

Community Engagement and Community Engaged Scholarship



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Traditional View of Scholarship

- Basic research is the most essential form of scholarly activity
- Scholars are academics who conduct research, publish, and then (perhaps) convey their knowledge to students
- Research is disciplinary, pure, homogeneous, expert-led, supply driven hierarchical, peer-reviewed, and university-based

– Gibbons, 2001 and Holland, 2005



Evolving View of Scholarship

- Applied, problem-centered, transdisciplinary, heterogeneous, demand driven, entrepreneurial, set within networks
- Work that connects the intellectual assets of the institution to public issues
- Engaged forms of teaching and research that result in fulfilling the institution's core mission

– Gibbons, 2001 and Holland, 2005



Scholarship Reconsidered

■ Teaching

- Transmitting, transforming, extending knowledge

■ Discovery

- Pursuit of inquiry and new knowledge

■ Integration

- Connect across disciplines, synthesize

■ Application

- Application of knowledge that produces new understanding

■ Engagement

- Connect multiple dimensions of scholarship to understand and solve pressing social, civic, ethical problems



Defining Terms

- **Community Engagement**
 - Application, through collaboration, of institutional resources to address and solve challenges facing communities

» CCPH, 2005



Defining Terms (cont'd)

■ Scholarship

- Teaching, discovery, integration, application, engagement with clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique

» CCPH, 2005



Defining Terms (cont'd)

- **Community-engaged scholarship**
 - Scholarship that involves a mutually beneficial partnership between the institution/faculty and the community. It can be transdisciplinary and often integrates multiple forms of scholarship.

» CCPH, 2005



Scholarship of Engagement

- Connects “the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers and to our cities...”

» Ernest Boyer, 1996



Scholarship Assessed

- Clear goals
- Adequate preparation
- Appropriate methods
- Outstanding results
- Effective communication
- Critical reflection

» Glassick, et al, 1997



References

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