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Faculty Engaged Scholarship

Setting Standards and Building Conceptual Clarity

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Introduction

The academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement. (Ernest Boyer, 1996, p. 15)

Since Boyer first introduced the concept of the scholarship of engagement, higher education has seen a noticeable shift toward placing greater emphasis on conducting academic and scholarly work in partnership with external entities to address societal issues. When Boyer published his “The Scholarship of Engagement” paper in 1996, higher education’s engagement with external partners was primarily conducted through initiatives referred to as *outreach*. This approach to engagement tended not to be integrated with research and teaching, and was more peripheral to rather than a core of the academic agenda.

Today, across the globe, we see a rising tide of external partnership work across all types of higher education institutions. Most recently, the devastating impact of two concurrent pandemics—racial injustice and COVID-19—has not only elevated the importance and centrality of community engagement within higher education institutions, but it has forced academic institutions to reimagine their public purposes and what it really means to engage in authentic, meaningful, reciprocal community engagement.

This situation has not only spurred an increase in the number of centers, institutes, and senior level administrative positions devoted to deepening the integration of higher education’s engagement with the broader society, but it has further codified a field of practice, research, and scholarship to what is now referred to as *engagement* (Welch, 2016). As we describe and define in this report, higher education’s engagement with external entities appears under many guides and is qualified by different goals, approaches, and terms. These various manifestations of engagement have implications for how engagement is viewed in relation to scholarship and the evaluation of faculty.

The growing and quickly evolving field of engagement has attracted scholars and students from various academic disciplines as well as practitioners, residents, professionals, and other experts from various corners of society. Each participant brings to the work particular perspectives that define the nature of the engagement agenda, and in turn, ascribes to different purposes and intentions to the work. A number of external and internal forces are challenging the academic environment to produce knowledge and discoveries that more fully demonstrate higher education’s relevance and value to society. These include:

- ▶ increasing external pressures from various funding agencies, including federal (i.e., National Science Foundation, National Institutes of Health) to conduct research for broader societal impacts;
- ▶ a growing number of students seeking opportunities to connect their academic work through meaningful involvement with communities and critical societal issues;

- ▶ greater interest among new scholars and future faculty who seek opportunities to conduct research in the public interest through community-engaged scholarship; and
- ▶ legitimization of publicly-related academic work and engaged scholarship within a broader array of disciplines.

Despite this growing attention to higher education's engagement with the broader society, the ways in which faculty are recognized and rewarded for scholarship conducted through engagement have not kept pace with the changing times. As more faculty are including engagement in their scholarly work, questions about how to best evaluate the quality of engaged scholarship have come to the fore. Some of these questions include:

- ▶ How are engagement and engaged scholarship presented and defined within faculty promotion and tenure guidelines?
- ▶ How is engaged scholarship different from applied research or public service activities?
- ▶ What are the standards of high-quality engaged scholarship? Are they the same or different from the evaluation of traditional scholarship?
- ▶ What kinds of products demonstrate high-quality engaged scholarship and how are they evaluated?
- ▶ What are the issues engaged scholarship presents around peer review?
- ▶ How are those serving on promotion and tenure review committees prepared in relation to assessing quality engaged scholarship?

In this report, we begin with an examination how engaged scholarship is presented in promotion and tenure guidelines using case studies from two public research universities in the United States. From the findings of these case studies, we identify several ways in which academic disciplines frame engaged scholarship. We then apply these disciplinary frames to establish a broader framework designed to build greater conceptual clarity regarding the different approaches and pathways that disciplines take to engaged scholarship. We conclude the report with a look to the future in our efforts to set standards and build greater conceptual clarity of engaged scholarship. While the work is bound within the context of these two institutions, we hope that this report will have implications for broader conversations of engaged scholarship and be useful to other types of institutions in the United States and abroad.

Part One

Examining Engaged Scholarship in Promotion
and Tenure: Two Case Studies

While engagement continues to gain prominence and a more central role in higher education, faculty members “express frustration that promotion and tenure systems have not caught up with institutional priorities or changes in the dynamic nature of scholarship or the aspirations of the emerging guard of academic citizens” (O’Meara et al., 2015, para. 1). An increasing number of campuses are working to build systems of incentives and supports for faculty who undertake engaged scholarship. Recognizing that the policies and cultures that shape faculty behavior for career advancement have not kept pace with changes in knowledge production and dissemination, many campuses are at some stage in the process of reconsidering and revising their reward structures to provide explicit recognition for engaged scholarship. It is difficult to create a campus culture of engagement with external entities when there are not clearly articulated incentives for faculty to prioritize this work (O’Meara et al., 2015). It is critically important that campuses provide evidence of clear policies for recognizing external engagement as scholarly work along with criteria that validate appropriate methodologies and scholarly artifacts.

In regard to the overall evaluation of faculty for promotion and tenure, some institutions have campus-wide standards and criteria while other institutions leave it up to the individual colleges or schools to set the expectations for faculty success. Even at institutions that do have campus-wide standards, individual academic departments and colleges have much influence over how those standards are applied. Consequently, it is not easy to establish a set of universal norms of practice that can be applied uniformly across disciplines to evaluate faculty who conduct engaged scholarship.

This situation is exemplified in the case of two public research universities at which faculty promotion, review, and tenure guidelines have been revised to embrace the importance and value of engaged scholarship more fully. At these two institutions—the University of North Carolina at Chapel Hill and the University of Minnesota—campus-wide efforts have been made to embed engagement across faculty members’ research, teaching, and public service/ outreach scholarly efforts. The efforts to further embed an ethos of engagement is a response to the current state of affairs and the external and internal forces noted previously. In addition, publicly-funded universities, like the two cases here, face mounting pressure to have relevance and value to the region, and to demonstrate the overall return on investment of state dollars.

At both institutions profiled here, there is a strong foundation to make engaged scholarship more widespread and more central to the scholarly work of faculty. Each institution has spent more than a decade bringing clarity to engaged scholarship through the development of bold and disruptive strategic policy and development initiatives. Nonetheless, both institutions’ efforts have faced an uphill climb in shifting disciplinary norms regarding how faculty are evaluated and rewarded for engaged scholarship. The fact that there are strong discipline-based influences on focus, purposes, and operationalization of engaged scholarship raises issues regarding how to best develop institution-wide criteria and expectations for faculty evaluation.

University of North Carolina at Chapel Hill

The University of North Carolina at Chapel Hill (UNC) has a long history of public service serving the state of North Carolina. This can be traced back more than a century to President Edward Kidder Graham (1915–18) who stated that the University should embrace “[the] state and all its

practical problems” as a legitimate field of study and service (Graham, 1919, p. 14). For many years Carolina’s slogan was “Write to the University When You Need Help” (Wilson, 1976). Over the last decade and a half, the understanding and practice of engagement have moved from more traditional service to encompass teaching and research.

In 2003, UNC adopted its first Academic Plan, with six priorities, two of which were directly related to engagement. As part of the plan’s implementation, the campus undertook a variety of faculty efforts, including a number focused on promotion and tenure (Blanchard et al., 2012). In 2008, Provost Bernadette Gray-Little appointed a faculty committee to review three trends in public higher education and make recommendations. The trends cited were: (a) calls for increased engagement with the public, (b) new forms of scholarly work, and (c) increased scholarly activity across disciplinary lines. The 2009 report of the UNC Task Force on Future Promotion and Tenure Policies and Practices recommended that faculty engagement should be recognized during the promotion and tenure process, and the committee provided definitions and guidelines for evaluating it (University of North Carolina at Chapel Hill, 2009).

The 2009 report recognized that faculty engagement could be in the form of teaching, research, and/or service. The report provided defining characteristics of engagement (See Table 1) and differentiated between *engaged scholarship* and *engaged activities*, noting that despite variation among disciplines, engagement is planned and carried out by University and community partners, and includes:

- ▶ *Engaged scholarship*: Scholarly efforts to expand multifaceted intellectual endeavor with a commitment to public practices and public consequences.
- ▶ *Engaged activities*: Artistic, critical, scientific, and humanistic work that influences, enriches, and improves the lives of people in the community. (University of North Carolina at Chapel Hill, 2009, para. 18)

Table 1

Defining Characteristics of Engagement From 2009 Report

- ▶ Scholarly, creative, or pedagogical activities for the public good
- ▶ Directed toward persons and groups outside UNC-Chapel Hill
- ▶ Collaborative interactions responding to short- and long-term societal needs
- ▶ Intellectual endeavor with commitment to public practices and consequences

In providing some guidelines for evaluating faculty engagement for promotion and tenure, the report recognizes that the work will take different forms depending on the discipline, department, and school, and reiterates that “As a research-intensive university, UNC-Chapel Hill will continue to require original scholarly research as a key criterion for tenure and promotion in rank” (University of North Carolina at Chapel Hill, 2009, p. 6). The report goes on to state that as with other forms of scholarship, “each school, department, and discipline should determine the criteria for evaluating the excellence of engaged scholarship” (p. 6).

At UNC, there are no campus policies or formal guidelines related to individual promotion and tenure, rather specifics are at the department and school levels. The elected campus-wide Appointments, Promotions and Tenure (APT) Committee is charged with review to ensure that faculty members' work meets the standard established by the individual schools. As Article 5 of the Faculty Code of University Governance states: "The dean's recommendation for the conferral of permanent tenure and/or promotion to a higher rank is reviewed by the elected faculty Committee on Appointments, Promotions, and Tenure, which advises the provost on the recommendation" (The University of North Carolina at Chapel Hill, 2020b, p. 19).

Thus, although the 2009 Task Force report was from the overall campus perspective, the implementation of recommendations had to happen at the unit-level. Shortly after the report was issued, Provost Gray-Little left UNC to become Chancellor at the University of Kansas. During and after the following transition, there was no structured follow-up to encourage and support that implementation.

A subsequent plan launched in 2011, Academic Plan: Reach Carolina, prominently featured engagement and engaged scholarship and revived consideration of the 2009 Task Force report. In particular, under the theme of Engaged Scholars and Scholarship, one recommendation was to "recognize and reward engaged scholarship and activities" (The University of North Carolina at Chapel Hill, 2011, p. 49). Provost Carney issued a memo requesting that each school/department review the report and identify action steps to implement its recommendations, particularly those related to: (a) faculty engagement, (b) new forms of scholarly work, and (c) work across disciplinary lines.

