

# Toward a Scholarship of Engagement: A Dialogue Between Andy Van de Ven and Edward Zlotkowski

*Dialogue edited by* AMY KENWORTHY-U'REN

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**Andrew H. Van de Ven** is Vernon H. Heath Professor of Organizational Innovation and Change at the Carlson School of Management of the University of Minnesota. He received his PhD from the University of Wisconsin at Madison in 1972, and taught at the Wharton School of the University of Pennsylvania before his present appointment. Since 1994, Van de Ven has been conducting a longitudinal real-time study of the changes that are unfolding in Minnesota health care organizations and industry. He also directed the Minnesota Innovation Research Program that tracked how innovations develop from concept to implementation in a wide variety of organizations during the 1980s. In addition to organizational innovation and change, Van de Ven's books and journal articles over the years have dealt with the Nominal Group Technique, organization assessment, interorganizational relationships, and methods for building theories and designing research studies. He is co-author of *The Innovation Journey* (1999) and *Organization Change and Innovation Processes* (2000) and co-editor (with Marshall Scott Poole) of *Handbook of Organizational Change and Innovation* (2004) all published by Oxford U. Press. During 2000/2001 Van de Ven was president of the Academy of Management.

**Edward Zlotkowski** (BA in English, Yale; MPhil and PhD in Comparative Literature Yale) is professor of English at Bentley College and the Senior Faculty Fellow at Campus Compact. From 1995 to 2004, he served as senior associate and general editor of the American Association for Higher Education's 20-volume series exploring the relationship between service-learning, and academic disciplines and disciplinary areas. He has also designed and facilitated professional development opportunities in service-learning for provosts and deans as well as a series of summer institutes for engaged academic departments, and has consulted to the Corporation on National Service, the Council of Independent Colleges, the Pew Charitable Trusts, the Policy Center for the First Year of College, regional and state service-learning associations from Maine to Hawaii, as well as several hundred individual colleges and universities at home and abroad. Dr. Zlotkowski has written extensively on a range of service-learning topics. In 1997, he edited *Successful Service-Learning Programs: A New Model of Excellence in Higher Education*, and in 2002, *Service-Learning and the First-Year Experience: Preparing Students for Personal Success and Civic Responsibility*. In 2004, he served as lead author of *The Community's College: Indicators of Engagement at Two-Year Institutions*. Two other books in which he has played a leading role, *Indicators of Engagement at Minority-Serving Institutions* and *Students as Colleagues: Widening the Circle of Service-Learning Leadership*, will be published later in 2005.

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One of our goals for this special issue is that it will serve as a catalyst for broadening the current dialogue about the role of service-learning in man-

agement education. To achieve this end, we invited two prominent scholars to begin a dialogue that we hope will be continued by others. Our

vision was to bring together two leaders, Edward Zlotkowski, an international leader in the field of service-learning, who could speak to the cross-disciplinary role of service-learning in educational reform, and Andy Van de Ven, a leader in the Academy of Management, who could speak to the current demands on, and paradigmatic shifts in, management education. Together, they have created a dialogue which we hope will elicit extended conversations, inform research agendas, and encourage thoughtful action. Please join them in a discussion of service-learning's role in the movement toward a scholarship of engagement.

**Edward:** Let me say, by way of providing a context, that what is exciting about the work you and Paul Johnson have been doing in your article "Knowledge for Theory and Practice" (forthcoming in *Academy of Management Review*) is that it suggests a way of thinking about management education reform that is parallel to shifts many other disciplines have begun making to honor more than traditional academic research. These disciplinary shifts point to the need for those of us in the academy to rethink what counts as research and scholarship, without devaluing or dismissing the importance of traditional scholarship. In other words, I interpret your work as saying traditional research and scholarship has a place, there are things that they can accomplish, but surely there is also a need for us to rethink the whole of what counts and what we include in our work. I see your piece as doing that by developing a new rationale for engagement within the discipline of management, and that is for me in many ways parallel to the kind of scholarship that Ernest Boyer proposes in his essay "The Scholarship of Engagement" (1996). So I see the context of this conversation as an attempt to identify bridges between the larger movement toward a scholarship of engagement, a movement that is not management-specific and does not have a technical focus, and a new way of understanding the parameters within which management scholars work. I believe that many of the terms you and Paul gravitate toward when you talk about the limits of scientific rationality, when you talk about the importance of reflection, when you talk about partnership as a key concept find strong resonance outside of management education. Indeed, several terms and concepts you use—your understanding of evaluation, the importance of grounding problems in the real world, a problem-based or problem-solving approach to management education, and so forth, have strong parallels in the national engagement movement—a movement trying to push the academy as a whole to-

ward a more substantive dialogue with practitioners and practice.

