



Setting the Stage: The Landscape of Engaged Scholarship

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Overview

- 🍁 History and context
- 🍁 Models and definitions
- 🍁 Faculty motivation
- 🍁 Institutional drivers
- 🍁 Models of structures/policies for CES
- 🍁 Higher education change strategies
- 🍁 Resources
- 🍁 Questions and observations

History and Context

- 🍁 Kellogg Commission – from outreach/service to broader notion of engagement
- 🍁 Carnegie – definitions of institutional engagement
- 🍁 Boyer/Glassick – definitions and evaluation of scholarship
- 🍁 Gibbons – roles of higher education institutions in knowledge production
- 🍁 Campus Compact, Talloires – declarations
- 🍁 CCPH – multiple initiatives
- 🍁 AUCC report on knowledge mobilization
- 🍁 CACSL/McConnell activities for service-learning
- 🍁 Community Based Research Canada – CBR/CBPR

Perspectives on Engagement

- 🍁 A response to the question: “How can I participate effectively in the public life of my community” (Putnam, Bowling Alone)
- 🍁 “Those activities which reinvigorate the public purposes and civic mission of higher education” (Campus Compact)
- 🍁 “An institutional commitment to public purposes and responsibilities that is expressed in the full range of university activities” (U Minnesota CE taskforce)
- 🍁 Civic professionalism, social responsibility, social justice, connected knowing, public leadership, public work (Battistoni)

What to Call Engagement

- ❁ “Civic engagement” rooted in political science; often linked to citizenship
- ❁ Given emphasis on partnerships, motivation to acknowledge community
- ❁ “Community involvement” not strong enough descriptor
- ❁ “Community engagement” increasingly adopted across countries



Engagement Defined

🍁 Engagement describes the collaborations 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, 2006

Core Elements of Engagement



Create partnerships

-  Build trust and seek balance of power
-  Ensure appropriate recognition

Seek mutually beneficial outcomes

-  Address a community-identified need
-  Build upon community assets
-  Rely upon an intellectual activity of importance

Build upon reciprocity and mutuality

-  Enhance community capacity
-  Enhance student learning and/or research

Create knowledge exchange relationship

Adapted from Holland, 2005

Defining Community Engagement

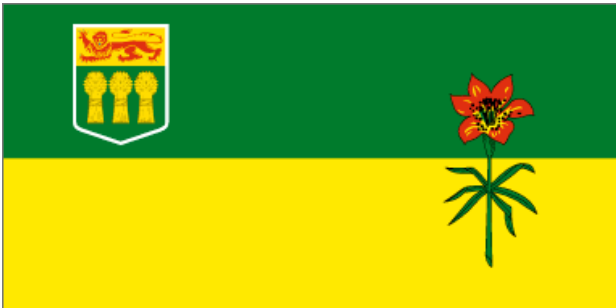
- ❁ Application of institutional resources to address and solve challenges facing communities through collaboration with these communities
 - ❁ Includes methods of community service, service-learning, community-based participatory research, training and technical assistance, coalition-building, capacity-building, economic development

Kellogg Commission on Community-Engaged
Scholarship in the Health Professions, 2005

A Municipal Perspective

- Community engagement is an ongoing process involving communication and interaction between the City of Saskatoon and its residents. The extent of public involvement spans a continuum from simply informing to consulting to involving. By communicating directly, all parties become better informed about the range of views on issues and proposals. Done well, community engagement results in decisions that are more sensitive and responsive to public concerns and values.

City of Saskatoon, 2007



Example: University of Victoria

- ❁ 2007 “A Vision for the Future: Building on Strength”
- ❁ 7 commitments including “Employing our core strengths to benefit our external communities ...and promoting civic engagement and global citizenship”
- ❁ “Increase opportunities for experiential learning and community engagement ... manifested in many ways, including co-op, practica, service learning, internships, clinical programs, and performance, laboratory and field work opportunities.”



**University
of Victoria**



Models and Definitions

Where Is the Scholarship in Community Engagement?

