Introduction: First-Time Classification Documentation Framework

Framework notes: To assist you in preparing your application, the Carnegie Foundation framework included additional annotation (see end notes) that provided further guidance on purpose of certain application questions and the type of information expected in applicants’ responses.

This Documentation Framework is intended to help you gather information about your institution's commitments and activities regarding community engagement as you complete the 2015 Documentation Reporting Form (i.e., the application). (The framework is for use as a reference and worksheet only. Please do not submit it as your application.)

Data provided: The data provided in the application should reflect the most recent academic year. Since campuses will be completing the application in academic year 2013-2014, data should reflect evidence from AY 2012-2013. If this is not the case, please indicate in the Wrap-Up section of the application what year the data is from.

Use of data: The information you provide will be used to determine your institution's community engagement classification. Only those institutions approved for classification will be identified. At the end of the survey, you will have an opportunity to authorize or prohibit the use of this information for other research purposes.

Applicant’s Contact Information
Please provide the contact information of the individual submitting this application (for Carnegie Foundation use only):

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Community Engagement Definition

Community engagement describes 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.

The purpose of community engagement is the partnership of college and university knowledge and resources with those of the public and private sectors to enrich scholarship, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.
I. **Foundational Indicators**

**A. Institutional Identity and Culture**

*Required Documentation. Please complete all five (5) questions in this section.*

I.A.1. Does the institution indicate that community engagement is a priority in its mission statement (or vision)?

- [ ] No  
- [x] Yes  

*Quote the mission or vision (word limit: 500):*

The University of Tennessee, Knoxville (UTK) and the University of Tennessee’s Institute of Agriculture (UTIA) are known together as UT, the flagship university of a statewide system.

For over 220 years, UT has had close ties to the local community and state. However, over the last ten years, our historic commitment to community engagement has changed and strengthened. We have moved away from the one-way, expert-delivery model to a more truly reciprocal set of partnerships. We have made significant investments in infrastructure and created many mechanisms to incorporate the community’s voice in the planning and execution of our work.

We have united our engagement and research goals, with the Office of Research & Engagement actively pursuing collaborative opportunities that bring funding to both UT and its partners outside of the academy.

Both cocurricular and formal service-learning coursework connect UT’s diversity, retention and student success efforts. Nearly 35 percent of UT freshmen began their academic careers last fall by engaging in a week of public service.

As a major research university, UT includes graduate student engagement as part of its mission. Our interdisciplinary Disasters, Displacement and Human Rights Program offers a graduate certificate, and every UT MBA student partners with a social cause organization.

UT's 11 colleges work closely together in the same city and often with the same communities. We abide by the same faculty and student policies and report to the same provost. Because of the multitude of ways UT colleges respond to the many and diverse communities with which they are engaged, however, engagement data collection varies by unit, need and application.

Our complementary missions are:

- **UTK’s VolVision** is “to move forward the frontiers of human knowledge and enrich and elevate the citizens of the state of Tennessee, the nation and the world. . . UT embodies the spirit of excellence in teaching, research, scholarship, creative activity, outreach and engagement attained by the nation’s finest public research institutions.”

- **UTIA’s mission** is “the delivery of education, discovery and outreach [that] contributes to the economic, social and environmental well-being of all Tennesseans and focuses on contemporary problems faced by Tennessee, the nation and the world.”

UT campus leadership took part in developing a UT (statewide) strategic plan and mission for engagement, which our campus missions support. Our system’s mission statement “delivers the missions of teaching, research and service into the communities of Tennessee and beyond by establishing reciprocal partnerships, exchanging mutually beneficial knowledge and resources, and providing evidence-based solutions.” Further, the UT System’s strategic plan, entitled “Defining the Future,” includes, as one of five overall goals, “[to] engage members of the UT System community in outreach, engagement and service to improve communities and the quality of life of residents in Tennessee.”
I.A.2. Does the institution formally recognize community engagement through campus-wide awards and celebrations?  

☐ No ☐ Yes

Describe examples of campus-wide awards and celebrations that formally recognize community engagement (word limit: 500):

Campuswide outreach and community engagement awards presented at the annual Chancellor’s Honors Banquet include:

- Excellence in Academic Outreach: 2013 winner David Patterson (social work) works closely with the U.S. Department of Housing and Urban Development, United Way and the city of Knoxville to improve conditions for people who are homeless and the agencies that help them.
- Extraordinary Community Service: 2013 winner Jazmin Moore (psychology) has interned for Big Brothers and Big Sisters of Tennessee and the Knox County Schools Family and Community Engagement Department.
- Public Service: 2013 winner Alex Miller (College of Business) has linked his research to public service for over 20 years. He has expertise in operations improvement processes through work with over 50 corporations, leveraging that expertise into a partnership with the U.S. Air Force that has brought millions of dollars in research funding and service contracts into his college.
- Macebearer (the highest faculty award: for distinguished career and commitment to students, scholarship and society): 2013 winner Bill Fox (business and economic research) has traveled to over 40 countries to advise governments on tax policy. Stateside, he’s consulted with U.S. governors, legislators, tax commissions and big business. Fox’s work has received close to $36 million in funding and helps to bridge academia and practice.
- Torchbearer (highest honor given to UT students: for academic excellence & service to the university and society) 2013 winner Betty Hong and other student leaders of a Taking Action for Social Change (TASC) Force hosted programs about genocide, poverty and hunger affecting developing nations for their peers and the Knoxville community. Local partners included The Salvation Army, the Boys and Girls Clubs and Knoxville Area Rescue Ministries, while TASC partnered internationally with Sustainable Cambodia.

Examples of additional campus-wide awards include:

- UT provides special funding for eight to ten projects each year that specifically enhance the engagement mission of the university. UT documents the reciprocal impacts by requiring and publishing “end-of-project reports” for all funded projects. A 2013 project, jointly led by UT’s Karla McKanders (Law) and community leader Carlos Pinella (Centro Hispano), brings together the community center Centro Hispano with the College of Law’s Immigration Clinic to provide free legal consultations on immigration issues. The ultimate goal is to better understand the legal needs of immigrants in Knoxville and surrounding areas.

- Ready for the World is a broad initiative that provides seed funding for projects that advance student engagement in international and intercultural education. More than 100 Ready for the World grants, totaling more than $400,000, have been awarded for projects and programs. One such project won a 2011 C. Peter Magrath National Finalist award.

- The C. Peter Magrath Review Committee, consisting of UT and community representatives, works together to select UT’s annual, institutional submission. UT’s 2013 submission, “The Plan Of Nashville,” a partnership with the Nashville Metropolitan Planning Organization and numerous local nonprofits, commercial developers and elected officials, won a C. Peter Magrath “Exemplary Program” award.
I.A.3.a. Does the institution have mechanisms for systematic assessment of community perceptions of the institution’s engagement with community? No Yes

Describe the mechanisms for systematic assessment (word limit: 500):

UT has incorporated numerous mechanisms to ensure the input and feedback of partners in the planning, assessment and improvement cycles at an institutional level. In addition to advisory boards at institutional and unit levels, mechanisms that systematically assess community perceptions of the campus-level mission and strategic plan for community engagement involve an array of tools that are often created and deployed at the unit or department level. We often find unit level mechanisms to be the most useful, as they work where relationships are the most direct. Seven of these mechanisms are included in this response.

PLEASE NOTE: Each of the following mechanisms has a corresponding entry in I.A.3.b for how it is “aggregated and used;”

(1) UT’s Board of Trustees has a Research, Outreach and Economic Development Committee responsible for assessing programs. “As we expand UT’s presence in each county, we’re implementing measures to better understand that presence...have defined metrics, are determining how best to collect data and (are) developing outreach and engagement models for each campus and institute.” (BOT meeting, 6/19/2013)

(2) A permanent Carnegie Community Engagement Advisory Committee consists of UT administrators, faculty, students and representatives of the external community. The committee uses a structured method for group brainstorming that includes problem identification, solution generation, and decision making, for ongoing assessment of community perceptions of UT’s engagement efforts.

(3) Six hundred plus members of UT Extension’s 95 county advisory committees help develop programs, curricula, partnerships and resources for assessing and addressing community concerns. An award-winning, custom-built software program tracks Extension’s needs and assessment efforts across Tennessee. It is being used as a model for ongoing development of assessment software for use on the rest of the UT campus.

(4) Within UT’s Institute for Public Service, the Municipal Technical Advisory Service, County Technical Assistance Service, Center for Industrial Services and Law Enforcement Innovation Center each assess community perceptions through quarterly advisory board meetings and biennial community surveys.

(5) The Center for Leadership and Service (CLS) annually surveys more than 100 partner organizations to determine perceptions of overall university engagement and efforts of individual students with whom they have worked. CLS’s collection of and response to these data are also valuable at an institutional level because these partners often engage with other units and colleges across campus.

(6) UT’s service-learning courses formally identified by the “S” course designation in the course catalog and on student transcripts include a web-based process of assessing community perceptions as an integral part of course designation and evaluation.

(7) UT’s new Office of the Vice Chancellor for Diversity holds listening sessions with diverse external communities to inform an inaugural set of programs and infrastructure. A session held in October 2013 with members of Knoxville’s Latino/Hispanic community focused on such questions as: “How is UT viewed in the Latino/Hispanic community?” “How is the UT community engaged with the Latino/Hispanic community?” and “How would you like to see UT engaged with the community?”

I.A.3.b. Does the institution aggregate and use all of its assessment data related to community engagement? No Yes

Describe how the data are used (word limit: 500):
UT uses community engagement assessment data to guide priorities and resource allocation decisions, as well as to enhance the capacity and competence of our research, teaching and outreach functions. Each of the following mechanisms has a corresponding entry where it is described in I.A.3.a, above.

(1) With oversight from UT’s Board of Trustees, community engagement activity is reported through a statewide online dashboard that increases public accountability for the engagement efforts of all System campuses. Assessment is coordinated at the campus level by members of the Outreach and Engagement Community of Practice.

(2) The Carnegie Community Engagement Committee, a permanent advisory board shared by UTK’s Office of Community Engagement & Outreach and UTIA’s Extension office, has identified an initial set of short- and long-term goals to address after submitting the 2015 Carnegie application.

(3) UT Extension uses the System for University Planning, Evaluation and Reporting (SUPER), a custom-built software program for engagement, to aggregate UT Extension’s needs assessment efforts across Tennessee. These community perception data are disseminated to nine relevant academic departments and constituent faculty who work with Extension. These faculty, in turn, share the results with other colleges and departments that do not have Extension faculty, but are active in engagement. Data are also used to reallocate resources to strengthen existing programs and create new programs to better fit the changing needs of the community.

(4) The Institute for Public Service aggregates and uses data collected through advisory committee meetings and surveys to gauge how well they are engaging local cities and counties, continually adjusting its programs accordingly. For example, it assessed an emerging need among municipalities across the state for technology-based training and assistance for law enforcement agencies and communities, leading to the creation of a Law Enforcement Innovation Center.

(5) UT’s Student Life aggregates community perceptions as part of a divisionwide Engagement Assessment. When a community partner survey showed a community perception that the university could improve its “giving back culture,” institutional funds were allocated to expand an optional orientation program for incoming students to include a week of community-engaged service.

(6) Service-learning faculty applying for the “S” designation must demonstrate, along with their community partners, how they use evaluative data to improve codesigned student service projects or experiences to fit student learning and community partner needs over time. UT Service Learning adapts to these changing needs too. For example, in response to a regional need, the office initiated an interdisciplinary “Sustainable Cities” initiative which coordinates curricular engagement activities that focus on specific local cities.

(7) Program-level assessment often provides data that is the most useful. A series of listening sessions with diverse external communities, held by UT’s new Office of the Vice Chancellor for Diversity, has informed the development of an inaugural set of programs and infrastructure. Plans are in place to ensure community member involvement in articulating a vision framework (summer 2014), which shall be the basis for community-campus discussion and goal setting, beginning fall 2014.

I.A.4. Is community engagement emphasized in the marketing materials (website, brochures, etc.) of the institution?

☑ No ☑ Yes

Describe the materials that emphasize community engagement (word limit: 500):

The university emphasizes its commitment to community engagement in a wide variety of marketing materials. Our institutional brand and tagline emphasize our mission and our role in the local, regional and global communities. Our “Big Orange. Big Ideas” campaign features videos, stories and advertisements about how our big ideas are informed by the community, and how they make a difference to the world.
Our admissions materials draw prospective students into the UT culture by explaining what it means to be a UT Volunteer. The admissions website links to the Center for Leadership and Service, First-Year Studies, UT Service-Learning and offers other opportunities for new students to learn from and work in our larger communities.

Outreach is one of eight primary navigation points on the university homepage and targets the needs of both the campus and the surrounding community. This page captures a snapshot of the many partnerships between our faculty, students and staff and links directly to the many outreach offices and initiatives on campus.

Our chancellor's annual report emphasizes engagement as a strategic priority in accomplishing our goals for becoming a Top 25 public university. Quest, our biannual research and creative achievement magazine, highlights the new knowledge we cocreate with community partners that benefits the university and the people and groups involved.

The chancellor sends a newsletter to faculty, staff and students every other month, and most of our 11 colleges produce an annual report that is distributed to alumni, donors and other constituencies. Along with topical updates, these communication vehicles share news about academic-based and mutually beneficial projects and collaborations throughout the nation and the world.

UT alumni and friends receive a printed Torchbearer magazine twice a year and an online eTorch newsletter every other month. The Torchbearer recently profiled eight “Students to Watch,” including first-generation student Brayan Zavala who used his graphic design and photography skills to assist immigrant Latino parents in helping their own children with English reading proficiency. Another featured student, Dabney Wilson, is giving pediatric oncology patients their own voice through digital storytelling.

UT’s Office of Community Engagement & Outreach maintains a website and produces a weekly newsletter (UT-REACH) which celebrates and promotes UT engagement efforts and provides an extensive list of funding opportunities, publishing and presenting venues and the latest readings and resources that support and promote best practices in community-campus engagement. An external edition of UT-REACH is syndicated to a national audience via the Engagement Scholarship Consortium.

Student Life produces a wide variety of materials that emphasize involvement and community-based learning. The Center for Leadership and Service shares volunteer opportunities with all students through the university’s electronic student newsletter sent every Monday and Thursday during the fall and spring semesters.

I.A.5. Does the executive leadership of the institution (President, Provost, Chancellor, Trustees, etc.) explicitly promote community engagement as a priority?

Yes

Describe ways that the executive leadership explicitly promotes community engagement, e.g., annual addresses, published editorials, campus publications, etc. (word limit: 500):

Taylor Eighmy, UT vice chancellor for research and engagement, said that he added community engagement to his own research portfolio as a “foundational component to our role as a great public research university.”

“Engaged partnerships contribute to our path forward for translating our discovery, enhancing our community relationships and impact, fostering the cultural changes associated with external engagement and scholarship and increasing our capacity as a proactive, solution-oriented research organization.”

