Journal of Higher Education Outreach & Engagement

20th Anniversary Issue

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Congratulations From…

Jere W. Morehead, President of the University of Georgia
on the 20th Anniversary Edition of *Journal of Higher Education Outreach and Engagement*

*T*he 20th anniversary of the *Journal of Higher Education Outreach and Engagement* offers the University of Georgia an opportunity to celebrate with our fellow readers the enduring bond between higher education and the public. Employing our strengths in teaching, research, and public service to address problems confronting an ever-changing and increasingly complex society is among our most honorable callings. Universities throughout the United States offer a variety of ways to connect their academic resources to the needs of communities. As a land- and sea-grant institution, the University of Georgia is responsive to the wide range of educational, social, and economic needs of our home state. Perhaps nowhere is this role more evident than in the work of public service, outreach, and engagement. Through academic and community programs, universities collaborate with governments, community leaders, small-business owners, industries, and students to build capacity and find innovative solutions to some of our most difficult challenges.

These activities require a distinctive type of academic expertise that promotes interdisciplinary and collaborative work, as well as inclusive thinking and action. The *Journal of Higher Education Outreach and Engagement* has served as a vehicle to advance theory and practice related to all forms of outreach and engagement between higher education institutions and communities. The University of Georgia is deeply appreciative of our Office of the Vice President for Public Service and Outreach, our Institute of Higher Education, and our College of Education for their administration of the *Journal* these many years. I also extend my congratulations to our lineage of editors and editorial board members for their valuable perspectives and stewardship of the *Journal*. Each of them has furthered access to the important scholarship of public service, outreach, and engagement, demonstrating the impact that vigorous academic work has on individual states, our nation, and the world.

Letter From…

Jennifer Frum, University of Georgia Vice President for Public Service and Outreach

*I*n his 1996 editorial for the inaugural issue of the *Journal of Public Service and Outreach* (now the *Journal of Higher Education Outreach and Engagement*), Eugene Younts, then University of Georgia vice president for public service, addressed why launching a scholarly journal of outreach was timely and important. First, he noted that at the time, no journal or publication systematically covered the "diverse, interdisciplinary field of public service." The new journal was to create a forum for distinguished scholars and practitioners of outreach to openly exchange ideas and build a collaborative network that supported the integration of service with the teaching and research missions of the university. Younts also underscored perhaps the most compelling rationale for the new journal: *to share how higher education uses its unparalleled expertise to directly address complex societal problems.* Younts considered the university–community connection a privilege and an obligation, reflecting the historic role land-grant institutions have played in building a modern society.

Thanks to the foresight of Eugene Younts, his predecessor J. W. Fanning, and the three vice presidents for public service and outreach who succeeded them, today the University of Georgia has one of the largest, most comprehensive, and most effective outreach programs of any university anywhere in the world. Grounded in our land-grant and sea-grant missions, UGA's outreach programs have evolved from their original focus on building a modern agricultural and industrial economy in Georgia to today's programming and partnerships that address complex 21st-century challenges. At the same time that UGA has risen in national rankings with status as a "public ivy" and has become more selective in its admissions process, leaders at this institution have strategically reinvested in community engagement programs, acknowledging the important role these efforts play in maintaining UGA's historic connection to *all* the people of Georgia. Most importantly, the continued, steady investments in UGA's outreach and engagement infrastructure indicate that these programs are the clearest way to demonstrate return on investment to citizens of Georgia and UGA stakeholders.

It is fitting that UGA is home to the *Journal of Higher Education Outreach and Engagement.* The scale and scope of UGA's significant

outreach and engagement programs is unparalleled. UGA's large and diverse land-grant priorities require a group of faculty having continuing direct contact with citizens and officials in Georgia. UGA's public service faculty track includes more than 500 faculty experts appointed across eight public service units, Cooperative Extension, and 13 colleges and schools. The development of our strong, nationally recognized public service and outreach programs has been dependent to a large degree on a well-defined, objective career ladder with advancement-associated titles and rewards that are equivalent to those in academic faculty lines, reflecting the unique but no less valuable contributions of public service faculty. These faculty work alongside external partners to implement research-based solutions, providing technical assistance, applied research, and community-based instruction and training that help the state create jobs and prosperity, develop leaders, and address the state's pressing issues. These public service faculty are often the "front door" of UGA, sharing objective, data-driven information and applied research with important external partners. The work of public service faculty, the majority of whom are not based on campus but instead are located all over Georgia, generates tremendous goodwill and support for UGA.

Although the benefits of public investments in higher education are often intangible and long-term in nature, the effects of universities' outreach and engagement efforts on people and communities are often immediate and should always be tangible. In today's external environment characterized by competition for scarce public resources and even some hostility directed toward the perceived "ivory tower" model of higher education, universities must be able to effectively communicate solid evidence of return on investment to key institutional stakeholders (donors, parents, taxpayers, granting agencies) that make funding decisions related to higher education. It is not enough for public institutions to tout their successes in terms of journal citations, the number of reciprocal partnerships, or scholarship that explores the impact of engagement efforts on the academy. Instead, our scholarship must examine how to increase the real and concrete benefits of our efforts to the society we serve.

This outward focus on how to best employ our vast resources, expertise, and applied research and techniques to simply make people's lives better has driven the success, impact, and external support that characterizes UGA's outreach programs. Our list of partners is expansive, from the 22,000 state and local government officials who participate annually in our education/training pro-

grams to local chambers of commerce, schools, hospitals, small businesses, and nonprofits. We are constantly examining the impact of our community-based engagements, searching for best practices, cutting-edge approaches, and ways to address the next grand challenge.

We know our efforts produce tangible and meaningful results, both quantitatively and qualitatively. For instance, our applied research partnerships with Georgia's coastal communities protect and sustain marine environments and monitor flood insurance programs that help residents and communities save on their premiums. UGA's coastal outreach programs have a $112 million economic impact on Georgia annually. Engineering and Landscape Design faculty and students participating in service-learning in partnership with communities plan and design downtown streetscapes for revitalization and pedestrian structures for sports and recreation complexes. Research conducted by UGA's Office of Service-Learning demonstrated that UGA students who took at least one service-learning class had higher starting salaries after graduation and were hired 2 months faster than students who did not take service-learning courses. These service-learning courses produce a total direct economic impact of $19.2 million per year in Georgia. UGA's Small Business Development Center, which assists thousands of entrepreneurs, has helped small businesses create 20,000 new jobs and obtain $800 million in new capital over the last 5 years. Through best practice management of poultry, pecans, peanuts, eggs, cotton, and other top commodities, Cooperative Extension faculty help keep agribusiness number one among Georgia industries, adding $71 billion a year to the state's economy. And the impact goes on and on.

Recent research shows that in 2014 alone, there was a $4.4 billion return on investment from UGA to the state of Georgia, $580 million of which was directly linked to public service and outreach programs. These tangible and monetized outcomes have helped us tell our story of impact in quantitative terms. However, as important as these impacts are to the public, the knowledge and learning that are afforded in these scholarly pursuits must be shared outside the state with our colleagues and constituents for discussion, critique, and evaluation, in a form upon which others can build. Each and every time the university engages with the community at any level, new goals are established, discipline-related methods are employed, new discoveries are made, and knowledge is transformed and extended to a broad spectrum of academic and community partners. In fact, I am sure many readers would agree with

me that the scholarship of engagement has the potential to become one of the most comprehensive and highest forms of learning, encompassing the full spectrum of scholarship that Ernest Boyer explicated in the anchor issue of the *Journal*.

Boyer's work and the immeasurable contributions of other esteemed academic leaders are being celebrated in this anniversary issue. They, along with the many other contributors to the *Journal*, have challenged us to fulfill our role of committing our best research and instruction to the public good, and at the same time advancing scholarship on how we maximize impact. Knowledge dissemination ultimately ensures that new information is communicated to broader audiences, and updated approaches are added to fields of study and practice. The *Journal of Higher Education Outreach and Engagement* has served this role for 20 years, dedicated to advancing the landscape of university–community engagement and helping to usher in national programs of support and recognition such as the Carnegie Community Engagement Classification.

What Gene Younts and his contemporaries envisioned became a reality. The *Journal* has provided that open exchange needed to share theoretical perspectives, research findings, and best practices of engaged institutions that are applying scholarship to meet the challenges of society. We owe deep gratitude to their leadership and to the devotion of our editors for keeping the *Journal* innovative and state-of-the-art. Our current editor, Lorilee Sandmann, has advanced the *Journal* in myriad ways, increasing its rigor and relevancy, and guiding it to a new level of scholarly excellence. She, associate editors, editorial board members, and editorial production staff have created this commemorative 20th anniversary edition that is both reflective and prospective. It serves to energize our collective roles as public servants and public scholars and renew our resolve to promote engaged scholarship for its vital role in improving the communities we serve.

This 20th anniversary issue of the
Journal of Higher Education Outreach and Engagement
is dedicated to

S. Eugene Younts
Vice President of Public Service
University of Georgia
and
First Publisher

Editors:
Melinda D. Halwey and Donna Q. Butler
Melvin B. Hill, Jr.
Trish Kalivoda
Lorilee R. Sandmann

This Issue...

This anniversary issue of *Journal of Higher Education Outreach and Engagement* is comprised of those articles from the past 20 years of publication that were ranked as " most important and/or having the greatest impact on the field" through an independently conducted Delphi survey of the *JHEOE's* 37 member editorial board. The result is this collection of 11 articles published from 1996 to 2012. The issue starts with an article that analyzes the articles chosen. The featured reprinted articles are then presented chronologically. Each is followed by a commentary, update, or response from the article's original author(s) or by noted scholars.

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Lorilee R. Sandmann, Andrew Furco, and Katherine R. Adams

For this 20th anniversary issue of the *Journal of Higher Education Outreach and Engagement*, 11 articles were selected through a Delphi survey of editorial board members. A review of these articles reflects the evolution of the field of outreach and community engagement and maturation of the "scholarship of engagement." In particular, the 3 major shifts can be noted: a shift in terminology, a shift from program institutionalization to institutional transformation, and a shift from simple lists and practices to more integrated and complex frameworks and modeling. The review reveals that such journals play an important role in archiving and documenting as well as stimulating and advancing theory, practice, and policy related to higher education community engagement and scholarship.

Building the Field of Higher Education Engagement: A 20-Year Retrospective

Lorilee R. Sandmann, Andrew Furco, and Katherine R. Adams

Abstract

For this 20th anniversary issue of the *Journal of Higher Education Outreach and Engagement*, 11 articles were selected through a Delphi survey of editorial board members. A review of these articles reflects the evolution of the field of outreach and community engagement and maturation of the "scholarship of engagement." In particular, the 3 major shifts can be noted: a shift in terminology, a shift from program institutionalization to institutional transformation, and a shift from simple lists and practices to more integrated and complex frameworks and modeling. The review reveals that such journals play an important role in archiving and documenting as well as stimulating and advancing theory, practice, and policy related to higher education community engagement and scholarship.

Introducing This Issue

*O*ver the past 20 years, the field of higher education outreach and community engagement has grown and matured substantially. In this time, we have seen a proliferation of new engagement-focused centers and programs on campuses, a rise in the number of journals and other publications that explore engagement issues in higher education, a continued growth of conference programs and networks (both domestic and global) focused on advancing higher education community engagement, and an increase in the number of senior-level positions responsible for institutionalizing engagement on college campuses. We have also witnessed a shift in the field's discourse such that today's engagement-focused literature reveals a deeper, more mature understanding of the complexities inherent in doing engaged work than was reflected in the publications of the early 1990s when discussions of the "new engagement" first emerged. The *Journal of Higher Education Outreach and Engagement (JHEOE)* is a source that has been able to document this growth and maturity. From the early articles that appeared in the first issue in 1996 (when this publication was called the *Journal of Public Service and Outreach*) to the contemporary papers that are published in the *Journal* today, *JHEOE* has helped trace the field's journey as community engage-

ment has continued its movement from the margins to the mainstream of higher education.

As we celebrate the *Journal's* 20th anniversary, it is fitting to take a look at how the field of community engagement has taken shape, evolved, and matured over the years and how today it, as a global phenomenon, is one of higher education's most influential reform agendas. In this issue, we present 11 articles that trace the field's growth and development.

The selection of these articles is not arbitrary. To create this volume, we sought out the opinions and recollections of 37 of the *Journal's* current and former editorial board members (present editor excluded), who applied the Delphi technique to identify the *JHEOE* articles they believe have been most seminal and influential over the past 20 years. In the first round of the Delphi survey, the editorial team members—all of whom are longstanding leaders and experts in higher education community engagement—were asked to name one article from the 20-year history of *JHEOE* that, in their opinion, was "the most important and/or has the most impact on the field." After aggregation of the selected articles, Round 2 of the Delphi survey asked editorial team members to rank each of the articles identified in Round 1 on a scale of 1 to 5, with 5 awarded to those articles thought to be "*most important and/or have the most impact on the field.*" The result of the Delphi procedures is this collection of 11 articles published between 1996 and 2012. Presented chronologically, the articles reveal the nuanced yet important shifts in the terminology, frameworks, and voices that have defined and shaped the engagement field over the years. Each article, in its own right, is a seminal piece that in its time helped advance our thinking about the future of colleges' and universities' mission to serve the public good. Through the articles collected in this issue, we are able to trace community engagement's coming of age as a field of growing importance in higher education.

As authors of this introductory piece, we read through the set of 11 articles with an eye toward understanding why leaders in the field selected these particular works. As we read, we kept the following questions in mind: What makes these articles seminal, influential, important, and enduring? What type of article is each (philosophical, theoretical, historical, empirical, or other), and what are the main topics covered? What themes do we see across the articles (use of language of engagement, etc.), and what is not addressed in this set of articles? By no means was our effort an empirical, systematic qualitative content analysis. Rather, we sought to track our general impressions, rereading these articles with the benefit

of having experienced them when they were first published, then reexperiencing them years later. Initially, we questioned whether, as a collection, the articles represent an affirmation of existing practices or a challenge to higher education and those who see themselves as engaged scholars. For example, we find that Boyer's *(1996)* seminal work served as not merely a challenge to the field, but as *The Challenge*. Boyer's groundbreaking article "The Scholarship of Engagement" was ahead of its time in pushing higher education to reconsider how it defines what qualifies as "scholarship," arguably the most valued hallmark of higher education. "The Scholarship of Engagement," once considered a revolutionary piece, has stood the test of time, serving for the authors of the articles that follow as the first introduction to what now represents a critical and important philosophy of contemporary higher education.

Drawing New Meanings

Revisiting these articles found us reassessing our initial thoughts and perspectives on these seminal works. In addition to being reinspired, we drew from our readings new insights; we saw perspectives that we had missed years earlier during our initial readings. Perhaps this merely reflects the benefit of hindsight. But interestingly, we found that particular terms that seemed obtuse and amorphous in our initial reading are now familiar, clear, and understandable. Perhaps in our initial reading as relative novices starting our respective journeys into learning about the scholarship of engagement, the concepts, terminology, or philosophies presented in the articles did not readily map onto our schemas of understanding. For example, we initially did not recognize or appreciate the value of the nuanced distinctions among Boyer's forms of scholarship. We even questioned the viability of applying his framework to the day's academic culture. At that time, perhaps because the ideas of the "new engagement" had not yet been codified, Boyer's discussion seemed a bit obscure and even somewhat idealistic. But now we, along with the many others who rely on his work, easily recognize and can fully appreciate the relevance, importance, and value of Boyer's introduction to this new scholarship paradigm. Indeed, it is through this hindsight that we are able to recognize and appreciate the enormous benefit that Boyer's work and all of the works in this collection have provided during influential periods of our journey.

Distinguishing Characteristics

We sought to identify what distinguished these articles as seminal pieces. One distinguishing feature we noted is that most of the articles in this collection are generally regarded as the first to raise or bring to the fore important issues about engaged work. Like Boyer's influential introduction to the scholarship of engagement, Byrne's *(1998)* article introduced the Kellogg Commission's goals into the broader national discourse of higher education reform, igniting the call for higher education to "take charge of change" *(p. 7)*. Similarly, in her article, Holland *(1999)* broke ground in presenting the first empirical discussion of faculty motivation, obstacles, and participation in what was at the time generally referred to as public service. Driscoll and Sandmann's *(2001)* work inaugurated the National Review Board for the Scholarship of Engagement, premiering a documentation and evaluation system for engaged faculty promotion and tenure. O'Meara and Jaeger *(2006)* took a cardinal look at the integration of engagement in graduate education, building the framework for how we today examine the role of community engagement in graduate education. And Franz *(2010)* presented the first attempt to consider the nexus between the individual and institutional factors of engaged scholarship through a proposed holistic integrative model. Each of these articles has served as a foundation on which deeper and fuller discussions about the new, contemporary higher education engagement are being built. *JHEOE* has thus provided a forum to introduce and bring attention to new and emerging concepts that have had fundamental impacts on the field of outreach and engagement. It is important to note that all 11 articles in this collection are anchored in western-focused (mostly U.S.) discussions, reflecting the locus for much of the field-building work on engagement. As the new engagement agenda incorporates more global perspectives, we are finding that the new contributions to the *Journal* are commensurately more global in focus and international in scope.

Just as the changing discourse in the articles reflects the rapidly growing and evolving nature of the field, these articles reflect that the *Journal* itself, specifically through the type of articles it has published, has to some extent shaped the direction the engagement field has taken. For example, much of the discourse on community engagement in the 1990s was centered on exploring issues of the emerging practice of service-learning. Indeed, at the time, service-learning-focused journals such as the *Michigan Journal of Community Service Learning* dominated the field. *JHEOE*'s focus on examining wider issues of outreach and community engagement

offered field shapers such as Boyer and Holland unique opportunities to examine the broader role and implications of community engagement in higher education. By providing a space for these broader conversations, *JHEOE* helped give rise and visibility to new and emerging discussions on the role of community engagement across our colleges and universities.

In our review of these seminal articles, we also sought to identify what discussions or foci might have been omitted from this collection. Interestingly, we found that although the community engagement field has long been criticized for lacking research evidence regarding the impacts of community engagement on participants, and much effort has been made through *JHEOE* and other journals to strengthen the field's research base, only one empirical article *(Holland, 1999)* made the list for inclusion in this collection. Also missing from this set of articles is attention to community voice, an aspect of high-quality practice that seems to receive much rhetoric but only minimal discussion in the *Journal*'s articles and papers. We also note an absence of articles that discuss issues pertaining to student learning and curriculum. This is especially surprising given that most of the field's literature to date has focused on the impacts of higher education community engagement and service-learning experiences on student development. Also missing, even among the more recent articles, is attention to engagement issues in non-U.S. settings and the broader global perspectives of outreach and engagement. Given the rise of the new higher education community engagement agenda across many countries, we expected to see at least one non-U.S.-based article among those selected for this retrospective collection.

We questioned whether the absence of some this content was a result of the nature of the Delphi study and selection process itself. We also questioned whether the authors' name recognition affected the participating editors' choice of articles. Unfortunately, we do not have the information needed to answer these questions. Nonetheless, we raise them to acknowledge that in considering the full repository of articles published in *JHEOE* over the past 20 years, the 11 articles in this collection represent only a small portion of the many important topics and issues that the *Journal* has presented.

The Evolution of Terminology

In rereading the articles and reflecting on this collection, we identified a set of distinct shifts that have occurred during the

Journal's 20-year span. These shifts paint a picture of how the discussion of higher education community engagement has developed, evolved, and matured over the years to become a codified field of study and practice. Most apparent is the change in the terms, language, and definitions that have been used to describe engagement work. As we see in this collection, the earlier works focus on public service and outreach, and more recent works emphasize engagement and engaged scholarship, revealing the broadening and maturing of the community engagement discourse. Drawing from the deliberations of the Kellogg Commission on the Future of State and Land-Grant Universities, Byrne *(1998)* was one of the first to examine the differences in terminology between outreach and engagement. Outreach, as Byrne describes, is one-directional and implies that knowledge is transferred *from* the university *outward* to the community it serves. Engagement, on the other hand, involves knowledge exchange in both directions. As Byrne states, "engagement is mutually beneficial to the university and to society and frequently involves shared goals, agendas, and measures of success" *(pp. 4–5)*. Such definitional clarification helped set in motion the shift in thinking of engagement as a reciprocal act that values the needs, knowledge, and expertise of the community.

We find in this collection that clarifying the language of engagement is an ongoing issue that remains unresolved. In reviewing different literature sources, Giles *(2008)* exposed the ongoing challenge by examining the variety of community engagement-related terms in the literature. His article offers the most diverse set of examples regarding different terms that are used as proxies for engagement, such as *public scholarship, scholarship of engagement, service-learning,* and *community-based participatory research.* He suggests that a "big tent" *(p. 98)* is needed to capture the variations in meaning and definitions across the expanse of "umbrella" terms that have failed to provide universally-defined clarity among engagement scholars and practitioners. As Giles declares, "the scholarly challenge is to continue to examine these terms and traditions" *(p. 102)* because the methodology and theory of community engagement cannot be developed when the terms of engagement are nebulous and ill-defined.

This collection of 11 articles also reveals the shifting and sometimes competing conceptualizations of scholarship. Leaning on Boyer's notion of the scholarship of engagement, Lynton *(1996)* sought to broaden the notion of what it means to be a "scholar" and thus promoted strengthening the nexus between scholarly work and community engagement. However, Schön (as cited in *Fear*

& Sandmann, 2001-2002) took a different tack, promoting a focus on higher education's "technical rationality" *(p. 31)* to secure the advancement of rigorous and systemically-applied scholarly procedures. Schön argues that Boyer's "new scholarship" *(p. 31)* would require research universities to adopt a new epistemology, which in Schön's view is not viable or achievable. Fear and Sandmann support Schön's admonition about using terminology aligned with technical rationality since such usage would "constrain the reach" *(p. 32)* that engagement could achieve.

With the increased focus on engaged scholarship in the late 2000s, Franz *(2010)* reinforced Giles's *(2008)* call for definitional clarity, suggesting that there needs to be "a clear definition of engaged scholarship at the core… for consistent understanding and application of the work across the individual, institutional, and interinstitutional levels" *(p. 34)*. Thus, like Byrne a decade earlier, Franz sought to bring to the fore a definition of "engaged scholarship" *(p. 35)* that emphasized the two-way relationship between academia and the community and how the mutuality of the relationship adds value for both partners. In her article, Franz championed "legacy" *(p. 35)* as a notion designed to incorporate into the definition of engagement the intention of both academy and community to make a difference. She also supported the notion that the information or outcomes produced through this reciprocal arrangement further enhance the academic disciplines and the dissemination of knowledge that is produced. As one of the more recent articles in the collection, Franz's paper reveals how much the field has matured, showing how Boyer's scholarship of engagement has evolved from a philosophy of scholarship to a legitimized practice that Franz defines as characterized by mutually beneficial campus–community engagement, high-quality scholarship, and impact on the public good through the incorporation of academic disciplines.

As a collection, the articles reveal a lack of consistency in terminology related to higher education community engagement. This supports Giles's *(2008)* call for building a more clear understanding through systematic inquiry. Although many institutions have adopted the Carnegie Foundation's *(n.d.)* definition, which casts community engagement as "collaboration between institutions of higher education 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" *("How Is 'Community Engagement' Defined?", para. 1)*, the articles' authors ascribe to several definitions of engagement,

providing evidence that the term has yet to be codified universally. With no national research agenda under way to help more clearly define the distinctions and nuances among the various engagement terms, and without a concerted effort to create the definitional "big tent" *(p. 98)* for engagement that Giles *(2008)* recommended, the development of a universal understanding of engagement is likely to remain elusive for some time.

From Program Institutionalization to Institutional Transformation

Beyond shifts in the language of engagement, this set of seminal articles also reveals a shift in emphasis regarding community engagement's role in higher education and the emergence of a new engagement agenda. We see in the earlier pieces a focus on building support for community engagement by making the case for its inclusion in the existing system of higher education. For example, both Boyer *(1996)* and Lynton *(1996)* sought to raise the value and importance of outreach-focused efforts by establishing standards of practice that link outreach to the existing values of scholarship. Because prevailing norms of practice in higher education value peer-reviewed scholarly work, having outreach and engagement peer-reviewed by both members of the community and peers in the discipline, as Boyer *(1996)* and Lynton *(1996)* championed, increased the legitimacy of community-engaged research and teaching as academic, scholarly pursuits. Around the same time, Holland *(1999)* extended this premise by recommending a set of practices for deepening the institutionalization of community engagement through the incorporation of engagement principles into the existing institutional structures and culture. Two years later, Driscoll and Sandmann *(2001)* codified a set of guidelines for evaluating engaged scholarship that mirrored the quality expectations for traditional scholarly work.

In contrast, the more recent articles move away from a focus on embedding community engagement within the existing higher education system, instead emphasizing the importance of transforming higher education to become a new kind of educational system that embraces community engagement as a core value. By 2006, we find O'Meara and Jaeger promoting the reformation of graduate education in ways that make engaged scholarship a central feature of doctoral and other graduate degree programs. In their articles, Franz *(2010)* and Fitzgerald, Bruns, Sonka, Furco, and Swanson *(2012)* promote creating a higher education culture that fully legitimizes, embraces, and supports community-engaged

scholarship. This focus on reforming the prevailing expectations and norms of higher education presents an important shift in the assumptions that undergird the community engagement field. Whereas the initial goal was to make the case for community engagement by exploring strategies and enabling mechanisms to embed it within the existing structures of higher education (e.g., the prevailing curriculum structures and reward systems), the current goal assumes that the overall culture of higher education needs to change fundamentally to embrace broader approaches and multiple forms of scholarship that fully support the principles and practices of community engagement (e.g., serving the public good, mutual benefits, broader research impacts). This shift in discourse has helped move the emphasis away from finding ways to fit community engagement programming into the existing system of higher education and toward building a new kind of higher education institution and "engaged campuses" in what has become known as the "new engagement" agenda.

Because of this shift toward broader institutional change and higher education transformation, community engagement literature now presents more complex analyses and deeper understanding of the factors that contribute to building more engaged higher education institutions. This focus on a new kind of engagement that is part of a new kind of higher education institution reflects the current pressures on higher education to embrace a broader array of pedagogies, epistemologies, and research methodologies. The works that are now submitted to *JHEOE* are increasingly challenging the traditional structures of higher education and calling for a new kind of higher education system that ensures full alignment with the needs of a 21st-century society.

Toward Greater Integration and Complexity

Academic and popular literature are replete with documentation of the messy, wicked, ill-defined problems of our global society as well as the challenges of decision making, problem solving, and organizational transformation under such conditions of ambiguity and uncertainty. In this context, we see in the conversations within this collection a related shift toward understanding more fully the complexities of these wicked problems and the need for systemic changes across higher education to address these challenging societal issues through community engagement. The earlier articles provide lists of principles, practices, and prescriptions for advancing community engagement. These early works reflect that era's common belief that by adopting and implementing a few

simple steps lauded and promoted in the literature, an institution's community engagement agenda would advance, and community needs would be more effectively addressed. Many institutions adopted Lynton's *(1996)* three-stage conceptual framework (diagnosis, design, delivery) to help evaluate community-engaged scholarly work. We also saw many institutions subscribe to Holland's *(1999)* list of motivations and obstacles to faculty participation in community engagement as higher education institutions sought ways to motivate their faculty to embrace community-engaged research, teaching, and service. Today, however, there is widespread acknowledgment that building an engaged campus is a complex process that requires implementing a multifaceted, multipronged, strategic agenda. In accordance with this view, the more recent articles offer complex conceptual frameworks and multidimensional analyses, like those presented by O'Meara and Jaeger *(2006)*; Sandmann, Saltmarsh, and O'Meara *(2008)*; Franz *(2010)*; and Fitzgerald et al. *(2012)*. These more recent articles foreground the broad set of complex issues that higher education systems must attend to in their reform efforts in order to embrace and build the new engagement agenda.

This shift in focus also reflects a growing responsiveness in higher education that has led to viewing community engagement and the scholarship of engagement less as singular constructs to be advanced for their own sake, and more as strategies for accomplishing broader institutional goals and priorities. The more recent articles cast community engagement and the scholarship of engagement less as discrete initiatives to be implemented for their own sake, and more as strategies to fulfill higher education's responsibility to fuel knowledge creation, transfer, and application in ways that enhance societal purposes. This more integrated, systemic view clarifies and amplifies engagement as scholarship, thus becoming a method or a way of doing teaching, learning, and research that involves "others" outside academia who have expertise, wisdom, insights, and lived experience that are essential to the knowledge task at hand.

This shift in the discourse is illustrated by at least three of the more recent articles featured in this collection. In their article, Sandmann et al. *(2008)* offered one of the first broadly integrated models of engagement. They addressed elements necessary for higher education institutions to become supportive environments for the next generation of faculty by presenting a strategies framework that explicates what is needed to prepare individuals (primarily doctoral students and early career faculty) as engaged

scholars and learners, while instigating and catalyzing institutions as learning organizations. This integrated model brings together critical aspects from several knowledge bases, including knowledge of higher education institutional change, preparation of future faculty, the scholarship of engagement, and promising programmatic practices for institutional engagement. Sandmann et al. used these knowledge bases to form two axes: a horizontal axis representing faculty socialization and a vertical axis representing institutionalization. The quadrants created by these axes indicate the "homes" for engaged scholarship—graduate education, disciplinary associations, academic departments, and institutions. Unlike the more one-dimensional models found in the earlier literature, Sandmann et al.'s work represents a notable shift in recognizing the important intersection of the individual and institutional levels of engagement and how these levels interface with critical elements within higher education's prevailing structures and overall system (e.g., graduate schools, promotion and tenure systems, disciplinary affiliations and associations).

Like Sandmann et al. *(2008)*, Franz *(2010)* presented a "holistic and integrated model of engaged scholarship" *(p. 32)* that built on earlier frameworks presented by Boyer *(1996)* and others. Franz's engaged scholarship model brought to the fore the realities of academic life and the increasing productivity required of faculty. Unlike the more linear approaches to strengthening support for engaged scholarship that are found in the early literature, Franz's model identified multiple entry points for faculty and community members to plan, practice, and tell their story of engaged scholarship. Franz presented a set of concentric circles that has at its center a definition of engaged scholarship informed by six leverage points: three relating to the discovery, development, and dissemination of new knowledge and three relating to change in learning, behavior, and/or conditions. The model expands to include various factors and assumptions that affect the potential for engaged scholarship work to take place. The nesting and interrelated nature of the circles is an illustration of the movement toward an understanding of the integrated nature of engagement.

Similarly, in their article, Fitzgerald et al. *(2012)* made the case that a comprehensive institutionalization approach is necessary to make engagement a central feature of higher education. These authors analyzed multiple dimensions of historical and contemporary efforts to institutionalize the "new engagement." Their analysis led us to an integrative framework for scholarship that moves away from emphasizing products (e.g., scholarly publications) to empha-

sizing impact (e.g., the societal effects of scholarly publications). They asserted that the new engagement agenda will be realized when "discovery and learning are integrated and enriched through engagement to allow for more effective creation, application, and then re-creation of knowledge that serves society's needs" *(p. 21)*. Without a doubt, the field's increased focus on exploring more integrated and multifaceted models continues to bring a deeper understanding of the complexities inherent in building a 21st-century engagement agenda for higher education.

A Look to the Future

The *Journal of Higher Education Outreach and Engagement* has played an important role in documenting and archiving the growth and evolution of an emerging field. Through this review of articles from the last 20 years, we are able to trace the way higher education community engagement has grown and evolved into a mature field of study and practice, and we are also made aware of the many questions about higher education that remain unanswered. Values, definitions, and norms have been investigated and analyzed, perpetuating more standardized usages and practices; however, greater clarity of definition across the nuanced engagement-focused terms is needed. Although more complex frameworks for understanding engagement have been presented, we remain unsure of how the various aspects and dimensions of these frameworks will resonate with the growing global audience of higher education's new engagement agenda. For *JHEOE* and other journals like it, a clarion call remains to continue challenging the prevailing assumptions, practices, and policies of higher education outreach and engagement and to remain a driving force in stimulating conversations and debates that give voice to new perspectives that can help shape the future of community engagement in higher education.

We are sure that other readers who have watched the field grow and mature will find other shifts—both nuanced and substantial—in this compendium of articles. As we look to the future, and as discussions in the field are elevated and become more global in scope, we believe these seminal articles will continue to serve as a foundation for the field and will endure as some of the field's most influential publications. For those who wish to be encouraged, inspired, and challenged, we recommend reading the pioneering and groundbreaking works in this special issue.

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The Scholarship of Engagement

Ernest L. Boyer, Ph.D.

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Editor's note: Dr. Boyer, slated to contribute to the first issue of JPSO, *passed away in December 1995. Before his death, he had approved this submission, which was sent to* JPSO *by his staff.*

American higher education is, as Derek Bok once poetically described it, "a many-splendored creation." We have built in this country a truly remarkable network of research universities, regional campuses, liberal arts and community colleges, which have become, during the last half century, the envy of the world.

But it's also true that after years of explosive growth, America's colleges and universities are now suffering from a decline in public confidence and a nagging feeling that they are no longer at the vital center of the nation's work. Today, the campuses in this country are not being called upon to win a global war, or to build Quonset huts for returning GIs. They're not trying to beat the Soviets to the moon or to help implement the Great Society programs. It seems to me that for the first time in nearly half a century, institutions of higher learning are not collectively caught up in some urgent national endeavor.

Still, our outstanding universities and colleges remain, in my opinion, one of the greatest hopes for intellectual and civic progress in this country. I'm 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.

The truth is that for more than 350 years, higher learning and the larger purposes of American society have been inextricably interlocked. The goal of the colonial college was to prepare

civic and religious leaders, a vision succinctly captured by John Eliot, who wrote in 1636: "If we nourish not learning, both church and commonwealth will sink." Following the revolution, the great patriot Dr. Benjamin Rush declared in 1798 that the nation's colleges would be "nurseries of wish and good men, to adapt our modes of teaching to the peculiar form of our government." In 1824, Rensselaer Polytechnic Institute was founded in Troy, New York, and RPI was, according to historian Frederick Rudolph, a constant reminder that America needed railroad builders, bridge builders, and builders of all kinds. During the dark days of the Civil War, President Abraham Lincoln signed the historic Land Grant Act, which linked higher learning to the nation's agricultural, technological, and industrial revolutions. And when social critic Lincoln Stefffens visited Madison in 1909, he observed, "In Wisconsin, the university is as close to the intelligent farmer as his pig-pen or his tool-house."

At the beginning of this century, David Starr Jordan, president of that brash new institution on the West Coast, Stanford, declared that the entire university movement in this country "is toward reality and practicality." Harvard's president, Charles Eliot, who was completing nearly forty years of tenure, said America's universities are filled with the democratic spirit of "serviceableness." And in 1896, Woodrow Wilson, then a 40-year-old Princeton University professor, insisted that the spirit of service will give a college a place in the public annals of the nation. "We dare not," he said, "keep aloof and closet ourselves while a nation comes to its maturity."

Frankly, I find it quite remarkable that just one hundred years ago, the words "practicality" and "reality" and "serviceability" were used by the nation's most distinguished academic leaders to describe the mission of higher learning which was, to put it simply, the scholarship of engagement. During my own lifetime, Vannevar Bush of MIT formally declared, while in Washington serving two presidents, that universities which helped win the war could also win the peace, a statement which led to the greatest federally funded research effort the world has ever known. I find it fascinating to recall that Bush cited radar and penicillin to illustrate how science could be of practical service to the nation. The goals in the creation of the National Science Foundation which led to the Department of Defense and the National Institutes of Health were not abstract. The goals were rooted in practical reality and aimed toward useful ends.

In the 1940s, the GI Bill brought eight million veterans back to campus, which sparked in this country a revolution of rising expec-

tations. May I whisper that professors were not at the forefront urging the GI Bill. This initiative came from Congress. Many academics, in fact, questioned the wisdom of inviting GIs to campus. After all, these men hadn't passed the SAT, they'd simply gone off to war, and what did they know, except survival? The story gets even grimmer. I read some years ago that the dean of admissions at one of the well-known institutions in the country opposed the GIs because, he argued, they would be married, many of them; they would bring baby carriages to campus, and even contaminate the young undergraduates with bad ideas at that pristine institution. I think he knew little about GIs, and even less about the undergraduates at his own college.

But, putting that resistance aside, the point is largely made that the universities joined in an absolutely spectacular experiment, in a cultural commitment to rising expectations, and what was for the GIs a privilege became, for their children and grandchildren, an absolute right. And there's no turning back.

Almost coincidentally, Secretary of State George C. Marshall, at a commencement exercise at Harvard in 1947, announced a plan for European recovery, and the Marshall Plan sent scholars all around the world to promote social and economic progress. Ten years later, when the Soviets sent Sputnik rocketing into orbit, the nation's colleges and universities were called upon once again, this time to design better curricula for the nation's schools and to offer summer institutes for teachers.

And one still stumbles onto the inspiration of that time. I remember, as commissioner, having a lunch in Washington. We thought we were talking privately about the federal program to help teachers under the Eisenhower administration, only to find we were being overheard at the next table, which you should always assume in Washington. And the man stopped by and said, "I just wanted to tell you that I was one of the NDA fellows at that time, and I've never had a better experience in my life." And the inspiration of the teachers who came back from the summer institutes touched teachers all across the country. The federal government and higher education had joined with schools toward the renewal of public education.

Then in the 1960s, almost every college and university in this country launched affirmative-action programs to recruit historically bypassed students and to promote, belatedly, human justice.

I've just dashed through three and half centuries, more or less. What I failed to mention were the times when universities chal-

lenged the established order, when they acted appropriately both as conscience and social critic, and that, too, was in service to the nation. And there were other times when campuses were on the fringes of larger national endeavors, standing on the sidelines, failing to take advantage of opportunities that emerged.

Still, I am left with two, inescapable conclusions. First, it seems absolutely clear that this nation has throughout the years gained enormously from its vital network of higher learning institutions. And, at the same time, it's also quite apparent that the confidence of the nation's campuses themselves has grown during those times when academics were called upon to serve a larger purpose: to participate in building of a more just society and to make the nation more civil and secure.

… [T]he academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must affirm its historic commitment to what I call the scholarship of engagement.

This leads me, then, to say a word about the partnership today. To what extent has higher learning in the nation continued this collaboration, this commitment to the common good?

I would suggest that in recent years, the work of individual scholars, as researchers, has continued to be highly prized, and that also, in recent years, teaching has increasingly become more highly regarded, which of course is great cause for celebration. But I believe it's also true that at far too many institutions of higher learning, the historic commitment to the "scholarship of engagement" has dramatically declined.

Almost every college catalog in this country still lists teaching, research, and service as the priorities of the professoriate; yet, at tenure and promotion time, the harsh truth is that service is hardly mentioned. And even more disturbing, faculty who do spend time with so-called applied projects frequently jeopardize their careers.

Russell Jacoby, in a fascinating book titled *The Last Intellectuals,* observes that the influence of American academics has declined precisely because being an intellectual has come to mean being in the university and holding a faculty appointment, preferably a

tenured one, of writing in a certain style understood only by one's peers, of conforming to an academic rewards system that encourages disengagement and even penalizes professors whose work becomes useful to nonacademics or popularized, as we like to say. Intellectual life, Jacoby said, has move from the coffee shop to the cafeteria, with academics participating less vigorously in the broader public discourse.

But, what I find most disturbing—as almost the mirror image of that description—is a growing feeling in this country that higher education is, in fact, part of the problem rather than the solution. Going still further, that it's become a private benefit, not a public good. Increasingly, the campus is being viewed as a place where students get credentialed and faculty get tenured, while the overall work of the academy does not seem particularly relevant to the nation's most pressing civic, social, economic, and moral problems. Indeed, it follows that if the students are the beneficiaries and get credentialed, then let students pay the bill. And I've been almost startled to see that, when the gap increases in the budget, it's the student, and the student fees, that are turned to automatically after all—it's a private benefit, and let the consumer, as we like to say, pay the bill.

Not that long ago, it was generally assumed that higher education was an investment in the future of the nation—that the intellect of the nation was something too valuable to lose, and that we needed to invest in the future through the knowledge industry.

I often think about the time when I moved, almost overnight, from an academic post in Albany, New York, to a government post in Washington, D.C. These were two completely separate worlds. At the university, looking back, I recall rarely having serious dialogues with "outsiders"—artists, or "popular" authors, or other intellectuals beyond the campus. And yet, I was fascinated by Derek Bok's observation, on leaving his tenured post at Harvard, that the most consequential shifts in public policy in recent years have come not from academics, but from such works as Rachel Carson's *Silent Spring*, Ralph Nader's *Unsafe at Any Speed*, Michael Harrington's T*he Other America*, and Betty Friedan's *The Feminine Mystique*—books which truly place the environmental, industrial, economic, and gender issues squarely in a social context.

I teach occasionally at the Woodrow Wilson School, in the public policy center, and I open the first class by asking, "How is public policy shaped in America? Where does it originate? How does the debate get going?" And almost always the undergraduates

will start with the president, then Congress, or they might think of the state legislature. Then I ask them, has anyone ever heard of Rachel Carson, or Michael Harrington, and a kind of bewildered look appears. And yet the truth is that out of the seminal insights of such intellectuals public discourse begins, and very often Congress is the last, not the first, to act, trying to catch up with the shifting culture. So it is with the academy. One wonders why discourse between faculty and intellectuals working without campus affiliation can't take place within the academy itself.

But, on the other hand, I left Albany and went to Washington, and I must say that I found government to be equally—or I'll go one step further—even more startlingly detached. In Washington, we did consult with lawyers and political pressure groups, driven usually by legislative mandates, and certainly by White House urges. But rarely were academics invited in to help put our policy decisions in historical, or social, or ethical perspective. And looking back, I recall literally hundreds of hours when we talked about the procedural aspects of our work and the legal implications, but I do not recall one occasion when someone asked, "Should we be doing this in the first place?," a question which I suspect could have been asked only by a detached participant with both courage and perspective.

Recently, I've become impressed by just how much this problem, which I would describe as impoverished cultural discourse, extends beyond government to mass communication where, with the extensions of "MacNeil/Lehrer News Hour" and "Bill Moyer's Journal," the nation's most pressing social, economic, and civic issues are endlessly discussed primarily by politicians and self-proclaimed pundits, while university scholars rarely are invited to join the conversation.

Increasingly, the campus is being viewed as a place where students get credentialed and faculty get tenured, while the overall work of the academy does not seem particularly relevant to the nation's most pressing… problems.

Abundant evidence shows that both the civic and academic health of any culture is vitally enriched as scholars and practitioners speak and listen carefully to each other. In a brilliant study of creative communities throughout history, Princeton University

sociologist Carl Schorske, a man I greatly admire, describes the Basel, Switzerland, or the nineteenth century as a truly vibrant place where civic and university life were inseparably intertwined. Schorske states that the primary function of the university in Basel was to foster what he called "civic culture," while the city of Basel assumed that one of its basic obligations was the advancement of learning. The university was engaged in civic advancement, and the city was engaged in intellectual advancement, and the two were joined. And I read recently that one of the most influential commentators didn't achieve his fame from published articles, but from lectures he gave in the Basel open forum.

I recognize, of course, that "town" is not "gown." The university must vigorously protect its political and intellectual independence. Still, one does wonder what would happen if the university would extend itself more productively in to the marketplace of ideas. I find it fascinating, for example, that the provocative PBS program "Washington Week in Review" invites us to consider current events from the perspective of four or five distinguished journalists, who, during the rest of the week, tend to talk only to themselves. And I've wondered occasionally what "The Week in Review" would sound like if a historian, an astronomer, an economist, an artist, a theologian, and perhaps a physician, for example, were asked to comment. Would we be listening and thinking about the same week, or would there be a different profile and perspective? How many different weeks were there that week? And who is interpreting them for America?

What are we to do about all of this? As a first step, coming back to the academy itself, I'm convinced that the university has an obligation to broaden the scope of scholarship. In a recent Carnegie Foundation report titled *Scholarship Reconsidered,* we propose a new paradigm of scholarship, one that assigns to the professoriate four essential, interlocking functions. We propose, first, the **scholarship of discovery**, insisting that universities, through research, simply must continue to push back the frontiers of human knowledge. No one, it seems to me, can even consider that issue contestable. And we argue, in our report, against shifting research inordinately to government institutes, or even to the laboratories of corporations that could directly or indirectly diminish the free flow of ideas.

