Benefits of Collaboration and Thought Leaders

A survey of materials on collaboration in academia shows that the predominant volume of writing on the topic is focused around collaboration in science, medical, and services disciplines which tracks with historical trends in uptake of collaborative research generally. There is a smaller volume of literature on collaboration and collaborative research in the humanities disciplines but the volume of writing is increasing in recent years. Collaborative research is also talked about as "engaged scholarship" and "community-engaged" or "community based participatory / action" research (in medical fields the notion of "convergence or convergence science" and "team science" are also terms indicative of collaborative research frameworks). This limitation on literature and multiple languages for discussing collaborative frameworks means there are no current "thought leaders" in terms of individuals identifiable through large numbers of citations. For this survey, I have included writing on all of these topic areas for both general (faculty-level) research and graduate education and research. Additionally, I have included a section on funding for collaborative research in the humanities and professional organizations and blogs focused on collaboration in academic research and research development that provide additional resources for thinking about the benefits and best practices of collaboration.

Across all areas of the literature specific types of benefits are identified broadly for all disciplinary areas. These include 1) the ability to address more or highly complex questions through research or to approach phenomena from a more complex framework; 2) the extension of researcher capability through engaging in and learning multi/inter/trans-perspective frameworks thus expanding researcher capacity and engagement; 3) the increasing

availability of funding for collaborative projects, particularly those that cross disciplinary areas – this funding can also provide funding for humanists during periods when they might not normally be funded for research such as summer months; 4) increased capacity in research infrastructure and services through leveraging multiple departments, areas, and potential funding sources (such as traditional science funders); 5) increased ability to discuss and disseminate research findings, impacts, and importance to academic and non-academic communities – an increasingly important capacity for the humanities generally (see the current two year focus on dissemination to the "public" at NEH).

Collaborative, engaged, and participatory frameworks are complex and require longer timeframes, interaction skills, and ethical considerations than single researcher projects. Collaborative work also requires re-thinking research products "beyond the book" or outside article publication. Products of research expand to include website developments, programs, education, and curricular developments, media products or art/performance-based, community-driven projects and outputs, among other options. The multiplication of options for research products or outputs for faculty and graduate students is beneficial in that it can offer variable ways to produce scholarship as well as extend possibilities for engagement with a range of audiences.

Re-envisioning the Humanities PhD.

Books on Collaboration, Engaged Scholarship, and Industry Partnership

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- *Digital Research in the Arts and Humanities: Collaborative Research in the Digital Humanities:* http://site.ebrary.com.libproxy.lib.unc.edu/lib/uncch/reader.action?docID=10541037&ppg=14
- *The WISH List: The Public Value of the Humanities:* http://site.ebrary.com/lib/uncch/detail.action?docID=10511471

Scholarly Articles

Articles on Academic Collaboration in / with the Humanities:

- "Human values and the value of humanities in interdisciplinary research": http://dx.doi.org/10.1080/23311983.2015.1123080
- "Ashes2Art Collaboration and Community in the Humanities": http://journals.uic.edu.libproxy.lib.unc.edu/ojs/index.php/fm/issue/view/268
- "'More Hands' Means 'More Ideas': Collaboration in the Humanities": http://www.mdpi.com/2076-0787/4/3/353
- "Collaboration in the Sciences and Humanities: A Comparative Phenomenology": http://ahh.sagepub.com.libproxy.lib.unc.edu/content/11/3/250
- "Collaborative Research Across Disciplinary and Organizational Boundaries" (Science Based Article Meta-analysis): http://sss.sagepub.com.libproxy.lib.unc.edu/content/35/5/703
- "Collaborative Research, Deliberation, and Innovation" (Science Based Article): http://search.proquest.com.libproxy.lib.unc.edu/docview/1549508047/fulltextPDF/16DF725DE74B4DEDPQ/1?accountid=14244
- "Stepping out: collaborative research across disciplines": http://www.tandfonline.com.libproxy.lib.unc.edu/doi/full/10.1080/09518398.2016.1162867?scroll=top&needAccess=true
- "Digging into data using new collaborative infrastructures supporting humanities-based computer science research": http://journals.uic.edu.libproxy.lib.unc.edu/ojs/index.php/fm/article/view/3372/2950
- "Beyond disciplinarity: humanities and supercomplexity": https://auth-lib-unc-edu.libproxy.lib.unc.edu/ezproxy_auth.php?url=http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=aph&AN=35523431&site=ehost-live&scope=site
- "Collaboration, Economy, and the Future of the Humanities": http://www.jstor.org.libproxy.lib.unc.edu/stable/pdf/10.1086/421138.pdf
- "Collaboration For Better or For Worse": http://scx.sagepub.com.libproxy.lib.unc.edu/content/14/1/133.full.pdf+html
- "Creating socially networked knowledge through interdisciplinary collaboration": http://ahh.sagepub.com.libproxy.lib.unc.edu/content/11/1-2/93.full.pdf+html
- Living in a Digital World: Rethinking Peer Review, Collaboration, and Open Access: http://journalofdigitalhumanities.org/1-4/

