

*Engagement Master Class:*

*Conceptual & Theoretical  
Underpinnings of Engaged  
Scholarship*

---

Lorilee R. Sandmann, Ph.D.  
Emerging Engagement Scholars Workshop  
Oct. 5, 2008

**the Scholarship of Engagement as An  
Imperative for Colleges & universities of the  
21st century**

---

*“Engagement implies strenuous, thoughtful,  
argumentative interaction with the non-university  
world in at least four spheres: setting universities’  
aims, purposes, and priorities; relating teaching and  
learning to the wider world; the back-and-forth  
dialogue between researchers and practitioners; and  
taking on wider responsibilities as neighbours and  
citizens.”*

Association of Commonwealth Universities

---

*“Engagement is a principle that applies widely to nearly all social institutions....Engagement isn’t just the ethical or right thing to do, it is also critical to an institution’s long-term survival and success”*

*William Richardson, W.K. Kellogg Foundation  
A Shared Legacy of Engagement, 2004*

L. R. Sandmann © 2008

## **The conversation...**

---

- ***Historical Underpinnings for Engagement***
  - *The Context and Case for Engagement*
  
- ***Conceptual and Theoretical Underpinning for Engaged Scholarship***
  - *The Context and Case for Engaged Scholarship*

L. R. Sandmann © 2008

## Why Engagement in H.E.?

### The Civic Purpose of Higher Education

*"Unless education has some frame of reference it is bound to be aimless, lacking a unified objective. The necessity for a frame of reference must be admitted. There exists in this country such a unified frame. It is called democracy."*

John Dewey (1937)

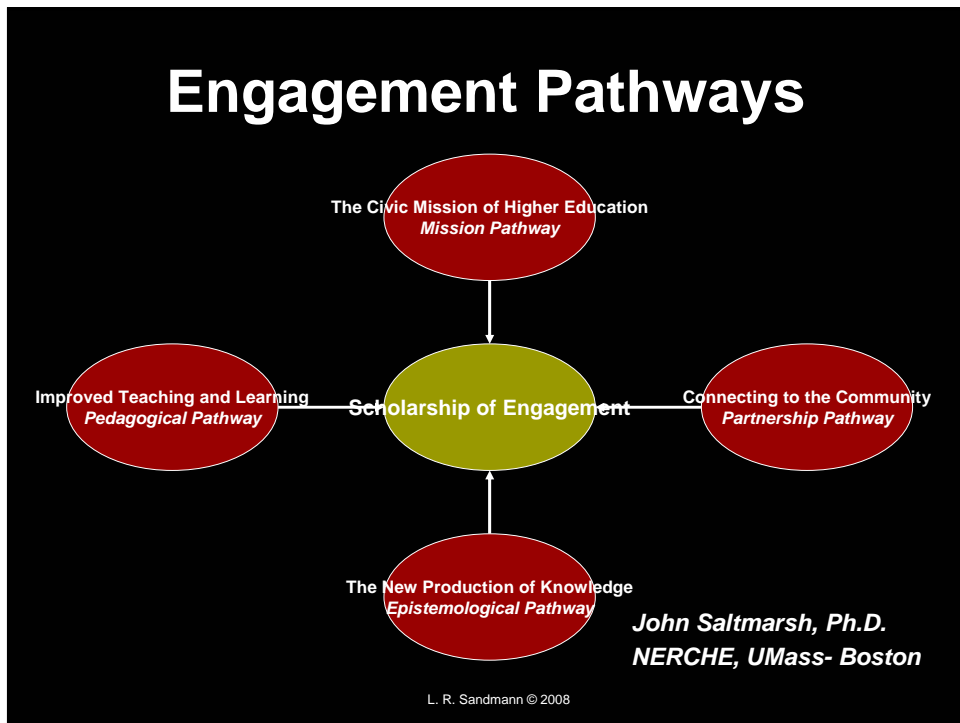
L. R. Sandmann © 2008

## Engagement Landscape

- Punctuations—Evolved into a multifaceted field
- *Engagement Defined*
- *Engagement as Teaching, Research, Econ. Dev.*
- *Engagement as a Scholarly Expression*
- *Engagement Institutionalized & Socialized*



L. R. Sandmann © 2008



## Engagement Defined

---

- Substantiating the need for higher education's engagement with the communities
- Defining characteristics, values, principles
- Emphasizing bidirectional interactions, reciprocity, and mutual respect to expand the traditional concept of outreach, public service

L. R. Sandmann © 2008

## Carnegie Classification...

---

*Community Engagement describes 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, 2006