But, while research is essential, we argue that it is not sufficient, and to avoid pedantry, we propose a second priority called the **scholarship of integration**. There is, we say, an urgent need to place discoveries in a larger context and create more interdisci-

plinary conversations in what Michal Polanyi of the University of Chicago has called the "overlapping [academic] neighborhoods," or in the new hyphenated disciplines, in which the energies of several different disciplines tend enthusiastically to converge. In fact, as Clifford Geertz of the Institute for Advanced Study has argued, we need a new formulation, a new paradigm of knowledge, since the new questions don't fit the old categories.

The university must vigorously protect its political and intellectual independence. Still, one does wonder what would happen if the university would extend itself more productively into the marketplace of ideas.

Speaking of bringing the disciplines together, several years ago, when physicist Victor Weisskopf was asked what gives him hope in troubled times, he replied, "Mozart and quantum mechanics." But where in our fragmented intellectual world do academics make connections such as these? We assume they live in separate worlds, yet they may be searching for the same interesting patterns and relationships, and finding solutions both intellectually compelling and aesthetic. I remember during the days of the lift-offs at Cape Kennedy, I was always fascinated when the rockets lifted successfully into orbit. The engineers wouldn't say: "Well, our formulas worked again." They would say, almost in unison, the word "beautiful." And I always found it fascinating that they chose an aesthetic term to describe a technological achievement. But where do the two begin and end?

Beyond the scholarship of discovering knowledge and integrating knowledge, we propose in our report a third priority the **scholarship of sharing knowledge**. Scholarship, we say, is a communal act. You never get tenured for research alone. You get tenured for research and publication, which means you have to teach somebody what you've learned. And academics must continue to communicate not only with their peers but also with future scholars in the classroom in order to keep the flame of scholarship alive. And yet, the truth is that on many campuses it's much better to prepare a paper and present it to colleagues at the Hyatt in Chicago than to present it to the students on campus, who perhaps have more future prospects than one's peers.

Finally, in *Scholarship Reconsidered*, we call not only for the scholarship of discovering knowledge, the scholarship of integrating knowledge to avoid pedantry, and the sharing of knowledge to avoid discontinuity, but also for the **application of knowledge,** to avoid irrelevance. And we hurriedly add that when we speak of applying knowledge we do not mean "doing good," although that's important. Academics have their civic functions, which should be honored, but by scholarship of application we mean having professors become what Donald Schön of MIT has called "reflective practitioners," moving from theory to practice, and from practice back to theory, which in fact makes theory, then, more authentic—something we're learning in education and medicine, in law and architecture, and all the rest. And incidentally, by making knowledge useful, we mean everything from building better bridges to building better lives, which involves not only the professional schools but the arts and sciences as well.

Philosophy and religion also are engaged in the usefulness of knowledge, as insights become the interior of one's life. Recently I reread Jacob Bronowski's moving essay on science and human values, which was written after his visit in 1945 to the devastation of Hiroshima. In this provocative document, he suggests that there are no sharp boundaries that can be drawn between knowledge and its uses. And he insists that the convenient labels of pure and applied research simply do not describe the way that most scientists really work. To illustrate his point, Bronowski said that Sir Isaac Newton studied astronomy precisely because navigating the sea was the preoccupation of the society in which he was born. Newton was, to put it simply, an engaged scholar. And Michael Faraday, Bronowski said, sought to link electricity to magnetism because finding a new source of power was the preoccupation of his day. Faraday's scholarship was considered useful. The issue, then, Bronowski concludes, is not whether scholarship will be applied, but whether the work of scholars will be directed toward humane ends.

This reminder that the work of the academy ultimately must be directed toward larger, more humane ends brings me to this conclusion. I'm convinced that in the century ahead, higher education in this country has an urgent obligation to become more vigorously engaged in the issues of our day, just as the land-grant colleges helped farmers and technicians a century ago. And surely one of the most urgent issues we confront, perhaps the social crisis that is the most compelling, is the tragic plight of children.

In his first inaugural address, President George Bush declared as the nation's first education goal that by the year 2000, all children in this country will come to school "ready to learn." Yet, we have more children in poverty today than we did five years ago. Today, a shocking percentage of the nation's nineteen million preschoolers are malnourished and educationally impoverished. Several years ago, when we at The Carnegie Foundation surveyed several thousand kindergarten teachers, we learned that thirty-five percent of children who enrolled in school the year before were, according to the teachers, linguistically, emotionally, or physically deficient. One wonders how this nation can live comfortably with the fact that so many of our children are so impoverished.

These statistics may seem irrelevant in the hallowed halls of the academy or in the great world of higher learning, yet education is a seamless web. If children do not have a good beginning, if they do not receive the nurture and support they need during the first years of life, it will be difficult, if not impossible, to compensate fully for the failure later on. My wife, a certified midwife, has convinced me that the effort has to be made not only before school, but surely before birth itself, during the time when nutrition becomes inextricably linked to the potential later on.

To start, higher education must conduct more research in child development and health care and nutrition. I do not diminish this role at all. This, too, is in service to the nation. But I wonder if universities also might take the lead in creating children's council in the communities that surround them. The role of the university would be to help coordinate the work of public and private agencies concerned with children, preparing annually, perhaps, what I've chosen to call a "ready-to-learn" report card—a kind of environmental impact statement on the physical, social, and emotional conditions affecting children—accompanied by a cooperative plan of action that would bring academics and practitioners together. James Agee, one of my favorite twentieth-century American authors, wrote that with every child born, regardless of circumstances, the potential of the human race is born again. And with such a remarkably rich array of intellectual resources, certainly the nation's universities, through research and the scholarship of engagement, can help make it possible for more children to be "ready to learn." Perhaps universities can even help create in this country a public love of children.

As a second challenge, I'm convinced colleges and universities also must become more actively engaged with the nation's schools. We hear a lot of talk these days about how the schools have failed,

and surely education must improve, but the longer the debate continues, the more I become convinced that it's not the schools that have failed, it's the partnership that's failed. Today, our nation's schools are being called upon to do what homes and churches and communities have not been able to accomplish. And if they fail anywhere along the line, we condemn them for not meeting our high-minded expectations. Yet, I've concluded that it's simply impossible to have an island of excellence in a sea of community indifference. After going to schools from coast to coast, I've also begun to wonder whether most school critics could survive one week in the classrooms they condemn. While commissioner of education, I visited an urban school with a leaky roof, broken test tubes, Bunsen burners that wouldn't work, text books ten years old, falling plaster, armed guards at the door, and then we wonder why we're not world-class in math and science, or, for that matter, in anything.

Especially troublesome is our lack of support for teachers. In the United States today, teachers spend on average $400 of their own money each year, according to our surveys, to buy essential school supplies. They're expected to teach thirty-one hours every week, with virtually no time for preparation. The average kindergarten class size in this country is twenty-seven, even though research reveals it should be seventeen. And, in one state, the average kindergarten size is forty-one. I've never taught kindergarten or first grade, but I do have several grandchildren, and when I take them to McDonald's or some other fast food spot, I come home a basket case just from keeping mustard off the floor and tracking all the orders that keep changing every thirty seconds. And I'm not even trying to cram them for the SATs. I'm just trying to keep body and soul together. Class size does matter, especially in the early years, and it correlates directly with effective learning.

About a dozen years ago, the late Bart Giomatti invited me to evaluate what was called the Yale-New Haven Teacher's Institute. I was delighted to discover that some of Yale's most distinguished scholars directed summer seminars based on curricula teachers themselves had planned. And, incidentally, teachers in that program were called Yale Fellows. I was startled to discover that they were even given parking space on campus, which is about the highest status symbol a university can bestow. I'm suggesting that every college and university should view surrounding schools as partners, giving teaching scholarships to gifted high school students, just as we give athletic scholarships, and offering summer

institutes for teachers, who are, I'm convinced, the unsung heroes of the nation.

During my Yale visit, I dropped in on a sixth-grade classroom in New Haven. Thirty children were crowded around the teacher's desk, and I thought it was a physical attack; I almost ran to the central office for help. But then I paused and discovered they weren't there out of anger, but intense enthusiasm. They had just finished reading Charles Dickens' Oliver Twist, and they were vigorously debating whether little Oliver could survive in their own neighborhood, speaking of relating the great books and intellectual inquiry to the realities of life. The children concluded that while Oliver had made it in far-off London, he'd never make it in New Haven, a much tougher city. I was watching an inspired teacher at work, relating serious literature to the lives of urban youth today.

… I find it ironic that universities which focused with such energy on rural America a century ago have never focused with equal urgency on our cities.

This leads me to say a word about higher education in the nation's cities. It's obvious that the problems of urban life are enormously complex; there are no simple solutions. I'm almost embarrassed to mention it as a problem because it is so enormously complex, but we live in cities. They determine the future of this country. Our children live there, too. And I find it ironic that universities which focused with such energy on rural America a century ago have never focused with equal urgency on our cities. Many universities do have projects they sponsor in urban areas such as Detroit, Buffalo, New York, Philadelphia, and Baltimore, just to name a few. But, typically, these so-called model programs limp along, supported with soft money. Especially troublesome is the fact that academics who participate are not professionally rewarded.

Higher education cannot do it all, but Ira Harkavay of the University of Pennsylvania soberly warns that our great universities simply cannot afford to remain islands of affluence, self-importance, and horticultural beauty in seas of squalor, violence, and despair. With their schools of medicine, law, and education and their public policy programs, surely higher education can help put our cities and perhaps even our nation back together.

Here, then, is my conclusion. At one level, 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, just to name the ones I am personally in touch with most frequently. You could name others. Campuses would be viewed by both students and professors not as isolated islands, but as staging grounds for action.

But, at a deeper level, I have this growing conviction that what's also needed is not just more programs, but a larger purpose, a larger sense of mission, a larger clarity of direction in the nation's life as we move toward century twenty-one. Increasingly, I'm convinced that ultimately, the scholarship of engagement also means creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other, helping to enlarge what anthropologist Clifford Geertz describes as the universe of human discourse and enriching the quality of life for all of us.

> **… [W]hat's also needed is not just more programs, but a larger purpose, a larger sense of mission, a larger clarity of direction in the nation's life as we move toward century twenty-one.**

Many years ago, Oscar Handlin put the challenge this way: "[A] troubled universe can no longer afford the luxury of pursuits confined to an ivory tower…. [S]cholarship has to prove its worth not on its own terms, but by service to the nation and the world." This, in the end, is what the scholarship of engagement is all about.

Note: This essay is adapted from a speech delivered at the Induction Ceremony of the American Academy of Arts and Sciences, Cambridge, MA, October 11, 1995.

Ernest Boyer's "Scholarship of Engagement" in Retrospect

R. Eugene Rice

*T*he key phrase in Boyer's *(1996)* essay is "to serve the larger purpose" *(p. 13)*. That Saltmarsh and Hartley *(2011)* would choose this phrase as the title of their recent book tracing the progress of "engagement for democracy and the transformation of higher education" is an indication of the pivotal influence of this essay in the rise of a movement to renew the press for democratic engagement in American colleges and universities.

Ernest Boyer himself regarded the scholarship of engagement as of central importance in his life's work. This is clearly evident in the choice of this topic as the theme for his address at the induction ceremony at the American Academy of Arts and Sciences when he was honored in Cambridge, Massachusetts on October 11, 1995, shortly before his passing. That someone with Ernie's breadth of experience in both the nation's government and key positions across higher education should deliver such an address gives the call for engaged scholarship special authority and power.

Boyer opened his essay with a celebratory review of the earlier history of the scholarship of engagement. Of central importance in this rhetorical litany of presidential declarations and policy support is the case he makes for the fundamental relationship of education and democracy in the American experience. As someone who has sat through dozens of his speeches, I can testify that this is Ernest Boyer at his best. Not only is this part of his essay an oratorical tour de force, but his statement about the vital role of education in support of a resilient democracy was particularly propitious as we stood on the threshold of the 21st century. I regret that the essay did not appear in the Sunday *New York Times*, above the fold—one of Ernie's goals. Timing was also a strength in Ernest Boyer's leadership. He was right about the deterioration of the critical link between education and democracy. His warning that in this country higher education is increasingly being seen as "part of the problem rather than the solution" and has become a "private benefit, not a public good" *(p. 14)* could not have been more predictive. Also, no one has done more to focus on the importance of the holistic, integrative thrust of American higher education, so critical at a time when the undergraduate experience was only

beginning to become more vocational—narrowly technical—and first-job oriented. Boyer's firm commitment to education of the whole person and the "larger purposes of American society" *(p. 11)* has never been more urgently needed than in the years since the publication of his essay.

Boyer closed "The Scholarship of Engagement" by again being remarkably prescient. He identified two issues that must be vigorously engaged in the years ahead: the "tragic plight of children" *(p. 17)* and the role of colleges and universities in the nation's cities. He cited the stark warning from the University of Pennsylvania's Ira Harkavy: "[O]ur great universities simply cannot afford to remain islands of affluence, self-importance, and horticultural beauty in seas of squalor, violence, and despair" *(p. 19).* Boyer could not have been more spot-on, as the Brits say, than in his call for targeting education in the early years and the deterioration of our cities, but a cursory assessment of what has been accomplished over the past couple of decades in these two critical areas is enormously disappointing by any measure.

A topic that Boyer did not address in his call for community engagement is the broadening economic inequality in America. It was already abundantly evident but had yet to be identified as a pressing crisis. In the years that have passed since the publication of "The Scholarship of Engagement," the growing discrepancy between the incomes of the wealthiest and the rest of the population has been highlighted, not by faculty in publicly engaged universities, but by a motley group of protesters camping out in the parks of the nations' largest cities—the Occupy movement. The slogan "We are the 99%" spread across the country as a hashtag, then became global in scope. Finally, in 2016, the annual meeting of the American Economic Association took aim at wealth inequality and made the theme of the Occupy movement its central concern *(Schwartz, 2016).* A robust scholarship of engagement would have led the way in identifying and promoting vigorous public discourse on this critical issue underlying so many of the social problems that Boyer did mention.

Decline of the Scholarship of Engagement?

Boyer's essay on the scholarship of engagement was clearly a source of inspiration across American higher education. This is evident in its inclusion in the 20th anniversary issue of this journal on outreach and engagement. Virtually any time I have been involved with occasions discussing public scholarship, the essay

is cited as celebrating scholarly engagement with social problems in the larger community. The essay is not only an affirmative proclamation, however; it is a lament. As Ernie put it: "The historic commitment to the 'scholarship of engagement' has dramatically declined" *(p. 13)*. Boyer cited extensively from Russell Jacoby's *(1987)* popular *The Last Intellectuals*, complaining that intellectuals have been largely domesticated by the university, isolated from the public by tenured faculty appointments, encouraged to write in a style understood only by disciplinary peers, and rewarded by a system that in fact discourages public engagement and participation in community-based discourse.

The Emergence of a Different Epistemology

Boyer was right about the decline of the scholarship of engagement when he wrote his essay in 1995. There has emerged since then, however, a new epistemological approach. The debate about a broader definition of scholarship was initiated with the Carnegie report *Scholarship Reconsidered (Boyer, 1990)*. In that 1990 publication, engaged scholarship was conceptualized as "the scholarship of application." This understanding assumed an earlier epistemology grounded in an established expert model predicating a distance between the university and the external world. The dominant narrative contended that new knowledge based on pure research would be generated in the university and then applied to the problems of the larger community. This hierarchical, linear assumption about the relationship of pure and applied research informed Vannevar Bush's *(1945)* influential proposal shaping the funding priorities of the National Science Foundation and the lavish defense spending during the Cold War period following World War II. It also influenced tenure and promotion policies on local university campuses, and continues to do so.

My early drafts of what became *Scholarship Reconsidered,* written while I was on the staff of the Carnegie Foundation (1988–1990), used the phrase "the scholarship of practice." Boyer's scholarship of engagement, building on MIT's Donald Schön's *(1983) Reflective Practitioner*, began to move us toward a different approach to knowing. Since then, a genuine movement composed of mostly younger scholars and practitioners has formed a strong network calling for a radically different epistemological view. This shift extends to the wide, interrelated spectrum of roles necessary to support what has come to be called an ecology of learning. This enlarged approach to scholarship calls for a different relationship with students, one that focuses on student learning

and development—actively engaged and experience-based. The approach to research is more community-based, reciprocal, and collaborative. The relationship with peers, both on campus and off, is seen as less hierarchical and more inclusive—requiring the walls of the university to become more permeable and the relationship with colleagues in the learning process to become more collaborative and egalitarian.

A New Day

This growing movement prefers the phrase *democratic engagement* and takes seriously the radically changing academic context in which we live—technologically driven, globally engaged, and in need of a very different financial model. It is a new day. These publicly engaged scholars and practitioners would agree with John Seely Brown *(2012)*: "Meaning emerges as much from context as content. This truly opens a new dimension of meaning creation." The future of the scholarship of engagement, as I see it, moves toward the democratization of scholarship itself. The reconsideration of scholarship has only begun, and engaged scholarly work will be at the heart of this critical enterprise—the days of the isolated "ivory tower" are over.

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Ensuring the Quality of Outreach: The Critical Role of Evaluating Individual and Collective Initiatives and Performance

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*T*his spring, leading scholars eloquently described the societal need for a more intense and direct engagement of universities with their external constituencies.[1] There is no need to elaborate. But it might be useful to mention, as well, the internal benefits of outreach, and to point out that strong faculty engagement in outreach is needed by the university as much as it is by its societal partners.[2]

New knowledge is created in the course of the application of outreach. Each complex problem in the real world is likely to have unique aspects and thus it requires some modification of standard approaches. Hence, each engagement in outreach is likely to have an element of inquiry and discovery, leading to new knowledge. The flow of knowledge is in both directions. First-hand faculty involvement in the field provides new academic insights and understanding, which provide new directions for controlled research in laboratories; findings, in turn, lead to ideas that can be brought to the place of application. That interplay and mutual reinforcement of theory and application has traditionally been a strong characteristic of the interaction between schools of agriculture and their external constituencies.

Thus, outreach is needed for the optimal generation of knowledge. And for the same reasons—because it is a source of new insights and understanding—outreach is also of great importance, indeed essential, for many of the instructional tasks of the university. It provides bridges between theory and practice which benefit the teaching and learning process both directly and indirectly. Direct student involvement in faculty-outreach projects has the

potential of providing considerably more mentoring and learning than an external experience in which faculty are not engaged. And, faculty outreach indirectly benefits all other students.

That is a given, for example, in the health professions, where it is unthinkable to provide professional degrees without clinical faculty. Imagine medical training consisting of four years of: classroom and laboratory instruction by faculty without any patient-care experience, followed by a number of months of "practice doctoring." Ridiculous—yet we all recognize that pattern as prevalent in a number of other professional schools that pay little attention to the extent to which faculty are knowledgeable about the applications of theories they teach. In view of the fact the great majority of individuals who graduate from professional schools will become practitioners, the quality of their education is much enhanced by faculty with an understanding of practice as well as theory. It is not essential that faculty themselves have been practicing journalists, lawyers, or farmers. But it is of great pedagogical value for faculty to have had direct involvement in outreach projects, working collaboratively with practitioners in analyzing and remedying problems and developing new approaches, thus acquiring first-hand knowledge of the field. Such engagement is especially important for professional schools, but also is a great asset in many other fields such as the social sciences; ethics, and applied sciences. Shulman has urged that "public and community service [be viewed]… as a clinical component for the liberal arts and sciences."[3]

Thus, outreach is of great importance to the university as well as to society. It is in the institution's self-interest to ensure substantial engagement in outreach by appropriate departments and colleges.

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In no academic institutions are both the external need and the potential internal benefits of outreach greater than in our urban and metropolitan universities. A growing number of them have declared themselves to be not only in but of the city in which they are located. They see themselves as interactive institutions, responsive to the varied knowledge needs of their constituencies; one result of this interaction was the forma-

tion of the Coalition of Urban and Metropolitan Universities a few years ago.[4]

Outreach is too important to be left to individual initiative in a university that intends to take it seriously. Outreach must become an explicit part of the collective responsibility and expectations of appropriate colleges, departments, and units within the institution. Within these units, discussions must lead to a deployment of available faculty resources to ensure that the unit carries out its multi-dimensional task of teaching, outreach, and research in an optimal fashion, with an optimal match between individual preferences and collective needs.

Of course, some schools and departments will be engaged more heavily in outreach than will others. And within a unit, even one with substantial outreach responsibilities, there will be, quite properly, variations among individual faculty members' activities, reflecting their differing interests and capabilities. Flexibility, both in unit expectations and in individual assignments, is both necessary and desirable.

Essential to that kind of flexibility is *equivalence of recognition and rewards*. Different units within an institution can assume different responsibilities only to the extent to which each of these is deemed of equivalent importance and value to the institution, and rewarded in an equivalent way. And that, of course, holds equally for individuals: there can be variations in the profile of their activity with regard to research, teaching, and outreach only to the extent to which the entire range is given equivalent recognition. Or, to put it negatively, as long as research is viewed as the paramount measure of both collective and individual esteem and advancement, an institution will lack the flexibility of deploying its resources in an optimal fashion to meet its multi-dimensional and complex mission.

But that equivalence of recognition and reward is possible and justified only under one condition: that there exists, as well, *equivalence of quality*. The freedom, at both the individual and the collective level, to concentrate on different portions of the range of activities within the triad of teaching, research, and professional service, can exist only to the extent to which work of any kind within that range is held to equivalent standards.

Hence, everyone who advocates greater university emphasis on outreach must, at the same time, insist that institutions develop ways of documenting and evaluating the quality of external activities. The greater the external and internal needs for outreach, the

greater the importance of quality assurance. At this time, faculty skepticism about the scholarly quality of outreach is a major barrier to its acceptance as an important part of faculty work. Evaluation of outreach must become part both of performance reviews of collective units such as departments, and the reward system for individual faculty members. The collective evaluation of outreach must concentrate primarily on the quality and effectiveness of outreach projects for which the unit is responsible. In the case of individual scholars, the evaluation is the more subtle and complex task of ensuring that faculty outreach indeed constitutes what Boyer calls the *scholarship of engagement*.[5]

It is worth noting that outreach does not have to be scholarly in order to be of value. A university can be of great utility to its external constituencies with many kinds of routinized services, from soil testing at an experiment station and standard surveys carried out by a University Survey Center to the dissemination of informational material and training sessions in certain skills provided by a variety of units. Typically these can be carried out by technical staff according to standard protocols, with little or no ongoing faculty input and supervision. Many such technical services now exist and most should continue, either *pro bono* or on a fee-for-service basis. Indeed, in the aggregate they may well constitute the largest component of university outreach in terms of individuals reached. Because of their repetitive nature, most of these services could be, as one says in the current jargon, equally well "outsourced" to non-academic providers who have, in fact, begun to muscle into the universities' traditional territory even without an invitation. The university's role in this kind of outreach would therefore seem to be valuable but not essential.

But universities are especially, perhaps even uniquely qualified to provide outreach that makes direct use of the professional expertise of their faculty. There is a great and growing need for outreach to tackle problems that are not susceptible to standard approaches and remedies, and cannot be carried out adequately by merely taking a packaged solution off the shelf, repeating what has been done before and ignoring the situation-specific aspects of the current task. University outreach cannot be largely limited to peripheral, non-academic units with little or no faculty involvement. The essential role of universities in outreach is to provide scholarly engagement by the faculty, focusing on activities that pose real intellectual challenges and have substantial potential for creativity and innovation. Providing technical assistance to a small enterprise, developing new approaches to the science cur-

riculum of local schools, analyzing alternative land-use policies for local government, and giving organizational advice to community groups are examples of outreach activities that require the best in faculty professional expertise and can constitute scholarship of the highest order. Such scholarship is not only comparable in its intellectual achievement to the best scholarship manifested in traditional research, but indeed is of a substantially similar natures.[6]

The nature of scholarship derives as much and more from the *process* that is followed than from the *outcomes* it produces. It is manifested by the *why* and the *how* something was done and not only by what was done. Scholarship is a habit of the mind. The scholar:

- analyzes the situation and identifies unique aspects,

- defines the problem,

- sets clear objectives,

- chooses the most appropriate approach,

- reflects on the ongoing process,

- makes corrections as necessary,

- assesses the outcomes,

- draws appropriate inferences to inform future work, and

- shares what she or he has learned.

That list, though worded so as to be specific to scholarly outreach activities, is applicable as well to scholarly research and scholarly teaching with minor modifications.

And the same is true for the *outcomes*, which for outreach can be described in terms of the following components:

- meeting the specific goals of the project,

- enhancing the capability of the client to deal with similar problems in the future,

- obtaining new ideas and insights from the project that can enhance the individual's own outreach capabilities and contribute to the knowledge base of the field,

- having an impact on the teaching and the research of the individual and his/her colleagues,

- benefiting participating students, and

- contributing to the mission of the institution and the individual's unit.

This specific description of the elements of the scholarly process and of its outcomes is somewhat arbitrary. Alternative formulations are possible, with fewer details and different nomenclature. But these descriptions are likely to be essentially equivalent, all indicating the depth of the process and multiplicity of potential outcomes and that any evaluation of an individual's work must go beyond a traditional program evaluation of the outreach project. The effectiveness and impact of the project as such is certainly a substantial component of the quality of the individual's achievement, but does not fully describe it.

The evaluation of an individual's work requires a rich and inclusive documentation that captures the full extent of process and outcomes. Such a documentation is possible by means of a portfolio of pertinent materials, combining an explanatory personal statement with illustrative work samples and products. Each part should reinforce and illuminate the other.[7]

An abbreviated conceptual framework is useful in generating such a portfolio. For example, one might want to group the elements of the scholarly process into three stages: *diagnosis*, *design*, and *delivery*, each to be appropriately documented.

Documentation of the *diagnostic stage* would describe the individual's preparation for the project, steps taken to understand the context and principal characteristics of the situation, theoretical and methodological principles used in defining the issues, and situation-specific elements that require adaptations of prior approaches to similar projects formerly encountered by the individual or reported in the literature. Much of this documentation would be in the form of a personal narrative, but it would also include, where appropriate, diagnostic instruments such as survey instruments and results, protocols for interviews, etc.

The documentation of the *design stage* would describe conclusions drawn from the diagnosis as to the nature of problem, attainable goals, and optimal methods to reach them. It might discuss alternative options for goals and methods, and the rationale for choices made. It would also provide information about the nature and extent of the client's involvement in the process.Included as well would be any available planning documents, initial time tables and work schedules, instructions to participants, and other work samples.

The *delivery phase* could be described in terms of the methods used to monitor and reflect on the progress of the project, with mention of any unexpected developments and an explanation of

what responses these triggered. The documentation could include examples of ongoing sampling instruments, modified project plans and schedules, interim reports, and the like.

Documentation of *outcomes* would again combine narrative and products. It would include a personal assessment of the *project's impact* on client and students, the individual's other work, and the activities of his or her department or other unit. There should be a specific discussion of new insights gained and how these were *shared and disseminated.* The portfolio would, of course, contain any final reports, and any publications or other written material derived from the project. Last, but not least, it would contain assessments of the work by the client, students, colleagues, and experts in the field. Such assessments could be solicited either by the individual or the departmental or other unit chair, and would be based on a number of explicit questions regarding the impact of the project and its perceived quality from the specific perspective of the respondent.

> **University outreach cannot be largely limited to peripheral, non-academic units with little or no faculty involvement.**

With adequate documentation it is possible to evaluate the individual's scholarship as manifested in the outreach project. The measures of quality to be applied can again be formulated in somewhat different ways, of which the following is just one example:

- depth of expertise and thoroughness of preparation,

- appropriateness of chosen goals and methods,

- quality of reflection both during and after the project,

- impact of the activity on its various stakeholders, and

- degree of originality and innovation manifested.

A number of institutions have begun to develop methods of documenting and evaluating faculty outreach activities. Some are making use of the American Association for Higher Education Monograph which discusses documentation and evaluation of outreach in considerable detail and provides a few illustrative cases.[8] Others are using a somewhat different but basically equivalent approach generated at Michigan State University.[9] In addition, a pilot project has just been initiated, coordinated by the author, in which a number of faculty members at four different institutions: Michigan State, Portland (Oregon) State, University of Memphis,

and Indiana University Purdue University at Indianapolis (IUPUI) are working together to generate a set of prototype portfolios that might serve as models.

Notes

1. *Journal of Public Service and Outreach,* 1 (1) (1996).

2. Ernest A. Lynton, *Making the Case for Professional Service* (Washington, D.C., American Association for Higher Education (AAHE), 1995), 11-13.

3. Lee Shulman, "Professing the Liberal Arts," Presentation at the First Institute on Integrating Service with Academic Study, Campus Compact, Stanford, CA, July 1991.

4. The coalition's quarterly journal *Metropolitan Universities*, is now In its seventh year. For information, contact Executive Editor Ernest Lynton, Fax No. (617) 566-4383, or Publisher Marylin Mattsson, Fax No. (410) 830-3456.

5. Ernest A. Lynton, "Reversing the Telescope" (presented at the Fourth Meeting of the Coalition of Urban and Metropolitan Universities, Orlando, FL, June 1996), (forthcoming in *Metropolitan Universities*, Winter 1996.

6. Ernest L. Boyer, "The Scholarship of Engagement," *Outreach*, 1 01: 11-20 (1996)

7. Lynton, *Making the Case.*

8. Russell Edgerton, "introduction," in *The Teaching Portfolio: Capturing the Scholarship in Teaching*, eds. Russell Edgerton, Patricia Hutchings, and Kathleen Quinlan (Washington, A. C.: AAHE, 1991), p. 9

9. Lynton, *Making the Case.*

10. Lorilee R. Sandmann, *Points of Distinction: A Guidebook for Planning and Evaluating Quality Outreach* (East Lansing, Mich.: Michigan State University, 1995).

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Ernest Lynton and the Tyranny of Research

John Saltmarsh

*P*erhaps it is a kind of supreme irony that Ernest Lynton, a physicist, identified the tyranny of research as the central culprit in the crisis of purpose of the American university. He was not lamenting the fundamental value of research, but instead the dominance that pure science as basic research has come to exert on narrow conceptions of what kind of academic work is valued—and, by insidious influence, on the homogenized organizational culture supporting basic research that has come to define quality in higher education. He surveyed the landscape of higher education in the 1980s and 1990s from the vantage point of a scientist-turned-administrator in a time of shifts in student demographics and questions about the role of the university in addressing a myriad of social issues. He didn't like what he saw. In particular, he saw how striving for a narrow organizational model shaped by the prestige of basic research had placed its iron grip (including support for a cult of specialization) on nearly every aspect of the university: its fundamental purpose, the role of faculty, faculty rewards, undergraduate education, teaching and learning, questions of impact, and the public relevance of the university.

The context for Lynton's article "Ensuring the Quality of Outreach: The Critical Role of Evaluating Individual and Collective Initiatives and Performance," written in 1996 for what was then the *Journal of Public Service and Outreach*, is that it came late in Lynton's life (he died an untimely death in 1998), at a time when he focused his attention on rethinking the faculty service role, or what he called "professional service." This article follows the book he published through American Association for Higher Education in 1995, *Making the Case for Professional Service*, and it anticipates the monograph that he was working on at the time of his death along with Amy Driscoll, who completed it without him the following year: *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach (Driscoll & Lynton, 1999)*. In a larger context, the *JPSO* article came at the end of a 20-year critical examination of higher education as Lynton worked to create a new model of the university, first as the founding dean of an experimental college at Rutgers University, and then in shaping the creation of University of Massachusetts, Boston, with the vision that it would be a distinctly mission-driven, publicly responsive urban university.

The article was also a continuation of Lynton's keen analysis of the developments in higher education in the latter decades of the 20th century that were undermining its public credibility and national importance. In the *Change* magazine article "A Crisis of Purpose: Reexamining the Role of the University," he wrote:

> Higher education, and particularly the universities, is experiencing substantial alienation just when one would have expected unprecedented support. Our current distress goes well beyond the impact of demographic changes and cannot be explained in purely economic terms. These surface problems mask a deeper crisis, a crisis of purpose and a crisis of confidence. *(Lynton, 1983, p. 19)*

What he described as "deteriorating external circumstances" were, he said, "stripping away the protective layers, revealing the mismatch between our activities and societal need" *(p. 19)*. What was urgently needed in higher education was "a modification and adaptation of priorities and values" *(pp. 19–20)*.

The article should also be understood in the context of the period of the 1980s and 1990s when Lynton was developing his analysis and remedies along with colleagues at two main intellectual centers of ferment in higher education, the Carnegie Foundation for the Advancement of Teaching and the American Association for Higher Education (AAHE). The two organizations shared a network of intellectuals, all academics with a broad vision of the public purposes of higher education, who saw the potential for higher education to revitalize democracy in ways that involved undergraduate education preparing students to be both career-ready and citizen-ready. Ernest Boyer was the president at the Carnegie Foundation, and Russ Edgerton was the president of AAHE. The Foundation served as the think tank, germinating ideas. AAHE played the role of spreading and implementing the ideas. Crossing between the two were not only Boyer and Edgerton, but other movers and shakers such as Donald Schön, Frank Newman, Lee Shulman, Gene Rice, Ted Marchase, Gene Alpert, and Ernest Lynton. It was within the intellectual ferment of interactions within this network that Lynton developed his analysis of higher education and worked toward implementing a new model of the field.

In the *JPSO* article, Lynton observed that "as long as research is viewed as the paramount measure of both collective and individual esteem and advancement, an institution will lack the flexibility of

deploying its resources in an optimal fashion to meet its multi-dimensional and complex mission" *(Lynton, 1996a, p. 18)*. The analysis behind that observation was not new. Lynton *(1983)* had written about the consequences of growth in higher education "in the years since World War II, and particularly since Sputnik," noting that despite the existing variety and dramatically increased number of universities across the country, these institutions "display a remarkable homogeneity of values which do not meet societal needs" *(p. 19)*. "Maintaining the model of the classical research university as appropriate for hundreds of new and expanding institutions" and "the failure to examine the basic assumptions and modes of growth was largely due," he observed, to the "enormous increases in federal support for basic and applied research in the sciences and engineering" *(p. 20)*. Even though the federal research funds "went to a relatively small number of institutions," he noted, "the pot of gold was there, and everyone scrambled for it" *(p. 20)*. The result was that "success individually, and institutionally, in capturing research grants became a major measure—indeed perhaps the principle measure—of institutional quality" *(p. 20)*.

This research culture "produced narrowly trained specialists" who were prepared in ways that reinforced "substantial isolation from the external world" and who "viewed their discipline as an end in itself rather than as a method toward broader goals" *(Lynton, 1983, p. 20)*. The result of this tyranny of narrowly prescribed research with its "supremacy of cognitive rationality" and "epistemology… of positivism" resulted in the "current conception of the university as a substantially detached and isolated institution… able to determine our own priorities and objectives on the basis of our own internal value system" *(p. 53)*.

Lynton *(1990)* wrote:

> In the post-Sputnik era, every professional became a scientist and every occupation a science. We not only succumbed to the cult of the expert but defined such an expert in completely one-dimensional terms as someone who could find the unique solution to repetitive problems by rigorous analytic methods. *(p. 4)*

We also succumbed to the valuing of scholarly products such that the principal mechanism for dissemination "continues to be publication in scholarly journals," what Lynton *(1983)* noted was "a trickle-down approach which is as questionable and limited in this area as it is in national economic policy" *(p. 23)*. This narrowing

of scholarly work not only defined research, it "dominated all of our teaching" *(p. 22)* such that in what Rice *(1996)* would call the "assumptive world of the American professional," Lynton *(1990)* wrote that "all else was seen as peripheral and largely irrelevant" *(p. 4)*. In his final analysis, Lynton *(1983)* determined that "in the universities' most cherished activity, the pursuit of new knowledge through basic research, time honored traditions and procedures must be reexamined and in many cases profoundly modified" *(p. 23)*.

In part, that reexamination had to do with valuing the full range of scholarly activity that defined the faculty roles; and, in part, it meant rethinking how the scholar did his or her work. Boyer *(1990)* had opened up space for thinking about a fuller range of activities through which individual scholars did their work in *Scholarship Reconsidered*, which resonated strongly with Lynton. By 1996, with his essay "The Scholarship of Engagement," Boyer himself had shifted his thinking away from what individual faculty members did to how they did it—"engagement"—and to the work of the institution as a whole. Some of that shift can be attributed to Lynton, who along with Schön, Rice, Edgerton, and others (see *Saltmarsh, 2011*) had been nudging Boyer away from a narrow conception of application—the expert knowledge in the university applied externally—to a more dynamic and impactful way to think about knowledge generation. In Lynton's *JPSO* piece, he referenced "what Boyer calls the *scholarship of engagement*" *(p. 18)* and then discusses the qualities of engagement. Lynton advanced Boyer's thinking in that Boyer *(1996)* was just developing his conception of engagement, and referred to its qualities as simply "creating a special climate in which the academic and civic cultures communicate more continuously and more creatively with each other" *(p. 20)*. For Lynton *(1996a)*, engagement meant "some modification of standard approaches," such that the "flow of knowledge is in both directions" *(p. 16)*, from the university outward and from the community into the university. This meant an "interplay and mutual reinforcement of theory and application" was "needed for the optimal generation of knowledge" *(p. 16)* and came about through "working collaboratively with practitioners in analyzing and remedying problems and developing new approaches" *(p. 17)*.

Lynton *(1994)* had explored this territory in an article in the journal *Metropolitan Universities*, in which he pushed back against the tyranny of research to claim that it was "the advancement of knowledge" that was "indeed the central concern of higher education, and… the defining activity of the scholarly profession"

(p. 9). Scholars advanced knowledge not only through research, but through teaching and through service. But to overthrow the tyranny of research, it would be necessary to attack a core assumption of basic research: that knowledge was created by experts in the university and was transmitted outward in what Lynton called the "flow of knowledge" *(p. 9).*

Regarding the shibboleth of the flow of knowledge, he observed that

> the current primacy of research in the academic value system is… fostered by the persistent misconception of a uni-directional flow of knowledge, from the locus of research to the place of application, from scholar to practitioner, teacher to student, expert to client. *(Lynton, 1994, p. 9)*

This "linear view of knowledge flow inevitably creates a hierarchy of values according to which research is the most important, and all other knowledge-based activities are derivative and secondary" *(p. 10).* Citing Edgerton, Schön, and Boyer, Lynton wrote that "knowledge is not necessarily developed in such a linear manner" *(p. 10).* Instead, he argued, knowledge "is dynamic, constantly made fresh and given new shape by its interactions with immediate issues and concerns. It emerges when a number of disciplines are brought together in the analysis of a complex problem in a scholarly manner" *(p. 10).*

In dispelling the myth of a unidirectional flow of knowledge, he then made the case for an "eco-system of knowledge" *(Lynton, 1994, p. 10)* in which the university was one part of a larger network of knowledge centers. Within the ecosystem, new knowledge was generated through engagement with others.

> In short, the domain of knowledge has no one-way streets. Knowledge does not move from the locus of research to the place of application, from scholar to practitioner, teacher to student, expert to client. It is everywhere fed back, constantly enhanced. We need to think of knowledge in an ecological fashion, recognizing the complex, multi-faceted and multiply connected system by means of which discovery, aggregation, synthesis, dissemination, and application are all interconnected and interacting in a wide variety of ways.

> Knowledge moves through this system in many directions. There is constant feedback, with new questions as well as new insights generated all along the way, triggering new explorations and new syntheses. Nor is the process linear. The ecological system of knowledge is complex and multi-dimensional, often messy and confusing, with many modes of feedback and many cross connections. *(Lynton, 1994, p. 10)*

Perhaps more than any of his colleagues, Lynton helped to shape the way engagement is conceptualized and practiced today, defined by relationships between those in the university and those outside the university that are grounded in the qualities of reciprocity, mutual respect, shared authority, and cocreation of goals and outcomes. Such relationships are by their very nature transdisciplinary (knowledge transcending the disciplines and the university) and asset-based (valid and legitimate knowledge exists outside the university). Lynton's understanding of knowledge and engagement led to an organizational logic in which universities needed to change their policies, practices, structures, and culture in order to enact engagement and advance knowledge.

Lynton *(1996b)* wrote that "scholarship should never have been and certainly no longer can be narrowly defined as consisting only of traditional, basic research" *(p. 2)*. He was optimistic that the reign of tyranny of research would end, and a new model of excellence for universities would emerge. "There is every reason to hope," he concluded, "that by the turn of the century the priorities and the value system of American universities will have undergone a significant and highly necessary change as a result of their reconsideration of the nature of scholarship" *(p. 3)*. Valuing faculty's community-engaged scholarly work and ensuring its quality, the focus of his *JPSO* article, would be one expression of the reconsideration of scholarship.

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Outreach, Engagement, and the Changing Culture of the University

John V. Byrne

H ow do you change a culture, Lou?"
Lou Gerstner responds with a shrug, and remarks, "It helps to have a crisis." This was Gerstner's response at a conference several years ago as he tried to change the culture of IBM during his first year as IBM's chief executive. He was probably right. But then, there are crises and there are crises. Knowing that a crisis exists is essential—if that is the reason for changing an organization's culture.

More often than not, an organization's culture changes as the world around it changes. But problems can occur if cultural changes fall too far behind external forces at work. When that happens, the organization loses contact with the surrounding realities and loses its effectiveness. These problems are not limited to business and government, but threaten education as well. Institutions of higher education are particularly prone to distress when they fail to serve effectively their many stakeholders.

Public higher education is in danger of failing to respond sufficiently to changing conditions that affect the public's need for services. Many outside higher education feel that universities need to pay closer attention to the increasingly rapid changes in American demography, social conditions, economics, politics, environment, and technology. Many within the academy concur. But changes within higher education seem to be made more slowly than are changes made outside. A recognition of the apparent failure of higher education to keep pace with societal change and to meet the additional challenges of declining funding, increased accountability, and shifts in public attitudes led to the creation in 1995 of the Kellogg Commission on the Future of State and Land-Grant Universities.

With funding and the endorsement of the W. K. Kellogg Foundation, the National Association of State Universities and Land-Grant Colleges (NASULGC) created the Kellogg Commission to address the increasing need for change in public higher educa-

tion in the United States today. Consisting of the presidents and chancellors of twenty-six public institutions, the Commission was created specifically to stimulate appropriate change in public higher education. The Commission recognized that change, if it is to occur, must take place on individual campuses and that all the Commission could do was to stimulate and urge institutions to change. A reality check for the Commission is provided by a non-academic advisory board.

At its first meeting in early 1996, the Commission identified five issues to be addressed: The Student Experience, Student Access, The Engaged Institution, A Learning Society, and Campus Culture. To date, the Commission has produced two letter-reports to presidents and chancellors: "Returning to Our Roots: The Student Experience" (April 1997) and "Returning to our Roots: Student Access" (May 1998). Similar letters will be released on "The Engaged Institution," "A Learning Society," and "Campus Culture."

> **… Society itself is assuming many of the characteristics of a learning organization. In many areas of our nation, true learning societies are beginning to develop.**

All these letter-reports should interest people who are responsible for outreach and engagement with our society, both domestic and international. It seems obvious that any significant changes in university outreach and engagement will be accompanied by changes in campus culture. Existing culture of an institution should not significantly impede or block new approaches necessary to improve the effectiveness of the outreach function of American universities. To date, the Kellogg Commission's recommendations regarding "The Engaged Institution," "A Learning Society," and "Campus Culture" have not been determined. However, some directions seem clear.

Outreach and Engagement

Outreach is a good word. It states exactly what is involved: a reaching out from the university to the people and organizations a university serves. Outreach involves transferring knowledge and technology from the university to its constituents; the flow is basically in one direction. Outreach today includes traditional extension and public service.

Engagement is more. Engagement involves transfers in two directions: a partnership of exchange between the university and its constituents. Engagement is mutually beneficial to the university and to society and frequently involves shared goals, agendas, and measures of success. It includes working together to solve problems and share expertise. Engagement is both outreach and "inreach" into the university. Engagement is a way universities enhance society by extending scholarly creativity and research and enhancing community participation in the arts, athletics, or advisory functions of the university. Although engagement, as defined here, is not new to public universities—especially to land-grant universities—when carried to new levels, it will involve cultural changes inside and outside the university.

