

Developing and Valuing the Scholarship of Engagement

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Agenda

- **Public Scholarship / Scholarship of Engagement**
- **Development of Public Scholarship at Penn State**
- **Minor in Civic and Community Engagement (CIVCOM)**
- **Academics' motivation to engage in Public scholarship**

Public Scholarship is . . .

“scholarly activity generating new knowledge through academic reflection on issues of community engagement. It integrates research, teaching, and service. It does not assume that useful knowledge simply flows outward from the university to the larger community. It recognizes that new knowledge is created in its application in the field, and therefore benefits the teaching and research mission of the university”

(Yapa, 2006)

For Academics, Public Scholarship . . .

- . . . reframes academic work as an inseparable whole in which the teaching, research, and service components are teased apart only to see how each informs and enriches the others, and faculty members use the integrated whole of their work to address societal needs (Colbeck & Michael, 2006a)
- . . . is not a separate faculty role, so does not add further demands to an already overworked faculty. Instead, public scholarship *is* academic work, reframed as a unified whole, enabling faculty members to accomplish multiple scholarship goals simultaneously and thereby improving the overall efficiency and effectiveness of their academic work (Colbeck & Michael, 2006b)



For Students, Public Scholarship . . .

Nurtures democratic dispositions

- Ethic of civic participation
- Social Trust
- Openness to Different Perspectives
- Tolerance

Public Scholarship at Penn State

- Strong advocate in central administration
- Growing semi-formal interdisciplinary group of academics
- Small grants program incorporates public scholarship in new or existing courses
- Recognition / external funding for efforts
- Undergraduate and graduate student ambassadors
- Faculty senate approval for the minor in Civic and Community Engagement (CIVCOM)

With the CIVCOM Minor, students . . .

- **Apply the theories and tools of their major discipline to issues of civic consequence**
- **Learn the inherent values that shape the ways in which students apply their education**
- **Consider the implications of public scholarship for social justice and civic engagement**

Structure of CIVCOM minor

18 credits (9 credits in a major may be applied to the minor)

- Prescribed 3-credit conceptual foundations course
- Minimum 3 credits supervised public scholarship field work
- 3-6 credits in courses that concern public issues and democracy
- 3-6 credits of supporting coursework in spirit of the minor
- 3 credits of an approved capstone project requiring reflection on the integration and application of academic theory and practice in the civic community.

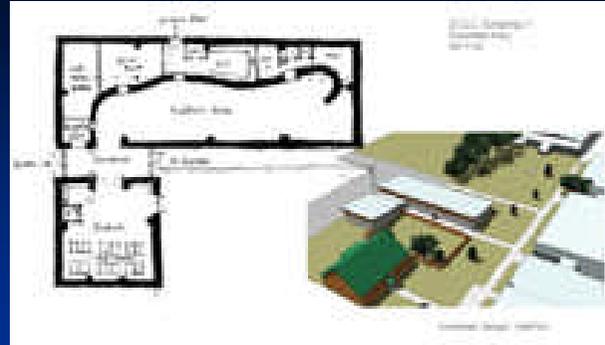
INTERCOLLEGE
MINOR IN CIVIC AND
COMMUNITY
ENGAGEMENT

FIELD EXPERIENCE
OPPORTUNITIES IN PUBLIC
SCHOLARSHIP



2003 American Indian Housing Initiative
on the
Northern Cheyenne Reservation, Montana

Early Childhood Learning Center



July 2005 Construction

Location: Lame Deer, Montana

Size: 4000 SF

Northern Cheyenne Reservation,
Chief Dull Knife College

**A healthy and energy efficient
design including maximum day
lighting, floor radiant heating, and
evaporative cooling**



2006 Work begins on Tricycle Path
and Play Yard



Penn State and Reservation Students
working together



Rethinking Urban Poverty: Philadelphia Field Project



Students on the Philadelphia Field Project becoming acquainted with children in their West Philadelphia neighborhood



Professor Yapa in his seminar on
Urban Poverty with PSU students in
West Philadelphia