Re-envisioning the Humanities PhD.

Articles on Engaged Scholarship, Community Partnership / Collaboration, and Arts Collaboration
- "What Determines Faculty Engaged Scholarship": https://muse.jhu.edu/article/383525
- "Rewarding Community Engaged Scholarship": http://onlinelibrary.wiley.com/doi/10.1002/he.355/full
- "The Promise and Peril of Engaged Scholarship": https://auth-lib-unc-edu.libproxy.lib.unc.edu/ezproxy_auth.php?url=http://search.ebscohost.com.libproxy.lib.unc.edu/login.aspx?direct=true&db=lkh&AN=108556086&site=ehost-live&scope=site
- "Illuminating the practice of Knowledge Exchange": http://dx.doi.org/10.1016/j.geoforum.2016.03.002
- "Building Equitable Community-Academic Research Collaborations": http://epress.lib.uts.edu.au.libproxy.lib.unc.edu/journals/index.php/ijcre/article/view/2822
- "Tackling Wicked Problems through Engaged Scholarship": http://libproxy.lib.unc.edu/login?url=http://search.proquest.com.libproxy.lib.unc.edu/docview/1562750018?accountid=14244
- "Expansive Collaboration: A Model for Transformed Classrooms, Community-Based Research, and Service-Learning": http://libproxy.lib.unc.edu/login?url=http://search.proquest.com.libproxy.lib.unc.edu/docview/927746160?accountid=14244
- "Reflecting on community/academic 'collaboration'" : http://arj.sagepub.com.libproxy.lib.unc.edu/content/7/2/165

Graduate Education and Collaborative Research (collaboration, community-engaged, research)
- "Logics of Collaboration": http://link.springer.com.libproxy.lib.unc.edu/article/10.1007%2Fs10708-014-9580-8
- "Training Humanities Doctoral Students in Collaborative Research and Digital Multi Media": http://ahh.sagepub.com.libproxy.lib.unc.edu/content/11/1-2/140
- "Graduate Education and Community Engagement": http://onlinelibrary.wiley.com.libproxy.lib.unc.edu/doi/10.1002/tl.306/full
- "Creating Entrepreneurial Networks: Academic Entrepreneurship, Mobility, and Collaboration during PhD Education": http://link.springer.com.libproxy.lib.unc.edu/article/10.1007%2Fs10734-011-9488-x

Arts & Humanities Funding and Funders for Collaboration (all faculty level funding)

- National Endowment for the Humanities (NEH): http://www.neh.gov/grants/research/collaborative-research-grants
- American Council of Learned Societies (ACLS) https://www.acls.org/programs/collaborative/
- http://ideasandsociety.ucr.edu/wp-content/uploads/2014/11/Humanities-Collaborative-Award-APPLICATION.pdf
- The Mellon Foundation:
- National Organization of Research Development Professionals (NORDP) http://www.nordp.org/assets/resources-docs/collaborative_funding_programs.pdf
- UNC Chapel Hill Institutional Programs:
  - FIRE Grants
  - TraCS Collaborative Grants