> **Public universities will be involved in questions of regulation and deregulation of higher education, of the freedom of knowledge in an information age, and of the leadership implicit in the development of such a society.**

Engagement is frequently a learning experience for those directly involved and, as such, should present a learning opportunity for students enrolled in our institutions. If community engagement is a meaningful learning experience, should it be regarded as a form of scholarly creativity? If so, an attitudinal shift for many within the university, and all that accompanies such a shift, will be required. To be successful, such engagement and the associated change of culture must respect the values, academic and otherwise, of all involved. Attendant issues of accountability and assessment will need to be addressed.

Today, the knowledge level of our citizens is higher than ever and rising. Our institutions of higher education are becoming more engaged with society. Lifelong learning is a reality for many of our citizens. As a result, society itself is assuming many of the characteristics of a learning organization. In many areas of our nation, true learning societies are beginning to develop

A Learning Society

What is a "learning society"?

A learning society is one in which lifelong learning for individuals is a reality and society has developed organized ways of raising its collective educational level, of gaining new knowledge, and of applying the new knowledge. Society itself becomes a learning entity which continually develops its ability to create new tools for collective improvement. In a learning society, techniques for the intellectual improvement of workers at all levels, developed by organizations for their own advantage, are, at the same time, beneficial to the larger community. Learning becomes one of the common practices and sources of motivation of individuals. New players in the learning business (community colleges, corporate universities, for-profit educators) all contribute to the expanded opportunity for people to improve their knowledge and skill levels. New partnerships of education, business, and government are developed for instruction and for knowledge creation. Individual actions are taken with some thought to the effect on the whole. Shared goals, values, and purposes of society become part of the societal ethic. This intellectual growth is continual.

Public universities must be key elements in the development of learning societies. The many opportunities for outreach and engagement are limited only by imagination and the potential to alter attitudes and characteristics of the common culture. Universities must be prepared to assist in helping society to capitalize on a higher level of knowledge and to disseminate, apply, and manage such knowledge. The role of the research university in the creation of knowledge seems fairly clear. But how that role is carried out may be altered by societal needs and by new partnerships. In a community in which there are many providers of educational opportunities, where partnerships are the norm, and where information technology is providing new opportunities for education, many new issues are created. Public universities will be involved in questions of regulation and deregulation of higher education, of the freedom of knowledge in an information age, and of the leadership implicit in the development of such a society. The early evolution of a learning society has been underway for some time. The full potential of such a society will require changes in attitudes, and in accepted cultural practices on and off campus. Higher education must assume the primary responsibility for changing the culture on campus.

Campus Culture

Campus culture, like all cultures, is the integrated pattern of our knowledge, beliefs, values, structures, behavior, and prod-

ucts of behavior that we can learn and pass on to others. A closer look reveals many aspects of cultures or subcultures on campus: the composition (including ethnicity and age) and relationship of faculty, students, and staff; disciplinary and interdisciplinary approaches to problem solving and knowledge creation; balance of teaching, scholarship, and service; relationship of academic, athletic, and cultural pursuits; focus on individual and/or team excellence; and many others. How the overall culture or subcultures evolve is determined, to a degree, by institutional and personal expectations, standards, and values. All are influenced by external as well as internal forces, including pressure from peers and professional associations, institutional mission and priorities, expectations of constituents (including parents and students), availability of resources, and, of course, the leadership of the institution's CEO and its governing board. For public institutions, state governments and legislatures also affect its culture evolution. In short, our cultural dimensions are many and complex.

Public universities have been and will continue to be leading elements in the education and improvement of society. For those involved with public service and outreach—ever mindful that an institution's culture is unique—the evolution to broader engagement and determination of the appropriate role of the university within a learning society will require further changes to its culture. There can be little question that the culture of each university will change as the society in which it exists changes. The question is really whether the changes we control will occur rapidly enough, be appropriate to our mission, and protect fundamental values important to educational institutions and to society (e.g., balancing the liberal arts and professional and technical education).

> **There can be little question that the culture of each university will change as the society in which it exists changes. The question is really whether the changes we can control will occur rapidly enough, be appropriate to our mission, and protect fundamental values important to educational institutions and to society.**

During its history, American public higher education has been responsive to the needs of society. It arguably has achieved preemi-

nence among all higher-education systems throughout the world. It has educated students and nurtured leaders through programs of excellence. It has become the foremost creator of fundamental knowledge the world has ever known and it has demonstrated the ability to meet local, national, and global needs directly through service. But today, the challenges are greater, the need for change more demanding than ever.

In its first public pronouncement of intent the Kellogg Commission on the Future of State and Land-Grant Universities stated, "Basking in the reflections of past glories, we will lose sight of today and risk tomorrow. We have to convince the American people that we are good enough to lead, strong enough to change, and competent enough to be trusted with the nation's future. In brief, we must take charge of change" (NASULGC 1996).

There is, of course, no guarantee that our campus cultures will be changed in exactly the right way or as rapidly as necessary. But, as Lou Gerstner said, "It helps to have a crisis" and—after a pause, added—"Leadership helps too." We have both.

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Commentary: Outreach, Engagement, and the Changing Culture of the University—1998

John V. Byrne

*T*he Kellogg Commission on the Future of State and Land-Grant Universities identified engagement as an area in which universities should take charge of change. The year was 1996. By 1998, when this article was published, engagement with society as defined by the Kellogg Commission was developing at only a few universities. The Kellogg Commission *(1999)* report on engagement, *Returning to Our Roots: The Engaged Institution,* had not yet been published.

My article was a call to modify the culture of universities so that effective engagement with society might take place. The article starts with a question to Lou Gerstner, who was attempting to change the culture at IBM: "How do you change a culture, Lou?" He shrugged and said, "It helps to have a crisis." Behind the question was the implication that in order to do something new, something different, the culture must change. The question also implied that existing cultures could be impediments to new action. Lou's answer suggested that changing a culture is difficult when times are normal.

Now, almost 20 years after my article was written, engagement is an important function of many universities. Those universities have changed as a result. To be effective partners with community organizations and bring positive changes to society, universities have reorganized their upper administrations to include senior officers for outreach and engagement. Promotion and tenure guidelines now validate the scholarship of engagement (which Ernest Boyer *[1990]* called the scholarship of application). New scholarly journals devoted to engagement and to the scholarship of engagement have been created. The Carnegie Foundation for the Advancement of Teaching has created a new classification for universities to aspire to, the Community Engaged Classification and to date, more than 350 universities have been selected to receive this classification. The introduction of *engagement with society*, now an important function of the modern university, has stimulated changes in university missions, processes, and administrative structures. University cultures have changed as a result, and no doubt will continue to change.

Campus cultures evolve as new functions are added. Land-grant colleges created by the federal Morrill Act of 1862 had simple missions: "to teach such branches of learning… to promote the liberal and practical education." The campus cultures of those colleges changed in the 1880s with the formal addition of research to their mission. A quarter of a century later, college missions changed again with the addition of extension as a public service. As part of their culture, faculty members were expected to *teach*, perform *research*, and provide *service*. Promotion and tenure guidelines were changed to include all three activities. Agricultural research and then extension were recognized and formalized through federal legislation, the Hatch Act in 1887 and the Smith-Lever Act in 1914, well after both research and extension were practiced by colleges. As yet, we haven't seen engagement recognized by the passage of a federal law, but engagement could follow the path taken by agricultural research and extension.

What is the future of engagement? Are there indications now of what engagement might be, what it can be? It has already been demonstrated that engagement can address virtually any problem facing society. During the recent past, universities have partnered with citizens and organizations to tackle all sorts of problems facing those communities. Working as equal partners with local organizations, universities bring their expertise to address community educational, medical, environmental, academic, and infrastructural problems and needs. Although most programs address American domestic needs, some universities have reached out to communities in African nations, such as Kenya, to help with their needs, adding an international or global dimension to engagement.

Engagement is a learning process for those who participate. The social interactions between university and community members that are inherent in engagement can be exceedingly rich learning experiences, especially for students. University students, both undergraduate and graduate, should be involved. Questions facing the faculty may pertain to the recognition of student involvement in engagement. Academic credits? Perhaps. If so, how many and how will student involvement be evaluated? Those are questions for the academicians. Engagement provides opportunities for all to learn together in the solution of real problems.

Engagement is a democratic process. It is based on important values: *integrity, trust, respect, accountability,* and *sharing*, all values of the university. Engagement won't work without these as its fundamental values. The values are all interrelated. Integrity includes honesty and truth, values associated with adherence

to facts, completeness, and reality. Accountability applies to an openness of investigation based on the confidence that honesty, integrity, and truth have been the basis of action. Respect and trust are associated and are based on the perception that others adhere to the values of honesty, integrity, and truth. Respect and trust are earned. Sharing applies to resources, information, and knowledge and goes both ways, university to community and community to university. Sharing also applies to the basic values essential to engagement. Without adherence to these values, engagement will not be successful. Because engagement relates the university directly to society, it extends the university's values to society and can aid the university in adjusting its own values to complement the values of society.

During the past quarter of a century, engagement has become an integral part of the mission of the modern university. In the future, it will be even more so. In responding to the needs of a rapidly changing society, locally and globally, engagement will become increasingly important to the integration of higher education with the society it serves. As this happens, the culture of the university will change. Lou Gerstner was only partly right when he said, "To change a culture, it helps to have a crisis." He didn't go far enough. In every crisis, there can be opportunity. By partnering with communities to solve their problems, engagement can help universities see those opportunities.

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Factors and Strategies that Influence Faculty Involvement in Public Service

Barbara A. Holland

*F*undamental questions about the role of public service as scholarly work persist among many faculty members. Institutional leaders feel challenged in their search for effective strategies to encourage faculty involvement in public service activities. In part, mysteries remain because much of the material on public service is experiential, and has been based on individual cases or individual institutional models.

While individual experiences and campus reports can offer inspiration and good ideas for further experimentation, they often lack the compelling impact of more systematic, broad-scale research studies that may help us see patterns, or suggest answers to persistent questions. Faculty and administrators alike have resonated to recent works that take a broader view of institutional challenges and issues of implementing public service activities by considering the experiences of multiple institutions *(Burack 1998; NASULGC 1999).*

Since 1995, several national research and evaluation projects involving a total of thirty-two diverse institutions have provided useful evidence about the conduct of public service activities *(Holland 1997, 1999a, 1999b; Gelman, Holland, and Shinnamon 1998).* Each project has in common an examination of attitudes toward the role of public service from the perspective of faculty, students, community, and the institution. Because they look separately and in-depth at the actions and attitudes of each of these constituent groups, these multi-institutional studies are especially helpful in understanding individual and collective motivations, and the factors that inhibit or facilitate a decision to participate in public service activities. Patterns emerged from faculty data, and can best be presented by considering these questions about service activities:

- What motivates faculty involvement in service/outreach?

- What do faculty cite as obstacles to involvement?

- What can institutions do to facilitate faculty involvement?

The Sources of Faculty Motivation

Most faculty who are already involved in public service and outreach report that they are motivated by personal values structures; they see mostly intrinsic rewards. Many answered this question by referring to their initiation into social activism in the 1960s! Others cited family, spiritual, community, or cultural experiences and values that have inspired their commitment to a life of service. As highly-educated individuals, they see themselves as having a responsibility to apply their knowledge toward the betterment of society. These faculty engage in both voluntary and professional service and often were found to be campus leaders in discussions about the role of outreach in the academy. They engage in service because it is the right thing to do and because it allows them to link their personal and professional lives.

Other faculty said that outreach and public service is relevant to the success of their discipline and the quality of their teaching and research agenda. These are faculty in disciplines with logical connections to external issues and audiences: social work; nursing, medicine, and other health professions; public administration; education; and so forth. In some cases, a program's accreditation may require evidence of public engagement for students and/or faculty.

> **As highly-educated individuals, [faculty] see themselves as having a responsibility to apply their knowledge toward the betterment of society.**

Finally, motivation among faculty who more recently have become active in outreach programs often arises from their direct observation of respected institutions or colleagues, availability of incentives or rewards for participation, or evidence of the positive impact of outreach activities on organizational factors that they value, such as:

- academic prestige of individual faculty, departments, or of the institution;

- learning outcomes for students;

- public and private funding including new revenues, grants and gifts; and

- improved public image of the institution.

Faculty motivation is, therefore, found to be strongly influenced by personal experiences, individual and collective professional objectives, and evidence of positive outcomes on organizational outcomes they value. Different factors are of greater importance to different faculty and different disciplines.

The Common Obstacles to Faculty Involvement

Obstacles cited by faculty included concern about the time it takes to create new activities, cultivate partnerships, organize the logistics of service activities, and recruit students or other participants. Resources to support new activities were sometimes a problem, though many faculty learned that some outreach efforts can be resource-generating. Time in the curriculum or in a course was also a frequent obstacle for those specifically seeking to introduce service learning into a syllabus.

Across higher education, we lack a common understanding of the language of public service. A confusing myriad of terms has arisen, and the rhetoric of public service is not clear to everyone.

> *… We lack a common understanding of the language of public service… faculty are often deeply concerned about the lack of clear and comparable definitions of terms…*

Faculty are often deeply concerned about the lack of clear and comparable definitions of terms such as service, a common public service, professional service, outreach, public engagement, community service, service learning, internships, practica, and so on. Some terms have different meanings in different campus contexts, and some may be seen locally as pejorative because of unhappy past campus experiments with outreach. Confusion over these terms was found to constrain faculty involvement and to make effective documentation and evaluation difficult.

A lack of confidence with the skills and techniques of outreach and service was cited by some faculty as an obstacle to participation. The graduate experience teaches faculty to be experts in their field and to be accomplished scholars judged by their peers. Often a discussion among faculty about what is valued by their colleagues or their department is really about faculty feeling confident and competent that they will be seen as successful. They want to pursue outreach with the same clarity of method and process they feel they have in the arena of research. Involvement in community partnerships where reciprocity and mutuality are expected can especially challenge faculty because they must learn to share the role of expert with non-academic partners. In addition, this kind of scholarly work involves collaboration including shared responsibility for outcomes and shared ownership of findings; this too is unfamiliar to many faculty and their disciplinary traditions. A companion concern was a lack of faculty experience with techniques for evaluating and documenting service activities, or a coherent campus policy regarding such documentation.

In addition, institutional mission and leadership matters to many faculty. The perception of the role of public service as a legitimate component of the institution's purposes is critically important to those faculty who do not have personal or disciplinary motivations for engagement. If a commitment to outreach is not articulated by institutional leadership and colleagues, and reflected in strategic plans and budgetary allocations, an environment of acceptance is unlikely to form for this kind of scholarly work.

Not surprisingly, systems of rewards, as in promotion and tenure guidelines, were cited as obstacles to faculty involvement in outreach by junior faculty much more than senior faculty. This was related to the lack of clear procedures for documentation and evaluation, and with departmental or institutional experience with the scholarly value of public service. Formal rewards were far less important to senior faculty. Overall, faculty expressed less concern about promotion and tenure than the other obstacles mentioned in this essay.

The Relationship of Motivation to Effective Institutional Strategies

These findings regarding motivation and obstacles can be linked to a pattern of effective organizational strategies used at institutions that have made advances in encouraging faculty involvement in public service. The strategies involve various aspects of campus

policy, philosophy, budgets, programs, and organizational struc-
ture and actions. Not all are present at every institution. Faculty
and administrators made it clear that programmatic strategies must
reflect each institution's mission, history, capacity, and its academic
strengths and objectives. Multiple strategies were employed by
most institutions in order to match the diversity of faculty motiva-
tions for involvement or their perception of obstacles to participa-
tion. The basic idea is that each institution must bring its formal
and informal rhetoric about the role of public service into align-
ment with its policies and practices regarding faculty involvement.

1. Clear Mission — Institutional leaders and respected
    faculty must articulate strong concurrence on a vision
    for the role of public service in the institution's mis-
    sion and its relationship to individual and institutional
    prestige and academic excellence.

2. Infrastructure Support — Public service is time and
    labor-intensive and the institution must reflect the
    value it places on public service in the investment it
    makes in supportive infrastructure. Infrastructure can
    take many forms and assume many duties, according
    to the institution's characteristics. Generally, faculty
    require and expect assistance with matters of logistics,
    planning, evaluation, and communications.

3. Faculty Development — Building competence and
    confidence in the techniques of public service requires
    an investment in faculty development. Most effective
    were peer development activities where faculty part-
    nered to learn from each other. A critical component
    of faculty development requires institutional attention
    to the development of a common campus language for
    public service activity, and specific methods of docu-
    mentation and evaluation (Lynton 1995; Driscoll and
    Lynton 1999).

4. Incentives and Rewards — Faculty were found to
    have different motivations and different expectations
    regarding recognition and rewards, so their inter-
    ests in incentives and rewards were different as well.
    Successful institutions or departments use diverse
    approaches including, for example, financial incen-
    tives; recognition through publicity, awards or special
    titles; support for dissemination activities; or support

in fund raising or grant making to support public service projects. Institutions that began a campus discussion of the role of public service by addressing the formal promotion and tenure system made little progress. It is nearly impossible for faculty to understand the scholarly elements of public service in the abstract. Direct observation and experience lead faculty to understand how public service relates to other elements of their scholarship. Few institutions have made specific alterations in their reward systems, though some recognized faculty involvement in public service by linking it to the roles of teaching or research, depending on the nature of the activity. The best current practice is to offer many kinds of rewards, and to build a consistent framework for documenting and evaluating service.

> **It is nearly impossible for faculty to understand the scholarly elements of public service in the abstract. Direct observation and experience lead faculty to understand how public service relates to other elements of their scholarship.**

5. Self Selection — Not all faculty need to, are interested in, or are qualified to pursue public service activities. Public service does not suit all faculty or all disciplines. Understanding the diverse forms of faculty motivation helps institutions create the incentives and rewards, and the supportive systems that will attract faculty involvement. The goal is to identify areas of emphasis and importance in public service, articulate the role of public service in the overall institutional mission, and then attract sufficient numbers of the most motivated faculty to become engaged.

6. The Role of Curriculum and Service Learning — For many faculty, involvement in public service is unfamiliar; the relevance to their scholarly agenda is not immediately clear to them. Faculty reported that the curricular environment is an area where they feel comfortable exploring the possibilities of public service. For example, incentives that encourage faculty

to create service learning components in courses gives them experience in working with community partners, observing the effects of public service, and understanding the broader relevance of public service to their overall scholarly agenda. In addition, students become advocates for institutional commitment to public service. Service learning in the curriculum is an effective learning experience for faculty as well as students, and a good approach to building faculty confidence and interest in public service *(Zlotkowski 1998)*.

7. Community Involvement and Partnership Themes— The visibility of community issues and the level of community participation in institutional planning for public service signals a level of commitment and importance for the role of public service to faculty. The degree of involvement of community representatives in advisory boards, project planning, campus-community events, and public service evaluation needs to be an accurate and balanced reflection of the institution's public service objectives. Some campuses have found it helpful to conspicuously focus on a few public service needs or themes that link academic strengths of the institution to external needs and challenges. This helps demonstrate the relevance of public service to other academic priorities and faculty roles as articulated by the institution. For example, my own institution has focused its early efforts in public engagement on urgent issues of our K-16 educational system and on economic/work force development. These priorities are reflected in recent academic program initiatives, grant proposals, and strategic objectives. In addition, we are building on our commitment to serving as an arts and cultural resource for the region by taking more events off-campus, and by partnering with new regional museum initiatives.

8. Budgeting and Planning — As in all organizational initiatives that represent change or new priorities, efforts to promote faculty involvement in public service require that institutional budgets must be demonstrably linked to institutional objectives. This includes making necessary investments in the elements of infrastructure, incentives and rewards, and faculty

development at a level that reflects institutional aspirations and expectations. Engaging faculty from across the campus in a collective exploration of the role of public service in the campus mission can lead to strategic objectives for service activities. Administration must do its part by incorporating those objectives into financial choices.

Conclusion

A coherent picture of the elements related to faculty motivations and attitudes toward public service is beginning to emerge as patterns of faculty attitudes and actions across multiple and diverse institutions become clear. Understanding the role of motivation in faculty decisions regarding public service helps point to the selection of effective strategies for creating an institutional environment that promotes and supports faculty involvement.

A good single watchword to guide the efforts of institutions to encourage faculty involvement in public service may be "consistency." Consistency across elements of mission definition, strategic priorities, budget actions, recognition and rewards, definitions of terms, internal and external communications, faculty development objectives, curricular philosophy, and community relationships sends a clear signal of the level of institutional commitment to public service. Such consistency is essential to encouraging many faculty to view service as a legitimate and valued component of their scholarly life and work, whatever their individual source of motivation for participation.

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Factors Influencing Faculty Engagement— Then, Now, and Future

Barbara A. Holland

What an interesting exercise to reflect on an article you published 17 years ago! In the late 1990s, I participated as a team member in the evaluation processes of several multi-institutional grant programs. This work provided the opportunity to gather similar data across 32 diverse institutions, using the same protocols and methods. Those processes systematically collected data across faculty, students, community partners, and institutional leaders. After the evaluations were completed, I analyzed specific data gathered from faculty participants across those projects to inform the 1999 article reprinted in this special anniversary issue of *JHEOE* and examine factors that influence faculty participation. What rings as relevant today? What progress has been made in the field—what has changed? What are contemporary trends and directions? In this reflective essay, I aim to explore these questions.

My ideas in this article are informed by several sources of data, all based on observation of patterns across the campuses I've visited and conference or professional development events where I've worked with academic faculty and administrators to advance their engagement agenda, institutionalize support and recognition for the work, and monitor and measure the outcomes and impacts of the work. Consequently, the data are not as systematic and consistent as in the earlier article, but I offer these observations to indicate trends across many campus settings and missions that may provide some insights into progress, persistent challenges, and future directions.

What of the 1999 Article Rings True Today?

First of all, the language of the original article would not be appropriate today in regard to using the terms *public service* or *service*. In 1999, we were only 3 years beyond Boyer's *(1996)* introduction of the scholarship of engagement as a scholarly approach to "community engagement." An aim of *Scholarship Reconsidered (Boyer, 1990)* was to show that there are different contexts and approaches to interaction with knowledge, and these contexts are more integrated and connected than the "three bucket" model that isolates teaching, research, and service from each other and gives

short shrift to a focus on learning or the outcomes of knowledge generation. Across many colleges and universities, one can observe that many faculty members persist in their view that engagement, in all its forms, is just a new word for service. At many places, practitioners of community engagement methodology, especially early career faculty, are still warned that such work carries little weight in performance reviews for promotion and tenure because it has the whiff of service in the view of nonpractitioners who sit on review panels.

This view of engaged scholarship as having lesser value than traditional methods remains sustainable in part because most institutional engagement initiatives continue to depend on a relatively fixed group of reliable faculty who are motivated to use engaged methods based on some combination of their personal values, disciplinary contexts or intellectual interests, and/or belief in the value of engagement for institutional goals and progress. This aspect of the 1999 findings regarding faculty motivation patterns has not changed much, especially among faculty who entered the academic workforce before the turn of the millennium. As a result, the work of engagement is often enclaved, random, and not well supported or recognized. At many institutions (but certainly not all), engagement remains reliant on a core group of well-known engaged faculty and staff, and the agenda of engagement travels somewhat in a bubble of its own, often only weakly tethered to strategic goals or aims of the institution overall.

Consistent with this situation, perceptions of obstacles listed in 1999 have also remained persistent among nonpractitioner faculty, even though many institutions have created policies, infrastructure, and professional development programs to support faculty participation in and recognition for engaged activities linked to teaching, learning, and research. Among faculty who expressed reservations 17 years ago, not many have changed their minds. When they participate in committees, governance activities, and planning processes, these skeptical academics question the legitimacy and the strategic reasons for encouraging community engagement. At some institutions, efforts to create an intentional strategic plan for engagement can be derailed by persistent and repetitive questions about terminology, quality practices, and costs that are presumed to draw funds away from traditional actions. The bottom line is that so long as community engagement work is enacted by a self-selecting group, with separate infrastructure, limited funding, and a random agenda of interaction across community issues and partners, campuses will struggle with sustainability, quality, extent of

benefits to the institutional mission, and ability to measure activity impacts and outcomes.

The factors identified in 1999 as promising ways to enhance faculty members' motivation to adopt engaged methods in their work are still good strategies. Providing systematic faculty development support, sustaining adequate infrastructure for the logistical aspects of engagement, and integrating engagement into the campus mission and goals remain powerful actions that can build an agenda of work in the context of institutional aims for internal and external outcomes. However, today we know that these practices alone are insufficient to move community engagement from a state of random activity and self-selected involvement to an agenda of strategic involvement driven by specific purposes and objectives. Simply said, as higher education experiences massive changes in external and internal expectations and pressures, community engagement has become a compelling aspect of how the sector will respond and adapt, and it is in our strategic interest to be more intentional.

What Progress Has Been Made in the Field— What Has Changed?

There is tremendous diversity across higher education today regarding the strategic importance of community engagement. Some institutions have made little progress, and others have transformed themselves into highly-engaged colleges and universities. Several conspicuous phenomena are responsible for the progress we can see today.

Community engagement practices are proving to be an effective response to core challenges for change that are now occurring across higher education. These include an emphasis on student success and completion, creation of an inclusive and equitable learning environment for all, and a focused agenda of engagement that reflects an alignment between academic strengths and community interests and objectives. These imperatives show us the future context for higher education culture and performance. Success in adapting to these priorities and expectations will be accelerated at institutions that recognize the power of community engagement strategies.

The impact of the 2006 launch of the Carnegie Elective Classification for Community Engagement cannot be overestimated. Higher education in America has a culture of imitation framed by specific ranking and recognition processes. The Carnegie

Elective Classification instantly triggered the deep desire of almost every institution to succeed as an applicant for such recognition. The process has revealed to all of higher education what a high-quality, sustainable, effective, and assessable framework for community engagement looks like for students, community, faculty, staff, and campus leadership. Whether or not institutions apply for review, the application has become a useful guide for campuses eager to develop a strong and strategic engagement agenda.

More broadly, the national and international discourse on community engagement has expanded around the globe. The emergence of new academic organizations such as the International Association for Research on Service-Learning and Community Engagement (IARSLCE), the Engaged Scholarship Consortium, or the Talloires Network with its diverse international membership; new conference tracks focused on engaged and community-based scholarship at many disciplinary events; awards for recognition of faculty achievement such as the Ernest A. Lynton Award for the Scholarship of Engagement for Early Career Faculty; and other venues and programs have promulgated new and more sophisticated views of community engagement in all its forms. This expansion created more opportunities for faculty to present and publish their engaged scholarship in the familiar context of peer-reviewed conferences and academic journals. Reflecting considerable changes since 1999, faculty today can present their engaged work in ways that align with traditional cultural values of the academy. Thus, the dynamic of "do it if you want but understand the risk to your career progress" has eroded over the last 15 years as academic culture's acceptance of engaged scholarship has increased, though barriers remain. Community engagement, as defined by the Carnegie Elective Classification framework, has been affirmed as a scholarly method and, as such, has become a legitimate option for faculty who find the method relevant to their goals, objectives, and areas of intellectual focus in any or all aspects of their scholarly practices. The clash comes when engaged scholarship produces both traditional and nontraditional outputs and impacts that are unfamiliar to nonengaged senior faculty on review panels. O'Meara *(in press)* and others (see *O'Meara, Eatman, & Peterson, 2015)* tackled this phenomenon through their research on promotion and tenure policies in this time when the demographics of both the faculty and academic culture are clearly changing. This research examines how such policies support or inhibit diverse forms of scholarship techniques and outcomes.

This kind of research and analysis of academic culture is growing in part because a massive workforce change that will transform academic culture is under way. The faculty who provided the data that informed the 1999 article were all similar in age, race, preparation, goals, and working styles. Today, academic culture is very much in flux, and the faculty ranks are diversifying rapidly on many traits.

For the first time since the late 1960s and early 1970s, a large-scale renewal of the academic workforce is in progress. Thousands of faculty were hired in the mid-20th century, and they created the academic culture we have today—a culture that values individualism in scholarly work and assessment for promotion and tenure. Many of these faculty are retiring and being replaced by new faculty who represent new generations—Generation X and Generation Y. At many of the institutions I've interacted with over the last year or two, the new generations already make up 35 to 40% of the faculty. Service-learning and other community engagement experiences were often an element of these generations' learning environment in school, college, and graduate studies and as a result, these new scholars are entering academia with very different characteristics and expectations than Baby Boomers. Results from Cathy Trower's *(2012)* large study on new-generation faculty reflect their different working styles and attitudes. Findings reveal that they see both teaching and research as important and related, they value collaboration, they want to organize research around problems rather than narrow questions in one discipline, they believe faculty have a collective responsibility to generate new knowledge, they want transparency in performance review rather than secrecy, and they believe that a life of both the mind and the heart is important to their success. This generation is mobile—seeking both a campus culture and a community environment that align with their scholarly values and family experience. Many have a goal of working at different institutions; some are more interested in mobility than in tenure. They certainly are passionate about diversity of methods and approaches to their work as well as diversity of the campus and surrounding community.

As you can imagine, these traits inform a very different working style and cultural context than that of higher education from the 1950s up to today. There is tension between the generations now working in higher education and on many campuses, community-engaged scholarship as a growing practice and method has been a useful lens to help explore and understand these differences *(O'Meara, in press)*. For the first time in decades, as many as

four generations are represented on campus at many institutions *(Kezar & Maxey, 2015)*. Forthcoming changes will be challenging, but the key traits of future faculty suggest a strong alignment with the emerging expectations and strategies that will be the basis for higher education's future *(Trower, 2012)*.

Let me mention one more force of change that has energized more institutional commitment to adopting community engagement strategies in a focused and intentional manner. Consider how the messages of politicians and pundits have criticized and diminished the national appreciation and respect for higher education as a valuable resource for the nation and an invaluable asset for individual opportunity and our nation's social, economic, and democratic fabric. The negativity is frustrating, but all critique, even that which is exaggerated, is based in some truth. American higher education has been extremely stable since the mid-20th century in terms of our business model (reliance on tuition), our curricular models, academic culture that focuses on faculty advancement based more on research than teaching except at a few institutions, random attention to engagement with local and regional issues and opportunities, and a mostly exciting but sometimes not so ethical focus on sports, among other issues. Despite new policy and funding frameworks for education at the state and federal levels, higher education has largely tried to cope without changing core organizational practices and cultures. The sector has been slow to adapt to new conditions and new expectations. Now momentum is building to create change *(Kezar & Maxey, 2015)*. The current and growing attention to innovation in higher education is aimed at renewing the historic role of the sector as was previously expressed in our 20th-century commitment to mass access to higher education as an engine for progress, opportunity, and success in the post-WWII era.

In sum, community engagement began to emerge in the early 1980s as one innovation that could help restore our relevance and involvement in national progress and opportunity. A well-established academic culture that placed the greatest value on individual achievement represented by limited measures of impact greatly restricted the expansion of engagement and other strategies that would have accelerated higher education's adaptation to changing conditions and contexts. Today, a cultural transformation is well under way on many fronts.

What Are Contemporary Trends and Directions?

The generational renewal across universities around the world is an opportunity to celebrate higher education's history and also to activate and illustrate its future role in exploring local and global issues. Through a more blended view of teaching, research, and service—some of which will employ community engagement methods—colleges and universities across America (and other countries) are creating more intentional agendas of involvement focused on topics that are called the "big questions," "wicked problems," or "grand challenges" that confront local and global communities. In this strategy of more focused work and in the framing of this article, you can observe how academic culture is shifting from individual work to a more collective approach in which faculty work together and with others to generate new knowledge in the context of complex contemporary and emerging issues. Taking a more intentional approach also allows for the setting of internal and external goals and benchmarks, as well as developing the capacity to track what works and what doesn't. Such an agenda supports our ability to measure and accurately describe our impact.

Now is the time for higher education institutions to step up and create a cultural environment that encourages and rewards both traditional scholarship and new forms of collaborative, interdisciplinary, and engaged work that involve knowledge exchange with other sectors and interactions with nontraditional and nonacademic sources of expertise and wisdom. In such an environment, we can better integrate teaching, learning, and research in ways that will improve the student experience. Engaged teaching and learning is a key element in our efforts to support student success and completion through service-learning, other community-based experiential learning, engaged undergraduate research, and other "high-impact practices" *(Kuh, 2013)*. Engaged learning has also been shown to support improved student retention and graduate more satisfied and engaged alumni *(Weerts & Ronca, 2007)*.

Simply said, the achievement of institutional excellence and effectiveness will require intentional decisions and plans regarding the role of community engagement in the institution's planning and strategy as well as in cultural values. Going forward, we should see community engagement as core work; it is not an exotic activity for the few who have those motivations described in 1999. In the 21st century, engagement is strategic work, a valuable method of conducting scholarship, and an essential strategy to renew higher education's role in public progress, in partnership with other sectors. The major challenges in every local community have global

implications. Local engagement is as valuable for the large, globally linked, top-ranked research university as it is for regional universities, private colleges, community colleges, and technical institutes—because we all have diverse intellectual strengths to contribute to the nuanced nature of our challenges. As was true more than 50 years ago, higher education has to step up to the plate, with engaged methods as one key strategy, in order to connect its intellectual prowess to partners in other sectors so we can collectively discover ways to create a safe, healthy, sustainable, and equitable future for ourselves and our communities.

Thoughts About Future Research on Community Engagement

The 1999 article was informed by two large, multi-institutional and multi-year projects with grant funding. The institutions were highly diverse in mission, classification, size, and community context. There were many such projects in the late 1990s and early 2000s, but only a few in recent years. Such a model warrants our attention at this critical time of massive change and innovation across higher education. The quality of our understanding of community engagement as a method reflecting a more integrative view of teaching, learning, research, and service will be enriched and advanced by new systematic studies of multi-institutional methods and experiences, guided by specific and compelling research questions explored through analysis of comparable sets of data. For example, the growing database generated by the Carnegie Classification process is already being tapped by researchers.

Now that community-engaged scholarship has gained considerable ground as a valued element of faculty work and culture and as a powerful strategy to advance major change goals for our institutions, we must especially frame rigorous and large-scale studies of the impact higher education has on public issues, aims, and conditions through engaged partnerships. The current emphasis on developing systematic schemes for collecting institutional and national data on higher education's individual and collective impact on local and global questions should inform a great leap forward in the quality and rigor of the study of engagement practices and their effects. How exciting to anticipate more data-informed studies across multiple institutions—perhaps even across nations—that will give us guidance for where the field will go next with the leadership of a new generation of highly motivated academic faculty and staff and a new generation of community leaders and partners.

In my view, such change will likely introduce a "golden age" of higher education as a highly regarded resource for public progress.

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From Maverick to Mainstream:
The Scholarship of Engagement

Amy Driscoll and Lorilee R. Sandmann

Abstract

A significant and growing number of universities across the country are pursuing the agenda of public and civic engagement and giving serious consideration to resultant faculty roles. Along with new university commitment come new definitions of scholarship, including the scholarship of engagement. The scholarship of engagement continues to emerge and expand as campuses manifest context-driven characteristics reflecting the correspondence between their notion of scholarship and their individual history, priorities, circumstances, and location. However, from its earliest definition as scholarship, engagement has presented challenges to higher education. This article presents work that is national in scope and that addresses these challenges by providing faculty with institutional models and resources to advance the documentation, evaluation, and review of the scholarship of engagement.

Introduction

The Faculty Experience

*P*rofessor Ron Silva has worked in professional development schools for most of his career. From his days as a graduate student, the collaborative arrangements between universities and public schools made sense to him as an aspect of teacher education. His career satisfactions have been intertwined with mutual benefits to both his School of Education and also to the teachers and principal of the public school where he spends much of his time.

In order to be accepted in his academic home, Dr. Silva focused his research on the impact of the university partnership on the teaching practices in the public school and university classrooms. Early in his career, Dr. Silva began designing his research collaboratively with his public school partners and a few of his university

peers. Dr. Silva is a determined and articulate scholar, and fortunately for him, his campus has revised its promotion and tenure guidelines to reflect new faculty roles and to reward new forms of scholarship. He successfully forged his way through the tenure and merit systems, but he was consistently forced to respond to challenges such as:

> "You need some single-authored publications." "Your methodology needs more rigor."

> "Your research agenda seems to shift around—different questions every few years."

> "Who is the audience for your work?" "Are these recognized refereed journals?"

Dr. Silva recently described, with great frustration, the need for "reviewers who understand" his own scholarship, and he has been seeking out colleagues on the national scene who are faced with similar challenges.

Assistant Professor Nancy Longley struggles to maintain her idealism—regularly reminding herself of why she chose academia. Little doubt troubles her when she's working with her small business initiatives group in the inner city—providing technical assistance, conducting seminars, placing and supervising student interns, and relaxing with the new men and women entrepreneurs in the slowly developing neighborhoods of poverty. But her early attempts to study the emerging businesses were encouraged by her community colleagues and discouraged by her faculty colleagues.

Last year Dr. Longley faced the review, tenure, and promotion process with great trepidation and she was at a loss to identify external reviewers for her work. Dr. Longley's reports and data documenting the community changes connected to her business initiatives group were not considered in her case for promotion and tenure, but her journal publications were convincing. Her community presentations had significant impact in the inner city neighborhoods and city government. Dr. Longley's colleagues skimmed over such impact in their search for national and disciplinary conferences in her dossier. Thus, on campus, Dr. Longley struggles and yearns to talk with colleagues about her important work and to collaborate with peers in addressing inner city needs. She questions her future in higher education.

Professor Jeanine Chin is a full professor in biology. She achieved her status on a very traditional path of continuing her graduate research agenda, expanding and extending her studies

with new foci and occasional collaboration with colleagues across the country. With tenure in hand, Dr. Chin began to represent the university and her department as a member of an advisory board for the city zoo. Her participation gradually escalated and she began to use her biology expertise, her university resources, and a related knowledge base of science education. Her research focus shifted drastically and her courses have been influenced by what she and her students are experiencing and learning at the zoo. Reciprocally, Dr. Chin's influence is clearly evident in the zoo's educational programs, brochures, displays, and even approaches to marketing.

Dr. Chin sees her work as a new form of scholarship and submits examples from the zoo each year for her post-tenure reviewand for merit considerations. She longs to support and encourage junior faculty to join her in her community collaboration. She hesitates with a concern for their future and the knowledge that her own work is looked upon as "less than" traditional scholarship. Even with a newly revised reward system for scholarship at her university, Dr. Chin feels that her scholarship is not understood and not well rewarded.

> *"Dr. Silva recently described, with great frustration, the need for 'reviewers who understand' his own scholarship, and he has been seeking out colleagues on the national scene who are faced with similar challenges."*

Changing Faculty Roles and Reward Systems: New Challenges

Fortunately for Drs. Silva, Longley, and Chin, a significant number of universities are pursuing the agenda of civic engagement with community and giving serious consideration to new roles for faculty. Ron Silva will find a growing number of colleagues working as he does to "reconnect the generation of academic knowledge to the needs of a knowledge-dependent society" *(Driscoll and Lynton 1999, ix)*. At Boyer's urging *(1990)*, more universities are becoming vigorous partners in addressing the complex issues of society, and, on some campuses, Nancy Longley's isolation and lack of reward are being replaced with status and institutional recognition. With new commitments by universities, new definitions of scholarship have emerged including the scholarship of engagement, outreach, or professional service. The scholarship of engagement continues to emerge and expand as campuses manifest context-driven char-

acteristics reflecting the correspondence between their notion of scholarship and their individual history, priorities, circumstances, and location. More and more campuses are embracing a broader vision of scholarship that includes the application and dissemination of knowledge that Jeanine Chin is practicing.

From its earliest definition as scholarship, engagement presented challenges to higher education. Once defined for a campus, it was woven into guidelines for faculty promotion and tenure. The challenge, then, is for faculty to document the new scholarship. A National Project for the Documentation of Professional Service and Outreach, funded by the W. K. Kellogg Foundation, addressed this need. With the insights and efforts of sixteen faculty and four administrators from multiple campuses (Indiana University Purdue University at Indianapolis, Michigan State University, Portland

> *"The best documentation is that which effectively communicates and makes visible the evidence of the scholarship of engagement."*

State University, and University of Memphis) and the leadership of Ernest Lynton and Amy Driscoll, the participants engaged in the process of documentation to provide guidelines, examples, and a framework. Their work, *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach (Driscoll and Lynton 1999)* contributes much to campus efforts to reformulate faculty roles and rewards systems to recognize and reward the scholarship of engagement. The *Guide* provides actual faculty documentation examples, resources, and specific guidance; poses questions and issues for campus exploration; and encourages diversity of documentation within a context of common criteria and guidelines. The Guide can serve as a resource both early in an institution's reform process and later on when explicit "how to" instruction is needed.

Documenting the Scholarship of Engagement

The best documentation is that which most effectively communicates and makes visible the evidence of the scholarship of engagement. When completed, the National Project for the Documentation of Professional Service and Outreach provided supportive recommendations for faculty seeking to provide such scholarly evidence. The project participants proposed a documentation framework with three major components: purpose, process, and outcomes. A brief elaboration on each component serves to expand the concept of civic, community, or public engagement as

scholarship as well as adding description to the related documentation process.

To describe purpose, faculty like Ron Silva refer to a university, school, or department mission that supports engagement work. Dr. Silva's campus has a mission statement that describes "partnerships with community" and his School of Education has a similar commitment; thus he has support for his choice of scholarship. He articulates his own expertise and experience as focused on university/school partnerships as well as the expertise contributed by the public schools with whom he works. Again, Dr. Silva makes a case for using and expanding his professional expertise. He also describes the needs of the public schools along with those of the School of Education as a rationale for engaging in partnerships. The purpose section of his dossier is intended to provide a foundation for his scholarship of engagement.

The second component, *process*, is a record of the design and methodology used by faculty in their engagement work. Much of Jeanine Chin's work with the zoo draws upon her knowledge of approaches previously documented in her research. She describes them well when she submits evidence of her engagement and explains adaptations made in the process of collaboration with community partners at the zoo. In the process section, adaptation is an ongoing need because the community has few of the controls common to traditional research. In response to the need for reflection on the part of the faculty, Dr. Chin consistently ponders the new questions raised by her community engagement and highlights the insights that emerge from her collaboration.

The third component, *outcomes*, is multifaceted, with descriptions of benefits to the community partner, institution and unit, the students, the discipline or profession, and the individual faculty member. Nancy Longley has little trouble coming up with long lists of those benefits and easily documents them with records of her community presentations and reports, data showing the influence of her small business initiatives group on the community, and syllabi and student work from her courses. She has begun to focus her national conference presentations on the application of "best practice" in her profession as a way of contributing to her disciplinary knowledge base.

Although faculty like Dr. Longley experiment with documentation and provide rich examples for colleagues—the National Project supports efforts with a framework and guidelines—faculty continue to struggle with the documentation process. Their efforts

are consistently plagued with concern related to a lack of under-standing and acknowledgment for a different form of scholarship by their peers. The question of "who will evaluate" this documen-tation adds tension to the documentation process.

Reviewing and Supporting the Scholarship of Engagement

Many campuses committed to a substantive study of engage-ment, made significant revisions to their reward systems, and began to communicate with clarity the importance of faculty engagement as scholarship. Yet, with all of the advances in higher education, a final challenge remains. There is still a strong need for informed review of this new form of scholarship, similar to the need encountered by Drs. Silva, Longley, and Chin. They are among the pioneers in the scholarship of engagement, but they suffer the risk of not being understood or rewarded because their colleagues on campus or in their disciplines do not know how to evaluate nontraditional scholarship. Upon completion of their documentation projects, the sixteen faculty who participated in the National Project reached a major conclusion about the need for a national pool of peer reviewers who could provide credible, standardized assessment for the scholarship of engagement. In response to this growing critical need, the National Review Board for the Scholarship of Engagement was established in 2000.

The National Review Board for the Scholarship of Engagement

The National Review Board for the Scholarship of Engagement was created to review and evaluate the scholarship of engage-ment of faculty who are preparing for annual review, promotion, and tenure. The board is composed of individuals who represent varied institutions of higher education and a wide range of disci-plines, as well as the roles of program directors, vice presidents, provosts, presidents, and tenured faculty. The board members are leaders in the institutionalization of community engagement, ser-vice learning, and professional service. Board members commit to review and evaluate faculty portfolios for three years and col-laboratively engage in preparation for the review process. With funding from the W. K. Kellogg Foundation and guidance from the leadership of Amy Driscoll and Lorilee Sandmann, the National Review Board is supported by the East/West Clearinghouses for the Scholarship of Engagement.

