

SCHOLARSHIP OF ENGAGEMENT: MAKING THE CASE FOR PROMOTION

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THE SCHOLARSHIP OF ENGAGEMENT AS AN IMPERATIVE FOR COLLEGES & UNIVERSITIES OF THE 21ST CENTURY

"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

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FROM...

"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."

Boyer, E.L. (1996). *The Scholarship of Engagement*.
Journal of Public Service & Outreach 1(1), 9-20.

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TO...

"The experience of engagement will become the pathway to a fresh interpretation of the 21st century. This conception rests on the rethinking of the core of the academy, namely, the nature of scholarship itself."

Judith Ramaley (2005)

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THE CONVERSATION...

- *Making the Case for Engagement*
- *Making the Case for the Scholarly Engagement*
 - --what is it; what is it not
 - --criteria and standards
- *Making Your Case for Promotion Based on Scholarly Engagement*

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THE CASE FOR ENGAGEMENT

ENGAGEMENT LANDSCAPE

- Punctuations—Evolving into a multifaceted field
- *Engagement Defined*
- *Engagement as Teaching, Research, Econ. Dev.*
- *Engagement as a Scholarly Expression*
- *Engagement Institutionalized & Socialized*

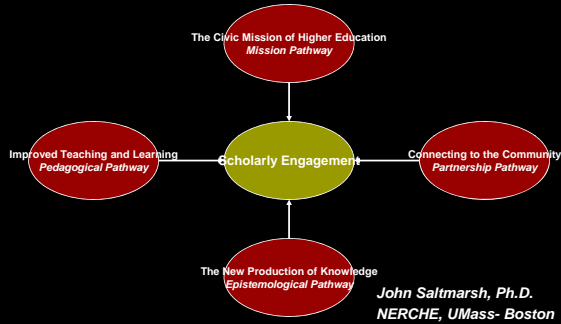


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PATHWAYS SCHOLARLY ENGAGEMENT



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ENGAGEMENT DEFINED

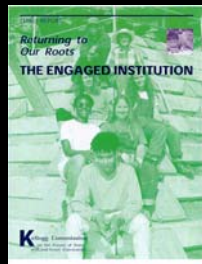
- Substantiating the need for higher education's engagement with the communities
- Defining characteristics, values, principles
- Emphasizing bidirectional interactions, reciprocity, and mutual respect to expand the traditional concept of outreach, public service

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KELLOGG COMMISSION...

7 Part Test--

- Responsiveness
- Respect for partners
- Academic Neutrality
- Accessibility
- Integration
- Coordination
- Resource Partnerships



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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

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CARNEGIE CLASSIFICATION...

*New Elective Engagement Classification—
76 institutions selected for classification*

- **Institutional Identity**
- **Institutional Commitment**
 - *Curricular Engagement*
 - *Outreach and Partnerships*

<http://www.carnegiefoundation.org/Classification/index.htm>

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ACCREDITATION COMMISSIONS...



The Higher Learning Commission

*Serving the common good by assuring and
advancing the quality of higher learning.*

A Commission of the
North Central Association
of Colleges and Schools

Criterion Five: **Engagement and Service**

As called for by its mission,
the organization identifies its constituencies
and serves them in ways both value.

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- University engagement is direct, two-way interaction with external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit. Engagement activities may be initiated by community partners or by University faculty, staff, or students
- Service is an initiative generated by the institution or institutional representatives in which knowledge, information, and expertise is provided for the benefit of external constituencies. Service initiatives may be generated in response to requests from an external constituent, but do not imply a mutually beneficial exchange

University of Southern Indiana, 2005

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SERVICE OUTREACH ENGAGEMENT



Degree of academic/intellectual influence
and influence of partners

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NOT EVERYTHING IS...

- Engagement
- Effective Engagement
- Scholarly Engagement
 - what is quality
 - what is worth rewarding
 - how is it assessed
- Scholarship about Engagement

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THE CASE FOR SCHOLARLY ENGAGEMENT

PRINCIPLES OF
ENGAGEMENT
+
STANDARDS OF
SCHOLARSHIP =

SCHOLARLY ENGAGEMENT

WHAT IS SCHOLARLY
ENGAGEMENT?

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

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WHAT IS SCHOLARSHIP?

- Scholarship is original intellectual work which is communicated and the significance is validated by peers. Scholarship may emerge from teaching, research or other responsibilities. Scholarship may take the many forms including, but not limited to: research contributing to a body of knowledge, development of new technology, materials, or methods; integration of knowledge or technology leading to new interpretations or applications; creation and interpretation in the arts.

Oregon State University, 1999

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SCHOLARLY ENGAGEMENT

- 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)

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SCHOLARLY ENGAGEMENT

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.