Blogs / Professional Organizations

- NORD – Collaboration Process Presentation: http://www.nordp.org/assets/RDConf2015/presentations/nordp-2015-deal.pdf
- National Institutes of Health: http://www.ncbi.nlm.nih.gov/pubmed/2045356
- Office of Research Integrity at DHHS: http://ori.hhs.gov/education/products/niu_collabresearch/collabresearch/need/need.html
- Horizon 2020 Consulting: http://www.horizon2020consulting.com/20-benefits-of-collaboration-as-a-researcher-you-cannot-afford-to-ignore/
- Institute for Collaborative Research in the Humanities: http://www.qub.ac.uk/research-centres/InstituteforCollaborativeResearchintheHumanities/AboutUs/
- Toolbox Project: http://toolbox-project.org/
- Team Science Toolkit: https://www.teamsciencetoolkit.cancer.gov/public/home.aspx?js=1

Annotated Bibliography of Articles and Books

Bate, Jonathan. *The Public Value of the Humanities*. London: Bloomsbury Academic, 2011. *Ebrary ProQuest Reader*. Web. Researchers and teachers in the humanities are of value to the state if and when they fulfil the function of the Coleridgean clerisy. They must remember, though, that they are a form of 'national property': their work must be for the benefit not of themselves but of the entire nation. Reading Coleridge's definition of the clerisy in the light of twenty-first century debates about research funding, what is most striking is the huge emphasis that he places on what is now called 'dissemination'. The results of our research must be 'distributed throughout the country, so as not to leave even the smallest integral part or division without a resident guide, guardian, and instructor'. The investment must be large, the responsibility – the public duty – placed upon the latter-day clerisy is heavy, but in the 'knowledge economy' and faced with the global insecurity of the twenty-first century, the return on the investment is potentially vast. Even more than in Coleridge's day, the work of the clerisy in binding past, present and future, in yoking inheritance to aspiration and tradition to innovation, and in maintaining the understanding of 'those rights' and 'correspondent duties' that are at the core of national identity, can play a major role in 'securing for the nation' that 'character of general civilization, which equally with, or rather more than, fleets, armies, and revenue, forms the ground of its defensive and offensive power'. Research in the humanities is often regarded as a superficial ornament of society. Those who undertake it are sometimes accused of obscurantism, of being all too eager to show off the amazing technicolor dream coat of their academic jargon at the expense of communicating clearly with a wide public. But if Coleridge is to be believed, it might just be that among the faculties of humanities we will find the Josephs who will guide us through the seven lean years.

Bienkowska, Dzamila, and Magnus Klofsten. "Creating Entrepreneurial Networks: Academic Entrepreneurship, Mobility and Collaboration during PhD Education." *Higher Education* 64.2 (2011): 207-22. Web. Network-building activities of PhD students are an important area of study in furthering our understanding of academic entrepreneurship. This paper focuses on PhD students' participation in network-building activities defined as mobility and collaboration, as well as own interest in and

perceived grade of support for commercialisation from various levels of the university hierarchy. The results of a large-scale survey (of 1,126 PhD students at Linköping University, Sweden, 41% response rate) presented here show that the majority of PhD students are engaged in collaborations with external organisations, though quite few (one quarter) have spent a part of their PhD education outside their home university. PhD students from all faculties are on average interested in commercialisation and in favour of it. However, PhD students from the faculty of Health Sciences state that it is difficult for them to combine research and commercialisation. Furthermore, interest in commercialisation of research results is relatively lowest amongst those PhD students who are undertaking mobility placements at other universities, thus pointing to an experienced incompatibility of research and academic entrepreneurship.

Borden, C. M. "Collaboration, For Better or For Worse." *Science Communication* 14.1 (1992): 133-42. Web. In this overview of three Smithsonian Institution seminars on collaboration excerpted in issues of Knowledge, the seminar organizer draws on highlights of the discussions and additional sources to describe the practice and purpose of collaboration in general, as well as in a number of specific, different fields of inquiry. Looking at conditions that affect not only the opportunities for collaboration but also its likelihood of success, the author posits possible relationships among collaboration, interdisciplinarity, and specialization. Collaborative work never seems to be valued more highly than individual effort, yet it is apparently unavoidable in the world of learning, and is growing in guantity and scope.