Drawing heavily from the work of Glassick, Huber, and Maeroff *(1997)* and work of other institutions such as Michigan State University, Indiana University Purdue University at Indianapolis, and Portland State University (which developed assessment criteria for the broader conception of scholarship), the National Review Board agreed on a set of criteria as outlined in Table 1.

Table 1. National Review Board Evaluation Criteria

Goals/Questions
- Does the scholar clearly state the basic purposes of the work?
- Does the scholar define objectives that are realistic and achieveable?
- Does the scholar identify intellectual and significant questions in the field?
- Is there an "academic fit" with the scholar's role departmental/university mission?

Context of theory, literature, "best practices"
- Does the scholar show an understanding of existing scholarship in the field?
- Does the scholar bring the necessary skills to the work?
- Does the scholar bring together the resources necessary to move the project forward?
- Is the work intellectually compelling?

Methods
- Does the scholar use methods appropriate to the goals or questions?
- Does the scholar apply effectively the methods selected?
- Does the scholar modify procedures in response to changing circumstances?
- Does the scholar describe rationale for selection of methods in relation to context and issue?

Results
- Does the scholar achieve the goals?
- Does the scholar's work add consequentially to the field (significance)?
- Does the scholar's work open additional areas for further exploration?
- Does the scholar's work achieve impact or change? Are those outcomes evaluated?

Communication/Dissemination
- Does the scholar use a suitable style and effective organization to present the work?
- Does the scholar use appropriate forums for communicating work to the intended audience?
- Does the scholar communicate/disseminate to multiple audiences?
- Does the scholar present information with clarity and integrity?

Reflective Critique

- Does the scholar critically evaluate the work?
- Does the scholar bring an appropriate bredth of evidence to the critique?
- Does the scholar use evaluation to improve the quality of future work?
- Does the scholar synthesize information across previous criteria?
- Does the scholar learn and describe future directions?

Source: The National Review Board for the Scholarship of Engagement, 2000.

A look at Drs. Silva, Longley, and Chin's documentation serves to highlight aspects of the evaluation criteria and to demonstrate the congruence between the criteria and the framework proposed by the National Project. Ron Silva describes his intent to study the teaching practices of both the university and the public school and to explore the reciprocal benefits of their partnership while supervising student teachers, providing workshops for teachers, and coordinating the partnership. As he presented his *goals*, he also articulated the "fit" between his work in the public school, his role as coordinator of the partnership, and the mission of his School of Education.

Jeanine Chin uses her strong research and development background and achievements as a *context of theory, literature, and "best practices"* for her community engagement. Little doubt exists that her skills and understanding are appropriate and even exemplary for the collaboration with and contributions to the zoo in her ref-erences to both theoretical and research foundations of her work.

> *"The [evaluation] criteria truly ensure the scholarly aspect of engagement and can serve as significant guides for multiple levels of the scholarship of engagement…"*

Nancy Longley's methods for working with her community business partners emerge from her professional expertise as well as from her collaboration with civic leaders and business partners. She describes both the community context of poverty and segregation and issues of gentrification and economic growth as a rationale for approaching the initiatives group in the way she chooses.

The *results* of all three faculty scholars' civic engagement involve impact and change for community and campus. The teacher education program where Ron Silva works has been consistently improved by the insights of his partnership. Nancy Longley's small

business initiatives group has documented impact on the economic status of its neighborhood. Jeanine Chin's contributions to the zoo provide exciting information and enhanced learning for her students.

All three faculty scholars struggle with the *communication/ dissemination* of their work. Nancy Longley finds herself developing multiple forms of the same presentation in order to be effective with both community audiences and her national association audiences. Ron Silva moves between his public school colleagues and his university colleagues on an almost daily basis and occasionally talks to colleagues across the state. He must ensure that his communication is without jargon for the clarity that is essential to disseminate his ideas.

With respect to *reflective critique,* Jeanine Chin consistently evaluates her contributions to the zoo's educational program. Although she builds upon her strong experience and expertise, she feels she is constantly learning and facing new questions. Her dossier is often puzzling to her immediate colleagues because her documentation is full of questioning and presents her own critique of the contributions acknowledged in her work with the zoo. Recommendations for her own future efforts are supported by studying her work in the context of the knowledge base of her profession.

At first glance, the evaluation criteria may look simple and straightforward, but they are rigorous and demanding. Faculty find that the criteria are not easily met by merely engaging in community work and partnerships. The criteria truly ensure the scholarly aspect of engagement and can serve as significant guides for multiple levels of the scholarship of engagement: for the initial level of decision making when faculty make a commitment to civic engagement, for the planning and implementation level, for the documentation level, and for the review/evaluation level.

Using the National Review Board for the Scholarship of Engagement

For those institutions that request a review of their faculty's documentation of the scholarship of engagement, the process of submission requires a preview letter to inform the clearinghouse personnel of the intent to submit materials. Institutions are encouraged to do so one month in advance of the actual submission. An identification of reviewers based on availability and background and made well in advance of submission can ensure the timely and

informed review of faculty materials. Upon receipt of the faculty member's portfolio and support materials, reviewers will have six weeks to critically review and provide written feedback on the content of the materials and to make recommendations to the university review committees. Faculty whose portfolios are submitted to the National Review Board for the Scholarship of Engagement will receive written feedback on the content of the materials and the documentation. Guidelines for preview letters and portfolio development and the criteria for review are available from the clear- inghouses and on the web site at http://www.unversity engagement- scholarship.org.

Continuing Development and the Need For Inquiry

While the National Review Board is available to provide substantive external peer review, much remains to be done to support the continued dialogue about and practice of engagement as part of the academic scholarly enterprise. The work points to further inquiry about who is actually performing scholarly engagement, what form it takes, and how it is presented, assessed, and counted. For example:

Who are the faculty involved in engagement and seeking reviews of their scholarly engagement? Are they faculty primarily from applied or professional disciplines? What are their assigned roles? What past experiences or models have led them to connect their scholarship with the community? How are faculty best prepared to think about and take on community-based scholarship or "use-inspired basic research" *(Stokes 1997)*?

What are faculty doing under the rubric of the scholarship of engagement? Are faculty documenting their actual engagement activities or the scholarship of their engagement? Is the work primarily teaching, research, or service, or is it an integration of all three? How is the case typically made?

How is the work assessed? Are the National Review Board criteria workable or do they need further interpretation through the value system of community engagement? Can the criteria ultimately influence best

practice? What are the evidences of impact? To what extent are faculty using traditional scholarly artifacts (peer-reviewed journal articles, national scholarly presentations, grant dollars generated)? What other artifacts are provided? How does the requesting institution use the National Review Board's assessment?

Answers to these questions will be revealed over time as faculty scholars work in communities and discover clear and convincing ways to demonstrate their scholarship of engagement within portfolios of their work. As scholars-in-community become "mainstream" and the value of their scholarly work is more fully understood, recognized, and valued, their days of being "mavericks" will fade and engagement will take its place among the panoply of meaningful and authentic forms of scholarship.

The authors continue the work of the clearinghouses and National Review Board. If your campus is contemplating a change in faculty roles and rewards or has already revised promotion and tenure guidelines to reward the scholarship of engagement, the clearinghouses and the National Review Board can guide, support, and affirm your efforts.

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tion. The East/West Clearinghouses sponsor the National Review Board to provide external peer review and evaluation of the scholarship of engagement. The clearinghouses also provide consultation, training, and technical assistance to campuses that are seeking to develop or strengthen systems in support of the scholarship of engagement. The clearinghouses sponsor forums, programs, and conferences on topics related to the scholarship of engagement, and provide a faculty mentoring program with opportunities for less experienced faculty to learn from the outreach experiences of more seasoned scholars. Both the clearinghouses and the National Review Board are offered in partnership with the American Association of Higher Education, National Campus Compact, the National Association of State Universities and Land Grant Colleges, and the New England Resource Center for Higher Education. The clearinghouses can be accessed at http://www. universityengagement-scholarship.org.

Moving From Mavericks at the Margins: Encouraging Progress but "Miles to Go"

Amy Driscoll and Lorilee R. Sandmann

*F*ifteen years ago, we explored challenges faculty faced to advance their scholarly engagement. In this update, we will revisit the faculty featured in our 2001 article to see whether they continue to feel like the lonely "mavericks" they once were or have blended comfortably into a "mainstream" community of scholars on their campuses and in national contexts. We contend that the scholarship of community engagement is no longer found on the margins of higher education, but has progressed to being "mainstream" in professional practice, recognition, tenure policies, publications and presentations, and in everyday faculty conversations. Ideally, this contention would be supported by research, and we would quote data on the number of higher education institutions that recognize and honor the scholarship of engagement for promotion and tenure, the percentage of tenured faculty whose scholarship reflects their commitment to community engagement, or the ratio of traditional scholarship to engaged scholarship that institutions use to evaluate faculty. Instead, this work begins with a recommendation for research efforts to probe and examine the status of community-engaged scholarship in our national higher education scene. In lieu of national data, we rely on powerful national indicators of the prominence of community engagement in our institutions and draw connections to the potential for the status of related scholarship. In addition, we describe significant changes in higher education's response to Boyer's *(1990)* urging us to work with external partners in addressing complex issues of society—institutional changes that demand a broad definition of scholarship.

We are certain that some of the "isolation and lack of reward" that we described for Ron Silva, Nancy Longley, and Jeanine Chin in 2001 still remains in some places, but we find an overwhelming number of powerful contrasts in individual institutions such as Indiana University–Purdue University Indianapolis, University of Memphis, Nazareth College, Appalachian State University, Otterbein University, Elon University, Otis College of Art & Design, and Michigan State University; entire higher education systems such as the California State University system; statewide networks

such as the higher education connections in North Carolina; and impressive community colleges like Kapiolani Community College and Miami Dade College, with their evaluation systems that are actively promoting, supporting, and honoring institutional community engagement and related faculty scholarship. These examples begin to represent the diverse national picture of the scholarship of engagement as mainstream. To go beyond individual examples, we have identified three national indicators that undergird the status of the scholarship of engagement.

The National Review Board for the Scholarship of Engagement (2000-2010)

We begin with the most relevant indicator of the national mainstream status of community-engaged scholarship—the closing of the National Review Board for the Scholarship of Engagement. This may strike some as a negative indicator, but the board was no longer needed. In 2000, there was a critical need for qualified reviewers who understood the scholarship of engagement and could use appropriate criteria for providing reviews to campuses. For most of its 10 years, the board provided informative reviews and occasionally overturned decisions made without understanding and appropriate criteria for evaluating the new form of scholarship. In 2010, anecdotal data and a lack of requests for review indicated that community-engaged scholars were no longer isolated and had confidence in peers who could judge their community-engaged scholarship. Ron Silva found campus peers who understood the work he did with public schools and no longer faced questions about his methodology or audience for his writing. He collaborated with faculty in other disciplines and on other campuses to achieve his goals for higher education partnerships with schools. He had a strong voice in the discussions at his institution to revise the promotion and tenure policies in support of newly hired faculty who arrived with similar community commitments.

The Carnegie Classification for Community Engagement Changes in Requirements

A second national indicator is found in a recent change in the Carnegie Classification of Community Engagement framework for application. Prior to 2014/15, questions of promotion and tenure based on the scholarship of engagement were optional, and institutions could choose to respond or describe traditional policies with no recognition of engagement scholarship. In the

latest classification application process, institutions were required to respond with accounts of how their reward policies were revised or were in progress to honor the scholarship of engagement. The classification framework probed extensively to determine how institutions were recognizing alternative forms of scholarship, asked for policy examples and definitions, and pressed for descriptions of plans for future change. Jeanine Chin's institution would have submitted a strong application that proudly described its new reward system. From its initiation, the classification framework also probed for examples of engaged scholarship related to curricular engagement and to outreach and scholarship. Jeanine's significant work with the zoo would have been another strong element in her campus application. She would have also found energizing support in the third national indicator.

The Engagement Scholarship Consortium

Not only did Nancy Longley experience isolation working without understanding peers on her campus, but those of us who became national disciples of the scholarship of engagement were consistently barraged with the question "What large research-intensive institutions are doing this? Give us examples." The underlying assumption was that if those institutions were not rewarding the scholarship of engagement, it wasn't legitimate, would disappear, or was less rigorous than other forms. In 2000, Penn State University, The Ohio State University, and the University of Wisconsin–Extension initiated an annual meeting to share knowledge about their community-based programs. The three institutions began formalizing their National Outreach Scholarship relationship and invited other institutions to join. Today, the affiliation that evolved is called the Engagement Scholarship Consortium and is an international organization of 33 state, public, and private institutions; most members are research-intensive institutions. The work of the consortium is to promote and foster strong university–community partnerships anchored in the rigor of scholarship. There is dynamic collaboration in the development and delivery of programs, an annual meeting, and educational resources that support the creation and advancement of knowledge underlying successful engagement scholarship initiatives in higher education. Nancy Longley would have felt "at home" at the consortium and would probably be a major contributor to the collaborative efforts.

Beyond these strong national indicators, there are other significant higher education phenomena that respond to Boyer's prodding. Institutional missions are increasingly clear about

partnering with the community to address society's issues, and strategic plans consistently address specific approaches, resources, and intentions to respond. Even accreditation requirements urge higher education institutions to "contribute to the public good" *(WASC, 2013, p. 12)*. Missions, strategic plans, and accreditation requirements cannot be met without scholarly faculty engagement in the community. Within such strategic directions, faculty like Ron Silva, Nancy Longley, and Jeanine Chin must be supported with colleague recognition and collaboration, tenure and reward policies, and national communities for dissemination.

Rather than list and describe specific institutional examples, disciplinary associations' support, and other networks for the scholarship of engagement, we want to explore the "hot spots" or obstacles to even more intense and complete mainstreaming of the scholarship of engagement. The work of prominent engagement scholars must be acknowledged here for their persistent study and advocacy efforts: Emily Janke, Patti Clayton, Barbara Holland, Tim Eatman, John Saltmarsh, KerryAnn O'Meara, and other scholars whose writing appears in this issue of *JHEOE*. In their insightful resources, they have identified those obstacles:

1. *The issues involved with defining and valuing community engagement and outreach/public service.* Although both kinds of engagement contribute to the community, they are distinct from one another, and both can produce scholarship.

2. *Questions of how to honor the spectrum of scholarship.* To honor both traditional and nontraditional scholarship, we need to expand our meaning of "impact."

3. *A commitment to stewarding the rigor of scholarship.* There is a need to use common standards for all of higher education's scholarship.

4. *Difficulties with the "three-bucket problem."* We must explore how to "separately report and evaluate teaching, research/creative activities, and service in promotion and tenure processes" *(Janke, Medlin, & Holland, 2014, pp. 8–14)*.

The same scholars who contributed to the articulation of these broad obstacles with their long history in higher education have also strengthened the case for engaged scholarship as mainstream. They describe powerful contemporary rationales for higher education's need to change more drastically. Among them, Eatman *(2014)*

eloquently encouraged a broad vision of scholarship as a way to attract and prepare students from all backgrounds and to "foster an intellectually and culturally diverse faculty" *(p. 5)* to teach, mentor, and prepare those students.

Most recently, scholars O'Meara, Eatman, and Petersen *(2015)* discussed the obstacles and provided a road map of recommendations to upgrade the "mainstream" of engaged scholarship. They described the need for alignment between the aspirations of a new and emerging faculty population and a view of the faculty role in which teaching, research, and service are integrated, overlap, and are mutually reinforcing *(NERCHE, 2015)*. Their picture of engaged scholarship will allow institutions of higher education to authentically reflect their priorities in promotion and tenure policies. Ideally, those policies will reflect an enhanced level of "institutional mindfulness" through more "definitional and valuing language" *(O'Meara, Eatman, & Peterson, 2015*, pp. 53, 56)* as demonstrated in examples the authors provide in their text. Finally, there is an urging for reinforced and continued address of issues of peer review, impact, and documentation of community engagement. In other words, we have "miles to go."

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The "New" Scholarship: Implications for Engagement and Extension

Frank A. Fear and Lorilee R. Sandmann

Abstract

The engagement movement in higher education is related to the groundbreaking work of the late Ernest Boyer. The magnitude of Boyer's contribution is considerable, reflected certainly in the words of the late Donald Schön—a prolific contributor in his own right—when he interpreted Boyer's proposals as "the new scholarship." Despite his admiration for Boyer, Schön was not enthusiastic about the prospects for change in higher education. He believed that the academy's prevailing institutional paradigm, what Schön called "technical rationality," stood in conflict with the new scholarship. In this paper we summarize and interpret Schön's argument. We then discuss the implications of the new scholarship for the engagement movement. We close by considering implications of the new scholarship for cooperative extension, a higher education organization that actively affirms scholarship and engagement.

Introduction

Practicing scholarship in today's environment is like swimming across a treacherous river.

The river's current is strong, not placid. Our swimmer recognizes the complexity of the endeavor, knowing that it is different and more difficult than experiences she has had in the past. She adjusts her stroke and pace accordingly, swimming judiciously and artfully. A successful experience will build capacity and elevate confidence. She is gaining the skills necessary to swim successfully in diverse environments.

Much like a rapid river, higher education today has swift and complex currents. Today is no time to stand pat, to put "old wine in

new bottles" and to believe that "the more things change, the more they stay the same." These are times that propel us forward, sometimes unpredictably and without warning. The option to interpret new challenges in accustomed ways is always there. But our swimmer knows the danger of thinking that way. Success—survival in her case—is contingent on learning and adapting.

Are we swimming differently in higher education these days in terms of how we think about our scholarly obligations? The prevailing opinion is likely to be a resounding, "Of course!" The pervasive impact of Ernest Boyer's work is undeniable. By describing multiple forms of scholarship in *Scholarship Reconsidered (1990)* and expressing his thinking in evolved form in later years *(see, for example, 1996)*, Boyer enfolded the work we do as scholars, elevating it comprehensively to the status of scholarship. Those who devote careers to teaching, interdisciplinary pursuits, and applied work can thank Boyer for that.

"Schön contented that the 'new scholarship' conflicts philosophically with the prevailing ethos of the research university, academe's most prestigious and admired institutional expression."

Yet there is freshness and power in Boyer's writings—a provocative way of thinking about the scholarly life—that can't be fully captured by simply affirming a diverse range of work as scholarly. By the same token, Boyer's legacy includes but extends beyond his ability to inspire, as he did compellingly in the engagement essay published as the first article in the inaugural issue of this journal *(Boyer 1996)*. And it doesn't seem complete if we interpret Boyer's work only through the lens of reform. That happens, for example, when we seek to modernize traditional academic functions by exchanging learning for teaching, discovery for research, and engagement for service. Interpretations of that sort can trivialize the magnitude of his contribution *(see Fear et al. 2001)*.

Schön's Interpretation of the "New" Scholarship

The late Donald Schön believed that Boyer's work was anything but trivial. He evaluated it using an awesome term, the "new scholarship" *(Schön 1995)*. At the same time, Schön believed Boyer's work was only potentially transformational for higher education. Why the caveat? Schön contended that the "new scholarship" conflicts philosophically with the prevailing ethos of the research

university, academe's most prestigious and admired institutional expression. In making this argument, Schön did not retreat to the oft-heard refrain, "In the end, research is most valued." His argument had fundamentally nothing to do with research. It had everything to do with the prevailing way (according to Schön) many of us prefer to think about "how we know what we know"—in other words, about epistemology. Schön calls that epistemology "technical rationality." Technical rationality is the way that many of us go about the work we do as scholars. It is the use of rigorous and systematically applied procedures. It "lives" in the form of many of our research designs; the way courses and curricular are typically structured and offered; and how we often design, undertake, and evaluate outreach projects. Technical rationality is not just the dominant way we go about our academic work; it influences the way academic institutions are designed and operate. For Schön, the research university values technically rational teaching, research, service, and operations. In his eyes, technical rationality is an institutional epistemology, that is, a preferred organizational theory of knowledge.

What is helpful about Schön's interpretation is that he forces us to fundamentally reframe from the way we might otherwise read Boyer. He is, in effect, telling us that we are swimming in new waters. Technical rationality, the waters in which we have swum for years, are too tranquil for what Boyer has expressed. Like the spokesperson on the automobile commercial, Schön proclaims, "This changes everything!"

That belief is clearly reflected in the title of an article written by Schön and published in Change magazine, "The New Scholar-ship Requires a New Epistemology." He wrote in strong terms:

> [I]f the new scholarship is to mean anything, it must imply . . . norms of its own, which will conflict with the norms of technical rationality—the prevailing epistemol- ogy built into the research universities. . . . If we are not prepared to take on this task, I don't understand what it is we are espousing when we espouse the new scholarship. If we are prepared to take it on, then we have to deal with what it means to introduce a new epistemology . . . into institutions of higher education dominated by technical rationality. *(1995, 25, 37)*

The norms of which Schön speaks are, in our opinion, norms of engagement. These norms include respectfulness, collaboration,

mutuality, and dedication to learning with emphasis on the values of community, responsibility, virtue, stewardship, and a mutual concern for each other. The eminent public policy analyst Daniel Yankelovich *(1999)* expresses the importance:

> For purposes of gaining control over people and things, the knowledge of technical and scientific experts has proven superior to other ways of knowing. But for the truths of human experience—learning how to live knowledge is awkward, heavy-handed, and unresponsive. It fails to address the great questions of how to live, what values to pursue, what meaning to find in life, how to achieve a just and humane world, and how to be a fully realized human person. *(196, 197)*

Discussion

Where does this leave us? Technical rationality has great value. Its exercise has contributed enormously to the development of modern society as we know it today. But Schön reads different purposes in Boyer's words and, accordingly, rejects technical rationality as the paradigmatic frame of reference for the "new" scholarship. What, then, might be that alternative frame of reference?

Years ago, Jurgen Habermas *(1971)* wrote about three forms of knowledge and their connection to what he called "human purpose." The first form of knowledge enables the achievement of instrumental ends. An example is Schön's technical rationality, the bulwark of modern science and technology. The alternative that Schön and Yankelovich affirm conforms to other knowledge–human purpose links described by Habermas: communicative knowledge and emancipatory knowledge. The purpose of communicative knowledge is to enhance human understanding by sharing beliefs and perspectives on matters of mutual importance through means such as dialogue. Emancipatory knowledge promotes individual and collective growth through self-critique and critique of social systems. It empowers learners by countering potentially distorted or limited points of view.

For us, the fundamental issue in this entire matter is mindfulness. It is too easy to interpret Boyer's contributions through the lens of higher education's dominant paradigm, technical rationality. For many, this is our paradigm of choice. That paradigm is good for many things, but it is not good for all things—the new scholarship is one of them. If we interpret and advance the new

scholarship, including engagement, through technically rational eyes, we will likely constrain its reach. We'll likely bring it to the level of everydayness, taking limited steps and declaring them to be "new." More than likely, we'll focus our energies on getting better at what we already know how to do and/or fixing the system so that it works better. In effect, we'll restrict the prospects of transformation by our own hand. The alternative is permitting ourselves to think extraordinary thoughts and then to engage in extraordinary practices—to be swept to a new place, a new way of being, and a new way of engaging. Isn't that what transformation means?

To make matters worse, any dominant paradigm is a hegemonic force. The conventionally accepted practice is powerful, often making it difficult for those with alternative ideas and practices to gain acceptance. The exercise of authoritative and collegial influence can suppress atypical expressions because they fail to conform to "the way we do things here." As odd as it may sound to some, when institutions create positions, offices, and programs to make change happen, the response can be hegemonic. It is often liberating for faculty to know that the university does not have a specific institutional outcome in mind but, instead, affirms diverse expressions as legitimate and worthwhile *(see, for example, Fear, Adamek, and Imig 2002).*

> *"For us, the fundamental issue in this entire matter is mindfulness.*

We came to the Penn State conference believing that the foregoing treatment had significant implications for engagement as a form of the "new" scholarship. We left the conference convinced of it. We also left the conference believing that it has as much (if not more) relevance for the way engaged scholarship is being interpreted and practiced in extension. We now turn to implications in both domains—engagement and extension—starting with engagement.

Implications for Engagement

We concur with Schön and will not to look at engagement through the paradigmatic lens of technical rationality. We see all three forms of knowledge described by Habermas—instrumental, communicative, and emancipatory—as relevant for engagement. We do not affirm instrumental knowledge as the most important, and believe each knowledge form serves valued social purposes.

We also seek to avoid impairing the development of communicative and emancipatory knowledge. That happens frequently and often unknowingly. For example, the senior author recently experienced a heavily facilitated and directed "dialogue session." Participants were told by the facilitator that it was important to participate efficiently, get things done, and make judicious progress. This is hardly what dialogue is about; we had precious little time for listening to and exploring each other's ideas (communicative knowledge). When something along this line happens, and we believe it often does, it may be because those responsible have not engaged sufficiently in "reflective practice," engaging in honest and deep conversations about the essence of their work *(see, for example, Foster-Fishman's reflection in Fear et al. 2001).*

Engaging in reflective practice is one of the norms of engagement, we believe. It is among many approaches and practices associated with "alternative paradigm inquiry," including qualitative and participatory approaches. These alternative expressions are not new; they are simply alternatives to conventional ways (technically rational ways) of knowing and practicing. Over time, and slowly but surely, they are being affirmed as legitimate scholarship—the "new" scholarship.

> *"The long-standing belief that scholars are 'value free' and can be 'objective in their work' is viewed by some scholars as myth and distraction."*

The result? What had been a fairly conventional and stable approach to scholarship (a placid lake in which to swim) is today a fertile, evolving, multifarious, and even contested environment (a rapid river). In today's academy, scholars need to recognize, understand, and respect multiple ways of knowing, interpreting, and practicing. For example, rigor is no longer seen universally as *the* supreme value. The long-standing belief that scholars are "value free" and can be "objective in their work" is viewed by some scholars as myth and distraction. Expressive forms of scholarship, including storytelling, are supplementing conventional forms of presenting "findings." Indigenous knowing is valued to the point that expert knowing through the scientific method is considered an approach and not the approach. As feminist scholar Patti Lather *(1991)* puts it, "We seem somewhere in the midst of a shift . . . toward a view of knowledge as . . . incessantly perspectival and polyphonic."

Because of this, the landscape of scholarly work is changing dramatically. For example, service-learning—once operating

largely as a student services function—has become in recent years an important curricular and faculty expression. It is supplementing (and replacing in many instances) the traditional "internship." In addition, many faculty view service-learning as a means of discovery; they research service-learning experiences and publish articles on the process and outcomes.

Service-learning is one of many contemporary examples of scholarly "boundary crossings," ways that faculty connect—in coherent, thematic, and scholarly ways—the traditionally discrete activities of teaching, research, and service. When viewed in this way, engagement becomes a connective expression. That happens when we replace the preposition "of " (the scholarship of engagement) with the preposition "in." When we do that, engagement becomes a cross-cutting phenomenon—engagement in teaching, in research, and in service—guided by an engagement ethos. Consider how faculty are discovering the value of engaged learning forms in the classroom, such as collaborative learning *(Bruffee 1999).* And engaged forms of inquiry, discovery, and change, such as participatory and action research *(Greenwood and Levin 1998)*, are gaining popularity.

"Engaged scholars" certainly include faculty, staff, and students in service to society through the scholarship of engagement. But there is also a new breed of engaged scholar, persons whose work is defined by "engaged" forms in teaching, research, and service.

Implications for Extension

We applaud extension's affinity for engagement and its quest to enhance the scholarly quality of its work. However, this essay emerged out of concerns we share about the ways scholarship and engagement are sometimes portrayed in extension circles. Our reactions to those discussions rekindled our interest in Schön's interpretation of Boyer, and laid the foundation for identifying the six interrelated implications for extension we now share.

First and foremost, *the new scholarship means that extension cannot simply "hitch up to the wagon of scholarship."* That wagon is on the move and moving in multiple directions. A vital extension needs to be part of the journey because scholarship is anything but static. Scholarship is not an "it."

Second, *scholarship cannot be reduced to the way extension work is organized, presented, and evaluated.* Doing that reduces scholarship to a process, rendering to procedure what is inherently creative, often chaotic, and sometimes mysterious. Scholars

are generally unconcerned with developing routines to undertake and evaluate their work. They are dedicated to "the work" itself, the underlying essence of it, and less interested in such things as how well it is organized. Scholarship has never been—and certainly is not in today's environment—a planning process. Scholarship is a "stance and dance" *(adapted from Brookfield 1995)* of deep learning.

Third, *the new scholarship challenges conventional ways of doing business*. At issue for extension is the extent to which conventional ways of thinking and doing are open and available for challenge and change. Is the scholarship of engagement seen as a new approach to extension programming? We hope not. A more provocative question is "How is the scholarship of engagement challenging and changing the way that extension conceives and delivers programs?" And what is the new scholarship equivalent of the word "program"?

Fourth, *the new scholarship is fundamentally about critique*. When scholars critique, they take a critical stance toward their work—engaging in dialogue and discourse—inquisitive not only about how others approach their work, but also about how *they* themselves approach their work. Scholars know that the vitality of

> *"At issue for extension is the extent to which conventional ways of thinking and doing are open and available for challenge and change."*

any field requires critique. It is a lifeline for progress and an antidote to conventionality. For extension educators, critique means questioning why certain directions are preferred and why other alternatives are not pursued. It means having the courage to talk about experiences that did not go as well as expected. Critique is fundamental to learning. To what extent is extension open and available to critique?

Fifth, *the new scholarship is inherently a conversation about values*. Today, values are at the forefront, and we believe that it is essential for extension to be in the vanguard of conversations about values in engagement. Doing that will invariably stimulate conversations about matters that are often "off the table." For example, although some view engagement primarily in terms of making knowledge resources available for problem solving, others see it differently. Alternative interpretations share a common root, focusing attention on the questions "Engagement *with whom?*" and "Engagement *toward what end?*" Those embracing a social justice perspective, for instance, believe that public higher education must

make a greater and more pronounced effort to invest resources in the people and communities "left behind." And there are scholars, such as Patricia Cranton *(1998),* who question the volume and strength of higher education partnerships with clientele. Cranton fears that university partnerships are exacerbating higher educa- tion's standing as a "delivery system" and wonders if today's higher edu- cation has become a subsidized arm of special interest groups.

And, *finally, the new scholarship means taking stands based on convictions.* That invariably means speaking out in ways that run counter to "the company line." Recently in this journal, Cornell's Scott Peters *(2000)* actually made a case against engagement in some forms. He raised serious questions about engagement that is undertaken for instrumental purposes. "Unless engagement is tied to a commitment to place social, political, and moral aims on the table as serious and legitimate concerns for scholarly work," Peters wrote, "the 'engaged institution' idea might simply reinforce the procedural, service-oriented politics of the default mode, i.e., instrumental individualism." With that, Peters made a case for what he calls "public scholarship" that "explicitly incorporates delibera- tions on questions of civic purpose, while also providing opportu- nities for serious, substantial contributions and participation from a wide variety of people." In essence, Peters makes a case for com- municative and emancipatory engagement.

As extension steps up to meet the challenges of engagement as it is interpreted through the lens of the new scholarship, its administrators, faculty, staff, and campus and community colla- barators, as well as financial supporters, will need to make choices. We hope that they will consider the value of participating actively in discourse about the "new" scholarship and its connection to engagement. We hope there will be ongoing and deep conversa- tions, including critique, about scholarly engagement as it is being practiced in extension. We hope there will be numerous and con- tinuing con- nective opportunities university-wide with colleagues about the scholarship of engagement that, now more than ever, suf- fuses our universities and communities. And, finally, we hope that extension will collaborate with partners, on campus and off—to align systems (including recruitment, professional development, accountability, and funding systems) to support engaged work that cuts across the spectrum of teaching, research, and service.

Final Thoughts

We owe much to Ernest Boyer and, perhaps, even more to Donald Schön. The new scholarship is not an "it," to be understood uniformly and practiced in a singular way. The new scholarship—and engagement as one of its expressions—can transform higher education and magnify the societal contributions it makes.

Is that happening? From the very first time we heard about "the scholarship of engagement"—then reading about it and dis- cussing it with colleagues—we felt its transformative power. Yet, over time, we have felt underwhelmed by higher education's response. It's not so much that higher education has failed to "come to the table" and engage. It was more the ways in which higher education has sought to engage and how it often goes about the change process.

The initial glimmer of understanding came when a colleague of ours, a person who is undeniably an "engaged scholar," told us that emerging institutional initiatives about engagement around the country did not "speak" to him and to many of his colleagues. He and they felt excluded, believing that their work—work that they had been doing for years—was not valued. As we evaluated this episode, we realized that their engagement work was anything but an expression of technical rationality. It was, indeed, illustrative of the new scholarship.

> As our swimmer glides on, the surface is deceptively smooth. She knows deeply, and understands more com- pletely, the impact of the swirling waters below. They represent both challenge and an opportunity for con- tinuing growth.

Note

This essay is based in part on "Boyer's Last Words: A Critical Message Overlooked?" presented by Frank A. Fear and Richard J. Bawden at Outreach Scholarship: Learning, Discovery, and Engagement, The Pennsylvania State University, October 15, 2001.

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It's Time for a Second-Wave Movement

Frank Fear and Lorilee R. Sandmann

One sunny July afternoon, as the story goes, a young man knocked on the front door of a majestic home located in the city's best neighborhood. The intent: to ask an important question.

The man of the house, an investment banker, had an inkling what this visit was about.

"Sir," the young man began slowly with voice trembling, "I'd like permission to marry your daughter."

Because the man didn't know a lot about his prospective son-in-law, now was the time to learn more.

"Tell me about yourself," the man asked. "What do you do for a living?"

"I'm a college student," the young man replied.

"So what are you studying and what will you do after graduating?" the man asked.

"I'm a theology major," the young man answered. "I'm not sure what I'll be doing, but I know one thing for sure: God will take care of things."

The man probed a bit more: "Have you thought about how you'll support our daughter?"

"Well…" the young man said—with a pause—"I'm ranked #1 in my class. I have a lot of motivation, too. But, more than anything, I trust that God will take care of us."

Flummoxed by the responses, the man excused himself, saying he'd be back in a few minutes. He then searched for his wife, who was out in the yard.

"How's it going?" she asked with interest.

With lips pursed, the man shook his head back and forth slowly.

"Well, dear… he's a student. He doesn't have a job. He doesn't have a career plan. And he thinks I'm God."

(adapted from a story told by Rev. John F. Deary, Order of St. Augustine)

*T*he punch line, of course, makes this story. The narrative isn't about a young man's faith in God, as we're led to believe; it's about the parents, wealthy parents at that, concerned about their daughter's welfare and their prospective role. The father's frame of reference is completely understandable, given circumstance and context.

Many experiences in life are like that. We follow a storyline only to learn that there isn't a single narrative after all. If only we had foresight—an early-on view that reveals things as they are, not just how they seem to be.

Circumstance and Context in Outreach-Engagement

This story and its interpretation illustrate our take on the outreach and engagement movement, especially on the way it has evolved over the decades. To better understand that comparison, let's start by analyzing two words referenced in the interpretation of our opening story: *circumstance* and *context.*

The treatment of circumstance will introduce you to who we are and why outreach-engagement is important to us. The treatment of context is important for two reasons: to comment about the time, 15 years ago, when we wrote the *JHEOE* article, and to describe what we were doing at that time in our respective careers.

Circumstance

We began working together in the early 1990s as faculty members at Michigan State University (MSU). We found ourselves in the vanguard of a national movement largely because outreach, and later engagement, was an institutional priority at MSU. We played lead roles in a university-wide planning effort, working with a talented group of MSU faculty members and administrators selected by MSU's provost. That work was nested in an assemblage of strategic initiatives that addressed a range of domains, including undergraduate education *(CRUE, 1988)*, graduate education *(CORRAGE, 1990)*, institutional diversity and pluralism *(MSU IDEA Records, 1991–2002)*, and university athletics *(Spartan Athletic Review Committee Records, 1991)*.

Our challenge was to propose a scholarly-based approach to institutional outreach and engagement and then connect that conceptualization to an institutional development strategy. We studied. We engaged in dialogue. We planned. We wrote. By the mid-1990s, our work culminated in the publication of two institutional reports:

a broad-based framing document (*Provost's Committee on University Outreach, 1993/2009*, committee chaired by Fear with Sandmann as committee member) and an essay on evaluating outreach-engagement quality *(Committee on Evaluating Quality Outreach, 1996*, committee cochaired by Sandmann with Fear as committee member).

Context

We wrote the *JHEOE* article in 2001, when the outreach-engagement movement was about a decade old. And we wrote it with 5+ years of practical experience under our belts. That experience included operationalizing ideas we had developed during our time at MSU. We felt it was time to make this work real, and that's exactly what we tried to do at MSU and other universities.

There's a second dimension to understanding context. In addition to being immersed in the work, we were also observers of the unfolding movement, keen to learn what was happening around the country. With that in mind, and starting in the late 1990s, a good share of our writing (together and independently) was done as *commentary*. Our jointly authored 2001 *JHEOE* article is just that—commentary—written as *participants in* and *observers of* outreach and engagement.

What We Wrote in 2001

So what did we say back then? If we had to reduce the answer to one word, it would be "*Really?*" From the beginning of our work together, we were committed to seeing through the vision articulated by Ernest Boyer in his groundbreaking work (e.g., *Scholarship Reconsidered [1990]* and *The Scholarship of Engagement [1996]*). By 2000, however, we were concerned about "slippage." The movement needed recalibrating, we asserted, if Boyer's vision was to be achieved.

We read extensively to deepen our understanding of dynamics we had witnessed. No piece of literature better served that purpose than Donald Schön's *(1995)* article "The New Scholarship Requires a New Epistemology." Accordingly, we built our assessment and cued our argument around the ideas presented in Schön's paper.

What was Schön's core argument? He declared that "the new scholarship"—a primary tenet in Boyer's formulation—required a new epistemology, that is, a different and alternative way of knowing. The conventional epistemology, which Schön labeled *technical rationality*, is the conventional way of knowing, perhaps best exemplified by the work associated with "bench science." It was

a privileged epistemology, Schön continued, the gold standard in academe. But other ways of knowing are valuable, too, he argued, particularly those associated with cocreating knowledge, the act that's fundamental to many forms of engagement practice.

Schön also wrote that technical rationality is the prevailing *institutional* epistemology. Colleges and universities operate as highly structured, authority-based, and rule-bound institutions. That protocol doesn't align with the norms that distinguish engagement work: collaboration, mutuality, community, and mutual concern.

Schön's words gave us language, and he fueled our intent to write. That resolve heightened when we read the work of others, such as Daniel Yankelovich, who endorsed and amplified Schön's critique. Regarding technical rationality, Yankelovich *(1999)* wrote:

> For purposes of gaining control over people and things, the knowledge of technical and scientific experts has proven superior to other ways of knowing. But for the truths of human experience—learning how to live— that form of knowledge is awkward, heavy-handed, and unresponsive. It fails to address the great questions of how to live, what values to pursue, what meaning to find in life, how to achieve a just and human world, and how to be a fully realized human person. *(p. 197)*

Yankelovich's words resonated with us. We were concerned about the movement's trajectory. We were frustrated, too. We couldn't understand why more people around the country weren't speaking up. We wrote the article to communicate our concerns.

"*Yes, but…*" Our article began with a series of "Yes, but…" assertions:

> Boyer's… provocative way of thinking about the scholarly life… can't be fully captured by simply affirming a diverse range of work as scholarly. *(p. 30)*

> [Boyer's work] doesn't seem complete… by exchanging learning for teaching, discovery for research, and engagement for service. *(p. 30)*

> Technical rationality, the waters in which we have swum for years, is too tranquil for what Boyer has expressed. *(p. 31)*

If we interpret and advance the new scholarship, including engagement, through technically rational eyes, we will likely constrain its reach. We'll likely bring it to the level of everydayness, taking limited steps and declaring them to be "new." *(p. 32)*

The alternative is permitting ourselves to think extraordinary thoughts and then to engage in extraordinary practices—to be swept to a new place, a new way of being, and a new way of engaging. Isn't that what transformation means? *(pp. 32–33)*

"Wait a minute!" We then took aim at Extension. In a trend that was understandable in some ways but concerning in other ways, we often saw Extension "right sizing" engagement so that it fit comfortably in prevailing ways of thinking and practicing. "Wait a minute!" is one way of categorizing the section of our article titled "Implications for Extension."

- Don't just "hitch up" to the wagon of scholarship. *(p. 35)*

- Don't reduce scholarship to the way Extension work is organized, presented, and evaluated. *(p. 35)*

- Recognize that the new scholarship challenges conventional ways of doing business. *(p. 36)*

- Remember that scholarship is not just "about doing." It's also about critique. *(p. 36)*

- Remember that achieving ends and goals, although important, is insufficient. Values are important, too. *(p. 36)*

- Remember that the new scholarship is about taking stands. Engagement with whom? Engagement for what? *(p. 37)*

After drafting the article, we took a step back to evaluate what we had written. We were uber-assertive, preachy at times, and declarative from beginning to end. We had questions: Would readers feel criticized? Were we—self-identified "engaged scholars"—biting the hand that feeds us? Were our voices too shrill?

In the end, we decided to modify tone while maintaining intent. Our stance came through clearly and undeniably at the end:

Over time we have felt underwhelmed by higher education's response. It's not so much that higher education has failed to "come to the table and engage." It was more the ways in which higher education has sought to engage and how it often goes about the change process. *(p. 38)*

Expressing What, Not Why

Is that conclusion an indictment of the movement? There were times, back then, when our answer might have been yes; but we wouldn't settle there today. Why? The answer is tied, in part, to what we didn't include in our 2001 essay. Although we were able to comment extensively on *what*, our understanding back then hadn't progressed sufficiently to offer much about *why*.

One reason is restricted sightline: We focused on one movement, outreach-engagement, in one sector, higher education. With time and reflection it became clear to us that a fundamental dynamic is relevant across fields and sectors. It's the matter of when, why, and how systems change, including how a basic question is answered: *Change for what?*

Our answer was that the movement would change the essence of higher education. Visionaries like Boyer had promised as much. But what we saw happening was a different form of change. Sandmann *(2008)* wrote about it in a *JHEOE* article on the evolution and state of the field, 1996-2006—the status of which she described as "a multifaceted field of responses."

Her choice of wording—*field*—is important. That, we believe, is the movement's greatest triumph: Outreach-engagement, which has evolved as a respected academic field, now occupies a seat at the academic table. Previously, this work had often been located at the institutional margins, its practitioners marginalized, even demeaned, as "inferior" and "not academic." Today, that picture has changed: Outreach-engagement is a dynamic and evolving field of scholarship and practice that carries ever-increasing academic respect.

But lagging behind, generally, is the yeastiness of "the promise"; that is, that colleges and universities would change dramatically in philosophy, posture, and form—the promise Boyer *(1994)* portrayed so elegantly in his widely read *Chronicle of Higher Education* essay "Creating the New American College." Why was one path pursued above the other? One answer is that we know how to ele-

vate academic work so that it passes peer-evaluated muster. But there's at least one other reason, too: politics.

Around the time we released our first MSU report in 1993, there were rumblings of concern from some of MSU's senior research-focused faculty. An article appeared in the local Gannett newspaper, *The Lansing State Journal*, quoting a number of prominent faculty who feared the university might be deemphasizing research, displacing it with outreach.

Not long before that, Fear had an odd, but instructive, experience. Dressed in academic garb, he was waiting in line for an academic procession to begin. A senior university administrator came up from behind and tugged at his robe: "Will it be cross-cutting or overarching?" was the question. "Cross-cutting," Fear replied.

What was the question? *Will your committee recommend positioning outreach-engagement as cross-cutting the academic mission of teaching, research, and service? Or will the committee propose it as an overarching university function?* Fear's answer—cross-cutting—was a response communicated with pride. It was a distinguishing feature of the work undertaken at MSU. Here's how we described it in our 2001 *JHEOE* paper:

> Engagement [is] a connective expression. That happens when we replace the preposition "of" (the scholarship of engagement) with the preposition "in" [scholarship *in* engagement]. When we do that, engagement becomes a cross-cutting phenomenon—engagement in teaching, in research, and in service—guided by an engagement ethos. *(p. 35)*

When the work is represented as an integrative phenomenon, outreach-engagement can be digested into preexisting scholarly conceptions and incorporated in existing university functions. Neither is the case with engagement-as-overarching. That conceptualization is radical, a new and different way of thinking and operating—and a threat to business as usual.