L. R. Sandmann © 2008

## Carnegie Classification...

***New Elective Engagement Classification—  
76 institutions selected for classification***

- ***Institutional Identity***
- ***Institutional Commitment***
  - *Curricular Engagement*
  - *Outreach and Partnerships*

<http://www.carnegiefoundation.org/Classification/index.htm>

L. R. Sandmann © 2008

## Accreditation Commissions...



**The Higher Learning Commission**

*Serving the common good by assuring and  
advancing the quality of higher learning.*

A Commission of the  
North Central Association  
of Colleges and Schools

### **Criterion Five: *Engagement and Service***

As called for by its mission,  
the organization identifies its constituencies  
and serves them in ways both value.

L. R. Sandmann © 2008

- University engagement is direct, two-way interaction with external constituencies through the development, exchange, and application of knowledge, information, and expertise for mutual benefit. Engagement activities may be initiated by community partners or by University faculty, staff, or students
- Service is an initiative generated by the institution or institutional representatives in which knowledge, information, and expertise is provided for the benefit of external constituencies. Service initiatives may be generated in response to requests from an external constituent, but do not imply a mutually beneficial exchange

2005

University of Southern Indiana,

L. R. Sandmann © 2008

Service

Outreach

Engagement



Degree of academic/intellectual influence  
and influence of partners

L. R. Sandmann © 2008

## A Typology of Institutional Responses to the Scholarship of Engagement

Type	Primary Educational Mission	Definition of Engagement
Liberal arts college	Citizenship training for democracy Character formation	Engaging with ideas of value Training citizens for public life
Research university	Expanding the knowledge base	Applying knowledge to solve social problems and issues
Professional school	Teaching applied, concrete skills	Training professionals to perform needed social functions
Community college	Providing access to nontraditional populations	Clinical training Access to ed. opport. Access to employ. opport. (Ward, 2003)

L. R. Sandmann © 2008

## Not everything is...

- Engagement
- Effective Engagement
- Scholarly Engagement
  - what is quality
  - what is worth rewarding
  - how is it assessed
- Scholarship about Engagement

L. R. Sandmann © 2008



## New Approaches to Knowledge Production and Research

- Mode I— traditional— pure, disciplinary, homogeneous, expert-led, hierarchical, peer reviewed, university-based
- Mode II —applied, problem-centered, transdisciplinary social and economic contexts, heterogeneous, hybrid, demand-driven, entrepreneurial, network-embedded, not necessarily led by universities

Gibbons, et al. (1994)

L. R. Sandmann © 2008

## Quadrant Model of Scientific Research

Research is inspired by:

**Consideration of use?**

**No**

**Yes**

**Quest for fundamental understanding?**

**Yes**

**No**

Pure basic research (Bohr)	Use-inspired research (Pasteur)
	Pure applied research (Edison)

Stokes, D. (1997). *Pasteur's quadrant*

L. R. Sandmann © 2008

# Scholarship Compared

## TRADITIONAL

- breaks new ground in the discipline
- answers significant questions in the discipline
- is reviewed and validated by qualified peers in the discipline

## ENGAGED SCHOLARSHIP

- breaks new ground in the discipline *and* has direct application to broader public issues
- answers significant questions in the discipline which have relevance to public or community issues
- is reviewed and validated by qualified peers in the discipline *and* members of the community

L. R. Sandmann © 2008

Principles of Engagement  
+  
Standards of Scholarship =

---

Engaged Scholarship

## What is Scholarly Engagement?

- Scholarship – What
- Engaged Scholarship – How
- For the Common, Public Good – Toward What End

L. R. Sandmann © 2008

## What is Scholarship?

- Scholarship is original intellectual work which is communicated and the significance is validated by peers. Scholarship may emerge from teaching, research or other responsibilities. Scholarship may take the many forms including, but not limited to: research contributing to a body of knowledge, development of new technology, materials, or methods; integration of knowledge or technology leading to new interpretations or applications; creation and interpretation in the arts.