Over the next academic year, policies were revised and approved at the department and school level, and in 2013-14 those policies were reviewed at the campus level, implemented and posted on the Office of the Provost's website. At the same time, a template for faculty curricula vitae (CVs) that incorporated the three areas noted above was also posted.

The APT Committee began reviewing faculty portfolios prepared with the new guidelines in 2015, the same year UNC received continuing classification from Carnegie as a community-engaged institution (the original classification was received in 2006), with the progress made in regard to recognition of engaged scholarship in promotion and tenure a key aspect of the campus's application.

During spring 2015, the campus APT Committee expressed concerns about continued difficulties in understanding and evaluating quality engaged scholarship during their review processes. In a memo to Provost James Dean, they expressed the need for (a) clarity regarding products of engaged scholarship and (b) standards for systematically evaluating the quality of engaged scholarship when present as a major component in the dossier. In response, Provost Dean appointed the Task Force on Engaged Scholarship in Promotion and Tenure (Task Force), and charged the Task Force with reviewing issues associated with engaged scholarship in promotion and tenure, providing recommendations for the conduct of quality assessment of engaged scholarship in promotion and tenure, and suggesting materials and approaches to support faculty, deans, and department chairs in documenting and assessing engaged scholarship.

The Task Force consisted of six faculty members, chaired by the director of the Carolina Center for Public Service, UNC-Chapel Hill's pan-university unit for engagement and engaged scholarship. Task Force members included faculty with experience at school- and university-level review committees. The Task Force met four times, completed the following during and between meetings and issued a report to the Provost in September 2016:

- ▶ discussion of issues expressed by the campus APT Committee with regard to evaluation of engaged scholarship;
- ▶ review of all campus APT guidelines and documentation of how they have incorporated engaged activities and engaged scholarship;
- ▶ literature review of engaged scholarship as related to promotion and tenure;
- ▶ review of campus's 2009 report of the UNC Task Force on Future Promotion and Tenure Policies and Procedures as well as reports, promotion and tenure policies, and procedures at other institutions as related to engaged scholarship;
- ▶ interviews/meetings with experts in the field of higher education and engaged scholarship;
- ▶ discussion of findings and how they might relate to and help inform procedures at UNC; and
- ▶ determination of key resources and recommendations for their use. (Provost's Task Force on Engaged Scholarship in Promotion and Tenure, 2016, p. 4).

The review of campus guidelines included all those posted on the website. This included 33 departments in the College of Arts and Sciences and 12 professional schools. The process included searching for the words "engagement," "engaged scholarship," and "engaged activities," noting when wording differed from campus definitions; and how the areas identified in the 2009 were included (or not) in the revised guidelines.

The review found the following:

- ▶ Seven departments/schools did not add anything to basic definitions from 2009 report (two professional schools and five departments in the College of Arts and Sciences);
- ▶ Twenty-three (departments in the College of Arts and Sciences) added something only under service, some with additional clarifying comments;
- ▶ Eleven units added something to the definition of engaged scholarship (five professional schools and six departments in Arts and Sciences); and
- ▶ Six professional schools added to the definition of engagement.

In reviewing the 2009 report, the concerns expressed by the APT Committee in their memo to the Provost, the Task Force (2016) identified a number of issues of relevance to the understanding and review of engaged scholarship:

1. **Confusion and overlap with the two other foci of 2009 report:** New products of scholarship and interdisciplinarity were also featured in the 2009 report. Although engaged scholarship often includes working across disciplines and development of new

products of scholarship, “there are many instances of interdisciplinarity and new products that are not engaged scholarship and should not be considered as such” (2016, p. 6).

2. **Collaborative nature of engaged scholarship:** One key aspect of engaged scholarship is that it is conducted in partnership with those outside the academy. This collaboration includes mutual goal setting and reciprocity and should be documented, but there were no explicit guidelines as to how to do so.
3. **Differentiation of engaged scholarship from engaged teaching and engaged activities (service):** There is particular confusion about what constitutes engaged scholarship and how it differs from engaged activities (service). To qualify as engaged scholarship, work must result in a product that can be reviewed in relation to accepted qualities of scholarship.
4. **Challenges of peer review and documentation of impact:** Peer review and documentation of impact of engaged scholarship may be challenging, but are still critical to assessing its quality. Ways to accomplish this will differ from traditional scholarship, and how it happens should be documented and explained.

In considering these findings and suggesting next steps, the Task Force underscored that addressing issues regarding engaged scholarship as related to promotion and tenure requires work at the campus, school, department, and individual faculty member levels. The following recommendations were made to inform efforts to present and assess the products of engaged scholarship. The Task Force (2016) stated that they might also enhance the overall promotion and tenure process.

1. Provide more accessible information and resources regarding promotion and tenure on relevant unc.edu webpages. The existing information available is very limited and cannot be easily found. Information regarding promotion and tenure in general, and engaged scholarship in particular, could all be contained on a dedicated webpage/site.
2. Provide a suggested list of specific qualities of scholarship (both traditional and engaged) as part of the resources for promotion and tenure to help guide faculty members in the planning, implementation, and presentation of engaged scholarship and to assist promotion and tenure committees in their assessment of that scholarship.
3. Establish explicitly stated standards and examples of engaged scholarship at the disciplinary, departmental, and/or school level, including peer review and documentation of impact. This will necessitate further efforts at the departmental and school levels, and the Task Force included suggested sessions and a draft set of questions to facilitate the discussions.
4. Provide guidelines on presentation of engaged scholarship in CVs and portfolios. Modify current CV template as needed. These could include information gained through the Task Force process and the departmental and school sessions as well as resources from other institutions and organizations.
5. Provide professional development for faculty pursuing engaged scholarship. Relevant campus partners should collaborate on professional development opportunities,

including online and in-person training and information regarding planning, conducting, and documenting engaged scholarship.

6. Provide information and training as needed for department chairs and members of departmental, school, and campus promotion and tenure committees. In addition to online information specific to the assessment and review of engaged scholarship for promotion and tenure, develop an annual in-person workshop endorsed by the Office of the Provost.

In sum, formal recognition of engaged scholarship in promotion and tenure is an ongoing and complicated process at UNC. However, there has been significant progress and continued interest in moving forward. Most recently, the Board of Trustees formally approved the strategic plan Carolina Next: Innovations for the Public Good in January 2020. There are numerous aspects of the plan that support engaged scholarship, but most prominent is “Serve to Benefit Society,” one of six strategic initiatives, and the stated opportunity within that initiative to “Provide recognition through promotion and tenure policies and procedures for faculty who apply their scholarship and experience in ways that address community problems” (University of North Carolina at Chapel Hill, 2020a, p. 26). Key to that effort is implementing the recommendations of the 2016 Task Force.

University of Minnesota – Twin Cities

Since 2002, efforts have been underway to make “public engagement” a more central feature of the University of Minnesota – Twin Cities’ research, teaching, and outreach efforts. These efforts sought to build on the longstanding, robust outreach and public service activities that were led and implemented primarily by the University’s Extension program and other units whose primary mission is outreach and public service. The new public engagement agenda sought to implement institutional strategies and policies for elevating the role, importance, and centrality of engagement in units with a primary mission of research and/or teaching. To accomplish this, under the leadership of the University’s 15th President, Robert H. Bruininks, Provost Chris Maziar formed a University-wide Task Force on Civic Engagement, which led to the formation of the President’s Council on Public Engagement (COPE). COPE brought together 47 faculty, staff, academic leaders, and a group of liaisons from each college to accomplish three goals:

- ▶ to serve as a catalyst for creative thinking about public engagement,
- ▶ to recognize and encourage activities that strengthen the University’s mission, and
- ▶ to provide a clearer assessment of public engagement as an indicator of institutional performance.

In 2003, COPE submitted its first-year report to Provost Maziar, which included a set of recommendations focused on transforming the institution from being a university with engagement programs and projects to becoming an “engaged university” (Council on Public Engagement, 2003, p. 5). COPE’s recommendations included strengthening support for community-engaged research and teaching, establishing a central office to advance the engaged agenda, and revising promotion and tenure guidelines to elevate the importance of engaged scholarship. As COPE stated in its report, “to further institutionalize public

engagement within regular university practices and processes” the University of Minnesota must “incorporate public engagement into annual performance reviews, emphasizing engagement as it integrates across research, teaching, and service” (2003, p. 3). Provost Maziar asserted the importance of the new public engagement agenda in the University’s 2003–2004 annual accountability report to the Board of Regents. The report stated that a goal for the University is “to incorporate public engagement as a permanent and pervasive priority in teaching, learning, and research activities throughout the University and to enlist support for public engagement among all segments of the University and in the larger community” (2004, p. 144).

In consideration of COPE’s recommendations, the University’s Board of Regents formally adopted a university-wide definition and framework for public engagement in 2005. The definition embraces the mutually beneficial, reciprocal, collaborative campus-community partnership work that is at the heart of the contemporary approach to engagement described earlier:

[At the University of Minnesota,] Public engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good. (University of Minnesota, 2004, p. 137)

The following year, a senior level administrative position (associate vice president for public engagement) was established. This gave momentum to building an infrastructure, developing key policies, and promoting a culture that reflected the campus’s new public engagement definition.

Receiving the community engagement Carnegie Foundation classification in 2006, the campus revised its promotion and tenure guidelines to include support for community-engaged scholarship and teaching—the guidelines were formally adopted in 2007. In 2008, a University-wide strategic plan was established that focused on deepening support to academic and administrative units as they revised their policies and infrastructure in strengthening their support for publicly-engaged work. This plan launched a series of efforts (e.g., engaged department program, awards for faculty engaged scholarship) designed to deepen engaged scholarship across the campus’s colleges, schools, and academic departments.