In hindsight, it's easy to identify the limitations associated with conceiving outreach-engagement as we did. Here's why: By portraying outreach-engagement as a form of scholarship that cross-cuts the academic mission, we made it easier for the work to be integrated and infused into the academy's framework. However, in doing so, we offered a means to reform the system, not to transform it. Indeed, the MSU provost who had commissioned our study said

as much: "It's not bold enough." Back then, we had no idea what he meant or even why he would have said that.

Today we do. We continue to believe that Schön "had it right"—that the new scholarship needs a new epistemology—but we also know today that the time to have pushed hard in that direction was in the early-to-mid-1990s, when the movement was being framed and focused. We didn't do that. And, furthermore, we didn't have a clue (then) that it was an opportunity lost.

Understanding How Systems Change: Implications for Outreach-Engagement

In intellectual terms, how might we explain why this happened? For an answer, we reference a book that was written over 45 years ago, Thomas Kuhn's *(1970)* rendition on paradigm shifts, *The Structure of Scientific Revolutions*. The book explains how systems work, why and how they change, and in what direction they change.

Systems, Kuhn observes, have a penchant for self-preservation. But circumstances change over time, and it's not possible for any system to meet all challenges, all circumstances, forever. "Anomalies of fact" emerge—troubling and fractious inconsistencies—that can't be addressed or managed easily, if at all. The continuing viability of a system is connected to its self-correcting capacity—that is, its ability to acknowledge challenges and find ways to change accordingly.

How does this interpretation apply to outreach-engagement? At the time, it was argued that universities had become detached and uninterested in the public sphere. They tended to be self-absorbed, overly focused on esoteric and disciplinary matters. Although it was a stinging critique, the criticism was hardly new. And it might not have led to change if it were not for circumstance and context: The time was right for the critique to "stick."

For one thing, powerful institutions spoke in favor of, and encouraged, change, including two influential foundations, the Carnegie Foundation and the W.K. Kellogg Foundation. The nascent movement also had an influential voice, a spokesperson: Ernest Boyer, who wrote expressively, passionately, and substantively about "the problem" and how it might be addressed. Higher education, he wrote, needed to change, and that change had a name: *engagement*.

With both circumstances in place, a number of university presidents, chancellors, provosts, deans, and others jumped on

board. Scholar-practitioners affiliated with a variety of fields (e.g., Extension, lifelong education, community development, service-learning) joined in. *Voila!* A movement was born.

But this is where Kuhn's work is patently instructive. Will the movement transform the system? Or will it enable the system to autocorrect? We think the record is clear: Outreach-engagement hasn't transformed America's universities and colleges. Rather, the work has been digested into the system, evaluated using standard academic and institutional metrics. It's a notable accomplishment, too. Those involved in the movement—administrators and faculty members alike—"upped their game" over the years, delivering on the field's academic potential.

Outreach-Engagement as Transformative Force: The Movement's Second Wave

With that success achieved, it's time for a second-wave movement. Higher education needs outreach-engagement as a transformative force. Why? Higher education is still inward-looking today, but it's a different kind of "inward" from before, more onerous and problematic for society. Let's analyze two reasons why.

First, the Boyer-infused critique of years ago—the "tyranny of the disciplines" critique—was a progressive stance. The critique was grounded in self-appraisal and led to an outward-looking conclusion: Higher education needs to do more to serve society and serve it better. There's much to be said and applauded about that posture. But the situation today is quite different. Higher education institutions devote an enormous amount of attention and resources to advancing their own interests. Every school seems to have "a brand," and institutions compete against one another on just about everything, including students, faculty, grants, and donations. Put plainly: Matters of institutional self-interest and advancement dominate higher education's leadership and administrative agenda.

Second, the Boyer-stimulated movement was predominantly conceived and led from *within* higher education and related institutions (e.g., foundations). The public did not call for change, and the public was generally uninvolved in the movement's design and execution. Today, however, calls for change in higher education are coming from *outside the academy*—in fact, from public stakeholders. Why? The public is being affected directly and negatively.

Tuition has increased over 1200% over the past 30 years. Aggregate student debt has surpassed $1 tril-

> lion… nationally. And, day after day, news headlines
> call attention to an array of issues, such as campus
> sexual assaults, racist and sexualized fraternities, out-
> sized college athletics, administrative bloat, and unfair
> treatment of part-time and adjunct teaching faculty.
> Circumstances have led to activism, government inter-
> vention, and plain old head-shaking. *(Fear, 2015, para. 4)*

Higher education's response? Defensiveness. Limited intro-
spection. Motor ahead with business as usual. The outcome: The
progressive stance of the late 1980s has been replaced by a neolib-
eral stance of the 2000s. By neoliberalism, we mean contouring
the higher education space in a profoundly businesslike manner,
so that institutions are able to compete more effectively with peer
institutions in a market-dominated system. For example:

> There is increased emphasis on garnering grant awards
> by faculty members across all disciplines, along with
> an associated emphasis on productivity metrics and
> rankings that reward faculty for maintaining funding
> streams. The growing emphasis on big-budget initia-
> tives that serve corporate interests has been matched
> by a de-emphasis on research and outreach activities
> that serve general knowledge or "only" the local public
> good. Increasingly, funding for research comes less
> from public sources and more from the private sector,
> raising numerous ethical challenges in the production
> of knowledge. *(Martinez, Beecher, & Gasteyer, 2015, para. 5)*

What does this mean? We believe that a neoliberal-dominated
approach can't be sustained; it subverts the purposes of higher edu-
cation, particularly public higher education. With that in mind,
we believe the system will burst. Why? The anomalies of fact that
higher education faces today are many in number, variety, mag-
nitude, and depth. And the issues aren't "higher education's little
secret," either. Many issues are well within public view, including
the callous and self-serving way that higher education sometimes
operates (e.g., handling campus sexual assaults).

We believe trauma in the system is too severe for modest
change. Bold action will be required. The system is in crisis.
Overhaul is needed.

Soon, we believe, we'll get a second chance at change—bold
change. The current motif—what's best for the institution—will

shift to an emphasis on what's best for the public. Outreach and engagement is higher education's best chance for change that fundamentally serves the public good.

What might that mean? In the second-wave movement, "making knowledge more accessible"—a refrain heard frequently in the early phases of the prior movement—won't be a rallying cry because it's mute with regard to these questions: What knowledge? For whom? With what purpose? Besides, the statement declares that "we" (in the academy) generate knowledge that we then share. That's a restrictive way of thinking about how knowledge is created.

In the second-wave movement we won't contend (as we did before) *that the academy is underengaged* because we will have recognized that the academy has always been engaged—sometimes overengaged and for private gain. There is nothing value-neutral about choices we make in outreach-engagement, including what work we do, with whom we do it, and for what purposes.

In the second-wave movement, outreach-engagement *won't be understood primarily in process terms (how partners relate to each other).* Process will be trumped by intent—to engage for the public's good, especially to advance life conditions of persons often left behind. The truly big problems of the world, including poverty and climate change, afflict certain populations more than others.

In the second-wave movement, *outreach-engagement won't be something we do just off-campus.* Colleges and universities will be engaged environments, too, different from the administratively-driven places they are today. To do otherwise will be viewed as hypocritical. We'll be held accountable for practicing what we preach.

In the second-wave movement, *outreach-engagement won't be simply integrated into scholarship as it's understood and practiced conventionally.* Alternative forms will be acknowledged and pursued, accepted and endorsed. "Big science" has its place, but more space needs to be made for determining who qualifies as a scholar and what qualifies as scholarship. Major life issues, the ones Yankelovich described in his response to Schön, won't be marginalized.

And in the second-wave movement, *students won't look to service-learning and engaged learning as "resume boosters" to impress prospective employers.* They will participate because they want to make the world a better place—by connecting what they're learning with the goal of improving others' lives.

All of these, and many other things, will happen during a second wave of the movement. It will be a time when people will say, "Yes, this changes everything!"

And the *this* will be outreach-engagement.

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Preparing Future Faculty for Community Engagement: Barriers, Facilitators, Models, and Recommendations

KerryAnn O'Meara, Audrey J. Jaeger

Abstract

This article considers the historical and current national context for integrating community engagement into graduate education. While it might be argued that most graduate education contributes generally to society by advancing knowledge, we are referring here to community engagement that involves some reciprocal interaction between graduate education (through students and faculty) and the public, an interaction that betters both the discipline and the public or set of stakeholders for whom the work is most relevant.

The authors survey and synthesize the literature on the history of graduate education in the United States and assess current barriers to and facilitators of integrating community engagement into doctoral programs. The authors consider what models already exist that might be replicated. Finally, the article concludes with a set of recommendations for national service-learning and outreach organizations, graduate deans, department chairs, and faculty interested in integrating community engage- ment into their doctoral programs.

Introduction

Over the last two decades there has been a renaissance of sorts in higher education community engagement.

Whether measured by the number of Campus Compact member institutions, priority of the topic in national higher education conferences, numbers of students involved in service-learning and community service, or nominations for faculty outreach awards, there is clear evidence that community engagement is becoming embedded in undergraduate academic programs and colleges. Simultaneously, there is greater scrutiny of graduate education, particularly doctoral programs. Researchers *(Aristigueta 1997; Haworth 1996)* note that graduate school curriculums are

rarely updated to coincide with the challenges and madates that are placed on individuals working in either the public or private sectors. Several cross-disciplinary studies have concluded that graduate education does not prepare graduate students for their future roles as faculty *(Austin 2002; Bieber and Worley 2006; Golde and Walker 2006)* As a result, many reform efforts are under way. However, the link between these two discussions—higher education's public mission and graduate education—has been inadequate. Limited national attention has been given to preparing and socializing graduate students and thereby new faculty to their public service role *(Applegate 2002; O'Meara 2006; Stanton and Wagner 2006)*.

This article considers the historical and current national context for integrating community engagement into graduate education. By community engagement we refer to teaching, research, or outreach that connects disciplinary expertise, theories, or ideas to public concerns *(Boyer 1990; Lynton 1995; Ward 2003)*. While it might be argued that most graduate education contributes generally to society by advancing knowledge, we are referring here to community engagement that involves some reciprocal interaction between graduate education (through students and faculty) and the public, an interaction that betters both the discipline and the public or set of stakeholders for whom the work is most relevant.

> *"[W]hen graduate education is isolated from the world, it is impoverished."*

The purpose of this article is to survey and synthesize the literature on the history of graduate education in the United States and assess current barriers to and facilitators of integrating community engagement into doctoral programs. The authors consider what models already exist that might be replicated. Finally, we conclude with a set of recommendations for national service-learning and outreach organizations, graduate deans, department chairs, and faculty interested in integrating community engagement into their doctoral programs.

A few assumptions guide this work. First, we assert, as others have recently, that when graduate education is isolated from the world, it is impoverished *(Stanton and Wagner 2006)*. Integrating community engagement into doctoral programs across every discipline offers opportunities for students to more effectively acquire research and teaching skills, to learn the knowledge of their disciplines in ways that promote deeper understanding and greater complexity, and to make connections with public agencies and groups that enrich the quality of their education. Therefore, even

if tremendous benefit for faculty, knowledge, and the public did not flow from these partnerships, integrating engagement into graduate education could be defended simply on the merits of how it improves the excellence of graduate education.

While we state this as an assumption, we recognize that research and evidence is needed to verify the educational, research, and societal benefits of integrating community engagement into graduate education. Limited research has been done in every discipline, but most published accounts reflect a lone professor integrating service-learning and community-based research into a graduate program *(e.g., Hagan 2004; Quinn 2006)* rather than a major meta-analysis of the impact of such work on stakeholders. For example, Hyde and Meyer *(2004)* studied graduate outcomes in a social work research class and found that students' exposure to methods of gathering, interpreting, and disseminating community-based information were significantly richer and more practical because the class partnered with a community-based organization. Likewise, Coffey and Wang *(2006)* reflected on outcomes of integrating service-learning into an MBA program in China and found it helped in improving team skills and written and presentation skills, and in developing an understanding of community responsibility. Eyler and Giles *(1999)* have well documented how service-learning has been found to positively influence personal and interpersonal development, issue knowledge, analysis of problems and solutions, critical thinking, and engagement with material. Each of these outcomes was found to be highly dependent on the quality of the placement and integration of the service experience with course material *(Eyler and Giles 1999)*. It is hard not to make inferences between undergraduate and graduate education, in that many of the outcomes examined would also be goals of graduate classrooms. On the other hand, there are specific skills, knowledge, and values that graduate programs are trying to develop as they train future scholars, and we suggest a new research agenda is needed to look more carefully at how community engagement can enhance these goals.

A second assumption is that graduate education is, as the Carnegie Initiative on the Doctorate has observed, work grounded in disciplines and departments *(CID 2006)*. Each department and discipline must ascertain what integrating engagement into their doctoral programs should look like and find critical experiences and windows that make the most sense for the content and framework of that discipline *(O'Meara, 2006; 2007a)*. These critical experiences will differ considerably by discipline. Finally, we assume

that doctoral and research universities, and faculty within them, have responsibilities to act as stewards of the public trust and to be involved in making research real, relevant, and significant to people's lives both inside and outside academe. Part of the responsibility of becoming engaged in communities is ensuring that institutions, their faculty, and their students are prepared with the skills necessary for their work with the public. Such actors must also be oriented toward sharing power and resources, appreciative of diversity, and prepared to assess the impacts of their work. There are many stories of universities "using" community members in medical trials, exploiting scarce community resources, and then disappearing *(Cone and Payne 2002)*. Thus as we advocate in this article for greater engagement between graduate programs and the public, we advocate for reciprocal university-community partnerships characterized by humility, genuine concern, and long-term commitment. This will require new visions of what knowledge is, where and how it is created, and what should be done with it. This can happen only if campuses continue efforts to transform their reward systems and if engagement is integrated into the fabric of disciplines, not added on to the margins.

> *"Part of the responsibility of becoming engaged in communities is ensuring that institutions, their faculty, and their students are prepared with the skills necessary for their work with the public.*

Historical Context

A review of the history of graduate education in the United States is largely an analysis of the history of doctoral and research universities. Thus it is not surprising that the current lack of engagement in graduate education stems from its historical development. Several key components of this history illuminate the challenges of incorporating engagement into graduate education. For example, the German influence of research and specialization, the development of research universities as elite institutions for the preparation of elites, the establishment of the Ph.D. degree and the individually produced research dissertation, the ways in which research universities have prioritized basic over applied research and science-based over professional and liberal arts curricula all reverberate today in graduate programs throughout the country. As we look at each of these themes in the history of graduate educa-

tion, it is also important to consider what might have supported greater infusion of engagement into doctoral programs as each influence was incorporated.

The earliest American colleges tended to be small and focused on the liberal arts, thus advanced studies were attained mainly in Europe *(Westmeyer 1985; Veysey 1965)*. Germany, until the latter part of the 1800s, was the primary place for Americans to obtain an advanced education; Oxford and Cambridge did little to provide for postgraduate education, and the French institutions lagged behind the German universities *(Brubacher and Rudy 1976; Geiger 1993; Veysey 1965)*. Brubacher and Rudy noted that American scholars studying in Europe tended to bring back with them a viewpoint focused more on exact research and scientific specialization than was found in German universities. In many ways American scholars idealized the German university model with its emphasis on academic freedom and learning for its own sake. They wished to re-create this ideal in places such as Johns Hopkins in 1876. German-educated American scholars did not embrace the German idea of investigation for investigation's sake but identified more with scientific specialization, which they saw as the entire purpose of the university *(Veysey 1965)*. It was with both idealism and distrust that Americans regarded the German university model and its focus on free pursuit of nonutilitarian learning without regard to the immediate needs of the surrounding society *(Brubacher and Rudy 1976; Veysey 1965)*.

> Aspiring Americans who visited Germany and returned with the phrase "scientific research" on their lips compounded this phrase from elements of German theory and practice which had had very different contexts in their original habitat. The German ideal of "pure" learning, largely unaffected by utilitarian demands, became for Americans the note of "pure science," with methodological connotations which the concept had often lacked in Germany. *(Veysey 1965, 127)*

A pragmatic approach to research, more democratic and perhaps more American, did not find its way into the training and preparation of doctoral students because early scholars emphasized specialization and basic research. Absent this influence, Americans might have considered what Gene Rice *(1996)* has referred to as the "American scholar" framework in developing requirements for the Ph.D. American university guidelines for the Ph.D. might have

incorporated demonstrations of the applicability of knowledge, collaborations of university students with public groups, or other types of extensions of disciplines into the problems of the world. Instead the emphasis for graduate education was set purely on original, individual research, following components of the German research university closely, even though many students would not pursue faculty positions afterward.

Closely connected to the German influence and the establishment of graduate research universities such as Hopkins was the changing focus of early liberal arts colleges such as Harvard to become more specialized research universities. These institutions supported the increased need for the Ph.D. Yale awarded the first Ph.D. in 1861. "The Ph.D. [was] reserved for that small group which gave promise of making first-rate contributions to original research" *(Brubacher and Rudy 1976, 194).* Although Yale and twenty-five other institutions had developed a Ph.D. before Hopkins was established, Hopkins was known for producing large numbers of Ph.D.s, which filled most faculty positions until the early 1900s *(Rudolph 1962).* Throughout the history of doctoral education, the rhetoric is often that of the rationale for the "talented tenth," or the idea of joining a distinctive privileged society. Dating back to the medieval universities and paralleling the long history of secret societies in Ivy League research universities, there is a persistent representation of doctoral education as an elite experience. This sense of doctoral students as "captains" if not "generals" of expertise in ivory towers has created the perception that although doctoral students might inhabit a university community while they pursue their degrees, what they are doing is somehow not of or for the people, but for a private good. This perception, which is deeply grounded in reality, thwarts community engagement. In addition, the expectation that the best way to learn expertise in a discipline is through apprenticeship with a more senior scholar set apart from the world can limit imagination about how we train and prepare future scholars.

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Likewise as we look at the development of the academic career we see separation between the public and the scholar. As research universities expanded, the emphasis for faculty changed from teaching to research. Thus these institutions produced more research-minded graduate students. The development of departments, university presses, scholarly journals, and disciplinary societies all supported the movement of graduate education as a means of producing specialized, independent researchers to fill future faculty roles *(Brubacher and Rudy 1976; Cohen 1998; Rudolph 1962; Veysey 1965)*. While it was widely understood that research contributed to the "overall store of human knowledge," this knowledge was most often ingested and interpreted solely within the elite society of scholars, and thus separate from the general public.

In some ways the land-grant movement offered the most promise for public benefit; it is often cited for developing the prototype for the engaged scholar and engaged graduate education *(Peters et al. 2005)*. Land-grant colleges, established through the Morrill Act of 1862, were intended to educate students in fields such as agriculture and engineering, but as Johnson *(1981)* noted, most early land-grant colleges enrolled very few students, and, in practice, many provided a high school education. Johnson noted that contrary to their historical image, many land-grant colleges viewed the field of agriculture as a "stepchild." Land-grant colleges did provide an important incremental step in building the educational system in the United States, but the movement to render services for rural and community development came much later. The land-grant idea of service was more fully realized with the 1914 Smith-Lever Act, which established the Cooperative Extension Service. Cooperative extension advances knowledge in agriculture, the environment, and the health and well-being of individuals, as well as serving a variety of other community needs. "Extension" means "reaching out," which was the purpose of extension services—to "extend" college and university resources to help address and solve public needs and concerns through informal, noncredit programs *(CSREES 2006)*. Although early land-grant colleges were more engaged with communities than other private institutions, their focus was still often scientific, and there was great diversity in the types of programs they operated. The legacy of the land-grant movement in inspiring and informing engaged graduate education today is thus both real and illusory *(Peters et al. 2005)*. Its reality is reflected in the many clinical programs in the natural sciences and social sciences that it created and that still exist today, engaging faculty and teams of doctoral students in partnerships with commu-

nities. Nonetheless, the legacy is illusory in that it does not reflect the very real limitations of the early land-grant colleges and what they accomplished, and much of the idealism that surrounded this model gave way to more pure research university values among flagship campuses.

While the history of American graduate education is predominantly a story of the ascendance of disciplines and specialized knowledge, the professions (e.g., divinity, law, medicine, social work, and education) provide an interesting partial exception. These professions have always considered the development of character and ethics as primary concerns in creating "professionals" in their respective fields. In addition, some of the first "schools" of medicine, law, and divinity developed outside research university walls using apprenticeship models. Thus from their very beginnings the oldest law, medical, public health, and social work schools have incorporated experiential clinical programs, often serving poor nearby neighborhoods. One famous example is the University of Chicago, which embraced the college settlement house idea wherein students worked in communities to help address poverty and other urban challenges. Jane Addams and her colleagues were leaders in establishing the field of social work that affiliated with the University of Chicago's school of sociology *(Mayfield, Hellwig, and Banks 1999; Rudolph 1962)*. Interestingly, historians of Hull House demonstrate that it provided excellent opportunities for doctoral students to merge theory and practice while serving relevant community needs. However, as the departments with which Hull House collaborated became more research-focused, their relation- ship deteriorated.

That universities could better serve the public by connecting their programs to public and community issues did not escape the attention of higher education leaders at the turn of the century. In the early to mid 1900s organizations such as the Association of American Colleges, Association of American Universities, American College on Education, American Association of University Professors, and the Carnegie Foundation begin to criticize graduate schools for the lack of preparation given to future faculty in the area of teaching *(Brubacher and Rudy 1976; Rudolph 1962)*. It was another seventy years before critics addressed the preparation of graduate students in the area of community engagement. The Council of Graduate Schools and Graduate Record Examinations Board maintained that graduate disciplines should include deliberate and significant work outside the university walls. Their report also expressed

> the hope that it would become the norm for graduate students and professors to examine carefully the social implications of all projected research, thus linking course work to independent study and, wherever possible, directing student-faculty projects in such a way that meaningful social change might be accomplished. *(Panel on Alternative Approaches 1973, 34)*

Current graduate professional education may provide some of the best examples of what the Council of Graduate Schools in 1973 had envisioned. However, despite their advances over other disciplines in developing bridges between theory and practice, or maybe in part because of their difference in this area, professional schools were often at odds with graduate schools and seen as offering a lesser valued degree. Professional study was seen as anti-intellectual. Prominent members of the academic community considered separating professional education from the university "to preserve the integrity of the graduate school as a place for pure research" *(Geiger 1993*, 217). However, professional schools provide some of the best models for clinical and experiential learning across disciplines, as will be discussed later.

This section began with the assertion that a historical look at graduate education would account for the challenges facing higher education community engagement today. Support for graduate students in terms of research support and funding is often directed toward scientific research endeavors. Since the 1920s fellowships and other funding opportunities were closely tied to the sciences (mathematics, physics, and chemistry). This trend continued through World War II into the 1950s with the expansion of the National Science Foundation and a major federal commitment to upgrade the nation's scientific capacity *(Geiger 1993)*. Research universities have long paid graduate students as teaching assitants, but few opportunities have existed for graduate students to apprentice within the service mission of their institutions, except through individual engaged faculty mentors. Some doctoral students have also found engagement opportunities in doctoral programs in metropolitan and urban comprehensive instituions with think tanks and research centers linked to city public schools, health care centers, and environmental issues. Although civic engagement opportunities have flourished for undergraduates over the last two decades, similar experiences across disciplines are not typically available for graduate students. It is imperative that graduate students develop a greater awareness of how their discipline can contribute to solving

real-world problems as well as how disciplinary knowledge can be transformed through interaction with real-world settings. In the next section we examine how these historical barriers connect with obstacles higher education faces in trying to integrate community engagement and graduate education.

Barriers to Integrating Community Engagement into Graduate Education

First, it is important to acknowledge that there are many graduate programs wherein community engagement is seamlessly embedded. However, using the definition of community engagement we posit in this article, these programs are more the exception than the rule, and there are many barriers to integrating community engagement more widely into graduate education. Barriers stem directly from the historical development of graduate education, research universities, and notions of scholarship. History shows that the pursuit of specialized scientific research has shaped the requirements and culture of graduate education. The science model has held and continues to hold the greatest prestige on college campuses. The more specialized a graduate student's interest, the greater the institution's perception of the student's value, and the more likely that student will seek and receive external funding. These students become insular and thus are the most likely to be disconnected from communities. Professional schools, on the other hand, are often the most connected to community efforts but are often considered peripheral rather than central to the research university mission. Consequently, standards and priorities set by elite research universities and disciplinary agendas are focused on basic research.

Research universities themselves serve as major barriers to incorporating community engagement in graduate education. These institutions have a unique role in generating norms for the academic profession *(Ward 2003)*. Most doctoral students aspiring to become faculty are trained at research universities, and thus their graduate education is preparing them more for research than for any other aspect of faculty life *(Braxton, Luckey, and Helland 2002; Golde and Dore 2001)*. Research has shown that graduate students express limited understanding of and experience with the variety of roles that faculty members undertake, particularly in the area of community engagement *(Austin 2002)*. Teaching and learning in doctoral programs at research universities are often narrowly focused and highly specialized. In addition, these institutions maintain a fervid commitment to basic over applied research. This

type of learning is not easily applicable to solving complex social problems. Furthermore, the individualistic nature of graduate education is antithetical to the collaborative nature of engagement, although only the latter can address many societal challenges.

Another barrier facing engagement as a part of graduate education is the message regarding reward structures sent to graduate faculty. Reward systems in research and doctoral universities tend to emphasize research and external funding, not community engagement *(Abes, Jackson, and Jones 2002; Jaeger and Thornton 2005, 2006; Colbeck and Michael 2006a; O'Meara 2002; Ward 2003).* Research universities exist in a competitive culture and do not yet offer recognition for alternative pathways to excellence and prestige that involve doing things that are different, such as community engagement *(Holland 2005)*. Furthermore, institutions that are focused on gaining prestige and becoming more like the most selective research universities have difficulty creating reward systems that encourage and sustain community engagement work *(O'Meara 2007b)*.

> *"[T]he individualistic nature of graduate education is antithetical to the collaborative nature of engagement, although only the latter can address many societal challenges."*

Consequently, faculty members receive inconsistent messages, particularly at land-grant institutions. The mandate of a land-grant institution to serve the public is negated by a lack of rewards for public service *(Jaeger and Thornton 2006)*. If reward systems do not support community engagement work, future faculty will likely be socialized away from scholarship that has a public purpose. Furthermore, prospective faculty are also socialized away from community engagement work by the cultures of the disciplines on campus, which generally reward research activity over public service activity *(O'Meara 2006; Tierney and Rhoads 1993)*. This synergy of both institutional and disciplinary cultures assigning a value to research creates a somewhat united culture inside the academy that devalues public service and may be in direct conflict with the culture external to the academy that demands public service *(Jaeger and Thornton 2006)*.

Funding and sustainability serve as another set of barriers to integrating community engagement into graduate education. Public service work is impacted by the trends of academic capi-

talism *(Slaughter and Leslie 1997)* much as is the research enterprise (e.g., need to seek external funds). Faculty at research universities are pressured to seek external funding, and much of their work with communities is done without significant external funding or corporate partnerships. This reality compounds the stigma attached to community engagement *(Jaeger and Thornton 2005)*. In contrast, faculty in some of the sciences with the least engagement occurring are closest to the market and most successful at securing external funds *(Slaughter and Leslie 1997; Slaughter and Rhoades 2004)*. Departments and disciplines that are not able to bring in such scarce resources exhibit less influence within their institutions.

Even if faculty and graduate students are able to obtain funding for community engagement projects, there could be a tendency to partner with groups who have financial resources to sustain such endeavors. In a culture where fund acquisition has become as important as publications, this partnership trend will impact who faculty and graduate students seek as partners or as target populations for public service endeavors. This trend indicates that those who cannot pay may one day not be served *(Jaeger and Thornton 2005)*.

The final barrier related to expanding community engagement in graduate education stems from those previously mentioned but deserves further attention. Most graduate students do not learn to "see" community engagement as a way of being a scholar *(O'Meara 2006)*. They then become faculty who do not see community engagement as a way of teaching and discovering in their discipline. History continues to repeat itself as graduate students become specialized, narrowly focused researchers and are not aware of knowledge as having a public purpose. Thus epistemologies and frameworks around the process, products, and locations of scholarship thwart adoption of community engagement in some disciplines *(Colbeck and Michael 2006; O'Meara 2006)*. Emphasis within graduate programs on the products of scholarship over the process, on disseminating to academe as opposed to professional or community audiences, and on the knowledge of experts as opposed to knowledge created within communities, makes it much less likely that either doctoral students or their faculty men- tors will appreciate the opportunities inherent in connecting their scholarship to public concerns.

Research has shown that graduate students want "meaning" in their work *(Austin 2002)*. Austin notes that prospective faculty want to engage in work that has a positive impact on the broader

society and work that has personal significance for them. If graduate programs are unable to incorporate community engagement within the curriculum as well as through teaching and research endeavors, everyone inside and outside the academy is disadvantaged. Graduate students will leave institutions without learning the importance of connecting their disciplinary work to public purposes. Furthermore, they will be less likely to work with colleagues from other disciplines and with people outside academe *(Austin 2002; Austin and Barnes 2005)*. Thus graduate programs become less vital to education's essential public service role. Undergraduates who want to continue their community engagement work as graduate students will be disillusioned by the lack of opportunity available to them *(Stanton and Wagner 2006)*. While there are many barriers to expanding community-integrating engagement within graduate education, there are many more reasons why it is imperative to work toward this goal.

Facilitators and Models for Engaged Graduate Education

Despite the formidable barriers that exist to integrating engagement into doctoral programs, there are also many levers for change. Three in particular are timely. First, as mentioned earlier, doctoral education is itself experiencing significant scrutiny and reform. Chris Golde and Timothy Dore *(2001)* observed through their survey of doctoral students that there exists a three-way mismatch between reality, the traditional purposes of doctoral education, and doctoral student aspirations. Students are often not aware of the range of faculty roles across institutional types nor the demands of faculty work life. Doctoral programs still do little to introduce students to the scholarship of teaching and learning or to prepare them to link their disciplinary passions to the problems and needs of communities and society *(Applegate 2002)*.

In response to concerns that doctoral programs do not adequately prepare students for careers as twenty-first-century faculty members in colleges and universities, many reform efforts are under way. Programs such as the Carnegie Initiative on the Doctorate (CID), the University of Washington's Re-Envisioning the Ph.D. program *(University of Washington 2002)*, the Woodrow Wilson National Fellowship Foundation's Responsive Ph.D. initiative, and the Preparing Future Faculty program are all examples of such innovations. The CID project included eighty-four departments at forty-four universities that engaged in a process of reflection, implementation of program changes, and assessment *(CID*

2006). The program leaders determined through this project that doctoral students should learn to be "stewards of their discipline" who among other roles can transform knowledge by applying and-communicating it within and outside academe, as well as across traditional disciplinary boundaries. The focus of the last decade in graduate education reform has been on teaching, but national associations and graduate deans are beginning to look more closely at how to better prepare graduate students for community engagement (*Applegate 2002; Bloomfield 2006a; O'Meara 2006; O'Meara 2007a; Stanton and Wagner 2006)*. As disciplinary associations and graduate deans begin to talk of "transformation" of doctoral programs, national service-learning and outreach organizations are available to provide new visions and portraits of knowledge, skills, and orientations toward engaged scholarship.

A second reason for hope is what might be thought of as a recent quickening within disciplinary associations and fields regarding civic engagement. Within the last five years many disciplinary associations have created, revived, or put new emphasis on special interest groups and projects focused on the public aspects of their work. Within the discipline of history there is a significant focus on "public history," including a Task Force on Public History *(American Historical Association 2003)*. Anthropologists have supported civic purposes through the field of public anthropology (Public Anthropology).

> *"[A]n… important set of potential allies … is found in offices of service-learning, offices of outreach, and national service-learing organizations."*

The American Sociology Association's ninety-ninth annual conference focus was on public sociology *(Maclay 2004)*. Likewise, in July 2007 there will be an international conference on service- learning in teacher education in Brussels, Belgium *(ICSLTE 2007)*, and this conference follows over a decade of journal articles and U.S. conferences on teacher education and service-learning, as well as a service-learning Special Interest Group at the American Educational Research Association Conference. The field of engi- neering has likewise been active, and the 2006 Conference on Service-Learning in Engineering included discussions of why service-learning is critical for engineers, why service-learning matters to industry, and funding and institutionalizing service-learning in engineering pro-

grams *(EPICS 2007)*. These are just a few examples of burgeoning disciplinary efforts, but there are many more.

Third, an equally important set of potential allies and/or facilitators for integrating community engagement into graduate education is found in offices of service-learning, offices of outreach, and national service-learning organizations that have grown and matured over the last ten to twenty years. Many research and doctoral campuses have directors of service-learning who are natural partners for graduate faculty and doctoral students in establishing partnerships with community agencies. Land-grant colleges often have offices of outreach charged with facilitating economic development surrounding their campuses and leveraging university resources for public benefit (the University of Massachusetts, Penn State, the University of Georgia, and Michigan State are some of the many institutions that have outreach offices and programs). Campus Compact, an organization of college presidents committed to service-learning and civic engagement, just celebrated its twentieth anniversary by adding over a thousand campuses to its membership. Many of these campuses are research and doctoral campuses. Likewise, the Outreach Scholarship Conference in Columbus, Ohio, in October 2006 brought together land-grant and research universities (such as Penn State, Michigan State, and the University of Wisconsin) to discuss campus outreach, economic development, and outreach scholarship through and across the disciplines. In February 2006 the University of Minnesota held a forum on civic engagement and graduate education, cosponsored by the Office for Public Engagement and Campus Compact. Victor Bloomfield, associate vice president for public engagement at the University of Minnesota, authored a position paper, Civic Engagement and Graduate Education: Ten Principles and Five Conclusions *(Bloomfield 2006b),* that served as a basis for discussion at a March 2006 Wingspread Conference, Civic Engagement in Graduate Education: Preparing the Next Generation of Engaged Scholars *(Johnson Foundation 2006)*. In April 2006 California Campus Compact hosted a Symposium on Civic Engagement and Graduate Education to gather California campuses together to analyze the current state of civic engagement, service-learning, and community-responsive research at the graduate level *(CACC 2005)*. Each of these meetings brought together national leaders involved in graduate education and community engagement to develop strategies for creating infrastructure and support for graduate community engagement across disciplines. In addition, the Carnegie Foundation for the Advancement of Teaching *(2005)*

has just created a new classification system to acknowledge and assess campus-community engagement. This new benchmarking tool follows efforts by the Princeton Review and Campus Compact (Campuses with a Conscience) and Washington Monthly (classification based on national service) to benchmark university engagement and will likely make land-grants and many other institutional types consider how community engagement might be more central to their work. This movement has also been fueled by the Kellogg Commission on the Future of State and Land-Grant Universities and the National Association of State Universities and Land-Grant Colleges who, along with other national associations, have been focused on connecting the resources and expertise of universities with community, state, national, and international problems.

This is all to say that significant resources are available to those faculty, department chairs, and deans who want to create service-learning and community-based research opportunities for their doctoral students. Many of these groups did not exist ten years ago but now have matured and can provide critical resources and expertise to build partnerships between graduate programs and relevant community groups. Having thought long and hard about how to institutionalize service-learning across campuses, these groups can offer organizational change strategies and lessons learned that can be applied to the integration of community engagement in graduate education.

Lastly, there are the graduate students themselves who became involved in the service-learning movement of the last ten years and are entering their doctoral programs wanting to connect their experiences with their studies. Whether other movements succeed or fail, campuses may look to these previously engaged graduate students to push their programs in developing classroom learning opportunities that connect to critical societal issues and more socially relevant scholarship through their own work with communities.

Models from Professional Schools and Extension

We can also look to experiential, community-based education offered by professional schools and extension programs for models of structural and conceptual support for community engagement. Public health and medical programs are far ahead of many other disciplines in having established permanent long-term partnerships between graduate programs and medical clinics. Perhaps because of the necessity of engaging the public in studies of disease,

clinical trials, and rehabilitation programs, these programs have developed many innovative ways of linking graduate study with individual and community needs.

One such program is the University of California, San Francisco, Community Partnership Resource Center (CPRC), a Department of Family and Community Medicine initiative to facilitate partnership activities between UCSF and local communities, involving faculty and graduate students in project development, implementation, and evaluation; community-based participatory research; and social advocacy (UCSF School of Medicine). One of the most effective interdisciplinary associations in public health is Campus Community Partnerships for Health (CCPH). Founded in 1996, it is a growing network of over 1200 communities and campuses across North America that promote health through service-learning and community-based participatory research.

Likewise there are many illustrations of the difference law students and their faculty can make in improving the world through their studies. The University of Maryland Law School is known for centers, projects, and initiatives that link faculty and students with concerns in the Baltimore area and throughout the world. It identifies organizations such as the Civil Justice Network, Community Law in Action, and the Maryland Healthcare Ethics Committee Network as community partners (University of Maryland School of Law) and utilizes clinics, internships, and summer practicums as ways of linking student study of law to the concerns of community partners.

Land-grant colleges and universities, as previously mentioned, have the unique opportunity to engage the public through cooperative extension. County extension agents and faculty involved in extension lend their expertise in meeting the public needs at a local level. This can be accomplished through the delivery of informal workshops and classes, conducting informal applied research, and building learning capacity in the community, as well as carefully designed research projects *(Adams et al. 2005)*. No matter what the activity or program, cooperative extension offers many examples of how graduate students might develop an immediately realized public scholarship agenda with communities.

Several observations about models from teacher education, law, medicine, social work, and similar professionally based programs are important. First, the service students provide is often under the supervision of a faculty mentor. Second, these often are structured programs available for all students, rather than to an elite group.

Third, the content of the service provided is considered central to what the community needs, rather than peripheral. Students learn valuable core skills and ethical principles while engaged in work that makes a difference. Consequently we can learn much from these models about setting up long-term partnerships between departments and community partners.

Recommendations for Integration of Engagement with Graduate Education

The following recommendations are intended for deans, graduate program directors, and faculty interested in transforming doctoral programs to include engagement. Rather than a top-down or grassroots strategy, we suggest a multifaceted approach that simultaneously works in several directions. We advocate that graduate programs

- build on the foundation and models of the undergraduate service-learning movement, and on clinics and experiential learning in the professions and extension.

- engage faculty and doctoral students in conversations about transforming doctoral education to include engagement. Consider within these conversations how doctoral programs might be revised to better address the Carnegie project's five developmental trajectories—developing independence, creativity, capacity, confidence, and responsibility *(CID 2006)*. Consider how service-learning and community-based research opportunities might help students grow in these areas as well as support collaboration in concert with individual work.

- create programs to train doctoral students in methods of applied research and participatory action research as well as means of community needs analysis and asset mapping *(Austin and McDaniels 2006; O'Meara 2006; Stanton and Wagner 2006)*.

- create faculty development programs around community engagement across career stages.

- connect the university to policymakers and economic development efforts, making university campuses central and not peripheral to what is happening in their community, region, and state. If each graduate program considered adopting one community partner

and beginning conversations with that partner about ways in which they might serve each other, students, faculty, and communities would reap significant benefits.

- develop a research agenda modeled after the work of Eyler and Giles *(1999)* in undergraduate education that looks critically at educational outcomes of embedding community engagement into graduate programs.

- encourage interdisciplinary team approaches to the most challenging public issues *(Center for Studies in Higher Education 2005)*. Consider engagement projects that encourage students to look at problems from muliple, even competing, perspectives.

- invest in infrastructure for community engagement, including curriculum development, human resources, grant writing, and the sharing of university resources.

- develop a faculty culture that values the contributions of multiple forms of scholarship, mentoring and advising graduate students, and knowledge contributions from the community *(O'Meara and Rice 2005; Jaeger and Thornton 2005)*.

Summary

In this article we considered the history, barriers and facilitators, and exemplar practices and models for community engagement in graduate education. However, Schuster and Finkelstein's *(2006)* most recent research on trends in the academic profession leaves us with more questions than answers. Their analysis of faculty survey data from the last four decades suggests that we are moving toward greater stratification or unbundling of the faculty role. More faculty than ever are being hired in part-time adjunct positions, in non–tenure track appointments, and in positions that emphasize teaching or research or service. On the other hand, more women and faculty of color are joining the academic ranks and searching for ways to find meaning through their work. Likewise, there are pressures on campuses to strive toward greater U.S. News & World Report rankings *(O'Meara 2007a)* and engage in academic capitalism at the expense of service missions *(Jaeger and Thornton 2005)*. Future research is needed to understand how community engagement influences graduate education, how the trends just mentioned influence whether campuses embrace engagement,

and how changes in appointment type, values, and goals influence faculty adoption of community engagement in graduate programs. Campuses and national associations need to recognize embedding community engagement within graduate education as a core strategy for future institutionalization of this work. Investments made in graduate programs today will bring community engagement to the center of scholarly agendas, disciplines, departments, and institutions tomorrow.

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The State of Community Engagement in Graduate Education: Reflecting on 10 Years of Progress

Shauna M. Morin, Audrey J. Jaeger, and KerryAnn O'Meara

*T*en years ago, we examined the evolving landscape for community engagement in graduate programs, from its historical underpinnings to the recent "renaissance… in higher education community engagement" *(O'Meara & Jaeger, 2006, p. 3)*. Our consideration of graduate-level community engagement at that time shed light on multiple challenges and opportunities for integrating reciprocal, mutually beneficial interactions between graduate students, faculty, and members of the public. We were optimistic in our presentation of exemplary engagement practices in professions such as medicine, public health, and law, anticipating that such models would lay a foundation for community engagement in other areas of graduate study. The article we contributed in 2006 culminated with a set of recommendations for individuals—leaders of service-learning and outreach organizations, as well as faculty and administrators within academia—seeking opportunities to strengthen the scope and impact of community engagement in graduate higher education.

In the decade since our article appeared in the *Journal of Higher Education Outreach and Engagement*, it has been heartening to see a sustained interest in graduate-level community engagement reflected in higher education scholarship and practice. The advent of Carnegie's Community Engagement classification (the foundation's first-ever elective classification) in 2006, as well as its present influence on higher education nationally, also emphasizes the continued relevance of conversations about community engagement within our field. Consequently, it seems fitting that we briefly highlight the progress that has been made in the realm of graduate education, since our prior research was published in this journal, and comment on areas of potential future growth for community engagement in this domain.

Perhaps the most promising development of note in recent years involves positive trends in interdisciplinary studies. Previously, we identified highly specialized research—an approach to knowledge generation that is broadly valued in higher education—as a significant barrier to graduate-level community

engagement because it precludes the consideration of "multiple, even competing, perspectives" *(O'Meara & Jaeger, 2006, p. 21)* when addressing complex social issues. Conversely, we argued that engaged scholars could more readily identify appropriately nuanced solutions to real-world problems by spanning disciplinary boundaries. Thus, it is encouraging that 71% of faculty engage in academic research that spans multiple disciplines, and over 40% teach an interdisciplinary course *(Eagan et al., 2014)*. A substantial rise in the number of interdisciplinary undergraduate majors since 1975 *(Knight, Lattuca, Kimball, & Reason, 2013)* suggests that students may be increasingly inclined toward interdisciplinary work at the graduate level as well. Indeed, 28% of recent graduate students reported being engaged in two or more fields when conducting their dissertation research *(Millar & Dillman, 2012)*. This heightened interest in exploring multiple areas of study, among both emerging scholars and the faculty who shepherd them through their graduate programs, has positive implications for the future of community-engaged scholarship.

The recent attention given to interdisciplinarity extends beyond the walls of academia to agencies like the National Academy of Sciences, the National Academy of Engineering, and the Institute of Medicine, which have collectively issued a report emphasizing the importance of translational research and community impact *(National Academy of Sciences, 2004)*. Relatedly, the federal government supports cross-disciplinary, socially relevant scholarship via funding channels like the National Science Foundation (NSF) and National Institutes of Health (NIH), which make possible research in the areas of science, technology, engineering, and mathematics (STEM) education; health equity; and cyber security, among others. The NSF also offers its Research Traineeship program (NRT), "dedicated to effective training of STEM graduate students in high priority interdisciplinary research areas" *(National Science Foundation, n.d.b)*, to cultivate engaged scholars who are attuned to community needs and equipped to address them effectively.

