

Task Force on the Scholarship of Engagement and Outreach:  
Definitions, Outcomes, and Assessment  
May 1, 2014

Task Force Members:

Nadia Anderson, College of Design  
Dennis Chamberlin, College of Liberal Arts and Sciences  
Nancy Franz, Extension and Outreach  
Young-A Lee, College of Human Sciences  
Sara Marcketti, Center for Excellence in Teaching and Learning  
Bobby Martens, College of Business  
JoAnn Morrison, College of Veterinary Medicine  
Mike Owen, College of Agriculture and Life Sciences  
Lorraine Pellack, University Library  
Diane Rover, College of Engineering

Iowa State University

At Iowa State University we are strongly committed to the land-grant mission of engaging with Iowans, the nation, and the world through research and teaching to address important economic, environmental, and social issues. This requires valuing many forms of scholarship and different types of peer review exemplified by a recent “perfect storm” of efforts including our Campus Compact membership, Engaged Scholarship Consortium membership, Strengthening the Professoriate at ISU NSF grant (SP@ISU), the ISU Digital Repository, and the Carnegie Community Engagement Reclassification process. Many faculty members are actively involved in engaged scholarship yet this work is not widely recognized. The Task Force on the Scholarship of Engagement and Outreach was charged with the following:

- To develop a common definition of outreach and engagement, distinguishing these from extension, professional practice, and service, with the goal of creating a common vocabulary for discussing these activities across disciplines;
- To define more clearly both the products and the outcomes of the scholarship of outreach and engagement;
- To develop a framework for measuring the impact of these outcomes more effectively so that these efforts are acknowledged appropriately as part of a faculty member’s annual performance evaluation, promotion and tenure review, and for other evaluative purposes.

The Task Force’s goals were to enhance the consistency of engaged scholarship across ISU faculty PRS documents, governance documents, and P&T processes as well as more fully meeting our land-grant university mission by giving voice to engaged scholarship, making it more visible, and enhancing its value. This includes as a land-grant institution, being fully committed to a reciprocal exchange of knowledge and resources between ISU and our community partners to extend the science-based expertise of the institution. We recommend a section on engaged scholarship be added to the ISU Faculty Handbook to define and explain this form of scholarship. We also make specific recommendations for consistent definitions, products, outcomes, and measurement for engaged scholarship across the institution while at the same time honoring disciplinary uniqueness.

## Why Engaged Scholarship?

---

Our land-grant university mission includes improving the lives of citizens and making education accessible. President Leath has frequently stated that ISU should be the university that best serves its state. Engaged scholarship is also critical for reaching the goals of ISU’s strategic plan. Research on engaged scholarship has shown that it:

- Addresses and solves public problems and issues
- Attracts and retains students
- Creates civically engaged students and faculty
- Enhances the public value of higher education
- Improves revenue generation
- Improves and integrates research and learning
- Makes higher education more relevant and responsive to the public
- Supports a diverse campus climate

## Scholarship Standards

---

The presence of many forms of scholarship creates a rich university environment. Each discipline determines what best fits their work. Below, principles put forth by Ernest Boyer (2009) of traditional scholarship of discovery (at ISU we call this “research”) are compared with engaged scholarship. “Any scholar, whether a philosopher or a physicist, can be an engaged scholar when he or she develops knowledge with the well-being of society in mind rather than for its own sake.” (Checkoway, 2013, p. 8)

Scholarship of Discovery	Engaged Scholarship
Breaks new ground in the discipline	Breaks new ground in the discipline and has direct application to broader public issues
Answers significant questions in the discipline	Answers significant questions in the discipline which have relevance to public or community issues
Is reviewed and validated by qualified peers in the discipline	Is reviewed and validated by qualified peers in the discipline and by members of the community
Is based on solid theoretical basis	Is based on solid theoretical and practical bases
Applies appropriate investigative methods	Applies appropriate investigative methods
Is disseminated to appropriate audiences	Is disseminated to appropriate academic and community audiences
Makes significant advances in knowledge and understanding the discipline	Makes significant advances in knowledge and understanding of the discipline and public social issues

