

***Community Engaged Scholarship:  
Your Teaching, Research and  
Service “Reconsidered”***

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# Discussion

What are your examples of typical community engagement activities?

# Time for a Change

Organising and rewarding research and teaching as separate silos limits our capacity to achieve institutional goals.

An integrated view of learning and discovery increases student and academic staff capacity and success by reducing unproductive fragmentation and isolation.

# A Scholar is:

One who engages in the highest levels of life-long learning and inquiry using rigorous academic practices to build and distribute knowledge for many purposes.

Different scholars use different expressions, methods, and modes of scholarship and often prefer one or two over other expressions or priorities.

Interests tend to evolve over a career as research and teaching deepens and transforms skills and interests.

Diamond and Adams, 1997

# High quality scholarship:

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

Diamond and Adams, 1997

# Boyer's view of scholarship

Ernest Boyer's *Scholarship Reconsidered* (1990) offers an integrated view of ways we interact with knowledge:

- Scholarship of Discovery
- Scholarship of Integration
- Scholarship of Application
- Scholarship of Teaching
- Scholarship of Engagement (1996)

# Evidence of Integration

- Research is more collaborative and networked because of the broad distribution of knowledge and data
- Universities are increasing their collaboration across disciplines and other sources of expertise
- Linking learning, research and engagement increases knowledge production, and attracts diverse sources of funding support
- Higher ed around the world aims to be a leader in solving the Big Qs
- The “3 buckets” model is frustrating

# The Rise of a New Academic Culture

- Cultivate the diverse skills of faculty
- Encourage interaction among faculty, students and external knowledge sources
- Recognise the mosaic of faculty talents so everyone works to their strengths
- Support individual career paths and stages
- All faculty must contribute consistently to the mission and goals and standards of the university, college, school, or program – but an individual’s emphasis of activities may vary and evolve over time
- An individual “Academic Agenda”

# What is Community Engagement?

**Community Engagement** describes the collaboration between higher education institutions and their larger communities (local, national, global) for the *mutually beneficial exchange* of knowledge and resources in a context of *partnership* and *reciprocity*. (Carnegie Foundation, 10/2007; emphasis added)

# Engagement is a Method

Community Engagement is a METHOD – a way of doing teaching, learning, and research that involves “others” outside academia who have expertise, wisdom, insights and lived experience that equips them to contribute to the quality of our scholarly agendae.

As a method, it is used in situations where it is the best fit for the question, problem, or learning goal.

# Engagement is Scholarly Work

- CE is not a separate activity. It is a way of doing our teaching, learning, research differently.
- CE is, therefore, a form of academic or scholarly work, and is recognised, evaluated and rewarded within the categories of teaching and research.
- CE has been productively used in every discipline but is differentially relevant to disciplines in any particular university, as a reflection of the alignment of disciplines with community contexts and issues.

# Engagement's Defining Features

- Partnership
- Mutually beneficial goals
  - Addresses a community-identified need
  - Through an intellectual activity of importance
- Reciprocity
  - Enhances community capacity
  - Enhances student learning and/or research studies
- Knowledge exchange relationship – two-way

# Other Terms = Different Meanings

- Public Service
  - Public lectures
  - Media interviews, broadcast programs
  - Cultural events
  - Adult and continuing education
  - Professional development
  - Facilities use
- Consulting
- Pro bono
- Service (to campus, to discipline, to community as a volunteer)

# What is Community-Engaged Scholarship?

- Combines an understanding of scholarship AND an understanding of community engagement techniques.
- Based on academic expertise
- Linked to T, L, R outputs
- Involves community as 'knowers' not as subjects only
- Benefits community (in their terms)
- Benefits T, L, R agenda of the scholar, discipline and/or institution

