- Context (fit with unit, appropriate resources/methods, degree of collaboration)
- Critical Reflection of the Process (lessons learned, unanticipated opportunities, challenges, problem solving, goal refinement, deeper understanding)
- Products, Outcomes, Impacts (internal, external)
- Artifacts (evidence of impacts, collaborations,…)
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, etc.)
Document individual contributions (rather than the project) and distinguish from roles of other collaborators.


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.

The Institutional Case: Evaluating and Rewarding Engaged Scholarship

Challenge #3– Viewing scholarship broadly but evaluating it narrowly

Issues with Institutionalization of Engaged Scholarship

- Disorganizes an institution organized around the disciplines.
- Warrants interdisciplinarity when there are not structures.
- Warrants teamwork when reward structures focus on individuals.
- Requires institutional adaptation.
- Expects democratic processes and lessons from a non-democratic institution.

Creating a Culture Supportive of Engagement

- Beyond hubris—beyond clear mission statements & administrative proclamations.
- P&T guidelines and faculty handbooks = define what engaged works looks like, how it will be evaluated & rewarded.
- Change is occurring—long term commitment, intentionality, clear understanding of purposes and outcomes.

Changes in Review, Promotion & Tenure Guidelines

- Conceptual clarity around engagement.
- Engagement across faculty roles.
- Grounded in reciprocity.

Systems to Support the Engaged Scholarship

- Develop a learning community
  - Common understanding of terms
  - Rationale of reasons and rewards
  - Other models adapted
- Collaborative
- Processes that are rigorous, reliable, understood by traditionalists, yet appropriate
- Capacity building
- Culture change and alignment

System Support: Engaged Scholarship via Disciplines

- Public Sociology (Burawoy, 2004, 2005)
- Public Scholarship (Peters, 2005)
- Community Engaged Scholarship in Health Professions (CCPH, 2005)
- Engaged Scholarship (Van de Ven, 2007)
- Others--transdisciplinary, translational…
  - CA, UK, Australia

System Support: Prepare Evaluators for Engaged Scholarship

- What is
  - the institutional standards/policies/procedures?
  - the common conceptualization of scholarship?
  - recognized and valued?
- Who are the evaluators?
  - Mentoring committees
  - Role of department P&T committee
  - Role of department chair
  - Communities of practice
- What is the most convincing format?
- Training: IUPUI, CSU Monterey Bay

Institutional Transformation

- Broader than engaged scholarship—how knowledge is constructed and legitimated; how knowledge is organized for curriculum and delivered; shifts in faculty work, creating culture change
- Lessons learned—
  - Clearly define parameters of engaged scholarship as a precursor to creating clear and specific criteria for the kinds of evidence faculty need to provide to demonstrate community engaged scholars
  - Construct policies that reward engaged scholarship across faculty roles so the research activities will be integrated in T & S as seamlessly connected scholarly activities
  - Operationalize the norms of reciprocity in criteria for evaluation; what is a publication

The Scholarship of Engagement at Memorial…

- What’s working/ strengthened or what needs to be changed?
- What will work?

Stewards of Place

“Exercising “stewardship of place” does not mean limiting the institution’s worldview; rather, it means pursuing that worldview in a way that has meaning to the institution’s neighbors, who can be its most consistent and reliable advocates.”

AASCU (2002) Stepping Forward as Stewards of Place
Striving to be Stewards of Place

"Arguably the campuses in the study, all have redefined what it is that they are striving to become – an institutional model of excellence that privileges the local. Thus, for an institution to be a "steward of place," means that even as the "demands of the economy and society have forced institutions to be nationally and globally aware, the fact remains that state colleges and universities are inextricably linked with the communities and regions in which they are located."

Lorilee R. Sandmann

The University of Georgia
Lifelong Ed., Admin., & Policy
413 River's Crossing Bldg.
Athens, GA 30602
706.542.4014
sandmann@uga.edu

Case Study of Making the Case

Dr. Greg Lindsey,
Promoted: Full Professor

Now Assoc. Dean HHH Institute of Public Affairs at U. of MN

- Former Associate Dean, School of Public & Environmental Affairs – Indianapolis Programs; Professor of Public and Environmental Affairs
- Ph.D., Geography & Environ. Engineering, Johns Hopkins University
- M.A., Systems Analysis & Economics for Public Decision Making, Johns Hopkins University
- M.A., Geography and Environmental Studies, NIU

Dr. Mary Beth Lima
Promoted: Assoc. & Full Professor; E. Lynton Award

Now Assoc. Dean HHH Institute of Public Affairs at U. of MN

- Department of Biological & Agricultural Engineering, LSU
- Position:
  - 53% LSU AgCenter (bioprocess engineering research)
  - 47% LSU A&M (teaching first and second year courses in BE, developing graduate courses)
- Engineering education research was encouraged by chair

Built a service-learning program from the ground up: Reflections on ten years
Dr. Mary Beth Lima
Learning & Documentation Evolution

- Learning about the scope of the problem (research)
- Shift from focus on my students to focus on meeting a critical community need (growing SL pedagogy)
- Shift from one playground at a time to one community at a time (institutionalization)

Dr. Mary Beth Lima
Advice

- Make it count!
  - P&T is about counting; find out what your dept, college, university wants
  - create "countable" products
  - frame your work in the dept, college, and univ. missions
- Find ways to engage your colleagues
- If you get to choose external evaluators, pick people that are familiar with and support community engagement

Table of Accomplishments:

<table>
<thead>
<tr>
<th>Category</th>
<th>Accomplishments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning</td>
<td>26 refereed journal articles</td>
</tr>
<tr>
<td></td>
<td>15 bioprocess engineering</td>
</tr>
<tr>
<td></td>
<td>11 engineering education (7 on service-learning)</td>
</tr>
<tr>
<td></td>
<td>1 textbook (SL)</td>
</tr>
<tr>
<td></td>
<td>11 playgrounds built</td>
</tr>
<tr>
<td></td>
<td>$1.7M in funding</td>
</tr>
</tbody>
</table>

Dr. Shelly Jarrett Bromberg
Associate Professor
Spanish and Portuguese
American and Latin American Studies
Hamilton, Ohio
jarretam@muohio.edu

Dr. Jarrett
American and Latin American Studies
Hamilton, Ohio
jarretam@muohio.edu

Dr. Shelly Jarrett Bromberg

- Mexican-American Life and Culture in the United States
- Cases: Mexican-American life in the United States
- 26 refereed journal articles
- 15 bioprocess engineering
- 11 engineering education (7 on service-learning)
- 1 textbook (SL)
- 11 playgrounds built
- $1.7M in funding

Advice

- Make it count!
- P&T is about counting; find out what your dept, college, university wants
- create "countable" products
- frame your work in the dept, college, and univ. missions
- Find ways to engage your colleagues
- If you get to choose external evaluators, pick people that are familiar with and support community engagement

Dr. Shelly Jarrett Bromberg

- Mexican-American Life and Culture in the United States
- Cases: Mexican-American life in the United States
- 26 refereed journal articles
- 15 bioprocess engineering
- 11 engineering education (7 on service-learning)
- 1 textbook (SL)
- 11 playgrounds built
- $1.7M in funding

Advice

- Make it count!
- P&T is about counting; find out what your dept, college, university wants
- create "countable" products
- frame your work in the dept, college, and univ. missions
- Find ways to engage your colleagues
- If you get to choose external evaluators, pick people that are familiar with and support community engagement