
**MASTER CLASS:
FOUNDATIONS
OF
COMMUNITY-
ENGAGED
SCHOLARSHIP**

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**EMERGING ENGAGEMENT
SCHOLARS WORKSHOP**

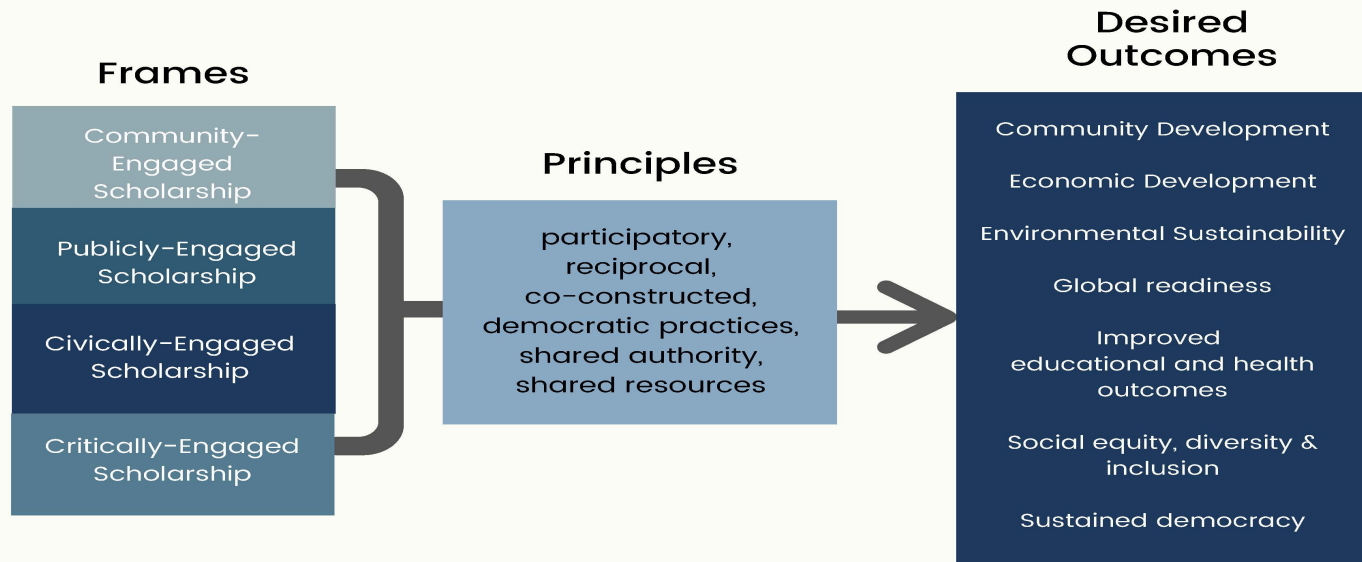
SEPTEMBER 2022

ENGAGEMENT— AN IMPERATIVE FOR COLLEGES & UNIVERSITIES

“...colleges and universities are one of the greatest hopes for intellectual and civic progress... I am convinced that for this hope to be fulfilled, 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.”

**Boyer, E.L. (1996). The Scholarship of Engagement.
Journal of Public Service & Outreach 1(1), 9-20.**

Framing Engaged Scholarship



	COMMUNITY-Engaged Scholarship	PUBLICLY-Engaged Scholarship	CIVICALLY-Engaged Scholarship	CRITICALLY-Engaged Scholarship
Concept	scholarship to address community issues	scholarship to elevate public issues	scholarship to enhance civic life	scholarship to challenge injustice and racism
Foundation	Community Capacity Building	Cultural	Democratic, Political participation	Social justice, anti-racism
Discipline	Public Health, Extension	Arts & Humanities	Education, Curricular	Ethnic, Race, Legal, and Women's studies
Terminology	Community Scholar	Public Scholar	Civic Scholar	Activist Scholar

SITUATING YOU IN THIS SPACE

- What do you mean by community engagement & community-engaged scholarship?
- What has led you toward being an engaged scholar?
 - Values & Principles
 - Context
 - Practices
- What do you see as questions, facilitators, barriers toward engagement and engaged scholarship (in general, and particularly for you)?

THE CONVERSATION TODAY...



Case for Community Engagement—context, construct



Case for Community-Engaged
Scholarship



Your Case as a Member of the Community of CE scholars

- *WHY—Context of understanding*
- *WHAT—Definitions, constructs, and understandings*
- *HOW—Practicing our understandings*
- *WHO—Resources—historical, current*



CASE FOR ENGAGEMENT





WHY?

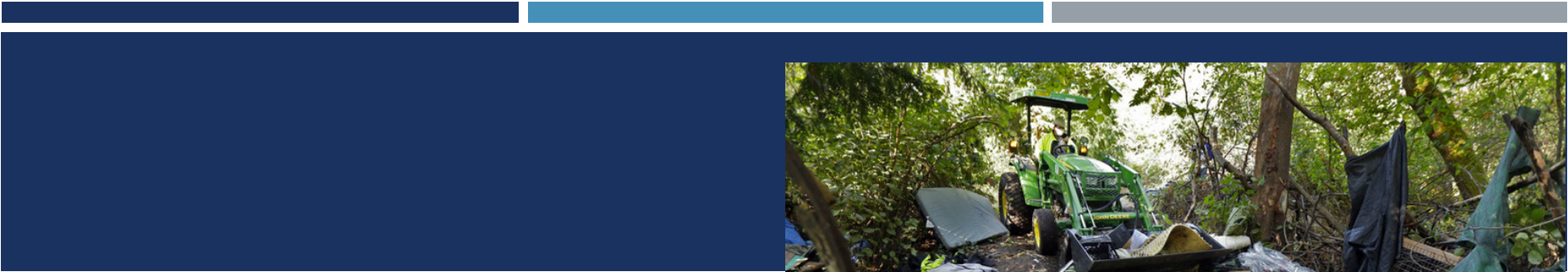
WHY NOW?

TO WHAT END?

*“YOU DON’T NEED A HURRICANE TO KNOW WHICH
WAY THE WIND BLOWS.”*

S. COWEN







GLOBAL CHALLENGES *TO* HIGHER EDUCATION

- Pandemic--COVID, COVID, COVID
- Inequity
- Access, affordability, accountability
- Global learning
- Changes in funding
- Rise of interdisciplinarity
- Emphasis on economic development
- Focus on the “big questions” (Grand Challenges) facing the world

4 WAYS HIGH ED WILL BE UPENDED

- ❑ Institutional control will 
Power of consumer will 
- ❑ Universal access to Internet, students want same thing getting from music, movies, and news
- ❑ Industrial-era model of higher education, focusing on time, process, and teaching, will be eclipsed by a knowledge-economy successor rooted in outcomes
- ❑ Dominance of degrees and “just in case” education will diminish; nondegree certifications and “just in time” education will increase in status and value.

CHRONICLE OF HIGHER EDUCATION,
A. Levine & S. Van Pelt, 08252021

GLOBAL CHALLENGES *WITHIN* HIGHER EDUCATION

- Diversity, equity, and inclusion
- Adopt new approaches to knowledge discovery
- Historical emphasis on discrete, specialized, positivist knowledge
- Integrate teaching, learning, research
- Deepen international learning and partnerships?
- Develop entrepreneurial perspectives
- Manage/leverage the changing academic workforce, and leadership
- Striving/rankings



HISTORIC MOMENT!

Higher education will change more in the next 10 years than it has in the last 40 put together— **Holland, 2016**

Academic culture, policies...funding streams...measures of success...academic workforce are changing rapidly

- The world is well into the largest renewal of the academic workforce in 50 years
- Gen X and Y scholars have entered the faculty now and will oversee faculty governance (see The Chair!)
- Research shows the new generations have very different goals, values, and expectations
 - new modes of knowledge production
 - greater need and incentive to work collaboratively
- Shifts in faculty work
- Turnover in leadership

ENGAGED-KNOWLEDGE GENERATION

**Traditional
Academic
Knowledge
Generation**

**pure, disciplinary,
homogeneous, expert-led,
supply-driven, hierarchical,
peer reviewed, and almost
exclusively university-based**

**Engaged-
Knowledge
Generation**

**applied, problem-centered,
transdisciplinary, heterogeneous,
hybrid, demand-driven,
entrepreneurial,
network-embedded**

Continuum of Scholarship

Gibbons, et al. (1994), *The New Production of Knowledge*

SHIFTS IN FACULTY REPRESENTATION & ROLES

- Increased diversification of faculty throughout the ranks, though slow
- Increased reliance upon contingent faculty (part-time, adjunct, and post-docs)
- Decrease in tenure-track positions in favor of lecturers and contingent faculty
- Increased interest in Alt-Ac careers as a result

SHIFTS IN FACULTY WORK

From

- Provider (faculty) driven →
- Autonomous →
- Discipline-based →
- Ivory tower →
- Quality based on how much you have →

To

- Learning driven
- Collaborative
- Interdisciplinary
- Engagement
- Quality based on how much you contribute

BOYER WAS RIGHT!