Disciplinary scholarship

 Traditional, most commonly recognized

Scholarship of teaching

 Investigation of methods of teaching and learning

Scholarship of outreach (engagement)

 Inquiry into activities relevant to community

Taxonomy of Engaged Scholarship

- 🍁 Public scholarship
- 🍁 Participatory research
- 🍁 Community partnerships
- 🍁 Public information networks
- 🍁 Civic literacy scholarship

Barker, 2004

* * * BUT where is “community”? * * *

Community-Engaged Scholarship

- 🍁 “Community” gets prominent recognition
- 🍁 Communities are engaged (the hyphen)
- 🍁 Scholarship is the third element

VS.

- 🍁 “Scholarship of engagement” which may be viewed by communities as too focused on the academy

Defining Community- Engaged Scholarship

- 🍁 Involves faculty member in mutually beneficial partnership(s) with community(ies)
- 🍁 Draws upon single or multiple disciplines
- 🍁 Integrates multiple methods and forms of inquiry and scholarship
- 🍁 Scholarship may derive from teaching, discovery, integration, application, and/or engagement

Kellogg Commission on Community-Engaged
Scholarship in the Health Professions, 2005

SSHRC Community-University Research Alliance (CURA)

- 🍁 Promote sharing of knowledge, research, expertise between communities and universities
- 🍁 Reinforce community decision-making and problem-solving capacity
- 🍁 Enrich research and teaching in universities
- 🍁 Enhance students' education and employability
- 🍁 Increase capacity for research that is responsive to social, cultural and economic conditions

“Scholarship Reconsidered”

- ✿ Work of Ernest Boyer (1990) is foundational
- ✿ Inter-related dimensions of scholarship:
 - ✿ Teaching, Discovery, Integration, Application, Outreach, Engagement
- ✿ Rich, deep, broad and unified approach to scholarship
- ✿ Expanded notion beyond traditional academic view of research and related measures of quality

From Service to Scholarship

- 🍁 Practice of service-learning or other community-based service/outreach is NOT always a scholarly activity
- 🍁 Scholarship defined:
 - The activity requires a high level of expertise.
 - The activity breaks new ground or is innovative.
 - The activity has significance or impact.
 - The activity can be replicated and elaborated.
 - The work and its results can be documented and disseminated.
 - The work and its results can be peer reviewed.

Adapted from Recognizing Faculty Work (Diamond & Adam 1993)

New Issues in Engaged Scholarship

- 🍁 Involves multiple stakeholders
- 🍁 May be driven by community as well as faculty agendas and priorities
- 🍁 Audience includes many outside of academia
- 🍁 Disseminated through non-traditional methods/
non peer-reviewed journals
- 🍁 May have multiple spheres of influence
- 🍁 New modes of peer review

What is Different?

- 🍁 Who formulates the questions (and how)
- 🍁 Who provides expertise/information
- 🍁 Who participates in analysis and interpretation and in what roles
- 🍁 Who bears the risk and enjoys the benefits
- 🍁 Who defines success and how
- 🍁 Who translates the knowledge into action

Holland, 2008



Institutional Drivers

Institutional Motivation

- 🍁 U.S.: Initially about getting students to vote and participate in communities - “civic engagement”
- 🍁 South Africa: Government white paper -- position higher education institutions as active players, facilitators and resources in democratic transition
- 🍁 Australia: Industry research partnerships, commercialization, slower introduction into curriculum
- 🍁 Canada: Focus on community service-learning and community-based research with variable institutional missions/goals
 - 🍁 Social responsibility, community engagement, contribution to civil society, building community resilience, extension, outreach to rural areas

Public Engagement at Canadian Universities

- ❁ Faculty, staff and students are engaged in activities that link the university with external communities
- ❁ Desire to merge academic inquiry with sustained community engagement
- ❁ Create intellectual space for sustained university/ community partnerships for:
 - ❁ Community-based teaching and learning
 - ❁ Community-based research
 - ❁ Community-based continuing education/extension
 - ❁ Cooperative education
- ❁ Creation of a center for service, teaching/learning, outreach that serves as coordinating unit

Institutional Experiences

- 🍁 Finding champions and leaders of organizational change in turbulent times
- 🍁 Maintaining institutional prestige (rankings)
- 🍁 Dedicating or reallocating resources in times of budget constraints
- 🍁 Separating fad from long-term trend
- 🍁 Being true to communities, institutional mission and vision and to shifting organizational priorities

