

Combining Research, Service, and Teaching

Development of a Scholarship of Engagement Agenda

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Scholarship of Engagement

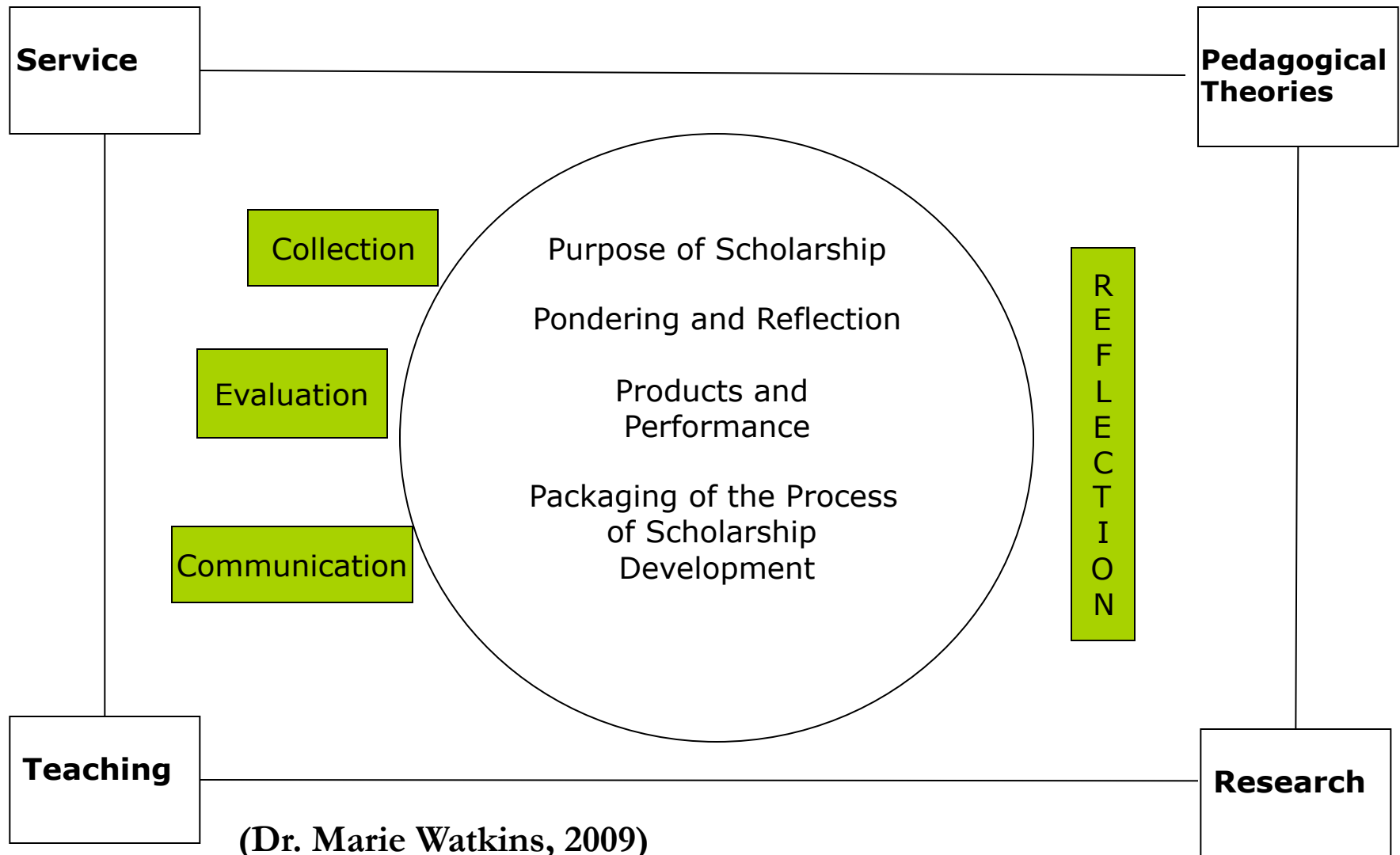
- ❑ The scholarship of engagement means “connecting the rich resources of the university to our most pressing social, civic, and ethical problems.”
- ❑ Higher education “must become a more vigorous partner in the search for answers to our most pressing social, civic, economic, and moral problems, and must reaffirm its historic commitment to what I call the scholarship of engagement.”

Boyer, 1996

Scholarship of Engagement: Interdependent Frameworks for Service-Learning

- ❑ Faculty Passion: Research, Teaching and Service
- ❑ Principles of Undergraduate Education
- ❑ Student-Learning Outcomes
- ❑ Principles of Best Practice
Service-Learning
- ❑ Mission and Delivery System of Community Partners
- ❑ Mission of University/College Academic unit
Academic department

Scholarship of Engagement Agenda



Critical Characteristics of Service-Learning

- ❑ It is **intentional**, carefully planned by the faculty to ensure that learning takes place.
- ❑ It is **active**, requiring the student to do something beyond simple observation in the new environment.
- ❑ It is **connected to the curriculum** of the college, both supporting and challenging each student's classroom learning.

Critical Characteristics of Service-Learning

- ❑ It requires that the students be **substantially engaged** in the learning experience throughout the course.
- ❑ It is **reflective**, requiring that each student contemplate the relationship between what is happening in the new environment and what they have been learning in the classroom.
- ❑ It has clearly defined measurable **learning outcomes** in order to evaluate its effectiveness.

Criteria for Assessing Scholarship

Boyer and Glassick

- 1. Clear Goals**
- 2. Appropriate Methods**
- 3. Significant Results**
- 4. Effective Communication**
- 5. Reflective Critique**
- 6. Overall Evaluation of Dossier**

1. Clear Goals

- ❑ Does the scholar state the basic purposes 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?
- ❑ Rating: (e.g. excellent, good, fair, poor)

2. 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?

3. 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?

4. 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?

5. Effective Communication

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

6. 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?

7. Overall Evaluation of Dossier

- ❑ Mission Statement of College/University
- ❑ Departmental Goals
- ❑ Student Learning Outcomes
- ❑ Promotion/Tenure Guidelines
- ❑ National Standards for Service-Learning
- ❑ Personal Passion

Possible Scholarship of Engagement Documents

- ❑ Service-Learning Product (i.e. paper report)
- ❑ Faculty Self- Assessment
- ❑ Course Seminar or Workshop Syllabi
- ❑ Service-Learning Performance Evaluation
- ❑ Award, Certificate, License
- ❑ Student Reflection Documents