- ✓ Institutional structures, policies, and rewards are lagging in alignment
- ✓ Segregating scholarship into 3 buckets is counterproductive, and limits capacity
- ✓ Many knowledge problems require us working across disciplines and with external sources of expertise
- ✓ Linking discovery and learning with engagement expands knowledge production and dissemination, and attracts diverse sources of funding
- ✓ Treating students as colleagues increases our capacity for engaged inquiry

THE CIVIC PURPOSE OF HIGHER EDUCATION

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

John Dewey, 1937

“Our colleges and universities are indispensable to liberal democracy... they have become not only the educators of well-round citizens, but also the certifiers of expertise, gateways to opportunity, and places of pluralistic inclusion that mirror the nation itself.”

Ronald J. Daniels, 2021

ENGAGEMENT MATTERS...

TO WHAT END

- Address and solve public problems and issues
- Attract and retain students AND new generation faculty
- Create civically engaged students and faculty
- Creates proud, involved alumni
- Enhance the public value of higher education
- Improve revenue generation, attracts new sources of funding
- Improve and integrate research and learning
- Support a diverse campus climate
- Engage the whole university in common cause; creates a new sense of 'community spirit'
- MAKE A DIFFERENCE IN PEOPLE'S LIVES
- MORE...

A TALE OF TWO CONFERENCES



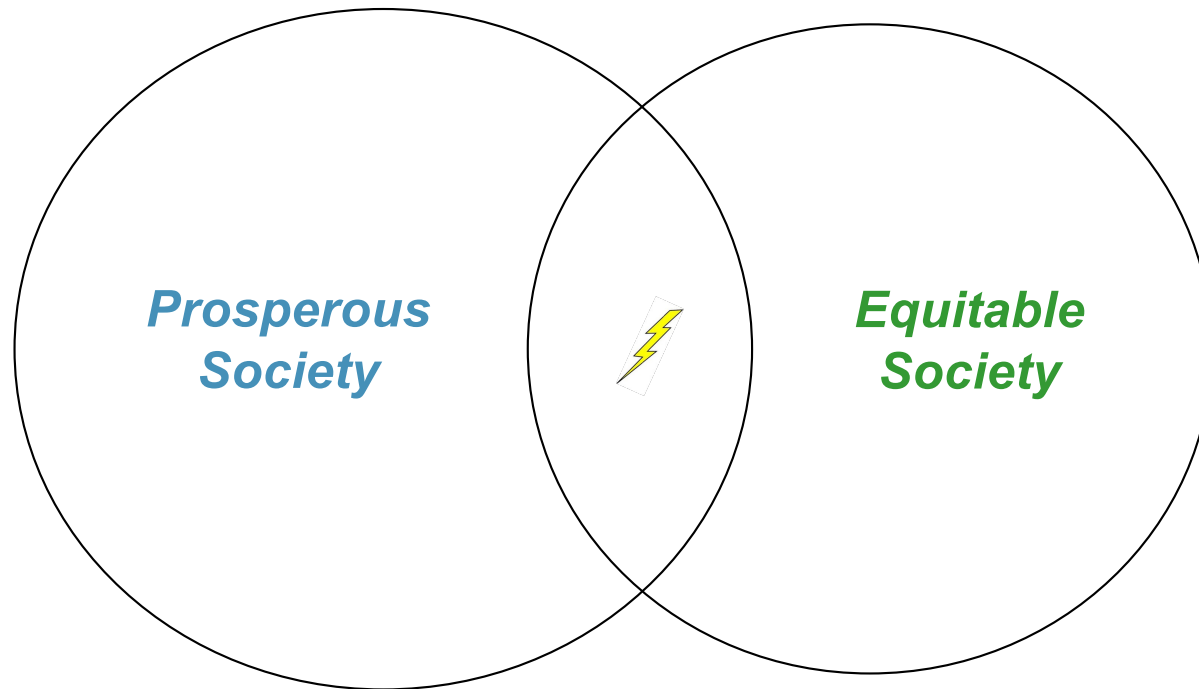
COMPETING VIEWS OF HIGHER EDUCATION AS A PUBLIC GOOD...WE'VE HAD IT FOR A WHILE



Engagement and Rival Views of Higher Education as a Public Good

	H.E. as Public Good = the “Prosperous Society”	H. E. as Public Good = the “Equitable Society”
Underlying philosophy	Human Capital (economic, materialist)	Human Rights (legal, power-based)
View of freedom	Economic freedom (personal and collective wealth)	Rights-based individualism (individual and identity-based freedoms)
View of societal commitments	Build capacity to promote economic health of nation (innovate current system- first order changes)	Protection, equitable distribution of resources (current system unjust-second order changes)
Engagement purposes...	Reciprocity/mutual benefit for community, state, national prosperity (talent, innovation)	Reciprocity/mutual benefit for social justice and equity (social change)
Critiques	Neo-liberal, academic capitalism	Wealth transfer, tribal, cultural upheaval

Manifestations of Engagement at ESC Institutions?



Office for Economic Development,
Technology Transfer, etc. “Sponsored
Engagement” (Often STEM, professional
fields/disciplines) **Some**
Regents/Legislators!

Office for Civic
Learning/Engagement, etc. (Often
social science, humanities
disciplines, fields). **Other**
Regents/Legislators!

A THIRD, UNIFYING STORY FOR ENGAGEMENT?

REDISCOVERING ENGAGEMENT TRADITIONS WITHIN BOLD VISIONS FOR HIGHER EDUCATION



John Bascom, human flourishing,
and the Wisconsin Idea

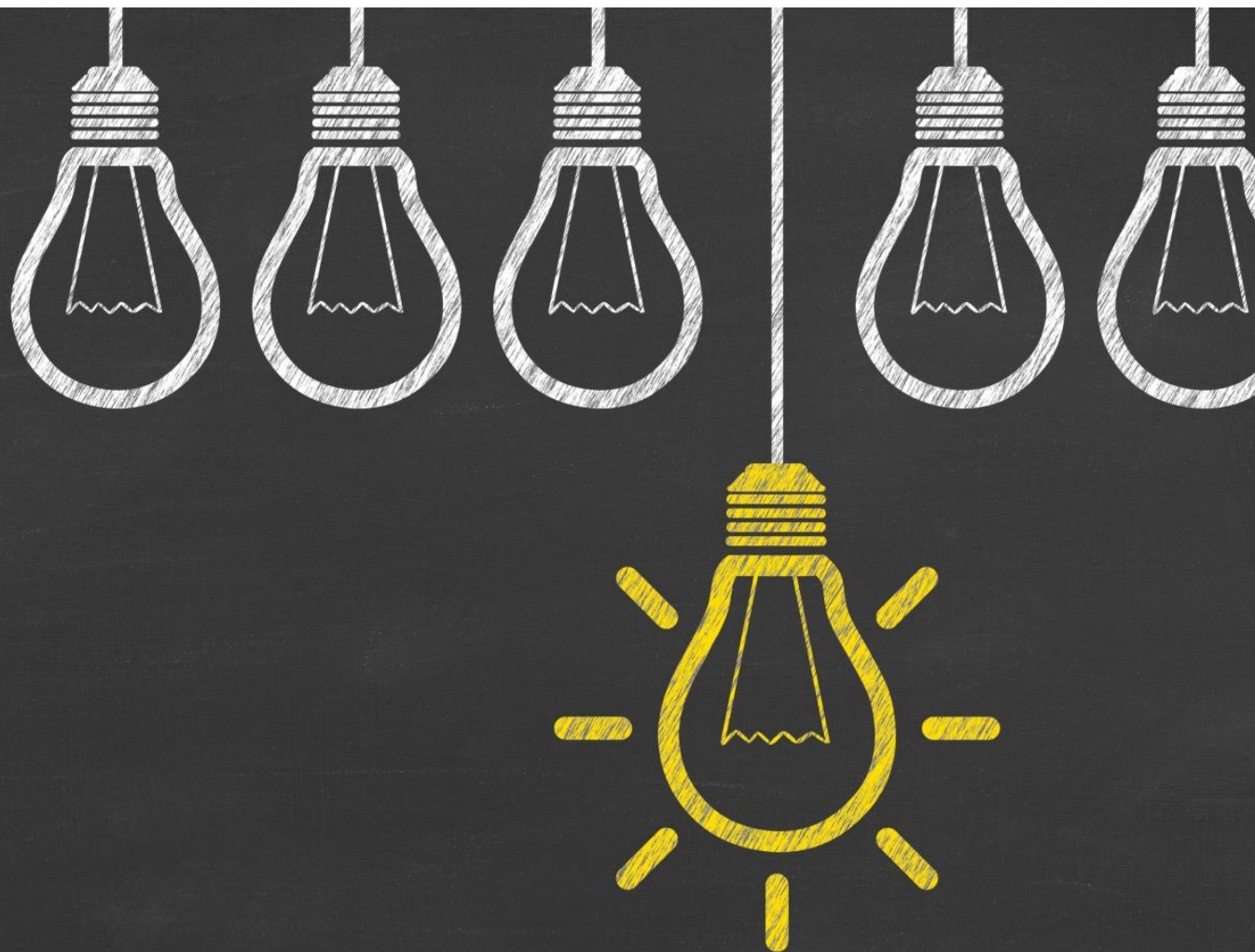
Higher Education as a Public Good= Creating a “Flourishing Society”