At his investiture five years ago, Chancellor Jimmy G. Cheek announced plans for building more mutually beneficial community partnerships to “enhance research and outreach.”
Since 1972, the Chancellor’s Associates – a group of 30 business, nonprofit and community leaders – have been visiting campus for a monthly meal. The meetings provide a forum for discussing community needs. “UT is an important part of Knoxville, and much of our strength comes from those in our community taking an active interest in our development,” says Cheek about the Associates.

Following UT’s 2013 C. Peter Magrath “Exemplary Program” award, presented for Thomas K. Davis’s “The Plan of Nashville” proposal, the chancellor said “We hope UT’s partnership with the NCDC may also be a model for other universities to follow as they seek to enrich their own students’ experiential learning and faculty scholarship while reinvesting in the greater community at the same time.”

The chancellor noted in his 2013 annual report how the Chancellor’s Community Engagement Incentive Grants have stimulated scholarship.

“Today, we are developing a new campus culture that recognizes the value of outreach scholarship and ensures that the university and the people we serve get the most from our mutually beneficial partnerships.”

In 2013, Larry Arrington, chancellor of UT’s Institute of Agriculture, shared this vision with Regional Advisory Council members: “One of our highest priorities is to be continuously engaged with the clientele who rely on our programs.”

Provost and Senior Vice Chancellor Susan Martin, announcing UT’s Sustainable Cities Initiative (SCI), emphasized the benefits for both community and university:

“We think these projects will enhance student engagement with the community and help with retention efforts, so SCI fits perfectly into our Top 25 efforts,” she said. “There are multiple other benefits. Faculty who oversee SCI projects will get to work alongside UT’s best student and leaders from the community on challenging projects that add to their own expertise and research. At the same time, our municipal partners will benefit from the work our students and faculty do and also have the opportunity to network with a talented young professionals who will soon be entering the workforce.”

I. B. Institutional Commitment

Required Documentation. Please complete all twelve (12) questions in this section.

I. B. 1. Does the institution have a campus-wide coordinating infrastructure (center, office, etc.) to support and advance community engagement?

☐ No ☑ Yes

Describe the structure, staffing, and purpose of this coordinating infrastructure (word limit: 500):

UT’s Office of Community Engagement & Outreach (OCEO) is charged with advancing campuswide coordination for community engagement. OCEO reports directly to UT’s vice chancellor for research and engagement and is advised by a Carnegie Advisory Committee that includes members of the external community along with UT faculty, staff, students and administrators. OCEO’s director represents UT on the national boards of the APLU’s Council on Engagement and Outreach and the Engagement Scholarship Consortium.

OCEO works closely with a number of other offices, including the dean of Extension, who co-chairs the Carnegie Advisory Committee and is an integral part of UT’s coordinating infrastructure for community engagement.

An essential part of coordinating community engagement at UT is the deliberate establishment of interlacing communities and communities of practice that weave us together internally while connecting us to our external partners in a more coordinated way. Among these are the Chancellor's Academic Outreach and Engagement Council, which includes faculty representation from all 11
colleges. Members work closely with the vice chancellor for research and engagement and the
director of community engagement and outreach to develop policy, mentor faculty, serve on review
committees, liaise with the Faculty Senate and continue their own engaged scholarship.

In 2012, the Office of the Provost and the Division of Student Affairs each established a new point of
coordination to advance UT student engagement. UT Service-Learning (UTSL) reports to the provost,
while the Center for Leadership and Service (CLS) reports to the vice chancellor of Student Life.
These offices meet regularly to ensure that community partnership opportunities are coordinated
and effectively communicated across campus. An outcome of this collaboration is a “Community
Connect” web-based intake process now being developed to connect community partners with short-
and long-term student projects.

UTSL coordinates curricular service-learning partnerships between faculty and community
organizations and facilitates the service-learning “S” course designation process. UTSL’s Service-
Learning steering committee includes representatives from each college, the Tennessee Teaching and
Learning Center, the Center for Leadership and Service and University Libraries.

CLS, meanwhile, focuses on cocurricular and volunteer student engagement and employs the 2012
Bonner High-Impact Community Engagement Practices. CLS facilitates “meaningful experiences that
expose students to diverse cultures through community involvement.”

I. B. 2.a. Are internal budgetary allocations dedicated to supporting institutional engagement with community?  
Yes

Describe the source (percentage or dollar amount) of these allocations, whether this source is permanent, and how it is
used (word limit: 500):

The Knoxville campus and Institute of Agriculture dedicated $61.1 million or 9.5 percent of its
unrestricted Education and General budget for public service in FY2013. These are recurring funds.

The university spends additional funds through college academic units whose leaders have
discretion in dedicating operating funds to support instructional, research and public service
activities deemed central to their faculty’s work and departmental goals. These sources may or may
not be recurring funds and are often one-time investments in new initiatives.

I. B. 2.b. Is external funding dedicated to supporting institutional engagement with community?  
Yes

Describe specific external funding (word limit: 500):

In FY2013, $35.4M in external funding was dedicated to UTK community engagement via the “public
service award” portions of research grants, contracts and federal allocations. UTIA external funding
dedicated to community engagement as public service expenditures was $18.96M for the same
period.

UT’s Office of Community Engagement & Outreach, located within the Office of Research &
Engagement, enhances institutional efforts to pursue collaborative funding opportunities that bring
funding to both UT and its community partners. Recent examples include an $8M grant proposal
submitted with Knox County Schools and a $3M grant proposal submitted with Maryville City
Schools.

Additional external funding for UT engagement came from donor-funded endowments, foundation
and corporate gifts and user fees. Examples:
- The Institute for Public Service has many endowments set up to fund internships for students at UT Knoxville with local governments. As one example, several of these endowments fund municipal management interns for cities within Tennessee.

- The College of Nursing's endowed Emert Fund covers student expenses for international and intercultural experiences.

- UT’s Non-Credit programs, many of which are engaged by contract with target communities, are largely funded by user fees.

- The University Assisted Community Full-Service Schools Program receives external private and government funding support through PetSafe ($200,000 per year), United Way ($70,000 per year) and the State of Tennessee ($75,000 per year).

I. B. 2.c. Is fundraising directed to community engagement?

[ ] No [ ] Yes

Describe fundraising activities directed to community engagement (word limit: 500):

University development officers are based in each college. This provides the best access for fundraisers to ensure they are actively pursuing funding for projects that have been identified as high-priority needs by the college. Proposals are prepared in coordination with college administrators and faculty, recognizing that people want to give back to their department or area of personal interest. For example, partial salary support for the College of Engineering’s director of outreach and engagement activities is raised from private donors.

UT has initiated several innovative methods to more closely connect donors to the programs and people involved. The new Impact Big Ideas crowd-funding site is an example, as many service-learning and student research projects have been funded this way. For example, students chosen to serve on an Alternative Fall or Spring Break trip are required to fundraise to cover the costs of the trip through the crowd-funding site. Organizers through the Center for Leadership and Service say this draws the students into the details of their trip sooner and helps them to better understand the project’s needs and goals. The Impact Internship Fund helps students cover their financial obligations when completing an unpaid or low-stipend internship often associated with civic engagement and public policy, community and international development or similar opportunities.

UT’s Office of Research & Engagement houses the Office of Community Engagement & Outreach, which actively works to identify external funding opportunities for our community engaged research, teaching and outreach initiatives.

More than 300 faculty, staff and students across nine disciplines designed and built UT’s Living Light house for the 2011 U.S. Department of Energy Solar Decathlon competition. UT development offices worked with faculty and students to raise funds for construction, materials, marketing and promotion, student travel and the expensive transport of the house to the Washington Mall for the competition and subsequent Smithsonian exhibit and Tennessee community tour. Alumni engaged with architecture and engineering students to provide new sustainable building products. Another alumnus and transportation company owner worked with students for weeks on Living Light’s elaborate transportation plan to D.C. UT placed eighth overall and earned high marks for energy production. External cash support raised was $577,860; additional in-kind support included $233,951 in materials and $374,666 in professional services. University budget support totaled $258,500.
Through a $3.2 million gift from two alumni, the Institute of Agriculture launched an international sustainable agricultural effort to help address the global issues of a growing population and limited food production. UTIA’s efforts assist international communities and address Tennessee needs with agrarian-based projects through the work of faculty, students and volunteers.

UT’s successful $1 billion Campaign for Tennessee, which wrapped up in 2011, provided the foundation for several new community engagement project as well as funds for expanding an already successful program. A development team helped provide the Department of Ecology and Evolutionary Biology with significant funds to take its “Biology in the Box” science toolkit to an expanded area of public school systems.

I. B. 2.d. Does the institution invest its financial resources in the community for purposes of community engagement and community development? ix

☐ No ☐ Yes

Describe specific financial investments (word limit: 500):

As a public institution, UT has some constraints in how we may use the financial resources entrusted to us. As a land grant institution, UT fulfills its outreach mission by investing in the people and programs that engage directly with our communities and community development (See also: fundraising directed to community engagement, I.B.2.c). A few examples are:

- UT’s Outreach Incentive Grants require the participation of external community partner(s), with award funds typically invested partly or entirely with the community partners. The award review committee for these grants also includes community representation.

- UT’s Office of Research & Engagement actively pursues collaborative funding opportunities that bring dollars to both UT and its community partners. The office frequently reduces or waives its standard overhead rate for community-campus grant collaborations, a direct, dollar-for-dollar transfer of financial benefit from the university to the community.

- County cost-share for UT Extension: $15 million by counties matched by state and federal funds; 4-H Camps; Research and Education Centers. UT Extension agents are in each of Tennessee’s 95 counties, and all UT Extension resource expenditures are informed by regular community needs assessment. In 2013, UT Extension had 4.3 million contacts, and for every public dollar spent, $9.88 was returned.

- UT provides cost sharing for Knoxville’s University-Assisted Community Schools programs in the form of service-learning faculty and students, staffing support and production and distribution of resource materials for the public. Program impact assessment on both community and UT students has been documented in a number of faculty and student research papers and articles, including Kronick, R & Brown, N. “Collaboration & Prevention: Looking Back on Eleven Years of a University Assisted Community School.” “University of Pennsylvania Journal of Community Schools.” Philadelphia, Pa. (in press). Program directors are designing research to further investigate progress on the following indicators: primary test scores; demographic characteristics; and numbers of tardies, absences and behavioral referrals. Student progress is now being assessed using a number of other measures, including Curriculum Based Measurement Reading Results.

- A number of professional programs contribute in-kind support through the expertise of law school, nursing, and teacher education students to the local community at little or no cost. The College of Architecture and Design contributed over a million dollars in in-kind resources to the city of Knoxville’s HUD grant application for which the city received $5 million from 2011 to 2013.

- UT’s public radio station, WUOT, provides free public service announcements and a community calendar that allows nonprofit groups and other community partners to reach over 680,000 potential customers and donors throughout East Tennessee.
In 2013, The UT Center for Industrial Services celebrated its 50th year of providing assistance to more than 400 manufacturers, which generated an average annual economic impact of $600 million.

I. B. 3.a. Does the institution maintain systematic campus-wide tracking or documentation mechanisms to record and/or track engagement with the community?  
☐ No ☐ Yes  
Describe systematic campus-wide tracking or documentation mechanisms (word limit: 500):

The UT System's strategic plan, “Defining the Future,” includes, as one of its five overall goals, “To engage members of the UT System community in outreach, engagement and service to improve communities and the quality of life of residents in Tennessee.” The strategic plan includes a web-based, statewide dashboard that aggregates and tracks community engagement data. The data are updated on an annual basis, reflecting community engagement outcomes: noncredit programs, customers/clients served through community engagement partnerships and estimated economic impact of community engagement.

In early 2013, UT’s provost purchased a new electronic system for annual faculty reporting, and the Director of the Office of Community Engagement & Outreach is helping to implement it. Currently being installed and customized, the system consists of multiple data modules for research, teaching activity, community service and other professional activities. Modules can be populated by users, but also will self-populate from internal course activity and sponsored program databases, as well as external sources, such as the Scopus bibliographic database. UT is working with system developers and external engagement consultants to add an optional community engagement scholarship (CES) “tag” to any activity entered into any of these modules. An embedded, drop-down guide which explains the integrated view of engaged scholarship and other language to frame what is and is not CES. We hope additional data will be added to CES “tagged” entries to guide users on the appropriate use of the tag. In addition to adding reporting capacity for community engaged scholarship, we expect the new system to provide opportunities for identifying, convening and rewarding UT’s community-engaged scholars.

UTK consists of 11 individual colleges, institutes and schools. Because of the many ways these units respond to the many and diverse communities, engagement data collection varies by unit, need and application. Specific examples of systematic, unit-level tracking of engagement include:

- The System for University Planning, Evaluation and Reporting (SUPER), a custom-built software for engagement, tracks Extension’s statewide efforts.

- The Institute for Public Service maintains both a funding database and a performance management system that keeps track of the number of people trained across the state, the number of projects conducted in the state and the dollar amount of economic impact as a result of these activities.

- UT student engagement is extensively tracked by the Division of Student Life, which has purchased Collegiate Link’s Campus Labs program to begin efforts for broader, cross-unit campus application of tracking data electronically.

- In the College of Social Work, two mechanisms collect and process engagement data: a nationally normed measure, the Organizational Social Context, assesses culture, climate and morale of partner agencies to determine, over time, whether our work helps them to improve. The Children’s Mental Health Research Services Center also tracks outcome measures on clients served by UT’s partners, using another original, norm-based measure, the Shortform Assessment for Children. This instrument is used by partners nationwide to determine improvements in the well-being of children served.
I. B. 3.b. If yes, does the institution use the data from those mechanisms? xii
☐ No ☐ Yes
Describe how the institution uses the data from those mechanisms (word limit: 500):

Please also see response for I.B.3.a, immediately above.

- System-level "dashboard" data on community engagement will be used by the Board of Trustees to inform statewide resource allocations. The data are updated on an annual basis and reflect these community engagement outcomes: noncredit programs, customers/clients served through community engagement partnerships and estimated economic impact of community engagement.

- Faculty engagement data from the newly implemented faculty activity platform will be used at the provost, college and department levels for annual reporting. It will form the basis for more inclusive awards for scholarship which may include community engagement for promotion and tenure review.

- Student engagement data are used to record cocurricular engagement requirements for UT's graduation medallion program. Data may also be incorporated in tracking of curricular engagement through UT's service-learning program and law student pro-bono engagement requirement, among others. UT Service-Learning uses data from student, faculty and community partner assessment mechanisms to make sure students are placed with appropriate community partners and to report numbers of students and community members affected by each program. Data collected from other programs and activities are used to improve relationships with community partners and the services provided.

- The Institute for Public Service produces an annual report as well as fact sheets on community engagement for Tennessee legislators and other public and private stakeholders.

- In the College of Social Work engagement data instruments are used by partners nationwide to determine improvements in the well-being of children served.

- UT’s Extension office uses engagement data in a number of ways that impact the university, including: performance appraisals, promotions, marketing and communicating with stakeholders.

