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Introduction

Research has shown that engaged scholarship activities enhance students' academic, personal and social growth¹. The key element to providing these experiences that so richly enhance student learning is faculty.

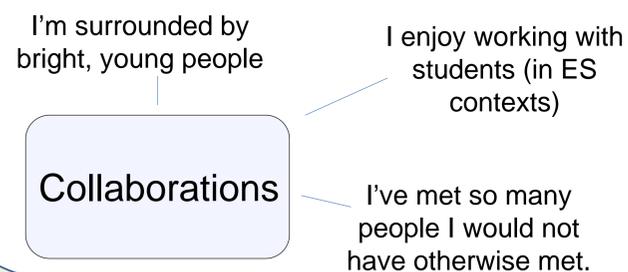
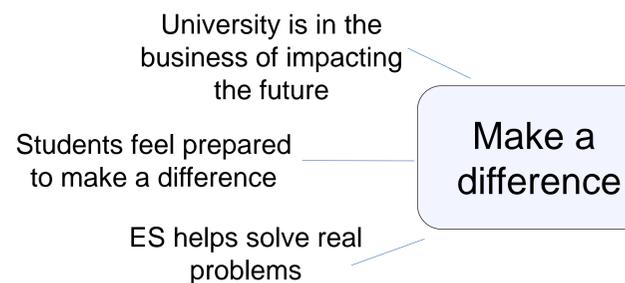
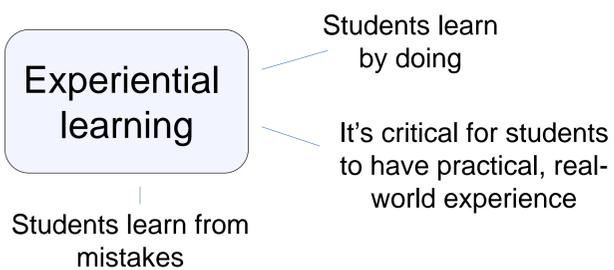
The success of a **university-wide engaged scholarship** initiative depends on faculty involvement².

To increase faculty involvement, universities will need to know what motivates faculty to provide engaged scholarship experiences, how faculty and their students benefit, what strategies for designing and delivering engaged scholarship experiences have been successful, and what supports are needed.

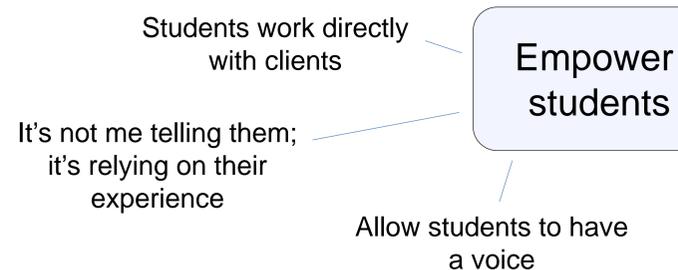
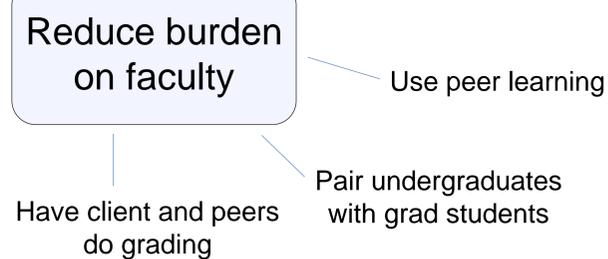
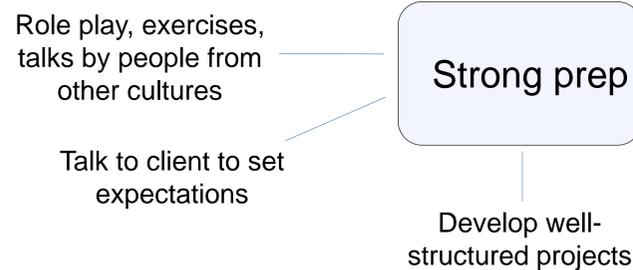
Method

- Interviews with 20 faculty members from many disciplines using many types of ES
- Preliminary theme identification is shown here from 6 faculty (3M,3F)
 - Engineering, Theatre, Ag. Sciences, and Health and Human Development
 - Study abroad (3) and undergrad research (3)

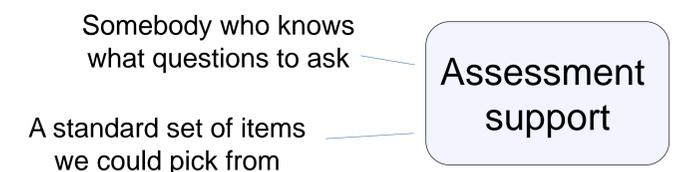
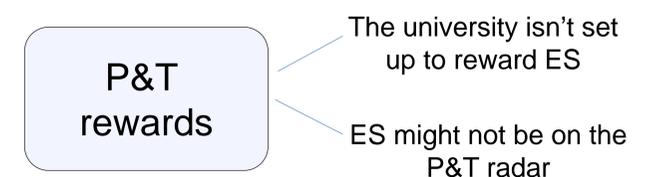
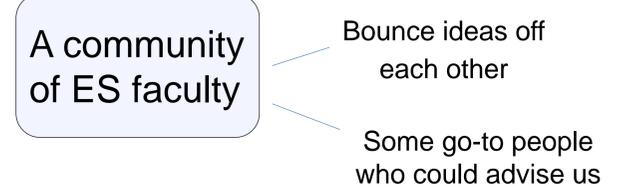
WHY faculty do engaged scholarship



HOW they make ES a success



WHAT they need to do it



Implications and Continued Research

- Preliminary findings consistent with literature on ES motivation and desired supports.
- Data reveals widespread desire for assessment support.
- Desire for community/connection with other ES faculty was strong.
- Next steps: Explore more responses across additional domains of ES.

Works cited

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- (2) Antonio, A., Astin, H., & Cress, C. (2000). Community service in higher education: A look at the nation's faculty. *The Review of Higher Education*. Retrieved from <http://muse.jhu.edu/journals/rhe/summary/v023/23.4antonio.html>
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