In our original article, we posited that traditional reward structures for faculty advancement posed significant challenges to community engagement in graduate higher education. For example, the attainment of external funding is weighted heavily in the tenure and promotion process, yet such funding often supports knowledge creation that contributes to disciplines and fields without an emphasis on translation and engagement with contemporary policy, practices, and problems. It is therefore promising that large, influential funding organizations are beginning to shift the tide by

requiring researchers to provide evidence of intellectual merit *and broader societal impact* in their grant applications (see *National Science Foundation, n.d.a)*. No more are the aims of community engagement and an academic career path necessarily at odds *(Post et al., in press)*. Rather, they are dovetailing (perhaps not coincidentally) in an era when the majority of doctoral students are expressing (a) a desire to serve their communities and (b) a perceived lack of support for doing so within their graduate programs *(Golde & Dore, 2004)*.

Fortunately, students who are not receiving the guidance and leadership they desire vis-à-vis community-engaged scholarship from within their institutions have access to a growing number of networks, trainings, and resources at the national level. In this respect, it seems our 2006 recommendation for increasing engagement-focused professional development opportunities has borne fruit. Initiatives such as Imagining America's Publicly Active Graduate Education (PAGE) Fellows (http://imaginingamerica. org/student-engagement/), the New England Resource Center for Higher Education (NERCHE) Next Generation Engagement project (http://nerche.org/index.php?option=com_content&vie w=article&id=355&Itemid=96), and the International Doctoral Education Research Network (IDERN; http://www.education. uw.edu/cirge/subscribe-to-the-international-doctoral-education-research-network-idern/) prepare future faculty for meaningful engagement in both domestic and global communities. These networks expose emerging scholars to the service dimension of academic life, offering a more holistic view of faculty responsibilities than more traditional research and teaching assistantships provide. When interested graduate students have opportunities to meet like-minded colleagues and gain knowledge of community engagement *outside* their institutions and fields of study, barriers to engaged scholarship that exist *within* particular spheres of higher education (some of which are described in our previous work) become less significant.

A final indicator of progress in the realm of graduate-level community engagement that is relevant to our present discussion is revealed in a recent study examining dissertations in the United States from 2001 to 2011 *(Jaeger, Tuchmayer, & Morin, 2014)*. The study demonstrated steady growth of engaged scholarship in doctoral research beginning in 2006, identified the fields of study (education and public health) and institutions (e.g., Portland State University) that have been most prolific in producing engaged dissertations, and highlighted the successful use of diverse methodological approaches to the study of community problems.

Overall, Jaeger et al.'s work lays an important foundation for further research on the prevalence of community engagement in graduate programs, effective strategies for advising and socializing emerging engagement scholars, and best practices for engaged scholarship that might be transferable to different fields of study. In turn, increased knowledge in these areas will make possible increasingly productive exchanges between faculty and doctoral students "about transforming doctoral education to include engagement" *(O'Meara & Jaeger, 2006, p. 20).*

In closing, let us be clear in saying that we have not yet arrived at a time and place where community engagement is sufficiently valued and rewarded within higher education. To be sure, many of the recommendations we put forth in 2006 remain relevant today. For example, in order to advance engaged scholarship at the graduate level, we must do more to assess educational outcomes associated with its integration in various graduate programs. We must also continually seek innovative ways to embed community engagement within disciplines that face the greatest barriers to participation. Finally, we must be vigilant in our efforts to foster institutional and faculty cultures that will welcome a new generation of scholars that is committed to tackling the most pressing societal problems of our day. Though there is still much work to be done, it is important to occasionally pause and take stock of all that has been accomplished thus far in the community engagement movement. We have enjoyed this unique opportunity to reflect on the victories that have lately been achieved in support of graduate-level community engagement and expect that the coming decade will similarly be characterized by continued and substantive progress toward these goals.

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An Integrated Model for Advancing the Scholarship of Engagement: Creating Academic Homes for the Engaged Scholar

Lorilee Sandmann, John Saltmarsh, KerryAnn O'Meara

Abstract

A new integrated model is offered for the preparation of future faculty that addresses the transformation of institutions of higher education into supportive environments for the next generation of engaged scholars. Drawing on the knowledge bases of the scholarship of engagement, institutional change, preparing future faculty, the role of disciplinary associations, and promising practice for institutional engagement, the model provides a framework for approaches that would prepare individuals (primarily doctoral students and early career faculty) as learners of engagement while instigating and catalyzing institutions as learning organizations.

Introduction

*P*articipants at a recent Wingspread conference on the future of engagement in higher education *(Brukardt et al. 2004)* concluded that while the movement has created some change, it has also plateaued and requires a more comprehensive effort to ensure lasting commitment and institutional capacity. A more comprehensive approach emerges as engagement is viewed as a core value of the university of the twenty-first century—centrally important not only to the civic mission of higher education but to producing and transmitting new knowledge. The adoption of such an approach begins with understanding the role of the university within a larger system of knowledge production, where there is an "eco-system of knowledge" *(Lynton 1994, 10)* in which academic knowledge interacts with and is shaped by community-based knowledge. It is premised upon the understanding that

> . . . the pursuit of knowledge itself demands engagement. Increasingly, academics in many disciplines are

> realizing that their own intellectual territory overlaps
> with that of other knowledge professionals working
> outside the university sector. . . . A greater number of
> academics need to define their territory more widely
> and accept that they share much of it with other knowl-
> edge-professionals; engagement with those beyond the
> ivory tower may greatly enrich their own thinking.
> Increasingly, academics state that the search for formal
> understanding itself, long central to our mission, is
> moving rapidly beyond the borders of disciplines and
> their location inside universities. Knowledge is being
> keenly pursued in the context of its application and in
> a dialogue of practice with theory through a network
> of policy-advisors, companies, consultants, think-tanks
> and knowledge brokers as well as academics. *(Bjarnason
> and Coldstream 2003, 323)*

This focus on engagement as a core value of the university reflects a fundamental epistemological position underlying the shift in the locus of education to include the community. This shift raises critical questions of how knowledge is constructed and what is accepted as legitimate knowledge in the academy. It is marked by movement away from traditional academic knowledge genera-tion (pure, disciplinary, homogeneous, expert-led, supply-driven, hierarchical, peer reviewed, and almost exclusively university-based) to engaged knowledge generation (applied, problem-cen tered, transdisciplinary, heterogeneous, hybrid, demand-driven, entrepreneurial, network-embedded, etc.) *(Gibbons et al. 1994)*. A new framework accepts knowledge that emerges from experience as legitimate knowledge, what Donald Schön calls practice knowl-edge, or actionable knowledge: "The epistemology appropriate to [engaged learning and scholarship] must make room for the prac-titioner's reflection in and on action. It must account for and legiti-mize not only the use of knowledge produced in the academy, but the practitioner's generation of actionable knowledge" *(1995, 34)*. Legitimate knowledge, according to Mary Walshok in her book Knowledge without Boundaries, "is something more than highly intellectualized, analytical, and symbolic material. It includes working knowledge, a component of experience, of hands-on practice knowledge" *(1995, 14)*. A new epistemology leads to a new scholarship and challenges higher education leaders to envision and enact institutional change that shifts engagement to the core of the university. For engagement to succeed, faculty will need the

capacity to operationalize engagement through scholarship and the curriculum. This requires a newly conceptualized integrated model for advancing the scholarship of engagement, a model that simultaneously prepares individuals (doctoral students and faculty) to have the capacity for engagement while instigating and catalyzing institutions as learning organizations that foster engagement.

Opening the Door for the Engaged Scholar

When Donald Schön *(1995, 27)* wrote that "the new scholarship requires a new epistemology," he observed that Boyer's reconsideration of scholarship opened the door to a reconsideration of what is legitimate knowledge in the academy. Another door that was opened led to reconsideration of the faculty's role and the means of preparation for a new kind of faculty work as well as the institutional structure and policies that would support that work. Opening such doors has led to many efforts, nationally and internationally, that collectively form an engagement movement in higher education *(Sandmann and Weerts 2006)*, but much work is still needed to further higher education institutions' progress toward cultures with engagement built into their core, rather than at the periphery of their missions. This article offers the conceptualization of an integrated model for advancing the scholarship of engagement.

> *"This focus on engagement as a core value of the university reflects a fundamental epistemological position underlying the shift in the locus of education to include the community."*

Over the last two decades hundreds of campuses have integrated service-learning into their curriculums *(Hollander and Hartley 2000)*, created centers for service and community-based research (Strand et al. 2003), made strategic investments in neighborhoods, and revised reward systems to support faculty engagement *(Driscoll 2000; Driscoll and Sandmann 2001; O'Meara and Rice 2005; O'Meara 2002; Sandmann 2004)*. Institutional alignment of engagement has reached such a level of both sophistication and importance that it is now recognized through a "community engagement" classification designated by the Carnegie Foundation for the Advancement of Teaching. The Foundation defines community engagement as "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)*. The classification assesses institutional commitment and culture in support of community engagement, level of curricular engagement, and the extent and depth of outreach and partnerships.

Through our collective experience with engaged teaching, learning, and scholarship, our outreach to campuses, as well as our efforts at studying and classifying engagement *(Driscoll 2000; Eyler and Giles 1999; Hollander, Saltmarsh, and Zlotkowski 2001; O'Meara, 2002; O'Meara and Rice 2005; Rice 1996; Saltmarsh 1996, 1998, 2000, 2005; Sandmann et al. 2000)*, we have perceived at least four persistent "second-order" issues *(Cuban 1988)* thwarting the long-term institutionalization of engagement at even the most engaged campuses. Whereas first-order changes make improvements to existing practices, second-order issues and changes involve reconceptualization or transformation of organizational purposes, roles, rules, relationships, and responsibilities. For the scholarship of engagement to become a core institutional practice, it will have to be advanced at the level of second-order changes—changes that move beyond programs, structures, and rhetorical positioning to involve institutional culture and underlying policy. Second-order changes are significantly more difficult to enact and require sustained effort over longer periods of time.

> *"For the scholarship of engagement to become a core institutional practice, it will have to be advanced at the level of … changes that … involve institutional culture and underlying policy."*

First, doctoral students are not being prepared in their disciplinary homes—their departments—with the knowledge, skills, or values orientation needed for this work *(Stanton and Wagner 2006; Austin and McDaniels 2006; O'Meara 2007; O'Meara and Jaeger 2007)*. Second, those few doctoral students who are prepared by senior engaged scholars become faculty and find new institutional homes that have not yet changed their evaluation systems in ways that welcome, as opposed to simply tolerate, engaged scholarship. Although many institutions have revised tenure and promotion guidelines to align in some fashion with Boyer's categories of scholarship in *Scholarship Reconsidered (1990)*, the faculty who apply the guidelines have not internalized the criteria and standards for evaluating engaged scholarship, leaving the institutional culture unchanged. Third, early-career scholars are encouraged to avoid engagement by norms that assume it will dis-

tract from, rather than enrich and enhance, their scholarship and teaching. This is important because research suggests faculty are socialized during both doctoral education and early career toward the activities they will pursue as priorities during the remainder of their careers *(Tierney and Bensimon 1996; Weidman, Twale, and Stein 2001)*. Fourth, the last five to seven years have seen major stirrings within disciplinary associations regarding public aspects of their work. However, for engagement to become a core faculty activity, it must become a central disciplinary association priority. These profoundly nested problems lead to cultural tensions within higher education and produce a double-edged problem: on the one hand, scholars who cannot find hospitable academic "homes" within which to work, and on the other hand, engaged institutions that cannot find faculty with skills, knowledge, and interest in engagement.

The current context argues for a deeper understanding of the institutionalization of the scholarship of engagement through the exploration of the following questions:

- What factors related to professional preparation and socialization of faculty contribute to their practice of engagement through teaching, scholarship, and service?

- How do faculty from a range of disciplinary perspectives practice engagement with practitioners, citizens, and other knowledge professionals and knowledge brokers outside higher education, and how does this engagement shape their faculty role?

- What institutional factors contribute to a supportive environment for faculty to practice in community engagement?

As an approach for investigating these questions, we sought to bring together four developments that have emerged in higher education over the past decade into an integrated model for creating a new faculty role:

- efforts to define and develop standards for the scholarship of engagement

- institutional change theory

- preparing future faculty, and

- promising practices of institutional engagement

Whereas each of these efforts is worthy and important in and of itself, we believe they must be integrated to secure engagement within the academy. The aim is to create spaces—or what we are calling "homes"—in the institution and discipline that prepare faculty and provide support for the scholarship of engagement. The term "homes" refers to graduate programs, departments, institutions, and disciplines. It is within these homes that future faculty acquire the knowledge and understandings, the skills and professional orientation necessary to become engaged faculty; it is also within these homes that early-career, mid-career, and senior-career faculty experience ongoing growth and develop the capacity to continue lifelong learning throughout their engagement. This integrated model provides a dynamic framework that can become an overarching model for creating multiple academic homes for the preparation, development, and support of engaged scholars and engaged institutions.

Existing Models for Advancing the Scholarship of Engagement

The need for a new model for advancing the scholarship of engagement has emerged from an assessment of the strengths and weaknesses of existing models. Over the last decade a number of efforts have developed that address specific barriers to scholarly engagement. While different and complementary in their approaches, they share at least two characteristics: (1) each of the current approaches focuses on engagement predominantly as individual faculty work, thus the change initiative that is undertaken is aimed primarily at altering faculty practice, and (2) the kind of change that is involved does not require major shifts in institutional culture—the beliefs and values that create a shared interpretation and understanding of the faculty role. A survey of the scholarship of engagement landscape reveals five distinct, although related, models for advancing the scholarship of engagement:

1. Individualized faculty scholarship

2. Campus revision of promotion and tenure guidelines

3. Documenting scholarly engagement for reward systems and for improvement

4. Creating rigorous criteria for peer review of engaged scholarship

5. Professional education/discipline-focused resources and examples

Briefly, the first approach is aimed at broadening the definitions of faculty scholarship, as Boyer explained, "in ways that reflect more realistically the full range of academic and civic mandates" *(1990, 16)*. A broader description of scholarship, moving beyond the duality of "pure" and "applied" research, could, Boyer offered, be reconceptualized into four types of scholarly activity: (1) Faculty could undertake the "scholarship of discovery," or what is known as "pure" research; (2) they could undertake research that would "make connections across disciplines," what Boyer called "the scholarship of integration"; (3) faculty could approach teaching as scholarly enterprise and define their scholarship as "the scholarship of teaching"; or, and most important for the purposes of this discussion, (4) faculty scholarship could ask, "How can knowledge be responsibly applied to consequential problems" in society?—the kind of scholarship Boyer called "the scholarship of application" *(16–23)*. In each case the focus is on redefining how the faculty member approaches their work, with the implication that an individual over the course of their academic career would be involved in one type of scholarship for a period of time and then another type of scholarship, and that all are equally valid in the academy. The key limitation of this approach is that it deals with individual faculty work, and while it implies the need for institutional change, it does not address the kind of institutional change that is necessary to prepare faculty for scholarly engagement or to establish the kind of institutional culture necessary to encourage and sustain the scholarship of engagement.

A second approach that emerged during the 1990s was an attempt to implement Boyer's categories of scholarship through the revision of institutional policies regarding tenure and promotion guidelines. This occurred at both unit and institutional levels, often with such careful adherence to Boyer's writing that a lexicon developed around a campus being "Boyerized" *(Lazerson, Wagener, and Shumanis 2000)*. This kind of policy change around the faculty role is longer term, requires significant faculty collaboration if it is to be completed successfully, and results in revised guidelines defining the criteria for the assessment of faculty scholarship. This approach opened up frameworks for broader definitions of scholarship contextualized to particular institutional missions and cultures *(O'Meara and Rice 2005)*. However, institutions that underwent this kind of change discovered that it was one thing to change the policy and still another to change the culture. There is a tendency for the senior faculty, those serving on review committees and evaluating junior faculty for promotion, to apply narrow interpre-

tations of what constitutes scholarly activity despite revised guidelines. In response to this limitation, a provost at one comprehensive university in the Midwest went beyond the revision of promotion and tenure guidelines, instituting for any faculty serving on review committees a required workshop that would provide them with an understanding of what different forms of scholarship can look like and how to perform evaluations in accord with the written guidelines.

A third model for advancing the scholarship of engagement focuses on the ways faculty conceptualize and document engagement activity so that they can present it as rigorous scholarship. This approach emerged when faculty doing exemplary community-based teaching and scholarship were not achieving promotion or tenure, yielding a chilling effect on the movement toward greater engagement. In some of these cases, however, faculty applying for promotion and/or tenure failed to present their work in ways that led to its recognition as legitimate scholarship. By the mid 1990s, the National Project for the Documentation of Professional Service and Outreach, funded by the W. K. Kellogg Foundation, was created to provide institutional models and resources to advance documentation, evaluation, and review of the scholarship of engagement. At the same time, the project addressed the basic question of what scholarly engagement is and further, what *quality* engagement is.

> *"[W]e are proposing a new, integrated model that incorporates … preparing future faculty, the scholarship of engagement, promising practices of institutional engagement, and institutional change models in higher education."*

Under its aegis, sixteen faculty and administrators from numerous campuses across the United States collaborated to produce guidelines, examples, and a framework for the scholarship of engagement. The result was *Making Outreach Visible: A Guide to Documenting Professional Service and Outreach (Driscoll and Lynton 1999),* which provides models of documentation from faculty involved in community-based scholarship. As Eugene Rice wrote in the book's foreword, "the professional service and outreach of faculty will never be honored as legitimate scholarly work until the hard, pragmatic task of documenting this form of applied academic scholarship is completed" *(ix)*. *Making Outreach Visible* serves as a guidebook for faculty wishing to provide scholarly evidence that

effectively communicates and makes visible the scholarship of engagement. This approach complemented the others: redefining scholarship and the faculty role is important, as is institutional policy change, but faculty also must adequately document their engaged scholarship in ways that present their community-based work as scholarly activity.

As it turned out, adequate documentation, while important, was also not sufficient. A fourth approach emerged with the creation of the National Review Board for the Scholarship of Engagement in 2000 in response to a growing, critical need for a pool of peer reviewers who could provide credible, standardized external review for the scholarship of engagement *(Driscoll and Sandmann 2004)*. Even with revised promotion and tenure policy and attention to the documentation of engaged scholarship, the review process still required rigorous standards for engaged scholarship and external reviewers who could effectively apply those standards. The board's purpose is to review and evaluate the scholarship of engagement of faculty who are preparing for annual review, promotion, and tenure decisions. The National Review Board for the Scholarship of Engagement fulfills an important role in advancing the legitimacy of the scholarship of engagement and functions as a complement to the other approaches already in place.

The fifth and more recent model for advancing and sup-porting the scholarship of engagement brings together all the resources and practices established through the development of the previously described models and applies them in one area of professional education: the health professions. In October 2004, the U.S. Department of Education's Fund for the Improvement of Postsecondary Education (FIPSE) awarded Community-Campus Partnerships for Health funding for the Community-Engaged Scholarship for Health Collaborative. The Collaborative is a group of ten health professional schools that aims to significantly change faculty review, promotion, and tenure policies and practices to recognize and reward community-engaged scholarship in the par-ticipating schools and their peers across the country. This project is aimed at bringing multiple approaches to bear on a set of insti-tutions in a specified cluster of disciplines to create institutional change that will support and sustain the scholarship of engagement.

A New Integrated Model

Based upon an analysis of the effectiveness of existing models for advancing the scholarship of engagement, we are proposing

a new, integrated model that incorporates the following four elements: (1) preparing future faculty, (2) the scholarship of engagement, (3) promising practices of institutional engagement, and (4) institutional change models in higher education. These four elements are aligned along two axes, the horizontal axis representing faculty socialization, and the vertical axis representing institutionalization. The conceptual framework of this platform is designed to address the complexity of institutional change and the need for transformational change to address significant cultural
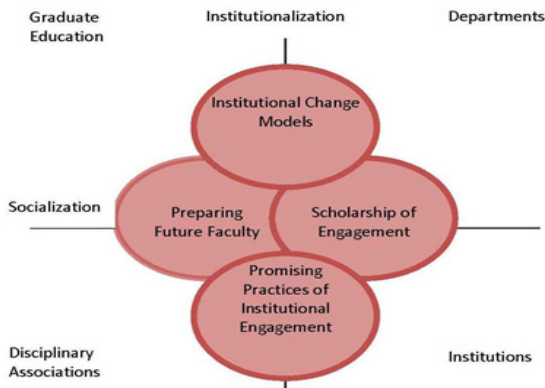

Figure 1: An Integrated Model

shifts in faculty work. The proposed model is designed to accomplish the kind of transformational change that we understand to be necessary for the scholarship of engagement to become a core value of higher education. The aim of transformation "assumes that college and university administrators and faculty will alter the way in which they think about and perform their basic functions of teaching, research, and service, but they will do so in ways that allow them to remain true to the values and historic aims of the academy" *(Eckel, Hill, and Green 1998, 3)*. The model suggests that it is at the intersections of faculty socialization and institutional change that transformation—deep, pervasive, sustained—fostering the scholarship of engagement will occur (see figure 1).

Aspects of the Model

The overlapping, integrated circles

The model depicts four overlapping circles, each representing a major initiative developed over the past decade aimed at changing the nature of faculty work and focused on institutional change. Institutional change theory and models for transforming higher education overlap with the expanding integration of the faculty role around teaching, research, and service linked explicitly to community-based efforts—the scholarship of engagement; these initiatives overlap with a third circle representing promising practices of institutional engagement that demonstrate alignment across the institution to support and sustain community engagement; and all three of these circles overlap with the fourth circle, which represents programs aimed at preparing future faculty for the increasingly complex demands of the academic workplace while shaping their work within the context of the academic and civic purposes of higher education. It is at the intersection of these developments that the new efforts aimed at advancing the scholarship of engagement need to be focused.

The quadrants

Schematic representation of the new model also depicts the four main "homes" for the scholarship of engagement. Each "home" is located in a quadrant defined by the intersection of the socialization and institutionalization axis. In the upper left-hand quadrant, graduate education is located as the place where socialization of future faculty around the scholarship of engagement takes place within the context of faculty work and understanding of institutional change. In the upper right-hand quadrant, the focus becomes academic departments as the locus for change, representing a growing understanding of the need to focus on departments as the key unit of change aimed at transforming faculty culture. The bottom right-hand quadrant marks institutions as the intersection of faculty practice of the scholarship of engagement and the kind of institutional structures, administration, and culture necessary to support and sustain faculty engagement. Finally, the lower left-hand quadrant locates disciplinary associations as one of the "homes" that shape both faculty work and institutional practice and that have a strong influence on academic culture and defining the faculty role. A key aspect of the new, integrated model is that it accounts for both faculty socialization and institutionalization as

critical platforms for advancing the scholarship of engagement—
thus, the model is oriented along these two intersecting axes.

The socialization axis

One element of the model, preparing future faculty, recognizes
the need to strengthen the pipeline for engaged scholarship or train
doctoral students with the knowledge, skills, and orientations for
this work *(Stanton and Wagner 2006; Austin and Barnes 2005; O'Meara
2007)*. Studies of the widely successful Preparing Future Faculty
(PFF) Program founded by the Council of Graduate Schools and
the Association of American Colleges and Universities, find that
the PFF program was a strong model for preparing future faculty
across disciplines for their teaching roles and for the diversity of
roles and responsibilities across institutional types *(Pruitt-Logan and
Gaff 2004; Gaff 2005)*. However, those PFF scholars were most often
graduating and finding positions in new "academic homes" that
had not yet institutionalized a broader definition of scholarship
into their promotion and tenure systems, and found their work at
odds with or peripheral to disciplinary priorities *(Pruitt-Logan and
Gaff 2004)*. The PFF experience suggests that future projects to pre-
pare faculty for multiple forms of scholarship must pay attention
to the institutional environments needed for such scholars to do
their work: institutional transformation in reward systems, mis-
sion, and planning.

Additionally, along the socialization axis, advancing the
scholarship of engagement relates to strengthening engagement
in scholars' disciplinary homes. Over the last decade, many dis-
ciplinary associations have begun to explicitly acknowledge and
promote the public dimensions of their work and how it is contrib-
uting and can contribute to society *(Zlotkowski 2000)*. For example,
many disciplinary associations now have special interest groups or
initiatives that focus on the public aspects of their work. Historians
have focused on the public aspects of their work through the field
and work of "public history" and the Task Force on Public History.
Anthropologists have supported civic purposes through the field
of public anthropology. The American Sociology Association's
ninety-ninth annual conference focus was public sociology. While
not every one of these disciplinary efforts is synonymous with what
many national organizations call "civic engagement," they nonethe-
less represent a shift within disciplines to recognize public pur-
poses within their fields and community-based research as legiti-
mate scholarship. This suggests natural allies for those who want to
more closely align disciplines with community engagement.

The institutionalization axis

The new model reflects assessments conducted by us and our research collaborators on faculty development and support for engagement, on rewarding engagement, and on working with faculty on portfolio documentation, indicating that to truly integrate engagement into mission and practice, colleges and universities must make solid commitments by expanding participation across campus and disciplines and by revising institutional culture,structures, and policies, especially promotion and tenure processes, to promote engagement as a core function of the institution *(Driscoll and Lynton 1999; Driscoll and Sandmann 2001)*. For this to occur, evidence and understandings from the work done around the institutionalization of engagement *(Holland 2001; Holland and Gelmon 1998; Hollander, Saltmarsh, and Zlotkowski 2001)*, as well as data generated through the Carnegie Foundation process for the community engagement classification, need to be brought together with emerging research on theories of change in higher education, especially research on change of institutional culture *(Eckel, Hill, and Green 1998; Guskin 1996; Hearn 1996; Kezar and Eckel 2002a, 2002b)*. While work on the indicators of engagement and classification grounded in institutional culture and commitment provide strategy maps for institutional change, the effectiveness of the strategies will be enhanced if they are aligned with an understanding of change theory in higher education. Fundamentally, the institutionalization axis is grounded in an approach to institutional transformation through which systemic change is implemented effectively when multiple components of an institution are addressed simultaneously and change processes are guided by an intentional change strategy.

Going through the Open Door

Institutional and faculty community engagement will act as a driving force for change in institutions and disciplines. The model we have proposed recognizes institutions that have already shown significant progress and engages them in a second-generation process. This second-generation process continues to be grounded in an institution, but unlike previous attempts at preparing future faculty, it intentionally and interactively focuses on both the individual and the institution. It also addresses three elements in which change is critical in preparing future faculty for engagement: graduate schools, promotion and tenure systems, and disciplinary associations. While such an integrated model is complex, it acknowledges and directly involves these essential cultural bases.

Grassroots change may emerge from graduate student and junior faculty innovation that spreads to departments, as well as institutional engagement and change in policy. The Carnegie Foundation for the Advancement of Teaching's efforts to catalyze the scholarship of teaching (which have been very successful) were in fact embedded in practice. Most of these efforts started with faculty learning in teachable moments with students, through peer review of their classes, syllabus construction, and reflection in teaching portfolios. These changes in individuals often spread to department teaching assistant training, then to promotion and tenure committee work, and ultimately to disciplinary association conferences on pedagogy reform. The change can begin in many places. Our central point is that to sustain it, all potential academic homes, as well as their partners in community, need to be considered and engaged in the conversation.

With such an integrated approach, however, it may be difficult to identify clearly who has institutional leadership and the responsibility for institutional engagement. This is especially the case since higher education institutions are so decentralized and engagement can be widely and appropriately diffused throughout the organization. Furthermore, the formal leadership may or may not be the catalyst for change. All of these would be considerations in the implementation of the model.

This model can help in ascertaining whether the scholarship of engagement has become part of the institutional identity of colleges and universities, and whether that identity formation represents accommodation or transformation: is the scholarship of engagement transforming higher education or is it being adopted in ways that do not fundamentally challenge the dominant cultures of higher education institutions? The conceptualization put forth here has the potential to create real transformational change in institutional culture, and to do so by integrating individual and organizational learning for engagement. With supportive and generative "homes" for the scholarship of engagement, academics can develop what William Plater calls new "habits of living" in higher education.

We will know that our revolution has been successful when what we do actually matters to society at large, when society is so engaged with the university that our priorities are shaped by societal needs, when the work of every individual can be related purposefully and knowingly to the work of others, and when our habits of living are new habits. *(Plater 1999, 171)*

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An Integrated Model Recontextualized

KerryAnn O'Meara and John Saltmarsh

As we revisited this article, we were pleased to see that much of the model we set forth with our colleague Lorilee Sandmann remains relevant today. For example, clearly the four topics we identified as second-order issues for support of faculty community engagement (i.e., doctoral socialization, faculty cultures and mentoring, academic reward systems, and disciplinary association recognition) remain critical. We still see the four quadrants of graduate education, departments, disciplinary associations, and institutions as major sites where faculty are socialized, recognized, supported, and advanced. This observation is reinforced by comparing efforts to support faculty community engagement with federal efforts to support the pipeline of women and underrepresented minority faculty in STEM. Key initiatives and directorates from NSF have similarly focused support on graduate education (e.g., Alliances for Graduate Education and the Professoriate [AGEP], Integrative Graduate Education and Research [IGERT], NSF Research Traineeship program [NRT]), department and institutional transformation (e.g., ADVANCE) and through working with disciplinary associations and groups (Association for Women in Science [AWIS], American Association for the Advancement of Science [AAAS], and the National Academies). Such comparison reinforces the primacy of these four quadrants as foci of change efforts.

At the same time, the context for thinking about community-engaged scholarship and institutional change has been influenced by greater awareness of demographic shifts and their implications, as an increasing number of graduate students and early career faculty are more racially and ethnically diverse and have developed scholarly identities as engaged scholars pursuing emerging forms of scholarship, in particular interdisciplinary and transdisciplinary scholarship, digital scholarship, and community-engaged scholarship *(Post, Ward, Longo, & Saltmarsh, 2016; Sturm, Eatman, Saltmarsh, & Bush, 2011).*

The context has also been shaped by greater awareness of the implications of the rise of the neoliberal, market-driven, highly privatized university at a time when there is great demand for universities to more effectively address critical social issues, many

of which are impervious to market solutions. Since the central goal of the political economy of neoliberalism is to transfer numerous public functions, assets, and roles to the private sector, neoliberalism "seeks to eliminate any notion of the broader public good, including institutions such as schools and public universities" *(Rhoads & Szelényi, 2011, p. 13)*. "All too often," explains Burawoy *(2005)*, the "market and state have collaborated against humanity in what has commonly come to be known as neoliberalism" *(p. 7)*. "For critics of the neoliberal model… universities became places of civic engagement," with the result that "one answer to the abuses of neoliberalism became the engaged university" *(Jones & Shefner, 2014, p. 11)*.

What this larger context has clarified for us, and for other scholars, is the importance of accounting for power, privilege, and politics as we think about academic homes in which engaged scholars can thrive. At a recent conference on community-engaged scholarship, a senior scholar commented that she continues to advise younger scholars doing community engagement to restrict their activity until after getting tenure. In many ways, this response was representative of the older context, accounting for the systems and structures of academia and trying to best navigate them so that young scholars could survive. A younger scholar at the meeting asked that we, collectively, think about the implications of such an approach and consider that what we are saying is pretenure community-engaged scholars should deny their identity for 6 years. This, it was pointed out, is a form of structural violence, fostering oppression and marginalization, and should not be acceptable. What needs to be infused into the organizational analysis is the context of power, privilege, and politics as they play out in the academy and their implications for democratic values, social justice, and the public good *(see Simpson, 2014)*. This, we believe, is what needs to be accounted for in rethinking an integrated model for advancing the scholarship of engagement.

With this in mind, we return to our *JHEOE* article. Reflecting on our work over the last 8 years since the article was published, we would suggest a revision to the model, shifting from an emphasis on creating better "homes" for engaged scholars to creating stronger "networks." Homes perhaps allowed for reinforcing the metaphor that homes, although places where power, politics, and privilege certainly exist, are not made explicitly for the sake of harmony (or collegiality). Thinking about networks offers a different metaphor, one in which power, privilege, politics, and their interactions can

be made more visible. Thinking of networks allows us to look at the model through different lenses.

We initially were attracted to the language of "homes" because this image brings to mind a place where people are nurtured and grow, that they identify with, are loyal to, and have as a foundation for their subsequent work and engagement in the world. However, as we have both interacted with engaged scholars—some doing very well within existing reward systems, some struggling—we have come to understand the need for stronger networks among engaged scholars and prefer the language of networks.

Networks are a significant source of social capital and power *(Niehaus & O'Meara, 2014)*. Often invisible to those outside them *(O'Reilly, 1991)*, networks are critically important to social change efforts in higher education *(Kezar, 2014)*. They help transfer knowledge and information, provide resources, influence, and allies, and can enhance individual and group sense of agency in achieving certain goals *(Kezar, 2014; Niehaus & O'Meara, 2014; O'Reilly, 1991)*.

For this reason, we think one way of assessing the strength of the community engagement movement is to assess the strength of national and international networks of engaged scholars within the four quadrants, as well as across overlapping goals with other movements—such as the diversity and inclusion movement, the movement to improve student learning, and movements to make college more accessible and affordable *(Sturm, Eatman, Saltmarsh, & Bush, 2011)*.

In reflecting on how community engagement has and has not been adopted and institutionalized on college and university campuses since we developed this model, we also believe we have underemphasized the role of power and politics in the support of community engagement *(O'Meara, 2011a, 2011b; O'Meara, Lounder, & Hodges, 2013)*. For example, we discussed in several places in the article a need for a fundamental shift away from recognition of only traditional scholarship and toward recognition of engaged scholarship. In many institutions, there was significant reform of reward systems to support newer forms of scholarship such as engagement *(O'Meara, 2011 a, 2011b; O'Meara, Eatman, & Peterson, 2015; Saltmarsh et al., 2009)*. However, the fact that this happened does not mean that traditional scholarship does not also still have powerful advocates, interest groups, and funding sources that maintain its primacy in the reward system. Nor do we advocate that traditional scholarship be disenfranchised within reward systems. In many

ways, the story of community engagement has been similar to one of communities with many subgroups of neighbors. Community engagement faculty often form an enclave within an institution, but there are other enclaves as well, and institutional transformation requires making allies across subgroups and interests and finding ways to make compromises that do not assume a zero-sum game between more traditional and engaged scholarship and scholars. A natural pair of allies are faculty working to increase support for diverse faculty (e.g., by gender, race, sexual orientation) and diverse forms of scholarship *(O'Meara, 2015; Sturm et al., 2011)*. However, sometimes these groups do not see common ground or are not in conversation with each other—a missed opportunity to create important alliances.

Such alliances are important within the quadrants we mentioned—of institutions, disciplinary associations, graduate education, and faculty reward system reform—because faculty involved in community engagement, interdisciplinary, and public scholarship still face a number of cumulative disadvantages in their careers *(O'Meara, 2011a; 2011b; 2014, 2015)*. Engaged scholars operate within higher education systems where other forms of faculty work are privileged, and their work is inherently considered of less value or merit. Such "inequality regimes" have real consequences for engaged scholars in terms of career advancement, having a place in positions of power and decision-making in institutions, and access to resources that can support higher education missions of social justice and the public good *(O'Meara, 2014, 2015, in press)*.

If we were to write this article again, we would encourage engaged scholars and those within the movement to pay special attention to the development of strategic networks, alliances, and community organizing to advance this work. We would encourage them to approach their work as political work aimed at dismantling privilege and exposing the power exerted by hegemonic epistemic paradigms and the inequalities that are created. Attending to power and privilege constructs an understanding of knowledge generation and of teaching and learning that is inherently political—with consequences for equity and justice in a democracy. Attending to power, privilege, and politics is critical in rethinking an integrated model for advancing the scholarship of engagement.

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Understanding an Emerging Field of Scholarship: Toward a Research Agenda for Engaged, Public Scholarship

Dwight E. Giles, Jr.

Introduction

> I would have American scholars, especially in the social sciences, declare their independence of do-nothing traditions. I would have them repeal the law of custom which bars marriage of thought with action. I would have them become more scholarly by enriching the wisdom which comes from knowing with the larger wisdom which comes from doing. I would have them advance from knowledge of facts to knowledge of forces, and from the knowledge of forces to control of forces in the interest of more complete social and personal life.
> *(Small 1896, 564)*

*T*his essay, like all but one of the research papers in these two special issues of volume 12, had its origins when I was a discussant of these papers at a symposium of the 2006 national conference of the Association for the Study of Higher Education (ASHE). I have expanded upon those thoughts to include the additional articles and essays in both this issue and the previous issue (volume 12, number 1).[1] The intent of this essay is to use the rich collection of empirical, theoretical, and historical articles to develop a larger and hopefully more comprehensive view of this emerging field, which as yet has many names and a number of different emphases, conceptualizations, and research questions.

As the opening quote evidences, although this is currently an emerging field, the central argument is by no means a new one. Small's language is characteristic of the liberal optimism of the nineteenth century and speaks of a faith in social science that has since become jaded; nevertheless, his call for new scholarship res-

onates with the works referenced here. As the founding chair of the Department of Sociology at the University of Chicago, Small presided over the early development of the Chicago School of Sociology, whose emphasis was on an applied sociology that was anchored in the life of the City of Chicago. Not coincidentally, it was also during this time at the University of Chicago that Dewey was beginning to write about education and democracy based on his work with and learning from Jane Addams at Hull House. As the polemical tone of Small's quote indicates, this has been a contested terrain of how to define scholarship, and as the articles, essays, and book reviews here indicate, it also is an enduring debate.

Terminology: From Umbrella Terms to a Big Tent

One of the striking characteristics of the research articles, the reflective essay, and even the book reviews in these two issues is the variability of the central terminology that is used across authors and even within the same article. At the risk of an exercise in pedantic parsing of terms, it is instructive to examine the umbrella terms used and what each author(s) includes as activities under this umbrella. Recall that the theme of both issues, collectively, is "Faculty Motivation for Engagement in Public Scholarship." Nevertheless, only some authors use this term, *public scholarship*, thus raising the question, Is there is a difference merely in terminology or in the phenomenon being studied, or perhaps some combination of both? I am not arguing for standard terminology or a uniform definition, as this would be an exercise in academic imperialism that might inhibit what is clearly an emerging field of practice and scholarship. Since many of the authors include service-learning as a form of engaged scholarship, it is instruc- tive to look at the movement toward definitional clarity and stan- dardized terminology in that field of academic endeavor over the past twenty years. Kendall's early review of the service-learning literature uncovered 147 different definitions of service-learning *(1990)*. Similarly, prior to that Stanton had argued for categorizing all definitions into two types, treating service-learning as either a specific type of program or an approach/philosophy *(1987)*. Such a categorization might ulti-

> *"But while this historical evolutionary perspective is enlightening, we still need to address the larger universe of other terms and meanings."*

mately be useful in sorting out the terminology, meanings, and manifestation of what is presented here under a variety of terms.

Sandmann's essay examining the conceptualization of the scholarship of engagement in higher education over a ten-year period shows how the term has evolved and, as she asserts, does clarify the "definitional anarchy" that exists in the field. But while this historical evolutionary perspective is enlightening, we still need to address the larger universe of other terms and meanings.

As a methodological note for this analysis, I think it can be argued that the authors in these issues represent the key areas of scholarship and traditions in American higher education. That is not to say that all key scholars of this phenomenon—higher education trying to become more responsive to communities in all of their core faculty activities—are represented here, but clearly the authors in these issues are the majority of scholars working in this field.[1]

In the first of the research and conceptual/philosophical articles, O'Meara has titled her article "Motivation for Faculty Community Engagement." The key term used is *faculty engagement*, which is also referred to in a longer form as *faculty involvement in community engagement*. Included under community engagement, as specified in the opening paragraph, are service-learning, community-based research, and action research. As O'Meara points out, "The term 'engagement' has come to mean many things in higher education" *(p. 8)*. The definition she uses for faculty community engagement is "work that engages a faculty member's professional expertise to solve real world problems in ways that fulfill institutional mission and are public, not proprietary" *(p. 8)*. While she does not include "scholarship" as part of this definition, she does say in the sentence immediately following that "This work, like all scholarship. . . ." *Engagement* as a term "is used inclusively to mean forms of service-learning, professional service, community-based research, and applied research that engage professional or academic expertise in partnership with local expertise to address real-world issues" *(p. 8)*.

In the next article Janke and Colbeck use *public scholarship* as their central term and research focus, characterizing it as "an *umbrella term* encompassing service-learning, community- based research, and undergraduate research on public problems" *(p. 31*; emphasis added). Throughout the article they use the phrase "faculty engagement in public scholarship," and they focus on

the effects of such engagement in this type of scholarship on the dimensions of faculty work.

Using a slightly different empirical approach, Peters, Alter, and Schwartzbach studied faculty views of the meaning and significance of the land-grant mission. They are also interested in the lives and work of faculty in the land-grant institutions "and their own motivations, purposes, roles, work, and experiences as *publicly engaged scholars* and educators. . ." *(p. 67*; emphasis added). They then go on to define scholarly engagement as "engagement in which academic professionals function as scholars and/or educators" in "the everyday politics of public work" *(p. 67)*. As they note, it is the comprehensiveness of their focal question that distinguishes their inquiry from those interested in only one of the components, such as public work, scholarly engagement, or student engagement. Another variation on their terminology is in their central research question, where they focus on "land-grant faculty members who have reputations as outstanding practitioners of public engagement" and their "experiences as publicly engaged scholars and educators" *(p. 67)*. Of note here is the introduction of the term *practitioners* as well as educators. This gives their article a broader scope than some of the others, as we shall see later in the overall analysis.

In another study of faculty motivation, Colbeck and Weaver use the title phrase "Faculty Engagement in Public Scholarship." One of the few consistencies in terminology in these issues is use of the term *public scholarship*; it appears here and also, not surprisingly, in Janke and Colbeck, who are also coming from a land-grant context. Colbeck and Weaver go on to define public scholarship as "scholarly activity generating new knowledge through academic reflection on issues of community engagement [that] integrates research, teaching, and service" *(p. 7)*. This latter phrase is one of their key arguments: "Public scholarship reframes academic work as an inseparable whole in which teaching, research, and service components are teased apart only to see how each informs and enriches the others, and faculty members use the integrated whole of their work to address societal needs" *(p. 7)*. This idea of integration may be a distinguishing characteristic of this emerging field, as others see engagement solely as scholarship or service or teaching.

In a conceptual article that proposes to develop an integrated model, Sandmann, Saltmarsh, and O'Meara use the term and title phrase *scholarship of engagement*; many will recognize this as grounded in the language of Boyer in 1990, where he used the terms "scholarship of . . . ," and his later development, in the first

issue of this journal, the term "scholarship of engagement" *(1996)*. Sandmann and colleagues write about a new focus on engagement as a core value of the university and echo Schön's *(1995)* call for a new epistemology to reflect this paradigm shift toward engagement as fundamental to the work of the academy and its faculty. They present their model in order to provide academic homes for engaged scholars. In this model that adds a rich complexity to the discussion and illustrates the various dimensions of what this will mean to the academy, they remain focused on advancing "the scholarship of engagement," a term they consistently use for an integrated approach to producing and sustaining engaged scholars.

In an empirically based reflective essay, Sandmann traces the evolution and conceptualization of the scholarship of engagement, which she identifies as a generalized concept that has evolved over the past decade. This generalized concept encompasses a panoply of terms and meaning shifts over the first decade of the writings in this journal, which she used for her data on tracing the emerging conceptualization. Under the umbrella of the "national scholarship of engagement movement" she includes "service-learning pedagogy, community-based participatory research, public scholarship, and other intellectual arenas as a set of powerful strategies for collaboratively generating knowledge and practices to alleviate social problems affecting communities" *(p. 91)*. She identifies four stages of this conceptual evolution: first, the definition of engagement; second, engagement as teaching and research; third, engagement as a scholarly expression; and finally, the current stage of the institutionalization of engagement. Common to Sandmann's analysis across the stages is the core concept of engagement. This evolutionary analysis of the development of engagement in higher education from 1996 to 2006 is enlightening and clarifies its origins and developmental stages. Whether it clarifies the definitional anarchy as Sandmann intends, remains to be seen in subsequent scholarship.

