Learning Exchange The Kind of Scholarship Democracy Needs

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- What **innovations, ideas, opportunities, and/or action steps** received the most support among your group?
    - Community members are researchers, too – principles of research should be (1) task sharing and (2) lay participation (Albert DZur)
    - We have to think about knowledge generation differently
    - Values are important and the values should mirror the relationships created b/t academy and community
    - Successful community research is based on successful relationship creation
    - If we're engaging community researchers, we need to build capacity in the community
    - Hierarchical nature of academic institutions has to change
    - This field of engaged scholarship puts us in a whole new world, with new questions to ask

- In the probes (suggestions, not mandatory questions), we ask about **language, assessment, and technology**. Please share with us anything regarding these topics that resonated with your group.
    - Sometimes the distinctions b/t types of research may be counterproductive – but we couldn't even come to common definitions of scholarship and/or types of research classifications
    - While we can work toward better definitions of our work, it's also important to keep the language fluid – language is important in creating new knowledge, and can sometimes be transformative
    - We struggle with definitions of community – is the academic institution part of the community, are the members of the academy part of the community, and what exactly is the community? Also the role of elites as representing – or not – the community
    - Sometimes the data gathered may not be on its face, relevant to the researcher, but may be relevant to the community – and that's OK
    - Sometimes language is co-opted by the university

- In the probes, we ask about **justice, equity, and freedom**. Please share with us anything regarding these values that resonated with your group.
    - This kind of scholarship should be value-driven
    - The notion of "courageous scholarship"
    - We have to question the assumption that academics can fix things

- Were there **people** in your group who were interested in working on these ideas? (If so, please be specific about who and the plans being hatched.)
    - They're already working on it …

- Based on the discussion, what do you think should be the **top priorities** for educators and practitioners?

- We have successful models of public scholarship – use them
- We have books supporting this – use them (Al Dzur's *Democratic Professionalism,* _____*Coming to Critical Engagement,* and Ernest Lynton's "ecosystem of knowledge production" concept)
- Leadership in the university is important, but so is bottom-up change
- Work with disciplinary associations