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## The Legacy and Future of a Model for Engaged Scholarship: Supporting a Broader Range of Scholarship

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## The Legacy and Future of a Model for Engaged Scholarship: Supporting a Broader Range of Scholarship

### Abstract

Little did I know, when my model for holistic engaged scholarship was published by the Journal of Higher Education Outreach and Engagement in 2009, that it would become an important tool for furthering the engaged scholarship movement. I created the model through an iterative process of presentations and conversations at several conferences and other venues over several years. I hadn't planned on publishing the model, but several colleagues encouraged me to do so. I have been amazed at the ways it has been used to further research, personal effectiveness, organizational development, and engagement scholarship practice.

### Disciplines

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### Comments

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# BUILDING THE FIELD OF HIGHER EDUCATION ENGAGEMENT

Foundational Ideas and Future Directions

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*Edited by*  
*Lorilee R. Sandmann and Diann O. Jones*

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# THE LEGACY AND FUTURE OF A MODEL FOR ENGAGED SCHOLARSHIP

Supporting a Broader Range of Scholarship

*Nancy Franz*

Little did I know, when my model for holistic engaged scholarship was published by the *Journal of Higher Education Outreach and Engagement* in 2009, that it would become an important tool for furthering the engaged scholarship movement. I created the model through an iterative process of presentations and conversations at several conferences and other venues over several years. I hadn't planned on publishing the model, but several colleagues encouraged me to do so. I have been amazed at the ways it has been used to further research, personal effectiveness, organizational development, and engagement scholarship practice.

## **Use of the Model**

### *Personal Use*

I've personally used the model since 2006 in a variety of ways. The holistic model of engaged scholarship has been woven into my research and teaching presentations, professional development, and technical assistance across the country over the last decade. I've used the model to help articulate the *Journal of Extension's* niche in the extension scholarship movement (Franz & Stovall, 2012), to assist others with measuring and articulating engaged scholarship and the value of community engagement (Franz, 2011, 2014, 2015), and to share methods to help graduate students conduct meaningful and successful

community-based research (Franz, 2013). The elements and use of the model have also informed my blog postings and social media presence.

The deepest use of the model has been with emerging engagement scholars in their orientation to engaged scholarship and the development of their scholarly agendas and practices. I've served as a guest speaker for the last six years for the Emerging Engagement Scholars Workshop during the Engagement Scholarship Consortium Conference. My presentation on tips for constructing a promotion and tenure engaged dossier (Franz, 2011) includes a discussion of the holistic engaged scholarship model to help the scholars think about how to position their work and their scholarly products. Mentoring relationships have developed from these conversations, and one relationship resulted in the creation of scholarship from deep exploration of our lived experience as engaged scholars (Thompson & Franz, 2016).

Most recently, I've used it while serving as an administrator and engaged scholarship champion at Iowa State University. The model has been a helpful tool to guide conversations and organizational change at Iowa State through learning circles in my college, guiding graduate students, institution-wide new faculty orientation, department and school meetings, department chair and director lunch and learn sessions sponsored by the provost's office, team and individual scholarship, and promotion and tenure conversations. I also shared the model as a foundation for discussion and related action as co-chair for Iowa State's Faculty Task Force on Engaged Scholarship and Iowa State's Carnegie Engagement Reclassification Committee. These discussions and actions have helped expand what counts as scholarship at the university, especially scholarship as a public good of a land-grant university.

### *Use by Others*

I have been pleasantly surprised to observe how other scholars have used the holistic model of engaged scholarship. They have chosen the model to help frame their own research, to make the case for improved engagement and engaged research, and to support the need for a broader range of acceptable scholarship in academe. In particular, the model has been used to define *engagement* (French & Morse, 2015); to explore institutional support for community engagement, including expanded faculty professional roles (French et al., 2013; Nicotera, Cutforth, Fretz, & Summers Thompson, 2011; Wittkower, Selinger, & Rush, 2013); to guide inquiry on faculty productivity (Watkins, 2015); and to document changes to engagement approaches at land-grant universities (Scott, 2012). Scholars in critical race feminism (Verjee & Butterwick, 2014), instructional design (van Tryon, 2013), and education (Nedashkivska & Bilash, 2015; Streaun, 2012) have referred to one

or more elements of the holistic engaged scholarship model. Some scholars have used the model to describe particular engaged scholarship case studies (Bain, 2014; DeZolt, 2014). Several of the emerging scholars over the years have also indicated that this model helped them expand the points in their work while they develop and articulate engaged scholarship and the creation of a wider range of engaged scholarly products. They have also appreciated the model's integration of teaching, research, and outreach that aligns with their day-to-day work and ambitions.

Surprisingly, the model has not been deconstructed or added to by other scholars through traditional academic peer-reviewed publications. The most thoughtful nonpublished use of the model has been through an integration of the holistic engaged scholarship model with a broader impacts research framework at one large research university. This framework was developed in response to the National Science Foundation's focus on the need for scientists to articulate the broader impacts of their work for society. The same university is also using the engaged scholarship model to intentionally select scientists to work together on research projects so that all three missions and all six leverage points for engaged scholarship from the model are represented. These actions directly resulted from the National Alliance for Broader Impacts integrating the holistic engaged scholarship model and other engaged scholarship tools and presentations into three national conferences for faculty and administrators over the past three years.

### **Hopes for the Model**

I hope the holistic model for engaged scholarship will continue to add to scholarly conversations and actions to broaden the definition, use, and acceptance of engagement scholarship research and teaching practice and products. I had expected more people to study, implement, and evaluate a wider variety of engaged scholarly products as a result of the publication and dissemination of the model. However, this hasn't happened. I hope future research, practice, and policy will lead to advances in these areas.

After using the model for almost a decade, I have come to realize that the term *field* in the definition is confusing for some people. I have begun to drop that term and simply state that engaged scholarship is a mutual relationship between academia and the community that leaves a positive legacy for all partners. This simplified definition appears to resonate better than the original definition with a wider variety of people in a wide variety of contexts.

I hope scholars and academics will use the model to plan more intentionally for engaged scholarship products before engagement begins. I often create a table of potential products with academic and community partners

upfront and update the table as the project progresses (see Franz, 2011, p. 23). A purposeful and coordinated plan for developing and disseminating engagement scholarship products tends to increase quantity and quality.

### Summary

The holistic model for engaged scholarship published in the *Journal of Higher Education Outreach and Engagement* in 2009 has helped shape the way scholars and administrators think about and practice engaged scholarship and judgments about that scholarship. The model has been used by individuals, teams, and organizations to enhance engaged teaching and research. However, there are more opportunities to use the model to contribute to development of further frameworks for engaged scholarship in a variety of disciplines and projects. I welcome deconstruction of and additions to the model for more effective support that will enable engaged scholarship to better meet the needs of communities and the academics and students who partner with them.

### Consider and Discuss . . .

1. What are the barriers at your institution to practicing a holistic approach to engaged scholarship? How can they be lessened or removed?
2. What support does your institution have in place for a holistic approach to engaged scholarship? How can it be amplified?
3. Franz advocates for critical stories as a powerful vehicle to communicate engaged scholarship efforts. What are the most critical stories about engaged scholarship that need to be articulated and why?
4. Which storytelling entry points in Franz's engaged scholarship model are underutilized at your institution? How can they be more fully used?
5. What would you add or change about the model and why?

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