**Andy:** Thank you. You have hit upon many of the central themes of engaged scholarship that Paul Johnson and I are wrestling with in our *AMR* paper entitled "Knowledge for Theory and Practice." By way of introduction, my colleague, Paul Johnson, is a professor of decision science, who is dealing with cognitive science, and is engaged in questions related to the nature of expertise, such as "What is it that makes people who are experts different from those who are novices?" As such, he has dealt fundamentally with these issues of the nature of knowledge and learning throughout his research career. It is a privilege to have been working with Paul the past few years, addressing the kind of issues that you are raising.

We have been very impressed with Ernest Boyer's work on the scholarship of engagement not only for business schools, but also for scholars throughout higher education. Your work in the American Association of Higher Education has been very influential in getting scholars across disciplines—from psychology, sociology, communications, religion, and music, to microbiology—to become deeply concerned with understanding the community in which scholars are engaged. Boyer points out that many of us in higher education have become increasingly insular in the ways we define and study our problems, based on limited interactions with people other than ourselves. What is crucial here is an appreciation that we need to talk and listen to others if we ever hope to gain a better understanding of this buzzing, blooming, confusing world of reality.

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*... many of us in higher education have become increasingly insular in the ways we define and study our problems, based on limited interactions with people other than ourselves.—Van de Ven*

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**Edward:** Would it be fair to say that the work that you and Paul have done can be said to complement the kind of work that Schön was doing in the *The Reflective Practitioner* (1983) and *Educating the Reflective Practitioner* (1987)?

**Andy:** I would say so, in the following sense. Donald Schön was deeply concerned with understanding knowledge of practice, as distinct from the knowledge of science. Historically, we have viewed knowledge of science as the dominant form, and relegated practical knowledge as a pe-

destrian form of knowing. The divide between academia and practice is no accident. Many academics have been socialized in a trickle-down view of the knowledge supply chain, where researchers and academics create and test new scientific knowledge, which is taught to students by teachers, diffused by consultants, and practiced by (guess who?) practitioners. This view is vain and self-serving. Academic researchers do not have a monopoly on knowledge production. Schön, like Boyer, emphasizes that teachers discover anomalies and insights with their students, just as practitioners and consultants do in their practices, and as scholars do from their research. But the knowledge that researchers, teachers, consultants, and practitioners learn by themselves is different, partial, and highly dependent on context and purpose. Rather than viewing practical or pedagogical knowledge as derivative of scientific knowledge, it is more appropriate to view practice and teaching as distinct modes of knowing in their own respects. When this status is granted, knowledge of teaching and practice take their place alongside of science as distinct and complementary elements of professional knowledge. When these different kinds of knowledge are brought to bear and leveraged on complex problems existing in the world, they have the potential to produce more penetrating and insightful understanding than any one form of knowledge could produce by itself.

**Edward:** Exactly. To use a metaphor of Schön's: Within the typography of professional practice there is a high hard ground overlooking a swamp. On the high ground, manageable problems lend themselves to solutions through the use of research-based theory and technique, but in the swampy lowlands, problems are messy and incapable of technical solution. Unfortunately, the swampy lowlands are where all of us live. Hence, Schön argues that we either create more of a pathway between the high hard ground and the swamp, or we develop a "rationality" of the swamp. How would you relate the work you are doing to this metaphor?

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***Unfortunately, the swampy lowlands are where all of us live.—Zlotkowski***

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**Andy:** I would say that in the past we have tended to address this metaphor by examining ways to translate knowledge of the hard ground into the swampy low land. Paul and I would argue against the view that knowledge of science (the highland) is somehow directly transferable to knowledge of

practice (the low land). We would argue that knowledge of the hard land (science) and knowledge of the swampy low land (practice) are distinct types of equally legitimate knowledge. If that is the case, our problem is not one of knowledge transfer, it is one of knowledge co-production. We could come to understand the overall terrain much better if the people who have knowledge and experience with the hard ground interacted with those who have knowledge and experience with the swampy ground to co-produce an understanding of the phenomenon.