# Discussion

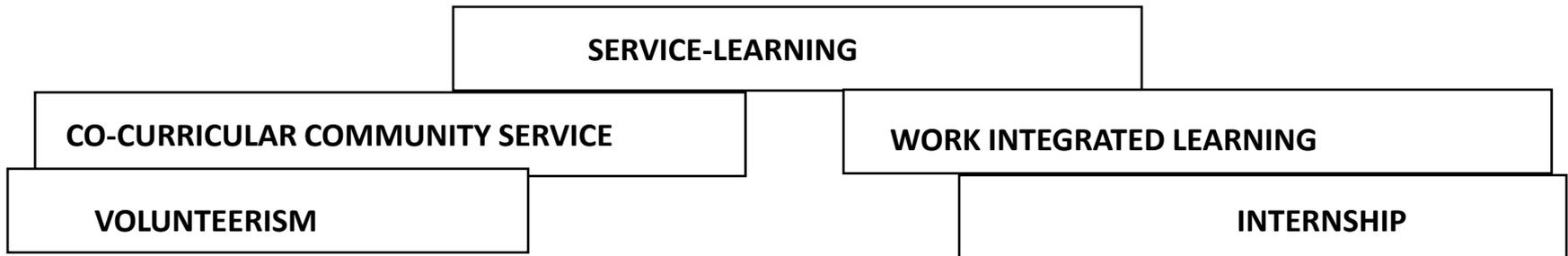
What is the primary view of community engaged scholarship in your department?

# Engagement and Learning

## Engaged Learning/Learners

- Service-Learning
- Community-based Learning
- Other Experiential Learning
  - Cooperative Education
  - Work-integrated Learning
  - Internships
  - Practica
  - Clinical
  - Undergraduate research

# A Spectrum of Experiential Learning



Adapted 2009 from Furco, 1996

# Evidence of Impacts of Engaged Learning

- Improved **retention**
- Enhanced **academic outcomes**
- Improved higher order thinking skills; understanding complex problems
- **More confident** choice of course of study
- **Personal** outcomes – self-esteem, empowerment, motivation
- **Social** outcomes – pro-social behaviors, multicultural skills, risk reduction
- **Civic** outcomes – interest in community issues; knowledge, skills, attributes associated with involvement/action

# Why do these methods work to improve student learning?

- Learning by doing, yes, but more important, learning with consequences
- Learn that knowledge has power
- Demonstrate the usefulness of abstract ideas and theories
- Students explore and identify their interests and talents
- Enhances motivation through a sense of responsibility to others
- Inspires students and instructors to ask questions!

# Quality Community Engaged Learning Requires:

- Specific learning objectives related to the experience; intellectual rigor
- Integrated into course of study
- Specific and structured reflection strategies
- Connect community experience to classroom learning
- Community-identified needs & benefits
- Logistical support
- Partner and student involvement in activity design, learning, and assessment

# The centrality of the learning objective

- Being specific about your academic learning objectives for students in a CBL course is essential to creating the basis for:
  - Assessment of learning
  - Design of community learning activity
  - Role of partner
  - Reflection design
  - Study of impact
  - Rationale for choosing CBL

# Discussion Activity

Please articulate at least one specific student learning objective you are using (or are planning) for your community-based learning class.

Be as specific as you can...

Discuss how this learning objective links to the type of activity you have in mind for students to do in community.

