Sample Language: Public or Community Engaged Work

Departments and colleges interested in further encouraging and recognizing the public or community engaged scholarship of faculty in their AESP and/or Promotion & Tenure Criteria might find the following resources and statements helpful. One of UCF’s five visionary goals is to “Be America’s leading partnership university,” and our strategic plan, Collective Impact, “endorses greater social and cultural engagement in the community” (p. 22)

Because AESPs and P&T Criteria are faculty-driven documents tailored to a department’s (and field’s) values, and because departments might have other foci when revising such documents, we present these only as resources to consider, not as requirements to include.

Sample Definitions

Imagining America, Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University, 2008

- “Publicly engaged academic work is scholarly or creative activity integral to a faculty member’s academic area. It encompasses different forms of making knowledge about, for, and with diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value.” (p. 6)


- Community-engaged scholarship is “The creation and dissemination of knowledge and creative expression in furtherance of the mission and goals of the university and in collaboration with the community. Community-engaged scholarship (CES) addresses community needs through research, teaching and service in a mutually beneficial partnership. The quality and impact of CES are determined by academic peers and community partners.” (p. 90)

- Community-engaged research is “A collaborative process between the researcher and community partner that creates and disseminates knowledge and creative expression with the goal of contributing to the discipline and strengthening the well-being of the community. Community-engaged research (CER) identifies the assets of all stakeholders and incorporates them in the design and conduct of the different phases of the research process.” (p. 90)

- Community-engaged teaching is “A pedagogical approach that connects students and faculty with activities that address community-identified needs through mutually beneficial partnerships that deepen students’ academic and civic learning. Examples are service-learning courses or service-learning clinical practicums.” (p. 90)

- Community-engaged service is “The application of one’s professional expertise that addresses a community-identified need and supports the goals and mission of the
university and the community. Community-engaged service may entail the delivery of expertise, resources and services to the community." (p. 90)

Statements about Engaged Research, Scholarship, and Creative Activity

Imagining America, *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University*, 2008

- “Publicly engaged academic work is scholarly or creative activity integral to a faculty member’s academic area. It encompasses different forms of making knowledge “about, for, and with” diverse publics and communities. Through a coherent, purposeful sequence of activities, it contributes to the public good and yields artifacts of public and intellectual value” (p. 1).
- “The university is committed to scholarship and creative activity that serves the public good. Therefore, it is committed to supporting those junior scholars who participate in projects that advance community and other external partnerships, public engagement, and activities that similarly contribute to public discourse and the formation of robust publics” (p. 2)
- We “value local and regional work equally with work of national and international scope, including projects that are jointly planned, carried out, and reflected on by university and community partners.” We also “recognize the public presentation of knowledge as scholarly or creative achievement” (p. 1).
- Examples of public or community engaged scholarship may include writing for non-academic publications; presentations at a wide range of academic and nonacademic conferences and meetings, as well as at participatory workshops; oral histories; performances, exhibitions, installations, murals, and festivals; new K-16 curricula; site designs or plans for “cultural corridors” and other place-making work; policy reports; and models that enrich the artistic and cultural life of the community. (pp. 11-12)


- The department or college values “research that examines the utility and impact of engagement with and within diverse communities (e.g., policy makers, funders, community leaders, community members, other service-learning and community engagement organizations, education administrators, practitioners, and novice and veteran researchers). Work that investigates the questions of engagement from both the educational perspective and community perspective is critical.”
- The department or college values “research conducted through collaborative, participatory, community-engaged approaches. These often give voice to and value the perspective of silenced and subordinated groups and communities with the explicit aim of improving the lived experiences of those individuals.” We “acknowledges that this kind of research, which is often referred to as activist or social justice research, does not make claims to neutrality and aims to create societal transformation grounded in the goal of eliminating racism, sexism, poverty, and other forms of subordination, and employing methods that empower subordinated groups by making links between theory and practice. Social justice research recognizes, legitimates, and privileges the voices of oppressed and subordinated groups in creating actionable knowledge.”
Statements about Recognition and Impact

• Recognition and impact of public or community engaged work can include, but is not limited to the following: honors, awards, and other forms of special recognition; “adoption of faculty member’s models” for programs, tools, or processes “by others who seek solutions to similar problems”; and letters from external stakeholder groups evaluating the significance, appropriateness, and impact of research or project (note: these should specify faculty member’s individual contributions). (adapted from Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University, 2008, p. 11)

• The department or college may draw upon one or more national standards (e.g., National Review Board for the Scholarship of Engagement) in evaluating engaged scholarship.