- The College of Veterinary Medicine utilizes the principles and practices of performance excellence that begins with a strategic planning process which incorporates the use of environmental scans and metrics to develop future direction and to monitor the success of its strategies in pursuit of its mission and vision. The college’s Executive Committee and Hospital Board use assessment data for decision making in the College of Veterinary Medicine and the Veterinary Medical Center.

- The College of Social Work conducts research with community-based agencies and institutions by working directly with community-based administrators and front-line care providers along with courts, law enforcement agencies, schools and mental health advocacy organizations. The college develops and tests new methods of assessing service systems and organizations and also tests organizational improvement strategies in mental health agencies and the state’s children’s services.

I. B. 4.a. Are there systematic campus-wide assessment mechanisms to measure the impact of institutional engagement?xix ☐ No ☐ Yes

I. B. 4.b. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Studentsxiv (word limit: 500):

*Mechanisms: Teaching and Learning Center research paper and campus survey.*
The provost’s Tennessee Teaching and Learning Center (TennTLC) regularly canvasses campus faculty, staff and students to determine how TennTLC can better support UT’s teaching mission.

In 2010, a student organization sponsored by TennTLC authored a white paper entitled “Student Ownership and the College Experience.” Among other things, the students recommended that the university increase the service-learning offerings and “real world engagement with [their] academic subject matter.”

Following the student recommendations, TennTLC distributed service-learning research survey to UT faculty. The purpose of the survey was to capture faculty efforts and attitudes about service-learning, with the ancillary purpose of facilitating a greater enrollment in concurrent service-learning workshops and a regional Campus Compact conference that UT had already committed to hosting.

At about the same time, The Division of Student Life distributed another survey to community partners.

*A key finding for impact on students*
Despite service-learning already having been identified as a strategic priority of the university, UT faculty who wished to incorporate service-learning into their courses were greatly impeded by not having sufficient institutional infrastructure in place to help them do it. Further, a survey of community partners showed that UT’s external partners also hoped to have more UT students engagement in their communities.

*In response (how assessment finding was used)*
UT created UT Service-Learning within the Office of the Provost in 2012 and launched the Smart Communities Initiative (SCI) in 2013. Described more fully elsewhere in this application, the SCI is an interdisciplinary service-learning program that partners UT with a single city for an entire academic year. Based largely on the success of both UT Service-Learning and the Sustainable Communities Initiative, UT has also now selected Experiential Learning as the focus of our 2015 SACS Accreditation Quality Enhancement Plan.

I. B. 4.c. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Faculty” (word limit: 500):

*Mechanism: Office of Community Engagement end-of-project reports*
Since 2010, the university has provided special project funding for proposals that specifically enhance the engagement mission of the university. These are advertised as follows: “The quality of engagement is tied to both public accountability and traditional measures of academic excellence; therefore, UT documents the impact of the engagement projects it funds by requesting and publishing “end-of-project reports.” Project reports must be submitted before grant award funds are released and are then permanently published on the university’s website. The request for proposals, review criteria and end-of-project reports evaluate the following:

(1) **ASSESSMENT:** How did this project document or assess its engagement with the community?
(2) **PARTNERSHIP/RECIROCITY:** How did the university and community work together?
(3) **BENEFITS:** What were the benefits (university/community) of this partnership?
(4) **SHARED DECISION-MAKING:** Did the community have a "voice" or role for input into this project?
(5) **SCHOLARSHIP:** Are there any examples of faculty scholarship that will be informed by this project?
(6) **CONCLUSIONS:** What conclusions and best practices can be drawn from the partnership?
(7) **FUTURE PLANS:** What are the future plans for this partnership?

*A key finding for impact on faculty*
UT’s Office of Community Engagement and Outreach found that UT campus, colleges and departments began celebrating Outreach Incentive Grants in their newsletters, and faculty award winners began including the awards in their reports for annual reviews and CVs.
In addition to telling the good stories of the partnerships and partnering activities being funded and the communities being impacted by these grants, UT’s Office of Community Engagement & Outreach (OCEO) now takes greater care to more specifically celebrate the individual faculty who win these awards, to better align with more traditionally recognized accolades and peer review for academic excellence. Because of OCEO’s unique location within the institution’s research office, it has not only been able to elevate the prestige of these grants according to many of the traditional markers of success at large research universities, but has also done a better job each year (four thus far) in tying the grant award process to additional opportunities for external funding, as well.

I. B. 4.d. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on Community (word limit: 500):

*Mechanisms: Center for Leadership and Service Community Partner Survey.*
The Center for Leadership and Service (CLS) annually surveys 100-plus partner organizations to determine perceptions of overall university engagement and individual service efforts of students with whom they have worked. These data are also valuable at an institutional level as many of these partners engage with colleges and units across campus. UT’s Division of Student Life aggregates community perceptions as part of a divisionwide engagement assessment.

*A key finding for impact on the community*
A key partner survey finding for impact on the community was that community partners perceived that the university could improve its “giving back culture.”

*In Response (how assessment finding was used)*
Institutional funds were reallocated to expand the extended orientation program for incoming students to provide a week of engagement with the Knoxville community. The expanded program was enthusiastically endorsed by students in its inaugural program year (fall 2013), 590 students, or nearly 35 percent of all UT freshmen, participated in this program.

I. B. 4.e. If yes, indicate the focus of these systematic campus-wide assessment mechanisms and describe one key finding for Impact on the Institution (word limit: 500):

*Mechanisms: nominal group facilitation with the Carnegie Advisory Committee*
A 75-member Carnegie Community Engagement Advisory Committee consisting of community members, administrators, faculty and students has been meeting quarterly since mid-2013 and will continue as a permanent group. The Committee uses a nominal group technique, a facilitated group process involving problem identification, solution generation and decision making, for ongoing assessment of perceptions of UT’s engagement with the community.

*A key finding for impact on the institution*
A key finding from a Feb. 14 meeting, the proceedings of which were documented online in real time using an interactive Google Form projected on a screen, was that committee members have developed an increased interest in the importance of our assessment efforts, along with an increased willingness to be directly involved in building stronger assessment mechanisms in the future for campus engagement.

*In Response (how assessment finding was used)*
Members of UT’s Carnegie Advisory Committee are now working in a number of capacities on campus to facilitate better assessment mechanisms for community engagement.

Some are members of the Academic Outreach and Engagement Council, which is currently working with the provost, faculty senate and others to draft and adopt more inclusive criteria for academic rewards and promotion. (More about these efforts elsewhere in this application)
Other Carnegie Advisory Committee members are now on the implementation committee for the Office of the Provost’s new system for annual faculty reporting which will also collect data on engaged research, engaged teaching activity and engaged outreach. This electronic data on faculty engagement will then be more readily available for departmental tenure files. These data will allow UT to better identify and add capacity to campus-community engagement partnerships and will be more compatible with the existing statewide outreach and engagement “gauge” on the UT System’s web-based dashboard.

Finally, a few committee members are convening a smaller group of unit administrators with authority both to collect data on their unit’s activities and interact with the various UT campus and UT System entities as they work on more streamlined ways to aggregate and report these data to UT and its external constituencies.

I. B. 4.f. Does the institution use the data from the assessment mechanisms?

☐ No ☑ Yes

Describe how the institution uses the data from the assessment mechanisms (word limit: 500):

UT’s Carnegie Advisory Committee agreed, along with most of our external reviewers**, that the least confusing way to report each of UT’s responses for I.B.4.a-e above was to describe the full process, from assessment mechanism through use of the data. Therefore, the way UT used these data is already described in I.B.4.a-e and repeated here:

I.B.4.b: Use of assessment data following a key finding for impact on students

UT created UT Service-Learning within the Office of the Provost in 2012 and launched the Smart Communities Initiative, a program that partners UT with a city for an entire academic year to engage faculty and students in 20 to 30 service-learning projects as part of academic coursework. Based largely on the success of both UT Service-Learning and the Sustainable Communities Initiative, UT has also selected Experiential Learning as the focus of its 2015 SACS Accreditation Quality Enhancement Plan.

I.B.4.c: Use of assessment data following a key finding for impact on faculty

In addition to telling the good stories of the partnerships being funded and the communities being impacted by internal engagement grants, UT’s Office of Community Engagement & Outreach (OCEO) now takes greater care to celebrate the individual faculty who win these awards, to better align with more traditionally recognized accolades and peer review for academic excellence. Because of OCEO’s location within the institution’s research office, it not only has been able to elevate the prestige of these grants according to many of the traditional markers of success at large research universities, but also has done a better job each year (four thus far) in connecting awardees to additional opportunities for external funding.

I.B.4.d: Use of assessment data following a key finding for impact on community

Institutional funds were reallocated to expand the extended orientation program for incoming students to provide a week of engagement with the Knoxville community. The expanded program was enthusiastically endorsed by students. In fall 2013, 590 students (approximately 35 percent of all UT freshmen) participated in this program.

I.B.4.e: Use of assessment data following a key finding for impact on the institution

Members of UT’s Carnegie Advisory Committee are currently working with the provost and the faculty senate to draft more inclusive criteria for academic rewards and promotion, to convene smaller groups of unit administrators with authority both to collect data on their unit’s activities and interact with the various UT campus and UT System entities, and to provide direct development and implementation assistance for the Provost’s new system for annual faculty reporting. This electronic data will also be available for departmental tenure files, will allow UT to better identify and add capacity to campus-community engagement partnerships, and will be more compatible with the UT System’s work on more streamlined ways to aggregate and report these data to internal and external constituencies, including better use of the existing, statewide outreach and engagement online dashboard.
**External reviewers:** Julie Williams (U. New Hampshire), KerryAnn O'Meara (U. Maryland), Hiram Fitzgerald (Michigan State) and Valerie Paton (Texas Tech).

I. B. 5. Is community engagement defined and planned for in the strategic plans of the institution?  

[ ] No  [ ] Yes

Cite specific excerpts from the institution’s strategic plan that demonstrate a clear definition of community engagement and related implementation plans (word limit: 500):

The university system sets the tone for our statewide mission of outreach and engagement. One of the primary goals in the university wide strategic plan is “fostering outreach and engagement.” This goal requires all UT campuses to “engage members of the UT System community in outreach, engagement and service to improve communities and the quality of life of residents in Tennessee.”

In 2010, Chancellor Cheek charged a broad-based task force with recommending strategies to set UT on an aggressive improvement path to become a Top 25 public research university. The result was a new “Vol Vision” strategic framework, finalized in 2011.

Engagement is defined further as a “value” within the Vol Vision strategic plan.

“While our strategic focus may evolve over time, these enduring principles continue to permeate who we are, what we do, and how we accomplish our goals. At UT we value engagement with our local and extended communities.”

The representative structure for implementing the plan included an Outreach Subcommittee whose collective work was to further spell out the plan’s emphasis on community engagement, including the “enduring principle” of UT’s “obligation to engage with our communities.”

This subcommittee identified additional strategies to “focus on interdisciplinary research, teaching and engagement” and to “designate responsibility for coordinating service-learning experiences to assure academic learning outcomes and appropriate credit.”

Finalized and approved in 2011, the Vol Vision action covers five strategic goals for becoming a Top 25 public research university. One goal is research. To fulfill our research objective is “to enhance economic, social, and environmental development; support outreach to our various constituencies; and extend the reputation and recognition of our campus.”

UT hired Taylor Eighmy as vice chancellor for research and engagement in 2012 and dedicated Top 25 strategic plan funding to establish the Office of Community Engagement & Outreach based within the Office of Research & Engagement. Vol Vision action plan metrics have since been added that measure our engagement by keeping track of formal partnerships, the number of UT participants, scholarly projects and national awards.

Additional Vol Vision strategic goals also have been implemented using community engagement. The action plans for “undergraduate education” and “faculty” each call for increased diversity, retention and success, which has resulted in UT adding a week of public service for incoming freshman participating in an optional “Ignite” orientation program; new staffing and course designations for UT service-learning; new funding and professional development support for faculty and staff who employ engaged scholarship or who facilitate student engagement; and a new online system for annual faculty review that shall also include a cross-cutting “tag” or rubric for community engagement.

The Vol Vision action plan document includes an outline of current efforts to change the faculty productivity and benchmarking review process. The program review changes explicitly include “defined and consistent program output metrics” for “undergraduate, graduate, research, and community engagement.” These metrics will impact evaluations of faculty productivity and “[support] faculty rewards and strategic planning initiatives.”
I. B. 6. Does the institution provide professional development support for faculty and/or staff who engage with community?

[ ] No  [ ] Yes

Describe professional development support for faculty and/or staff engaged with community (word limit: 500):

UT provides many professional development opportunities for faculty and staff who engage with the community. Examples include:

- The Chancellor’s Academic Outreach and Engagement Council includes faculty representation from all 11 colleges. Council members work closely with the vice chancellor for research and engagement and the director of community engagement and outreach to mentor UT engagement faculty who are doing engaged scholarship.

- UT Service-Learning offers many online resources for service learning faculty, including current partnership opportunities, support for course design (often in collaboration with TennTLC), risk management information, etc. In addition, UT’s Service-Learning Steering Committee offers peer-review feedback and support for all faculty who submit applications for “S” course designations.

- The vice chancellor for research and engagement funds visits from outside engagement experts for campus presentations and group consultations. Recent guest speakers have included Julie Williams (University of New Hampshire) and KerryAnn O’Meara (University of Maryland). UT began this tradition with a September 2007 campus visit from Ira Harkavy (University of Pennsylvania), who helped in the professional development of the many UT faculty who are now involved in Knoxville’s successful University-Assisted Community Schools Program.

- The provost’s Teaching and Learning Center (TennTLC) awards $35,000 annually in creative teaching grants for faculty who want to creatively design or redesign their course(s) to employ action research and the scholarship of teaching and learning. The TennTLC also holds workshops for First-Year Studies Service-Learning courses and offers online “how to” pedagogy worksheets on reflective writing and service learning.

- The director of the Office of Community Engagement & Outreach (OCEO) serves on the APLU’s Council on Engagement and Outreach and the Engagement Scholarship Consortium (ESC) Board, which offers remarkable opportunities to learn from and contribute to the national engagement movement. In addition, OCEO pays for the attendance of other campus leaders to attend CEO and ESC meetings. UT leaders sponsored thus far include UT’s vice provost for academic affairs and UT’s vice chancellor for diversity. OCEO also provides further professional development funding for several annual faculty and staff scholarships to the ESC conference.

- UT’s regular “unCommon Teaching and Learning” series is a collaborative effort of TennTLC, UT Libraries and the Office of Information Technology and provides an informal occasion for faculty to discuss their teaching, research and practice with peers. The group now offers a semesterlong service-learning series.

- All Extension personnel receive regular training to develop and maintain their professional skills for community-based work.

- UT’s Academic Outreach & Engagement Council, The Provost’s Teaching and Learning Center, and the Howard Baker Center for Public Policy cohosted the 2010 Regional Campus Compact conference for UT faculty and staff.

