

“If we want faculty to be involved in communities, but reward them for other activities, we are our own worst enemy.”

“Research support and manuscript generation is the name of the game...community-based anything takes time, length, and breadth.”

“Without leadership from the top, inclusion in mission statements and budget priorities, and faculty incentives, community efforts cannot succeed.”

Calleson DC, Seifer SD, Maurana C. Acad Med. 2002; 77:72–81.

“Applied scholarly research, teaching and service need clearly-articulated scholarship criteria. More appropriate and inclusive forms of documentation and peer review standards should be established. Sustained recognition and support for the applied interdisciplinary scholarship of academic public health practice should be institutionalized both within each school and the university.”

Association of Schools of Public Health, 1999

“Many untenured faculty find they must chose between doing the work that would contribute to career advancement and doing the work of the institution in linking with communities and educating students.”

Ron Richards, Building Partnerships: Educating Health Professionals for the Communities they Serve, 1996

“Publication in peer-reviewed journals is the typical end point in the mind of many researchers. For a results-oriented philanthropy, this is not enough.”

James R Knickman and Steven A. Schroeder
Robert Wood Johnson Foundation, 2000

“Participatory approach at the front-end of the research pipeline is the best assurance of relevance and utilization of the research at the other end of the pipeline.”

Lawrence Green, Centers for Disease Control and Prevention

“Federal funders of research and academic institutions should recognize and reward faculty scholarship related to public health practice research”

“Academic institutions should develop criteria for recognizing and rewarding faculty scholarship related to service activities that strengthen public health practice”

“Schools of public health should “provide increased academic recognition and reward for policy-related activities.”

Institute of Medicine, 2002

“If your passion lies in access to health care and working with certain community groups...than you have to adapt the way you present your professional activities. So that standard committees on advancement will view you kindly.”

“How you frame the work is important, especially in research-intensive universities.”

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. 2005

“Document, document, document. You always need to be thinking about how you’ll have evidence...”
(Professor, Showcasing Your Work and Soliciting Peer Review section)

“If you want to be involved in community work, you need to start out early.” *(Assoc. Professor, Showcasing Your Work section)*

“Mentoring—it is critical since there are so few people who can share how to make this work scholarly.”
(Full Professor, Mentoring Section)

Calleson D, Kauper-Brown J, Seifer SD. Community-Engaged Scholarship Toolkit. 2005

“The scholarship of engagement means connecting 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,
The Scholarship of Engagement

“What we now have is a more restricted view of scholarship, one that limits it to a hierarchy of functions. Basic research has come to be viewed as the first and most essential form of scholarly activity, with other functions flowing from it. Scholars are academics who conduct research, publish, and then perhaps convey their knowledge to students or apply what they have learned.”

“...If the nation’s higher learning institutions are to meet today’s urgent academic and social mandates, their missions must be carefully redefined and the meaning of scholarship creatively reconsidered.”

Ernest Boyer,
Scholarship Reconsidered

“Engagement is a principle that applies widely to nearly all social institutions...Engagement isn't just the ethical or the right thing to do, it's also critical to an institution's long-term survival and success.”

William Richardson,
W.K. Kellogg Foundation

“A university’s values are most clearly described by its promotion and tenure policy and by the criteria used to evaluate faculty members.”

Conrad Weiser et al.89

“To put it bluntly, the focus on research and publication and the mad dash for federal funds and external grants has diverted energies away from important faculty work and has had a direct and negative impact on the quality of classroom instruction and the abilities of institutions to provide support for and involvement in their communities.”

Robert M. Diamond

“One of the critical challenges for higher education is to redirect our knowledge and our resources in the service of rural communities and urban neighborhoods.”

“Universities can, and must, play a role in combating the problems that plague our communities, from poverty to crime to racism and more.”

William Richardson,
W.K. Kellogg Foundation

“Universities have long-standing traditions....To change these, even in small ways, is to engage in organizational culture change, which is a long-term process. It requires changing beliefs and attitudes, and establishing new norms of behavior as well as devising new procedures.”