Research Question

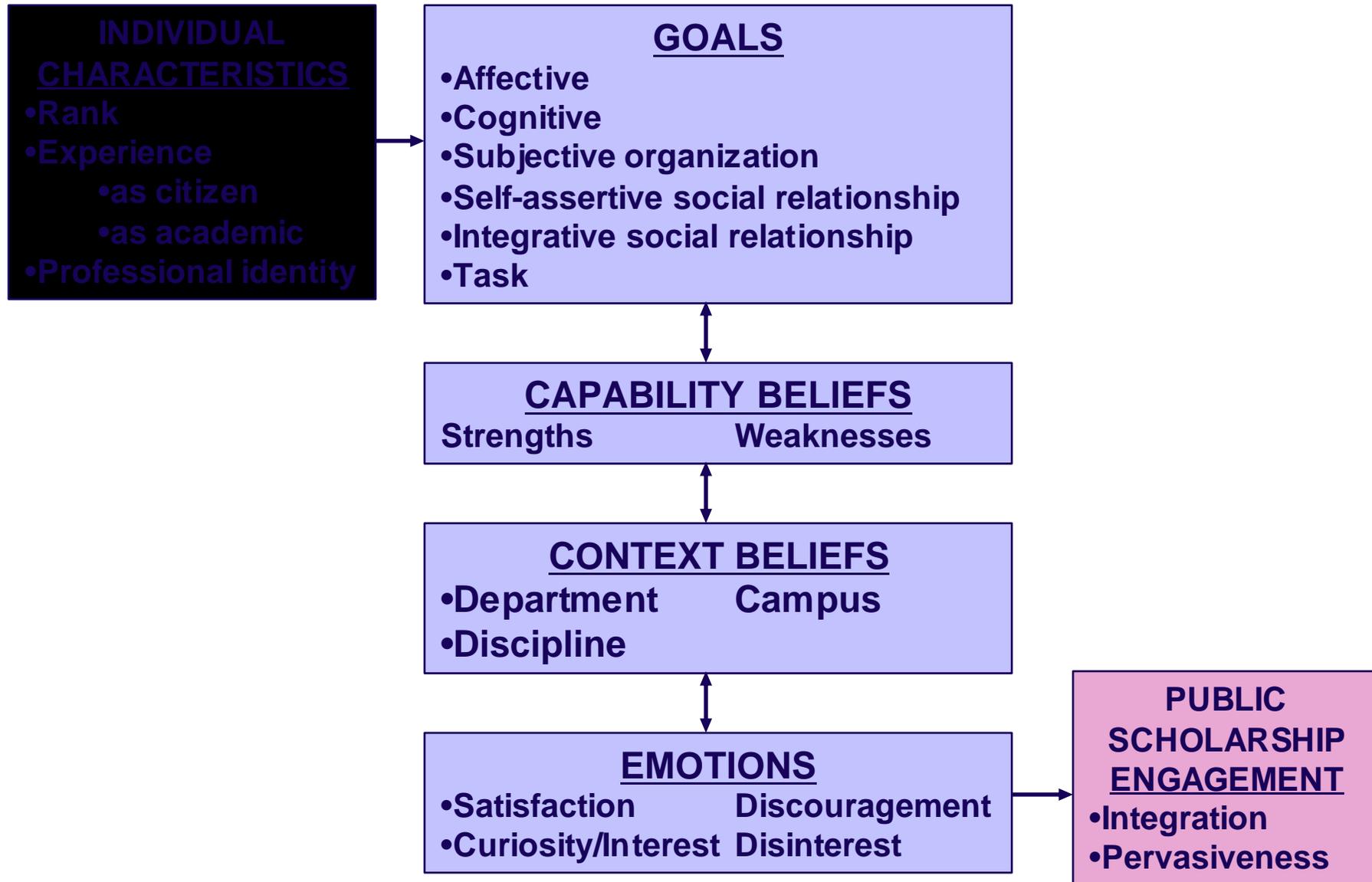
**What motivates research
university faculty to engage
in public scholarship?**

Motivation Systems Theory

**Achievement = Motivation (Goals x Capability
Beliefs x Context Beliefs x Emotions)**

Martin E. Ford (1992) *Motivating Humans: Goals, Emotions and Personal Agency Beliefs*. Newbury Park: Sage Publications.

MOTIVATION



Motivation Systems Theory and Faculty Engagement in Public Scholarship

Sample

- **12 Penn State faculty engaged in public scholarship**
 - **Gender: 6 men, 6 women**
 - **Rank: 4 full, 4 associate, 2 assistant & 2 fixed-term**
 - **Location: 10 University Park; 2 branch campus**
 - **Position: 3 current or former administrators, 2 center directors, 1 member of faculty senate**
 - **Disciplines: 8 applied; 4 pure**

Prior Experiences

- As citizens
 - Family
 - Role models & SES
 - Community groups:
 - good and bad experiences
- As academics
 - Early career
 - activism in the academy
 - Later career
 - Time & interest to focus on community
 - Challenge taken-for-granted notions of power

Professional Identity

- “Synthesis” between teaching, research and outreach roles and between academic, practitioner, and administrator positions
 - “I am very Interdisciplinary”
 - “I teach all the time, I do science all the time, and...I would not do those things...if I didn’t think it was going to do something good for the community”

