



**Community-Engaged**  
**Scholarship** for Health **Collaborative**

# **Community Engagement and Community-Engaged Scholarship: Clarifying Our Meanings When Using These Terms**

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# Scholarship and Mission in the 21<sup>st</sup> Century: The Role of Engagement

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# Traditional View of Excellence

- Research funding
- # of Doctoral Degree Programs
- Selectivity/student quality
- Endowment/gift support
- Inventions/discoveries
- Size
- Athletics

Traditional Role of Universities:

Generate and Transmit

Knowledge:

Research, Teaching, Service

Emerging Role of Universities:

Create a Learning Society

Through Discovery, Learning  
and Engagement

# Global Shifts in Research Culture

- Mode 1: pure, disciplinary, homogeneous, expert-led, supply-driven, hierarchical, peer-reviewed, and almost exclusively university-based
- Mode 2: applied, problem-centered, transdisciplinary, heterogeneous, hybrid, demand-driven, entrepreneurial, and network-embedded

(Gibbons, 2001)

# The New View of Scholarship

A **rethinking** of the  
core of the academy—namely,  
the nature of scholarship itself.

Research  
Teaching  
Service

Changes To

Discovery  
Learning  
Engagement

# Changes in the Production and Use of Knowledge

- Disciplinary warrants are no longer the dominant basis for deciding what counts as a significant problem, who is allowed to conduct experimentation and innovation and what constitutes “good science.”
- Disciplines are blending and merging into “**transdisciplinary** modes” (Source: Michael Gibbons et al 1994, *The New Production of Knowledge*)

# Features of Transdisciplinary Science (Gibbons et al)

- Core issues of how observations will be made, how evidence will be marshaled, how arguments will be drawn, how results will be evaluated are fluid. There is no pre-set consensus created by habits of a discipline.
- The knowledge generated is not structured according to the conventions of a single field.

# Features of Transdisciplinary Science (Gibbons et al)

- Results are diffused through a network of participants and their colleagues and carried forward as the start of a next round of investigation. These groups constitute communities of practice, not disciplines.
- The knowledge generated serves as the social capital of a group of people held together by persisting and highly mobile communications.
- It can be described as problem-solving on the move.

# Features of Transdisciplinary Science

Knowledge is becoming “the product of networked entities, often differently situated yet motivated to find new solutions to specific problems, needs and circumstances.. Enabled by technology, knowledge moves quickly through these networks-across firms, institutions, borders and distances.” (NRC Workshop on Advancing Knowledge and the Knowledge Economy, 2005)

# Civic Engagement as Scholarship

- Engaged scholarship is a specific conception of faculty work that connects the intellectual assets of the institution (i.e., faculty expertise) to public issues such as community, social, cultural, human and economic development. Through engaged forms of teaching and research, faculty apply their academic expertise to public purposes, as a way of contributing to fulfillment of the core mission of the institution.

# Engagement Aligns Scholarly Work with the Mission

- Engagement is a reflection of the institution's high interest in the community. The faculty member is performing intellectual tasks that reflect a larger commitment of the institution to link scholarship to public issues.

# Scholarship of Engagement

- Integrates discovery and learning
- Is not an add-on or extra activity
- Recognizes diverse faculty interests
- Can be valued and rewarded
- Gives scholarly work a public purpose; requires learning partnerships
- Is not just a new view of “service”

# Forms of “Service”

- Service to the campus
- Service to the discipline
- Community service

First and third don't use academic expertise

Second and third benefit individual more  
than institution

# Features of Engaged Scholarship

- Collaborative
- Participatory
- Shared Power
- Knowledge exchange
- Messy!
- Long term

# Challenges to Measurement

- Diverse strategies and forms
- Multiple perspectives and expectations
- Involves complex issues
- Shared roles makes attribution difficult
- Impact of work is not immediate
- Different levels of interest across institutions and among faculty

# Evaluating Engaged Scholars

- The Scholarship of Engagement can be:
  - Documented with attention to context, quality, and impact
  - Subjected to rigorous peer review
  - Assessed by established criteria for quality
- Promotion and tenure guidelines are changing (e.g., Portland State, U of Illinois, U of Pittsburgh, Indiana (Indianapolis), etc.)

# The National Review Board

[www.scholarshipofengagement.org](http://www.scholarshipofengagement.org)

- The Clearinghouse for the Scholarship of Engagement (a Kellogg project) offers:
  - External peer review and evaluation of faculty portfolios, using top disciplinary scholars
  - Consultation, training and technical assistance
  - Faculty mentoring using recognized scholars of engagement
  - Papers, presentations, forums on engaged scholarship and faculty evaluation

# Diamond's Model for Assessing Engaged Scholarship

- High quality Scholarly Activity:
  - Requires a high level of disciplinary expertise
  - Breaks new ground, is innovative
  - Can be replicated or elaborated
  - Can be documented and peer-reviewed
  - Has demonstrable significance or impact
  - Contributes to a larger body of knowledge

# “Scholarship Assessed”

All scholarly work will have in common:

- Clear goals
- Adequate knowledge and preparation
- Appropriate methods
- Replicability
- Breaks new ground; creative and innovative
- Significant results
- Effective dissemination
- Reflective critique by peers and self

# Tools for Change

- Mission clarification – roots
- Faculty development
- Hiring values and orientation of new faculty
- Peer interactions/disciplinary societies
- Incentives, rewards, recognition
- Infrastructure investments
- Curriculum reform
- Data – on students, community and faculty
- New Resources

# Faculty Development Topics

- Definitions – The language of engagement
- Characteristics of effective partnerships
- Methods for needs analysis/asset mapping
- Methods of applied research and participatory action research
- Evaluation methods
- Documentation strategies
- Best practices in their discipline
- Curricular re-design and syllabus development

# Faculty Development Formats

- Incentives
- Mentors
- Thematic teams
- Partnership events
- Conferences and publications
- Readings, speakers, exchange visits
- Portfolio training

# A Vision for a New Academic Culture

- Intentional mix of discovery, learning, engagement
- Integrated and diverse approaches to scholarship
- Expectation of an evolving scholarly agenda
- Multiple career pathways – career stages
- Collaboration with external sources of knowledge
- Balance between intrinsic and extrinsic rewards
- Standards of quality, not standardized work
- Shared goals lead to shared governance

# Accountability and Reputation Factors are Changing

- Incorporation of engagement into regional accreditation processes
- Federal investment in partnership programs
- Persistent state pressure for evidence of impact
- Introduction of engaged scholarship (and learning) into classifications/rankings-Carnegie and US News
- Recognition programs
- International adoption of engaged scholarship

# The Future of Academic Excellence

- Engagement is diversifying the academy
- Each institution must define its engagement agenda with its mission and community
- Scholarly roles are becoming more integrated
- Reward/incentive structures are changing to recognize engaged scholarship
- Global interest in engagement is making this a core element of academic excellence and prestige
- Engagement is reviving awareness of the role of higher education in creating “public good”

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