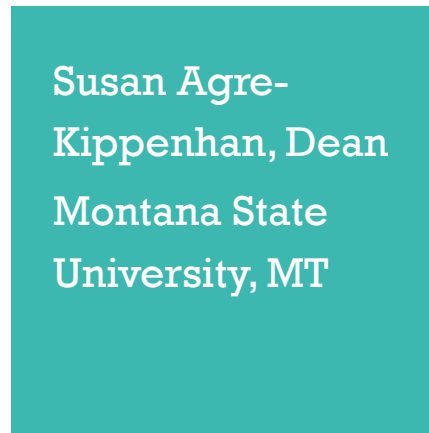




Missouri State University  
Faculty Centers for  
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## Engaged Scholarship:

Practical Suggestions for  
Presenting Your Work



# Engaged Scholarship: Scholars and Committees

## ■ Develop Shared Understanding

- Establish a common language and understanding of the definition, scholarly rigor, and applied impact of community engagement

## ■ Apply Shared Understanding

- Scholars: Frame and document their engaged scholarship
- Committees: Recognize and review the scholarly rigor and impact of community-engaged scholarship



## Develop Shared Understanding: Context of Engagement

### ■ **Institutional Context at Missouri State**

#### **Public Affairs Mission:** 3 broad themes

- Ethical Leadership
- Cultural Competence
- Community Engagement



## Develop Shared Understanding: Defining Engagement

- Engagement describes the collaborations 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 2006]



## Develop Shared Understanding: Defining Community Engagement

- Application of institutional resources to address and solve challenges facing communities through collaboration with these communities
- Includes methods of community service, service-learning, community-based participatory research, training and technical assistance, coalition-building, capacity-building, economic development.

Kellogg Commission on Community-Engaged  
Scholarship in the Health Professions, 2005



## Develop Shared Understanding: Defining Community-Engaged Scholarship

- Involves faculty member in mutually beneficial partnership with community
- Draws upon single or multiple disciplines
- Often integrates multiple forms of scholarship
- Scholarship may derive from teaching, discovery, integration, application, engagement

Kellogg Commission on Community-Engaged  
Scholarship in the Health Professions, 2005



## From Service to Scholarship

- Know when you are pursuing scholarly inquiry and when you really are doing “just service”
- Scholarship defined:
  - The activity requires a high level of expertise.
  - The activity breaks new ground or is innovative.
  - The activity can be replicated and elaborated.
  - The work and its results can be documented.
  - The work and its results can be peer reviewed.
  - The activity has significance or impact.

Adapted from *Recognizing Faculty Work*, by Robert Diamond and Bronwyn Adam (1993)



## Develop Shared Understanding: MSU Experiential Learning

- **Experiential Learning:** While it is expected that all of our teaching efforts contribute to developing citizen scholars, special efforts in this regard may be used to meet this goal. Faculty should provide evidence of service-learning components in their courses or provide evidence for other structured activities that apply the course material to social issues, problems, tasks or enhancement.

Missouri State Faculty Handbook 4.2.1.2  
Goals and Criteria for Evaluating Teaching



## Develop Shared Understanding: MSU Application of Research

- **Application of Research to Benefit University**  
**Constituents:** The criterion for this goal refers to the application of research to solving problems or addressing situations significant to the public that require professional expertise.

Missouri State Faculty Handbook 4.2.2.2  
Goals and Criteria for Evaluating Research



## Develop Shared Understanding: MSU Engaged Public Scholarship

**Engaged Public Scholarship:** Public scholarship supports the University's Public Affairs mission:

- Scholarly or creative activity integral to a faculty member's academic discipline.
- Encompasses different forms of constructing knowledge about, for, and with diverse publics and communities.
  - Coherent, purposeful sequence of activities
  - Contributes to the public good and yields artifacts of public and intellectual value.



## Develop Shared Understanding: MSU Engaged Public Scholarship (cont.)

### Engaged Public Scholarship is Research

- Partnership with the public and/or private sector
  - Enriches knowledge, addresses and helps solve critical societal issues, and contributes to the public good.
- Focused on civic participation in public life
  - Participation by engaged scholars.
  - Impact of public scholarship on all constituencies.
- Projects that advance engaged public scholarship must be subjected to critical academic peer review
  - Conducted by community collaborators.
  - Assesses the significance of the project, the quality of the relationship, and the impact on the public good.



## Develop Shared Understanding: Discussion

- How do the Handbook provisions connect to MSU's Public Affairs Mission?
- What opportunities for Engaged Scholarship exist at MSU?
- Are the Policies clear? Are Procedures in place to implement the policies?
- Are you creating a culture that shows evidence of application?



## Application for Scholars: Framing Engaged Scholarship

### **Mission Driven Work**

MSU Public Affairs Mission: 3 Themes

- Ethical Leadership
- Cultural Competence
- **Community Engagement**
  - **Goal:** Students will recognize the importance of contributing their knowledge and experiences to their own community and the broader society.
  - **Goal:** Students will recognize the importance of scientific principles in the generation of sound public policy.



