The primary purpose of this document is to support the goals of engaged scholarship by providing guidance to individuals and academic units on how to appropriately integrate engagement into the academic mission of the College of Education, Health, and Human Sciences. The university is using the term *engaged scholarship* to capture a range of activities that promote engagement. The notion of engaged scholarship has emerged over the past twenty years as part of the continuing dialogue on the creation of knowledge and the role of colleges and universities in society as they seek to solve complex problems alongside the community. In this document, the term *engaged scholarship* includes activities that fall into each of the three primary areas on which faculty members are evaluated – Teaching; Research / Scholarship / Creative Activity; and Service. The expectations related to each of those three areas are described in the Faculty Handbook, Manual for Faculty Evaluation, and college and department bylaws. In no cases, should the descriptions in this document be taken to modify the expectations published elsewhere. For example, an engaged teaching activity can be described as engaged scholarship for the purposes of this document but it may not fit the criteria for Research / Scholarship / Creative Activity upon which faculty members are evaluated.

Community Engagement

The Carnegie Classification of Institutions of Higher Education (http://carnegieclassifications.iu.edu/) defines community engagement as “the collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.”

Engaged Scholarship

The goal of engaged scholarship is the generation, exchange, and application of mutually beneficial knowledge and practices developed through reciprocal partnerships between academia and the community.

Engaged scholarship is always:

1. Community-based, taking in the needs and contexts of intended recipient

Community: A community can be defined as a geographic place such as a town, village, or neighborhood. Community can also mean a group of people who share a sense of belonging, common identity, or perhaps a shared set of values and norms. Thus, community may also be formal/informal collective organizations or associations.

Any community partner is acceptable as long as the partnership meets all engagement criteria and the product of the project has a demonstrated benefit to the community represented.

1. Democratic by expertise area: shared decision making, planning, and execution
2. Collaborative, respectful, mutually beneficial and reciprocal

Engaged scholarship includes engaged teaching, engaged research, and engaged service. For faculty involved in engaged scholarship, these categories are often intimately related and interdependent on each other. For example, engaged teaching can be represented by teaching that involves class projects that assist students with acquiring skills and achieving learning outcomes that address the need of a community agency; this experience helps faculty collaborate with a community agency in identifying a need within the community in which new knowledge can be investigated and published (engaged research); and the new knowledge can be used by the faculty to further assist with solving a community problem (engaged service).

Engaged scholarship can be used to fulfill the teaching, research, and service requirements of faculty. To fulfill these requirements, engaged scholarship must be of the same quality of its counterpart. For example, engaged research must be evaluated using the same rigor as other forms of research (i.e., peer-reviewed research journal publications or other comparable end-products specified by department bylaws). Engaged scholarship is not required of faculty, nor does it receive higher value than other forms of teaching, research, and service. Not all faculty will choose to participate in engaged scholarship, and faculty may choose to have some, but not all, of their teaching, research, and service as engaged scholarship. Faculty who do participate in engaged scholarship may do so at the expense of more traditional teaching, research, and service activities and may need to pay careful attention to the presentation of their record, particularly between research and service, in these areas.

Engaged Teaching:

1. Connects the community’s benefit/prerogatives to student learning outcomes. This is documented on the class syllabus in which a statement is included indicating that the student learning outcomes reflect the specific community’s benefit/prerogatives.

As an example: “Student learning outcomes were developed in conjunction with Knox County Health Department to address the nutritional needs of Knox County.”

1. May include involving students in service learning.

“Service-learning is a course-based experiential learning strategy that engages students in meaningful and relevant service with a community partner while employing ongoing reflection to draw connections between the service and course content. When done well, service-learning has the potential to enhance academic learning, promote civic responsiveness, and strengthen communities.” <https://servicelearning.utk.edu/1705-2/>

1. May also extend the university’s instructional capacity to provide learning opportunities to audiences outside of the traditional classroom setting via UT extension and outreach programs.

Engaged Research

A collaborative process and framework that:

1. Extends faculty endeavors to serve the public in a reciprocal manner in which faculty provide specific scientific expertise and the community partner provides critical input to the faculty, while building authentic partnerships.
2. Can include basic discovery research, applied or action research, and applied policy. It includes acquiring and disseminating new knowledge.
3. Involves faculty in advancing knowledge through the pursuit of their scholarly interests while simultaneously addressing specified community problems and issues, thereby benefiting the scholar, the discipline, the university, the community, and society.
4. Communicates the scholarship (i.e., peer-reviewed publications/abstract) with the community partner as an author, if the community partner’s role meets author expectations (while not required, preferred).
5. Disseminates results, outcomes, and impacts to the public/community audiences.

Engaged research must meet all of the rigorous standards of traditional research.

Engaged Service:

1. Utilizes one’s academic expertise to solve community problems with members of the community.
2. Collaborates to set the agenda through a mutually beneficial process for the faculty and the community.