Oregon State University, 1999

L. R. Sandmann © 2008

## Engaged Scholarship

- Scholarship—practices that cut across the categories of academic scholarship (discovery, teaching, application & integration) +
- Engagement—reciprocal, collaborative relationships with partners external to the university. (Boyer, 1996)
- Scholarly engagement consists of
  - Research, teaching, integration and application scholarship that
  - Incorporates reciprocal practices of civic engagement into the production of knowledge. (Barker, 2004)

L. R. Sandmann © 2008

## Engaged Scholarship

- Collaborative and participatory
- Draws on many sources of distributed knowledge; based on partnerships
- Shaped by multiple perspectives and expectations
- Deals with difficult, evolving questions
- Long term in both effort and impact
- Requires diverse strategies and approaches; crosses disciplinary lines

L. R. Sandmann © 2008

# Scholarly Engagement

Scholarly Engagement is the **creation, integration, application and transmission of knowledge** for the benefits of **external audiences and the University** and occurs in all areas of the University Mission: **research, teaching and service**. The quality and value of Scholarly Engagement is determined by **academic peers and community partners**.

UMass Faculty Senate Outreach Council, 2006

L. R. Sandmann © 2008

# Engaged Scholarship via Disciplines

- Public Sociology (Burawoy, 2004, 2005)
- Public Scholarship (Peters, 2005)
- Community Engaged Scholarship in Health Professions (CCPH, 2005)
- Engaged Scholarship (Van de Ven, 2007)
- Others--transdisciplinary, translational...CA, UK, Australia



L. R. Sandmann © 2008

## Five Practices of Engaged Scholarship

Practice	Theory	Problems Addressed	Methods
Public scholarship	Deliberative	Complex "public" problems requiring deliberation	Face to face, open forums
Participatory research	Participatory democracy	Inclusion of specific groups	Face to face collaboration with specific publics
Community partnership	Social democracy	Social change, structural transformation	Collaboration with inter-mediary groups
Public information networks	Democracy broadly understood	Problems of networking, communication	Databases of public resources
Civic literacy scholarship	Democracy broadly understood	Enhancing public discourse	Communication with general public

Barker, D. (2004). *The Scholarship of Engagement: A Taxonomy of Five Emerging Practices*. *JHEOE*

L. R. Sandmann © 2008

## Engaged Scholarship

- Scholarly boundary crossing
- Scholarship in engagement
  - Scholarly engagement *in* teaching
  - Scholarly engagement *in* research
  - Scholarly engagement *in* service
  - Scholarship guided by an engagement ethos—connect in coherent, thematic, scholarly ways

L. R. Sandmann © 2008

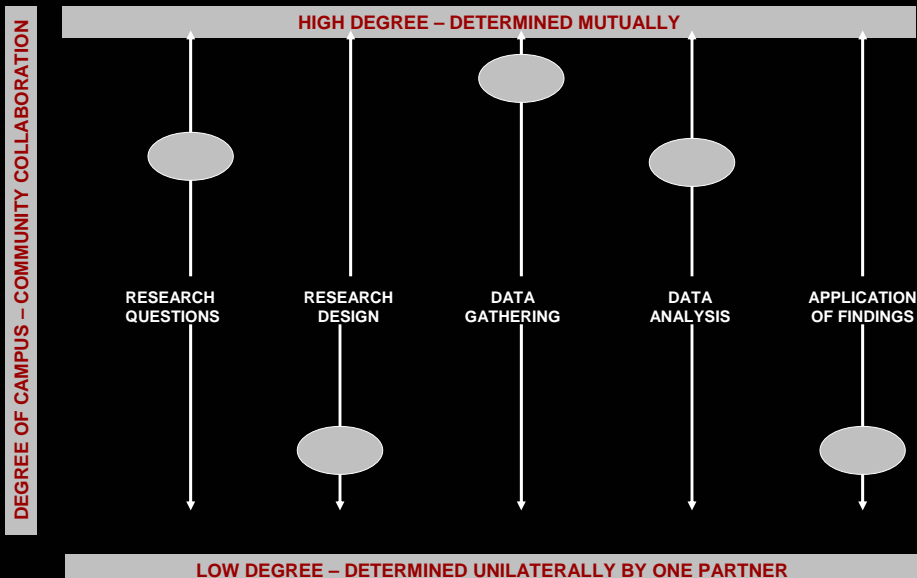
## Architecture of engaged Scholarship: *Same Questions, Different Answers*

- Purpose
- Questions
- Research Design
- Data Analysis
- Dissemination

Sandmann (2007)