In 2016, the associate vice president for public engagement formed a campus-wide group composed of faculty members representing the various colleges to conduct an assessment of the ways in which each academic department applies the public engagement expectations articulated in the campus-wide promotion and tenure guidelines. The campus-wide guidelines present very general statements about public engagement, which academic departments are asked to interpret and apply to their respective faculty review process. The campus-wide statements pertaining to public engagement in the promotion and tenure guidelines read: “*Scholarly research* must include significant publications, and as appropriate, the development and dissemination by other means of new knowledge, technology, or scientific procedures

resulting in innovative products, practices, and ideas of significance and value to society” (University of Minnesota, 2016, Section 7, para. 5) and “*Teaching* is not limited to classroom instruction. It includes extension and outreach education, and other forms of communicating knowledge to both registered University students and persons in extended community, as well as supervising, mentoring, and advising students” (para. 7).

The departments interpret these statements in the research and teaching sections of their promotion and tenure statements (called 7.12. statements) for faculty review.

The 2016 campus-wide Community-Engaged Scholarship Promotion and Tenure Work Group was asked to first review and summarize standards/criteria that peer institutions apply in reviewing and assessing faculty members’ community-engaged scholarship. The members were then asked to analyze the 7.12 statements of every academic department to assess how public engagement is operationalized and interpreted. Specifically, they were asked to assess how much emphasis is given to community-engaged research, teaching, and scholarship in departments’ and colleges’ 7.12 statements. The idea was that the group could then use the findings from this assessment to establish a set of universal standards that define high-quality community-engaged scholarship, which would be used to evaluate faculty at all ranks and disciplines across the campus. Lastly, the members of the group were asked to produce recommendations for securing the full adoption and institutionalization of the new campus-wide community-engaged scholarship standards.

In reviewing each department’s 7.12 statements for faculty merit, promotion, and tenure, the members of the work group responded to three questions:

1. What terms are used to characterize community-engaged work and engaged scholarship?
2. Is community-engaged work tied primarily to research, teaching, or service/outreach? Tally the references.
3. How is community-engaged work presented? Is it an expectation, encouragement, requirement, centerpiece, superficial, etc.?

In regard to the first question about terms, the work group identified 38 proxy terms that departments used to represent publicly-engaged scholarship. In addition to using the official University-wide term “public engagement,” other frequently used terms include “broader impact,” “public service,” and “public influence scholarship.” Other less frequently used terms include “collaborative research,” “extension,” “outreach,” “professional practice,” “technology transfer,” and “public advocacy.” This finding reveals that different terms resonate with different departments, and that there was no one single term for public engagement or engaged scholarship that all departments use.

In determining where public engagement statements and expectations appear in a department’s 7.12 guidelines, the members of the work group found that out of 124 mentions of public engagement, 23.2% were addressed in faculty expectations for research, 14.5% in the expectations for teaching, and 62.2% in the expectations for public service/outreach. This finding suggests that while there is an institution-wide commitment to advancing engaged scholarship that is integrated into all areas of faculty members’ scholarship (research, teaching, and outreach/public service), most departments continue to consider publicly-engaged

work as fulfilling faculty members' scholarly expectations for public service/outreach. In many departments' faculty review processes, the public service section of a faculty member's portfolio is often weighted less heavily than the research and teaching sections. This finding brought to the fore a challenge to the work group as the group sought to establish standards for evaluating engaged scholarship that would be applicable and acceptable to all departments.

The members of the work group also found that across the academic departments and colleges, the standards and expectations for engaged scholarship varied substantially. In several schools and colleges (Education and Human Development, Biological Sciences, Science and Engineering, Management, and Medicine), the 7.12 language encourages faculty to conduct engaged scholarship, but does not necessarily require it. The work group members did find that in several units, engaged scholarship is required of all faculty. Engaged scholarship is required in several departments in the College of Design, School of Public Policy, and School of Pharmacy, as well as among the faculty within the Extension unit, and among the faculty within the College of Food, Agriculture, and Natural Resources Sciences that hold Extension appointments.

Through their analysis, the work group members also found mentions of engagement work in many departments' overarching philosophy statements, but few references to engaged work or any specific expectations for it in the more specific research, teaching, or service sections of the guidelines. Their analysis also revealed that while details on the standards and expectations for engaged scholarship were scant, a large number of departmental guidelines explicitly noted that scholarship conducted through a publicly-engaged approach is not held to a lower standard. The work group members also noted that in many cases, different engagement related terms appeared in the same paragraph of the guidelines (for example, public engagement and outreach used interchangeably), suggesting that there is a general lack of understanding of the nuance that distinguishes engaged scholarship from other forms of externally-partnered work. The members observed that while there is an overt nod to the value and importance of public engagement and engaged scholarship in the promotion, review, and tenure documents of many departments, there is less formal valuing of the engaged scholarship in actual practice. Members of the group recounted how, in their own departments, there are unwritten and unspoken expectations regarding scholarship that go beyond what is overtly and explicitly stated in the actual promotion, review, and tenure documents.

Some of the more promising language for supporting faculty members' engaged scholarship appears in the 7.12 statements of the Medical School's Department of Family Medicine and Community Health. The department sees public engagement as a valid activity for those seeking a tenured position, and gives special attention to the requirement for scholarship in this arena.

Public engagement work/publicly-engaged scholarship combines research, teaching and service in projects that involve community stakeholders as co-creators and collaborators (not just recipients of service or consultation), generally with the goal of developing useful knowledge for activities included in disciplinary work and interdisciplinary work, but research, teaching and service complement and mutually inform. (University of Minnesota-Twin Cities, 2012, p. 15)

The 7.12 statement goes on to specific expectations, in alignment with the general standards for engaged scholarship described in earlier sections, as it emphasizes that public engagement can be the primary basis for tenure when it includes these familiar concepts of scholarship, appropriate methods; scientific rigor and community engagement; reflective critique; and lessons learned to improve the scholarship and community engagement.

Distinction in public engagement for the granting of tenure must include scholarly products of public engagement, such as publication, dissemination, and broad impact on the community, applying the familiar standards of excellence and peer review. But public engagement work may involve additional forms of documentation, each of which are also evaluated for impact and collaborative skills, e.g. Summary of public influence such as involvement in policy development, policy changes, new laws or changes in agency practices. Additional documentation such as this may be different than for traditional disciplinary scholarship, but evaluation of these products is not held to lower standards. (2012, pp. 15-16)

As the campus continues to explore ways to strengthen its support of engaged scholarship in the evaluation of faculty, the description of engaged scholarship that the Department of Family Medicine and Community Health offers an example of universally applicable language that any department that values engaged scholarship can adopt. Institutionally, the main challenge is to develop a strategy for engaging the various department-level and college-level promotion and tenure committees in clarifying their definitions for public engagement and engaged scholarship, and in turn, establishing the standards and expectations on which such scholarship will be reviewed and assessed.

Conclusions and General Recommendations

Despite the fact that different approaches were used at the two institutions to examine the incorporation of engaged scholarship in their promotion and tenure guidelines and processes, very similar findings emerged. While these two cases are not representative of the overall population of higher education institutions, the findings may have applicability and implications for understanding the nature of evaluating faculty engaged scholarship at other universities. The main findings are:

- ▶ Engagement is defined and operationalized differently across disciplines.
- ▶ There is continued emphasis on engagement as service.
- ▶ The term “engaged scholarship” is used as a default term to describe any work that falls outside the norms of traditional scholarship.
- ▶ There is a general lack of understanding of the rigor of engaged scholarship and strategies to evaluate its quality and impact.

Engagement is Defined and Operationalized Differently Across Disciplines

The case studies revealed that there are diverse terms that disciplines apply to define engagement and engaged scholarship. These proxy terms likely reflect and are an outgrowth of the varied pathways through which different academic units or disciplines have arrived at engaged scholarship. Our analyses of the proxy terms suggest that certain terms are used in particular disciplines because they are recognized by those within the discipline, and they are seen as being aligned with and connected to the discipline's historical engagement practices. For example, the use of terms such as “tech transfer” and “commercialization” are understood in business-related fields, and they speak to the industry-oriented partners with which business-related disciplines engage. In contrast, the term “public scholarship” seems to be preferred with the humanities-focused disciplines, most likely due to the promotion of the public intellectual and public scholars in those fields.

Nonetheless, in considering engaged scholarship as it pertains to the evaluation of engaged faculty's work, the lack of consistency in terminology not only causes confusion when seeking to define engagement and engaged scholarship at an institutional level, but it perpetuates the notion that engaged scholarship lacks standards. The variety of approaches and definitions ascribed to engagement makes it challenging to develop a campus-wide understanding and agenda for advancing community-engaged scholarship.

Continued Emphasis on Engagement as Service

Despite the goal of making engagement a more central feature of research and teaching in both case studies, the findings of our case studies reveal that engaged work continues to be qualified primarily as public service and outreach. Even when revisions to promotion and tenure guidelines have been made, the evaluation of engagement efforts remain focused on work conducted in the service sections. For example, two thirds of all mentions of engagement in the University of Minnesota's promotion and tenure guidelines are in the service section, and in many of the UNC guidelines, engaged activities were incorporated under service with little to no mention of engaged scholarship. Only a few departments went further than simply listing the campus definition, leaving out the specifics of what engaged scholarship is or how it would be evaluated within their guidelines.

The lack of fuller recognition of engaged scholarship in the research and teaching sections of promotion and tenure guidelines perpetuates the misconception that any faculty efforts in partnership with community are uni-directional, service-related activities rather than research and teaching activities that are co-constructed with community partners and that result in academically rich scholarship. It also potentially perpetuates a common practice that all forms of engagement, whether or not scholarly work is produced, is to be placed in the service section of faculty members' scholarly portfolios. Such a practice undermines the intended goal of legitimizing engaged scholarship as a valued form of research- and teaching-focused scholarship, and sends the message that engaged work cannot qualify as scholarship.

“Engaged scholarship” as a Default Term

While engagement and engaged scholarship are becoming more prevalent, other changing aspects of faculty work are also growing, including interdisciplinary efforts and the emergence

of new forms of scholarly products. For example, interdisciplinary work is often, but not always, engaged. The work may be for the community without being based in or engaged with the community. Whether or not something is labeled as engaged does not speak to whether or not it is scholarly or of value to society. Rather it is an indication of *how* the scholarship is produced. Labeling it as engaged scholarship can cause confusion in the evaluation of faculty for promotion and tenure, whether the confusion is on the part of the faculty member, the review committee, or both.