> *"Its emphasis, however, is not necessarily on university scholarship or engagement but more toward the broader questions of public work and citizen activism as they relate to democracy and education …"*

Finally we turn to the three book reviews as a source of cataloging terminology and conceptualizations. Here may be the greatest variability, given the genre of the writing. Because of the topic of the book that Frabutt reviews, *Community-University Partnerships in Practice*, there is no discussion of engagement or

scholarship as there is in the empirical and conceptual articles. It is noteworthy, however, that these partnerships are seen as a key part of community-university engagement. This is striking since the focus in the rest of the articles has not been on the community component of engagement, although it has been present implicitly or by explicit mention in varying degrees. While Benson, Harkavy, and Puckett's *(2008)* book, *Dewey's Dream: Universities and Democracies in an Age of Education Reform*, is certainly a case study of what the other articles have been discussing, Boyte's review is devoid of the concerns for scholarship and faculty engagement that this book bears witness to.

Instead, Boyte focuses on "A New Civic Politics," which in this context can be seen as related to the engagement articles. Its emphasis, however, is not necessarily on university scholarship or engage ment but more toward the broader questions of public work and citizen activism as they relate to democracy and education, topics that Benson and colleagues unpack and illustrate in their book.

In the last book review we are introduced to a new term, *critical engagement*, by Fear, Rosaen, Bawden, and Foster-Fishman. In her review of this autoethnographic compilation of four scholars' collective journey to critical engagement, Thomson concludes that engagement is messy and difficult to describe. As Thomson concludes, "Critical engagement is a journey without end. Learning must be integrated into practice. Neither knowing nor doing engagement alone is sufficient" *(p. 116)*. While this observation may not directly contribute to our definitional clarity, it certainly characterizes the phenomenon we have been trying to capture here.

So where does this review leave us? Do we have a problem of language that can be sorted out by agreeing on whether engagement is a noun or a verb or should be used in its adjectival form, engaged? Where does scholarship fit in? Is it the key activity, and *public* or *engaged* can modify this noun interchangeably? Or is engagement the overall phenomenon?

Some answers to these questions emerge from this collection of scholarship in this emerging field. It seems clear that this is not a problem of language; we do not have sloppy, inconsistent usage. Neither are these inconsistencies just the intellectual preferences of different scholars. These terms are deeply rooted in institutional histories and contexts as well as various movements in higher education. The scholarly challenge is to continue to examine these terms and traditions as Peters and colleagues have done here. This

would help avoid the temptation of adopting an easy solution by just stringing all the words together into one big phrase that probably would represent a false consensus at best. Such an ongoing examination would also preserve the roots of the various elements: the Boyer view of scholarship, the community emphasis of service-learning that O'Meara illustrates, and the public scholarship legacy of the land-grant traditions. What we do have is a phenomenon of the emergence, although not uncontested, of engagement in American higher education over the past decade as Sandmann documents. We also have either as part of the same phenomenon or in parallel with it a new understanding and practice of scholarship, including a new epistemology, as Sandmann, Saltmarsh, and O'Meara argue.

I started this essay by implying that a big tent could be erected. So far, what we have is a set of umbrella terms that may include many of the same activities but differ in focus, emphasis, and even intent. While we could force a unified conceptual scheme and have only a few outliers, such an intellectual, abstract, and arbitrary endeavor on the part of one writer is not likely to contribute to a big tent or clarity of terminology—that is, the reduction of "defini- tional anarchy," as Sandmann argues. Given that engagement is a new or recently reemerged way to think about intellectual work, I would argue that only an engaged process can ultimately clarify this emerging field and move us forward with a research agenda and a somewhat bounded field of inquiry. Again, I think it is instructive to look at service-learning: only after a decade or so of practice wisdom and working definitions did the field coalesce around a more or less common definition and a fairly clear understanding of what is and what isn't in the service-learning tent. Now that service-learning is being drawn into the larger tent of engagement, a similar process seems advisable and fruitful here.

> *"[O]nly an engaged process can ultimately clarify this emerging field and move us forward with a research agenda and a somewhat bounded field of inquiry."*

Indeed, in spite of the parsing and differentiation in which I have engaged in this essay, there is little debate regarding the outer boundaries of this work, and several key dimensions seem to have an emerging consensus. Given these conditions, perhaps we must risk some addi- tional definitional anarchy and let "a thousand terms bloom" before embarking on the activity of bringing closure and clarity.

Theoretical and Methodological Considerations

Given the influences of the positivist tradition on most of us, either direct or vestigial, we might be persuaded by a logical argument that we cannot develop or apply theory, refine variables, or develop research questions until we have clear terms. I would argue that we become comfortable with a constructivist approach to both theory development and methodology by first using the nascent but rich body of scholarship we have and by further constructing theory and methodology in partnership with our communities; in short, I am issuing a call to practice an engaged scholarship that we advocate.

In these two issues we have some key initial building blocks of theory that seem to work well and can be expanded. O'Meara gives us a better view on motivational theories so we can move beyond the narrowly individual and psychological understandings of motivation. Colbeck and Weaver expand this further through motivational systems theory; Sandmann and colleagues offer an integrated model that draws from theories of faculty socialization, institutional change, and campus-community engagement. These are all fruitful starting points.

Perhaps the key methodological challenge is to decide if this phenomenon is to be studied as an independent variable as Janke and Colbeck illustrate or as a dependent variable as Colbeck and Weaver and O'Meara illustrate. Or do we move beyond a hierarchical variable model to develop a more interactive and interactionist approach as Peters and colleagues demonstrate in their study of meaning and practice?

Call for an Engaged Process for Inquiry

What would an engaged process look like and how likely is it to succeed? Another question, though largely unanswerable at this point, is, What would be the timeline be for such a process? I propose a process that would have three key elements. My basis for this is that I have observed and participated in a similar process in service-learning. Janke and Colbeck cite what might be considered evidence of the success of such a process: before 1995 there were 29 peer-reviewed articles on service-learning; since 1995 there have been 840. While the cause of such an increase in scholarship cannot be attributed to one factor, or even all known factors, several factors were at work, including a Wingspread conference that collaboratively produced a research agenda *(Giles, Honnet, and Migliore 1991)*, involvement of practitioners as scholars and with

scholars to develop a practice-based inquiry as well as more theoretical research; creating outlets for scholarly exchange such as a new journal—the *Michigan Journal of Community Service Learning*, including a special issue *(Howard, Gelmon, and Giles 2000)* on the results of and responses to an ECS/Campus Compact conference on developing a research agenda for service-learning.

The first element is a practice element to broaden the scholarship to include practitioner voices as cogenerators of knowledge. With the exception of the book review on community-university partnerships, community voice is absent not only in these issues but largely in the field as a whole. This can be done at the local level but needs to be incorporated into national efforts. Additional narratives of practice, such as the profile of John Gerber, would help us bound our terms and concepts and approach research questions in a grounded, phenomenological, and ethnographic way. Certainly the autoethnographic approach of Fear and colleagues as reviewed here is another possibility. Thus this first element needs to heed the call of Sandmann and colleagues to pursue a new epistemology that engaged, public work requires.

Second, we need an interactive approach. While research agendas and plans of inquiry are never set by summits alone, neither are they set by individual scholars or even small groups of scholars laboring under their own points of view, data variability, and even differing terms. Although agendas might be proposed by a scholar or groups of scholars in order to encourage dialogue, they are probably of limited use beyond being cited for justification of a study or publication. *(See Giles and Eyler 1998.)*

Part of the emergence of this field—what Sandmann calls the scholarship on the scholarship of engagement—has also been an emergence of conferences and networks. Having an explicit focus on developing a research agenda through these conferences and additional ones that could be created for such purposes is useful.

Third, more outlets for this type of scholarly exploration are needed. Such outlets may be special journal issues, such as this one, or symposia at national conferences, such as the ASHE conference in 2006 that gave birth to much of what is in these issues. There is likewise a need for advocacy for inclusion of this type of scholarship in other mainstream journals. Definitional debates and terminology conflicts should be open and part of these scholarly expressions so that a community of scholars and practitioners develops the tent under which they perform and express their public work in a democratic society.

Endnotes

1. All citations in the text are from vol. 12, no. 1 and no. 1, unless otherwise cited.

2. Other scholars who have written about engaged scholarship as an emerging and general phenomenon in American higher education include R. Eugene Rice, Amy Driscoll, Tami Moore, Kelly Ward, Sherril Gelmon, and Barbara Holland. Literatures are also developing in many disciplines: sociology, humanities, engineering, and history, to name a few. Many manifestations of these disciplinary movements are preceded by the adjective *public*, such as the Public Humanities Collaborative at Michigan State University.

Editor's Note:

For articles not included in the References below (see Endnote 1), please see: *Journal of Higher Education Outreach and Engagement, 12*(1&2).

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The Emergence of Engaged Scholarship: Seven Additional Years of Evolution

Dwight E. Giles, Jr.

*I*t is a rare and wonderful opportunity for an author to be invited to revisit, respond to, reframe, or recant ideas expressed in an earlier article. The editors of this issue have done just that. First, the recant. I originally argued that engaged public scholarship (as I called it in the title) should draw from the lessons learned from the emergence of service-learning, both through adopting a unified term for the field and by using research agendas to advance its definition and boundaries. Service-learning has achieved use of a single consistent term (although now often subsumed under community engagement), but legitimate questions remain as to the actual limits of research agendas in advancing the scholarly knowledge of the field (see *Giles & Eyler, 2013*). What should continue to emerge instead is what Sandmann *(2008)* called "scholarship on the scholarship of engagement" *(p. 99)* as a way to further coalesce our understanding of the boundaries and contours of this movement or field.

One element that has changed since 2008 is the national context to which the work has had to respond. At the time of that writing, the Carnegie Foundation's Community Engagement Classification was just beginning, and the 2008 engaged campuses had not been selected. Indeed, the argument could be made that the voluntary classification has acted as an external lever for change on campuses as originally intended (see *Driscoll, 2008* for intentions for the classification.) Thus, *community engagement* is now the common term for the overall work, and I believe the evidence suggests that *community-engaged scholarship* is emerging as the major term in regard to the scholarship dimension of the movement. This is not an uncontested term, however; for example, Saltmarsh and Hartley *(2011)* argued for shifting the term from community engagement to *civic engagement* to reflect the political and policy nature of engagement in addition to the community-based work, which is often service. The use of this term is under the broader umbrella of democratic engagement in the traditions of Dewey's concept of democracy and education *(Saltmarsh, Janke, & Clayton, 2015)*.

An additional effect of the Carnegie Classification for Community Engagement has been a redefining of the nature of

scholarship itself. Specifically, as engagement has emphasized mutuality or reciprocity, scholarship has become more relational *(J. Saltmarsh, personal communication, January 8, 2016).* In the original article, I (and others) noted the enduring debate on defining scholarship, especially with the rise and stimulus of scholarship of engagement as conceptualized by Boyer *(1996).* This has engendered a shift in how faculty roles and rewards are operationalized and has challenged the traditional model of scholarship strictly as empirical research. It would take another study to ascertain the extent of resultant change in promotion and tenure guidelines, but there is evidence of the emergence of scholarship linking teaching, service, and a broad range of scholarly studies. For example, the Ernest Lynton Award given by the New England Resource Center for Higher Education (NERCHE) has seen a dramatic increase in the quantity and quality of faculty nominated for their engaged scholarship. Indeed, a similar argument could be made by analyzing the 20 years of content of this journal, which published Boyer's call for the scholarship of engagement in its first issue in 1996.

Early analysis of the 2008 Carnegie classification data indicated that the classification was prompting an increase in engaged faculty scholarship *(Saltmarsh et al., 2009).* That said, entrenched interests of disciplines, academic departments, and traditional epistemology militate against the full emergence of community-engaged scholarship. In the original article, I noted that this debate goes back over 100 years. Even though it is not over, it seems as if we have advanced in our understanding and have achieved more widespread applications of community-engaged scholarship, as I now prefer to call it for the reasons noted above.

I have one additional reaction to points made in the original Volume 12 and in my article. In that article, I valued Sandmann's empirical analysis of the emergence of the terms and "the national scholarship of engagement movement" *(Sandmann, 2008, p. 91)* over the decade from 1996 to 2006. My call here would be for similar scholarship to be undertaken covering the last 10 years, 2006-2016.

My final revisit is the overarching question that was the focus of my original article, whether we can move toward reducing the "definitional anarchy" that Sandmann identified, whether we can move under a "big tent," if not one umbrella term. My hypothesis now is that the "definitional anarchy" has dissipated quite a bit, and we have much more convergence under the big tent of community engagement with two umbrella terms emerging (and perhaps competing): *community-engaged scholarship* and *civically engaged scholarship (Saltmarsh et al., 2015).*

A final response is to note what a milestone this issue of *JHEOE* is, not only because this journal has chronicled and supported this movement, but also because of the larger forces that have moved higher education to a more responsive engaged human enterprise. As someone who has been part of the service-learning movement for over three decades and a witness to how its pedagogical innovation has stimulated the larger community engagement movement, I find this very exciting and the kind of change that many of us have envisioned for the academy.

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A Holistic Model of Engaged Scholarship: Telling the Story across Higher Education's Missions

Nancy Franz

Abstract

Faculty and administrators still struggle to practice and support a holistic approach to engaged scholarship. Many institutions have created a culture of engaged scholarship, yet faculty are looking for practical ways to plan, implement, and reflect on engaged scholarship due to productivity expectations. New faculty are often drawn to the idea of engaged scholarship but don't know where to start or how to frame their work in a way that appeals to promotion and tenure committees. To address these issues, the holistic model of engaged scholarship presented here provides a definition of engaged scholarship, six practice and storytelling leverage points on an engaged scholarship circle, an integration of higher education's missions, and factors and assumptions that affect engaged scholarship to help faculty better practice and tell the story of their engaged scholarship efforts. An application of the model is also described.

Introduction

*O*ver the past decade, the "public scholarship movement" *(Mathews, 2005)* has spurred deeper and broader exploration and practice of engaged scholarship in higher education. However, faculty and administrators still struggle to practice and support a holistic approach to engaged scholarship *(Rhodes 2001; UniScope Learning Community 2008)*. Although many insti- tutions have created a culture of engaged scholarship *(Dana and Emihovich 2004)*, faculty are looking for practical ways to plan, imple- ment, and reflect on engaged scholarship to reconcile a personal interest in working with the public and productivity expectations. New faculty are often drawn to the idea of engaged scholarship but don't know where to start or how to frame their work in a way that appeals to promotion and tenure committees. Boyer *(1990)*

says, "The work of the professor becomes consequential only as it is understood by others."

Faculty need multiple entry and leverage points to practice and tell the story[1] of their engaged scholarship and to be more deliberate about planning and coordinating their engaged scholarship.

Higher education also needs to expand current thinking and practice to see engaged scholarship not just as an end for promotion and tenure, good public relations, or the sole function of the outreach mission. Instead, engaged scholarship should be integrated as much as possible across the institution's missions to more holistically and effectively address the purposes of higher education. This article presents a model that will help faculty and administrators envision and practice more holistic and integrated engaged scholarship.[2]

Several models and criteria have been put forth to advance engaged scholarship. Van deVen's Diamond Model *(2007)* attempts to bridge the gap between research and practice by suggesting four steps in a participatory research process. The steps, not necessarily sequential, include: (1) research problem formation by situating, grounding, diagnosing, and resolving a problem; (2) theory building through creation, elaboration, and justification; (3) research design using variance and process models; and (4) problem solving that includes social processes of research, mainly communication and politics. Van deVen believes involving scholars and practitioners in cocreating knowledge will strengthen the link between practice and theory. He focuses on the individual scholar and not the institution.

Ernest Boyer, on the other hand, examined engaged scholarship on an institutional level *(1996)*. He redefined scholarship to move beyond the traditional definition of research and publication to four types: (1) the scholarship of discovery, (2) the scholarship of application, (3) the scholarship of teaching, and (4) the scholarship of integration. The first three reflect the traditional university missions of discovery, service, and teaching; however, the scholarship of integration focuses on the connections across disciplines and the functions of research, teaching, and outreach. Boyer says an expanded view of scholarship is needed because faculty reward systems often do not match academic functions, and professors often find themselves caught between competing obligations (1996).

The Pennsylvania State University incorporated Boyer's four types of scholarship in the creation of the University Scholarship and Criteria for Outreach and Performance Evaluation (UniSCOPE)

model. The goal of this work was to help academics and administrators better understand and reward wider types of scholarship, in particular scholarship beyond research and teaching *(UniSCOPE Learning Community 2008)*. The three types of scholarship in this model are teaching, research, and service, with discovery at the heart of all three and integration and application woven throughout. The UniSCOPE learning community has created publications and led workshops and dialogue on this model of scholarship. The community feels this effort continues to be a work in progress *(2008)*.

Figure 1. Franz Engaged Scholarship Model

The Engaged Scholarship Model presented in this article builds on and adds to these models by more fully addressing the day-to-day context of faculty involved in engaged scholarship. In particular, the model provides six entry points where faculty can practice engaged scholarship and tell their engagement stories. The model builds on previous models by placing a simplified definition of engaged scholarship at the heart of the model, breaking the three university missions into six entry points, and adding internal factors, external factors, and assumptions as important aspects of successful engaged scholarship. This multifaceted model is intended to help prepare faculty to think more fully about engaging in and sharing the outreach process *(Votruba 1996)*.

Overview of the Model

Drawing on the fields of education, program development and evaluation, and engaged scholarship, this model provides a holistic approach to creating and telling stories of engaged scholarship (see figure 1). This section provides an overview of the model and describes the model's individual concepts.

The model is configured as a group of circles to illustrate that no one section of the model is privileged over another. However, the inner circle serves as a foundation for all the other circles. With this said, all the other elements in the model have equal importance, allowing academics and communities to initiate work together at any point in the circle to conduct engaged scholarship. For example, research is not more important than teaching or outreach in this model.

A model of concentric circles also shows the nested and interrelated nature of the rings in the model. Each ring or circle could stand alone, but the interrelationship among the rings or circles results in a more holistic approach to the practice and storytelling of engaged scholarship. For example, the definition in the center circle drives the six leverage points of engaged scholarship—discovery of new knowledge, development of new knowledge, dissemination of new knowledge, change in learning, change in behavior, and change in condition. In turn, the six leverage points engaged in by scholars and communities are subsets of each of the three missions of the university found in the third circle. Finally, the last circle of factors and assumptions impacts the ability of scholars and communities to conduct the work explicated in the inner circles.

The concentric circles also illustrate an expansive view of engaged scholarship. The inner circle is a concept that informs all of the outer circles. The second circle is an individual application of engaged scholarship by the faculty member, while the third circle represents an institution-wide or more general view of engaged scholarship represented by the three main functions of higher education. Finally, the last circle represents interinstitutional elements of engaged scholarship, including internal and external factors and engagement assumptions that tend to be found at all institutions of higher education.

The model points to the importance of having a clear definition of engaged scholarship at the core of this work for consistent understanding and application of the work across the individual, institutional, and interinstitutional levels. It also suggests the importance of having a variety of entry points to practice and tell the story of

engaged scholarship so that faculty with a variety of roles can see themselves as engaged scholars. This is consistent with the belief of Peters et al. that "almost everything a scholar does—from classroom teaching to the most basic forms of research—can be argued to be public" *(2005, 15)*. The model also recognizes the importance of all three missions of higher education and that "outreach can posi- tively influence the traditional research and teaching responsibilities of faculty members" *(King-Jupiter, Stevens, and Bondy 2008, 100)*. This model in particular highlights the interrelated nature of the missions to realize holistic engaged scholarship. Finally, the model brings attention to the importance of assumptions and internal and external factors in practicing engaged scholarship in the complex context of higher education and community work.

Definition of Engaged Scholarship

In the innermost circle of the model, academia and community are linked in a two-way relationship. For the engaged scholar, this means focusing on a reciprocal relationship with a community that adds value to the community and the scholar's discipline. The central location of the definition at the heart of the model grounds and informs all the other elements in the model, especially the six practice and storytelling leverage points for engaged scholarship in the second circle. This definition reflects many of the common elements of previous definitions of engaged scholarship presented by numerous scholars *(Boyer 1996; Bruns et al. 2003; UniSCOPE Learning Community 2008; Kellogg Commission on the Future of State and Land- Grant Universities 1999; Peters et al. 2005; Rhodes 2001; McDowell 2001;Townson 2009)*.

The definition of engaged scholarship in this model reflects the mutuality of the academic-public partnership focused on producing a beneficial legacy. This definition also suggests that the partnership produces information or practices that enhance the academic disciplines involved. This definition may be appealing to faculty new to the concept of engaged scholarship or who prefer a short and jargon-free description of their work. The word "legacy" may also resonate with faculty intrinsically motivated to conduct engaged scholarship through personal interest in "making a difference" rather than extrinsically motivated by scholarship productivity measures *(Meyer and Evans 2003)*.

Leverage Points for Engaged Scholarship—The Individual View

The next circle of the model includes six entry points for creating and telling about engaged scholarship. For the engaged scholar, these entry points provide a variety of options for working with communities to leave a legacy and add to the field. These points include: (1) discovery of new knowledge, (2) development of new knowledge, (3) dissemination of new knowledge, (4) change in learning, (5) change in behavior, and (6) change in conditions. Engagement between the scholar and communities can take place at any or all of the six points in this engaged scholarship circle.

The coin of the realm for productivity in higher education tends to be peer-reviewed journal articles. However, scholars and the community members they engage with may practice and tell their engagement story through a variety of processes and products across these six points in the engaged scholarship circle.

Discovery of new knowledge

This point involves scholars and communities working together in joint research to answer important questions of mutual interest. Methods for this work may include participatory action research *(Greenwood 1993)*, empowerment evaluation *(Fetterman, Kaftarian, and Wandersman 1995)*, or other joint inquiry processes. Faculty conducting this work often tell the story of their engagement through scholarly products not only of the new knowledge discovered but of the participatory processes used to arrive at the new knowledge *(Loring 2007).* For example, a climatologist who works with citizen scientists can document the effects of climate change in multiple local contexts.

Development of new knowledge

Faculty and community members engaging in this point take previously discovered knowledge and expand on it or test it in a new context *(Loring 2007).* Simply put, research conducted in one state may be expanded to other states to see if the new context changes the knowledge generated. This type of engaged scholarship often builds on the depth or scope of the original knowledge and may highlight new research processes. For example, architecture faculty and students may work with community planning board members to propose adaptation of previously discovered green building designs for their particular local context.

Dissemination of new knowledge

In this point of the engaged scholarship circle, faculty and community members share with others what they've discovered together. This may take the form of scholarly products such as peer-reviewed journal articles or conference papers or public information campaigns. For this work, information can also be translated and shared with others *(Loring 2007)*. For example, engineering faculty, government agencies, and community decision makers together review research results on safe traffic intersections and share those results at community forums to help citizens understand potential options for action.

Change in learning

This point of engaged scholarship focuses not only on sharing of information but determining to what degree individuals actually learn something new from the information created through previous work in the engaged scholarship circle. Outcomes of this work may include changes in awareness, knowledge, skills, attitudes, opinions, aspirations, and motivations *(University of Wisconsin–Extension 2005)*. For example, faculty in the arts and humanities may strive for a greater understanding of and appreciation for art and literature from youth in community arts programs.

Change in behavior

Engaged scholarship at this point focuses on change in human behavior using research-based information and practices. This change in action may include outcomes related to change in behavior, practice, decision making, policies, or social action *(University of Wisconsin–Extension 2005)*. For example, behavioral and turf scientists work together to study the effects of consumer purchasing habits for lawn fertilizer, so that research-based information about fertilizer use rates is delivered in the most effective way possible to result in consumer behavior change.

Change in conditions

A final point of engaged scholarship works toward change in conditions. The goal is to effect deep and lasting change in economic, environmental, social, and/or civic conditions in families, communities, businesses, or organizations *(University of Wisconsin–Extension 2005)*. For example, a decrease in the rate of obesity may be found over time in communities where nutrition and health faculty have worked with community members on weight loss and physical exercise programs.

Each of the six points in the engaged scholarship circle encourages critical reflection, enhanced action, and production of scholarship between faculty and community members. Some faculty believe that they must wait for several points in the circle to take place before they develop scholarly products. Instead, this model suggests that scholarship can take place at all six points, and the story of that scholarship can be told at any or all points in the circle. Engaged scholarship can take place independently at each leverage point or occur at sequential points, moving from discovering new knowledge to developing that knowledge, to knowledge dissemination, to change in learning, and to change in behavior that finally leads to change in a particular condition or set of conditions. The linking of all six leverage points with each other has not been found in the literature. In fact, the linkage may not always be sequential in practice due to the complex realities of the engaged scholarship environment.

Circle of Missions—The Institutional View

In the third circle of the model, engaged scholarship takes place within the traditional missions of higher education and/or is integrated across those missions embraced by the institution.

> *"Research, teaching, and outreach all inform each other to best address complex issues."*

This "circle of missions" provides the institutional view of the six leverage points for knowledge and bringing about change in learning, and finally, outreach is connected with the entry points of changing behavior and conditions. However, less traditional views of this work find that new knowledge can be developed while teaching or conducting outreach work. With this said, most university faculty and administrators tend to think in terms of research, teaching, and outreach rather than the six leverage points within each of those missions to create and tell stories about engaged scholarship. This circle helps connect these two views of engagement.

Conducting engaged scholarship in only one or two mission areas may leave issues or questions of concern for scholars and communities only partly addressed. Research, teaching, and outreach all inform each other to best address complex issues. This suggests that each faculty member should be cognizant of all three missions and should take an integrated approach by building teams of scholars across missions for a more holistic approach to engaged scholarship.

The Context of Engaged Scholarship—The Cross- Institutional View

A number of factors have been shown to slow or catalyze engaged scholarship across institutions of higher education *(Judd and Adams 2008; Peters et al. 2005; Dana and Emihovich 2004)*. The outer circle in the model suggests three sets of factors that impact the success of engaged scholarship: (1) internal factors, (2) external factors, and (3) assumptions about engaged scholarship. These factors also affect the inner circles of the model. For example, factors and assumptions about higher education and communities shape the outreach, teaching, and research that take place at a particular institution, which in turn determines how scholars and communities enter into, practice, and tell stories about engaged scholarship, and how they define engaged scholarship.

Internal factors

Those involved with engaged scholarship know that institutions of higher education have multiple factors that affect this work. Often cited are faculty reward and promotion systems *(Votruba 1996; UniSCOPE Learning Community 2008)*, lack of interest in collaboration *(Williams and Pettitt 2003)*, the fragmented nature of higher education *(Boyer 1990)*, and the history of the organization *(McDowell 2001)*. Other internal factors that help or hinder engaged scholarship may be funding, organizational leadership, peer mentoring, and organizational infrastructure *(Franz 2005)*.

External factors

Working with community partners provides a variety of factors that affect the success of engaged scholarship. These include community commitment, communication, collaboration, flexibility, trust, and a mutually beneficial relationship *(Judd and Adams 2008)*. Other factors may include available resources, the political environment, and the unique context of the community.

Assumptions about engaged scholarship

Many assumptions guide individuals and institutions as they participate in engaged scholarship. They range from the value of this type of scholarship and best practices for conducting the work to how the work should be rewarded. Many faculty and administrators have come to rely on Glassick, Huber, and Maeroff's *(1997)* characteristics of engaged scholarship and the Kellogg Commission's seven-part test *(1999)* as base assumptions about engaged scholarship. Glassick, Huber, and Maeroff *(1997)* suggest that quality

engaged scholarship includes clear goals, adequate preparation, significant results, effective presentation, and reflective critique. The Kellogg Commission on the Future of State and Land-Grant Universities *(1999)* suggests instead that university engagement includes responsiveness, respect for partners, academic neutrality, accessibility, integration, coordination, and resource partnerships. At a more individualized level, there are also a variety of perspectives on which research methods best serve the work of engaged scholarship, such as practitioner profiles *(Forester 1999)* and social psychology research methods (Harnish and Bridges 2004). The assumptions of individuals or institutions about engaged scholarship directly impact that work. These may include the importance of engaged scholarship in faculty tenure and performance reviews, the importance assigned to working with community partners, or who should or should not conduct engaged scholarship.

Testing the Model

Since this model is relatively new, it has not been fully tested. However, one current example of engaged scholarship at Virginia Polytechnic Institute and State University is grounded in this model.

Starting with an idea

In 2006 two scholars from the Department of Agricultural and Extension Education and the Department of Human Development found they shared a curiosity. They wanted to know to what degree the delivery of agricultural education met the learning preferences of farmers. In their many years of conducting teaching, research, and outreach work at a variety of universities, they had noticed that teachers often teach in ways they prefer to learn rather than ways that meet learners' needs. The scholars wanted to see if this was true in the agricultural education community as well. They talked with agricultural educators from Virginia Cooperative Extension[3] and a variety of farmers about their interests. The agricultural education and farming community had a high level of interest in discovering more about farmers' learning preferences. The scholars submitted a grant application to the Southern Sustainable Agriculture Research and Education program sponsored by the U.S. Department of Agriculture. They received funding, a graduate student was hired to assist with the project, and in August 2007, the How Farmers Learn Project began.

Engaged scholarship definition

The scholars tried throughout the project to focus on a reciprocal relationship with the agricultural education community of practitioners and farmers by developing steering committees for the project that included the scholars, Extension agents, and farmers. The steering committees were interested in helping farmers be more successful by improving educational offerings as well as improving educational infrastructure. A logic model of the expectations for the project was created by the scholars and enhanced with feedback from the community (table 1). As a result, steering committee members worked together toward this legacy of helping farmers be more successful. The project's process and products are already pointing to contributing to this legacy. Finally, a gap in the field of agricultural education has quickly been filled with this work by the scholars through current and planned publications and teaching practice. Steering committee members are also working toward changing teaching practice and educational opportunities for farmers based on this project's work.

> *"Steering committee members are also working toward changing teaching practice and educational opportunities for farmers based on this project's work."*

New knowledge

In the first year of the How Farmers Learn Project, five focus groups and two surveys were conducted with Virginia farmers and Extension agents and specialists to determine how farmers prefer to learn and what that means for agricultural education. Extension agents and farmers worked with the scholars to develop the questions for the focus groups and surveys, set up and observe the focus groups, assist with data analysis, and prepare for dissemination of the results. One farmer said about being involved in the process, "It allowed me to gain insight on how other farmers prefer to learn new information and to network with Extension agents/specialists to learn how they are trying to meet the needs of the agriculture community" *(Franz et al. 2009, 17)*. The steering committee produced scholarly products on this new knowledge that included a poster, research brief, research report, Powerpoint presentation,

Table 1. How Farmers Learn Project Logic Model

Research Project: How Farmers Learn: Improving Agriculture Education

PIs: Nancy Franz, Fred Piercy, Joseph Donaldson, Johnnie Westbrook, and Jessica Deelo

Research Partner: Rachel Morgante-Richmeier, Michael Perdue, farmers, Extension agents and specialists

Situation/Problem: The purpose of this project is to determine how farmers perfer to learn and what this means for agriculture education, especially Extension education. Extension educators use a variety of methods for teaching content and processes that enhance farmer learning and adoption of new practices. However, few studies have determined what types of educational delivery method are preferred by farmers as learners (*Eckert and Bell 2005, 2006*).

Inputs	Output Participants	Output Activities	Discovery Outcomes	Development Outcomes	Dissemination Outcomes
• Farmers • PIs • Research Partners • Steering Commitee Members • SSARE grant • Southern Region Extension Partners	• Farmers (female, alternative dairy, young) • PIs • Research Partners • Steering Committee Members • Southern Region Extension Partners	• Steering committee to guide PAR (share framework, data collection, data analysis, report findings) • Focus groups (dairy, women, oung, and alternative farmers, Extension agents & specialists • Literature review for best practices and research framework • Survey • Research framework • Grant logistics • Data parties • Report/article writing • Breeze presentation • Workshops for educators	• Researchers identify types of delivery methods preferred by farmers as learners • Researchers identify perceptions of Extension agents & specialists of delivery mothods preferred by farmers as learners • Researchers engage in Participatory Action Research with farmers and Extension faculty	• Researchers identify changes needed in agricultural education practice related to farmers' preferred delivery methods or learning • Researchers identify best practices for PAR with farmers and Extension faculty	• Ag educators learn about best practices of delivery methods for farmers as learners through voiced-over PowerPoint, journal articles, regional work-shops for Extension educators, research brief, and research reports • Researchers learn about PAR best practices through presentations and articles

Assumptions • SARE funding is maintained
• Farmers and Extension faculty are wiling to take active roles in research
• Farmers and Extension faculty are willing to attend focus groups

External Factors: • Competing priorities for farmers, Extension faculty, and research partners
• Appropriations changes
• Competing programmatic challenges for Extension faculty and research partners
• Population/demographic changes

and a lessons learned report to inform the second year of the project. The steering committee and others were not surprised by most of the findings, based on their experience. They were glad many of their observations as practitioners were now validated by research.

Developing new knowledge

The second year of the project, scholars, agricultural educators, and farmers from Louisiana and Tennessee joined the project to further develop the knowledge learned in its first year. Focus group and survey questions were updated based on what was learned the first year. Ten focus groups and one survey were conducted in the two states, with agricultural educators and farmers assisting with the process. Similar findings on farmer learning preferences were found across all three states, but nuances were also added, such as the degree to which farmers want to learn online, why they don't attend meetings, and how Extension education needs to improve to reach organic and female farmers *(Franz et al. 2009)*. Products developed at this point of engaged scholarship that told the story of this work were a fact sheet about farmers and online learning, a research brief, and a poster. A journal article was also submitted on the scholars' experience with focus group methodology and the process used to develop new knowledge over time.

Dissemination of knowledge

This entry point for engaged scholarship was popular with community members. They ambitiously worked with scholars to take the products produced and share them with numerous audiences. One Extension educator from the original steering committee presented a workshop and a poster at the Virginia Biological Farmers Conference, applied to share the same at his national association meeting with one of the scholars, and shared the results and implications from the project with other agricultural educators, including the state Extension agriculture program leader. Two of the farmers on the original steering committee held separate meetings with their farm organization and the scholars to discuss the results of the project to improve the educational functions of both organizations. The scholars on this project continue to share findings with their peers and have a wide variety of peer-reviewed and non-peer-reviewed products planned for development in the third year of the project.

Unintended engaged scholarship

Even though the project was supposed to end with knowledge dissemination about how farmers learn, other unintended engaged scholarship has taken place. The scholars and community members on the project have become focus group methodology specialists and have been sought out by others to share their expertise. Changes have also been documented in learning with dairy agents in one state as a result of the dissemination of findings by one of the Extension educators on the steering committee. Finally, change in behavior of those who work with farmers is beginning to take shape due to this project. The Cooperative Extension agriculture program leader in one state shared the results of the project on an ongoing basis with agricultural agencies and organizations. He reported that these groups often change their processes, protocols, and, eventually, their policies based on the findings from this project.

This project has taken on a life of its own and will continue long past the end of the funding. In some regards, this may be due to the strong engagement between the scholars and the community in this project. It could also simply have provided findings that appeal to farmers and agricultural educators in their current context.

Circle of missions

We found little difficulty moving the project work back and forth between research, teaching, and outreach. In fact, one scholar received a departmental research award for this project even though she has a full-time outreach appointment. This may be due to the long-time experience in higher education of most of the scholars on the project. We've probably learned many ways to cross missions over time to bring a good project to fruition.

Context of engaged scholarship

Most of the assumptions and factors articulated at the beginning of the project by the steering committee (see table 1) affected the project's success. We experienced variation from state to state in how involved the community became with the scholars and how universities responded to conducting and telling the story of engaged scholarship. In one state the steering committee had formal phone conferences, face-to-face meetings, and individual communication with each other. In another state, the steering committee met once by Web technology and the individual members met with each other as needed. In the last state, no formal group steering committee meetings were held: instead, the educator met individu- ally with steering committee members. Also, each insti-

tution is in a different stage of the project. One state is using the results of the project in decision making and educational programs while the other states are working toward this. Variations may relate to the amount of time it takes to build relationships with a community.

In fact, in one state, the scholar found it very difficult to gain access to certain groups of farmers even though it was not an issue in other states. He believes this is an indication that his particular institution has poor relationships with those groups. The depth of community involvement also differed in each state, based on the scholar's priorities. We found across all three states that incentives for community members like meals, travel reimbursement, and stipends enhanced participation in the project.

Observations about testing the model

Several observations about this holistic model were noted when attempting to implement it in the last two years with the How Farmers Learn Project. First, the model could be even more dynamic than originally conceived. With the farmers' project, several entry points for engaged scholarship were active simultaneously rather than in sequence. In the second year, while new knowledge was being developed in Louisiana and Tennessee, dissemination of knowledge from year one was happening in Virginia. It also appears, at least in this project, that community members tend to engage more fully in knowledge dissemination than in discovering or developing knowledge. This may have something to do with the scholar's approach to research and/or the comfort level of community members with that work. The researchers have a strong interest in sharing research findings with a wide variety of audiences to continue to learn about the phenomenon they are studying and to help set the stage for future research as well as practical applications of that research. Dissemination of research findings may also have been fully engaged in by community members in this project because many of them already had vast experience in and vast networks for sharing information.

Discussion

The model for engaged scholarship presented here expands on Boyer's four types of scholarship, Van deVen's research model of engaged scholarship, and the Pennsylvania State University's UniSCOPE model by more specifically articulating a process of engaged scholarship with six entry points for conducting and telling stories about engaged scholarship within and across institutional

missions. The model described also builds on the previous models by describing factors and assumptions that impact the ability to carry out that scholarship. Finally, the model described here does not solely focus on faculty promotion and tenure but instead provides a more holistic approach to faculty work, including the opportunity for storytelling at several points in the engaged scholarship circle, with community members and others involved in the work of engaged scholarship. However, since this model has not been fully tested, conclusions are tentative and conceptual, and operational limitations are emerging; consequently the benefits of the model have yet to be fully determined.

The holistic model presented has several implications for engaged scholarship practice. First, the model could be very useful in orienting and mentoring new faculty on opportunities to practice engaged scholarship. It may also help new faculty better understand the multiple concepts of engaged scholarship in order to be more competitive in promotion and tenure processes. The model also provides a clear case for involving teams of faculty with differing appointments (research, teaching, and outreach) to join together in conducting more comprehensive and effective engaged scholarship. A number of faculty development opportunities, including faculty discussion circles, could focus on this model and how to practice it across higher education. Finally, this model could be used as a framework for higher education public relations efforts by showing decision makers, peers, and the public a wide variety of engaged scholarship from the creation of new knowledge to changing human behavior.

This model also has implications for theory building and future research. For example, how long would it take to conduct engaged scholarship from the beginning of the development of new knowledge and carry it all the way through change in conditions? One might also ask, to what degree do some disciplines lend themselves more than others to this more holistic approach to engaged scholarship? How does an interdisciplinary approach to engagement affect the success of engaged scholarship? It would also be interesting to know how this model with multiple entry points to engaged scholarship might affect faculty productivity. Finally, what factors and assumptions have the most impact on the ability of a faculty member to conduct engaged scholarship?

Policy implications are also brought to the forefront by this holistic model of engaged scholarship. The model suggests that policies related to faculty work and workload need to reflect a variety and a more holistic set of points for engaged scholarship. Funders

could also review policies to allow grantees to explore many types of engaged scholarship. Higher education administrators should continue to fight fragmentation of missions and encourage policies that integrate and cross missions. Finally, policies related to higher education infrastructure (i.e., fiscal, space, structures) could more fully promote a holistic approach to engaged scholarship and attempt to reduce the barriers that prevent successful engaged scholarship.

Closing

The growth of the public scholarship movement has resulted in deeper and broader exploration and practice of engaged scholarship in higher education. However, faculty and administrators are still working hard to figure out how to practice and support a holistic approach to engaged scholarship. Some institutions have been successful in creating a culture of engaged scholarship. However, faculty are still looking for practical ways to plan, implement, and reflect on engaged scholarship. New faculty are often drawn to the idea of engaged scholarship but don't know where to start or how to frame their work in a way that appeals to promotion and tenure committees. To address these issues, the holistic model of engaged scholarship presented here provides a definition of engaged scholarship, six practice and storytelling leverage points on an engaged scholarship circle, an integration of higher educa- tion's missions, and factors and assumptions that affect engaged scholarship to help faculty better practice and tell the story of their engaged scholarship efforts.

> *"[F]aculty are still looking for practical ways to plan, implement, and reflect on engaged scholarship."*

and the National Sea Grant Extension Assembly and Communications Network, which helped the author put this model into a scholarly format to share more widely.

Endnotes

1. "Telling the story" in this context means sharing engagement success, lessons learned, and impact with others through a variety of methods.

2. The term engaged scholarship is used here to indicate outreach scholarship that focuses on a reciprocal relationship between scholars and community members that addresses a shared concern.

3. For information on Cooperative Extension see Franz and Townson 2008.

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The Legacy and Future of a Model for Engaged Scholarship: Supporting a Broader Range of Scholarship

Nancy Franz

*L*ittle did I know, when my model for holistic engaged scholarship was published by the *Journal of Higher Education Outreach and Engagement* in 2009, that it would become an important tool for furthering the engaged scholarship movement. I created the model through an iterative process of presentations and conversations at several conferences and other venues over several years. I hadn't planned on publishing the model, but several colleagues encouraged me to do so. I have been amazed at the ways it has been used to further research, personal effectiveness, organizational development, and engagement scholarship practice.

Use of the Model

Personal Use

I've personally used the model since 2006 in a variety of ways. The holistic model of engaged scholarship has been woven into my research and teaching presentations, professional development, and technical assistance across the country over the last decade. I've used the model to help articulate the *Journal of Extension*'s niche in the Extension scholarship movement *(Franz & Stovall, 2012)*, to assist others with measuring and articulating engaged scholarship and the value of community engagement *(Franz, 2011, 2014, 2015)*, and to share methods to help graduate students conduct meaningful and successful community-based research *(Franz, 2013)*. The elements and use of the model have also informed my blog postings and social media presence.

The deepest use of the model has been with emerging engagement scholars in their orientation to engaged scholarship and the development of their scholarly agendas and practices. I've served as a guest speaker for the last 6 years for the Emerging Engagement Scholars Workshop during the Engagement Scholarship Consortium Conference. My presentation on tips for constructing a promotion and tenure engaged dossier *(Franz, 2011)* includes a discussion of the holistic engaged scholarship model to help the scholars think about how to position their work and their scholarly products.

Mentoring relationships have developed from these conversations, and one relationship resulted in the creation of scholarship from deep exploration of our lived experience as engaged scholars *(Thompson & Franz, 2015)*.

Most recently, I've used it while serving as an administrator and engaged scholarship champion at Iowa State University. The model has been a helpful tool to guide conversations and organizational change at Iowa State through learning circles in my college, guiding graduate students, institution-wide new faculty orientation, department and school meetings, department chair and director lunch and learn sessions sponsored by the provost's office, team and individual scholarship, and promotion and tenure conversations. I also shared the model as a foundation for discussion and related action as cochair for Iowa State's Faculty Task Force on Engaged Scholarship and Iowa State's Carnegie Engagement Reclassification Committee. These discussions and actions have helped expand what counts as scholarship at the university, especially scholarship as a public good of a land-grant university.

Use by Others

I have been pleasantly surprised to observe how other scholars have used the holistic model of engaged scholarship. They have chosen the model to help frame their own research, to make the case for improved engagement and engaged research, and to support the need for a broader range of acceptable scholarship in academe. In particular, the model has been used to define engagement *(French & Morse, 2015)*; to explore institutional support for community engagement, including expanded faculty professional roles *(French et al., 2013; Nicotera, Cutforth, Fretz, & Summers Thompson, 2011; Wittkower, Selinger, & Rush, 2013)*; to guide inquiry on faculty productivity *(Watkins, 2015)*; and to document changes to engagement approaches at land-grant universities *(Scott, 2012)*. Scholars in critical race feminism *(Verjee & Butterwick, 2014)*, instructional design *(van Tryon, 2013)*, and education *(Nedashkivska & Bilash, 2015; Strean, 2012)* have referred to one or more elements of the holistic engaged scholarship model. Some scholars have used the model to describe particular engaged scholarship case studies *(Bain, 2014; DeZolt, 2014)*. Several of the emerging scholars over the years have also indicated that this model helped them expand the points in their work while they develop and articulate engaged scholarship and the creation of a wider range of engaged scholarly products. They have also appreciated the model's integration of teaching,

research, and outreach that aligns with their day-to-day work and ambitions.