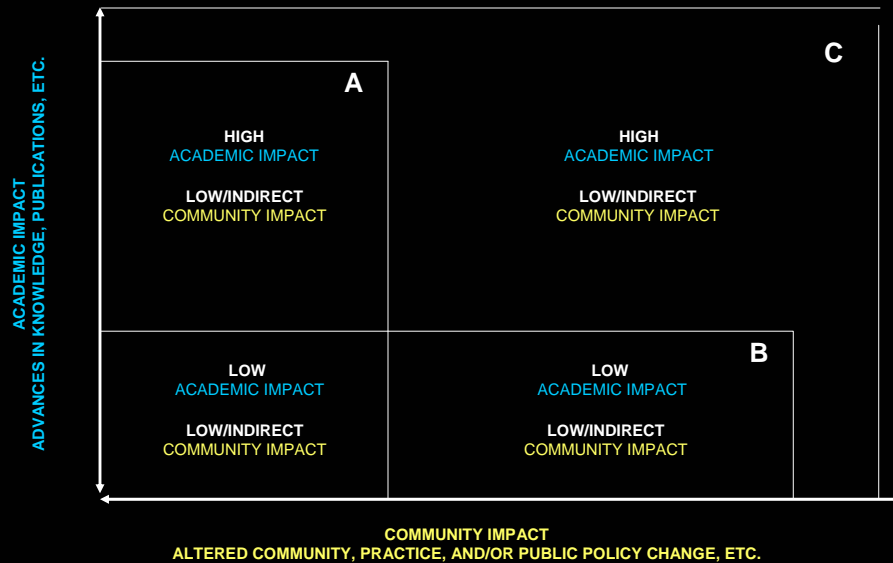
L. R. Sandmann © 2008

## Degree of Collaborative Processes in Engaged Scholarship



L. R. Sandmann © 2008

## Outcomes of Engaged Scholarship



L. R. Sandmann © 2008

## Quality— Evaluation Criteria

- Goals/questions
- Context of theory, literature, best practices
- Methods
- Results
- Communication/dissemination
- Reflective critique

National Review Board Scholarship of Engagement, 2001

L. R. Sandmann © 2008



# Scholarly Engagement

---

- Way to think about work
- Way to frame
- Way to implement
- Way to assess
- Way to communicate

L. R. Sandmann © 2008

# Your Effort--Two Questions

---

Is it Engagement?



Is it scholarship?

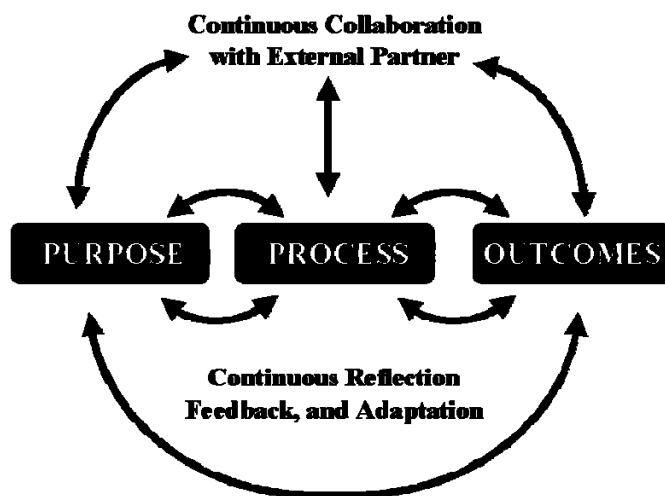


L. R. Sandmann © 2008

# Assessment of Scholarly Engagement

- Is this an “**engagement**” effort? To what extent does this project/portfolio/dossier provide evidence of “quality” engaged scholarship? What is its:
  - Significance
  - Community collaboration resulting in mutual benefit
  - Scholarly and intellectual contribution
  - Impact/”broader impacts”

L. R. Sandmann © 2008



L. R. Sandmann © 2008

## Issues with Institutionalization of Engaged Scholarship

- Disorganizes an institution organized around the disciplines
- Warrants interdisciplinarity when there are not structures
- Warrants team work when reward structures focus on individuals
- Requires institutional adaptation
- Expects democratic processes and lessons from a non-democratic institution

L. R. Sandmann © 2008

## Shifts in Faculty Work

- | <b>From</b>                          |   | <b>To</b>                                |
|--------------------------------------|---|--|
| ■ Provider (faculty) driven          | → | Learning driven                          |
| ■ Autonomous                         | → | Collaborative                            |
| ■ Discipline-based                   | → | Interdisciplinary                        |
| ■ Ivory tower                        | → | Civic Engagement                         |
| ■ Quality based on how much you have | → | Quality based on how much you contribute |

L. R. Sandmann © 2008

# Lorilee R. Sandmann

---



The University of Georgia  
Lifelong Ed., Admin., &  
Policy  
413 River's Crossing Bldg.  
Athens, GA 30602  
706.542.4014  
sandmann@uga.edu

L. R. Sandmann © 2008