Underlying philosophy	Human Flourishing (personalist theory- view of human as created purpose)
View of freedom	Freedom from oneself (Smith, Brighthouse, others)
View of societal commitments	Promote flourishing, meaning, purpose of the other (individuals/communities)
Engagement purposes...	Reciprocity/mutual benefit with communities that make sense of our desires visions of a “good life”. Making sense of meaning across ideologies
Critiques...	Less practical; metaphysical/theological origins are contentious in today’s society, imply that a “good life” can be known. D.Weerts

CONTRIBUTION AND BRIDGE TO CURRENT ENGAGEMENT IDEOLOGIES

- Offers an alternative to prosperous and equity view anchored in materialism as “end game”
- Prosperity/equity are outcomes of flourishing– but not the main goal
- Focus on meaning/purpose which our undergraduate students desire (address depression, etc.)
- Means to address polarization, generate deep understandings
- Elevates value of liberal arts: visions of the good, true, and beautiful

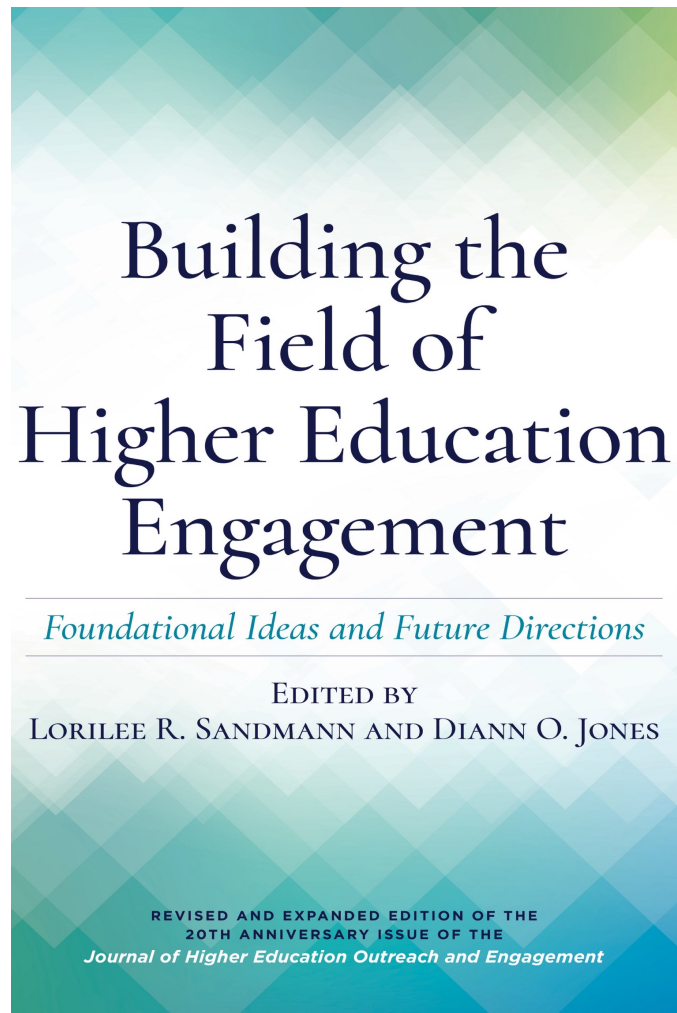
- ❑ **Community Engagement as part of institution's core commitment and response to current trends and challenges**
- ❑ **Engagement is more strategically important and relevant than ever**
- ❑ **Success depends on the strength of alignment between institutional goals and the focus of community-engaged actions**



TAKE AWAY #1 *ENGAGEMENT AS STRATEGY*

- Higher education, within the broader societal system, has responsibility to fuel knowledge creating, transfer and application to enhance societal purposes
- Engagement is essential to effectively achieving the overall purpose of the university—mission, strategic direction

MORE ON THE “MOVEMENT”



Sandmann, L. R. (2008).
Conceptualization of the scholarship of
engagement in higher education: A
strategic review, 1996–2006. *Journal of
Higher Education Outreach and
Engagement*, 12(1), 91–104.



WHAT?

- Civic Education
- Civic Engagement
- Community Engagement
- Community-based Learning
- Community Service
- Engaged Scholarship
- Experiential Learning
- Extension
- Outreach
- Participatory Action Research
- Partnerships
- Professional Service
- Public Scholar(ship)
- Public Service
- Scholarship of Engagement
- Scholarship on Engagement
- Service
- Service-Learning
- Social Entrepreneurship
- Voluntary Service
- ...Others?

