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

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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

Over 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 institutions have created a culture of engaged scholarship *(Dana and Emihovich 2004)*, faculty are looking for practical ways to plan, implement, 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

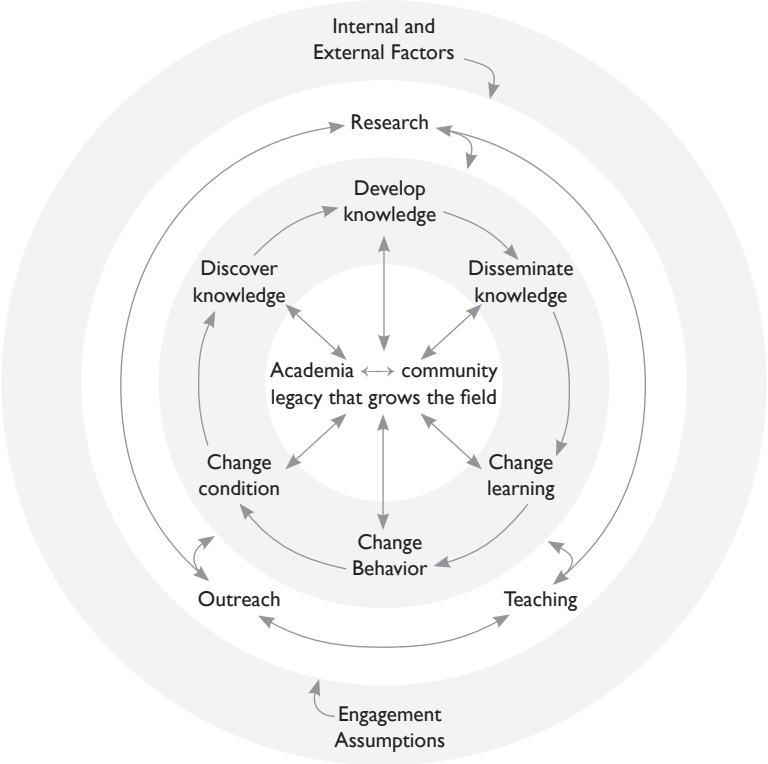
to see engaged scholarship not just as an end for promotion and tenure, good public relations, or the sole function of the outreach mission. Instead, engaged scholarship should be integrated as much as possible across the institution's missions to more holistically and effectively address the purposes 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

Figure 1. Franz Engaged Scholarship Model



led workshops and dialogue on this model of scholarship. The community feels this effort continues to be a work in progress *(2008)*.

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 positively 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. This "circle of missions" provides the institutional view of the six leverage points for scholars and communities to conduct and tell the story of engaged scholarship. From a traditional standpoint, research relates to the entry points of discovering knowledge and developing knowledge, teaching equates to disseminating 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.

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

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, 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

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

Situation/Problem: The purpose of this project is to determine how farmers prefer 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 methods are preferred by farmers as learners *(Eckert and Bell 2005, 2006)*.

Inputs	Outputs Participants	Outputs Activities	Discovery Outcomes	Development Outcomes	Dissemination Outcomes
• Farmers • PIs • Research Partners • Steering Committee 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, young, 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 methods 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 for 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 workshops for Extension educators, research brief, and research reports • Researchers learn about PAR best practices through presentations and articles

Assumptions:
- SARE funding is maintained
- Research activities fit SARE time lines
- Farmers and Extension faculty are willing 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

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 individually with steering committee members. Also, each institution 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 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.

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

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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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