Cavanagh, Sheila. "Living in a Digital World: Rethinking Peer Review, Collaboration, and Open Access." *ABO: Interactive Journal for Women in the Arts, 1640-1830* 2.1 (2012): n. pag. Web. My goal in this essay is to encourage conversations about significant aspects of digital scholarship and pedagogy that have not yet surfaced in the awareness of many key players in the intertwined processes of mentoring, hiring, tenure, and promotion. Those who do not work in electronic realms themselves need to acquire a clearer understanding of the particular requirements of this rapidly expanding scholarly domain. "Access" to the ability to create substantive digital work emanates from markedly different sources than comparable

access to traditional scholarship and pedagogy. Once completed, the resulting projects often do not easily fit conventional evaluative mechanisms. Electronic media have become pervasive in all of our lives, just as many institutions are facing severe financial constraints. These concurrent realities bring an urgency to the issues addressed here that contrast with the slow pace that often characterizes significant change in higher education.

Chuk, E., R. Hoetzlein, D. Kim, and J. Panko. "Creating Socially Networked Knowledge through Interdisciplinary Collaboration." *Arts and Humanities in Higher Education* 11.1-2 (2011): 93-108. Web.We report on the experience of creating a socially networked system, the Research-oriented Social Environment (RoSE), for representing knowledge in the form of relationships between people, documents, and groups. Developed as an intercampus, interdisciplinary project of the University of California, this work reflects on a collaboration between scholars in the humanities, software engineering, and information studies by providing an opportunity not only to synthesize different disciplinary perspectives, but also to interrogate and challenge the assumptions each brings to team-based design projects in the digital humanities. This work examines socially networked knowledge as both content and methodology for collaboration, calling for further critique and future investigation of epistemological questions in models of social networks.

Cummings, Jonathon N., and Sara Kiesler. "Collaborative Research across Disciplinary and Organizational Boundaries." *Scientific Collaboration on the Internet* (2008): 98-117. Web. Scientific and engineering research increasingly involves multidisciplinary collaboration, sometimes across multiple organizations. Technological advances have made such cross-boundary projects possible, yet they can carry high coordination costs. This study investigated scientific collaboration across disciplinary and university boundaries to understand the need for coordination in these collaborations and how different levels of coordination predicted success. We conducted a study of 62 scientific collaborations supported by a program of the US National Science Foundation in 1998 and 1999. Projects with principal investigators (PIs) in more disciplines reported as many positive outcomes as did projects involving fewer disciplines. By contrast, multi-university, rather than multidisciplinary, projects were problematic. Projects with PIs

from more universities were significantly less well coordinated and reported fewer positive outcomes than projects with PIs from fewer universities. Coordination mechanisms that brought distant researchers together physically slightly reduced the negative impact of collaborations involving multiple universities. We discuss implications for theory, practice, and policy.

Diemens, Lynne. ""More Hands" Means "More Ideas": Collaboration in the Humanities." *Humanities* 4.September (2015): 353-68. *Humanities Open Access Journal*. MDPI, 31 Aug. 2015. Web. Like those in the Sciences and Social Sciences, humanities researchers are turning to collaborations to explore increasingly complex questions and implement new forms of methodologies. Granting agencies are supporting this trend with specific programs focused on highly collaborative research. While researchers and other associated team members welcome these collaborations as a way to undertake projects that would not be otherwise possible, work needs to be done to prepare individuals for team research. This becomes especially important for those in the Humanities who have been trained in single author work patterns and rewarded for those. Given this, what does collaboration look like in Humanities research? This paper will explore the experience of a large scale Humanities collaboration to understand the nature of collaboration, benefits and challenges and conclude with best practices for individuals and teams considering collaborative research.

Dunkel, Florence V., Ashley N. Shams, and Camille M. George. "Expansive Collaboration: A Model for Transformed Classrooms, Community-Based Research, and Service-Learning." *NACTA Journal* 55.4 (2011): 65-73. Print. The Expansive Collaboration (EC) Model suggests methodologies promoting education for sustainable development. This EC Model, though not new, stresses: 1) communities be involved as vested partners; 2) collaborations include significantly different disciplines representing humanities, agriculture, art, business, engineering, health, communication; 3) tribal colleges or other non- Western (non-European derived) culture institutions link with non-native serving institutions; and 4) all stakeholders focus on a community-selected issue using the holistic process. The EC Model, designed to link institutions serving different cultures to focus together on a specific local or international community, developed over 10 experimentation years, with eight higher education

institution partners, 130 students in overseas (Mali) components, and estimated 3,000 in U.S. classroom components. This model works in different educational and community settings with or without formal service-learning components. Authors present the Model's theoretical background and role in providing students in disciplines within and "beyond" agriculture with tools to implement sustainable development and use the holistic process. The Model operates under the premise that teaching environments, created when these diverse working teams form, deepen student interest and learning by promoting critical thinking, creative problem-solving, and enhance communication skills needed to solve nuanced issues. These transdisciplinary, multi-institutional approaches create synergy not possible with a simpler collective.