Institutional Change is Necessary

- 🍁 Faculty want support, recognition, and rewards for their work
- 🍁 Requires changes in institutional policy, practice and culture
- 🍁 Major change in tenure and promotion criteria BUT also in faculty process of reviewing AND in collective agreements

Strategies to Connect with Community

- 🍁 Teaching -- community-based (service) learning, field placements, internships, student community research projects
 - 🍁 Valuing of community interests; reciprocal and mutual understanding
- 🍁 Learning -- interdisciplinary, team-based, student/community-driven
 - 🍁 Creating knowledge vs. “banking”

St. Francis Xavier University

- 🍁 Pioneer in service-learning in Canada
 - 🍁 Course-based service-learning
 - 🍁 Immersion service-learning
- 🍁 Office to coordinate with modest staffing
- 🍁 Advisory committees
- 🍁 Connections to University Advancement and Coady International Institute
- 🍁 Emphasis has been on teaching and learning



Is This a New Way of Thinking?

- 🍁 In some disciplines, community-based teaching and learning is a “new” way
- 🍁 In others, it has a natural fit
- 🍁 Faculty need:
 - 🍁 Opportunities to discover role models
 - 🍁 Development of new knowledge for self
 - 🍁 Support to modify own teaching approach
- 🍁 Permission to experiment is essential

Funding – Another Motivation

- ❁ 3 national research councils (SSHRC, CIHR, NSERC) fund university community partnerships
- ❁ Networks of centres of excellence
- ❁ International opportunities through IDRC
- ❁ Government agencies (federal/provincial)
- ❁ Public corporations/foundations

“Funding and Development of Community University Research Partnerships in Canada”, U. Victoria, 2009



Faculty Motivation

Perceptions (and Realities)

- 🍁 Grants matter more than anything else
- 🍁 Refereed publications and big grants are the only “scholarly” products that really count
- 🍁 Service-learning work is not scholarly
- 🍁 No one really gets tenured or promoted for this “soft” engaged research
- 🍁 The standards may have changed, but you still need [x] number of publications in [y] journal(s)
- 🍁 My chair may be supportive, but the Provost is not

Influence of the Department/Discipline

- 🍁 Academic groupings of closest or most informed disciplinary colleagues
- 🍁 Belief of shared cultures, responsibilities, goals
- 🍁 Local entity where promotional reviews initiated
- 🍁 Focus for selection of esteemed peer reviewers
- 🍁 National/international societies where recognition and prestige will be granted
 - 🍁 Publications, conference presentations, networks
- 🍁 May behave in closed and secretive ways

Challenges Faculty Encounter

- 🍁 Determine value of community-based scholarship in disciplinary context
- 🍁 Seek support/approval of senior academics
- 🍁 Find like-minded peers and mentors
- 🍁 Adapt to a changing organizational culture
- 🍁 Sort out uncertainties about “community”
- 🍁 Identify relevant faculty development opportunities (local and distant)
- 🍁 Do what you believe is right and important without making moral compromises

Developing Engaged Scholarship

- 🍁 Move from traditional to CES focus
 - 🍁 Many faculty report that they conduct multiple types of scholarship
- 🍁 Begin with small community-based experiments (action research)
- 🍁 Engaged scholarship assumes equal importance with disciplinary scholarship
- 🍁 Develop models and practices of engaged scholarship over time



Higher Education Change Strategies

Institutional Change is Difficult

- 🍁 Autonomy and institutional culture complicate the change process
- 🍁 Decision-making is diffuse
- 🍁 Effects are difficult to attribute to causes
- 🍁 Change may provoke fear and anxiety
- 🍁 Larger picture may not be well understood
- 🍁 Colleges and universities are “untidy” organizations

Eckel et al., 1999

Effective Higher Education Change Strategies

- 🍁 Begin with exploration of why change is important/necessary
- 🍁 Anchor the change in mission/values
- 🍁 Stakeholders participate in developing agenda
- 🍁 Agenda is supported by visible leaders
- 🍁 Leaders build trust and buy-in