Source: Andrew Furco, Associate Vice President for Public Engagement University of Minnesota (2005)

## Task Force Response

---

**Charge #1** *To develop a common definition of outreach and engagement, distinguishing these from extension, professional practice, and service, with the goal of creating a common vocabulary for discussing these activities across disciplines.*

The task force chose to affirm many of ISU's current definitions or those used nationally. Sources are noted in parentheses. **We recommend the following definitions be adopted campus-wide to enhance the effectiveness and value of engaged scholarship.**

**Engagement** – describes 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 a context of partnership and reciprocity. (*Carnegie Community Engagement Classification*)

**Engaged scholarship**– the collaborative generation, refinement, conservation, and exchange of mutually beneficial and societally relevant knowledge that is communicated to and validated by peers in academe and the community. (*Academy of Community Engaged Scholars*)

**Extension work** – Shall consist of the development of practical applications of research knowledge and giving of instruction and practical demonstration of existing or improved practices and technologies. (*Smith Lever Act 1914*)

**Extension educational process** – the composite of actions in which an Extension educator conducts a situational analysis of individual and community needs, establishes specific learner objectives, implements a plan of work, and evaluates the outcomes of the instruction to determine whether behavioral changes have occurred. (*Seevers, Graham, & Conklin*)

**Outreach** – a one-way process in which the university transfers its expertise to key constituents (*Kellogg Commission*)

**Peer review** – a critical evaluation of a product by those qualified to judge it. (*ISU College of Liberal Arts and Sciences governance*)

**Professional practice** – faculty members may engage in extension/professional practice activities by utilizing their professional expertise to disseminate information outside of the traditional classroom to help improve the knowledge and skills of their clientele (i.e., the publics they serve) or the environment in which they live and work. (*ISU faculty handbook 5.2.2.5*) **Recommendation- remove Extension from Professional Practice and add Clinical to Professional Practice.**

**Institutional service** – participating effectively in faculty governance and in the formulation of department, college, and/or university policies; or by carrying out administrative responsibilities. (*ISU faculty handbook 5.2.2.6*)

**Professional Service** – Participating in disciplinary, interdisciplinary, and professional activities outside the institution to maintain, promote, or advance the discipline. (*for examples see ISU Faculty Handbook 5.3.1.4.3*)

**Scholarship** –is creative, systematic, rational inquiry into a topic and the honest, forthright application or exposition of conclusions drawn from that inquiry. (*ISU Faculty Handbook 5.2.2.2.1*)

**Scholarship of Extension** – creative work of Extension professionals that is validated by peers and communicated (*Norman in Journal of Extension*)

**Service learning-** is an educational tool that consists of three essential elements: 1) community service, 2) curriculum connection, and 3) reflection. (*ISU Service Learning Committee website*)

**Charge #2** *To define more clearly both the products and the outcomes of the scholarship of outreach and engagement*

Nationally there are three groups of engaged scholarship products recognized across disciplines – academic products, applied products, and community products. All of the products are peer reviewed consistent with practices for all forms of scholarship. For examples of these products see Appendix A.

The scholarship of engagement reveals a variety of valuable outcomes resulting from engaged scholarship and engagement activity (see Appendix B). Specific indicators and measures for faculty productivity need to be determined at disciplinary, department, and college levels.

