

Contemporary Views of Scholarship

"The scholarship of engagement means connecting the rich resources of the university to our most pressing social, civic and ethical problems, to our children, to our schools, to our teachers and to our cities..."

Ernest Boyer in *The Scholarship of Engagement*

In 1987, the Carnegie Foundation for the Advancement of Teaching commissioned a report to examine the meaning of scholarship. *Scholarship Reconsidered*, authored by the late Ernest Boyer, challenged higher education to embrace the full scope of academic work, moving beyond an exclusive focus on traditional and narrowly defined research as the only legitimate avenue to further knowledge. He proposed four interrelated dimensions of scholarship; discovery, integration, application and teaching. Subsequently, Boyer expanded his definition to include the scholarship of engagement which regards service as scholarship when it requires the use of knowledge that results from one's role as a faculty member.

The scholarship of discovery refers to the pursuit of inquiry and investigation in search of new knowledge.

The scholarship of integration consists of making connections across disciplines and advancing knowledge through synthesis.

The scholarship of application asks how knowledge can be applied to the social issues of the times in a dynamic process that generates and tests new theory and knowledge.

The scholarship of teaching includes not only transmitting knowledge, but also transforming and extending it.

The scholarship of engagement connects any of the above dimensions of scholarship to the understanding and solving of pressing social, civic, and ethical problem

For more detail on Boyer's definition of scholarship and it's applications see:

Boyer, Ernest. (1990). *Scholarship Reconsidered: Priorities of the Professoriate*. Menlo Park, CA, The Carnegie Foundation for the Advancement of Teaching: 147.

Boyer, Ernest. (1996). *The Scholarship of Engagement*. *Journal of Public Outreach*. 1(1): 11-20.

Definitions

The report of the [Commission on Community Engaged Scholarship in the Health Professions](#), with funding from the [W.K. Kellogg Foundation](#), defines community engagement, scholarship and community-engaged scholarship as follows:

Community engagement: "The application of institutional resources to address and solve challenges facing communities through collaboration with these communities."

Scholarship: "Teaching, discovery, integration, application and engagement; clear goals, adequate preparation, appropriate methods, significant results, effective presentation, and reflective critique that is rigorous and peer-reviewed."

Community-engaged scholarship: "Scholarship that involves the faculty member in a mutually beneficial partnership with the community. Community-engaged scholarship can be transdisciplinary and often integrates some combination of multiple forms of scholarship. For example, service-learning can integrate the scholarship of teaching, application, and engagement, and community-based participatory research can integrate the scholarship of discovery, integration, application and engagement."

The report further states:

"It is important to point out that not all community-engaged activities undertaken by faculty are scholarship. For example, if a faculty member devotes time to developing a community-based health program, it may be important work and it may advance the service mission of the institution, but unless it includes the other components that define scholarship (e.g., clear goals, adequate preparation, appropriate methods, significant results, effective presentation, reflective critique, rigor, and peer review) it would not be considered scholarship."