Similarly, blogs, websites, and videos are increasingly included in faculty members' portfolios as products of their scholarship. At both UNC and University of Minnesota, some faculty members and promotion and tenure review committee members labeled and cast these types of scholarly products as engaged scholarship. While such products may result from a scholarly process, they may or may not result from an *engaged* scholarly process. To be engaged, they must be developed through a process that is informed and carried out through some type of reciprocal, mutually beneficial partnership with the community.

Assessing the Rigor, Quality, and Impact of Engaged Scholarship

Engaged scholarship should be evaluated by the same standards as traditional scholarship, but with the demonstration of how high-quality engagement practices were incorporated to produce that scholarship. There are instances in which faculty members cast their community engagement efforts as scholarly work, yet there are no resulting scholarly products that can be evaluated. Such work is not engaged scholarship. Casting such community-engaged work in this way not only confuses promotion and tenure committee reviewers, but it perpetuates a persistent misperception that engaged scholarship is a less rigorous form of scholarship. These kinds of community engagement activities, which are often quite impactful and significant, should be considered engaged work, but not engaged *scholarship*.

Given that engagement is oftentimes equated with service in promotion and tenure guidelines, it is especially important to distinguish between community engagement efforts and engaged scholarship. Service-focused community engagement efforts can become engaged scholarship when they result in scholarly products that advance knowledge in the discipline or area of study and are presented for peer review.

Assessing engaged scholarship requires additional consideration of how the accepted standards of scholarship are met. Engaged scholarship necessitates the formation and maintenance of effective partnerships, input and validation from multiple stakeholders, and the dissemination of the work in forms of value to both academic and community audiences.

For scholarly work that falls outside of the more traditional forms of scholarly presentation, it may be difficult for reviewers to assess the value, contribution, and impact of the work. Engaged scholars should keep this in mind when presenting their portfolios and should find ways to be more explicit in demonstrating how the various scholarly products and work they produce meet the expected standards of scholarship. They should also ensure that they provide evidence and explanations (with specific examples) regarding the quality and impact of the work. The expectations and standards that guide the norms of practice are in large part driven by the history of the discipline and institutional policies and procedures. This

history should be considered when seeking to institute promotion and tenure structures and policies for engaged scholarship. For example, in 2018, the University of Minnesota adopted a set of criteria for reviewing the quality and impact of engaged scholarship across disciplines (University of Minnesota-Twin Cities, 2018). These criteria intend to provide universal standards for assessing the extent to which a scholar's portfolio meets the standards of high-quality engaged scholarship.

Even among those units that want to change or modify their practices for reviewing promotion and tenure, they face having to change and reframe longstanding practices and normalized expectations. For example, at both the University of Minnesota and UNC-Chapel Hill, several departments incorporated language in their promotion and tenure guidelines that highly encouraged or even expected that faculty conduct engaged scholarship. Yet, when put into practice, the historical and traditional norms of these departments' disciplines are put front and center in the process, making it difficult to institute new approaches or ways of thinking about scholarship, despite good intentions. For example, the University of Minnesota's history of Extension programming has raised questions about the distinct and particular roles that engagement efforts situated outside of the Extension unit should play. This history and context should be overtly and explicitly acknowledged when conducting reviews of engaged scholarly portfolios of non-Extension faculty, given that questions may arise as to whether or not community-engaged work should fall and remain within the disciplinary domain of Extension. Acknowledging the diversity of frames through which engaged scholarship is conducted and the different lenses through which disciplines view their advancement of the public good via the production of scholarship can help reviewers become more self-aware of the potential biases and possibly limited perspectives they hold about scholarship, and how these biases and perspectives might color their judgement in their evaluation of the quality and scholarly value of engaged scholars' work.

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Part Two

Conceptualizing Engagement
and Engaged Scholarship

To understand engaged scholarship, it is essential to understand what is meant by engagement. The term engagement, as it refers to the scholarly work of faculty, is fraught with definitional anarchy. Across higher education institutions, this contested term can be applied to a wide range of interactions with external entities, regardless of whether mutual benefits, reciprocity, or exchange of knowledge or resources is present. Beyond work rooted in scholarship, external engagement can refer to town-gown engagements between a higher education institution and its communities, the engagement of community members in the institution's athletic venues and concert halls, or the engagement of the institution with its state and governmental legislators. In addition, as was demonstrated in our case studies, terms such as extension, outreach, and community relations are often used interchangeably with engagement. It is important to distinguish that for purposes of conducting scholarly work, engagement, in its strongest and most authentic form, is built on reciprocal, mutually beneficial relationships between members within and outside of the academy. In this form of engagement, there is shared authority and a co-creation of goals and outcomes.

Embracing this type of university-community relationship is essential for understanding the underlying principles of engaged scholarship. Engaged scholarship grows out of and is informed by various longstanding, well-established philosophies including issues of social empowerment and critical pedagogy (Freire, 1970), pragmatism and democratic engagement (Dewey, 1916), action research (Lewin, 1946), and broadening conceptualizations of academic scholarship (Boyer, 1996). How these philosophies and their principles are interpreted and applied in conducting engaged scholarship appear to differ across disciplines and partnerships.

While all engaged scholarship focuses on building partnerships between the academy and communities, the academy's relationships with external partners and stakeholders vary along a continuum of engagement from doing "to" and "for" communities to engaging "in" and "with" communities. In exploring engaged scholarship across the disciplines, we find different purposes for and levels of engagement that ultimately define the nature of the partnership work and its intended impact.

As characterized above, the essence of engagement is grounded in how the work is done. But also essential to the discussion is the articulation of why it is done. In his discussion of the scholarship of engagement, Boyer (1996) identified economic, civic, social, and moral issues as key societal concerns on which to build engagement programming. These areas have been central to the work of engaged scholars. The field of engagement in higher education has matured, and these areas have been refined to align more directly with contemporary issues. Current areas of focus include advancing civic and democratic practices, enhancing educational success and attainment, improving health and access to healthcare, securing environmental sustainability, achieving equity and inclusion, expanding economic development, and attaining global readiness. These and other goals are achieved through various approaches to engagement and through the production of various forms of engaged scholarship. Involved in these engagement efforts is a wide range of external partners that include stakeholders from business and industry, local communities, non-profit organizations, government offices, faith-based institutions, local communities, international agencies, and other institutions of higher education.

The different levels of and purposes for engagement have implications for how engaged scholarship is defined, operationalized, and ultimately evaluated. What emerged from our analyses of institutional conceptualization of engaged scholarship is that within groups of

disciplines (i.e., arts, humanities, design, medicine, public health, ethnic studies, education, public affairs, political science) there are particular approaches to and framings of engagement and engaged scholarship. There are substantial overlaps among these framings and approaches; they all make service to the public good a central focus and secure mutually beneficial partnerships between the academy and external partners. However, the nature of the discourse, the terms that are used, and the ways in which engaged scholarship is interpreted are distinct.

Specifically, we have identified at least four frames in which the disciplinary clusters can be categorized as: civically-engaged scholarship, community-engaged scholarship, publicly-engaged scholarship, and critically-engaged scholarship. While all four frames share similar values, components, and principles, each frame has distinctive histories that have defined the constructs of engagement and scholarship, is distinguished by particular modes of discourse, and is often characterized by specific types of scholarly products. The specific framing(s) engaged scholars use is dependent on the institutional, disciplinary, and historical contexts from which engagement has developed. Here we discuss four frames that emerged from our analyses. However, there is evidence to suggest that there may be additional frames for engaged scholarship that extend beyond the four frames we identify, considering that there are engaged scholarship issues and disciplinary areas that were not central to or included in our case studies. In this regard, we present these frames to describe the potential pathways different disciplines take to engaged scholarship with the hope that this conceptualization will provide some grounding on which others can build.

We begin the presentation of each frame with an explanation of the defining term within each (i.e., civic, community, public, and critical). We then discuss the defining term in the context of engagement (i.e., civic engagement, community engagement, public engagement, and critical engagement). After then discussing each defining term in the context of scholarship, we conclude with articulation of each as it pertains to engaged scholarship.

While these frames are presented as distinct pathways to engaged scholarship, we have found that in actuality, there is more commonality than differences among the frames.

Frame: Civically-Engaged Scholarship

Many professors and administrators are now giving renewed attention to civic engagement – a catchall phrase for teaching students how to be good citizens. It encompasses a range of approaches, such as helping students have conversations across ideological differences, providing opportunities to engage in community-service projects, teaching critical-thinking and media-literacy skills, and building knowledge of political processes. (Najmabadi, 2017, para. 5)

Najmabadi (2017) captures how civic engagement in higher education is seen as core to the academic and scholarly work of the institution—not only in the preparation of students for citizenship, but also in the generation and dissemination of civic and community knowledge.

The “Civic” in Civic Engagement

Part of the history of civic engagement in higher education is a contest over language. In any attempt to effect momentous change, words and meanings matter. The “civic” in civic engagement is shaped by the history of a movement seeking to reclaim the importance of political and democratic participation as a cornerstone of what being a citizen means and as a central purpose of higher education. At its heart, the “civic” engagement movement has sought to reclaim the democratic purpose of higher education and to direct its academic activities—teaching and learning, and knowledge generation—toward addressing the pressing issues that face society locally, nationally, and globally (Hartley & Saltmarsh, 2011).

In his focus on the civic, Boyer (1996) points to how higher education had lost its focus on its public good purpose. As he suggests, because campuses had not embraced their civic purpose and commitments, higher education had “become a private benefit, not a public good” (p. 19). Benefitting the public good through a civic lens can be seen as controversial, often by its nature intersects with political processes and agendas. While civic work is inherently political, it is not necessarily partisan. As Pasque (2010) writes, “it is political in that the current system of higher education includes rewards that benefit specific people and excludes people who have traditionally been marginalized” (p. 12). This acknowledges that all civic work is political and value-laden, and that education provides space where multiple points of view and perspectives should be deliberated and debated.

Civic Engagement

When considering civic work through the perspective of engagement, broader issues pertaining to service to the public good come into play. Adler and Goggin (2005) attempt to articulate this expanded concept by suggesting that most definitions of civic engagement fall into four major categories:

1. **Community service** emphasizes participation in voluntary service.
2. **Collective action** focuses on action taken collectively to improve society.
3. **Political involvement** limited to political and government action.
4. **Social change** recognizes how participation in community life addresses shaping the future.