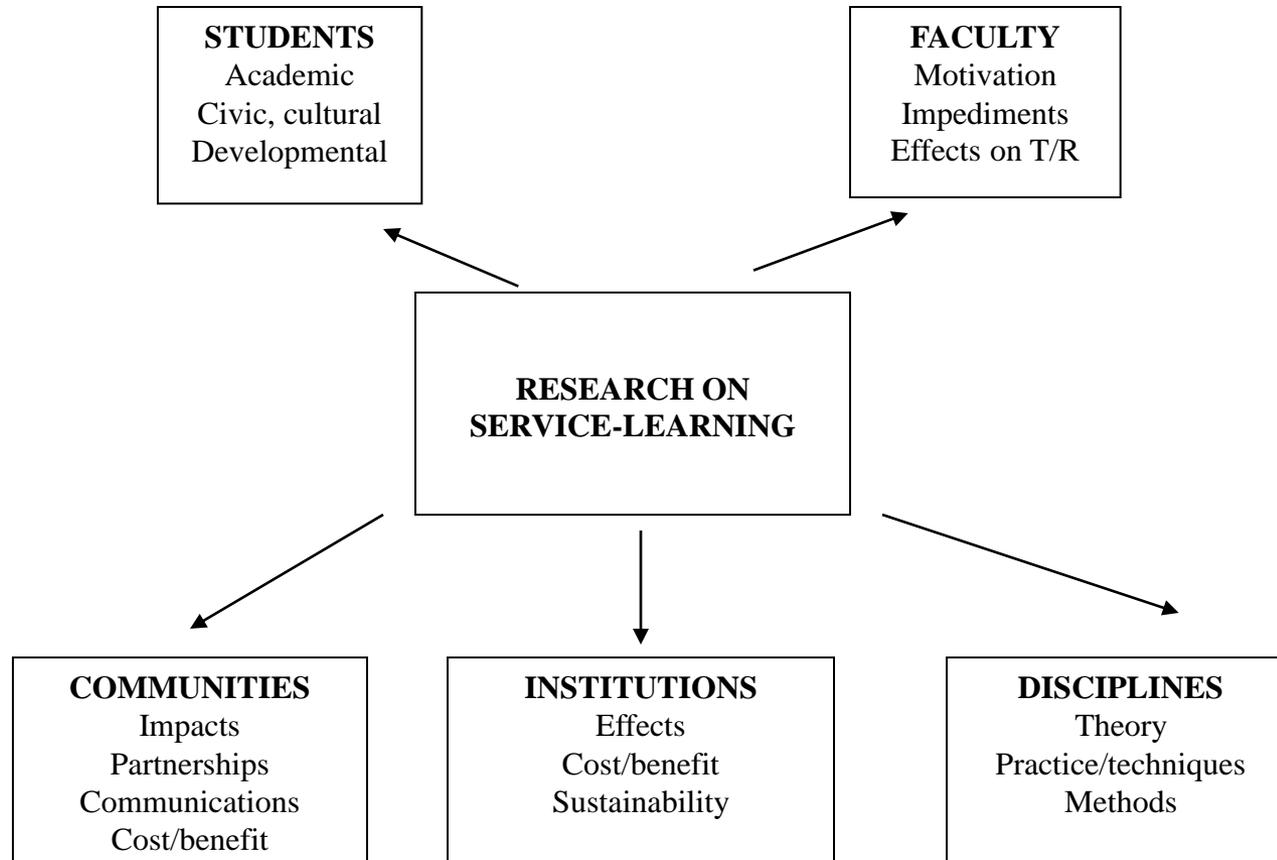
# Engaged Teaching Becomes Research

- Critical reflection on the teaching/learning or partnership process – Scholarship of Teaching & Learning

AND/OR

The engaged teaching partnership develops into a trusted relationship with the community that opens new disciplinary-based research questions and access to data.

# Research arising from Community-based-Learning



# Reflecting on the teaching/research connection

- What theoretical or conceptual frameworks inform the work or inform analysis of the work's outcomes?
- What new knowledge was discovered and disseminated?
- What did participants (students/community) learn/accomplish?
- What is different in community as a result of this activity?
- Who played what roles in the project?
- What benefits or outcomes were achieved? Or not achieved?
- How do you know?
- What can be replicated elsewhere and how?
- What was the impact on the partner/organization?

# Engaged Research

- Focus on community issues, conditions, opportunities relevant to discipline
- Craft an initial research question from relevant literature and extant data
- Consider the sources of necessary expertise to fully explore the research question
- Identify and discuss question ideas with community partners
- Explore mutually-beneficial interests and expectations
- Negotiate partnership roles and operational framework

# Engaged Research Methods

- Community-based research
- Participatory Action research
- Transdisciplinary research
- Public Issue research
- Collaborative, networked research
- Translational research

# The Centrality of Partnerships

- The essence of Community Engagement is interacting with “others” outside the academy with an intent that our interactions are of mutual benefit:
  - Better teaching, learning, research outcomes
  - Greater community capacity and improved quality of life; better community outcomes

