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

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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

Participants 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 knowledge-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 generation (pure, disciplinary, homogeneous, expert-led, supply-driven, hierarchical, peer reviewed, and almost exclusively university-based) to engaged knowledge generation (applied, problem-centered, 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 knowledge, or actionable knowledge: "The epistemology appropriate to [engaged learning and scholarship] must make room for the practitioner's reflection in and on action. It must account for and legitimize 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.

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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.

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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 distract 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 interpretations 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. 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.

> *"[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."*

As it turned out, adequate documentation, while important, was also not sufficient. A fourth approach emerged with the creation

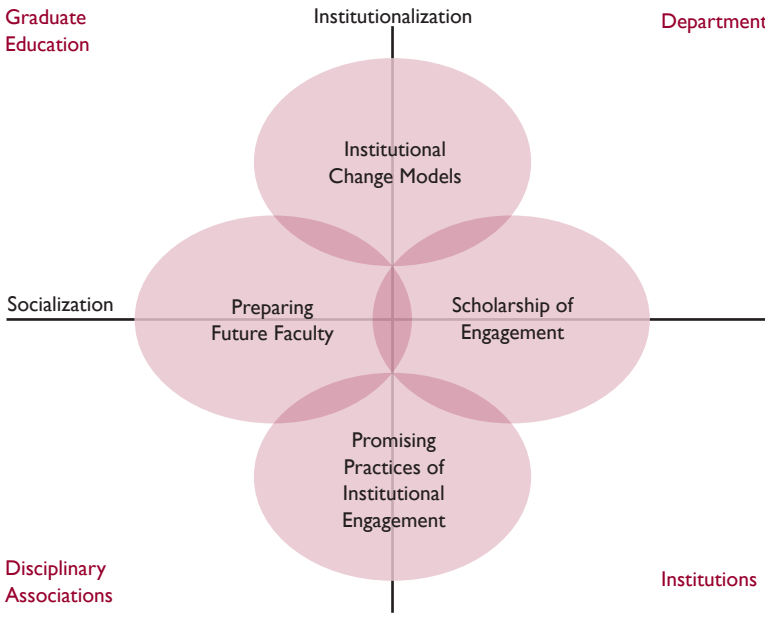
of the National Review Board for the Scholarship of Engagement in 2000 in response to a growing, critical need for a pool of peer reviewers who could provide credible, standardized external review for the scholarship of engagement *(Driscoll and Sandmann 2004)*. Even with revised promotion and tenure 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 supporting 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 participating schools and their peers across the country. This project is aimed at bringing multiple approaches to bear on a set of institutions 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

Figure 1: An Integrated Model



transformational change to address significant cultural 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 prepare 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, mission, 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 disciplinary associations have begun to explicitly acknowledge and promote the public dimensions of their work and how it is contributing 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 nonetheless represent a shift within disciplines to recognize public purposes within their fields and community-based research as legitimate 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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