Engaged Scholarship
Principles and Applications

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Imperative for Higher Education

• “At no time in our history has the need been greater for connecting the work of the academy to the social and environmental challenges beyond the campus.”

Ernest Boyer, 1990

Scholarship Reconsidered: Priorities of the Professorship
Define Engaged Scholarship
Terms for Engaged Scholarship

- Public scholarship
- Community engagement
- Community-based research
- Engaged epistemology
- Civic engagement
- Service-Learning
The concept of community-university engaged scholarship has emerged over the past two decades as part of the continuing dialogue on the nature of knowledge and the role of academic institutions in society. The goals of community-engaged scholarship are the generation, exchange and application of mutually beneficial and socially useful knowledge and practices developed through active partnerships between the academy and the community.

engagementscholarship.org (2018)
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
Key Principles of Engaged Scholarship

• Mutual and reciprocal
• Shared benefits and risk
• Exchange of knowledge
• Linked to teaching, learning, research or scholarly creative endeavors
• Collaborative relationships
Importance of Reciprocity

- Key distinguishing factor
- Without reciprocity, there cannot be engaged scholarship
- Benefits and knowledge must flow in and from both directions
Service     Outreach     Engagement

Degree of reciprocity
Benefits to Scholar

- Ability to conduct research or develop scholarly creative product
- Enhanced knowledge or understanding as a result of community’s knowledge
- Extramural funding
- Publication
Benefits to Partner

- Improved practice or situation
- Funding for work
- Sustainability for project
- Enhanced knowledge or understanding as a result of the scholar’s knowledge
Service Learning and Engaged Scholarship

- Both require relationships with community partners
- Both should contain elements of reciprocity
- SL may not include research question
- ES may not include students

Sandmann, 2015
Case Study

Read through the case study provided and discuss whether or not this example meets the criteria for engaged scholarship.

• Is there mutual benefit?
• Is knowledge exchanged/shared?
• Is there scholarship?
• What changes might make it more engaged scholarship?
High Quality Scholarship

- Requires a high level of discipline-based expertise
- Breaks new ground; innovative
- Can be replicated or elaborated
- Can be documented and peer-reviewed
- Has demonstrable significance or impact on academic and/or other audiences

Diamond and Adams, 1997
Plan to make it count!
Assessment of Engaged Scholarship

- Clear goals
- Adequate preparation
- Appropriate methods
- Significant results
- Effective presentation
- Reflective critique

Glassick, Huber & Maeroff (1997), Scholarship assessed: Evaluation of the professorate
Engaged-Knowledge Generation

Traditional Academic Knowledge Generation

- pure, disciplinary
- homogeneous, expert-led, supply-driven
- hierarchical, peer reviewed, and almost exclusively university-based

Engaged Knowledge Generation

- applied, problem-centered
- transdisciplinary, heterogeneous, hybrid
- demand-driven, entrepreneurial, network-embedded

Continuum of Scholarship

Scholarship Compared

TRADITIONAL

• Breaks new ground in the discipline

• Answers significant questions in the discipline

• Is reviewed and validated by qualified peers in the discipline

ENGAGED SCHOLARSHIP

• Breaks new ground in the discipline and has direct application to broader public issues

• Answers significant questions in the discipline which have relevance to public or community issues

• Is reviewed and validated by qualified peers in the discipline and members of the community
Extramural Funding

• NSF – Broader Impacts
• Transdisciplinary nature
• Philanthropic foundations
Scholarly Products (peer reviewed)

- Journal article
- Books/chapters
- Juried Exhibits
- Conference presentations/posters
- Grants
- Performances
Applied Products

• Curricula/texts
• Guides/handbooks
• Policy or research briefs
• Training and technical assistance
Community Products

- Local grants
- Forums/workshops
- Reports
- Websites/online tools
- Community awards
Resources to Support You

- Community/University Partnerships (CUPS) Office at UVM
- Engagement Scholarship Consortium - engagementscholarship.org
- IARSLCE - researchslce.org/
- Imagining America - imaginingamerica.org/
Acknowledgement

Some of the content and concepts are based on work of:

Dr. Lorilee Sandman, Faculty Emeriti, University of Georgia

Dr. Nancy Franz, Faculty Emeriti, Iowa State University
Next –

Principles of Successful Community Partnerships for Teaching and Scholarship

March 8
11:00 – 12:30