Ensslin, A., and W. Slocombe. "Training Humanities Doctoral Students in Collaborative and Digital Multimedia." *Arts and Humanities in Higher Education* 11.1-2 (2011): 140-56. Web. This study reports on the pedagogic rationale, didactic design and implications of an AHRC-funded doctoral training scheme in collaborative and digital multimedia in the humanities. In the second part of this article we discuss three areas of provision that were identified as particularly significant and/or controversial. These include (1) desktop publishing and information design for academic posters, (2) quantitative, corpus-based approaches to text analysis, and (3) a discussion of the affordances and constraints of 'collaborative' Web 2.0 based research as reflected by participants and relevant theory.

Gilman, Sander L. "Collaboration, the Economy, and the Future of the Humanities." *Critical Inquiry* 30.2 (2004): 384-90. *JSTOR*. Web. 07 Oct. 2016. The irony is that while the impetus is to fear the future, to doubt our ability to impact it, to encourage our students to accept models of scholarship that we believe are coming to an end for "pragmatic" reasons, we should be using this moment to rethink what we are doing and why we are doing it. Times of stress should enable us to rethink in ways that times of excess do not. Here the role of the humanities must be paramount.We have models for the humanities that can change the way the university functions. We have the ability to use times of intense confrontation to provide new and exciting experiments. Even if the motivation is a challenged economy, we can use this as a wellspring for positive and forward looking undertakings. Thus communities may well need to

think of the university as part of a world of education and the production of knowledge that is better

integrated with other such institutions such as museums, adult education structures, public television

and radio, and so on. Here the impetus may be cost cutting, but collaboration across traditional

boundaries is the direct result. The boundaries between the older models that divided the world into

separate spheres for the creation and dissemination of knowledge will begin to alter.

Groen, Janet, and Tara Hyland-Russell. "Stepping Out: Collaborative Research across Disciplines." *International

Journal of Qualitative Studies in Education* 29.6 (2016): 814-26. Web. This paper offers the experiences

and insights of two faculty members, located in two separate disciplines, as they engaged in

collaborative research. While knowledge created by stepping out and reaching across disciplines reflects

the reality of an increasingly complex world, their experiences highlight both the benefits of a

supportive collaborative partnership as well as the risks and discomfort experienced without tangible

discipline support, when researchers stray too far from their home discipline. While transparency and

attention to process is critical to all researchers engaged in collaborative partnership, its necessity is

heightened when venturing beyond the territory of familiar disciplines.

Houston, Renee, and Carolyn Weisz. "The Promise and Peril of Engaged Scholarship." *Women and

Language* 38.1 (2015): 143-51. Print. Rather than describe in detail specific research methods and

findings, in this space I will focus on the rewards and challenges of conducting collaborative, field-based

research in an environment where policy-makers, service providers, and other stakeholders figure

prominently. My own research experiences are unique because they reflect my identity as a faculty

member at an undergraduate, liberal arts university and also the particularities of issues and

organizations in the Tacoma area. However, my own experiences may serve to offer some

recommendations as food for thought for those of you who may be engaged in similar kinds of work, or

those of you interested in taking on this kind of work.

Langan, Debra, and Mavis Morton. "Reflecting on Community/academic 'collaboration'." *Action Research* 7.2

(2009): 165-84. Print. This article articulates many of the issues that feminist participatory action

researchers confront in attempts to conduct collaborative research with community organizations and

the state (see Brydon-Miller, McGuire, & McIntyre, 2004; Gatenby & Humphries, 2000; Reid, Tom, & Frisby, 2006; Sullivan, Bhuyan, Senturia, Shiu-Thornton, & Ciske, 2005). As recent PhD sociologists, the authors were hired as independent consultants by a provincial ministry to evaluate an initiative to expand service provision to women who had experienced violence by their intimate partners. Our analysis of what transpired during this consultancy experience is grounded in our participant observation and a reflective process in which we have engaged, periodically, over the past 10 years. During that time we have articulated, and re-articulated our 'story', both informally and formally, through solitary and collaborative writing and rewriting endeavors. Our immersion in this process has yielded ever-evolving understandings of this life experience, and the passage of time has allowed us to refine an analysis because of the distance in time between now and our involvement. We begin by outlining our understanding of feminist participatory action research (FPAR) that informed our work with the ministry, followed by our story of what happened and our sociological analysis of that story.