- Many UT colleges provide release time and financial support for faculty travel to the Engagement Scholarship Conference, the Sustainable City Year Workshop and other professional development projects. This includes funding of international travel for student-service projects.
I. B. 7. Does the community have a “voice” or role for input into institutional or departmental planning for community engagement? [ ] No [ ] Yes

Describe how the community’s voice is integrated into institutional or departmental planning for community engagement (word limit: 500):

UT’s colleges, institutes, and schools partner with the external community. Some of the strongest examples of how community members play an active, participatory role in institutional planning are:

- **UT’s Smart Communities Initiative** partners several UT departments with a single municipality for an entire academic year to engage in real-world problem solving. Each year, municipal partners apply to UT and one is selected. Municipal partners then work with faculty and students in 20 to 30 UT service-learning and internship-based courses to address specific projects. For 2014–15, UT’s partner will be the city of Cleveland, Tenn., which has already submitted nineteen potential projects to be the subject of UT courses. These include a marketing and branding plan, a housing conditions survey, a bus shelter plan, a health department expansion analysis, a brownfield development plan, a water quality analysis and a computer-based input tool for citizen questions, comments and complaints.

- **The Commodities for Communities** program was initiated by state agricultural producers who wished to support UT by giving part of their crops instead of money to the UT Foundation. The foundation sells the commodities and invests the proceeds back into a community-based UT program of the grower’s choice. Over the past 12 months, individuals have pledged more than $1.2M to CFC programs.

- Community members serve on **review teams** for UT's Outreach Incentive Grant Program and annual C. Peter Magrath submission.

- **The Chancellor’s Associates** are a diverse group of community leaders that meets monthly with the chancellor and other administrators, providing representative voices from external constituents in the greater Knoxville area. **UTK/City Chamber Lunches** give city and county mayors direct access to top-level administration to discuss shared concerns and goals.

- **UT’s history department** collaborates with local schools and the East Tennessee Historical Society (ETHS) for a long-running American History Teacher Preparation Program. ETHS provides program support and financial administration, while regional schools provide input on K-12 pedagogy and curricular standards.

- **UT’s Non-Credit Programs** depend on participant surveys for process improvement and content development for ongoing and future offerings.

- **Most colleges** have an external advisory board for program planning and implementation. For example, a College of Communication and Information advisory board includes members from the Library of Congress, regional library directors and the Tennessee State Library and Archives. The members provide input regarding goals and objectives, student experiences, resources and financial support.

- **Most colleges also** seek and use community feedback through community surveys, opinion polls, and post-event feedback forms. For example, UT’s Clarence Brown Theater regularly surveys its audience for feedback about productions and programs, particularly those focused on issues of social or historical interest.

I. B. 8. Does the institution have search/recruitment policies or practices designed specifically to encourage the hiring of faculty with expertise in and commitment to community engagement? [ ] No [ ] Yes

Describe these specific search/recruitment policies or practices (word limit: 500):
From UT's 2013 Faculty Handbook: "All who are appointed as tenure-track and tenured faculty are expected to contribute to the missions of teaching, research/scholarship/creative activity, and public service... The exact apportionment of effort in teaching, research/scholarship/creative activity, and service is a function of the skills of the faculty member and the needs of the department and university... While the responsibilities of a faculty member are divided among research, teaching, and service, these arenas are not isolated, particularly at an institution such as UT, which is both a land-grant and research university for the state. For example, faculty members might involve undergraduate students in research or involve the greater community through outreach in basic and applied research... Faculty members are responsible for teaching effectively by employing useful methods and approaches that facilitate student learning..."

This allows UT deans and department heads the flexibility to request new faculty in areas of current need, including UT's land-grant mission of public service, community outreach and community engagement.

In several UT colleges with community-based learning and/or service-learning components, (Veterinary Medicine; Nursing; Law; and Education, Health and Human Sciences (all of which feature clinical service), faculty are recruited for both their disciplinary expertise and their ability to support these colleges’ community-engagement efforts. Developing support for faculty with expertise in community-based learning so they also may meet traditional tenure expectations is an emerging priority for these colleges. The College of Law, for example, has an “Access to Justice and Mentor Programs Coordinator." This position assists law professors by coordinating the college's student pro bono and public interest programs. Recruitment, supervision of student volunteers and development of program support for existing and new programs is handled centrally in the College, freeing faculty time for involvement in their community-based learning activities.

Extension faculty often hold joint appointments in academic departments charged with the research and teaching functions of the university. These faculty are subject to the same university-level policies and practices for hiring, annual review, promotion and tenure as all other UT faculty. In full accordance with UT faculty policies, Extension job descriptions are targeted at hiring faculty and agents with experience in and desire for community/university partnerships. Position announcements emphasize the requirement that successful candidates develop educational programs which both meet the needs expressed by clientele and evaluate these programs to document how these needs have been met. Working closely with key partners is an expectation of all Extension faculty and agents. Excellent oral and written communication skills are required of all hires, due to the important role that communications plays in establishing and maintaining mutually beneficial relationships in all partnership efforts.

I. B. 9. Are there institutional level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?  

Yes

If needed, use this space to describe the context for policies rewarding community engaged scholarly work (word limit: 500):

UT’s Vol Vision strategic planning document states that UT “leads an increasing number of academic and public service activities that involve and benefit the local community... This continuing commitment to the public good, through a variety of outreach activities, is grounded in our tradition as a land-grant institution.” Further, at UT, “we value engagement with our local and extended communities, embracing intercultural and global perspectives.”

Existing institutional-level policies for promotion and tenure already can be and are used to reward engaged scholarship. "All candidates for promotion and/or tenure are evaluated according to general criteria as described in the 2013 Faculty Handbook," while further, "specific criteria for the evaluation and review of tenure-track faculty must be described in collegiate and/or departmental bylaws.”
3.11.4 (Criteria for Tenure) “Professional excellence is reflected in the faculty member’s teaching (which includes advising and mentoring), research, and service or other creative work in the discipline, participation in professional organizations, willingness to contribute to the common life of the university, and effective work with colleagues and students, including the faculty member’s ability to interact appropriately with colleagues and students. It is the responsibility of departments and colleges to define professional excellence in terms of their respective disciplines.” … “Faculty are expected to become good, solid teachers who work enthusiastically with students, try new approaches to pedagogy, and contribute to the development of departmental programs. Faculty must also establish an independent record of accomplishment in scholarly work, normed to the standards of the discipline, which can be documented and validated by peers. In most cases, tenure-track faculty should be encouraged to develop first as teachers and scholars, leaving serious involvement in service until after a sound academic record is established.

UT’s Ready for the World initiative, national finalist for the 2011 C. Peter Magrath award, is specifically mentioned in UT’s Manual for Faculty Evaluation: “Faculty and administrators are encouraged to participate in the University’s Quality Enhancement Plan for International and Intercultural Awareness, now called Ready for the World. This initiative provides that discussion of the importance of international/intercultural expertise and experience should be incorporated into tenure, promotion, and annual review statements.”

UT is a research university with unique criteria for promotion and tenure. While UT faculty can and have received tenure and promotion for community engagement under current policy, further incorporation of institutional understanding and reward for community engagement scholarship is still needed at UT. Many members of the UT community are working toward this goal and are encouraged by the progress made thus far – see I.B.12.

I. B. 10.a. Is community engagement rewarded as one form of teaching and learning?

Please cite text from the faculty handbook (or similar policy document) (word limit: 500):

Section 2.2 of the 2013 Faculty Handbook, pertaining to institutional rewards for teaching, states that “Faculty members may pursue the scholarship of education, so as to improve teaching of faculty members and other educators, such as primary and secondary teachers, or extension agents. Other faculty members through outreach instruct nontraditional audiences in off-campus settings to improve professional expertise and public understanding.”

In 2012, UT’s Board of Trustees approved an additional rank of “senior lecturer,” and UT adopted a corresponding set of guidelines for the lecturer promotion process which provides additional pathways for UT’s teaching faculty to advance their careers through curricular engagement.

“Non-tenure-track teaching faculty are hired for specific teaching assignments. They generally are not expected to conduct research or perform public or disciplinary service as a condition of their employment, (but are) expected to provide excellent instruction,” the characteristics of which include: “Facilitating student learning through effective pedagogical techniques … Engaging students in an active learning process; (and) Incorporating collaborative and experiential learning in regular classroom instruction.” Because a lecturer’s principal responsibility is teaching, the primary criterion for appointment, continuation of appointment and promotion is excellence in teaching.

I. B. 10.b. Is community engagement rewarded as one form of scholarship?

Please cite text from the faculty handbook (or similar policy document) (word limit: 500):

UT’s Faculty Handbook explains, in section 2.3 (Research/Scholarship/Creative Activity), that “faculty disseminate their scholarly work through venues respected in their disciplines and beyond academia … Some faculty members pursue the scholarship of application, which typically involves
outreach to the community to co-develop successful practices to address problems to benefit individuals and organizations."

Section 2.21 (The Importance of Scholarship) in the Handbook adds that faculty may “contribute to the scholarship about improved learning and teaching; and contribute to the scholarship of improved outreach to K-12 education, applied research focused on the needs of the community, and applied service to benefit the community. Successful faculty members maintain disciplinary expertise even when pursuing scholarship in learning, teaching, and outreach,” and that “while the responsibilities of a faculty member are divided among research, teaching, and service, these arenas are not isolated, particularly at an institution such as UT, which is both a land-grant and research university for the state. For example, faculty members might involve undergraduate students in research or involve the greater community through outreach in basic and applied research. Each faculty member makes a distinct contribution to the university that is in accordance with her or his terms of appointment, departmental bylaws, discipline and rank.”

Finally, in 7.1 (Compensated Outside Services), the Handbook further clarifies that “Full-time faculty members appointed to the University of Tennessee agree to devote themselves to UT’s mission of teaching, research, and public service. Fulfillment of these responsibilities demands a full-time, 100 percent commitment to normal University duties, including remaining current in the discipline to which the faculty member is appointed. For many faculty members, an important part of keeping up-to-date lies outside the classroom, laboratory, and library: it involves testing one’s academic skills and abilities by applying them to real-world problems.”

I. B. 10.c. Is community engagement rewarded as one form of service?

No ☐ Yes ☐

Please cite text from the faculty handbook (or similar policy document) (word limit: 500):

UT’s Faculty Handbook requires that “All who are appointed as tenured and tenure-track faculty are expected to contribute to the missions of teaching, research, creative activity and public service. The exact apportionment of effort in teaching, research, scholarship, creative activity, and service is a function of the skills of the faculty member and the needs of the department and university ... Faculty members serve their disciplines by providing leadership in appropriate public, private, professional, and governmental organizations.”

More specifically, in section 2.24 (Service), the Handbook explains that “Faculty members benefit the community beyond the institution by lending their professional expertise to aid or lead organizations that create beneficial linkages between the university and the community.”

I. B. 11. Are there college/school and/or department level policies for promotion (and tenure at tenure-granting campuses) that specifically reward faculty scholarly work that uses community-engaged approaches and methods?

No ☐ Yes ☐

Which colleges/school and/or departments? List Colleges or Departments: (500 word limit for “list” text CONFIRMED 4/2/2014))

Several of UT’s colleges have policies that specifically reward faculty for scholarly work that uses community-engaged approaches and methods, and these are listed below. This list represents the percentage of all colleges (64 percent) for the response that follows.

- The College of Agricultural Sciences and Natural Resources
- The College of Architecture and Design
- The College of Education, Health, and Human Sciences
- The College of Law
- The College of Nursing
- The College of Social Work
The College of Veterinary Medicine

UT Extension also specifically rewards faculty scholarly work that uses community-engaged approaches and methods: Extension is not a college, however, so is not included in this list.

Other colleges may award tenure for community-engaged research (i.e., community-based practice research) or pedagogies (i.e, service-learning), even though these colleges do not include policy specifying that they do so. Most of these other colleges also include faculty outreach and engagement under the “service” component of their Promotion and Tenure policy.

In order to foster the inclusion of community-engaged approaches, the provost offers promotion and tenure workshops to all UT faculty in all UT colleges, departments and ranks. These workshops emphasize the proper reporting of all scholarly activities, which can and has included the scholarship of engagement for many UT faculty.

Two examples of how colleges support their policies for rewarding engaged scholarship include:

The annual Institute of Agriculture promotion and tenure workshop includes a presentation by the dean of Extension that defines Extension Scholarship and is consistent with the governance of UT’s Faculty Handbook. Key elements of Extension and Engagement Scholarship include:

1. Evidence of a clearly defined and planned educational program
2. High-quality teaching
3. Peer-reviewed publications
4. Extramural funding support
5. Education for both adults and youth (4-H)
6. Service to the department, UT Extension, UTIA, UT and discipline

A strong track record of success in promotion and tenure of Extension faculty demonstrates that teaching and learning is rewarded through work in community engagement.

The College of Veterinary Medicine (CVM) has “teaching, discovery, and clinical service” as the three parts of its effort allocation. The percent of effort in each part determines the emphasis for overall faculty scholarship. Scholarship involved with service outreach and service-learning is rewarded and counts toward CVM tenure and promotion as long as it fulfills all of the requirements that define scholarship.

What percent of total colleges/school and/or departments at the institution is represented by the list above?:

64 percent

Please cite three examples of colleges/school and/or department-level policies, taken directly from policy documents, that specifically reward faculty scholarly work using community-engaged approaches and methods (word limit: 500):

To successfully implement policies to reward community engagement, UT’s 11 colleges have generally moved through a sequence of capturing the importance of community engagement in a strategic planning document, establishing metrics to measure the accomplishment of the strategic initiatives, establishing methods of documenting faculty involvement in the initiatives and, finally, changing the wording of promotion and tenure policy to capture professional recognition for faculty involvement. While UT is actively involved in the first stages of this process to change the P&T language for the entire university, some UT colleges are leading the way. Following are policy examples from UT’s College of Education, Health, and Human Sciences; UT’s College of Nursing; and UT’s College of Law.

(1) College of Education, Health, and Human Sciences (CEHHS)

CEHHS is one of UT’s broadest and most interdisciplinary colleges. CEHHS’s 2012–16 Strategic Plan has six strategic priorities, one of which is to “Promote excellence in local and global outreach,
service, and social and civic engagement to build new knowledge, and encourage civic dialogue and economic development.”

CEHHS Priority #6 includes strategic initiatives to:
- Enhance efforts to connect CEHHS faculty research with advocacy work
- Develop and support partnerships with university, local, state, national, and international constituencies
- Engage students and faculty in interdisciplinary approaches for community engagement
- Develop strategies for “giving back” to our community partnerships
- Promote academic program innovation that includes community engagement and service learning opportunities

Priority #6 also includes metrics and recommended methods for documenting faculty engagement:

“Establish a baseline metric and ongoing assessment procedure of productivity associated with service learning, outreach, and civic engagement, for example the numbers of service learning courses per department, regional/national/international conference presentations/papers, peer-reviewed publications, and other scholarly endeavors,”

“(CEHHS is to) Create a working group within the College to develop recommendations to Dean/departments identifying innovative methods to increase support for faculty scholarly activities associated with service, outreach and engagement,” and to “provide support for faculty and staff engaging in service-learning, outreach, and engagement activities. Provide recognition for tenure and promotion for service-learning, outreach, and engagement efforts that do not lead to publications.”