Eckel et al., 1999

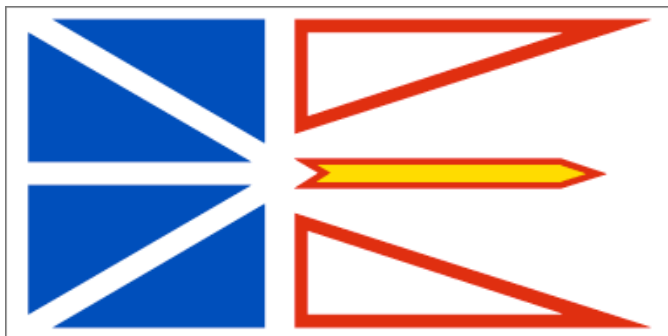
UBC – Strategic Commitments

- ❁ “Place and Promise: The UBC Plan”
- ❁ 9 commitments with goals and actions
 - ❁ Student learning (service-learning, co-op)
 - ❁ Research excellence (knowledge exchange)
 - ❁ Community engagement (social issues)
 - ❁ Aboriginal engagement (service-learning)
 - ❁ Intercultural understanding (professional devt.)
 - ❁ International engagement (strategic partnerships)
 - ❁ Sustainability (environment, economic, social)



Memorial U. of Nfld. – Five Pillars

- 🍁 Students – become engaged in community
- 🍁 Research, creative activity and scholarship – partnerships, engagement
- 🍁 Needs of the province – rural engagement, access, partnerships
- 🍁 Conditions for success – increase engagement
- 🍁 Institutional responsibility – sustainability



U. Alberta: Report to Community (2010)

- 🍁 Healthy eating in schools (public health)
- 🍁 Engaging citizens on climate change (poli. sci.)
- 🍁 Students building community (music)
- 🍁 Extracurricular service-learning (engineering)
- 🍁 Taking research back to the people (law)
- 🍁 From lab to Olympic podium (physical ed.)
- 🍁 Improved seniors care (nursing)



York U. Principles of Community-University Engagement (2009)

- 🍁 Focus on community issues
- 🍁 Mutual benefit
- 🍁 Shared knowledge and expertise
- 🍁 Study and evaluation
- 🍁 Transparency and accountability
- 🍁 Transformation



Curricular Reform

- 🍁 Reconceptualization of undergraduate liberal education and related learning competencies
 - 🍁 LEAP initiative of AAC&U in USA
 - 🍁 Portland State's University Studies experience
- 🍁 Graduate education reform
 - 🍁 Similar attention to engagement as in undergraduate
 - 🍁 Differentiation of professional vs research emphases
- 🍁 Create curriculum change that builds synergies with engagement across academic missions

Models of Faculty Recognition and Rewards

- ❁ Institutions support and recognize community-engaged scholarship
- ❁ Community-engaged faculty are recruited, recognized and retained
- ❁ Recognition of interdisciplinary and team-based scholarship
- ❁ Value placed on local impact of scholarly work
- ❁ Community becoming involved in faculty reviews

Kellogg Commission on Community-Engaged
Scholarship in the Health Professions, 2005

Portland State University

- ❁ Revised P&T criteria adopted 1996
- ❁ Scholarly accomplishments can be demonstrated through research, teaching, community outreach/engagement
- ❁ Four expressions of scholarship (Boyer)
 - ❁ Discovery, integration, interpretation, analysis
- ❁ Developmental use of individual scholarly agenda to articulate scholarly effort

www.pdx.edu/oaa

Portland State University: Assessment of Scholarship

- 🍁 “Demonstrate significance of results”
- 🍁 “Make a difference in communities”
- 🍁 “Define/resolve relevant social problems and/or issues”
- 🍁 “Improve existing practices or programs”
- 🍁 “Make substantive contributions to public policy”
- 🍁 “Widely disseminate knowledge gained”

www.pdx.edu/oa

U. Guelph – Institute for Community Engaged Scholarship

- ❁ Fosters collaborative and mutually beneficial community-university research partnerships
- ❁ Builds capacity for community-engaged scholarship
- ❁ Website presents CCPH's ideas for documenting quality community-engaged scholarship in a dossier
- ❁ Co-leader of collaborative on faculty rewards and development
- ❁ Pilot graduate course on community-engaged scholarship
- ❁ University's Strategic Research Plan speaks to community engagement strategies