Mccarty, Willard, and Marilyn Deegan. *Digital Research in the Arts and Humanities : Collaborative Research in the Digital Humanities*. Burlington: Ashgate, 2012. *Ebrary ProQuest Reader*. Routledge. Web. Humanities -- Research. Group work in research. Communication in learning and scholarship -- Technological innovations.

Munro, Ealasaid. "Illuminating the Practice of Knowledge Exchange as a 'pathway to Impact' within an Arts and Humanities Research Council 'Creative Economy Knowledge Exchange' Project." *Geoforum* 71 (2016): 44-51. *Elsevier*. Web. This article is concerned with the practice of Knowledge Exchange (KE) within the creative economy. Drawing on material collected as part of an ethnographic study of a small creative business support agency – Cultural Enterprise Office – based in Glasgow, Scotland, the article argues for a nuanced consideration of the complexities of doing KE in the creative economy. The study in question was titled 'Supporting Creative Business' and was funded by the Arts and Humanities Research Council under its Creative Economy Knowledge Exchange programme. This article describes the practice of KE, and the role that it might play as a 'pathway to impact'. I explore the often-mundane activities that constitute KE 'on the ground', and argue for further attention to be paid to what I call 'informal KE'. This

article contributes directly to ongoing debates in geography about the effect that the impact agenda is

having on academic practice. More specifically, the article examines the role of academics vis-à-vis

consultants and other knowledge producers within the creative economy.

Nichols, Naomi, Uzo Anucha, Rebecca Houwer, and Matt Wood. "Building Equitable Community-academic

Research Collaborations: Learning Together through Tensions and Contradictions." *Gateways:*

International Journal of Community Research and Engagement 6.1 (2013): 57-76. Web. In this article, we

draw primarily on focus group and interview data to address the following question: what are people's

perspectives on ACT for Youth's organisational structures, goals, methods and early outcomes? From an

evaluative point of view, we assessed whether participants felt they had sufficient opportunity to bring

their perspectives or knowledge to bear on project implementation and whether the collaborative

process reflected the project's social justice – or equity – standpoint. In addition to assessing the degree

to which people felt they were able to give voice to divergent points of view, the research sought to

understand social, historical and institutional conditions that enabled and/ or restricted an equitable

collaborative process. Data reveal three interrelated themes, which this article explores in detail: we

seek to understand how ambivalence, tension and a willingness to learn shape a collaboration's process

and outcomes.

O'meara, Kerryann. "Graduate Education and Community Engagement." *New Directions for Teaching and*

Learning 2008.113 (2008): 27-42. *Wiley Online Library*. Web. Windows of opportunity for integrating

community engagement throughout the doctoral career are offered in this chapter along with a

description of the knowledge,skills, and value orientations needed for future faculty to become engaged

scholars.

Parker, Jan. "Beyond Disciplinarity: Humanities and Supercomplexity." *London Review of Education* 6.3 (2008):

255-66. Web. The 'New Humanities' has called for new ways of engaging with Humanities texts; the

European Science Foundation is just one major research funder to demand that the Humanities

contribute to interdisciplinary collaborations. Meanwhile, traditionally trained disciplinary academics

have resisted bringing traditional texts into interdisciplinary courses as 'dumbing down the curriculum'.