**We recommend the Provost’s Office provide a framework for units to create and use these indicators and measures as part of faculty reporting and performance review.**

**Charge #3** *To develop a framework for measuring the impact of these outcomes more effectively so that these efforts are acknowledged appropriately as part of a faculty member’s annual performance evaluation, promotion and tenure review, and for other evaluative purposes.*

Some academic units at ISU struggle with how to measure engaged scholarship as part of faculty evaluation. The engaged scholarship measurement framework and criteria below are professed by Glassick C., Huber M., & Maeroff G. in *Scholarship Assessed*. (1997). These standards have been adopted by most engaged institutions of higher education. Engaged scholarship should be documented at all stages of the theory to engagement cycle including discovery of new knowledge, development of that knowledge, dissemination of knowledge, learning change, behavior change, and economic, environmental, or social change (Franz, N., 2009). These criteria are intended for judgment of the overall engaged scholarship package, not a single engaged scholarship product. **We recommend that ISU unit leaders and P&T committees use this framework and criteria for faculty promotion and tenure and other faculty evaluation.**

**Clear Goals**

Does the scholar state the basic purpose of his or her work clearly? Does the scholar define objectives that are realistic and achievable? Does the scholar identify important questions in the field?

**Adequate Preparation**

Does the scholar show an understanding of existing scholarship in the field? Does the scholar bring the necessary skills to his or her work? Does the scholar bring together the resources necessary to move the project forward?

**Appropriate Methods**

Does the scholar use methods appropriate to the goals? Does the scholar apply effectively the methods selected? Does the scholar modify procedures in response to changing circumstances?

**Significant Results**

Does the scholar achieve the goals? Does the scholar's work add consequentially to the field? Does the scholar's work open additional areas for further exploration?

**Effective Presentation**

Does the scholar use a suitable style and effective organization to present his or her work? Does the scholar use appropriate forums for communicating the work to its intended audiences? Does the scholar present his or her message with clarity and integrity?

**Reflective Critique**

Does the scholar critically evaluate his or her own work? Does the scholar bring an appropriate breadth of evidence to his or her critique? Does the scholar use evaluation to improve the quality of future work?

## **Recommendations by charge**

---

The Task Force makes specific recommendations to more fully recognize and value engaged scholarship through consistent definitions, products, outcomes, and measurement for engaged scholarship across the institution while at the same time honoring disciplinary uniqueness.

### **Definitions**

#### **Short term**

- Replace "Extension/Professional Practice" with "Clinical/Professional Practice" in the faculty handbook and P&T documents

- Develop PRS's consistent with definitions put forth by this task force to match faculty work
- Engage deans, chairs, directors, and P&T chairs in understanding and adopting engaged scholarship definitions
- Update the Provost's website to match the definitions put forth by this task force

### **Medium term**

- Widen the scope of valued engaged scholarship at ISU with professional development opportunities
- Regularly send P&T committee members, department chairs, and dean cohorts to the Engagement Academy for University Leaders
- Regularly send a faculty cohort to the Emerging Engagement Scholars Workshop
- Regularly send a staff cohort to the Engagement Staff Workshop
- Conduct an annual engaged scholarship summit to highlight trends, issues, and exemplars
- Regularly conduct engaged scholarship forums for unit administrators, faculty, and graduate students

## **Products and outcomes**

### **Short term**

- Create and/or adopt guidance for documenting products and impact of engaged scholarship in the P&T dossier
- Adopt a widened faculty performance review and related annual reports to include engaged scholarship products
- Engage deans, chairs, directors, and P&T chairs in understanding and adopting engaged scholarship products and outcomes

### **Medium term**

- Create an office for engagement to provide support for engaged scholarship
- Start ISU engaged scholarship academies and other professional development for administrators, faculty, staff, and graduate students
- Create an ISU engagement website that provides examples of engagement, how to document impact, how to turn engagement into scholarship, and sharing products and projects
- Support inclusion of engaged scholarship products archived in the ISU digital repository to make scholarship more accessible to academic and community partners

## **Assessment/measurement**

### **Short term**

- Adopt Glassick, Huber, and Maeroff's engaged scholarship measurement standards across ISU colleges, schools, and departments in tandem with changes in the faculty handbook
- Provost's Office provides a framework for units to create and use engaged scholarship indicators and measures as part of faculty reporting and performance review

### **Medium term**

- Create an institution-wide database to collect and monitor scholarship including engaged scholarship activity/productivity

### **Long term**

- Create a speaker series to change campus culture to widen our view of scholarship

## **Next Steps**

---

The work of this task force should be rolled out with assistance from ISU communications staff in sequence to the Provost and Faculty Senate President, Faculty Senate, deans, and dean's councils.