(2) College of Nursing

UT’s College of Nursing has gone further in establishing P&T credit that expands upon campus-level policy in UT’s Faculty Handbook to specifically include community engagement. For example, at the full professor rank, requirements include: “Is recognized and valued for leadership in community service activities related to nursing, health and human wellbeing,” and “Performs community service/clinical practice activities as an integrated scholar whose research and teaching are integral to the service provided. Professional publications and grants support the community service.”

(3) College of Law

UT’s College of Law modified its bylaws to allow faculty members to substitute community-engagement scholarship for more traditional scholarship in their P&T considerations. “In extraordinary cases, participation in University, professional, or community affairs may be considered in partial fulfillment of the requirement for legal writing and research if the participation has been sustained and marked with distinction.”

I. B. 12. If current policies do not specifically reward community engagement, is there work in progress to revise promotion and tenure guidelines to reward faculty scholarly work that uses community-engaged approaches and methods?
- No □ Yes

If yes, describe the current work in progress (word limit: 500):

While UT faculty already can receive tenure and promotion for community engagement under UT’s current policy, further work is needed. We are very encouraged by the progress made thus far.

The requisite cultural shift has begun, as this application attests. Our mission and strategic plan reflect a new focus on reciprocal partnerships with the external community, as do public declarations by UT’s senior leadership. UT has developed stronger coordination and infrastructure that provide new resources and new opportunities for engaged faculty. Better tracking and assessment mechanisms assure that engagement activity can be formally documented, recognized and reported in ways that were not previously possible.
Efforts are underway to include community engagement in the strategic planning process, establishment of faculty metrics and metric data collection. Planning has begun to support modification of university faculty handbook language to further encourage faculty-engaged scholarship.

The appointment of Taylor Eighmy as vice chancellor of research and engagement is an important step in re-enforcing the scholarly integration of the university's research, teaching and outreach missions. Eighmy has recently added more explicit engagement metrics to the “Research and Engagement” goal of the Vol Vision UT strategic plan, chiefly for more formal recognition of UT’s external partnerships.

The Office of the Provost will further this effort through a cross-cutting community-engaged scholarship tag that will be part of the new annual reporting system. Faculty will be able to report engagement activity consistently and in a format that can make it part of their portfolios for promotion and tenure consideration.

The chancellor’s Academic Outreach and Engagement Council, consisting of faculty representatives from every college, has formed a working group to address policy changes for promotion and tenure at the campus and unit levels. The Office of Research & Engagement has sponsored visits by two external consultants to work with this group and other campus stakeholders to facilitate this effort. Julie Williams (University of New Hampshire) helped UT launch this new effort in September 2013, with KerryAnn O’Meara (University of Maryland) following up in March 2014.

UT’s vice provost for faculty affairs is part of the discussions about embracing more inclusive definitions and forms of scholarship, of which community engagement is one. Accordingly, the vice provost will work with the Faculty Senate’s Faculty Affairs Committee and the P&T subcommittee of the Academic Outreach and Engagement Council to craft language for sections two and three of the Faculty Handbook.

Meanwhile, faculty members on the Academic Outreach and Engagement Council continue to mentor fellow faculty members in crafting their engaged-scholarship work to fit within existing promotion and tenure guidelines.

Consultant Barbara Holland has tentatively agreed to work with UT in 2014–15, most likely in conjunction with the new experiential learning initiative now confirmed to be part of UT’s 2015 SACSOC reaccreditation.

At this point, applicants are urged to review the responses to Foundational Indicators I.A., 1 through 5, and I.B., 1 through 12 and determine whether Community Engagement is “institutionalized”—that is, whether all or most of the Foundational Indicators have been documented with specificity. If so, applicants are encouraged to continue with the application. If not, applicants are encouraged to withdraw from the process and apply in the next round in 2020.

I.C. Supplemental Documentation

Please complete all three (3) questions in this section.

I.C. 1. Is community engagement noted on student transcripts?

[ ] No  [ ] Yes

Describe how community engagement is noted on student transcripts (word limit: 500):

It's official: At UT, community engagement notation will soon be available on both curricular transcripts and a new, cocurricular transcript.

Service-learning at the University of Tennessee, Knoxville, is now a formally defined, course-based activity, with an initial group of “S” designated courses from nine different UT colleges now underway (spring 2014 – see II. A. 1.a.). Formal approval for UT’s “S” designation has been granted.
through the formal undergraduate and graduate course approval processes, thus creating a catalog-level designation.

Service-learning courses, therefore, will first be indicated in the 2014–15 UT course catalog, and then also will be reflected on student transcripts beginning fall 2015.

In addition to “S” designated courses, community-based course work is integrated into academic programs and majors in every college. Specific course examples are provided in II.A.1.a, below.

UT’s Center for Leadership & Service (CLS) is also in the process of adding student service hours to Collegiate Link, a student service tracking system. Since fall 2012, any UT students with 100 documented hours of curricular or cocurricular service are awarded a service medallion which they may wear at commencement ceremonies. UT is moving toward an elective, student service transcript generated through Collegiate Link.

I.C. 2. Is community engagement connected with diversity and inclusion work (for students and faculty) on your campus?

☐ No ☐ Yes

Please provide examples (word limit: 500):

In 2013, Rickey Hall was named to the new position of vice chancellor of diversity. Just after arriving, and as the foundation for working closely together on shared goals for engagement, diversity and inclusivity, Hall joined UT’s director of Community Engagement & Outreach at APLU’s Council on Engagement and Outreach summer meeting.

**Led by Hall, UT’s Office of Multicultural Student Life hosts a Day of Dialogues** – a one-day series of workshops for faculty, students, and community members. The fieldtrip – Diversity Excursion – gives students a multicultural experience in their own backyard through visiting cultural landmarks. Monthly Diversity Dialogues feature community members, faculty, staff and students who explore critical topics of race, culture, gender, stereotypes, multiple identities and multiculturalism.

**The Center for Sport, Peace, and Society** empowers girls and women from developing nations through sport, leadership, and action planning curriculum. More than 250 students and 12 faculty from different UT disciplines have been a part of the program. As many as 137 girls and women from 42 countries have spent two to four weeks in the United States learning how to develop action plans for becoming change agents in their communities to address critical social issues facing girls and women. The U.S. Department of State has awarded CPS $2.45 million in grant funds.

**The Center for Leadership & Service (CLS) connects community engagement to UT goals for diversity and inclusion through its Living and Learning Community.** Residents cover topics in social justice and servant leadership in a course required of all first-time residents. Once a year, CLS partners with other campus offices to host the Clifton M. Jones Leadership Conference and MLK Day of Service. Faculty, staff, students and community members choose from morning workshops about social justice and community engagement, then spend the afternoon performing community-based work throughout the city. Approximately 500 students were part of the 13th annual event in January 2014.

**UT Extension** uses the System for University Planning, Evaluation and Reporting (SUPER), a custom-built software program, to ensure that program priorities continue to meet the needs as voiced by the population, including underserved audiences of extension programs. These data are also used to ensure that participation on advisory councils accurately reflect our state’s diversity at large.

**UT’s Therapeutic Recreation program hosts Camp Koinonia for children with disabilities.** About 200 students from all UT majors take a 14-week service-learning course prior to the camp experience, then share their days with 150 campers, ages 7 to 21, to offer canoeing, horseback riding, movement and other activities. The camp broadens UT students’ viewpoints about all disabilities, with many students describing it as a “life-changing” experience.
UT’s College of Communication and Information Rural Librarian Master’s Scholarship is a grant-funded program that recruits rural library professionals working in the underserved southern and central Appalachian region to complete their master’s degree part-time through a distance education program.

I.C. 3. Is community engagement connected to efforts aimed at student retention and success?
☐ No ☑ Yes
Please provide examples (word limit: 500):

Service-learning was formally integrated into the university's Vol Vision strategic plan metrics for undergraduate retention through efforts including the creation of a full-time campus coordinator for service-learning within the provost's office. The vice provost for academic affairs oversees UT Service-Learning.

Student retention is a top institutional priority and also part of the vice chancellor of diversity’s charge: as student engagement is an evidence-based strategy for increasing student retention, the vice chancellor is intentionally building student engagement opportunities.

The Smart Communities Initiative (SCI) is a new interdisciplinary program sponsored by the provost’s office and UT Service-Learning as part of an institutional charge to increase undergraduate student retention and success. SCI partners faculty and students across campus with a different city each academic year to engage in real-world problem solving aimed at increasing the level of economic viability, environmental sustainability and social integrity of the region, while also improving student-learning outcomes, student retention and student success.

Because UT considers both first-year studies courses and service-learning to be high-impact practices for student retention and success, UT also created a First-Year Studies office. In 2013, the university integrated community service and service-learning into its two key first-year courses. To encourage the tenure-track faculty who teach UT’s First-Year Studies 129 to embed service-learning in the course, the university awarded incentive funding and training to assist in course development. This resulted in 14 course sections in which service-learning was an integral component.

As part of another campus effort to improve student retention and success, the Center for Leadership & Service (CLS) extended its orientation program for incoming students in order to add a week of site-based community engagement. The expanded program was well-received by students. In its inaugural year (fall 2013), 590 students participated in this program.

The CLS Ignite program, which includes a community-engagement component, has documented a 90 percent first-year retention rate in 2011–12, hitting UT’s benchmark rate. The CLS Living and Learning Community, including an introduction to social justice and servant leadership course, documented a 97 percent first-year retention rate in 2011–12, exceeding UT’s 90 percent benchmark rate. Finally, 94 percent of students who have participated in CLS’s Alternative Break programs have graduated or are on track to do so.

II. Categories of Community Engagement

II. A. Curricular Engagement

Curricular Engagement describes the teaching, learning, and scholarship that engages faculty, students, and community in mutually beneficial and respectful collaboration. Their interactions address community identified needs, deepen students’ civic and academic learning, enhance community well-being, and enrich the scholarship of the institution.
NOTE: The questions in this section use the term “service learning” to denote academically-based community engaged courses. Your campus may use another term such as community-based learning, academic service learning, public service courses, etc.

There are a total of five (5) questions in this section.

II. A. 1.a. Does the institution have a definition, standard components, and a process for identifying service learning courses?
[ ] No [ ] Yes

Discuss how your institution defines service learning, the standard components for designation, and the process for identifying service learning courses (word limit: 500):

Service-learning at UT is defined as “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. In doing so, the service enhances the quality of academic learning, promotes civic responsiveness, and strengthens communities.”

The six standard components for UT service-learning courses across campus, as reflected in the application for “S” course designation, are:

1. Relevant and meaningful service with the community,
2. Enhanced academic learning,
3. Purposeful civic learning,
4. Reflection,
5. Evaluation of the student learning outcomes associated with the service, and

Instructors must apply for an “S” designation by addressing how the course fulfills each of these criteria.

UT’s “S” designation for service-learning courses has been formalized through both the undergraduate and graduate course approval processes, thus creating a catalog-level designation. Service-learning courses are indicated with an “S” following the course number and will be reflected on student transcripts beginning fall 2015. The “S” designation process is being piloted with nine courses in nine UT colleges during the spring 2014 academic semester.

The current procedure for “S” designation begins with individual faculty submitting a proposal and syllabus to UT Service-Learning and the Service-Learning Steering Committee for review. Any requested revisions are sent back to faculty member. Upon completion of any requested revisions, the Steering Committee informs the faculty and department head. Departments route the course through the Undergraduate or Graduate Committee for the addition of the “S” to the course in the catalog. UT Service Learning and the Office of Community Engagement & Outreach work to spotlight and promote “S” designated courses across campus.

Service-learning courses carrying UT’s new “S” designation for spring 2014 include:

- **Architecture and Design: ARC 483** (Advanced Architectural Design–Urbanism, taught by Thomas K. Davis)
- **Arts and Sciences: SOCI 495** (Social Justice and Community Service, taught by Sherry Cable)
- **CASNR: ALEC 450** (Ag Leadership Development, taught by Carrie Stephens)
- **Communication: INSC 554** (Public Library Management and Services, taught by Bharat Mhera)
- **EHHS: ED 100** (Education 100–Service-Learning, multiple sections team taught by Dulcie Peccolo, Marian Phillips, Lisa Emery, Jennifer Martin, Jamia Stokes and Laura Stetler)
- **Engr: CE 400** (Senior Design Project, taught by Jenny Retherford)
- **Law: Law 948** (Public Defender Externship, taught by William Mercer and Dean Doug Blaze)
- **Nursing: N 382** (Health Promotion and Maintenance in the Community, taught by Polly McArthur and Tami Bland)
II. A. 1.b. If you do have a process for designating service learning courses, how many designated, for-credit service learning courses were offered in the most recent academic year? 333

What percentage of total courses offered at the institution? __1.8%

II. A. 1.c. How many departments are represented by those courses? __38__

What percentage of total departments at the institution? __61.2%__

II. A. 1.d. How many faculty taught service learning courses in the most recent academic year? __188__

What percentage of faculty at the institution? __12.8%__

II. A. 1.e. How many students participated in service learning courses in the most recent academic year? __5,826__

What percentage of students at the institution? __21.5%__

II. A. 1.f. Describe how data provided in 1. b–e above are gathered, by whom, with what frequency, and to what end (word limit: 500):

The University of Tennessee implemented an official service-learning course designation during the 2013–2014 academic year, with nine pilot courses representing eight of our 11 colleges.

To determine a service-learning course count for 2012–13, we submitted a list of courses to the campus Service-Learning Steering Committee for full review, according to the same formal process and criteria that are now officially in place. Using these criteria, The Service-Learning Steering Committee ratified 333 course sections for 2012–13 that would have been eligible for UT’s formal service-learning designation, had the current designation then been available. This figure represents 6.9 percent of all UT courses taught in 2012–13, and 1.8 percent of all course sections. The percentage we chose to report is 1.8 percent.

More precisely, we took the following steps:

1. For 2012–13 courses, we made the decision to give full consideration for every potentially eligible course and subjected those courses to a full review that took us several months to complete.

2. The campus coordinator for service-learning and the director of student services in the College of Education, Health, and Human Sciences (also an experienced service-learning instructor and college-level representative to the Service-Learning Steering Committee) reviewed the full list of UT course descriptions for the 2012–13 academic year and identified those courses which could be considered service-learning based on their descriptions and the established metrics included in the “S” designation application. The course list (with descriptions) was then forwarded to each college-level representative on the Service-Learning Steering Committee for review.
3. College-level representatives reviewed the courses within their colleges against the metrics established in the “S” designation application, paying special attention to those courses identified as possible service-learning prospects in step 1. Representatives identified those courses in their respective colleges that are a direct fit with the “S” metrics.

4. Representatives submitted their refined lists to the campus coordinator for service-learning, who compiled the full list for review by the committee. The list was reviewed by the committee, uncertainties addressed, and the finalized version submitted to the Carnegie writing team.

5. Finally, given the unlikelihood that every instructor who would have been eligible for the formal designation in 2012–13 would have elected to apply for it, we also decided to report the more modest percentage of ratified 2012–13 service-learning course sections (1.8 percent), instead of the percentage of course numbers (6.9 percent) that they represent.