Focus, Emphasis, Intent

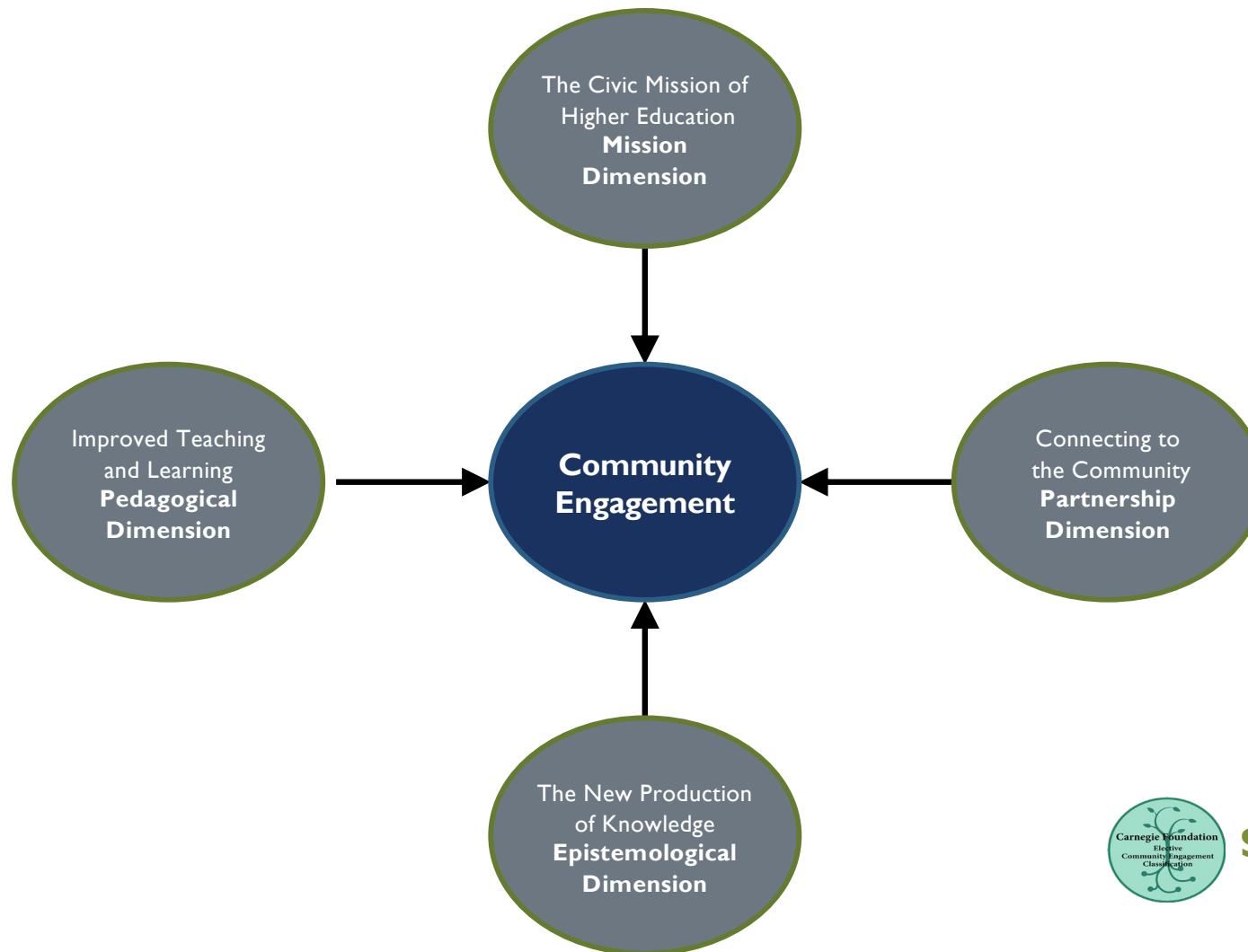
adapted from Giles, 2008

DEFINITIONS

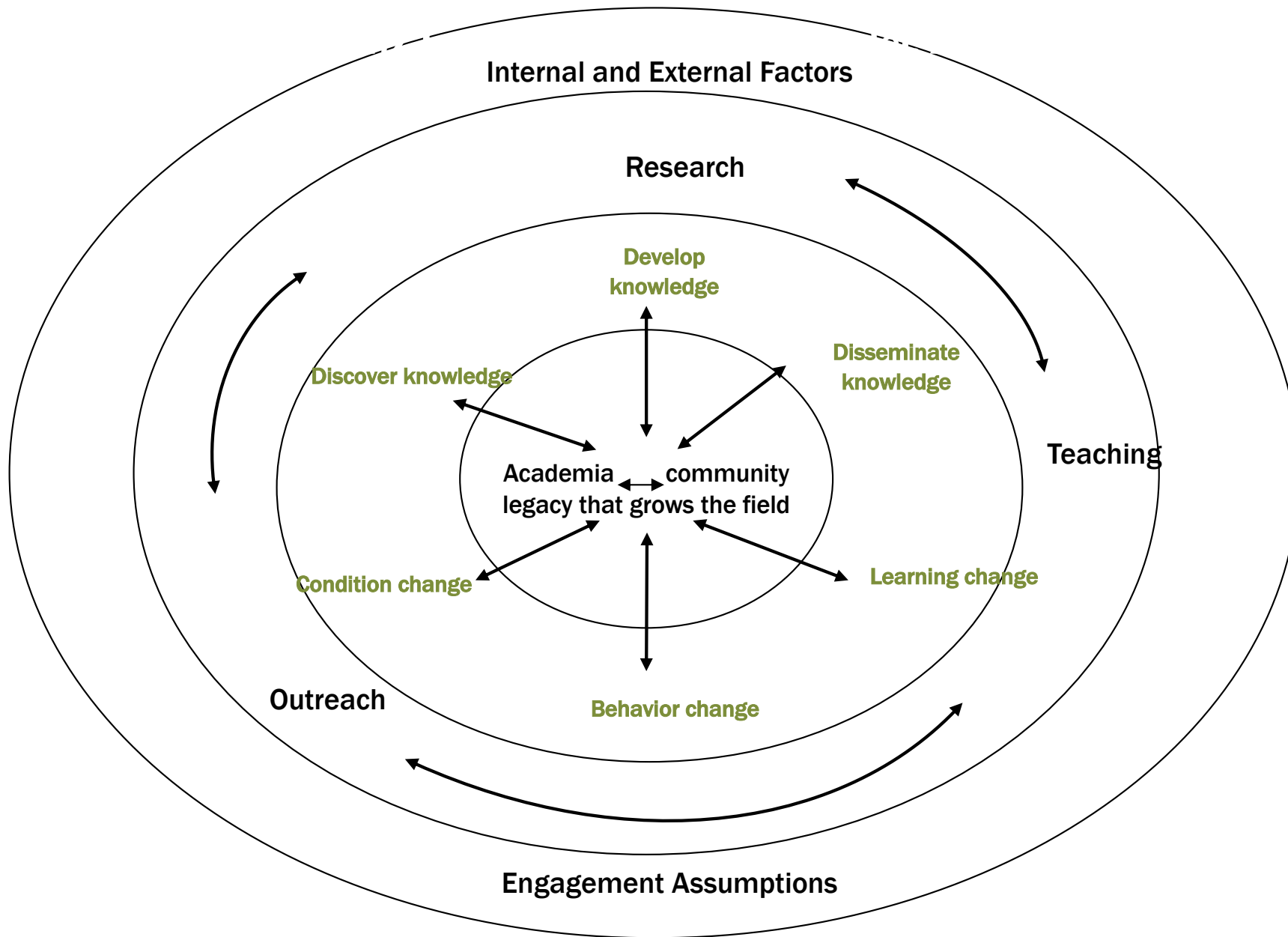
■ *Yours*

- COMMUNITY
- COMMUNITY ENGAGEMENT
- SCHOLARSHIP
- COMMUNITY-ENGAGED SCHOLARSHIP
- SCHOLARSHIP OF ENGAGEMENT

ENGAGEMENT...METHOD/PATHWAYS OF THINKING & DOING



Saltmarsh, J.



Franz (2009). *JHEOE*, 13(4).

COMMUNITY ENGAGEMENT METHODS/MODELS

- ❑ **Engaged teaching and learning**
 - **Community-based learning**
 - **Service learning**
 - **Global learning**
 - **Civic learning**

- ❑ **Engaged research**
 - **Community-based research**
 - **Public issue research**
 - **Translational research**
 - **Interdisciplinary research**

**NOT
EVERYTHING
IS...**

Engagement

Effective Engagement

Engaged Scholarship

- quality contribution
- reciprocal and collaborative
- peer-reviewed

Scholarship about or on Engagement

CARNEGIE CLASSIFICATION...

*Community Engagement describes the **collaboration** between higher education institutions and their larger communities (local, regional/state, national, global) for the **mutually beneficial exchange** of knowledge and resources in a context of **partnership** and **reciprocity**. [process of engagement]*

Carnegie Foundation for the Advancement of Teaching, 2006



The purpose of community engagement is the partnership of college and 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. [purpose of engagement]



BEYOND US TO OUR INSTITUTIONS

The first elective category to be developed was, significantly, community outreach and engagement. If the effect of Carnegie's efforts (and those of DuPont Circle and AAUP) in the first three quarters of the 20th century was to inscribe in academic structures and in the consciousness of faculty a national orientation, those organizations are increasingly emphasizing today the value of the local (p.12).

Rhoades, G. (2009) Carnegie, DuPont Circle and the AAUP: (Re)Shaping a cosmopolitan, locally engaged professoriate, *Change*.

PRINCIPLES OF COMMUNITY ENGAGEMENT

Proven principles describing the quality and conduct of community engagement programs

- Mutual and Reciprocal
- Shared Benefits and Risk
- Exchange of Knowledge
- Linked to Teaching, Learning, and/or Research
- Partnership and Collaborative Relationships

As a core principle – there is a flow of knowledge, information and benefits in both directions between the campus and community partners

The diagram features two large, grey, arrow-shaped boxes pointing towards each other. The left box contains text about the flow of knowledge and benefits. The right box contains text defining reciprocity as engagement. A dark blue bar at the bottom contains the word 'RECIPROCITY' in white capital letters.

