

Engaged Scholarship
as an Expression of Community Engagement

*“...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. 11

During the last decade, higher education leaders have used the term “engagement” to describe a renewed relationship between higher education and the public it serves.

Carnegie Foundation for the Advancement of Teaching defines *community engagement* as “the collaboration between higher education institutions and their larger communities (local, regional/state, national, global) for the *mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity*” (Carnegie Foundation for the Advancement of Teaching, 2007a, p.3). Similarly, an engaged university is defined as one “fully committed to direct, two-way interaction with communities and other external constituencies through the *development, exchange, and application of knowledge, information, and expertise for mutual benefit*” (American Association of State Colleges and Universities, [AASCU], 2002, p.7).

The civic and community engagement movement, plus broader conceptualizations of scholarship itself have been accompanied by a stronger integration of faculty research and student learning into the life of communities outside the walls of the academy. Educators who define their work within the scholarship of engagement movement tend to draw from service-learning pedagogy, community-based participatory research, and public scholarship as a set of powerful strategies for collaboratively generating knowledge and practices to alleviate social problems affecting communities (Bringle, Games, & Malloy, 1999).

The scholarship of engagement is a term that captures scholarship in the areas of teaching, research, and/or service. It engages faculty in academically relevant work that simultaneously meets campus mission and goals as well as community needs. Engagement is a scholarly agenda that incorporates community issues and which can be within or integrative across teaching, research and service. In this definition, community is broadly defined to include audiences external to the campus that are part of a collaborative process to contribute to the public good (National Review Board for the Scholarship of Engagement, 2001). In a review of literature, Baker found that “[t]he scholarship of engagement, then, consists of (1) research, teaching, integration and application scholarship that (2) incorporate reciprocal practices of civic engagement into the production of knowledge” (2004, p. 124).

To differentiate this particular type of scholarship from the overall engagement movement, terms such as engaged scholarship, scholarly engagement, community engaged scholarship, and public scholarship are being applied to work that adheres to both the standards of quality scholarship and the tenets and values of engagement (Bartel, Krasny, & Harrison, 2003; Bridger & Alter, 2006; Bruns et al., 2003; Lunsford, Church, & Zimmerman, 2006, Sandmann, 2006).

The nature of service learning, professional service, and participatory action research and other engagement expressions can be examined as faculty work that can be scholarly (i.e., well-informed) and the basis of scholarship (i.e., contributing to a knowledge base) (Bringle, Hatcher, & Clayton, 2006).

So, although there are multi-faceted practices, engaged scholarship has evolved as a distinct dimension of the engagement movement and is evolving a distinctive scholarly expression and architecture, building on yet differing from traditional scholarship.

For UMASS-Amherst the Faculty Senate Outreach Council proposes this definition:

“Scholarly Engagement is the creation, integration, application and transmission of knowledge for the benefit of external audiences and the University and occurs in all areas of the University Mission: research, teaching and service. The quality and value of Scholarly Engagement is determined by academic peers and community partners” (2006).

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