UMass Faculty Senate Outreach Council, 2006

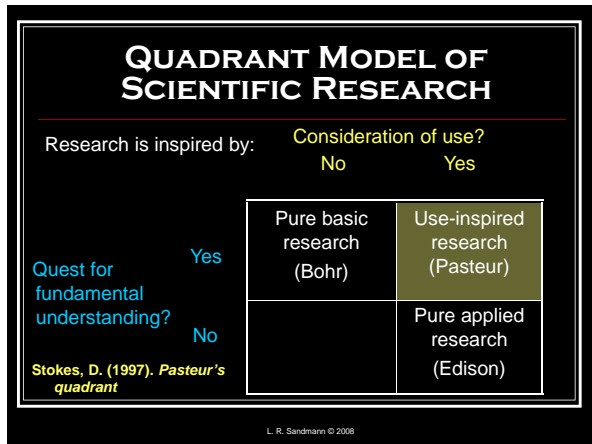
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NEW APPROACHES TO
KNOWLEDGE PRODUCTION AND
RESEARCH

- 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)

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FIVE PRACTICES OF ENGAGED SCHOLARSHIP

| Practice | Theory | Problems Addressed | Methods |
|-----------------------------|------------------------------|--|--|
| Public scholarship | Deliberative | Complex "public" problems requiring deliberation | Face to face, open forums |
| Participatory research | Participatory democracy | Inclusion of specific groups | Face to face collaboration with specific publics |
| Community partnership | Social democracy | Social change, structural transformation | Collaboration with inter-medialy groups |
| Public information networks | Democracy broadly understood | Problems of networking, communication | Databases of public resources |
| Civic literacy scholarship | Democracy broadly understood | Enhancing public discourse | Communication with general public |

Barker, D. (2004). *The Scholarship of Engagement: A Taxonomy of Five Emerging Practices. JHEOE*
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- ## ENGAGED SCHOLARSHIP
- Scholarly boundary crossing
 - Scholarship in engagement
 - Scholarly engagement *in* teaching
 - Scholarly engagement *in* research
 - Scholarly engagement *in* service
 - Scholarship guided by an engagement ethos—connect in coherent, thematic, scholarly ways
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- ## ARCHITECTURE OF ENGAGED SCHOLARSHIP: *SAME QUESTIONS, DIFFERENT ANSWERS*
- Purpose
 - Questions
 - Research Design
 - Data Analysis
 - Dissemination
- Sandmann (2007)
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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, 2001
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- ## SCHOLARLY ENGAGEMENT
- Way to think about work
 - Way to frame
 - Way to implement
 - Way to assess
 - Way to communicate
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CASE FOR PROMOTION BASED ON SCHOLARLY ENGAGEMENT

SIX REALMS OF FACULTY RESPONSIBILITY

- Teaching and Mentoring of Undergrad. & Graduate Students
- Discovery of Knowledge through Discipline-Guided Inquiry
- Creative Artistry and Literature
- Technological and Managerial Innovation
- Extension and Engagement with Constituencies Outside the University.
- Service in Professional Societies and Within the University Itself

NCSU Policies, Regulations, & Rules; POL 05.20.1, Reappointment, Promotion and Tenure

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DILEMMA

*Viewing scholarship broadly but
evaluating it narrowly*

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“QUALITY...

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

Maynard Mack,
Metropolitan Universities

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“ 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..”

Diamond, R.M. (1995). *Preparing for Promotion and Tenure Review: A Faculty Guide*. Anker Publishing Company, Inc
pg.14

***DOCUMENT !
DOCUMENT !
DOCUMENT !***

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HOW TO PREPARE YOUR CASE

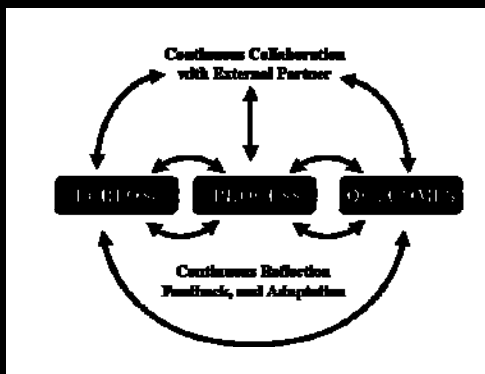
- Substance
 - Purpose/ Process/Outcomes
- Format
 - Portfolio
 - Narrative

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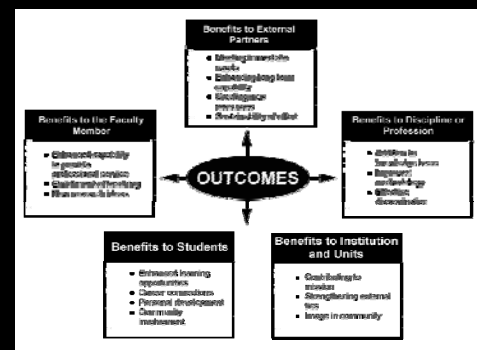
ASSESSMENT OF SCHOLARLY ENGAGEMENT