# Partner-reported Benefits

- Interactions with students and staff improve processes and outcomes
- Enhanced organizational capacity
- Students inspire and energize other workers; fresh energy and new ideas
- Access to academic expertise
- Leverage financial and human resources
- Identify future employees
- Build new networks

(Sandy and Holland, 2006)

# Partner Ideas for Improvement

- Partnerships are personal relationships; meetings are valued
- Partners want direct involvement in planning and goal-setting
- Offer recognition and celebration of our role
- Concern about “fairness” ...who gets to be a partner – how are choices made?
- Hours are a meaningless measure
- Partners want some involvement in evaluation and feedback
- Drink more coffee!

(Sandy and Holland, 2006)

# Community Partner Perspectives

- Partners often see fundamental value in linking with an educational institution, beyond the actual partnership goal
- Partners are often reluctant to give negative feedback unless the problem is big
- Partners are less interested than us in the nature of the relationship – daily focus is on habits of respect, trust, and results
- Don't ask impact/evaluation questions that weren't agree to at the beginning – define data needs at the start

# Partnerships are Contextual

Are you partnering with:

- Education
- Government
- Business/industry
- Non-governmental/community-based organizations
- Neighborhoods or individuals
- Local, remote, international
- Formal organizations or informal groups/coalitions
- Large, medium, small
- Mature? Or recently formed?