Others are more expansive in defining the term. Commonly cited definitions, such as the one provided by Ehrlich (2000), as cited in *A Crucible Moment: College Learning and Democracy’s Future* (The National Task Force on Civic Learning and Democratic Engagement, 2012), defines civic engagement in this way:

Civic engagement means working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values, and motivation to make that difference. It means promoting the quality of life in a community, through both political and nonpolitical processes. (2012, p. 10)

Yet, such a definition does not account for the processes of engagement and qualities of relationships (i.e., there is no reference to reciprocity, mutuality, collaboration, or co-creation), nor does it account for the democratic purposes.

Adler and Goggin (2005) note that a Google search on civic engagement returned 383,000 citations for the term. The same search in 2020 resulted in more than 10 million (retrieved 12/3/20 [google.com/search?client=firefox-b-l-d&q=%22civic+engagement%22](https://www.google.com/search?client=firefox-b-l-d&q=%22civic+engagement%22)). The use of the term and range of definitions continue to increase, adding to the challenge of defining the term more precisely. In turn, this results in the use of the term civic engagement in higher education as “a catchall phrase” in that it has come to mean anything associated with civic education or involvement of campuses with local, regional, national, or global communities. Its use has created an intellectual environment characterized by “definitional anarchy” (Sandmann, 2008, p. 91).

Boyer (1996) suggested that the capacity for campuses to be civically engaged is tied to “one of the greatest hopes for intellectual and civic progress in this country” (p. 15). For this hope to be fulfilled, a more universal understanding of the purposes and goals of civic engagement is needed. Thus, the imperative for civic “engagement.” For Boyer, on one level, this meant connecting the resources of higher education to addressing social and community issues. Faculty and students seeing their roles as civic actors, and colleges and universities reclaiming higher education’s purpose as a public good. He also wrote that “at a deeper level,” engagement meant “creating a special climate in which the academic and civic cultures communicate more continuously and creatively with each other” (p. 27). To accomplish this, Boyer wrote, “the academy must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems and must reaffirm its historic commitment to what I call the scholarship of engagement” (1996, p. 15).

Civically-Engaged Scholarship

Civically-engaged scholarship is defined by relationships between those in the university and those outside the university that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes in ways that promote a democratic society (Saltmarsh, 2016). Such relationships are by their very nature trans-disciplinary (knowledge transcending the disciplines and the college or university) and asset-based (where the strengths, skills, and knowledge of those in the community are validated and legitimized).

The analysis of our case studies revealed that engaged scholars who conduct their work through a civic engagement frame seek to accomplish democratic purposes aligned with their discipline. Battistoni (1998) suggests that these particular perspectives are due to the disciplinary foci and norms of practice. He found that while scholars in political science and education approach civic engagement through a participatory democracy lens, scholars in law and policy studies approach the work through a constitutional citizenship lens, and scholars in philosophy, religious studies, and social work ascribe to communitarianism for their engagement efforts (Battistoni, 1998). Overall, he identified 12 different conceptual views of citizenship and civic engagement across the disciplines.

The advancement of civically-engaged scholarship is championed by a number of national and international associations and organizations. One of the most prominent of these is Campus Compact. Campus Compact's mission is:

[To advance] the public purposes of colleges and universities by deepening their ability to improve community life and to educate students for civic and social responsibility. Campus Compact envisions colleges and universities as vital agents and architects of a diverse democracy, committed to educating students for responsible citizenship in ways that both deepen their education and improve the quality of community life. (Campus Compact, 2020)

This strong focus on advancing civic, democratic practices is rooted in issues pertaining to students' civic development and overall educational success.

In sum, civically-engaged scholarship tends to emphasize the advancement of democratic practices and process and is integrally tied to the educational and curricular mission of higher education. The promotion of mutual benefits, reciprocity, and attention to issues of social justice, power, and privilege are central to securing high-quality civic engagement. As we will see, these values are not unique to the civically-engaged scholarship frame.

Frame: Community-Engaged Scholarship

Community engagement is the application of institutional resources to address and solve challenges facing communities through collaboration with these communities. Scholarship is teaching, discovery, integration, application and engagement that has clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer reviewed. Community-engaged scholarship is scholarship that involves the scholar in a mutually beneficial partnership with the community. (Commission on Community-Engaged Scholarship in the Health Professions, 2005, p. 12)

"Community" in Community Engagement

Similar to the word "civic" in civic engagement, the pairing of the word community with engagement has become somewhat ubiquitous, yet it has various meanings and connotations that are dependent on the context in which it is used. While it conveys the concept of a group or organization with common connections and interests, its specific meaning can, and should, differ depending on the situation (Kellogg Commission, 1999). However, there have been a number of efforts to identify a definition with common elements that can be applied in various settings.

As the emphasis on community collaboration grew, especially in disciplines such as public health and other health-related fields, there was little consensus regarding the meaning

of “community” and little understanding of whether members of diverse communities held common ideas (with each other or those in the academy) in how they conceptualized community. In developing an evidence-based definition as part of a study to support community collaboration regarding HIV vaccine trials, MacQueen et al. (2001) identified a core cluster of five elements reflecting some aspect of face-to-face interaction: (a) locus, (b) sharing, (c) joint action, (d) social ties, and (e) diversity. They also identified a second cluster regarding group-based elements reflecting social cohesion and community involvement. These findings are consistent with social science literature, but it is important to note that the emphasis on specific elements differed among the study’s subjects. The definition of community proposed by MacQueen et al. was “a group of people with diverse characteristics who are linked by social ties, share common perspectives and engage in joint action in geographical locations or settings” (p. 1929). However, they also cautioned that “a cookbook approach to participatory programs and research will not work because the experience of community differs from one setting to another, each research collaboration must reconcile the differences and similarities among the participating communities” (p. 1936).

The task of defining the community in regard to community engagement becomes even more challenging when the range of issues and variety of potential partners are added, as what is meant by community will differ according to the circumstances. Bradshaw (2008) proposes that “it is useful to define community in terms of the networks of people tied together by solidarity, a shared identity and set of norms, that does not necessarily reside in a place” (p. 5).

Community Engagement

As noted earlier, the term engagement has been used in a myriad of ways in higher education, and the same can be said of community engagement. Several national organizations and efforts have provided guidance in how the term can be defined, incorporating several foundational concepts (e.g., Kellogg Commission of the Future of State and Land-Grant Universities, Carnegie Foundation for the Advancement of Teaching and Learning).

Historically, academic institutions interacted with communities using an expert model of knowledge delivery and that model has evolved to one that encompasses more reciprocal partnerships in addressing issues of shared concern (Fitzgerald et al., 2012). In its 1999 report, the Kellogg Commission on the Future of State and Land-Grant Universities underscored the need for that change, stating:

It is time to go beyond outreach and service to what the Kellogg Commission defines as “engagement.” By engagement, we refer to institutions that have redesigned their teaching, research, and extension and service functions to become even more sympathetically and productively involved with their communities, however community may be defined. (Kellogg Commission, 1999, p. 9)

In 2005, The Carnegie Foundation for the Advancement of Teaching created the Elective Classification for Community Engagement. In doing so, it provided a definition of community engagement and examples of how it is incorporated into institutions of higher education. There are currently 363 campuses with that classification (The Carnegie Foundation, 2020).

The Carnegie Foundation defines community engagement as “collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in the context of partnership and reciprocity” (Swearer Center, 2020, para. 1). The Foundation states that academic-community partnerships address societal concerns and contribute to the public good; can enhance teaching, learning, and research; and can help prepare engaged citizens (brown.edu/swearer/carnegie).

In a recent study, Eder et al. (2018) conducted a survey of the institutions comprising the Clinical and Translational Science Award (CTSA) consortium regarding definitions, indicators, and metrics of community engagement and community-engaged research. They found that while there are many definitions of community engagement, the definitions are more similar than different, with a plurality of institutions using the definition from the Principles of Community Engagement (2011) as “the process of working collaboratively with and through groups of people affiliated by geographic proximity, special interest, or similar situations to address issues affecting the well-being of those people” (Clinical and Translational Science, 2011, p. 7). This definition provides some guidance in defining community and community engagement while being general enough to allow a given partnership the flexibility to add specificity.

Community-Engaged Scholarship

The defining characteristic of community-engaged scholarship (CES) is the relationship between an institution of higher education and the community as they work together to solve issues of shared interest and concern. The foundation of such relationships can be found in several historical traditions and to a great degree have evolved within the fields of extension and public health.

The history of extension began in the 19th century with the establishment of the land-grant university system through the Morrill Act of 1862. In 1914, the Smith-Lever Act established the Cooperative Extension Service as a partnership of local, state, and federal governments. The aim was to focus on priority needs of the public related to agriculture; natural resources; consumer sciences; and youth, community, and rural development by providing research-based knowledge and problem-solving resources of universities (NC State Extension, 2005).

The extension model of community engagement was well articulated early on in a 1934 article by Baldwin, director of extension in Michigan:

The program of extension work in agriculture and home economics for 20 years has been based on the policy of personal participation on the part of farm people in the analysis of economic, social, and other problems, and in the carrying out of the solutions of them. Through these experiences they have discovered and developed their own capacities for learning and leadership. Studying, thinking and acting together has stimulated growth, nourished initiative and inspired self-dependence. (Baldwin, 1934, p. 89)

Peters (2014) proposes two important aspects of seeing and approaching the work of extension in its second century: (a) seeing and approaching it as ethnographic, historical, and narrative

research and inquiry that recognizes extension's practices, impacts, meaning significance and promise; and (b) seeing and approaching it as work that engages people in weighing trade-offs between alternative courses of action.

The recognition of the capacity of those dealing with issues to contribute to the identification of ways to address them is also fundamental to other community-engaged approaches to research. Growing out of the philosophical roots of Freire (1970) and Lewin (1946) cited previously, action research and participatory action research developed as approaches in which the community is fully engaged in determining the research agenda, planning and implementing data collection, and analyzing and disseminating the results (Israel et al., 2005). Subsequently, the concept and term community-based participatory research (CBPR) became embraced across disciplines, but especially so in public health (Holland et al., 2010).