- 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”

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| Traditional | Expanded Outcomes |
|--|--|
| <ul style="list-style-type: none"> ■ 3 Articles under review ■ 6 National conference presentations ■ 1 Grant funded | <ul style="list-style-type: none"> ■ Delivered individual feedback reports to 32 human service organizations ■ Influenced interorganizational relationships within the county ■ Influenced countywide policies on client confidentiality. ■ Data helped county procure additional funds for service intervention ■ Presented findings to <ul style="list-style-type: none"> · 32 organizational leaders, Local county funders, · Over 100 county service providers and managers · Over 500 human service delivery leaders and providers across Michigan, · State policy makers ■ Article published in <i>Perspectives</i> ■ Data used to build technical support for counties across Michigan. <p>Pennie Foster-Fishman, Ph.D., Michigan State University, 1998</p> |

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DEVELOPING YOUR CASE

- Career Statement
- CV
- Portfolio
 - Project title, Description, Participants
 - Academic Fit (with your faculty assignment)
 - Purpose, Goals, Significance
 - Context (fit with unit, appropriate resources/methods, degree of collaboration)
 - Scholarship
 - Critical Reflection of the Process (lessons learned, unanticipated opport./challenges, problem solving/goal refinement, deeper understanding)
 - Products, Outcomes, Impacts (internal , external)
 - Artifacts (evidence of impacts, collaborations,...)

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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, ect.).
- Document individual contributions (rather than the project) and distinguish from roles of other collaborators.

Driscoll, A., & Lynton, E. (Eds.) (1999). *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach*. Washington, D.C.: AAHE

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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.

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A CASE STUDY OF MAKING THE CASE

DR. GREG LINDSEY, INDIANA PROMOTED: FULL PROFESSOR



Now 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

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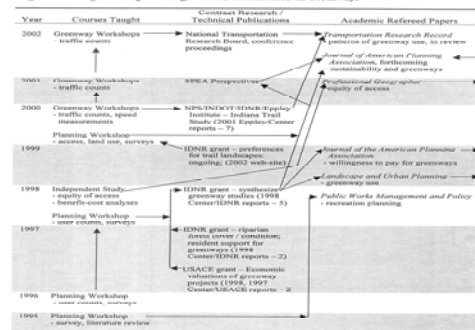
CHARGE

- School of Public and Environmental Affairs
 - Assess significance of work
 - Rate average, above average, excellent in quality/quantity
 - Assess the promise of his future



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Figure 1. Linkages Among Teaching, Service, and Research on Greenways



MAJOR INITIATIVES INVOLVING R/T/S

- Analysis of land-use practices
- Comprehensive planning and zoning ordinances from 44 counties and 50 municipalities for indices of smart growth and sustainable development—policy makers and planners
- Greenways Use and Management project
 - Students as part of instruction, community-based, applied research, scholarly work, publications and presentations.
- Writing about integration of R/T/S; service on Uwide committee=contribution to thinking and practice of civic engagement.
- (Could better address the nature of collaborators with partners in the “engaged” work.)

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MAKING THE CASE...

- R/T/S contain intent to conduct academic and scholarly work that contributes to the public good
 “My research and professional public service are intertwined and inseparable”
 - *Clear sense of purpose and focus*
 - *Shows unified nature of work as a scholar and faculty leader*



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MAKING THE CASE...

- Good academic work grounded in disciplinary knowledge and contribute to that knowledge base
 - *Interplay between theory and practice*
 - *Contributions to contingent valuation and environmental planning*
 - *Record of publishing and extramural funding.*
 - *Consequential to academic communities, & state, regional, local government bodies, as well as practitioners and students. (Could provide explicit evidentiary results beyond pubs, and testimonials)*



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MAKING THE CASE...

- Effectively communicated and evaluated by peers. Given nature of discipline products to academic and non-academic audience used appropriate modalities and various qualities of exposition.
 - *Professional conferences, scholarly journals recognized as best in field*
 - *Practitioner publications through Center for Urban Policy and Environment—technical reports/ briefing papers/ links to public agency web sites.*



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HOW TO PREPARE EVALUATOR FOR CASE

- 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?

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SYSTEMS TO SUPPORT ENGAGED SCHOLARSHIP

- Connect with the Disciplines
 - Public Sociology (Burawoy, 2004, 200)
 - Public Scholarship (Peters, 2005)
 - Community Engaged Scholarship in Health Professions (CCPH, 2005)
 - Engaged Scholarship-Management (Van de Ven, 2007)
 - Others—transdisciplinary, translational...CA, UK, Australia



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