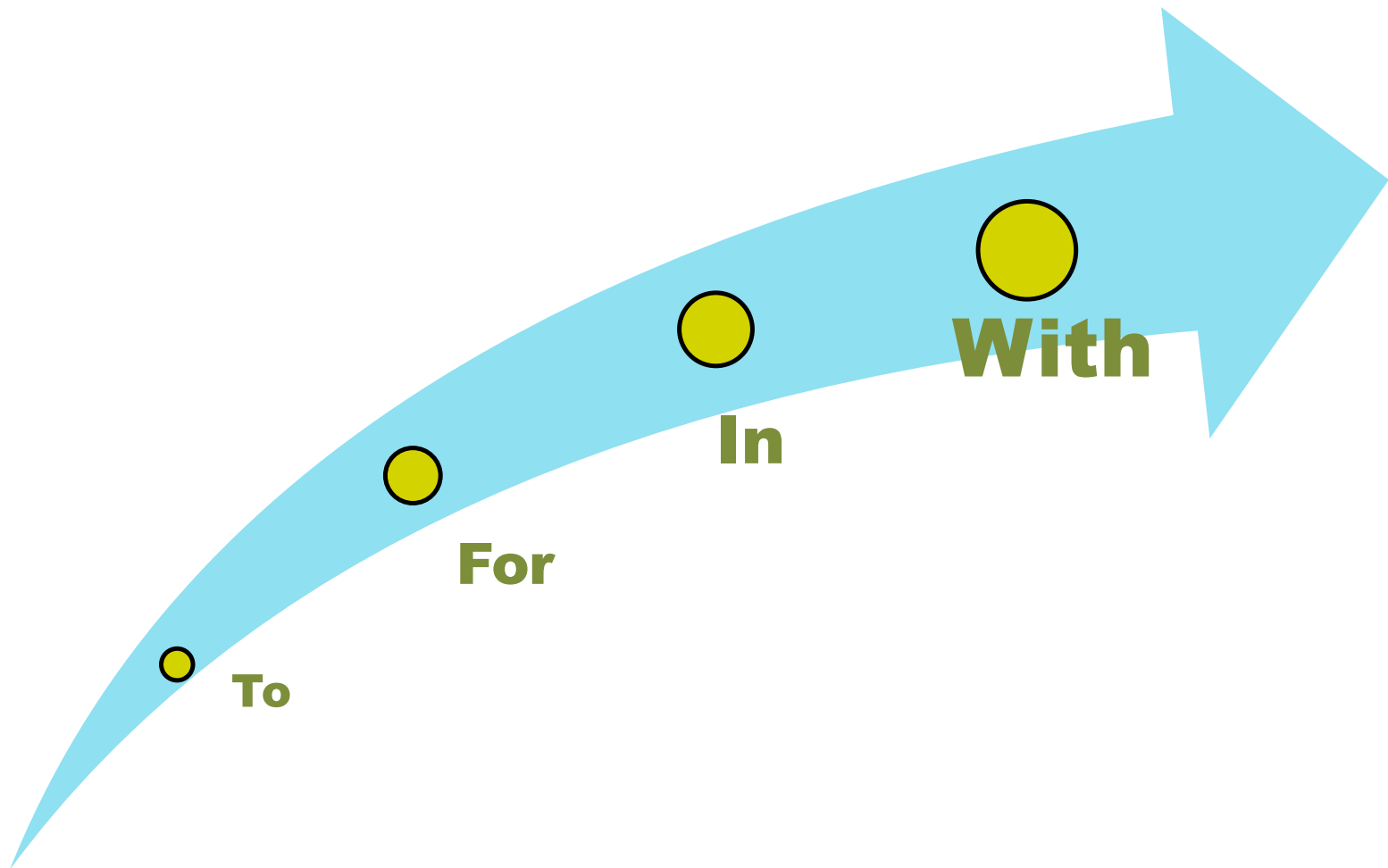
Reciprocity is what defines and distinguishes engagement: reciprocity = engagement

RECIPROCITY



**Degree of academic/intellectual
influence and influence of partners**

FROM “OUTREACH” TO “ENGAGEMENT”



Typology of Partnerships

Types of Partnerships	Examples
Service: volunteer for a project	Faculty/students serve as judges for school science fair.
Exchange relationship: exchange resources for mutual benefit (transactional)	Family courses offered in a neighborhood school (benefit to campus and families)
Cooperative relationship: parties plan together and share responsibilities	Community-based research project (project identified by community)
Systemic/transformational: joint planning, funding, operations, evaluation for community revitalization	Long-term partnership for systemic change (e.g., collective impact) Sockett, 1998

A Typology of Institutional Responses to Engagement

<i>Type</i>	<i>Primary Educational Mission</i>	<i>Definition of Engagement</i>
Liberal arts college	Citizenship training for democracy Character formation	Engaging with ideas of value Training citizens for public life
Research university	Expanding the knowledge base	Applying knowledge to solve social problems and issues
Professional school	Teaching applied, concrete skills	Training professionals to perform needed social functions Clinical training
Community college	Providing access to nontraditional populations	Access to education & employment opportunities

(Ward, 2003)

ACCREDITATION COMMISSIONS...




The Higher Learning Commission

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



■ **Criterion 1: Mission**

The institution's mission demonstrates
commitment to the public good.



Routledge Research in Higher Education

RE-ENVISIONING THE PUBLIC RESEARCH UNIVERSITY

**NAVIGATING COMPETING DEMANDS IN
AN ERA OF RAPID CHANGE**

Edited by Andrew Furco, Robert H. Bruininks,
Robert J. Jones, and Kateryna Kent





HOW?



CASE FOR COMMUNITY - ENGAGED SCHOLARSHIP



TAKE AWAY #2

ENGAGEMENT AS SCHOLARSHIP

- ❑ **Community Engagement is a METHOD – a way of doing teaching, learning, and research that involves parties outside academia who have expertise, wisdom, insights and lived experience that is essential to the knowledge task at hand**
- ❑ **As a method, it is used in situations where it is the best fit for the question, problem, or learning goal**
- ❑ **CE is, therefore, a form of *academic or scholarly work*, and is recognized, evaluated and rewarded within the categories of teaching and research.**

Holland, B. (2007)

DEFINITIONS

- *Yours*

- COMMUNITY
- COMMUNITY ENGAGEMENT
- SCHOLARSHIP
- COMMUNITY-ENGAGED SCHOLARSHIP
- SCHOLARSHIP OF ENGAGEMENT



**PRINCIPLES OF
ENGAGEMENT
+
STANDARDS OF
SCHOLARSHIP =**

**ENGAGED
SCHOLARSHIP**

Way to think about work

Way to frame

Way to implement

Way to assess

Way to communicate

**ENGAGED
SCHOLARSHIP**

WHAT IS ENGAGED SCHOLARSHIP?



Scholarship – *What*



Engaged Scholarship –
How



For the Common, Public
Good – *Toward What End*

Scholarship of Engagement

- The scholarship of engagement is defined by relationships between those in the university and those outside the university for the purpose of generating knowledge to address social issues that are grounded in the qualities of reciprocity, mutual respect, shared authority, and co-creation of goals and outcomes. 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 knowledges of those in the community are validated and legitimized).

Scholarship On or About Engagement

- Scholarship on or about engagement involves the study of the processes and/or outcomes of collaboration, decision-making, research, and action within the relationship between scholars and communities. The partnerships or engagement dynamics, and their implications for organizational change, are the subjects of the study. The scholarship is not necessarily undertaken by those involved with community partnerships.

Scholarship for Engagement

- Scholarship for engagement is undertaken for the purpose of preparing for and supporting engagement between higher education scholars and communities toward specific social actions, outcomes, and impact. Scholarship for engagement focuses on policies, structures, and practices that improve the capacity and ability of campuses and communities to collaborate, for campuses to create an institutional environment supportive of community engagement, and for faculty to be involved in the scholarship of engagement.

COMMUNITY- ENGAGED SCHOLARSHIP

Community engagement scholarship focuses on ideas and raises questions that are important to communities and educational institutions. The work is carried out in a mutually beneficial, collaborative manner. Achievements include the co-creation of significant, creative, original, and conceptually-guided engagement through globally and locally relevant activities that systematically advance practice, teaching and learning, and/or research. Community engagement scholarship is documented, publicly shared, and reviewed through various mechanisms, including: presentations, publications, professional practice, creative work, and including news and other media.

Academy of Community Engagement Scholarship

<https://engagementscholarship.org/initiatives/academy-of-community-engagement-scholarship>

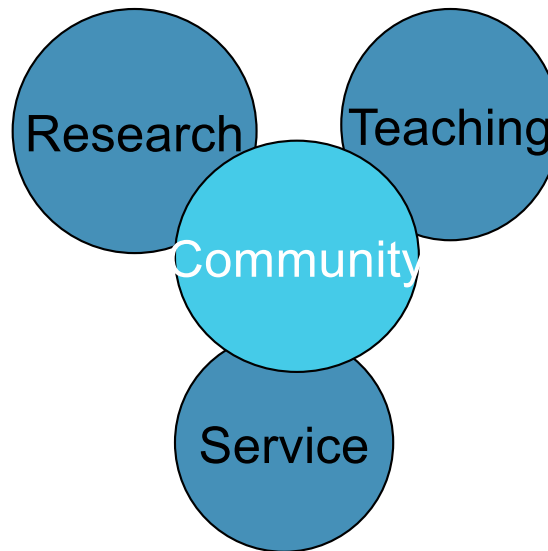
Community-Engaged Scholarship

Community-based
or
Participatory
action research

Collaborative
research on local
issues

Problem-based
research

Undergraduate
research



Community-based
learning
Service-learning
Research Service-
learning

Media interviews,
Public lectures
Art, music, theatre
events

Technical
assistance; board
service

Sports; public use of
facilities

Professional service

HOLLAND, B. (2012)

***“Community as ‘knowers,’
Not just as subjects.”***

**RIGOR
REMAINS A
CORE
VALUE!**

**A
SCHOLAR
IS...**



- ❑ One who engages in the highest levels of lifelong learning and inquiry using rigorous academic practices to build and distribute knowledge for many purposes.
- ❑ Different scholars use different expressions, methods, and modes of scholarship and often prefer one or two over other expressions or priorities.
- ❑ Interests tend to evolve over a career as research and teaching deepens and transforms skills and interests.