CBPR is not a methodology; rather it is an approach to research that changes the traditional relationship of researchers and research participants. It is predicated on shared decision-making at every stage of the research process and mutual ownership of resulting products (Faridi et al., 2007). Importantly, in addition to the knowledge gained, social change and improved outcomes for the community are the aims of CBPR. The W.K. Kellogg Foundation Community Health Scholars Program (2007-2014) established a widely used definition of CBPR as:

A collaborative approach to research that equitably involves all partners in the research process and recognizes the unique strengths that each brings. CBPR begins with a research topic of importance to the community and has the aim of combining knowledge with action and achieving social change to improve health outcomes and eliminate health disparities. (Griffith et al., 2009, p. 338)

The roots of CBPR grow out of several terms including action research, community-based research, and participatory action research. There are two historical traditions to CBPR, referred to as the Northern and Southern traditions, or in some cases Traditional and Radical forms. Kurt Lewin, who coined the term action research in the mid 1940s represents the roots of the Northern (or Traditional) in which the emphasis is on the relationships of researchers and community leaders and the use of scientific data (Scammell, 2004).

The Southern (or Radical) tradition includes the work of Paulo Freire and others, primarily from the Southern Hemisphere who focused on the role of research in social justice and distribution of power. There was a goal of social transformation among oppressed social groups such as indigenous people, traditional communities, and women.

These traditions may have first come together in the United States with the beginning of the environmental justice movement along with its recognition of and connection to institutional racism.

CBPR has long been used in the discipline of public health as a research approach that can help address issues of inequity while building on the resources and strengths of communities (Devia et al., 2017). The skills and experience gained in an effective partnership remain

within the community and often contribute to the growth of civic engagement and political participation as community members become change agents more broadly.

Community-engaged scholarship builds on creating partnerships with shared power and decision-making, often with a goal of social change. These partnerships are reciprocal, resulting in benefits to both the researcher and the community. Community-engaged scholarship provides a frame not only for CBPR, but for other community-engaged approaches to research that are situated in a variety of contexts, disciplines, and organizations.

Frame: Publicly-Engaged Scholarship

Our working definition of public scholarship in the arts and humanities comprises research, scholarship, or creative activity that: connects directly to the work of specific public groups in specific contexts; arises from a faculty member's field of knowledge; involves a cohesive series of activities contributing to the public welfare and resulting in "public good" products; is jointly planned and carried out by coequal partners; and integrates discovery, learning, and public engagement. (Cantor & Lavine, 2006, para. 14)

The "Public" in Public Engagement

The word "public" in higher education public engagement is typically used to refer to any entity, group, place, or space situated outside of the academy. Contrary to what it connotes, the term does not apply to only those entities that are typically considered in the public domain (i.e., governmental agencies, schools, neighborhood associations, etc.); public in the context of university public engagement also includes entities in the private domain, including businesses, industries, and professional associations. From the academy's perspective, public work refers to activities that members of the university conduct for the consumption and benefit of stakeholders situated outside of the academy. Implicit in this approach is the principle of conducting academic work that has resonance, benefit, and value to external audiences and the greater society.

Public Engagement

Higher education institutions interact with the public in a variety of ways. Each approach involves a unique set of activities, serves a particular set of purposes, and engages the university and external stakeholders in different ways. Some of the more common types of interactions include the following:

In-reach: Universities provide opportunities for the public to visit and connect with the various programs, activities, and performances it sponsors and hosts. From attending athletic events or concerts to taking a tour of the campus, the public is given a wide array of options to interact and engage with the University. This type of university-community connection is often referred to as "in-reach." As the term implies, in-reach activities provide opportunities for the public to reach into the university to learn about its work and to share in its programs and activities.

Town-Gown Interactions: Town-gown interactions focus on the role that campuses play as entities that are situated within neighborhoods, towns, and cities. The issues addressed in town-gown engagement focus on how universities' presence impacts local communities in regard to traffic flow, zoning, housing availability, livability, parking, and other issues that affect the local town, neighborhood, or city. In town-gown relations, members of the community can bring issues to a campus's attention (in-reach), or a campus can bring issues to the attention of the community (outreach). While many of the issues often lead to the establishment of more reciprocal partnerships (engagement), they are generally initiated by one party (the campus or the community) and are brought to the other party (via in-reach or outreach).

Public Relations and Awareness: Building public awareness and understanding of a higher education institution's work and impact requires crafting different messages through different media for different audiences. This work requires engaging with a broad range of public stakeholders (i.e., residents, community leaders, legislators, business leaders, government officials, etc.) and crafting and disseminating stakeholder-relevant stories and information about the relevance, value, and impact of work to those stakeholders. Such messaging helps ensure that universities maintain a positive public reputation and helps secure overall public support and enthusiasm for the university's work.

Public Good Mission Fulfillment: This approach focuses on the ways in which the work of the institution's faculty, students, staff, academic units, centers, institutes, and programs interface with the public to fulfill the institutional mission of research and discovery, teaching and learning, and outreach and public service. Some of these interactions focus on a transactional approach through which the university "applies" expertise to public issues or "helps" external stakeholders with challenges they face; this approach is typically referred to as "outreach" or "public service." A growing number of interactions focus on combining community-based knowledge and expertise with university-based expertise through the engagement of external stakeholders as co-researchers, co-educators, and co-producers of new knowledge that serves and advances the public good. This approach to partnership and exchange is based on fulfilling the university's public good mission by securing mutual benefits and reciprocal engagement in research and teaching. Such work is often referred to as "public engagement" and is achieved through publicly-engaged research, publicly-engaged teaching, and/or publicly-engaged outreach.

Public Scholarship

Public scholarship centers on elevating the relevance of the academy's work for the broader public. Public scholarship involves getting academics to think about the societal and public value of their work. This form of scholarship has grown in several academic fields, such as history, anthropology, and sociology. Most typically found in the arts, humanities, and design disciplines, public scholarship focused on promoting the work of public intellectuals. The rise of the public intellectual or public scholar, which gained prominence in the United States in the 1990s, was associated with growing anti-intellectualism and a questioning of the value and relevancy of academic endeavors. As Small (2002) describes:

To speak of the 'public intellectual' then, would appear to be a defensive manifestation of that self-conscious: a deliberate decision to assert, in the face of perceived opposition, not just the complete serviceability of the word 'intellectual', but to protest that those to whom it is applicable have a role to play in public life. (p. 1)

The increased focus on advancing more utilitarian purposes of higher education at the end of 20th century resulted in reductions in arts and humanities programs with a pivot toward providing greater support for the science, technology, engineering, and mathematics (STEM) fields.

Facing an existential threat, certain scholars (especially in the arts and humanities) sought to reset the public perception of the academic scholar, which was too often referred to as the "profession of thought" (Small, 2002, p. 1). The early 2000s saw the emergence of the public anthropologist, the public historian, the public sociologist, for example, which sought to move scholars in these and other disciplines from intellectuals who *write* and *think* about societal issues to scholars who *engage* with the public to advance social conditions and build a better understanding of their discipline. This focus on connecting the work of these disciplines more directly with needs and issues of the public gave rise to the concept of *public scholarship*.

Michael Burawoy (2004), past president of the American Sociological Association, defines public scholarship as "sociology that seeks to bring sociology to publics beyond the academy, promoting dialogue about issues that affect the fate of society, placing the values to which we adhere under a microscope" (Burawoy et al., 2004, p. 104). In her book, *Public Scholarship in Dance*, Overby (2016) connects the work public scholars to work that is integrated to higher education's tripartite mission:

Faculty members who apply their disciplinary lens to opportunities and challenges in a community setting. The focus very often begins with knowledge of a societal program. Scholars with unique disciplinary expertise then apply this knowledge to their teaching (curricular community engagement, including academic service learning), research (community-based), choreography, or service (external to the university). (p. 2)

Overby goes on to describe the work as "co-created, co-implemented, and co-assessed with community partners," moving what might be considered traditional "public scholarship" into what is referred to as "publicly-engaged scholarship."

Publicly-Engaged Scholarship

As was described previously, serving the "public good" is central to the philosophy of civically-engaged and community-engaged scholarship. While public scholarship is scholarship about and for the public, *publicly-engaged* scholarship is conducted "with" the public. Eatman (2012) writes: "It can be said that PES [publicly-engaged scholarship] literally depends on democratic practice enabled by reciprocal exchanges between academic and community-

based partners, each valued and respected for the experience and perspectives that they bring” (pp. 31–32). In contrast to civically-engaged and community-engaged scholarship, publicly-engaged scholarship tends to place less emphasis on meeting the needs of a location (i.e., the community) and more emphasis on addressing broader societal issues (e.g., poverty). Even though the operationalization of publicly-engaged scholarship takes place in particular locations and places, and these contexts matter, the settings serve as proxies for setting in motion a series of actions that tackle broader systemic injustices and inequities. As Eatman et al. (2018) explain,

PES [publicly-engaged scholarship] not only meets but also often exceeds the knowledge production demands of scholarly work because both its research and application embrace complex social, political, environmental, educational, and health issues with the collaborative expertise of university experts and community experts. (p. 540)

As it has matured, publicly-engaged scholarship has evolved to symbolize engaged scholarship within the arts, humanities, and design that emphasizes democratic inclusion, equity, and social justice. The national organization, Imagining America, has worked to make publicly-engaged scholarship a more integral component of these disciplines by bringing greater clarity to the distinctions between public scholarship and publicly-engaged scholarship. This distinction is articulated in Imagining America’s mission and vision statements, in which the mission of the organization is defined as:

to bring together scholars, artists, designers, humanists, and organizers to imagine, study, and enact a more just and liberatory ‘America’ and world [by envisioning] a world of expansive social imagination, constructed by multiple ways of knowing, where people work together to nurture healthy, vibrant, and joyful communities. (Imagining America, 2018, Vision and Mission section)

Through the incorporation of these principles of engagement, therefore, publicly-engaged scholarship emphasizes the production of scholarship that is built on the inclusion and empowerment of external stakeholders—especially community members situated in marginalized communities—and it seeks to use engaged scholarship as a means to move the dial on broader societal grand challenges (i.e., systemic inequities, injustices, and disparities). This idea of building connection and understanding between dominant and marginalized communities is a tenet that undergirds not only publicly-engaged scholarship, but all the frames of engaged scholars.