While very time consuming, the approach we took to constructing this response was also very worthwhile. The steering committee’s review and approval of these 333 courses contributed to the development of the application and review process for the designation that is now formalized for the current (2013–14) academic year.

II. A. 2.a. Are there institutional (campus-wide) learning outcomes for students’ curricular engagement with community? 

[ ] No [ ] Yes

Please provide specific examples of institutional (campus-wide) learning outcomes for students’ curricular engagement with community (word limit: 500):

As a land-grant institution, UT has always had a curricular engagement with its constituent community, particularly through extension, clinical and other professional programs. In more recent years, however, UT has expanded its focus on curricular engagement through general education (“Gen Ed”) outcomes that now apply to students throughout all undergraduate academic programs in the university.

UT’s general education requirements were designed by the university with two principle purposes: building basic skills and developing broadened perspectives.

Published guidelines for Gen Ed requirements for developing broadened perspectives state that “General education should help students develop habits of self-examination in the context of the individual’s relationship to family, community, society and world. To this end, general education should also help foster a commitment to respecting the diversity of personal and cultural values.” “Vital to the continued health and success of our society is an understanding of the complex individual, political and social dynamics that make up the modern world...Developing an appreciation of linguistic, historical and cultural diversity through the study of multiple languages or cultures improves the ability of students to function effectively in our global community.”

Among UT Gen Ed Courses that even more specifically incorporate students’ curricular engagement with the community:

English 255-Public Writing and English 257-Honors: Public Writing: Rhetorical strategies for effective communication about public issues. Students will learn to write for multiple audiences and may be asked to participate in collaborative writing projects with business, academic or political organizations.

Sociology 495-Social Justice and Community Service: Examines social stratification, inequalities and social justice. Service-learning component offers supervised internships in the community with service agencies and nonprofit organizations.
UT further directs that all formally designated service-learning courses be: “**Relevant and Meaningful Service with the Community**—Service that is *relevant* to both the community and to the content of the academic course, *meaningful* to the community and to the students and developed and formulated *with* the community.” Service-learning courses must also “*enhance academic learning.*” And finally, service-learning courses are to comprise “**Purposeful Civic Learning,**”—that is, “learning that contributes to preparing students for community or public involvement in a diverse democratic society, while also preparing students with the knowledge, skills, values, and propensities necessary for such involvement.”

**II. A. 2.b. Are institutional (campus-wide) learning outcomes for students’ curricular engagement with community systematically assessed?**

☑ No ☑ Yes

Describe the strategy and mechanism assuring systematic assessment of institutional (campus-wide) learning outcomes for students’ curricular engagement with community (word limit: 500):

UT learning outcomes for students’ curricular engagement with community are specific to courses and programs. Following standard service-learning practice, academic credit for UT curricular student engagement is given for learning, not for service. Faculty applying for formal “S” designation for their service learning courses are required to identify the learning outcomes for the course that will be advanced through the service-learning project or experience and describe how they will evaluate the extent to which the outcomes were advanced.

UT colleges determine the process used for their own course reviews, assessment and approvals. Assessment@UTK provides a centralized focus for the assessment process and serves as a warehouse for assessment information as it relates to Performance Funding and other university initiatives.

UT learning outcome assessment at its broadest level focuses on student learning and brings together two main questions: (1) What do you want students to be able to know, do and value when they leave your program? (2) How do you know your students are learning? Further, all UT academic program assessment includes four essential characteristics: (1) it focuses on student learning; (2) it leads to program enhancement; (3) it involves program faculty; and (4) it is on-going.

Finally, in addition to learning outcomes for student’s curricular engagement with community, UT has also established student learning outcomes for cocurricular community engagement as well. These include social responsibility and service, student engagement, leadership, and intercultural competence.

Four course examples show UT learning outcome assessment for students’ curricular engagement with the community:

**The College of Arts and Sciences’ Gulu Study and Service Abroad** is a for-credit international service-learning course that tracks the impact of student research and service related to post-conflict reconstruction in Northern Uganda on understanding of issues of race, ethnicity, culture and systems of power and privilege. Student learning outcomes are assessed through a series of short reports, a longer paper and participation in a shared, public blog.

**The College of Education, Health and Human Sciences’ Education 100 class** is an elective class for students interested in pursuing careers in education, and it includes a service-learning requirement. Students identify learning opportunities at their placement sites, design interventions, carry out their projects and reflect on what they might do differently to enhance student learning. Students then participate in a poster session at the end of each semester to articulate and showcase their service-learning projects.

**The College of Veterinary Medicine’s** student performances on the National Board Examination tracks the impact that service-learning has had on student studies and consistently shows that the majority of students are thereby better prepared for obtaining positions in private practice and for practicing high quality veterinary medicine in the community.
In the College of Law, all service-learning clinical programs are coordinated and closely monitored by the director of clinical programs, who continuously revises these programs to produce the best learning outcomes for law students.

II. A. 2.c. If yes, describe how the assessment data related to institutional (campus-wide) learning outcomes for students’ curricular engagement with community are used (word limit: 500):

(Please also see previous response)

UT's community-based learning courses, like all UT courses, are regularly evaluated for their effectiveness in producing the best learning outcomes for all students. There are two central offices on campus that work together to assess student learning outcomes, including learning outcomes related to curricular engagement. The Tennessee Teaching and Learning Center and UT Service-Learning, both housed in the Office of the Provost, work closely, sponsoring faculty and departments to ensure a meaningful learning experience for students as well as effective service for the community partners. Most UT faculty conduct site visits prior to placing their students and continue to monitor the placement experience throughout the course's duration via class discussion, student journals and other reflective activities.

Most service students participate in some sort of post-placement assessment such as a questionnaire or survey, which is then used to review and revise the placement process. Some service-learning course work culminates in a discipline-specific exam (such as the Veterinary program’s "NAVLE," and the College of Nursing’s "HESI") to determine whether the required disciplinary learning goals have been satisfactorily achieved.

Exam results are used to improve future courses as well as to measure teaching and learning effectiveness.

II. A. 3.a. Are there departmental or disciplinary learning outcomes for students’ curricular engagement with community? 
[ ] No [ ] Yes

Provide specific examples of departmental or disciplinary learning outcomes for students’ curricular engagement with community (word limit: 500):

Learning outcomes for students’ curricular engagement with the community vary by department and discipline. Several are as follows:

**Agricultural Leadership, Education and Communications:** Students will demonstrate leadership activities which impact a community. An “S” designated course example: Agricultural Leadership Development (ALEC 450) students complete a leadership project with a designated community organization focused on food security in order to advance understanding and demonstration of servant leadership within the context of food access and equity in the community.

**Child and Family Studies:** Students in the Community Outreach track will demonstrate the ability to interact professionally and work effectively with children and families in diverse community contexts.

**Hotel, Restaurant, and Tourism:** The student can assess and implement information technologies, systems, sources and services that serve others effectively and efficiently. A general education course in this area, RCS 391, explores professional techniques and competencies applicable to careers and internships in retailing, with a focus on business communications, service learning, business ethics and leadership.

**Law:** Students have gained practical experience and professional skills necessary to begin to practice law. An “S” designated course example: Public Defender Externship (LAW 948) students conduct...
supervised fieldwork with a licensed public defender office, including assistance with investigation of crimes, interviews and preparation of witnesses, drafting of legal documents, negotiation and formal presentation of guilty pleas, and representation of the accused.

Global Disaster Nursing: Students utilize theoretical knowledge to guide disaster response. An "S" designated course example: Epidemiology (NURS 577) students have partnered with the Radiation Effects Research Foundation in Japan to document the long-term impacts of radiation exposure on Hiroshima survivors.

Public Policy and Administration: Students demonstrate the ability to apply best-management practices to address issues and problems. All Master in Public Policy and Administration candidates have a mandatory, six-credit public service placement with either a government or nonprofit organization with context-based learning outcomes that are defined by the graduate student in consultation with a faculty advisor and are assessed via biweekly reports and concluding internship paper.

Public Health: Students will demonstrate readiness for professional practice in health-related settings. An "S" designated course example: Students in the Masters of Public Health (MPH) Health Policy and Management concentration develop wide-ranging skills in health administration and healthcare policy issues through applied practice with the UT-Knox County Academic Health Department, an organizational partnership between the MPH program and the county health department.

Sociology: Students are able to synthesize their knowledge of sociology in a major project, internship or other capstone experience. An "S" designated course example: Social Justice and Community Service (SOC 495) students examine social stratification, inequalities and social justice through field service with Redeeming Hope Ministries, a homeless advocacy and awareness organization.

Sustainability Science: Students actively participate in outreach activities relevant to educating the public about sustainability.

II. A. 3.b. Are departmental or disciplinary learning outcomes for students’ curricular engagement with community systematically assessed?

No [ ] Yes [X]

Describe the strategy and mechanism assuring systematic assessment of departmental or disciplinary learning outcomes for students’ curricular engagement with community (word limit: 500):

UT systematically assesses student learning outcomes at the course and program level. For those courses with curricular engagement, the following examples demonstrate how assessment varies by department and discipline.

Agricultural Leadership, Education and Communications: A rubric scoring of portfolios is used.

Child and Family Studies: Students meet regularly with the community outreach coordinator to discuss student performance. Agency supervisors are queried about student performance. Mid-semester and final evaluations are completed by students and agency supervisors.

Information Sciences: The exam committee specifically addresses and assesses how students implement information technologies, systems, sources and provide service to others. Students' ePortfolios include a reflective summary. Practicum evaluations are provided by practicum supervisors.

Law: For courses providing substantial instruction in professional skills, professional competence in legal analysis, problem-solving and professional communication is assessed on a scale from unsatisfactory to exemplary. Graduates who complete the business concentration are surveyed to assess how well they believe the concentration prepared them for practice.
**Global Disaster Nursing:** Students complete ongoing community-based, field-work projects requiring integration of theory and practice in disaster response and humanitarian relief, as well as interprofessional collaboration. Projects require deliverables that contribute to the good of the community in preparedness or disaster mitigation.

**Public Policy and Administration:** The internship supervisor completes a survey to rate the student’s ability to apply best practices to assigned tasks or projects. Faculty evaluation of student performance on ten randomly selected case study analyses and final projects in public management and public financial administration uses a five-point scoring rubric to measure quality of the work with a mean score of 3.0 "(meets expectations") or higher for the sample indicating learner outcome achievement.

**Public Health:** Online evaluation of performance by supervising field practice preceptor. Three areas are closely examined: overall performance, ability to work independently and ability to work with others. The scale relates to the preceptor’s expectations of graduate students: 1=consistently below expectations, 2=often below expectations, 3=sometimes below expectations, 4=met expectations, 5=sometimes exceeded expectations, 6=often exceeded expectations and 7=consistently exceeded expectations.

**Sociology:** Several assessment methods are used. Faculty advisors summarize and evaluate honors theses of students with an evaluation instrument used by all faculty that assesses use of sociological theory, research design, synthesis of sociological knowledge and critical-thinking and problem-solving skills. Faculty advisors also summarize and evaluate student internships with an evaluation instrument that assesses use of sociological theory, research design, synthesis of sociological knowledge and critical thinking and problem-solving skills. Lastly, faculty advisors summarize and evaluate student performances in relation to other related cumulative projects, such as study abroad (Soc 491), service learning (Soc 495), or other capstone experiences, to assess use of sociological theory, research design, synthesize of sociological knowledge, critical thinking and problem-solving skills.

**Sustainability Science:** Students and faculty complete surveys about the quality of their interdisciplinary research experiences.

**II. A. 3.c. If yes, describe how assessment data related to departmental or disciplinary learning outcomes for students’ curricular engagement with community are used (word limit: 500):**

Assessment data use related to learning outcomes for students’ curricular engagement with the community varies by department and discipline, but examples include:

**Agricultural Leadership, Education and Communications:** Faculty implement tiered assessments on portfolio artifacts.

**Child and Family Studies:** Suggestions and feedback provided as needed to enhance performance. Queries to agency supervisors via email or phone to ensure students are making positive contributions to the agencies in which they were placed. Mid-semester evaluations used to shape behavior as needed.

**Information Sciences:** Comprehensive exam: In fall 2013 faculty approved 1) Revisions to the comprehensive exam design that assures all students were answering a question to assess this outcome. 2) A rubric that is used by all evaluators to assess the answer consistently. 3) A process to save data for each question individually. PLO directly addressed in the ePortfolio handbook with an evaluator’s rubric included. Practicum evaluations: Practicum coordinator collects information from practicum supervisors. We are defining a formal process for assessment including formalizing a rubric.

**Law:** Faculty Committee charged to identify specific learning outcome goals and undertake comprehensive review of curriculum in light of those goals, to be completed in spring 2014. August 2012 through May 2013, the committee focused on the first-year curriculum and regularly, reviewed
curriculum and curricular innovation at other schools, consulted with faculty teaching first-year courses at the college and scheduled a forum to report to the faculty in July 2013. Two upper-level practice-oriented courses, Commercial Leasing and Construction Law, were added to the curriculum and offered in 2012–13.

**Global Disaster Nursing:** Modifications were made to relevant courses in disaster studies with the end result that opportunities to participate in interprofessional education and field work were increased.

**Public Health:** Field practice coordinator will request that preceptors also evaluate at mid-point in addition to final field placement evaluation, so students gain realistic insights regarding work-setting expectations.

**Sociology:** Assessment methods: 1) The department has recently created an honors concentration in the sociology major that requires a senior thesis. The undergraduate committee is developing an evaluation instrument to be used by faculty. Annually, the director of undergraduate studies collects summaries and evaluations from faculty advisors for all completed honors theses projects for presentation at a spring faculty meeting. 2) Formal internship program that can be managed with available faculty resources to increase the number of students conducting internships (2005-6, n=3; 2010-11, n=12). The undergraduate committee is developing an evaluation instrument to be used by faculty. Annually, the director of undergraduate studies collects summaries and evaluations from faculty advisors for all completed internships for presentation at a spring faculty meeting. 3) The undergraduate committee is developing an evaluation instrument to be used by faculty. The director of undergraduate studies will provide an annual summary of student theses, internship reports and related capstone experiences for presentation/discussion at a faculty meeting in the spring.

**Sustainability Science:** Share information with students to identify individual action needed.

### II. A. 4.a. Is community engagement integrated into the following curricular (for-credit) activities? Please select all that apply:
- Student Research
- Student Leadership
- Internships/Co-ops
- Study Abroad

For each category checked above, provide examples (word limit: 500):

**STUDENT RESEARCH:** Undergraduate student Kortney Williams, conducted a research project in partnership with the Beck Cultural Exchange Center in summer and fall 2013. The Beck Center is an African American museum and conference center in Knoxville. Ms. Williams collected oral histories from older African Americans about the perils of driving a car during the Jim Crow era and the navigational strategies that they used to cope with extreme segregation and discrimination. A poster based on the project won an award at the Inaugural Geography Research Symposium on the UT campus. ● Two of the eight “students to watch” featured in a UT alumni magazine completed student community-based research projects as well. College of Nursing student Dabney Wilson gave pediatric oncology patients a voice through digital storytelling as part of her Nursing Honors Program research project. First-generation student Braylan Zavala used his graphic design and photography skills to help immigrant Latino parents help their own children with English reading proficiency so they can become more successful in American schools.