Multiple Goals

- ***Social relationship*** goals – serve to maintain or promote other people or groups
 - “make the world a better place
- ***Cognitive*** goals – serve one’s need to know
 - Developing public scholarship as “a new epistemology, a different way of thinking”
- ***Self-assertive relationship*** goals – serve to maintain or promote the self
 - Tenure, promotion, or a new position
- Specific ***task*** goals for public scholarship teaching and/or research projects

Capability Beliefs

- Strengths
 - Communication skills
 - Making connections
 - Relevant experiences
 - Passion
- Weaknesses (are also strengths)
 - Too busy
 - Take too much time with students
 - Unable to say “no”
 - Want more experience

Context Beliefs

- Department
 - Positive (4): “ethos of this department”
 - Neutral or mixed (6): “benign neglect”
 - Negative (2): “strong disincentives”
- Discipline
 - Positive (5) or signs of positive changes (2): examples of top scholars at national conferences
 - Mixed (1): PS papers rejected by journal
 - Negative (1): “too many never exposed to PS”
- Institution
 - Positive (5): awards and Uniscope
 - Mixed (5): emphasis on traditional, funded research

Emotions

- Satisfaction/joy (12)
 - “It’s fun!”
- Curiosity/interest (8)
 - Felt that public scholarship invigorated their research and/or teaching
- Wariness (1)
 - Felt should delay more public scholarship until tenured
- Discouragement/ resentment (2)
 - No perceived support from context

Integration

- Part of professional identity (3)
 - “I am quite serious about this integrated life and I don’t see it as an add-on”
 - “Public scholarship is very central in defining who I am and even if that word didn’t exist, I would do it”
- Recognized synergies as they talked about their own public scholarship (5)
 - “It was really...a loop of learning something new, helping my students to learn that, learning from them, going out to the community and trying to do something with that and then bringing that back to my scholarship”
- Service learning (2)
 - “being able to do real projects, gives us the opportunity to have students grow”
- Community-based research(2)
 - “public scholarship is based on interaction with the public and so is my research”

Pervasiveness

- Pervades all (or most) academic work (8)
 - “I have this understanding of a different epistemology, of a different way of thinking and doing and so I want to do research, I want to teach--but this understanding of knowledge as a problem and creating an alternative knowledge that. . . would serve the public interest, that to me is a full-time job”
 - “I am sure there is something I do where it isn't, at the micro kind of level, but I think [public scholarship] is a theme that runs through my work”
- Is one aspect of academic work (4)
 - “I only have one course that is small enough to have it”

Motivation Maps

- How individual characteristics, goals, capability beliefs, context beliefs, and emotions led to their current engagement in public scholarship
- Educated guesses about future career choices

Personal Agency Belief Patterns

CONTEXT BELIEFS	CAPABILITY BELIEFS		
	Strong	Moderate or mixed	Weak
Positive	Robust 3	Modest 2	Fragile
Neutral or mixed	Tenacious 4	Vulnerable 1	Self-doubting
Negative	Antagonistic 1	Discouraged 1	Hopeless

Implications for Practice

- Interaction of selection and socialization effects
 - Department, disciplinary, and university contexts can encourage fresh engagement in public scholarship among faculty of all ranks
 - Department, disciplinary, and university contexts can discourage some who are predisposed to engage in public scholarship
- Department and university support may intensify faculty commitment to their workplace
 - There's explicit statements coming from department head about 'this department values the equal treatment and evaluation of research, teaching, service'...To be honest with you, that's why I'm still here"
- Public scholarship can enhance faculty productivity:
 - "When people go, 'well that's just too much work,' I don't set it as work. I see it as . . . something that has made my life so much easier."
- Public scholarship should be part of graduate education
 - "We need to do something in...our approach to graduate education that brings [public scholarship], how to do it, front and center in a meaningful and a substantive way"

References

- Colbeck, C. L. & Michael, P. W. (2006a). Individual and organizational influences on faculty members' engagement in public scholarship. In R. A. Eberly and J. Cohen (Eds.), *Laboratory for Public Scholarship and Democracy. New Directions for Teaching and Learning, No. 105*. San Francisco: Jossey-Bass.
- Colbeck, C. L. & Michael, P. W. (2006b). Public scholarship: Re-synthesizing Boyer's four domains. In J. M. Braxton (Ed.), *Delving Further into Boyer's Research on Scholarship. New Directions for Institutional Research, No. 129*. San Francisco: Jossey-Bass.
- Yapa, L. (2006). Public scholarship in the postmodern university. In R. A. Eberly and J. Cohen (Eds.), *Laboratory for Public Scholarship and Democracy. New Directions for Teaching and Learning, No. 105*. San Francisco: Jossey-Bass.