Frame: Critically-Engaged Scholarship

The growing body of critically engaged scholarship distinguishes itself from conventional and traditional forms of societal contribution and engagement by putting the issue of

power at the core of the issue of engagement and questioning the normalised structures in both society and academia. (Smets, Reitsma, & Chorashi, 2020, p. 285)

The “Critical” in Critical Engagement

While traditional social science theories focus on ways to understand and explain behaviors and society, critical theory is based on critique and change of society. Emerging out of the Marxist tradition, it has been incorporated into feminist, race, and gender theory and study (Crossman, 2019). Critical perspectives and practices are core to the work of several disciplines and fields of study, including ethnic studies, women studies, indigenous studies, and queer studies, with early roots in sociology. While more traditional notions of critical theory, as was championed by the Frankfurt School’s *Studies in Authority and the Family* (1939), focused on social criticism through political and practical lenses, more contemporary perspectives of critical theory examine systemic issues through an epistemic lens whereby it becomes the mode of inquiry for examining and challenging power structures that define social conditions (Habermas, 1991). Bohman (2005) suggests that critical theory seeks to “[explain] what is wrong with current social reality, identify the actors to change it, and provide both clear norms for criticism and achievable practical goals for social transformation” (para. 3).

Critical Engagement

These factors of critical theory were extended by bell hooks, who examined the importance of enhancing critical consciousness among marginalized populations in order to affect change within dominant societal cultures. Influenced by Paolo Freire, Hooks championed the notion of critical engagement (and later engaged pedagogy), which focused on providing a more holistic education that emphasizes well-being, intersectionality, and the process of self-actualization (Hooks, 1994).

“Critical” engagement places power and privilege at the center of university-community relationships. A partnership built on critical engagement seeks not only to accomplish mutually-developed goals, but it has as its core the ultimate goal of achieving systemic change and social transformation through the honoring of multiple and non-dominant ways of knowing. Critical engagement is characterized by a focus on engaging in actions that disrupt the dominant norms that perpetuate inequities and oppression for particular populations. Actions such as counter-storytelling (Matsuda, 1995; Solorzano & Yosso, 2002); critique of liberal ideals (e.g., colorblindness; meritocracy) (Crenshaw, 1988), and explicit acknowledgement of White hegemony form the crux of conducting engagement through a critical perspective. As Fear et al. (2006) suggest, to be critically engaged is to be concurrently concerned about

knowledge-based power relationships between ‘expert’ and the ‘lay citizenry’, conflicts built into the very structure of society, the ‘boundaries’ of societal issues and how these come to be established, the cultivation of emancipatory interests in the process of change, and the nature and significance of diverse processes of knowing and forms of knowledge. (p. 84)

To this end, critical engagement is designed to bring to the fore the inequities that exist and to address the root causes that have created them.

Critical Scholarship

Extending these principles to scholarship, “critical” scholarship is

a way of approaching knowledge that is inherently not certain, always fluid, rooted in the lived experience of people with multiplicity of life-contexts and informed by dialogue, relationship, and connection with those who have a stake in the knowledge being generated. (Gharabaghi & Anderson-Nathe, 2017, p. 97)

Gharabaghi and Anderson-Nathe go on to say that such scholarship is

not out to create truth; it aims to consider the moment and looks forward to a way of seeing that moment in ways we could not have imagined, invites into the research process an active identification of and engagement with power, with the social systems and structures, ideologies and paradigms that uphold the status quo. (p. 97)

In this regard, implicit in critical scholarship is the notion of involving those who are affected by societal issues in the production of scholarship. The extent to which scholars engage and partner with those affected is not always reciprocal, but falls along a continuum across levels of engagement. In turn, aspects of critical scholarship may overlap with more engaged forms of scholarship.

Fundamental to critical scholarship is the understanding that the academic systems in which scholarship is conducted perpetuate and replicate the power structure and dynamic that the scholarship seeks to address. To this end, critical scholarship questions whether the practice of scholarship matches the rhetoric of the discourse regarding dialogue, relationships, and partnership between members of the academy and members of the community. As Willcoxon (2019, p. 4) asks, “How are those biases affecting the way research is conducted and the extent to which practitioners are equal partners in the research process? Are relationships truly reciprocal and is knowledge truly cocreated?”

Also implicit in critical scholarship is the idea that researchers cannot fully disassociate themselves from their positionality nor achieve complete objectivity. As a result, Bauder and Engel-DiMauro (2008) suggest that this tends to reproduce the existing social order. They go on to say, “Critical scholarship realizes its role in society not to blindly reproduce existing social order, but to create the conditions in which progressive change can occur” (p. 1). Therefore, a distinguishing feature of critical scholarship is its goal toward producing new knowledge that promotes societal change by challenging prevailing power structures, including those within the academy. Inherent in critical scholarship is the idea that change does not occur automatically, but that it requires intentional actions. This involves incorporating into

scholarship an activist perspective that draws on the respective disciplines' theoretical bases (i.e., critical race, feminist, indigenous, queer, etc.) to instigate change.

Critically-Engaged or Activist Scholarship

Critically-engaged scholarship, also referred to as activist scholarship, is grounded in critical theory in that it applies a scholarly process to recognize and address the underlying structural causes of inequities in community and within the academy, and is conducted in partnership with others who bring lived experience and have a vested interest in change (Gordon da Cruz, 2017). Gordon de Cruz describes critically-engaged scholarship as a form of community-engaged scholarship (CES) in that it includes the key principles of community engagement (e.g., community-identified need, shared input, mutual benefit) and is informed by critical theory, including anti-racist and other anti-oppressive theories. Critical CES has an explicit focus on and commitment to justice and works towards structural change.

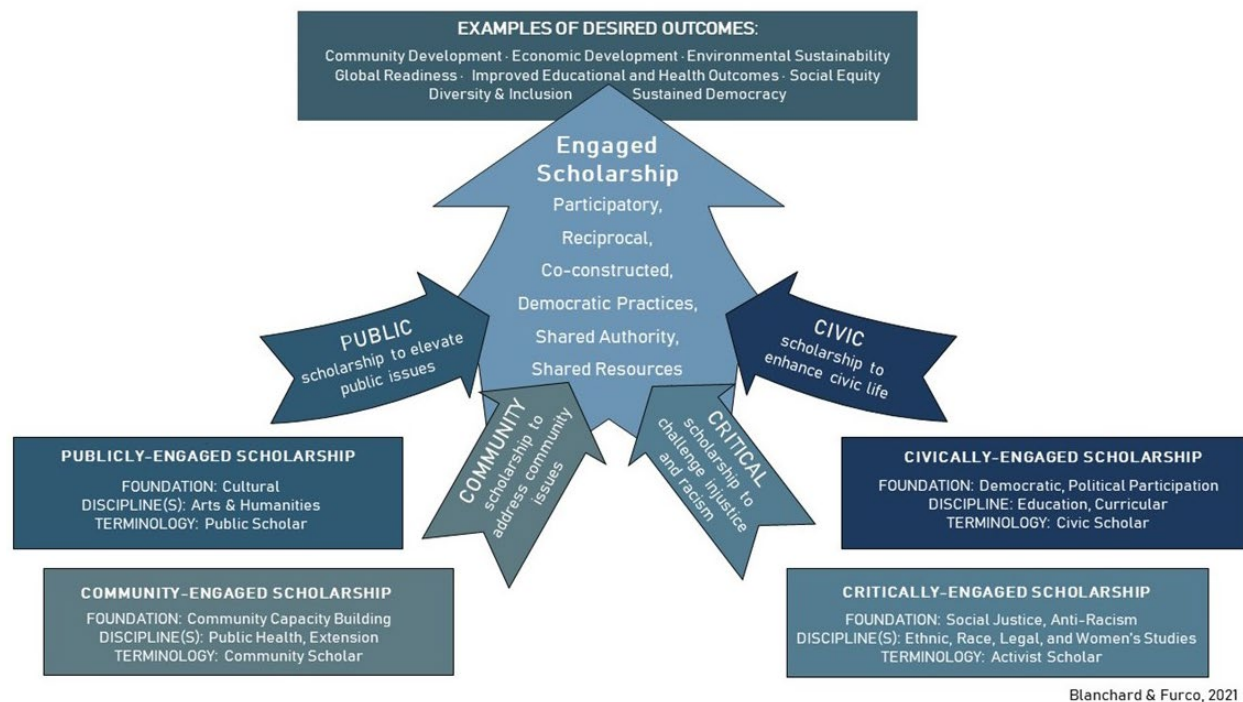
This focus on scholarship that promotes structural change is found in Sudbury and Okazawa-Rey's definition of activist scholarship as "the production of knowledge and pedagogical practices through active engagements with, and in the service of, progressive social movements" (2009, p. 3). Embedded in the focus on change is the importance of securing impact, which can be measured in a variety of ways.

In their work on activist scholarship, Cann and DeMeulenaere (2020) frame impact in three dimensions: ideological, material, and scale. Ideological refers to "the degree to which the research disrupts dominant narratives" (p. 74). Material is related to how the research results in change to individual lives and institutional structures. Scale refers to the number of lives affected by the research. As Cann and DeMeulenaere suggest, the relative importance of the type of impact may vary by project or by the various stakeholders within a project. While other frames of engaged scholarship tend to be defined by methods and approaches focused on impacting specific issues, critically-engaged scholarship is characterized by shifting mindsets and systems to embrace a more equitable society. Therefore, a goal of critically-engaged scholarship is to have an impact not only on the societal issue, but also on the scholars' perspectives and the prevailing systems that perpetuate the issues.

A Conceptual Model of Engaged Scholarship

As the four aforementioned frames illustrate, there are different pathways to entering and conducting engaged scholarship as illustrated in Figure 1. Each frame offers a set of constructs and disciplinary perspectives through which engaged work is conducted and has implications for how engaged scholarship might be documented, presented, and evaluated. Although the figure shows distinct delineation among and between the frames, in reality, each frame incorporates aspects of the others to varying degrees. The distinguishing features are where emphasis is placed in the figure (where emphasis is placed regarding the goals, purposes, and intentions of the scholarship), more so than in the real-world application of each.