Diamond & Adams (1997); Diamond (2013)

HIGH QUALITY SCHOLARSHIP

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

Diamond and Adams, 1997

WHAT IS SCHOLARSHIP?

Scholarship is original intellectual work which is communicated, and the significance is validated by peers.

Scholarship may emerge from teaching, research or other responsibilities. Scholarship may take the many forms including, but not limited to: research contributing to a body of knowledge, development of new technology, materials, or methods; integration of knowledge or technology leading to new interpretations or applications; creation and interpretation in the arts.

Oregon State University

INDICATORS OF QUALITY FOR ALL SCHOLARLY WORK

Useful in Planning &
Assessing Quality

Clear goals/questions

Adequate preparation with attention to context,
theory/literature, best practices

Appropriate methods

Significant results

Effective communication/dissemination

Reflective critique

Ethical practice

• *Points of Distinction*, 1996; Glassick, Huber, Maeroff, 1997; Driscoll & Lynton, 1999; Sandmann et al., 2000; National Review Board Scholarship of Engagement, 2001; Calleson, Kauper-Brown, & Seifer, 2005; Committee on Institutional Cooperation, 2005

SCHOLARSHIP COMPARED

TRADITIONAL

- Breaks new ground in the discipline
- Answers significant questions in the discipline
- Is reviewed and validated by qualified peers in the discipline

ENGAGED SCHOLARSHIP

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

National Review Board for the Scholarship of Engagement; Furco

Standards of Scholarship (Glassick, Huber, & Maeroff, 1997)	Criteria for Evaluating Community- Engaged Scholarship (NRB, Furco, Jordan, 2007)
Clear goals	Clear goals and community goals
Adequate preparation	Adequate preparation in content area and ground in public scholarship
Appropriate methods: rigor	Appropriate methods rigor and community engagement
Significant results: impact on the field	Significant results impact on the field and in the community
Effective presentation	Effective presentation/dissemination to academic and community audiences
Reflective critique	Reflective critique; lessons learned to improve scholarship and community engagement
	Leadership and scholarly contribution
Ethical practice	Consistently ethical behavior, social responsible conduct

CRITERIA FOR QUALITY & EXCELLENCE IN CES

WHAT'S THE DIFFERENCE?