**STUDENT LEADERSHIP:** Nursing undergraduates organize and plan an annual Campus Health Fair. ● Upper-level psychology students link their classroom knowledge and acquired clinical skills to provide mental health services for area organizations. ● All pro bono law projects are student directed and run (with a faculty sponsor). ● College of Education, Health, and Human Sciences students are heavily involved in current planning and leadership for a “Full Service Community School.” ● Students leaders for the Ignite freshman orientation program, which involves a week of public service, are required to take a for-credit leadership development course to prepare for their role.
INTERNSHIPS/CO-OPS: College of Communication and Information students engage in course-related research and internships to help community organizations develop communication solutions to solve problems. • All veterinary students are required to complete an externship in an approved veterinary practice or other approved veterinary experience, engaging in community service with a veterinarian, who provides feedback to the college on the performance level of the student. • Law students may take an unpaid field placement in a community organization and must write either a semester-end paper or weekly journals.

STUDY ABROAD: Many for-credit study abroad programs incorporate community engagement: The Gulu Service and Study Abroad Program • Experiential learning partnerships with the National University of Lesotho, Health Talents International in Guatemala • Study and service-learning abroad experiences for upper-level Spanish students in Ecuador • Study abroad nursing programs in which students provide health care to underserved citizens of those countries as part of their own nursing studies • Journalism students in Cyprus are producing a video promoting the country’s tourism industry. • Africana Studies programs abroad have combined international service-learning coursework and African language classes with building a school library and computer lab in Ghana, painting schools, building vegetable gardens and planting school peach trees with Township schools in Cape Town.

II. A. 4.b. Has community engagement been integrated with curriculum on an institution-wide level in any of the following structures? Please select all that apply**: Gr

Graduate Studies
Core Courses N
Capstone (Senior level project)
First Year Sequence
General Education
In the Majors
In Minors

For each category checked above, provide examples (word limit: 500):

UT’s 11 colleges operate with a great deal of independence and therefore do not follow an institution-wide curriculum in all the listed structures. However, community engagement is integrated in the curriculum in many ways:

GRADUATE STUDIES: The interdisciplinary Disasters, Displacement and Human Rights Program (DDHR) offers both a graduate certificate and an undergraduate concentration. DDHR promotes holistic training, collaborative research and applied work on contemporary global and local problems associated with human rights and humanitarian interventions. • In the College of Veterinary Medicine, service-learning is required in all four years of the graduate medical program. • In the College of Business Administration, MBA students are required to engage in reciprocal learning partnerships with local social cause organizations. MBA student teams develop reports on ways to improve areas of concern which have been identified by the organization. To date, students have provided over 14,000 hours of free consulting.

CORE COURSES: All UT Haslam Honors Scholars are required to take 3 credit hours of service-learning and executive-level internships.

CAPSTONE PROJECT: All engineering students complete a senior capstone project based on a societal need; most students work on industry-submitted problems or U.S. government-sponsored design competitions solving problems of a national interest; i.e., the 2011 Solar Decathlon house. • Social work seniors present capstone projects at an annual Undergraduate Research Exhibit. • Consumer service management graduates pursue capstone projects through industry-related experiences and exchange programs.
**FIRST YEAR SEQUENCE:** Several courses in UT’s Honor’s Program first-year sequence are either service-learning courses or have community engagement components. ● First-year Africana studies students perform community work together as part of their program. ● Education 100, for prospective teachers, also has a service-learning requirement.

**GENERAL EDUCATION:** UT general education courses include: English 255/257-Public Writing, Honors Public Writing, in which students may be asked to participate in collaborative writing projects with business, academic or political organizations. Sociology 495-Social Justice and Community Service, offers supervised community internships with service agencies and nonprofit organizations.

**IN THE MAJORS:** The Honors Service-Learning curriculum in the College of Education, Health, and Human Sciences (CEHHS) is integrated into all undergraduate majors. All students are required to present a capstone project at UT’s annual Exhibition of Undergraduate Research & Creative achievement or a similar professional venue. ● Consumer service management majors are required to engage with the community through industry-related experiences and programs. ● UT’s interdisciplinary sustainability major requires a capstone “real-world” curricular engagement course (Geology 493) ● All UT nursing student majors work at the Vine School Health Clinic.

**IN THE MINORS:** Engineering students may choose an honors engineering leadership minor as well as a national, “Grand Challenge” certificate program sponsored by the National Academy of Engineering, which includes as some of its 21st century challenges, “Provide access to clean water” and “Restore and improve urban infrastructure.” ● In fall 2014, CEHHS will present a proposal for a new educational leadership minor, including community engagement, to UT’s undergraduate curricular review committee.

**II. A. 5. Are there examples of faculty scholarship associated with their curricular engagement achievements (research studies, conference presentations, pedagogy workshops, publications, etc.)?**

☑️ Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible (word limit: 500):

A USDA-funded, $4.9 million dollar Social Marketing and Environmental Change Initiative led by College of Education, Health, and Human Sciences faculty member Sarah Colby (Nutrition) that harnesses the power of peer-to-peer interaction to get children, adolescents and college students to eat more fruits and vegetables and adopt healthy lifestyles. Students at 14 U.S. universities will develop “Get Fruved” initiatives together and eventually move beyond their own campuses to partner with high school students to help them develop campaigns for their own school environments. The hope is to have future funding that will allow high school students to help middle school students do the same, and then middle school students to work with elementary students to design obesity prevention programs for elementary schools.

A U.S. State Department-supported initiative through UT’s Center for Sport, Peace and Society co-directed by Sarah Hillyer and Ashleigh Huffman (Kinesiology, Recreation and Sport Studies), empowers girls and women from developing nations using a sport, leadership and action planning curriculum. Thus far, 137 girls and women from 42 countries have worked with 250+ UT students and 25+ faculty from 12 different disciplines developing functional action plans that allow them to become change agents in their local communities and address critical social issues facing girls and women. To date, the U.S. Department of State has awarded over $2.45 million to fund this program.

Ron Kalafsky (Geography) makes extensive use of case studies in teaching about the world economy. His classroom success using this method has led him to publish pedagogical pieces to assist other scholar-teachers, including two case study articles (2011 and 2012) in “Education about Asia.” In 2012, he published an article about the teaching of a foreign direct investment in the “Journal of Geography,” the flagship journal of the U.S.-based National Council for Geographic Education. In 2013, he published a piece on advanced manufacturing as a classroom case study in the
"Journal of Geography in Higher Education," which is the premiere international outlet for geographic educators.

Bob Kronick (Educational Psychology) and Robert Cunningham (Political Science) copublished the book, "Experiencing Service Learning" (UT Press, summer 2011) in January 2014. Kronick participated in a national webcast, “The Promise of Universities in School Reform,” along with Ira Harkavy (U. Pennsylvania); Henry Taylor (U. Buffalo); and Mary Walsh (Boston College). The event was cosponsored by the Anchor Institution Task Force, Netter Center for Community Partnerships and Coalition for Community Schools at the Institute for Educational Leadership.

UT Law Clinic director Ben Barton (Law) is on the Board of Editors of the peer-edited "Clinical Law Review," which publishes articles about service-learning in law school settings.

John Peters (Educational Psychology and Counseling) engages the community in curricular work that led to the development of a doctoral program specializing in collaborative learning. A colleague wrote, “A faculty’s skill and knowledge sets sometimes match current needs. However, needs are constantly changing. Dr. Peters’ accomplishments show that he’s adjusted his outreach efforts to meet these changing needs for almost four decades.”

II. B. Outreach and Partnerships

Outreach and Partnerships describe two different but related approaches to community engagement. The first focuses on the application and provision of institutional resources for community use. The latter focuses on collaborative interactions with community and related scholarship for the mutually beneficial exchange, exploration, and application of knowledge, information, and resources (research, capacity building, economic development, etc.). The distinction between these two centers on the concepts of reciprocity and mutual benefit which are explicitly explored and addressed in partnership activities.

There are a total of five (5) questions in this section. Questions 1 and 2 focus on outreach activities; questions 3-5 focus on partnerships.

II. B. 1. Indicate which outreach programs are developed for community. Please select all that apply:
- learning centers
- tutoring
- extension programs
- non-credit courses
- evaluation support
- training programs
- professional development centers
- other (please specify)

For each category checked above, provide examples (word limit: 500):

**Learning Center:** The University of Tennessee Early Learning Center for Research and Practice (ELC) is a laboratory school affiliated with the Department of Child and Family Studies within the College of Education, Health, and Human Sciences. The ELC provides full-day, high-quality early education programs for families of infants, toddlers, preschoolers and kindergarteners.

**Tutoring:** The Division of Student Life supports many curricular and cocurricular student engagement activities, including tutoring and mentoring PreK-12 students at local schools and community organizations.

**Extension Programs:** UT Extension employs full-time educators at the local level to plan, deliver and evaluate hundreds of UT Extension programs in all 95 counties in Tennessee. UT Extension’s
Center for Profitable Agriculture provides technical assistance to Tennessee farmers interested in a value-added enterprise to improve farm income. The center helps with evaluating the costs of starting a new enterprise, navigating regulatory issues and identifying a potential market.

**NON-CREDIT COURSES:** UT’s Office of Conferences and Non-Credit Programs offers the following professional programs and certificates: culinary program, paralegal certificate, healthcare certificate, unexploded ordnance technician program, photography certificate, computer classes certificate, human resources certificate, landscape garden design certificate, nonprofit management certificate, supervisory management certificate, process improvement certificate, project management certificate; sustainability certificate. ● UT Faculty and staff also lend their expertise to offer unique summer camps for kids that include programs like Vet Med Behind the Scenes, Design Matters, Empowered Entrepreneurship, Plants! Bugs!, Photojournalism, Fun with Forensics and So You Want to be a Lawyer?

**EVALUATION SUPPORT:** UT’s College of Social Work operates the Center for Applied Research and Evaluation that provides research services to a multitude of clients on local, state and national levels. ● The College of Education, Health, and Human Sciences operates an Institute for Assessment and Evaluation dedicated to developing and implementing effective strategies, technologies and assessment services for higher education institutions, PreK–12 schools and school systems, state education agencies and other public and private organizations.

**TRAINING PROGRAMS:** UT Libraries provides training workshops for Children’s Defense Fund Freedom School ● College of Nursing offers courses such as the Nurse Educator, Pharmacology for Nurses and other certification courses as needed ● The College of Social Work is developing an Executive Education program to train managers in the areas of internal and external communication. ● UT’s Tennessee Transportation Assistance Program trains thousands of state, city and county transportation personnel each year.

**PROFESSIONAL DEVELOPMENT CENTERS:** UT's Institute for Public Service has offices across the state dedicated, in large part, to providing professional development and training through its Municipal Technical Advisory Service and its Law Enforcement Innovation Center. ● The College of Business offers an Executive MBA program. ● The Center on Deafness provides an array of research and collaborative partnership opportunities. The center focuses on disseminating knowledge and effective practices through professional networks and collaborations with academic and other service programs.

**II. B. 2.** Which institutional resources are provided as outreach to the community? Please select all that apply:

- co-curricular student service
- work/study student placements
- cultural offerings
- athletic offerings
- library services
- technology
- faculty consultation

For each category checked above, provide examples (word limit: 500):

**CO-CURRICULAR SERVICE:** UT Students lead and operate Clinic VOLS, which provides volunteers for health clinics for nine inner-city elementary schools.

**WORK/STUDY PLACEMENTS:** College of Nursing students staff the Vine Health Clinic for school-aged children in an underserved area of the city. Through the College of Law’s eight legal clinics and pro bono programs, students assist with domestic violence cases and family law, estate planning, wrongful conviction and business and environmental law.
CULTURAL OFFERINGS: UT is home to the Clarence Brown Theatre, the McClung Museum of Natural History and Culture and The Ewing Gallery of Art and Architecture. UT’s Downtown Gallery provides the Knoxville community an opportunity to see works by UT master of arts students. ● UT’s School of Music offers more than 200 recitals and concerts per year and most are free to the public. ● One hundred faculty in our music, art and theater departments carry out our long-standing partnerships with arts and cultural groups, which include, but are not limited to, the Knoxville Symphony Orchestra, Knoxville Opera Company, Knoxville Jazz Society, Knoxville Museum of Art, Arrowmont School of Arts and Craft and the Joy of Music Youth School.

ATHLETIC OFFERINGS: Each summer over 10,000 youth participate in camps hosted by UT athletic coaches and staff.

LIBRARY SERVICES: The public has access to UT’s main library, staff and resources during regular hours, and all library events are free and open to the public. ● The library’s Community Learning Services and Diversity Program office teaches information literacy and research skills to local inner-city high school students and community college transfer students. ● UT’s The Tennessee Electronic Library (TEL) is available online and free to Tennesse residents.

TECHNOLOGY: UT’s Nonwovens Research Lab makes its production lines available to private industry and government. Operators and engineers are available on-site to man the machinery, troubleshoot and help determine product viability. Many products with global impact have been developed this way, such as lightweight radiation shield material, bio-absorbable products for medical use, flame-resistant shirts for firefighters, wraps for horses’ hooves and biodegradable filters for household air and water filtration. ● UT’s Department of Food Science and Technology provides services to the food industry, including faculty consultations, sensory testing and analytical testing of food products. ● To provide additional services to entrepreneurs and promote Tennessee’s economic growth, UT will open the Center for Entrepreneurial Food Processing on the Knoxville campus within the next year. Entrepreneurs will use this state-of-the-art commercial kitchen to conduct processing trials and market tests for fruits and vegetables, dairy and meat products.

FACULTY CONSULTATION: Nursing faculty and other clinicians with The Children’s Research Group co-consult with the East Tennessee Children’s Hospital. ● UT hosts several of the largest faculty-led academic competitions for middle and high school students in East Tennessee, including the Pro2Serve Math Contest, Science Olympiad, High School Ethics Bowl and the Junior Science and Humanities Symposium.

II. B. 3. Describe representative examples of partnerships (both institutional and departmental) that were in place during the most recent academic year (maximum=15 partnerships). First download the Partnership Grid template (Excel file), provide descriptions of each partnership in the template, and then upload the completed file here. xxiv

See separate grid: UT’s TOP 50 for 2014!