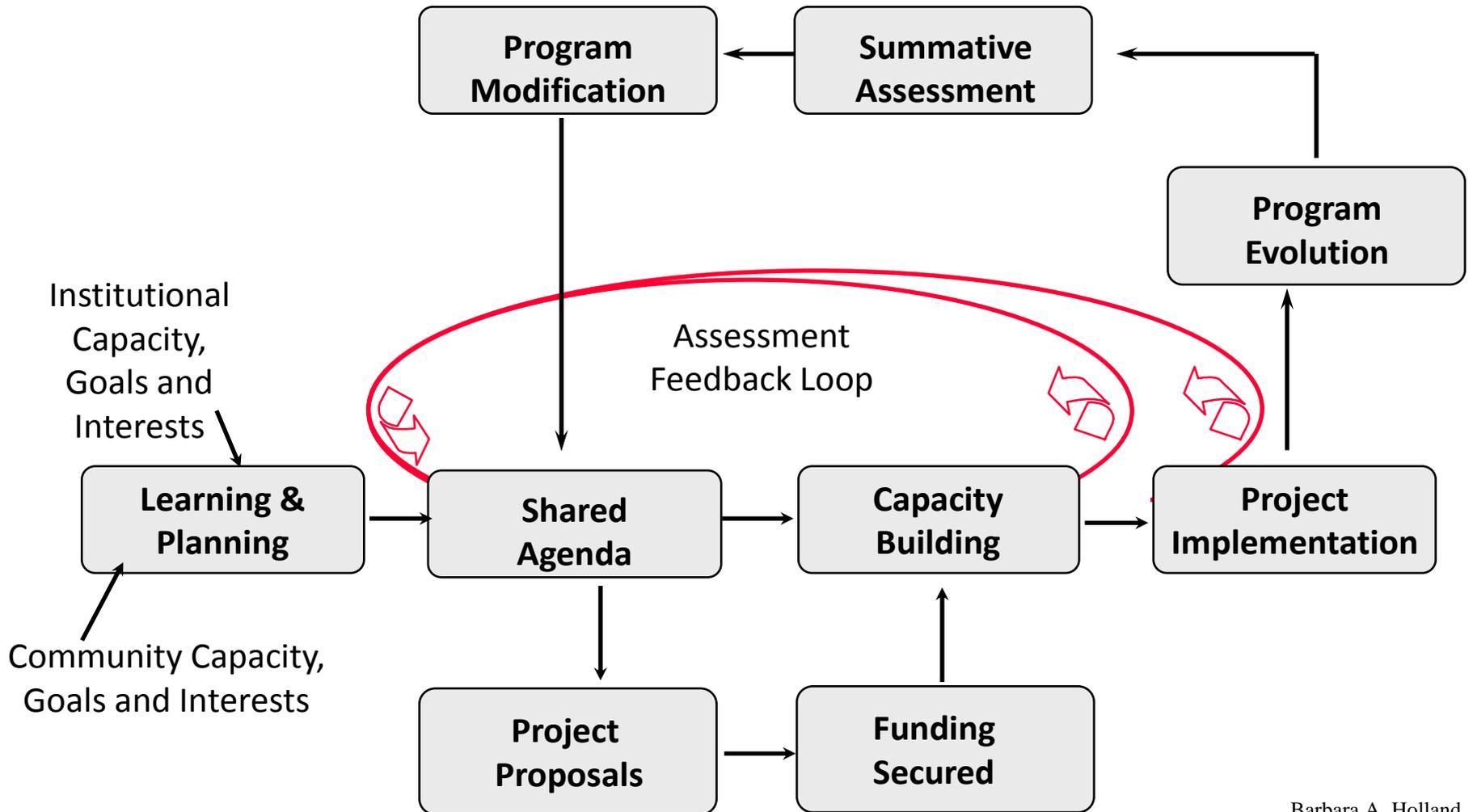
See Sockett's Typology of Partnerships

# Sockett's Partnership Types

- Service relationship – fixed time, fixed task
- Exchange relationship – exchange info, get access for mutual benefit, specific project
- Cooperative relationship – joint planning and shared responsibilities, long-term, multiple projects
- System and Transformative relationship – shared decision-making/operations/evaluation intended to transform each organization