Who formulates the questions

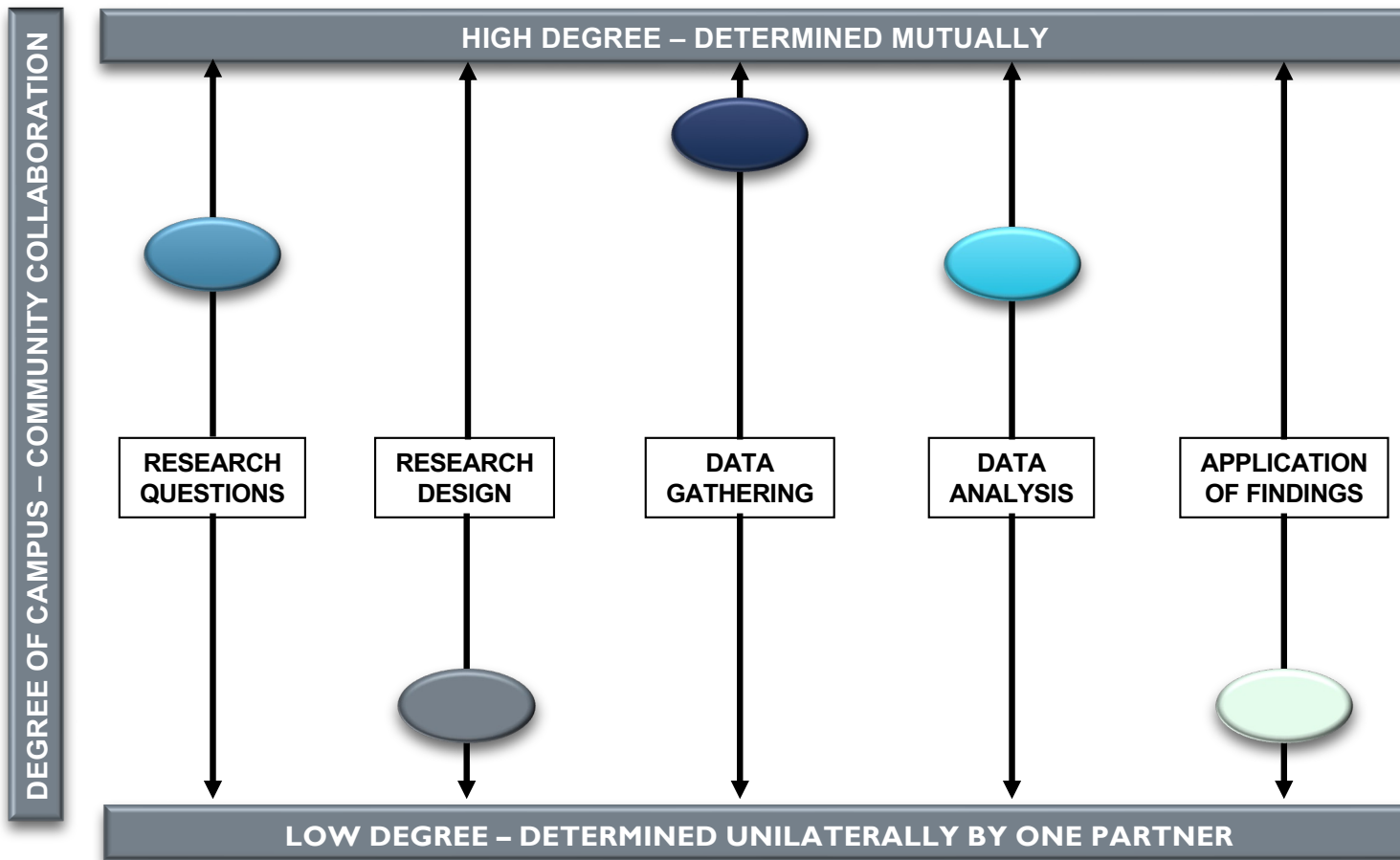
Who provides expertise/data

Who participates in analysis and interpretation

Who bears the risk and enjoys benefits

Who defines success

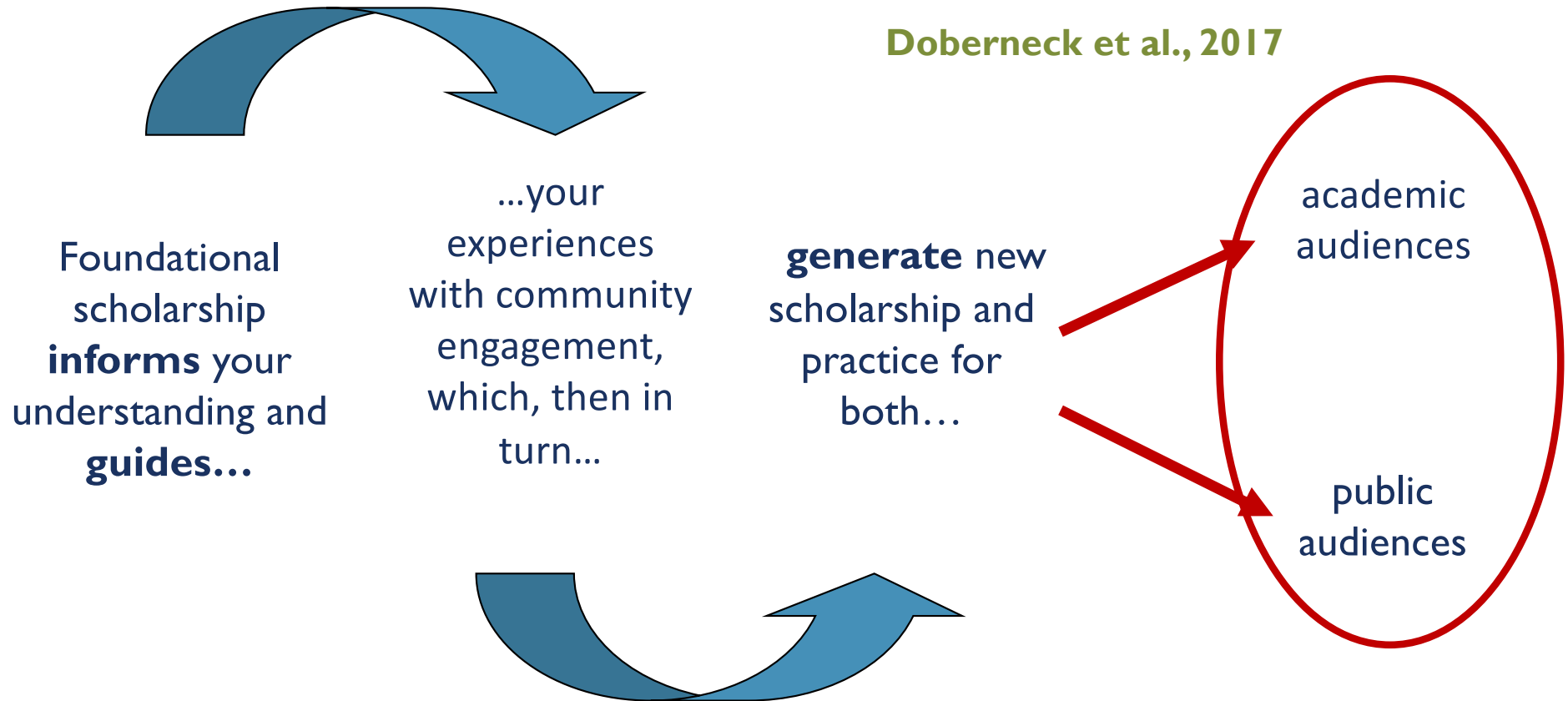
Who puts the knowledge into action



Stanton, T. (2007) *New Times/New Scholarship*

CES Emphasizes a Scholarly Approach

Doberneck et al., 2017



In Collaboration with Community Partners
(including local, indigenous, or practitioner knowledge)

ENGAGING WITH COMMUNITY



CASES --TWO QUESTIONS

Is it Engagement?



Is it Scholarship?



WHAT MAKES ENGAGEMENT SCHOLARLY?

Scholarly work where:

- Faculty link disciplinary knowledge and methods with...
- Community knowledge and expertise to...
- Explore questions of mutual interest and test solutions...
- Resulting in synthesis and integration...
- Through various forms of review/dissemination.

Relevant, Focused, Value for the Academy & the Public

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graph LR; A[The Case] --> B[Making the Case]; B --> C[Assessing the Case]
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The Case

Making
the Case

Assessing
the Case

BLUF

➤ MAKING THE CASE FOR ENGAGEMENT SO IT COUNTS...

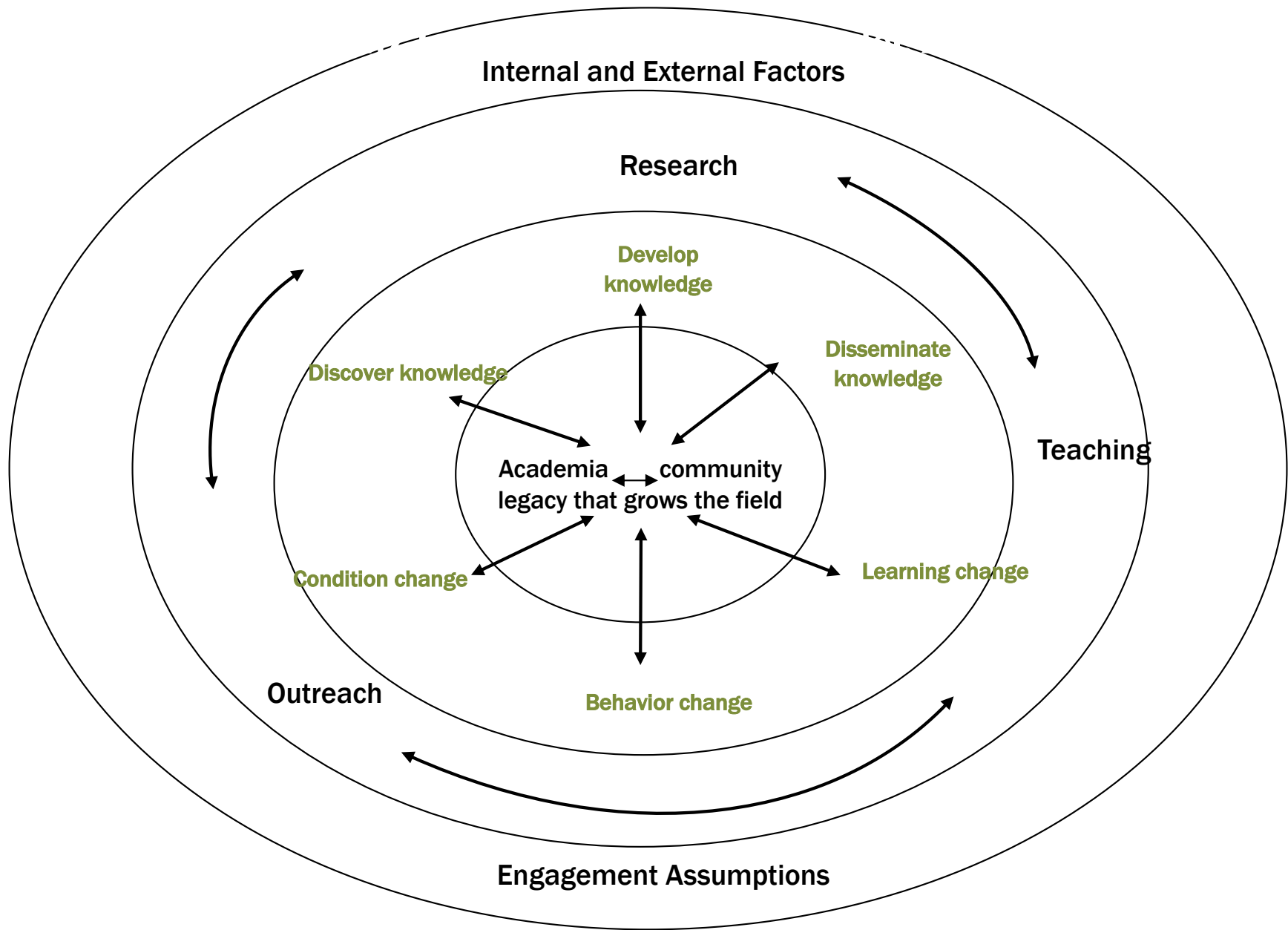
- Be “authentically” engaged
- Framework as quality scholarship
- Provide evidence of process, products, outcomes



IS IT COMMUNITY-ENGAGED SCHOLARSHIP?

- Is there one or more community partner involved in planning and implementation?
- Does the activity address a specific community issue/topic?
- Have both the academic and the partner articulated expected roles and outcomes/benefits?
- Is knowledge or expertise being exchanged to meet the goals of the activity?
- Does the activity link to research or teaching/learning or both?
- If the answer to any of these is “no”, then the activity may be treated as public service unless the faculty member can provide further evidence of scholarly purpose and outcomes.

Holland, B. (2016)

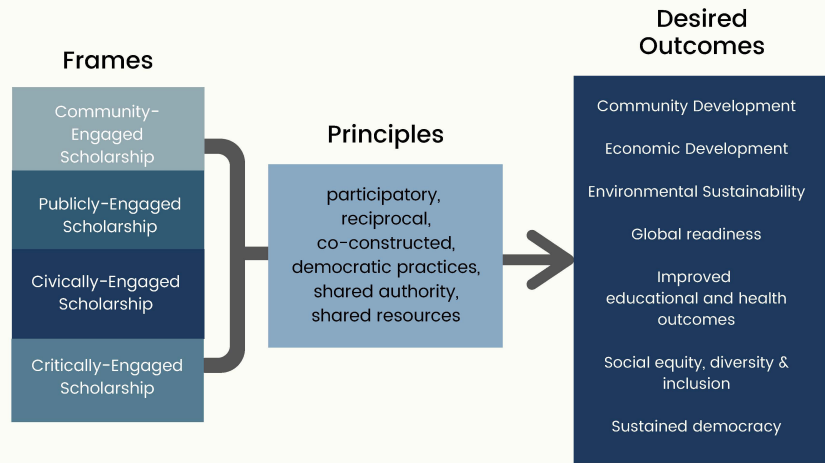


Franz (2009). *JHEOE*, 13(4).



PUTTING IT
ALL
TOGETHER...