## Application for Scholars: Departmental Example - Chemistry

- The central focus of faculty responsibilities is on facilitating student learning by creating environments in and outside the classroom that foster the acquisition and development of knowledge, curiosity, and skills as needed by a citizen in a modern, democratic society, and a global community.

Chemistry Department  
Tenure Policy for Ranked Faculty 2.1 Philosophy



## Application for Scholars: Reflection Activity- Chemistry

- What would you expect to see in a chemistry dossier that connects the Handbook provisions with departmental philosophy?

*“The central focus of faculty responsibilities is on facilitating student learning by creating environments in and outside the classroom that foster the acquisition and development of knowledge, curiosity, and skills as needed by a citizen in a modern, democratic society, and a global community.”*



## Application for Scholars: Documenting Engaged Scholarship

- What will you document in your dossier?
  - CES rigor and impact
  - Your leadership/reputation as an engaged scholar
  - Respectful, authentic partnerships
  - Integration of engagement in teaching and research
  - Distinction between service and engaged scholarship
  - Cross validation among dossier sections
  - Reflection that includes community feedback



## Application for Scholars: Documentation: Curriculum Vitae

- Highlight community activities and consultative/advisory positions
- Demonstrate and highlight roles of community partners
- Document work as scholarly that creates, advances, extends knowledge
- Use annotations, symbols, etc.

See Community-Engaged Scholarship Toolkit at  
[www.communityengagedscholarship.info](http://www.communityengagedscholarship.info)



## Application for Reviewers: Criteria for Evaluation

- Clear goals
- Adequate preparation – of scholars
- Methodological rigor -- appropriate methods for community engagement
- Significance -- of results/impact
- Effective presentation – of work
- Reflective critique
- Ethical behavior

Community-Campus Partnerships for Health, 2007  
Adapted from Glassick, Huber & Maeroff, 1997



## Application for Reviewers: Effective CES Dossiers

- Demonstrate an integration of scholarship of discovery, teaching, engagement. Engagement is not an add-on.
- Emphasize scholarship as well as service, but maintain the distinction.
- Demonstrate that scholarship is rigorous and has impact.
- Give evidence of leadership and professional reputation.
- Provide cross-validation and multiple forms of evidence.
- Illustrate connections across various activities.
- Demonstrate reflection including how community feedback is integrated.
- Demonstrate trusted, sustained collaborations.



## Application for Reviewers: Evidence of Results/Impact (1)

- Community contributing to as well as benefiting from the research or learning project
- Making progress towards social equity
- Enhancing the ability of trainees or students to assume positions of leadership and community engagement
- Increasing capacity of individuals in the community and community organizations to advocate for themselves
- Securing increased funding to continue, expand or replicate the initial project or course
- Securing increased funding for community partners



## Application for Reviewers: Evidence of Results/Impact (2)

- Utilizing the work to add consequentially to the discipline and to the community
- Changing health or social policy
- Improving community processes or outcomes
- Opening up additional areas for further exploration and collaboration through the work
- Making a contribution consistent with the purpose and target of the work over a period of time
- Disseminating geographically limited work with clear discussion as to its relevance to other populations or other settings



## Application for Reviewers: Reviewing Engaged Scholarship

- Values and encourages engaged scholarship
  - To be the equivalent of traditional scholarly products, must involve some sort of product available for review
  - Must involve peer review either by academics qualified to make an assessment of the work, or by demonstrating clear and significant community impact
- Engaged scholarship counts toward tenure/promotion
  - May constitute a portion of a candidate's scholarly activity (but not completely substitute for publications in scholarly outlets)
  - Candidates present the argument that their engaged work constitutes significant scholarship
  - Reviewed by experts capable of making an objective evaluation



## Application for Reviewers: Reviewing Engaged Scholarship

- To satisfy the peer review requirement for engaged or applied scholarship, a candidate for tenure and/or promotion might use either of the following methods:
  - Request that their engaged or applied work be sent to an external reviewer with the credentials and professional reputation appropriate to evaluate the engaged or applied scholarly activity.
  - Solicit letters from credible community/agency leaders, that provide specific discussion of the impact of the particular project(s) on the agency or community-based group



## Application for Reviewers: Discussion

- What is acceptable evidence for “demonstrating clear and significant community impact resulting from the scholarly outcome”?
- Who are the “experts capable of making an objective evaluation”?
- What is “peer review” for engaged scholarship? Who qualifies as a peer reviewer?



## Engaged Scholarship: Resources

- Community-Campus Partnerships for Health: [www.ccph.info](http://www.ccph.info)
- Community-Engaged Scholarship toolkit: [www.communityengagedscholarship.info](http://www.communityengagedscholarship.info)
- CES4Health.info: [www.CES4Health.info](http://www.CES4Health.info)
- Faculty database: [www.facultydatabase.info](http://www.facultydatabase.info)
- National Service-Learning Clearinghouse: [www.servicelearning.org](http://www.servicelearning.org)
- Campus Compact: [www.compact.org](http://www.compact.org)



## For Further Information

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