**Edward:** How about the idea of a bridge between what you have been working on with Paul and the larger concept of service-learning? How would you respond to the suggestion that one of the things service-learning can do in the context of business education is to provide many opportunities for students to see that classroom theory cannot automatically be stepped down to the circumstances in which problems exist in the real world?

**Andy:** Service-learning projects provide unique opportunities for students (and their mentors) to be simultaneously exposed to academic ways of knowing in the classroom and experiential ways of doing things in practice. Direct personal exposure to these different communities of theory and practice is the central learning dynamic in service-learning projects. Students need direct experiential appreciation of the limits of theory in this unpredictable world. We can try to simulate discussions of practice all day in the classroom, but unless you face it up close and in person through experience, the necessary insight somehow doesn't translate.

**Edward:** I remember reading a piece that really impressed me in the *Wall Street Journal*, about 5–10 years ago. It was by someone who worked in a financial firm in New York, and he was talking about the importance of the kinds of experiences he had working with nonprofit organizations in New Jersey (he lived in New Jersey and worked in New York). The point he wanted to make was that when he was a young manager at the beginning of his career, he was able to become involved in substantive organizational problem solving through not-for-profits in ways that would have been virtually impossible on the for-profit side, because for-profit organizations would never have let someone with his level of experience become immediately and substantively involved in high-level problem solving. Would you comment on that? What I'm trying to build is an argument that there is a really important resource role for service-

learning, given the direction that you and Paul and others in management education are moving in. Could not the connections service-learning programs have been making with a whole variety of public and non-profit organizations help to sensitize students to the kind of distinctions you are talking about, even though you are not necessarily talking about crossing the for-profit/not-for-profit line?

**Andy:** You are correct in noting that in our paper we focus primarily on bridging the gap between theory and practice. But I think many of the same principles apply to gaining experiences in different sectors of organizations—public, not-for-profit, and for-profit. Each sector provides unique learning opportunities that help to prepare a person for situations eventually encountered in a career, like the person you mention working in the financial firm. A key point is that there is no substitute for experience to enable one to understand various situations in today's world. One of the characteristic features of public-sector organizations is the necessity of responding to demands of multiple stakeholders; these organizations are pluralistic systems with numerous and often conflicting demands being placed on limited organizational resources. Managing them requires learning how to resolve conflicts constructively and to heedfully accommodate legitimate divergent views and interests. I would argue that the student who has opportunities to engage in organizational situations of that sort in the public sector gains a better appreciation for dealing with organizations of the future that are becoming more pluralistic than students who have only been exposed to many of today's current business organizations that are still relatively simple, rely on consensus, and pursue the goal of maximizing the interests of a single stakeholder group—shareholders. Indeed, it seems to me that an isolated exposure to this kind of private organization only encourages learning a lot of the wrong things for managing future organizations.

**Edward:** I remember one year when I went to the Academy of Management's annual meeting and heard an address by Peter Drucker. At one point he said something to the effect that non-profit, community-based organizations actually provide a kind of prototype for where all organizations are going. For me, that was a revolutionary statement to hear at an Academy of Management conference . . . and he was very warmly received. At the time, however, I couldn't help thinking to myself that the management theory the people in the room were most likely teaching others about didn't reflect Drucker's suggestion. His point was that there is

an organizational model that is not the standard one that we are moving toward, and I just heard you say, if I am not misunderstanding, pretty much the same thing.

**Andy:** Yes, I was there with you and about 3,000 others in the room when Peter Drucker spoke at the 1998 Academy of Management Conference in San Diego that David Whetten organized. It was a memorable speech. I agree with Drucker's conclusion. Organizations are growing larger in vertical and virtual connections, merging and acquiring others with colliding cultures, hiring more ethnically diverse employees, competing in international and global markets located in multiple sovereign countries, and using widely distributed information technologies. The net result is pluralistic organizations, with multiple stakeholders holding different, legitimate, and potentially competing mental models and interests within the same enterprise. This sort of pluralism has reflected the experience of public and not-for-profit organizations more than for-profit organizations. It challenges us to learn to respect the rights and leverage the benefits from diverse and mutually dependent groups, as opposed to elevating and serving the interests of a single stakeholder group. A similar thing can be said for learning about complex problems by engaging with people having divergent perspectives and experiences related to these pluralistic organizations.