Allan Steckler and Jan Dodds, University of North Carolina at Chapel Hill School of Public Health

“With this new paradigm [where service-learning is integral to the mission and practice of higher education]...we would see students not as empty vessels to be filled with knowledge but as active learners who build meaning through context. We would see the campus not as an ivory tower, but as a socially engaged institution. We would see community service not as charity, but as reciprocal process with reciprocal benefits. We would see teaching and research not only as the domain of faculty, but also as the work of students and community partners...we would see education not as a value-free venture, but as a directional process cultivating public virtues and meeting public needs.”

Goodwin Liu, Service-Learning Educator

“I don't want to be someone who enters communities solely to get things done, I want to be part of a sustaining, connected, and interdependent set of communities.”

Peter Hocking, Brown University, in response to the motto of Corporation for National Service "Getting Things Done"

“The great aim of education is not
knowledge but action.”

Herbert Spencer

“Colleges and universities have much at stake in the evaluation of faculty scholarship. Institutional missions are more than abstract ideals. The success of the institution depends ultimately on the quality of the scholars it attracts and retains.”

Charles E. Glassick, et.al. *Scholarship Assessed*

“Thus the most important obligation now confronting the nation’s colleges and universities is to break out of the tired old teaching versus research debate and define, in more creative ways, what it means to be a scholar. It’s time to recognize the full range of faculty talent and the great diversity of functions higher education must perform. For American higher education to remain vital we urgently need a more creative view of the work of the professoriate. In response to this challenge, we propose in this report four general views of scholarship—discovery, integration, application and teaching. In suggesting these activities we underscore the point that our intention is to spark discussion, not restrict it.”

Ernest L. Boyer *Scholarship Reconsidered*

“Beyond the campus, America’s social and economic crises are growing- troubled schools, budget deficits, pollution, urban decay, and neglected children, to highlight problems that are most apparent. Other concerns such as acid rain, AIDS, dwindling energy supplies, and population shifts are truly global, transcending national boundaries. Given these realities, the conviction is growing that the vision of service that once so energized the nation’s campuses must be given a new legitimacy. The challenge then is this: Can America’s colleges and universities, with all the richness of their resources, be of greater service to the nation and the world? Can we define scholarship in ways that respond more adequately to the urgent new realities both within the academy and beyond?”

Ernest L. Boyer *Scholarship Reconsidered*

“We conclude that for America’s colleges and universities to remain vital a new vision of scholarship is required. What we are faced with, today, is the need to clarify campus missions and relate the work of the academy more directly to the realities of contemporary life. We need especially to ask how institutional diversity can be strengthened and how the rich array of faculty talent in our colleges and universities might be more effectively used and continuously renewed. We proceed with the conviction that if the nation’s higher learning institutions are to meet today’s urgent academic and social mandates, their mission must be carefully redefined and the meaning of scholarship creatively considered.”

Ernest L. Boyer *Scholarship Reconsidered*

“We are persuaded that if scholarship is to be enriched, every college and university must clarify its own goals and seek to relate its own unique purposes more directly to the reward system for professors.”

Ernest L. Boyer *Scholarship Reconsidered*

“The conclusion is clear. We need scholars who not only skillfully explore the frontiers of knowledge, but also integrate ideas, connect thought to action, and inspire students. The very complexity of modern life requires more, not less, information; more, not less, participation. If the nation’s colleges and universities cannot help students see beyond themselves and better understand the interdependent nature of our world, each new generation’s capacity to live responsibly will be dangerously diminished.”

Ernest L. Boyer *Scholarship Reconsidered*

“But, when all is said and done, faculty themselves must assume primary responsibility for giving scholarship a richer, more vital meaning. Professors are, or should be, keepers of the academic gates. They define the curriculum, set the standards for graduation, and determine criteria by which faculty performance will be measured- and rewarded. Today, difficult choices about institutional mission and professional priorities must be made. Only as faculty help shape their purposes and engage actively in policy formulation will a broader view of scholarship be authentically embraced.”

Ernest L. Boyer *Scholarship Reconsidered*