Models of Structures/Policies for CES



CCPH's Characteristics of CES

- 🍁 Clear goals -- academic/community change
- 🍁 Adequate preparation -- in content area and grounding in community
- 🍁 Methodological rigor – relevance and strength of methods
- 🍁 Significance -- impact in field and community
- 🍁 Effective presentation -- dissemination to academic and community audiences
- 🍁 Reflective critique -- lessons learned
- 🍁 Ethical behavior -- socially responsible conduct of research

Adapted from Glassick et al. and National Review Board

A Model of Faculty Roles in Engaged Scholarship (Gelmon & Agre-Kippenhan, 2002)

Skill level	Explorer	Novice	Manager	Mentor
Experience	None	Initial	Some	Extensive
Logistics	Unfathomable	All-consuming	Managed smoothly	Handled gracefully
Partnership Development	Non-existent	Provided	Gathered and weeded	Offered
Faculty Learning	Exposure	Observing and small experiments	Information exchange	Reflective
Reflection	Non-existent	Disconnected add-on	Recognizable and integral	Seamless and integrated
Pedagogy	Faculty banks	Faculty leads	Faculty lets go	Students construct
Course Integration	None	Minimal	Partial	Seamless
Faculty Development	Spark interest	Basic skills and logistics	Advanced practice and learning	Peer exchange
Scholarship	Traditional, discipline-based	Initial small community-based experiments	Evident; juxtaposed with traditional discipline	Dominant theme; contributes to building knowledge base

Models at This Conference

- 🍁 McGill – Community engaged scholars
- 🍁 Lakehead and UBC – Food security
- 🍁 Guelph – Reshaping university governance
- 🍁 York – TD community engagement centre
- 🍁 Networks – Ontario HIV, Alberta Rural
- 🍁 Alberta – Institutional change
- 🍁 Wilfred Laurier – Learning from community

Promising Practices

- 🍁 Reframe evaluative criteria to value scholarly work related to engagement
- 🍁 Clearly communicate criteria in search/hiring processes and new faculty orientation
- 🍁 Educate committees/administrators
- 🍁 Ensure consistent messages
- 🍁 Emphasize mentoring and faculty development; offer example portfolios
- 🍁 Build supportive culture through faculty governance, union, collective agreements

Gelmon & Agre-Kippenhan, Portland State University, 2002

Engaged Scholarship

- 🍁 Emerges from learning and discovery in collaboration with communities
- 🍁 Engages faculty in academically relevant work that simultaneously meets campus mission and community needs
- 🍁 Builds upon a scholarly agenda that integrates communities' assets and interests
- 🍁 Generates, transmits, integrates and applies knowledge through collaborations designed to contribute to the public good

Provost Roy Koch, Portland State, 2008



CCPH Resources

Community-Campus Partnerships for Health website:
www.ccph.info

CES toolkit:

www.communityengagedscholarship.info

CES4Health.info:

www.CES4Health.info

Online Faculty Database:

www.facultydatabase.info

August 2009 issue of Metropolitan Universities Journal

Spring 2011 forthcoming issue of Journal of Higher Education Outreach and Engagement

More Resources

- 🍁 Background Document for the U. of Victoria Task Force on Civic Engagement (Dragne, 2007)
- 🍁 Typology and Model for “Outreach and Engagement Foundational Document” at U. Saskatchewan (McLean, 2005); also outreach and engagement inventory
- 🍁 Regional Engagement of Higher Education Institutions, Memorial U. of Nfld. (Locke, 2009)
- 🍁 “Towards an Engaged University” York U. Task Force on Community Engagement (2010)

Other Informative Reports

- ❁ “Collaborating for Change: Partnerships to Transform Local Communities.” U.S. Dept. of HUD (2010) www.oup.org
- ❁ “Urban Universities: Anchors Generating Prosperity for America’s Cities.” Coalition of Urban Serving Universities (2010) www.usucoalition.org

For Further Information

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