More and more people are beginning to appreciate this, particularly in light of the abuses of the single-minded, simplified view of thinking that the purpose of business is to maximize shareholder interest. Pluralism is not just a matter of complexity, it is more a matter of ethics—maintaining a sense of justice, equity, and prudent reasonable behavior. Although our theories have extolled the benefits of rational approaches for achieving self-interest goals, more attention needs to be directed at curbing their abuses so they do not ignore and violate the legitimate rights of other stakeholders and norms of prudent reasonable behavior as judged by society through common law.

**Edward:** So, if I'm understanding your work with Paul correctly, you elevate the importance of concepts such as partnership, multiple approaches to expertise, and honoring different kinds of expertise. The analogy you make is with a "bricoleur"—someone who practices a "science of the concrete," by working well with "whatever is at hand." All of this resonates with me even if you do not refer directly to non-profit or public organizations. The message also carries a very powerful ethical valence. It has powerful moral implications for the

way in which management education is conducted. Yes?

**Andy:** Yes, indeed! Education is a fundamentally moral endeavor.

**Edward:** So my sense is that, once again, we come back to the contextual statement I made at the beginning. What is so fascinating about what you and Paul are doing, by carefully arguing through this concept (this new way to think about management, the science of management, and policy) is that you are creating a new bridge concept. This concept points to a fuller understanding of how one can acquire expertise that is adequate to the demands of the 21st century—its technical, moral, and civic demands. In this way the implications of the concept transcend its importance for management education. Though it may not set out to do so, it actually provides a way of thinking about the larger movement in the academic world toward a scholarship of engagement.

**Andy:** We really appreciate your making those links. Indeed we have been certainly influenced by the larger movements of engaged scholarship. One further point is when we talk about the development of knowledge for a profession, we are not limiting it to just business. It could be medicine, law, journalism, social work, or a host of other professions. It is also true that within most universities today the dominant student body consists of students enrolled in professional schools, rather than in traditional disciplines or departments of letters and sciences. As I see it, we have been trying to apply some of the key ideas from the broader movement of engaged scholarship to professional schools. You might ask, what's special about professional schools—like business in this particular instance? The answer is that scholars in most professional schools have a dual mandate: They should engage (through their students and faculty) in learning goals that contribute knowledge or enlightenment to the practice of the profession and to the advancement of basic scientific knowledge in a discipline.

**Edward:** If we take another profession, for instance medicine, it is very difficult for me to think of a medical school that would ever function purely on a theoretical basis. We left that behind at the end of the Middle Ages. The revolution in medical education was the realization that one needs bodies, cold bodies or warm bodies, in order to learn; one simply can not learn medicine in the abstract.

**Andy:** That's correct, and it is true for business as well.

**Edward:** There is a similar respect for the importance of the concrete and the real in engineering education. The theory that cannot lead to the successful product simply has no value—in fact, could be dangerous. So here is my question: "Do you think that management as a discipline is in any sense where medicine was years ago?" Is it on the verge of seeing practice as part of its core educational vision? Perhaps the traditional academic disciplines—the traditional arts and sciences—do not provide the appropriate model of intellectual legitimacy. Rather than seeing management as a traditional academic discipline, if we begin to see it as a professional discipline or a professional practice, then the importance of bringing practice into the core of its programs becomes much more self-evident.

**Andy:** Indeed it does. Paul and I have often talked about how schools of agriculture and engineering and medicine really do serve as model examples of what many business schools might emulate.

I often use the metaphor of a pendulum of scholarship in the business school; this pendulum has a social system of practice on the left side and a social system of science on the right. In the appendix of his *Administrative Behavior* (1976), Herbert Simon observed that in the beginning, faculty in most business schools were almost like management consultants, focusing on the left side of the pendulum, trying to emulate and describe what practitioners, managers, business people, and trade associates were doing. Then along came the Gordon Howell report, sponsored by the Ford Foundation in the early sixties, calling for improvement in the scientific quality of scholarship in business schools. That in turn led many schools to emulate the social system of science, so the pendulum moved to the right. In the middle of the pendulum is what I consider ideal, where management consulting and disciplinary science inform each other to create a professional learning community.