Hugh Sockett, 1998

# University/Community Partnerships



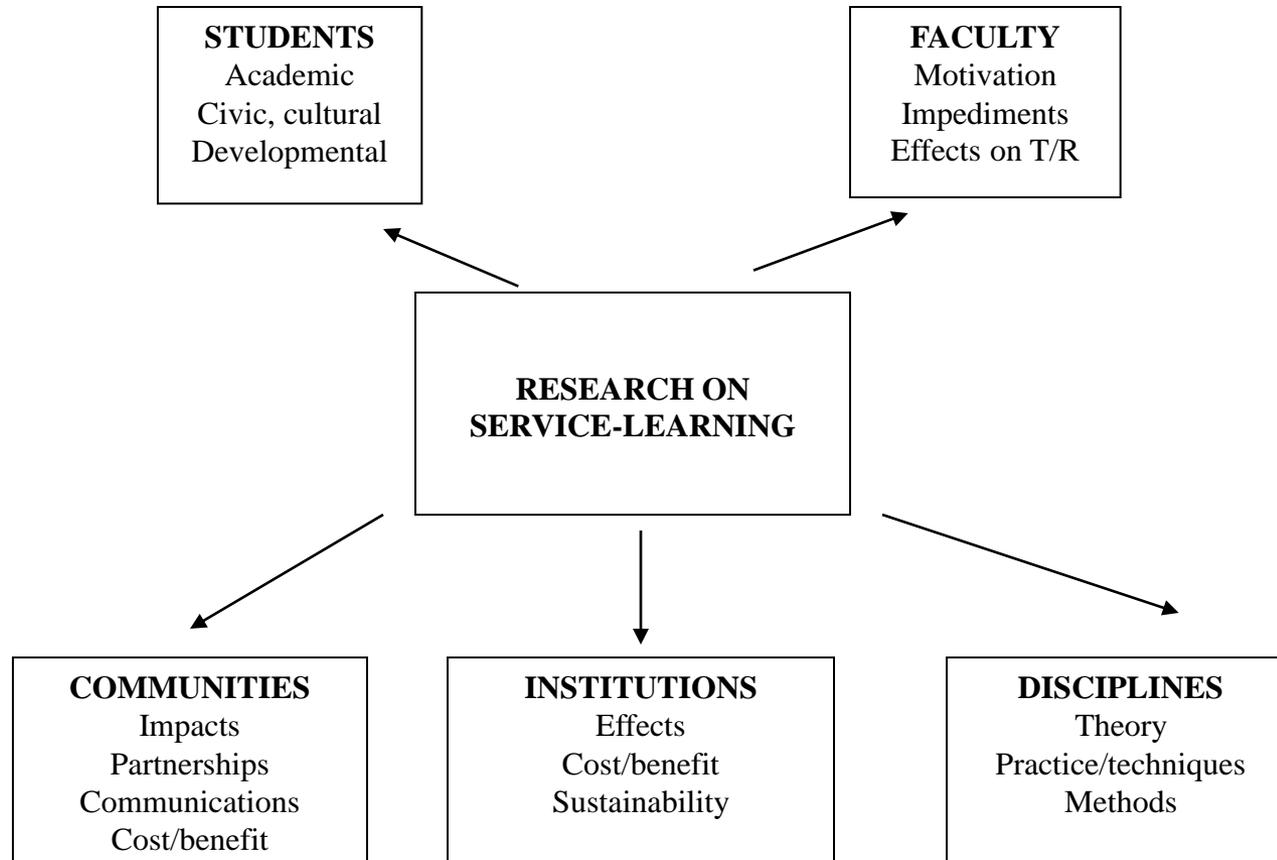
# Learning is the Connection

- Learning:
  - About each other's capacity and limitations
  - About each other's goals, culture, expectations
  - To develop students as active citizens
  - To exchange expertise, ideas, fears, concerns
  - To share control and direction
  - To share results and apply them in different ways
  - To adapt based on evaluation and documentation
  - To experiment; to fail; to try again – To Trust!

# Persistent Partnership Challenges?

- Curse of the advisory committee model
- Power distribution
- Cultural competence
- Language of partnering
- Resource distribution
- Evaluation strategies and their uses
- Closing the loop – sharing results with community
- Commitment: individual and institutional
- Leadership: transitions, renewal, longevity
- University and community policy constraints/conflicts

# Research arising from Community-based-Learning



# Is it Community-Engaged Scholarship?

- Is there (one or more) community partner involved in planning and implementation?
- Have the university and the partner articulated their separate and collective goals?
- Is there evidence of benefits or outcomes for the university and the partner?
- Is knowledge being exchanged to meet the goals of the activity?
- Does the activity link directly to research or teaching/learning or both?

# An example of CES?

A faculty member in social/behavioral sciences partners with the city, school district and several non-profit social service organizations to research food access issues for 6,000 Somali refugees living in the community. The research reveals a number of cultural and social barriers as well as income and nutritional problems (lack of access to traditional foods etc.). The research findings lead to policy and practice changes for the city, schools, and CBOs to better support good health among these new residents. Academic and non-academic products are developed and disseminated.

What documentation or artifacts do you think this person might be able to present?

# Project Documents

- 3 White papers translating the research findings into the context of the partner organizations
- Written testimony from these partners regarding policy and practice changes made as a result of the research
- A refereed paper about the project partnership design and results presented at a higher education conference on community engagement
- A manuscript under review in a sociology journal; the article is about her findings regarding the link between food access and resiliency among refugees in transition

# An example of CES?

An Education faculty member partners with a national literacy foundation to design and deliver an innovative literacy program to Native American children in a rural community. He studies the literacy program model and its outcomes and co-authors an article with a Foundation staff member. He also designs a service-learning course to facilitate university student involvement in delivering the program model. He presents to the school his findings at a school faculty meeting. For all of his efforts, he has won an international award for leadership in integrating service-learning into teacher education. Artifacts presented for promotion review include:

- Foundation grant proposal that was funded.
- A refereed conference paper (presented at an Education research conference) and refereed journal publication on the literacy program model and its outcomes, co-authored with the Foundation employee who also worked on the program
- A book chapter on the faculty member's assessment of the impact of university student participation in the literacy program on their own learning and development as future teachers