Figure 1: Frames of Engaged Scholarship



Nationally, some associations' early efforts to advance engaged scholarship emphasized and were built on a particular frame. For example, Campus Compact was among the first associations in the 1980s to promote civically engaged scholarship focused on advancing democratic and civic participation among students and faculty. Community Campus Partnerships for Health (CCPH) was founded in 1997 during a time of growing attention to academic-community partnerships and service-learning and later played a key role in focusing on advancing support and recognition of faculty engaged scholarship (e.g., Commission on Community-Engaged Scholarship in the Health Professions, 2005; Seifer et. al., 2012). Also during this period, Imagining America, founded in 1999, promoted public scholarship in the arts, humanities, and design, producing Tenure Team Initiative, which resulted in the white paper "Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University" (Ellison and Eatman, 2008). These influential efforts set the foundations for conceptualizing the frames. Both the well-established and more newly-founded associations, however, are now embracing and promoting multiple frames.

As the field has matured and a deeper understanding of engaged scholarship has developed, it has become evident that these frames converge on a common set of principles and practices for how engaged scholarship is defined and operationalized. Despite growing out of specific histories and disciplinary cultures, the frames have led to a convergence of fundamental norms and characteristics of scholarship. As a result, while engaged scholarship continues to be termed differently across the academy, these frames have created and codified the standards and values that define it.

These standards and values include scholarship that is characterized by:

- ▶ **Participatory practices:** principles and processes for the partnership are established with the input and agreement of all partners;
- ▶ **Reciprocity:** the work of the partnership is of mutual benefits to all partners;
- ▶ **Co-construction:** the work is created, developed, produced, and evaluated through the participation and contributions of all partners;
- ▶ **Democratic practices:** all partners' voices are represented, respected, and valued;
- ▶ **Shared authority:** partners share decision making responsibilities;
- ▶ **Shared resources:** partners are knowledgeable of the available resources and opportunities to exchange and share resources are optimized.

Conclusion

This pictorial of the frames is intended to provide a representation of the pathways through which different disciplines approach and arrive at engaged scholarship. It offers a way to visualize and consider how, despite their unique perspectives, the individual discipline-informed frames have adopted similar values and principles that define how engaged scholarship is practiced today.

As this framework suggests, the pathways through which disciplines approach engaged scholarship are distinct. However, across all disciplines, there is the common goal to ensure that the scholarship produces positive impacts in society. It is this common goal to advance the public good that makes engaged scholarship an important and essential component of contemporary higher education, one that must be more fully valued and recognized in the evaluation of faculty and other scholars. (A summary table can be found in Appendix A.)

The pictorial also demonstrates that while the terms may be different and the purposes for conducting engaged scholarship may vary, there is a set of practices that are common across all forms of engaged scholarship. Gordon da Cruz (2018) articulates these practices as follows:

1. A focus on real-life social problems that are defined with or by the community;
2. Scholarly investigation of these real-life social problems or public issues;
3. Community-university partnerships that are collaborative and reciprocal and in which community partners have shared authority in defining success;
4. The generation of knowledge to address and improve public issues that is collaboratively developed by universities and communities;
5. The utilization of institutional resources and knowledge to address these real-life social problems;
6. The production of scholarship with relevance to faculty members' research agenda and teaching practice. (pp. 155-158)

While this first attempt to present the pathways to engaged scholarship articulates four frames, there are likely additional considerations to take into account that were not part of our original case studies. Consideration of the hard sciences and commercialization initiatives, for example, may add other dimensions to these four frames or call for additional ones to be included in the model. Our hope is that this initial conceptualization of engaged scholarship will provoke conversation and debate on the strengths and limitations of the different perspectives and definitions and might help lead to a common understanding of engaged scholarship throughout the academy. We also hope that this model can be used to help inform and facilitate the evaluation of engaged scholarship in faculty promotion, review, and tenure processes, particularly in light of recent increased attention to engaged scholarship among national higher education networks, disciplinary associations, and governmental funding agencies, including National Science Foundation, National Institutes of Health, the Association of Public and Land Grant Universities, the Committee on Equal Opportunity in Science and Engineering, among others.

As we have found, within each discipline is a particular discourse and set of purposes ascribed to engaged scholarship. To effect change in higher education, it is important not to see engaged scholarship as founded on *one* particular set of definitions, values, practices, and constructs. Rather, it should be seen as encompassing a wide range of meanings to different audiences and scholars, depending on where they are situated within the academy or the community. As the study and practice of higher education engagement and engaged scholarship have matured, there has been a shift toward deepening the levels of engagement between higher education and community as well as attending to changing the systemic inequities that perpetuate prevailing practices within higher education and in society. This is an important shift in light of the current discussion following the social and political uprisings.

To this end, we need to consider a theory of change that accounts for the societal circumstances, norms of scholarship, and individual scholars' perspectives that guide the focus of the scholarship and its desired outcomes and impacts. Perhaps most important is not to have the goal of engaged scholarship focus solely on how the academic work of higher education impacts society. Engaged scholarship must also be viewed as an institutional reform agenda that questions current practices and challenges higher education to transform its own culture, policies, and structures to live out the values of reciprocity, shared authority, democratic practices, and shared resources that are espoused in engaged scholarship.

The critical perspective, in particular, has become more important in light of continued systemic disparities manifested through racial, health, and other societal inequities, all further exacerbated by the global COVID-19 pandemic. The critical perspective is challenging colleges and universities to look inward and address issues of systemic racism within institutions to enact real change. Critically engaged scholarship reminds us that the purported goals of engaged scholarship cannot be fully achieved until the systemic racism and inequities within our institutions of higher education are addressed. The growing attention to critically-engaged scholarship provides a turning point in our understanding of engaged scholarship and opens the door to expanding possibilities for deepening critical perspectives across all of the engaged scholarship frames.

The presentation of these frames is not intended to be comprehensive, all encompassing, or static, nor are the pathways unique and distinct. As is suggested above, there are many commonalities among and overlaps between them. Perhaps as the field continues to mature,

these frames will occupy a more common, interrelated space and build a more shared discourse and common understanding of engaged scholarship. It is through this shared space that engaged scholarship can become a more prevalent approach to help ensure that the scholarly work of higher education serves as a force for positive change both within the academy and throughout communities, positioning us to help meet the challenges of our times.

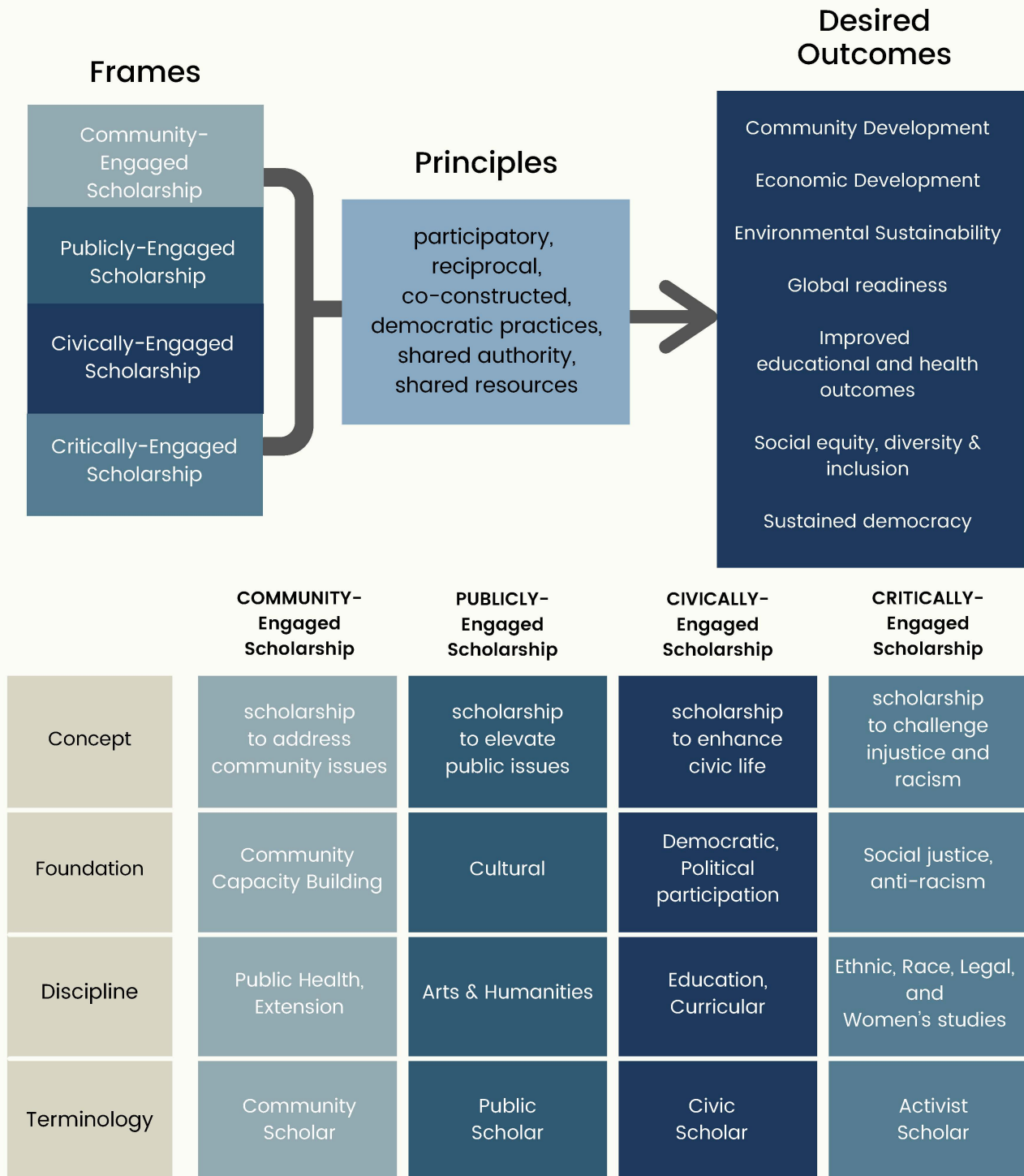
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