**Edward:** There was a lot of Ford funding for the swing to the right (the focus on science), wasn't there?

**Andy:** Yes, there was. . . . At the time, the way of establishing legitimacy and creditability in a university was to emulate the highly respected physical sciences. A good way to become more like them was to engage in disciplinary science—the right-hand side of this pendulum. Now what we are calling for and seeing is the need for this pendulum to swing back more toward the middle. If a professional school is to achieve its dual objectives of contributing to professional practice as

well as the basic disciplines of science, it must become a professional learning community. You could also call it a service-learning community or an engaged scholarship community. The key point is that with any of these three terms the individuals (the students and faculty) are jointly involved in two communities of practice: the community of the social system of science and the community of the social system of practice. Many people argue that the only real way to understand the nature of a community is to practice in it regularly; the notion of engaged scholarship and of service learning is that individuals must be experientially sensitive to what is going on in the social systems of both science and practice.

**Edward:** It seems to me that the direction of management education, as implied here, and the direction of the national service-learning movement are potentially very complementary. Just as the National Communication Association has recognized the natural ties between community-based diversity issues and communication studies, one would like to think more management educators would come to see in service-learning a valuable vehicle for management as a "science of practice." Indeed, so many scholars associated with management education have already made major contributions to the concepts underlying service-learning—we have already referred to Schön, and David Kolb immediately comes to mind—one can easily imagine your work with Paul Johnson as opening up many new areas of fruitful collaboration. This is especially exciting given the many ways in which the line between not-for-profit and for-profit interests has become blurred in recent years. Just as for-profit organizations have been called upon to become more sensitive to issues of the public good, so non-profits have recognized a need to become more entrepreneurial and "businesslike." Have you and Paul written anywhere explicitly on the pedagogical and curricular implications of your model?

**Andy:** No we haven't, but a work is in progress. I am writing a textbook for graduate students on methods for *Engaged Scholarship: Creating Knowledge for Science and Practice*. The idea here is that there are a number of bridging concepts that go beyond the translation or transfer of knowledge, and on to designing and conducting research studies that co-produce knowledge among scientists and practitioners. Another way of looking at it is as a matter of arbitrage. We all know about interdisciplinary study, where investigators engage with scholars in other disciplines in order to appreciate and understand a problem. What we

are saying here is . . . go a bit further, step beyond your immediate academic colleagues, and engage also with practitioners and, more important, with students. They all have different perspectives that one can leverage to gain a more holistic and larger appreciation of the multiple dimensions that any complex reality represents.

**Edward:** You would probably be very interested in seeing a Campus Compact book I have co-edited that will be out later this year. It's called *Students as Colleagues: Expanding the Circle of Service-Learning Leadership (2005)*, and it contains models from schools across the country of ways in which faculty are accepting students as junior partners in helping them design syllabi and practice-based academic work. The book is entirely about what you just said, it's about faculty members having a profound respect for those other than themselves, whether they be practitioners or students. It describes how faculty are learning to listen actively to what students tell them about the learning process and effective course design. It is about the kinds of measures students can suggest to help faculty more accurately assess the effectiveness of assignments. This seems to be at the bottom of what we have been talking about, the work by you and Paul and the scholarship of engagement. There is a profound emphasis on the concept of deep respect, how we as academics have to re-find a deep respect and, I might even say, humility vis-à-vis other kinds of knowledge producers. Not because we don't have an important and distinctive role to play in knowledge production, but because we don't have the exclusive right to such production. And as we begin to engage in partnerships with both our students and outside communities of practice on the basis of such deep respect, we allow ourselves to become real-world problem solvers in a way that is otherwise not possible. Indeed, I would suggest that unless we learn to develop deeper respect for our nonfaculty colleagues, we run the risk of becoming "academic ventriloquists"—speaking for our students, speaking for the communities we allegedly serve—but not really listening to them or making them our peers in addressing the vital issues that concern all of us.

**Andy:** Absolutely. I think that what you have emphasized implies a fundamental shift in how researchers and scholars define their relationship to the community in which they are located. Engagement is a relationship that involves negotiation, mutual respect, and collaboration to produce a learning community of the kind we are discussing. So instead of merely viewing organizations as

data collection sites for researchers, or funding sources for doing projects, an engaged scholar would view them as learning laboratories, where practitioners, students, and scholars co-produce knowledge about important questions or issues.