Surprisingly, the model has not been deconstructed or added to by other scholars through traditional academic peer-reviewed publications. The most thoughtful nonpublished use of the model has been through an integration of the holistic engaged scholarship model with a broader impacts research framework at one large research university. This framework was developed in response to the National Science Foundation's focus on the need for scientists to articulate the broader impacts of their work for society. The same university is also using the engaged scholarship model to intentionally select scientists to work together on research projects so that all three missions and all six leverage points for engaged scholarship from the model are represented. These actions directly resulted from the National Alliance for Broader Impacts integrating the holistic engaged scholarship model and other engaged scholarship tools and presentations into three national conferences for faculty and administrators over the past 3 years.

Hopes for the Model

I hope the holistic model for engaged scholarship will continue to add to scholarly conversations and actions to broaden the definition, use, and acceptance of engagement scholarship research and teaching practice and products. I had expected more people to study, implement, and evaluate a wider variety of engaged scholarly products as a result of the publication and dissemination of the model. However, this hasn't happened. I hope future research, practice, and policy will lead to advances in these areas.

After using the model for almost a decade, I have come to realize that the term *field* in the definition is confusing for some people. I have begun to drop that term and simply state that engaged scholarship is a mutual relationship between academia and the community that leaves a positive legacy for all partners. This simplified definition appears to resonate better than the original definition with a wider variety of people in a wide variety of contexts.

I hope scholars and academics will use the model to plan more intentionally for engaged scholarship products before engagement begins. I often create a table of potential products with academic and community partners upfront and update the table as the project progresses (see *Franz, 2011, p. 23)*. A purposeful and coordinated plan for developing and disseminating engagement scholarship products tends to increase quantity and quality.

Summary

The holistic model for engaged scholarship published in the *Journal of Higher Education Outreach and Engagement* in 2009 has helped shape the way scholars and administrators think about and practice engaged scholarship and judgments about that scholarship. The model has been used by individuals, teams, and organizations to enhance engaged teaching and research. However, there are more opportunities to use the model to contribute to development of further frameworks for engaged scholarship in a variety of disciplines and projects. I welcome deconstruction of and additions to the model for more effective support that will enable engaged scholarship to better meet the needs of communities and the academics and students who partner with them.

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The Centrality of Engagement in Higher Education

Hiram E. Fitzgerald, Karen Bruns, Steven T. Sonka, Andrew Furco, and Louis Swanson

Abstract

The centrality of engagement is critical to the success of higher education in the future. Engagement is essential to most effectively achieving the overall purpose of the university, which is focused on the knowledge enterprise. Today's engagement is scholarly, is an aspect of learning and discovery, and enhances society and higher education. Undergirding today's approach to community engagement is the understanding that not all knowledge and expertise resides in the academy, and that both expertise and great learning opportunities in teaching and scholarship also reside in non-academic settings. By recommitting to their societal contract, public and land-grant universities can fulfill their promise as institutions that produce knowledge that benefits society and prepares students for productive citizenship in a democratic society. This new engagement also posits a new framework for scholarship that moves away from emphasizing products to emphasizing impact.

Introduction

Commentary on American public higher education describes a landscape beset by challenges and opportunities related to its relevance and cost. This paper proposes that community and public engagement, as aspects of learning and discovery, are central to addressing these challenges and opportunities. Through engagement with local and broader communities, we seek a means to expand and shift from the established internally focused, disci- pline-based framework of higher education to a framework focused on a stronger level of societal relevance that improves both society and the overarching goals of higher education.

Historically, in a different societal context, higher education reached out to communities in an expert model of knowledge delivery. That connection with communities has transitioned over

the years to a more engaged model in which community and university partners co-create solutions. This occurs at local, national, and global levels. Today and in the future, public universities need to build on their experience of university–community relationships and transition to making engagement more central to the core of the institution. Through such progress, higher education can continue to contribute fully to the advancement of the United States as a stronger, wealthier, and more equitable country.

The historical and philosophical context presented in this white paper offers an underpinning for a deeper conversation among higher education institutions regarding community engagement and its role in informing the discovery and learning missions. We describe historical connections between higher education and society at large, then define engagement as it is currently understood among higher education communities. Next we discuss the role of the engaged university in a dynamic future society that relies on new and advanced sources of knowledge.

Today's higher education leaders find themselves at a difficult and important decision point. A coalescence of political, social, and economic pressures may push higher education institutions to consider disengaging from their communities as they must find ways to reduce staff, consolidate programs, and focus ener- gies on particular legislative agendas. However, we posit that a more comprehensive level of engagement between the university and its many communities will foster stronger support from multiple sources for the future of higher education and society. This engagement will encompass new forms of diverse partnerships to exploit and enhance our discovery and learning expertise across economic, social, educational, health, and quality of life societal concerns. We also posit that this imperative to make engagement a more central feature of higher education is perhaps strongest for public and land-grant institutions.

Historical Framework

The Morrill Act initially was grounded in the idea that an educated public was essential for sustaining democracy *(Bonnen, 1998)*. It was an idea and a set of core values *(Fitzgerald & Simon, 2012)* about the ability of society to provide broad access to education, to generate the professional workers needed for an expanding industrial society, and to improve the welfare of farmers and industrial workers *(Bonnen, 1998)*. These values were grounded on the assumption that knowledge is a primary foundation for the creation of

wealth and prosperity. America was crafting a unique system of higher education, focused on efforts to develop the agricultural and manufacturing needs of an expanding nation in a maturing industrial and market economy. Public land-grant college faculty, students, farmers, and business owners were invested in generating the infrastructure necessary to transform an emergent nation into an industrial and technologically-based economy.

The full story of the value and uniqueness of public land-grant universities is told within the context of the additional acts that set the stage for their impact on society. The 1887 Hatch Act supported and emphasized the importance of research in meeting the needs of a growing society. Through research in agriculture and related fields, new knowledge is created, not only to advance the production of food and agricultural products, but also to improve the health of Americans through our understanding of food consumption. The Smith-Lever Act of 1914 created a system and infrastructure for sharing such discoveries with the public. Through the Extension system, a formal infrastructure for outreach in agriculture, home economics, and related subjects was established.

These three acts *(Morrill in 1862, Hatch in 1887, and Smith-Lever in 1914)* created a public system for connecting universities and citizens to build a stronger democratic society. But as our society evolved and grew more complex, knowledge discovery in the form of applied research was inadequate to answer many core questions in the biological, natural, and social sciences, and the importance of advanced studies began to emerge.

The lack of structure and working examples to guide nascent graduate programs led presidents of 11 private and three public universities to meet in 1900 and create the American Association of Universities (AAU). Their goal was to establish regulatory coherence and standards for advanced degree programs, with particular attention to the sciences, and to motivate students to seek advanced degrees at American universities rather than those in Europe. Soon American higher education adopted the German model of advanced study and laboratory research, which gave priority to knowledge creation rather than to resolution of societal problems.

This new attention to the generation of disciplinary knowledge also created different expectations for faculty, and thus established new criteria for faculty evaluation and retention. By the end of World War II, the AAU membership was nearly balanced between private and public institutions. The goals set forth by the pioneers of 1900 were achieved, but after World War II faculty increasingly

became viewed as "experts" whose knowledge was widely seen both as having limited applicability beyond the area of their spe- cialization and being disconnected from community context and community input.

Following World War II, the relationship among universities, their science faculties, and the federal government changed, partly in response to the establishment of the National Science Foundation, the expansion of the National Institutes of Health, and the need for new technologies to support an emergent world power. The postwar military-industrial complex had deep connections to America's research universities, especially its public and land-grant universities. These connections exacerbated the impact of the German model for graduate education and laid the groundwork for transforming the criteria for evaluating faculty performance. Disciplinary rather than social needs drove faculty and students into well-defined and increasingly bounded disciplinary units. Research universities shifted public higher education's focus from the resolution of societal problems to achievement within academic disciplines, and societal perspectives shifted from viewing higher education as a valued public good *(Pasque, 2006)*.

A New Kind of Engagement

Attention to the origins of the land-grant idea resurfaced toward the end of the 20th century with assertions that higher education had drifted too far from its public purpose, especially in regard to its teaching mission *(Boyer, 1990)* and the preparation of students for productive citizenship. Although the mission statements of colleges and universities continued to purport a commitment to social purposes, higher education's efforts to address current and important societal needs did not occupy a prominent or visible place in the academy *(Votruba, 1992)*. Critics called for renewed emphasis on the quality of the student experience; a broader definition of scholarship-based teaching, research, and service; implementation of true university-community partnerships based on reciprocity and mutual benefit *(Ramaley, 2000)*; and an intentional focus on the resolution of a wide range of societal problems. This contemporary approach of serving the public good brought to the academy a new kind of engagement. The new model has required institutions of higher education to rethink their structure, epistemology, and pedagogy; integration of teaching, research, and service missions; and reward systems.

Undergirding this renewed approach to engagement is the understanding that not all knowledge and expertise reside in the academy, and that both expertise and great learning opportunities in teaching and scholarship also reside in non-academic settings. This broadened engagement philosophy is built on understanding that most societal issues are complex and inherently multidisciplinary. The kinds of specialized knowledge that dominated the latter part of the 20th century are inadequate to address fully today's complex societal issues.

This new engagement also posits a new framework for scholarship that moves away from emphasizing products (e.g., publications) to emphasizing impact. Boyer *(1990)* suggested that the definition of scholarship should be reframed as consisting of discovery, integration, application, and teaching. The intent was to alter faculty roles so that teaching and application were viewed as equal to research. Others argued that faculty performance should be assessed along a continuum of behaviors and social impacts, rather than by the number of publications in a restricted set of perceived tier journals *(Glassick, Huber, & Maeroff, 1997)*. Glassick et al. identified six standards for assessing faculty performance: clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique. Boyer challenged higher education to renew its covenant with society and to embrace the problems of society in shared partnerships with communities. He targeted land-grant institutions in particular because the land-grant idea embraced knowledge application and service to society *(Bonnen, 1998)*. Shortly after Boyer's clarion calls for reform in higher education, the Kellogg Commission *(2000, 2001)* issued a series of reports challenging higher education to become more engaged with communities through collaborative partnerships rather than as experts with pre-conceived solutions to complex problems.

The commission's challenge requires enormous change within higher education. As Boyte *(2002)* points out, "to create serious change at a research university requires change in the culture and understanding of research," and in institutional values related to teaching and service. For example, it speaks to the need to embed "change priorities in core reporting, budgetary, and accountability structures of the university" *(p. 7)*.

From their definition of engagement, members of the Kellogg Commission generated seven characteristics of effective societal engagement: being responsive to community concerns; involving community partners in co-creative approaches to problem solving;

maintaining neutrality in order to serve a mediating role when there are divergent community views; making expertise accessible to the community; integrating engagement with the institution's teaching, research, and service missions; aligning engagement throughout the university; and working with community partners to jointly seek funding for community projects (Table 1).

Table 1. A Seven-Part Test of Engagement

I.	*Responsiveness.* We need to ask ourselves periodically if we are listening to the communities, regions, and states we serve.
II.	*Respect for partners.* Throughout this report we have tried to . . . encourage joint academic-community definitions of problems, solutions, and definitions of success.
III.	*Academic neutrality.* Of necessity, some of our engagement activities will involve contentious issues disputes ([that]) . . . have profound social, economic, and political consequences.
IV.	*Accessibility.* Can we honestly say that our expertise is equally accessible to all the constituencies of concern within our states and communities, including minority constituents?
V.	*Integration.* A commitment to interdisciplinary work is probably indispensable to an integrated approach.
VI.	*Coordination.* A corollary to integration, the coordination issue involves making sure the left hand knows what the right hand is doing.
VII.	*Resource partnerships.* The final test asks whether the resources committed to the task are sufficient.

Adapted from: Kellogg Commission. (2001). Returning to our roots: Executive summaries of the Reports of the Kellogg Commission on the Future of State and Land-Grant Universities. National Association of State Universities and Land-Grant Colleges by the Kellogg Commission. Washington, DC: National Association of State Universities and Land Grant Colleges, p. 16.

Definition of Engagement

Shortly after the final Kellogg Commission report was published, other definitions of engagement were developed. The Committee on Institutional Cooperation's Committee on Engagement defined engagement as "the partnership of univer-

sity knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good" *(Fitzgerald, Smith, Book, Rodin, & CIC Committee on Engagement, 2005)*. The Carnegie Foundation for the Advancement of Teaching defined community engagement as "the collaboration between institutions of higher education 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" *(Driscoll, 2008, p. 39)*. In addition, national higher education associations and organizations such as the Association of American Colleges and Universities, the American Association of Community Colleges, the Council of Independent Colleges, Campus Compact, and Imagining America have developed and formalized similar definitions of engagement.

The collective impact of these definitions implies that if engagement is fully embedded within the core teaching, research, and service missions of the institution, it must be distinguished by at least four foundational characteristics.

1. It must be *scholarly*. A scholarship-based model of engagement embraces both *the act of engaging* (bringing universities and communities together) and the product of engagement (the spread of scholarship-focused, evidence-based practices in communities).

2. It must *cut across the missions* of teaching, research, and service; rather than being a separate activity, engaged scholarship is a particular approach to campus-community collaboration.

3. It must be *reciprocal and mutually beneficial*; university and community partners engage in mutual planning, implementation, and assessment of programs and activities.

4. It must embrace the processes and values of a *civil democracy (Bringle & Hatcher, 2011)*.

Thus, engaged scholarship embraces knowledge discovery, application, dissemination, and preservation. Engaged scholarship is about knowledge

> that continually pushes the boundaries of understanding; that is at the frontier of relevancy, innovation,

and creativity; that is organized and openly communi-
cated to build capacity for innovation and creativity; that
creates energy, synergy, and community independence
to assess projects and processes, providing a reason and
a capacity to gain new knowledge; and that is accessible
across the chasms of geographic boundaries and socio-
economic situations. *(Simon, 2011, p. 115)*

In 2005, the American Council on Education (ACE) launched
a campaign to reclaim for public higher education the identity
as a public good worthy of public support. The ACE survey and
campaign were not specifically aimed at promoting the concept
of engagement, yet their conclusions offer strong support for the
centrality of its role.

Engagement is an umbrella that covers every good practice in
teaching, research, and service.

- It enriches the learning experience for students.

- It improves research by broadening academic thinking
  and creating results with greater impact and relevance.

- It supports a curriculum that improves student devel-
  opment as scholars, researchers, leaders, and engaged
  citizens.

- It advances opportunities for interdisciplinary research
  and teaching.

- It advances opportunities for internationalizing the
  university through shared research, scholarship, and
  service.

- It helps universities demonstrate accountability in an
  era replete with calls for greater scrutiny and demands
  for return on investment.

- It improves relationships between universities and
  their communities.

- It expands innovative practices by allowing researchers
  to test ideas in a real-world setting.

- It generates unforeseen outcomes that stimulate cre-
  ativity and innovation.

According to one university president, a fully engaged university would be grounded in a strong intellectual foundation that relates it to the other mission dimensions. The voice of the public would be institutionalized at every level. Key institutional leaders would be selected and evaluated based, in part, on their capacity to lead the public engagement function. Faculty and unit-level incentives and rewards would encourage and support the scholarship of engagement. Faculty selection, orientation, and development would highlight the importance of the public engagement mission. The curriculum would include public engagement as a way to both support community progress and enhance student learning. Institutional awards and recognitions would reflect the importance of excellence across the full breadth of the mission, including engagement. The planning and budgeting process would reflect the centrality of public engagement as a core institutional mission. And the university would take seriously its public intellectual role and have the courage to be a safe place for difficult public conversations. *(Votruba, 2011, p. xii)*

The Engaged University

The engaged university is one that produces research of significance that benefits the society and educates students for productive roles in a modern and diverse world. These goals are achieved by maintaining high standards for scholarship and through expanded collaboration and partnership with entities and organizations outside the academy.

Extant definitions do not fully clarify the covenantal relationship between higher education and society called for by the Kellogg Commission, nor do they easily translate into issues related to institutional alignment of engagement *(Klein & Sorra, 1996; Meyerson & Martin, 1987)*. For higher education to fully incorporate community engagement into all aspects of institutional mission, it must openly address issues related to faculty roles and responsibilities, student learning environments, institutional benchmarks and outcome measures, institution-specific definition(s) of engagement, rewards for exemplars of engaged teaching/learning, research, and service, and community involvement in community engagement *(Austin & Beck, 2011, p. 247)*.

Stanton *(2007)* has ascertained that, among other characteristics, highly engaged institutions

- have a firmly held shared belief that improving the life of communities will lead to excellence in the core

missions of the institution—research, teaching, and service—and improvements in community life;

- seek out and cultivate reciprocal relationships with the communities of focus and enter into "shared tasks"—including service and research—to enhance the quality of life of those communities;

- collaborate with community members to design partnerships that build on and enhance community assets;

- encourage and reward faculty members' engaged research and community-focused instruction (including service-learning, professional service, and public work) in institutional recognition, reward, and promotion systems;

- provide programs, curricula, and other opportunities for students (undergraduate and graduate) to develop civic competencies and civic habits, including research opportunities, that help students create knowledge and do scholarship relevant to and grounded in public problems within rigorous methodological frameworks;

- promote student co-curricular civic engagement opportunities; and

- have executive leaders and high-level administrators who inculcate a civic ethos throughout the institution by giving voice to it in public forums, creating infrastructure to support it, and establishing policies that sustain it.

The advancement and institutionalization of engagement within higher education can be organized along five dimensions: philosophy and mission; faculty involvement and support; student leadership and support; community partnership, involvement, and leadership; and institutional support and infrastructure *(Furco, 2010; Table 2)*. Embedded in these dimensions are 23 components that include alignment of engagement efforts with key institutional priorities, having in place a coordinating body that sets standards of excellence, and strong support for engaged scholarship within academic departments and disciplinary cultures. Studies have found that when these essential components are in place, the institutionalization of engagement is more likely to be advanced *(Bell, Furco, Ammon, Muller, & Sorgen, 2000; Furco, 2010)*.

Table 2. Five Dimensions and 23 Components Related to Institutionalization of Engagement.

I.   Philosophy and mission of community engagement.
       Definition of community engagement
       Stragetic planning
       Alignment with institutional mission
       Alignment with educational reform efforts

II. Faculty support for and involvement in community engagement.
       Faculty knowledge and awareness
       Faculty involvement and support
       Faculty leadeship
       Faculty incentives and rewards

III. Student support for and involvement in community engagement.
       Student awareness
       Student opportunities
       Student leadership
       Student incentives and rewards

IV. Community participants and partnerships.
       Community partner awareness
       Partnerships built on mutual understandings
       Community voice and leadership

IV. Institutional support for community engagement
       Coordinating entity
       Policy-making entity Staffing
       Funding
       Administrator support
       Departmental support
       Evaluation and assessment
       Long-term vision and planning

Adapted from: Furco, A. (2010). "The engaged campus: Toward a comprehensive approach to public engagement," by A. Furco, 2010,. British Journal of Educational Studies, 58(4), 375-390.

Institutional Alignment

The challenges for higher education involve changes in how discovery and learning are valued within the context of institutional mission, student educational experiences, and faculty rewards *(O'Meara, 2011)*. As communities of scholars, universities must seek methods of enhanced engagement that are consistent with their scholarly purposes. Within the context of community

engagement, student experiential learning, and scholarship-driven service, university-community partnerships pose difficult challenges. As has been implied in the preceding sections, they demand interdisciplinary cooperation, rejection of disciplinary turfism, changes in faculty reward systems, a refocusing of unit and institution missions, and the breakdown of firmly established and isolated silos. Simultaneously, higher education must continue to focus on the hallmarks of scholarship, accountability, and evidential criteria.

Systems change is not new for higher education, as indicated by the shifts referred to previously. The systems change of today does not involve abandoning standards of evidence or rigor of inquiry. It does demand a more inclusive approach to methodology, the recognition that scholarly work is not limited to peer-reviewed articles, and the recognition that knowledge within community is different from knowledge within discipline and that sustainable community change requires the integration of each knowledge source. Holland *(2006)* observes that "too often, faculty assume that in a campus-community partnership, the faculty role is to teach, the students' role is to learn, and the community partner's role is to provide a laboratory or set of needs to address or to explore." In fact, successful university-community partnerships will involve all participants as learners and teachers in shared efforts to seek solution-focused outcomes to society's intractable "wicked" problems.

Institutional Alignment: A Managerial Perspective

Within the constructs established by an organization's purpose (as variously described by mission and vision statements, strategic plans, and, most important, its actual pattern of strategic behavior), managers continually must strive to align streams of revenue with the organization's categories of expenditures such that, over time, total expenditures do not exceed total revenues. Further, the justification of the amount expended within each category needs to be "in synch" with organizational purpose as well as with the types of revenues earned. For managers of universities, as well as most other organizations, alignment of revenue and expenditure streams is a critically important managerial responsibility.

Financial alignment becomes operational through two types of interrelated management tactics: differential allocation across units and/or functions and cross-subsidization. Differential allocation occurs when senior managers distribute funds that are not directly earned by specific functions and units. General funding from the state and some of the revenues from donors are sources of funds for

differential allocations. Cross-subsidization (using excess earnings from one type of activity to offset deficits in another) commonly occurs and certainly can be appropriate in well-run organizations. The test of whether cross-subsidization is appropriate hinges on its justification, typically couched in terms of organizational purpose and the long-run viability of the entity.

When the amount of state general funding was large relative to the other revenue streams, nagging questions about cross-subsidization were generally muted. However, as the state share of total revenues has plummeted, the managerial challenge of keeping outflows in balance with inflows and of addressing the appropriate type and amount of expenditures has become a daunting task. The difficulty of this task is intensified within academia because the organization's managerial information systems are often insufficient to deal effectively with such management issues. Existing financial accounting systems tend to be geared to documenting that funds were spent appropriately but not necessarily whether the expenditures were organizationally most effective.

Making the Case for Engagement

In financially stressful times, it is necessary and appropriate for senior university managers to critically examine funding allocations to all of the organization's functions. Scrutiny of the role of the engagement function clearly will be part of that agenda. Of four types of responses to such scrutiny, the first three are important but are not critical to achieving the institution's fundamental purpose.

- U.S. public higher education and, in particular, the historic mission of the land-grant universities, has a heritage of service.

- Efforts within the engagement function demonstrate to stakeholders in the state that the general public funding provided to the university is delivering value to taxpayers, beyond those who are parents of students currently attending the university.

- The university has a role as a good neighbor, similar to the concept of corporate social responsibility within the private sector.

The fourth rationale is that engagement is essential to most effectively achieving the overall purpose of the university, which is focused on the knowledge enterprise. The university, within the broader societal system, has responsibility to fuel knowledge

creation, transfer, and application to enhance societal purposes. A robust engagement function is necessary to most effectively achieve that knowledge system responsibility.

Although universities today, especially public and land-grant universities, are key players in the creation of new knowledge processes, the university is not the sole or even primary source of knowledge. Therefore a framework is needed that assists in describing knowledge processes, one that transcends the notion of what is required to move one innovation from the lab to the marketplace. A more useful perspective frames the enterprise as one focused on continual knowledge creation, transfer, and implementation. That framework must recognize the systematic need for creation of the next discovery as well as application of current innovations.

Knowledge creation and knowledge management became managerial buzzwords in the 1990s. Nonaka and Takeuchi *(1995)* provided a particularly useful evaluation of the process by which firms employ systems to generate decision-relevant knowledge. Although their approach was illustrated within the context of the commercial firm, the underlying processes are relevant to non-commercial knowledge advances as well. Central to their analysis is the identification of two types of knowledge (explicit and tacit) and the realization that the interaction of both types is critical to a knowledge system.

Explicit knowledge is transmittable in formal, systematic language. Definitions, equations, and theories in journal articles and textbooks are examples of explicit knowledge. Structured educational experiences typically emphasize the value of explicit knowledge. Tacit knowledge refers to the mental models that all decision makers possess of "how the world works." Tacit knowledge also can be thought of as know-how, experience, and skill that we all use.
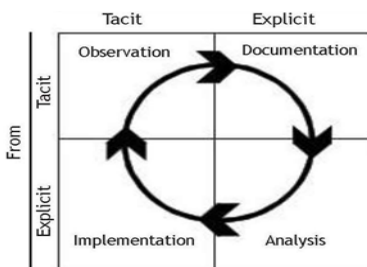

Figure 1. Knowledge Conversion in a Knowledge Creating System.

(Adapted from Nonaka, I., & Takeuchi, H. (1995). The knowledge creating company. New York: Oxford University Press. p. 72.

Figure 1 illustrates the knowledge spiral associated with effective knowledge systems *(Sonka, Lins, Schroeder, & Hofing, 2000)*. This figure stresses the necessary interaction of explicit and tacit knowledge to form a system for continual knowledge creation, application, and renewal. The upper left-hand quadrant, labeled *observation*, focuses on the decision maker's ability to recognize problems and opportunities, often from subtle, non-written cues. The experienced manager (whether a farmer, social worker, or researcher) who seemingly can sense that performance problems exist even when they are invisible to others exemplifies this tacit observation phase. The *documentation* (upper right-hand) quadrant recognizes that tacit observation by itself often is insufficient. The process of making tacit knowledge explicit, which occurs in the documentation phase, is necessary for effective communication, but this step also results in problem clarification. The lower right-hand quadrant, *analysis,* refers to the type of intensive study and investigation that are typically assigned to analytical problem solving and research. The fourth section, labeled implementation, recognizes that there are tacit knowledge creation opportunities associated with the application of recommendations and technologies that result from formal analysis.

The circular arrows in Figure 1 illustrate the knowledge spiral concept, which reflects that effective knowledge creation is a continual process, incorporating both tacit and explicit knowledge. This illustration appears, at least partially, to explain the historic effectiveness of the land-grant university/U.S. Department of Agriculture research/extension system in U.S. agriculture.

The functions of the university can be linked to the four quadrants of Figure 1. The lower right-hand quadrant aligns with a traditional research perspective, in which the scholar's analysis begins with explicit knowledge expressed in journal articles and ends when the results of that analysis are detailed in a new journal article. The lecture mode of teaching similarly can be linked to the lower right-hand quadrant, with the process of transferring knowledge in textbooks to students being assessed by performance on written examinations. Experiential and service-learning activities, however, align directly with the lower left-hand quadrant. In such settings, students can learn how explicit textbook knowledge applies in their domain of interest. Engagement is the connector function that enables the "spiral" in Figure 1 to tie the overall process together. The feed-forward portion of the loop (the upper right quadrant) illustrates a key aspect of engagement: providing the mechanisms to increase the likelihood that the next analysis

will respond to pressing societal needs as well as advance explicit scholarship.

The knowledge spiral notion illustrates the way an engaged university should function. Ideally, discovery and learning are integrated and enriched through engagement to allow for more effective creation, application, and then re-creation of knowledge that serves society's needs. Institutional efforts to become an engaged university reflect the realization that engagement enhances a university's ability to fulfill its fundamental purpose. We posit that the engaged institution embodies the goals and purposes of public and land-grant universities.

Institutional Assessment

Because engagement is about doing scholarly work, it can be assessed and measured from both university and community perspectives. Ultimately, the measurement of engagement can provide evidence for an institution's fulfillment of its commitment to engaged scholarship. It can be used for institutional planning, and it provides a tool for assessing the degree to which engagement is aligned throughout the university. It can provide evidence of the organization's support for engagement by detailing its involvement with community, business, and economic development; technology transfer; professional development; enhancements to the quality of life; and transformational changes in education. And, to the extent that faculty have opportunities to tell qualitative stories, the engagement mission can help build public support for higher education as a public good *(McGovern & Curley, 2011)*.

In addition, measuring engagement activities can provide units and departments with criteria for including scholarly engagement as part of the tenure and promotion processes, thereby achieving and fostering institutional change at the level of individual faculty and staff. Benchmarks may thus ultimately provide evidence of reward systems for faculty and staff that include an engagement dimension; curricular impacts of student engagement; applications of the dissemination of research and transfer of knowledge; meaningful engagement with communities; and applications of the evidence of partnership satisfaction.

Charting the Future

American higher education continues to evolve as it seeks to meet the demands of these new times. Today's colleges and universities must adapt to new technologies and maintain standards while

resources dwindle during a challenging economy, incorporate emerging and innovative research methods, and respond to a substantial turnover in personnel as retirements hit an all-time high. In addition, they must respond to the increased calls to address society's most challenging needs. This is evidenced by the increased focus on engagement among regional accreditation boards, federal funding agencies (such as the National Science Foundation and National Institutes of Health), college ranking systems, disciplinary associations, alumni, and students.

The challenge for higher education is to find ways to avoid tokenism and make engagement central. Already, too many institutions have responded to the call for engagement by building programs and initiatives that have had little or no real effect on the broader, overall mission and work of the academy. Most, if not all, institutions of higher education support a broad range of community engagement projects and initiatives. Yet, to make engagement a more central feature of the academy, these engagement projects need to be viewed less as discrete, short-term efforts that function alongside the core work of the academy and more as mechanisms for making engagement an essential vehicle to accomplish higher education's most important goals.

To thrive in the 21st century, higher education must move engagement from the margin to the mainstream of its research, teaching, and service work. Nowhere is this more essential than within public and land-grant universities. By recommitting to their societal contract, public and land-grant universities can function as institutions that truly produce knowledge that benefits society and prepares students for productive citizenship in a democratic society.

Next Steps

To thrive in the 21st century, higher education must adopt new approaches in order to move engagement from the margin to the mainstream of its research, teaching, and service. To become fully embedded into the central core of the institution, engagement must be scholarly; cut across the missions of teaching, research, and service; be reciprocal and mutually beneficial; and embrace the process and values of civil democracy *(Bringle & Hatcher, 2011)*. Engagement should be aligned with key institutional priorities. Engagement projects and initiatives should be viewed as mechanisms for making engagement an essential vehicle to accomplish higher education's more important goals. For institutions to fully

incorporate engagement into all aspects of the institutional mission, it must fully address issues related to structure, budget, and operation. Faculty involvement and support are essential for furthering the institutionalization of engagement. Aligning engaged scholarship with existing university structures, however, is no easy task. It requires a deep look at funding models, reward systems, and policies governing relationships with external organizations.

To make engagement central to the university's discovery and learning missions, we recommend that higher education adopt the principles laid out in this paper, and resolve to support engagement scholarship as defined and illustrated herein. We recommend that administrators take responsibility for fostering conversations within their institutions that support and lead to the centrality of engagement, and for recognizing and leveraging forces that will move the institution toward the adoption of engagement as an integral part of discovery and learning. These forces may include economic development needs, student commitment to applied learning, faculty desire for change from the status quo, and commitment by stakeholders outside the institution to shared societal or economic outcomes. We further recommend that administrators evaluate the merits of engagement within historically prominent outreach units (e.g., Extension, continuing education, agricultural experiment stations, public media, and medical centers) in view of their potential contributions to an engaged institution. Such units have a strong history of work with the community. Many have transitioned from outreach to highly engaged community work. Others have the potential to substantively elevate their impact within the university and community, and to facilitate cultural change that supports the centrality of engagement as a contributing factor to the effectiveness and viability of higher education.

Specific steps for making engagement central to higher education include creating opportunities for faculty to embrace engagement; stressing the scholarly characteristics of engagement efforts; clarifying the distinction between outreach and engagement; ensuring that faculty governance is involved in determining the role of engagement scholarship in the promotion and tenure process; supporting student, faculty, and staff professional development that will socialize and empower individuals to conduct scholarly engagement; providing infrastructure support for community/university partnership development; developing an understanding of the different norms of engagement and engaged scholarship across the disciplines; and celebrating and leveraging success.

Acknowledgment

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The Centrality of Engagement in Higher Education: Reflections and Future Directions

Hiram E. Fitzgerald, Karen Bruns, Steven T. Sonka, Andrew Furco, and Louis Swanson

*I*n her article on higher education and its relationship to efforts to solve wicked problems, Judith Ramaley *(2014)* noted that "workable responses and solutions to today's problems require new ways of learning, new ways of working together, and new definitions and measures of progress and success" *(p. 9)*. In our original article, we argued that for higher education to contribute meaningfully to transformational change in society, it would have to act to make engagement scholarship a central aspect of its work, spanning the spectrum of its disciplinary units, centers, and institutes *(Fitzgerald, Bruns, Sonka, Furco, & Swanson, 2012)*. Solving societal problems requires recognition that the problems are in society; as an embedded part of complex society systems, these societal problems affect universities and the students, alumni, faculty, and staff who are a part of both the university and community systems. Thus, we argued, efforts to solve problems-in-society require new approaches to knowledge generation, generally described within the context of partnerships, collaboration, exchange of knowledges, and cocreation of solutions. Ensuring sustainability of successes gained through the scholarship of application also requires similar collaborative processes. In effect, as Checkoway *(2015)* noted, higher education needs to view research in communities as "a process which builds community" *(p. 139)*.

Because higher education is a social institution *(Fear, 2015)*, it has an implicit responsibility to serve the public that created it and sustains it financially through tuition, government grants and contracts, corporate giving and partnerships, and public philanthropy. Indeed, public land-grant colleges and universities were founded on "ideals that recognized the need to apply knowledge-based solutions to societal challenges, requiring that researchers work with people outside academia as partners with as much to offer as to learn" *(Fitzgerald & Simon, 2012, p. 34)*. Universities in partnerships with communities can play a key role in enabling individuals to chart pathways to achieving upward mobility. This requires a reaffirmation of the centrality of engagement within the knowledge process role that universities need to play within society. There is

a changing perception within society of the role of institutions, particularly large firms, in providing individuals a path to upward mobility. The university has a role both in performing the scholarship and in conducting the activities required to enable individuals to better chart their path to upward mobility and civic engagement as citizens.

Fear *(2015)* added that universities are economic as well as social institutions. Many research universities generate annual economic impacts to their local communities/states in the billions of dollars. We drew attention to the managerial aspects of higher education, focusing on allocation of resources within the context of advancing institutional commitment to engagement scholarship. However, we did not address the increasing alignment of higher education's scholarship functions with state priorities for workforce development, economic development, international business, environmental quality, health care, transportation infrastructure, and other needs, all of which strengthen what has been referred to as the quad helix of systems change (higher education, business, civil society, and government; *Fitzgerald, Van Egeren, & Bargerstock, in press)*. With increasing attention being given to the triple bottom line (social, environmental, and financial), it is important to consider how engaged universities will direct resources to create educational programs in entrepreneurship, development of social enterprise businesses, regionalization of innovation, and transdisciplinarity, a core aspect of community engagement scholarship.

Attempts to change individuals tend to focus on isolated-impact approaches *(Kania & Kramer, 2011)*, with interventions designed to change a specific skill, behavior, or context. Although some isolated-impact interventions produce individual change (e.g., *Schweinhart, 2006)*, scaling up such interventions and/or replicating them in novel contexts has proven difficult, in part because they are isolated from the broader systems in which they are embedded. McNall, Barnes-Najor, Brown, Doberneck, and Fitzgerald *(2015)* expanded our appeal to embrace systems thinking and modeling by offering six principles of what they have called "systemic engagement." In addition to systems thinking that encompasses changes in policies and environments, systemic engagement involves collaborative inquiry, support of ongoing learning *(Fitzgerald & Zientek, 2015)*, emergent designs rather than preset fixed approaches to change, multiple strands of inquiry (paralleling multiple knowledges), and transdisciplinarity.

Implicit in this notion of systemic engagement is a shift in how the institutionalization of community engagement is conceptual-

ized. As the articles in this anniversary review issue of the *Journal of Higher Education Outreach and Engagement* reveal, early discussions of institutionalizing community engagement focused on securing the components that help further embed community engagement into the institution's academic culture and fabric. As is implied in our article and other more recent articles in the journal, a more contemporary approach to community engagement institutionalization is to deemphasize community as the focus and instead emphasize higher education reform as the goal. This approach suggests that institutionalization is not about finding ways to fit community engagement into the existing higher education system; rather, it is about transforming the culture of higher education so that it embraces the epistemologies and forms of scholarship that allow community engagement to thrive *(Klentzin & Wierzbowski-Kwiatkowski, 2013).*

We also noted that to make engagement a central aspect of mission, it must align with existing university structures and functions. For public land-grant institutions, the Timberline Manifesto *(Reed, Swanson, & Schlutt, 2015)* represents an explicit proactive effort to align an institutional structure, the Cooperative Extension Service, with the broader institutional mission. The Manifesto's seven concepts for advancing alignment are remarkably consistent with the definition and conceptual framework of the engaged university in that they advocate for engaged scholarship, integration with the university, private and public partnerships to advance the power of learning technologies, moving away from an expert service delivery mode to one that is demand-driven, creating a culture that reinforces the democratization of knowledge, integrating more fully with community partners, and advancing open and action-oriented community relationships.

Democratizing knowledge through cocreation and authentic partnerships reflects the process we employed when writing the centrality paper. Over a 2-year period, we presented ideas, concepts, and then written drafts to colleagues at national meetings and over the internet to gather perspectives from diverse academic institutions and from equally diverse faculty members and administrators in order to reflect perspectives from institutional members of the Association of Public and Land-grant Universities (APLU), particularly within the Council on Engagement and Outreach. What we did not do was sufficiently engage colleagues from community colleges and private institutions or members of the community at large. To make engagement central to the university requires input from the many communities that partner and

work with university faculty and academic staff (business, health, education, government, rural and urban living environments), both locally and globally. Thus, while higher education works to align internally, it also must work with external partners to align externally. Transdisciplinarity will not work without institutional support and encouragement, and authentic community partnerships will not work unless institutional policies and practices not only encourage engagement scholarship, but also include rigorous evaluative criteria as part of the reward process.

One way to engage community, and perhaps to generate greater intergenerational input, is to make more effective use of social media to build networks and organizations that are inclusive of community partners. As indicated in Table 1, since 1999, there has been considerable growth in the number of national and international networks and organizations focused on various aspects of community engagement scholarship. The number and diversity of multidisciplinary journals has increased threefold, illustrating the dramatic increase in published papers reflecting engagement scholarship. Nearly half of APLU member web pages draw attention to engagement as core to their mission, and more than half have a specific office to manage engagement activities (see Table 1). In our original article, we recognized development of new tools for delivery of information and education but otherwise devoted little attention to social media. Although this approach was appropriate 3 short years ago, we believe engagement professionals need to carefully and comprehensively assess what a "world awash in social media" means for university engagement. Does it suggest opportunities? Does it suggest threats? Most certainly, the answer to both of these questions is a resounding yes, and considerable attention is being given to such questions within the context of online learning.

Online learning itself challenges traditional approaches to knowledge generation, application, and dissemination, as well as measurement of outcomes. It also raises questions about data sources, generally referred to as big data, and how analytics may provide new dimensions for community engagement scholarship in experiential learning settings as well as student performance and success analytics, particularly in just-in-time feedback for instructors. Sonka *(2014)* brought attention to a potentially significant transformational change in how systems modeling using big data will change our conceptions of causality, when in fact big data systems are composed of relational and dynamic interactions of multiple correlated variables. Because they are correlational and

dynamic, open systems are always to one degree or another in flux; often they are best understood in terms of probability estimates, not cause-effect associations. Social science, including that applied to engagement, relies heavily on information gleaned from surveys. The increasing ability to measure transactions or proxies for actual behavior, however, is leading researchers to question the need for surveys. Are we as engagement scholars well positioned to take advantage of big data tools, techniques, and methods? Are we well positioned to assist our constituents? Are we ready to use big data and analytics to forecast human trafficking, urban crime, interstate transportation systems and supply chain logistics, continuity of education from pre-K through higher education, or the impact of social enterprises on regional and national economies? How will engagement scholarship address such questions within the context of its emphasis on multiple knowledges, cocreation of solutions, and collaborative partnerships?

Table 1. *Scanning the Environment Landscape: Where Are We Now?* Web-Based Survey of 203 APLU Member Institutions*

How many institutions…	Percent
have outreach or engagement in mission or vision statement or core goals?	46%
have the words *outreach, engagement,* or *partnerships* on their home page?	23%
have a central administrator with the title of outreach and/or engagement?	10%
have received the Carnegie Engaged University classification?	21%
have an office or center for service-learning, civic engagement, or experiential learning?	48%
have a central office of outreach, engagement, or community partnerships?	57%

Time Period	Number of Networks & Organizations	Number of Journals
1990-1999	12	13
2000-2009	36	26
2009-2015	47	39

Note. Adapted with permission from *Scanning the Engagement Landscape: University Engagement by the Numbers,* by L.A. Van Egeren, 2015. Infographic produced by Michigan State University in collaboration with the Council on Outreach and Engagement of the Association of Public and Land-grant Universities. Copyright 2015 by the Michigan State University Board of Trustees.

Finally, several seminal events have occurred since publication of the centrality article. One is the emergence of the Academy of Community Engagement Scholarship (ACES) and the induction of its first two sets of members. ACES offers an expanded definition of community engagement scholarship:

> Community engagement scholarship focuses on ideas and raises questions that are important to communities and educational institutions. The work is carried out in a mutually beneficial, collaborative manner. Achievements include the co-creation of significant, creative, original, and conceptually-guided engagement through globally and locally relevant activities that systematically advance practice, teaching and learning, and/or research. Community engagement scholarship is documented, publicly shared, and reviewed through various mechanisms, including: presentations, publications, professional practice, creative work, and including news and other media. *(para. 2)*

Another seminal event is the establishment of the APLU Task Force on "the New Engagement." We challenged higher education institutions to "rethink their structure, epistemology, and pedagogy; integration of teaching, research, and service missions; and reward systems" *(Fitzgerald et al., 2012, p. 10).* The task force membership collectively spans interests across nearly all facets of higher education and is composed of individuals who have thought deeply and published widely on topics and issues related to engagement scholarship. They also are well versed in the issues raised in this retrospective on centrality of engagement and its future as a mainstream component of higher education's efforts to engage with partners to tackle the complex systems or wicked problems in contemporary society.

Also important to note is the rise of the centrality of community engagement in higher education in non-U.S. contexts. As community engagement agendas are expanding in other countries, the engagement movement has become global in scope. A substantial number of research studies on community engagement are now conducted in non-U.S. institutions of higher education. Similarly, community engagement-focused journals and publications are now available in Spanish, German, Chinese, Italian, and a host of other languages. And the 2015 annual international community engagement research conference, hosted by the International

Association for Research on Service-Learning and Community Engagement, drew researchers and scholars from more than 20 diverse countries, including Australia, Ecuador, Egypt, Ireland, Hong Kong, Japan, Pakistan, the Philippines, Spain, Taiwan, and the West Indies, among others. Interest in developing an engagement agenda within their institutions of higher education is growing in more and more countries. In addition to ensuring the future centrality of engagement in higher education, this trend likely will lead to further development of both the common, universal aspects that undergird all engagement efforts, as well as the unique, cultural nuances that give each nation's engagement agenda its own character. This bright and exciting future for engagement is sure to provide us all with new insights and hope for the success of higher education's "new engagement."

We, as the original authors, still hold firm their commitment to the centrality of engagement in higher education. We believe that engagement scholarship is a cultural and social imperative for higher education in the 21st century. It is evident in the complexity of societal issues and their impact on both institutions of higher education and the communities in which they reside that the traditional approach to community engagement is not sufficient. In order for these issues to be addressed, society must leverage all of its existing and future knowledge to find effective solutions. Knowledge is central to the function of higher education and is developed in the community as well as on campuses in laboratories, theaters, symphony halls, faculty halls, and classrooms. Since our article was published, however, higher education has progressively become better positioned to engage in community engagement scholarship. The recognition of this work through ACES, the New Engagement Task Force, and increasing international attention will bring more visibility and deep thinking to engagement on campuses and will challenge individual institutions and existing practices. As higher education as a whole continues to articulate its commitment to resolving societal issues, making discoveries usable, and engaging private and public partners in the work, engagement will become more central to achieving those goals.

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