Framing Engaged Scholarship



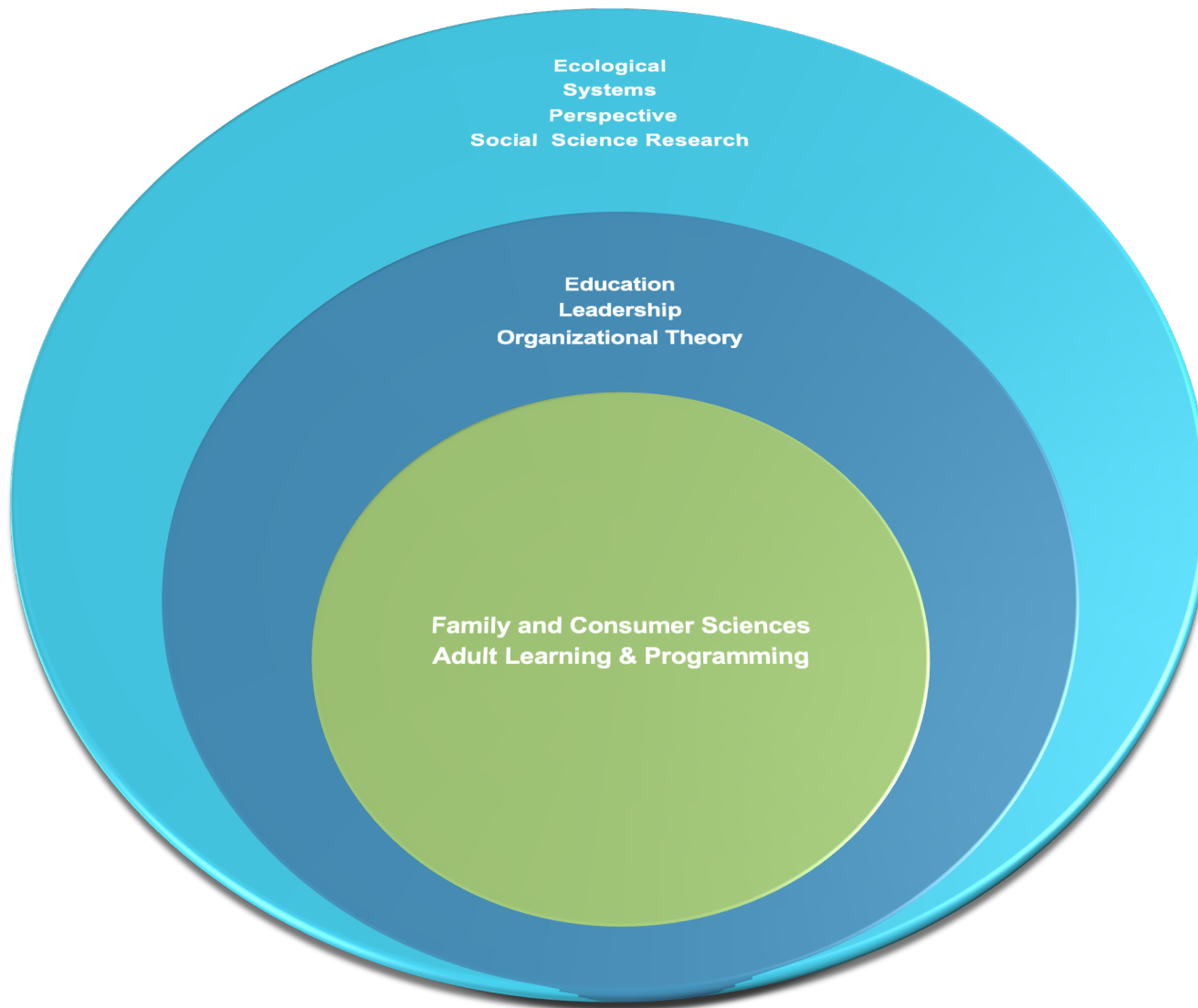
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YOUR CASE

WELCOME
TO THE
COMMUNITY
OF ENGAGED
SCHOLARS...

- Publications
- Presentation
- Associations
- Recognition and Rewards
 - ACES—Academy of Community Engagement Scholarship
- Carnegie Community Engagement Classification
- Among many resources



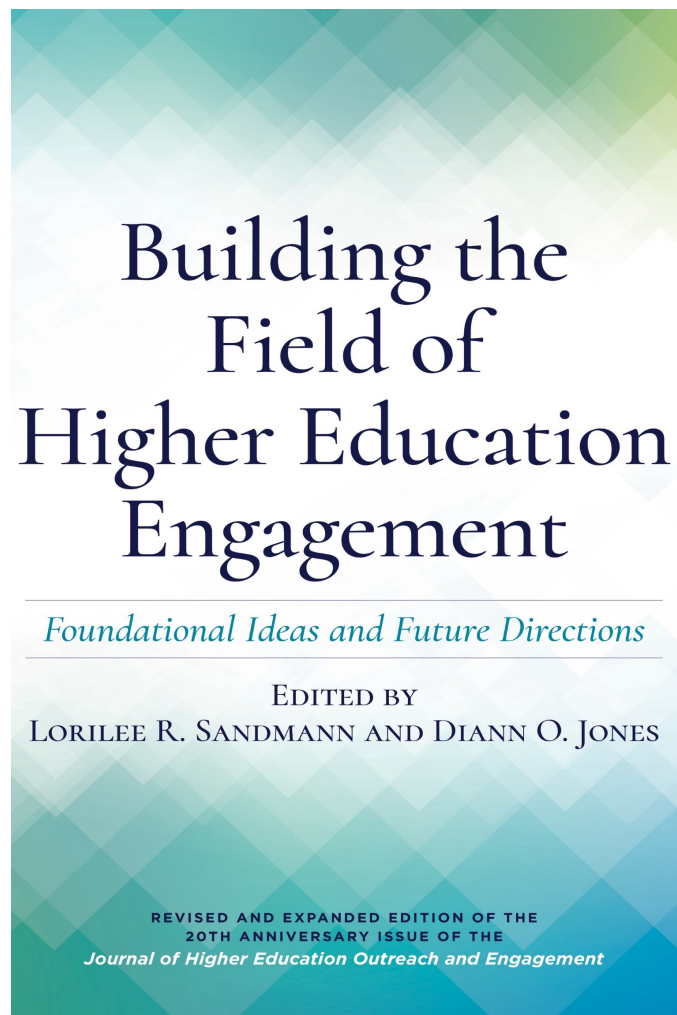
Knowledge in Service to Society



Figure 2. Relationship of Primary Professional Roles and Scholarly Agenda

Sandmann, L. R. (2019). Building and Bridging: Reflections of an Engaged Scholarly Practitioner. In J. Hatcher, R. Bringle, & T. Hahn (Eds). *Research On Service Learning: Practical Wisdom For Conducting Research*. Sterling, VA: Stylus Publishing, LLC.

RESOURCES— PEOPLE, PUBLICATIONS



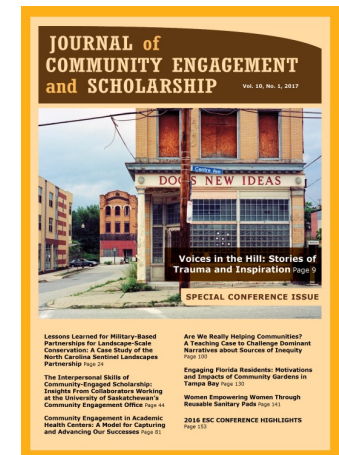
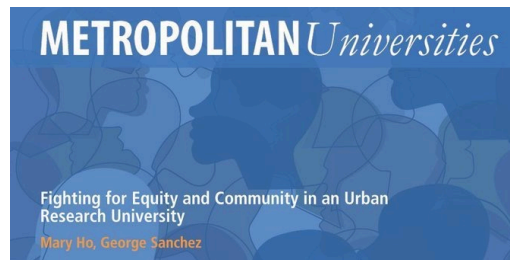
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PUBLICATION/PRESENTATION OUTLETS

CES4Health.info



*Journal of Higher Education
Outreach & Engagement*



**Michigan Journal of
Community Service Learning**



IARSLCE

International Association
for Research on
Service-Learning &
Community Engagement

Engagement Scholarship
c o n s o r t i u m
Committed to excellence in the scholarship and practice of engagement locally and globally





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Clearly convey the role and your understanding of community engagement and community engaged scholarship (to those in your institution, discipline, field, or practice)



DID IT INCLUDE

- Engagement as Institutional Strategy
- Engagement as Scholarship, that can cross boundaries





IF THE QUESTION IS WHAT IS COMMUNITY-
ENGAGEMENT...

THE ANSWER IS...

“How do we, given our mission as higher education institutions, become more vigorous, authentic partners in the search for answers to critical and changing social, civic, and economic problems?”

Boyer, E. (1996)

**“Adding chairs to the table...”
Messy research, but neat results!”**

P. Nowlen

YOUR TURN...