# What kind of evidence do reviewers want to see? (Part 1)

- Goal/Intention/questions guiding the project
- Connection to your research and/or teaching agendas and goals;
- What literature/evidence informs the basis?
- Why is CE the necessary & appropriate method?
- Description of partner(s); history of partnership;  
Discussion of:
  - Mutual benefit for partner(s) and you
  - Attribution of roles and tasks between you
  - Reciprocity in the relationship
  - Strategy for measuring impacts and outcomes (+/-); any results from said measurement

# What kind of evidence to reviewers want to see? (Part 2)

- Information about project funding sources and any division of funds with partners
- Statements from partner(s) attesting to their role and their views of impacts/outcomes (+/-) on their organization and/or their intended benefits or outcomes
- If university students are involved, describe:
  - Learning goals, student preparation, tasks, and reflection or assessment strategies and results

# What kind of evidence do reviewers want to see? (Part 3)

- Documentation
  - Academic publications and presentations
  - Non-academic publications and presentations
  - Recognition, citations, awards
  - Media reports
  - Description of involvement, if any, of partners/students in these outputs
- Discussion of sustainability (if appropriate) or impact on future work

# Develop documentation from the START!

- Meeting dates, agendas/topics, minutes if appropriate
- Relevant correspondence
- Agendas/programs for workshops, trainings, events etc.
- Grants, contracts, MOUs, etc.
- Evaluation/research tools
- Reports, publications, papers, presentations
- Photos, video...

# Other products or outcomes

- Websites
- Newsletters
- Designs, displays, exhibits
- Forums, workshops, tours, festivals, etc.
- Abstracts, proceedings, posters
- Handbooks, guides, toolkits
- Policies, legislation, advocacy material

# Common & Persistent Issues

- Non-traditional products
- Non-traditional dissemination venues
- Collaborative work – challenge of attribution
- Interdisciplinary work – assigning credit?
- Who is a peer?
- Integrative products that blend teaching, research, service
- Contracts and consulting – what part is scholarly?
- The “three bucket problem”
- The issue of “weight”

# Useful Strategies

- Identify a mentor with CES experience (here or elsewhere)
- Participate in internal professional development activities
- Gather examples from other universities in your disciplines; explore the literature on service-learning and community engaged scholarship ([www.servicelearning.org](http://www.servicelearning.org) or [www.compact.org](http://www.compact.org) are two places to begin exploring)
- Identify and read current CES journals
- Create interdisciplinary or disciplinary group projects
- Develop a writing group or learning community – craft papers together
- Convene other engaged faculty and partners
  - Discuss partner practices and areas for improvement
  - Explore strategies for measuring outcomes
  - Explore ideas for separate or joint funding from grants/donors

# Useful Resources

- National Review Board for the Scholarship of Engagement – provides external peer reviewers and other assistance to institutions regarding evaluation of engagement ([www.scholarshipofengagement.org](http://www.scholarshipofengagement.org))
- Community Campus Partnerships for Health ([www.communityengagedscholarship.info](http://www.communityengagedscholarship.info))  
See Community Engaged Scholarship Toolkit

# The University's Challenges

- Narrow views of what counts in P&T
- Privileged position of certain dissemination methods and impact measures
- Risk avoidance
- Individual rather than collective work; silos
- Research and Teaching are separated

Quality CE as a method of T R and S challenges these traditions and creates change!

# So where to begin?

- Identify broad themes – a whole of Uni and Com'ty strategy
  - Identify some areas of focus, in dialogue with community
  - Build engaged L & T & R strategies on those themes
  - International partnerships
- Develop a system for monitoring and measuring CE
- Identify clear leadership accountability
- Develop philosophy of partnerships
- Provide infrastructure to facilitate, not control partnerships
- Invest in professional development
- Hire to an engaged working environment

# Change is a skill

- The capacity of a university and a community to change, adapt, become more flexible and forward-thinking is becoming a strategic value and core competency that will confer advantages on those that learn these skills, and commensurate disadvantages on those that continue to operate in 20<sup>th</sup> Century modes.