This article analyses briefly the different epistemological, narratological and disciplinary genres in one text: Herodotus' Histories or Enquiries. It concludes that Humanities study must include such texts, not only as disciplinary but also as supra-disciplinary exemplary ways of knowing. It sketches a New Humanities curriculum based on such a text that could fit the twenty-first century student to live in a super-complex, multi-paradigmatic and radically interdisciplinary world

Paynter, Sharon. "Tackling Wicked Problems Through Engaged Scholarship." *Journal of Community Engagement and Scholarship* 7.1 (2014): 48-59. Print. Engaged scholarship combines the work of universities with that of community partners. The results can be powerful examples of the synergy that arises between theory and practice. By examining engaged scholarship and reflecting on the nuances that exist between it and engaged research, this paper follows the ways that research questions can be explored in a practical application versus in a controlled environment. I examine the benefits of community-engaged scholarship relative to service recipients, scholars, organizations, and communities at large. The academic benefits extend far beyond the universities; engaged scholarship allows for university programs to provide realistic training to students as an example of future work-related duties and assignments and to collaborate with community partners in service delivery. Results of collective collaboration and community-engaged scholarship can lead to a strengthened sense of community in lasting partnerships that increase dialogue surrounding challenging issues.

Peck, Jamie. "Logics of Collaboration." *GeoJournal* 80.2 (2014): 193-96. Web. Drawing on some recent examples of collaborative ventures between graduate programs in geography, the paper explores the rationale and logic of cross-institutional partnerships. While such partnerships involve organizational costs and challenges of coordination, it is argued that there are net benefits that may only be realized through collaboration.

Real, L. A. "Collaboration in the Sciences and the Humanities: A Comparative Phenomenology." *Arts and Humanities in Higher Education* 11.3 (2012): 250-61. Web. In the past, humanists and scientists have held very different views about the role of collaboration in scholarly research. From the point of view of a Principal Investigator in a scientific laboratory, this article examines the increasingly dominant role of

collaboration in scientific research. In contrast to the 'consensus research' model of the sciences, humanists have often viewed the role of collaboration in research with considerable skepticism and have placed greater value on the traditional model of the solitary scholar pursuing knowledge and truth. An examination of some of the distinctive cultural differences between the humanities and sciences suggests that the benefits of collaboration may come to play an increasingly significant role in the future of humanistic research.

Saltmarsh, John, Dwight E. Giles, Elaine Ward, and Suzanne M. Buglione. "Rewarding Community-engaged Scholarship." *New Directions for Higher Education* 2009.147 (2009): 25-35. Web. Campuses that incorporate these three dimensions in their institutional reward policies have made a significant transition in transforming the institutional culture to reward community-engaged scholarship. This kind of institutional transformation supports engaged faculty work that contributes not only to the production of new knowledge but to providing a way for American colleges and universities to more effectively fulfill their academic and civic missions.

Simeone, Michael, Jennifer Guiliano, Rob Kooper, and Peter Bajcsy. "Digging into Data Using New Collaborative Infrastructures Supporting Humanities-based Computer Science Research." *First Monday*16.5 (2011): n. pag. Web. This paper explores infrastructure supporting humanities–computer science research in large–scale image data by asking: Why is collaboration a requirement for work within digital humanities projects? What is required for fruitful interdisciplinary collaboration? What are the technical and intellectual approaches to constructing such an infrastructure? What are the challenges associated with digital humanities collaborative work? We reveal that digital humanities collaboration requires the creation and deployment of tools for sharing that function to improve collaboration involving large–scale data repository analysis among multiple sites, academic disciplines, and participants through data sharing, software sharing, and knowledge sharing practices.

Vogelgesang, Lori J., Nida Denson, and Uma M. Jayakumar. "What Determines Faculty-Engaged Scholarship?" *The Review of Higher Education* 33.4 (2010): 437-72. Web. In summary, this study supports commonly held notions that faculty bring to their scholarly work their own values, dispositions,

and beliefs. These individual characteristics are powerful determinants of whether one works closely with communities in one's scholarly work, and the extent to which one practices engaged scholarship. While institutions often devalue service (to communities outside the institution) in tenure and promotion processes, this study's findings suggest that faculty commitment to community can transcend a non-conducive reward structure. If faculty simply reacted to pressures for professional advancement, we would not see the differences by gender and race, and we would see more apparent differences by academic rank. Moreover, the data clearly indicate that perceived institutional commitment plays a role in promoting faculty engaged scholarship. Whether institutional leaders take or forgo the opportunity to advance faculty-engaged scholarship may weigh heavily on higher education's capacity to be responsive to recent calls for greater social responsibility.