**Edward:** Andy, where do you see this particular work going? What is next for you?

**Andy:** Well, one of the next things is not only legitimating but also understanding the philosophy of science that underlies the kind of knowledge that is produced by what we call service-learning or engaged scholarship. Since the demise of logical positivism in the philosophy of science around the 1960s, which held that there was some absolute and singular truth, most philosophers and scientists now recognize that the search for some absolute truth is perhaps not possible. As an alternative, it appears that engaged scholarship or service-learning is based on a critical realist philosophy of science which is emerging as a dominant perspective in the social sciences today. In my opinion, critical realism reflects the following principles: (1) there is a real world out there, but our understanding of it is limited; (2) all facts, observations, and data are theory laden; (3) social science has no absolute, universal, error-free truths or laws; (4) no form of inquiry can be value free and impartial—each is value full; (5) knowing a complex reality demands the use of multiple perspectives; (6) robust knowledge is invariant (in common) across multiple models; and (7) models that better fit the problems they are intended to solve are selected, producing an evolutionary growth of knowledge. Thus, instead of viewing engaged scholarship or service-learning as some sort of applied or action research (for which it could be used), I think of it as a mode of inquiry that better reflects contemporary philosophy of science than the relics of positivism and logical empiricism that are still reflected in too many management research studies.

**Edward:** Many scholars committed to service-learning and community-based work share this critique of positivism—an approach that your colleague at the University of Minnesota, Harry Boyte, has characterized as allowing professionals to “imagine themselves outside a shared reality with their fellow citizens.” This is probably not the place to get into a discussion of epistemic alternatives to positivism and logical empiricism, but it does seem clear that many of those alternatives point to attitudes and practices one might collectively identify as “engaged scholarship.”

**Andy:** Social organizations are buzzing, blooming,

and confusing. No one person or perspective can figure them out. This is hard to see when we are constantly pursuing one point of view. But we won't know that if we only talk to ourselves. We need to talk and listen to others and understand their viewpoints, or to figure out our own. Given the complexity of real-world problems and our limited capabilities to understand them by ourselves, the lone investigator model of scholarship will not likely do the job. Instead, we need to think of engaged scholarship as a collective achievement. By interacting with others and developing plausible alternative models or points of view, we are likely to gain a deeper, multifaceted appreciation of reality than any one perspective or person could create alone. In this pluralistic approach to inquiry, robust knowledge emerges when findings from different models become invariant, or common, across different cases and contexts. If there is no absolute truth, the best we can hope for is to search for those models that approximate reality better than alternative models. Thus, we argue that by bringing together the perspectives of different practitioners, academics, and students we increase the likelihood of developing multiple models from which a more robust appreciation of reality emerges.

**Edward:** How do you think people who are interested in the ideas you and I have been discussing can best take them into the Academy to keep this discussion moving forward?

**Andy:** I'd like to respond in terms of the Academy and the academy. With regard to the Academy of Management, I think its strategic planning is going in the right direction, a direction that really does begin to appreciate the importance of linking and gaining interactions between scholars, managers, and practitioners. So institutionally, I think the Academy of Management is moving in a positive and constructive direction, particularly under Tom Cummings' leadership and direction. He was one of the original architects of the Academy's strategic planning process (with very wide participation of many Academy members and directors) and has provided crucial leadership in implementing the plan over the last 5 years. This was not just occurring during my presidency, so it is not a one time, one-shot occasion where one president said, “Hey, Let's become real.” The core ideas in the strategic plan date back to a long succession of Academy presidents before me (including Maryann von Glinow, Richard Mowday, Michael Hitt, Donald Hambrick, Anne Huff, David Whetten) and after me (Jean Bartunek, Jone Pearce, Rosalie Tung, and Denise Rousseau). They have all been calling

for ways to connect theory with practice. So, institutionally, I think we are on solid ground.

In terms of the academy at large, I think we have a long way to go to advance engaged scholarship teaching and research. The gatekeepers of our journals are still largely thinking of knowledge as an exclusively scientific endeavor, as opposed to recognizing that science, teaching, and practice are different forms of knowledge; that we need to appreciate the importance of pluralism and of arbitrating across these different forms of knowledge, and that the purpose of research is more to advance our understanding of this complex world than it is to get published and promoted. Fortunately, I'm not alone in expressing these views. Instead, I'm echoing similar views expressed and exemplified in the scholarship of many colleagues. To name a few they include Andrew Hoffman, Laurie DiPadova-Stocks, Yves Doz, Seija Kulkki, Ann Langley, Henry Mintzberg, Andrew Pettigrew, Joseph Porac, Sarah Rynes, Michael Tushman, and Karl Weick, with whom I had the pleasure to participate in recent panel discussions on this subject. Hopefully this kind of dialogue, coupled with papers discussing these issues in our journals, workshops, and conferences will raise awareness. We also need to bring together research scholars who can learn from one another how to do this. I don't think there is right or wrong way; rather, there are a variety of ways to advance engaged scholarship.