### **Short term**

Taskforce members will work with the Faculty Senate President to determine recommended changes to the faculty handbook. In particular, a section needs to be added to the ISU Faculty Handbook on engaged scholarship that defines and explains this form of scholarship.

### **Medium Term**

The Provost's Office should appoint a faculty fellow and set up an office of engagement to facilitate faculty engagement, lead implementation of the recommendations, and expand this conversation and effort to include P&S staff, administrators, and students.



## References

Boyer, E. (1990). *Scholarship Reconsidered: Priorities of the professoriate*. New York: NY: The Carnegie Foundation for the Advancement of Teaching.

<http://www.hadinur.com/paper/BoyerScholarshipReconsidered.pdf>

Checkoway, B. (2013). Strengthening the scholarship of engagement. *Journal of Higher Education Outreach and Engagement*, 17(4), 7-22.

<http://openjournals.libs.uga.edu/index.php/jheoe/article/view/1113/718>

Franz, N. (2009). A holistic model of engaged scholarship: Telling the story across higher education's mission. *The Journal of Higher Education Outreach and Engagement*, 13(4), 31-50.

<http://openjournals.libs.uga.edu/index.php/jheoe/issue/view/2>

Furco, A. (2005). A comparison of traditional scholarship and the scholarship of engagement. In Anderson J. & Douglass, J. et al, *Promoting civic engagement at the University of California: Recommendations from the strategy group on civic and academic engagement* (p. 10). Berkeley, CA: Center for Studies in Higher Education.

<http://cshe.berkeley.edu/sites/default/files/shared/publications/docs/StrategyReport.2.06.pdf>

Glassick C., Huber M., & Maeroff G. (1997). *Scholarship assessed*. San Francisco, CA: Jossey-Bass.

(For additional references see the e-Library guide on engaged scholarship created by a member of this Taskforce at: <http://instr.iastate.libguides.com/engagement>)

## Appendix A

These products and outcomes of the scholarship of engagement are examples but are not exclusive or inclusive. Products and outcomes must be based on the faculty member's PRS and their disciplinary norms.

### Engaged scholarship products

#### Academic products

Articles

Books/texts/chapters/monographs

Conference posters/presentations/abstracts/proceedings

Grants/competitive contracts

#### Applied products

Curricula/texts

Educational materials

Guides/handbooks

Policies

Research briefs

Social marketing/Apps

Training and technical assistance

## **Community products**

Community attained grants/funding  
Community awards  
Designs  
Displays  
Forums/workshops/seminars  
Newsletters  
Presentations  
Reports  
Websites

## **Appendix B**

### **Engaged Scholarship Outcomes/Impact**

- Improved democracy through access to education and civically engaged citizens
- Improve research and teaching/learning
- Enhanced revenue generation, new resources, and allies
- Solved or relieved important economic, environmental, and social issues/problems
- Increased communication for trust building and collaboration
- Expanded reach and reputation
- Enhanced human and organizational empowerment through fairness, justice, participation, and self-determination of partners
- Improved community and higher education systems
- Improved social, political, and academic networks and capital
- Catalyzed community change and wellbeing
- Increased engagement of higher education in societal change and advancing public priorities
- Reinvigorated civic purposes of higher education
- Improved public access to and understanding of academic work
- Enhanced guidance of the efforts of higher education through community participation and feedback
- Increased equity of all partners through participatory educational and research processes
- Improved sustainability of efforts through more integrated and mutual processes, programs, and projects