**Edward:** I want to thank you for making time for this dialogue, Andy. When I consider how many schools I visit, even schools that are allegedly liberal arts colleges, where faculty tell me their largest major is business, I know how important it is that you and Paul are working in this area and can

speak so powerfully and so effectively for this kind of reform in management education. The fact that we have so many students that have elected to study business means that the way in which these reform ideas are brought forward will have a powerful effect on the overall educational system. So thank you very much, and I would also like to thank Paul, even though he has not been part of this particular conversation. I look forward to a continued dialogue with management educators as part of the larger engaged scholarship movement.

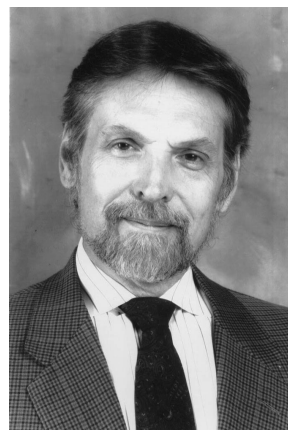
**Andy:** Thank you very much. I enjoyed this immensely and I applaud your efforts.

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Andrew H. Van de Ven



Edward Zlotkowski

## In the Hands of All of Us

One of the privileges of serving as guest editors for this special issue was the opportunity to envisage pieces that we hoped would stimulate future research and practice not only for those who are already “sold” on the idea of service-learning but also for those who are new to the teaching method. As such, we recognized the fact that perspectives from the three legs of the management-oriented “service-learning stool” had to be included in the issue—university, community, and business. We were also very aware of the power and potential of diversity in an issue. For us, that meant including individuals who are well recognized not only in the service-learning domain but also in the management research and education domains. Through that lens we brought together the following individuals to contribute two very different, yet complementary, pieces to the EDI section.

The first piece is a dialogue between Edward Zlotkowski and Andy Van de Ven. Edward Zlotkowski is internationally recognized as one of the most sought-after consultants in the field of service-learning. He has published extensively on the theoretical rationale for, design issues related to, and potential outcomes of university-wide and discipline-specific service-learning programs. He has been actively involved in the field of service-learning, as both an author and practitioner, for the past 2 decades. The second contributor to the dialogue, Andy Van de Ven, is internationally recognized as not only a leader in the Academy of Management (AoM), but also as a prolific theorist and researcher in the field of management. He has published numerous articles and books and is a strong proponent of management education reform. He has a forthcoming article on knowledge creation that ties directly to concepts underlying the practice of service-learning. Earlier this year, Edward Zlotkowski and Andy Van de Ven sat down together to discuss issues related to the future of service-learning in management education; the result of their meeting is the dialogue in this section.

The second piece is an interview conducted by Marilyn Taylor, an award-winning strategic management/service-learning author and practitioner. Marilyn Taylor has won national awards for her

work with the Initiative for a Competitive Inner City Field Studies. In 2001, she received the Aspen Institute-World Resources Institute Beyond Pin-stripes Award, given to her for her outstanding work in the area of service-learning in business. She is also the 2004 recipient of the University of Missouri at Kansas City’s Excellence in Community Engagement Chancellor’s Award. She has published seven books, over 80 refereed articles and proceedings, and over 30 cases. We are indebted to Marilyn Taylor for the countless hours she worked on this piece; the arduous task of planning, conducting, transcribing, and editing an interview piece with three diverse contributors was something that only a long-term service-learning advocate with a strategic mind-set had the skills and dedication to carry out.

The interviewees for this piece represent the three legs of the “service-learning stool” in management education. Mihaly Csikszentmihalyi, a well-known author in the field of management, presents one voice from the “university’s” perspective on service-learning. Bernard Milano, KPMG Foundation president and former partner of HR, discusses the importance of service-learning from a management practitioner or “business organization” perspective. Finally, John Saltmarsh, project director from Campus Compact, describes a “community” driven push for a more widespread and informed service-learning movement.

As a concluding introductory note, we thank the six very capable and committed people responsible for this EDI section. We sincerely hope that the two pieces here, created by the six individuals mentioned above, stimulate future discussion which leads to informed action in the area of international service-learning research and practice. The future of service-learning lies not just in the hands of the contributors to this issue, it lies in the hands of all of us.

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