II. B. 4.a. Do the institution or departments promote attention to the mutuality and reciprocity of the partnerships? xxv

No ☐ Yes ☐

Describe the strategies for promoting attention to the mutuality and reciprocity of the partnerships (word limit: 500):

UT’s Office of Community Engagement & Outreach (OCEO) serves the entire institution, and *every* OCEO initiative is informed by its core mission to promote authentic, two-way partnerships based in mutuality and reciprocity. Examples:

OCEO publishes a weekly e-letter, “UT-REACH,” established in 2010, which regularly celebrates campus partnership news. “UT-REACH” provides extensive lists of publication, presentation and funding opportunities specifically focused on community-based, community-participatory
scholarship. It also includes a weekly “New Readings & Resources” section with short summaries and links to the latest scholarship, news, initiatives and toolkits produced by the international engagement movement. “UT-REACH” currently has an internal (UT) subscription list of over 360, an additional group of subscribers from the local community and a national readership that largely comes from syndication through the Engagement Scholarship Consortium. Institutional feedback:

- “I just wanted you to know how much I am learning reading your posts. It is a very exciting array of projects, journals, opportunities to collaborate. I am very excited about the potential for our students and faculty to better partner with others in the community.” (Department Head)
- “This newsletter is very helpful to many of our faculty. Maybe you can add a link on the bottom of the newsletter where faculty can subscribe to the newsletter. Just a thought. I will keep sending it to our faculty listserv.” (Associate Dean)
- “I sent your 6/30 newsletter on to a former student leader in our office last week, and she applied for the AmeriCorps Vista opening included in the email and got the job! I thought that was awesome and wanted to share and offer my thanks. She is a great UT alum who will surely impact many lives in this new role!” (Staff member)

OCEO also manages UT’s annual, institutional submission to the national C. Peter Magrath Award. UT broadly promotes this annual process, and broadly celebrates the results as well (regional finalist in 2011; Exemplary Partnership Awards in 2011, 2012, and 2013) with both internal and external press releases, and by having the provost or another member of the chancellor’s cabinet present the Kellogg/Magrath award plaques to winning faculty either during commencement ceremonies or year-end college award banquets.

OCEO’s special project funding, provided out of UT’s base budget as part of the Vol Vision strategic plan, is disseminated for scholarly partnership grants with the community (please see I. B. 4.c.). Application and review criteria for these grants intentionally echo the criteria for the C. Peter Magrath award and are vetted by review teams including both UT and community representatives. The competitive, peer-review process is also designed to intentionally echo (and thereby provides leverage for) supporting institutional priorities for external funding and the production of excellent, peer-reviewed scholarship as well, thus both incentivizing and normalizing the reciprocity and mutuality of engaged scholarship.

Finally, OCEO arranges and funds campus presentations by nationally known engagement scholars. Please see also: professional development examples, I. B. 6.

II. B. 4.b. Are there mechanisms to systematically collect and share feedback and assessment findings regarding partnerships, reciprocity and mutual benefit, both from community partners to the institution and from the institution to the community?

- No
- Yes

If yes, describe the mechanisms and how the data have been used to improve reciprocity and mutual benefit (word limit: 500):

Institutional mechanisms to systematically collect, share, and use community feedback and assessment findings are described elsewhere in this document.

The UT System reports partnership data to the public and to members of the Board of Trustees through an online dashboard. These findings are used to promote and show the impact of public funding for UT outreach and engagement.

UT Extension conducts regular “Needs Assessments” across the state, publishes the results and disseminates them across the state and to the many UT academic departments that are affiliated with UT Extension. These data are used to create new programming and to bring existing programs into better alignment with community priorities.

UT Service-Learning and the Center for Leadership & Service each regularly solicit, aggregate and report the results of community feedback, both internal and on their public webpages. These results have transformed UT’s student programs that engage with the community.
The Office of Community Engagement & Outreach includes community representatives in funding and national engagement award review boards and publishes project reports for community-based projects on permanent webpages, in social media and in a weekly e-letter that is sent both internally and to many UT partners in the external community. These publications have dramatically increased campus recognition of existing engagement efforts while providing additional resources for new and expanded ones.

II. B. 5. Are there examples of faculty scholarship associated with their outreach and partnerships activities (technical reports, curriculum, research reports, policy reports, publications, etc.)?  

No  Yes

Provide a minimum of five examples of faculty scholarship from as many different disciplines as possible (word limit: 500):


UT’s Center for Transportation Research (Engineering) publishes the “Journal of Transportation Safety and Security” four times a year, and most recently published Volume 6, Issue 2 (2014).

Micheline van Riemsdijk’s (Geography) NSF-funded research is based on her partnership with FAFO (Institute for Labor and Social Research) in Oslo, Norway. Van Riemsdijk co-organized a seminar with FAFO on international skilled migration, where she presented the findings of her NSF-funded project “Governance of International Labor Migration: Scalar Politics and Network Relations.” A report of research findings that was distributed to all attendees of the seminar, including the policymakers, union leaders, City of Oslo officials, leaders of immigrant organizations, HR managers and skilled migrants who represented a wide array of stakeholders who participated in van Riemsdijk’s research project.

Brad Collett (Plant Sciences and Landscape Architecture) published a report, “Low-Impact Development: Opportunities for the PlanET Region,” as part of his research partnership with Plan East Tennessee (PlanET), a regional partnership of communities building a shared direction for the Knoxville metropolitan area’s planning and development.

Multiple reports to both the local and Knoxville-based national offices of Project GRAD track that program’s success and students’ college matriculation rates. Established in 2001, GRAD Knoxville serves more than 7,000 students in 14 “Heart of Knoxville” schools and 80 higher education institutions. Excellence in education, particularly for young people in our urban neighborhoods, is vital for Knoxville’s economic success.

UT faculty members John Peters (Educational Psychology and Counseling), Stanley Guffey (Biology), and Mary Jane Moran (Child and Family Studies) published their work, “Promoting action research in a Research I University: One Institution’s example in the Proceedings from 2013 Inaugural Conference of the Action Research Network of the Americas.”

Tennessee Teaching and Learning Center staff provided collaborative conferencing training (IRP) in 2013 for school districts in Knox, Putnum and Overton counties.

Denise Brandon (College of Education, Health, and Human Sciences, professor emeritus) and Dena Wise, professor (Family and Consumer Sciences) prepared a Family Impact Seminar Briefing Report of current research related to building family strengths, capacity and resilience for presentation at a Family Impact Seminar held for state legislators and agency heads in 2014. The Seminar was designed to respond to specific subject matter requests of legislators related to the
impact of policy on the economic and social function of Tennessee families. A total of 54 people attended the seminar — one of the largest initial Family Impact Seminars in the nation.

III. Wrap-Up

III.1. (Optional) Use this space to elaborate on any short-answer item(s) for which you need more space. Please specify the corresponding section and item number(s). (Word limit: 500)

While this first-time application does not require citation information, we created a separate reference document during the process of preparing it and have decided to post it online as part of UT’s ongoing commitment to be accountable and transparent. It may be found here: http://tinyurl.com/KnoxCarnegie2015

III. 2. (Optional) Is there any information that was not requested that you consider significant evidence of your institution’s community engagement? If so, please provide the information in this space. (Word limit: 500)

III. 3. (Optional) Please provide any suggestions or comments you may have on the application process for the 2015 Elective Community Engagement Classification. (Word limit: 500)

Request for Permission to use Application for Research:
In order to better understand the institutionalization of community engagement in higher education, we would like to make the responses in the applications available for research purposes for both the Carnegie Foundation and its Administrative Partner for the Community Engagement Classification, the New England Resource Center for Higher Education, and for other higher education researchers as well. Only applications from campuses that are successful in the classification process will be made available for research purposes. No application information related to campuses that are unsuccessful in the application process will be released.

Please respond to A or B below:

A. I consent to having the information provided in the application for the purposes of research. In providing this consent, the identity of my campus will not be disclosed.
   ☑ No ☑ Yes

B. I consent to having the information provided in the application for the purposes of research. In providing this consent, I also agree that the identity of my campus may be revealed.
   ☑ No ☑ Yes

1. Community engagement describes activities that are undertaken with community members. In reciprocal partnerships, there are collaborative community-campus definitions of problems, solutions, and measures of success. Community engagement requires processes in which academics recognize, respect, and value the knowledge, perspectives, and resources of community partners and that are designed to serve a public purpose, building the capacity individuals, groups, and organizations involved to understand and collaboratively address issues of public concern.

2. I.A.3.a. The purpose of this question is to determine if the institution regularly checks with community members to assess their attitudes about the institution’s activities in and interactions with the community. We are looking for evidence of strategies and/or processes (mechanisms) for hearing community views about the role of the institution in community, including a description of how frequently assessment occurs and who is accountable for managing the process. Responses should describe ongoing data collection mechanisms beyond the use of advisory groups or one-time community events. We expect a classified institution to demonstrate this practice as an historic and ongoing commitment. This question is not focused on data about specific engagement projects, programs or service-learning courses, or an individual’s work in community settings. We are looking for a systematic, institutional process for hearing community perspectives.
III 1.A.3.b. If you are using a systematic mechanism for hearing community attitudes and perceptions, please describe how the institution summarizes and reports the data. We also expect a description of how the information is used to guide institutional actions such as budgeting, strategic priorities, program improvement, and, where applicable, leads to problem solving or resolution of areas of conflict with community. A description of these actions or implications can take the form of lists, cases, anecdotes, narratives, media articles, annual reports, research or funding proposals and other specific illustrations of application of the community perception data.

IV 1.B. 1. The purpose of this question is to determine the presence of “dedicated infrastructure” for community engagement. The presence of such infrastructure indicates commitment as well as increased potential for effectiveness and sustainability. We expect a description of specific center(s) or office(s) that exist primarily for the purpose of leading/managing/supporting/playing a community.

II.B. 2.a-d The purpose of all the questions in section B.2. is to assess the level of institutional commitment to community engagement in terms of dedicated financial resources. Please provide the amount or percent of total budget that funds the primary investment and ongoing costs of the infrastructure described in B.1 as well as any other funds dedicated to community engagement, including but not limited to internal incentive grants, faculty fellow awards, teaching assistants for service-learning, and funding for actual engagement projects, programs, and activities. Do not include embedded costs such as faculty salaries for teaching service-learning courses in their standard workload.

II.B. 2.b These funding sources may include public and private grants, private gifts, alumni or institutional development funds, donor support, or state/local government and corporate funds dedicated to community engagement infrastructure and/or program activities.

II.B. 2.c. Please describe institutional fund-raising goals and activities, pursued by offices of advancement, development, alumni or institutional foundations that are focused on community engagement. Student fund raising activities in support of community engagement may be included.

II.B. 2.c. Please describe institutional fund-raising goals and activities, pursued by offices of advancement, development, alumni or institutional foundations that are focused on community engagement. Student fund raising activities in support of community engagement may be included.

I.B. 2.d. In this question, we are asking specifically about financial investments in community programs, community development, community activities/projects, and related infrastructure, often in the context of community/university partnerships. Examples might be a campus purchasing a van for a community-based organization to facilitate transportation of volunteers; a campus donating or purchasing computers for an after-school program located in a community-based organization; a campus investing a portion of its endowment portfolio in a local community development project, etc. (Do not include PILOT payments unless they are specifically designated for community engagement and community)

I.B. 3.a-c. The purpose of the questions in 3 a, b and c is to estimate sustainability of community engagement by looking at the ways the institution monitors and records engagement’s multiple forms. Tracking and recording mechanisms are indicators of sustainability in that their existence and use is an indication of institutional value for and attention to community engagement. Keeping systematic records indicates the institution is striving to recognize engagement as well as to reap the potential benefits to the institution. Please use language that indicates an established, systematic approach, not a one-time or occasional or partial recording of community engagement. This approach will be demonstrated by means of a description of active and ongoing mechanisms such as a data base, annual surveys, annual activity reports, etc. Do not report the actual data here. Here is where you describe the mechanism or process, the schedule, and the locus of managerial accountability/responsibility. You may also describe the types of information being tracked such as numbers of students in service-learning courses, numbers of courses, identity and numbers of partnerships, numbers and types of community-based research projects, etc.

I.B. 3.b. See also note for I. B. 3.a.

I.B. 3.b. For each mechanism or process described in 3.a., we expect descriptions of how the information is being used in specific ways and by whom. Some examples of data use include but are not limited to improvement of service-learning courses or programs, information for marketing or fund raising stories, and/or the reward and recognition of faculty, students or partners.
The purpose of questions I.B.4.a-e is to assess the sustainability of engagement at your institution by looking at your approaches to estimating impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement. Thus, there is potential for both expected outcomes and unintended consequences, as well as positive and negative impacts.

For each constituent group, we are asking for a description of the mechanism for ongoing, regularly conducted impact assessment on an institution-wide level, not specific projects or programs. The response should include frequency of data collection, a general overview of findings, and at least one specific key finding.

First, describe the mechanism and schedule for data collection regarding impact on the institution and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications or similar sources. The purpose of questions I.B.4.a-e is to assess the sustainability of engagement at your institution by looking at your approaches to estimating impacts of community engagement on varied constituencies (students, faculty, community, and institution). When institutions engage with communities, we expect there will be effects on these constituent groups. These expectations may vary from institution to institution and may be implicit or explicit. Impact may take many forms including benefits or changes that are in keeping with the goals set for engagement. Thus, there is potential for both expected outcomes and unintended consequences, as well as positive and negative impacts.

First, describe the mechanism and schedule for data collection regarding impact on community, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms may include but are not limited to interviews, surveys, focus groups, community reports and evaluation studies. We realize that this focus can be multidimensional in terms of level of community (local, city, region, country, etc.) and encourage a comprehensive response that reflects and is consistent with your institutional and community goals for engagement. We are looking for measures of change, impact, benefits for communities, and measures of partner satisfaction.

First, describe the mechanism and schedule for data collection regarding impact on faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications or similar sources. The key finding should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Findings should not include reports of growth in the number of faculty participating in community engagement; we are looking for impact on faculty actions in regard to engagement.

First, describe the mechanism and schedule for data collection from faculty, and the key questions or areas of focus that guided the design of the mechanism. Mechanisms used might include but are not limited to interviews, surveys, faculty activity reports, promotion and tenure portfolios or applications or similar sources. Key findings should describe differences or changes that illustrate impact on faculty actions such as teaching methods, research directions, awareness of social responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students’ enthusiasm for service-learning.

First, describe the assessment mechanism(s) such as interviews, surveys, course evaluations, assessments of learning, etc., schedule for data collection, and the key questions that shaped the design of the mechanism(s). We expect to see campus-wide approaches, robust student samples, data collection over time, and a summary of results. The key finding should illustrate impacts or outcomes on factors such as but not limited to academic learning, student perceptions of community, self-awareness, communication skills, social/civic responsibility, etc. Impact findings should not include reports of growth in the number of students involved or of students’ enthusiasm for service-learning.

The purpose of this question is to determine the level of reciprocity that exists in the institution’s engagement with community, specifically in terms of planning and decision-making related to engagement actions and priorities. Please provide specific descriptions of community representation and role in institutional planning or similar institutional processes that shape the community engagement agenda. Community voice is illustrated by examples of actual community influence on actions and decisions, not mere advice or attendance at events or meetings. A list or description of standing community advisory groups is insufficient without evidence and illustrations of how the voices of these groups influence institutional actions and decisions.
I. B. 9. “Faculty scholarly work that uses community-engaged approaches and methods” refers to community engagement as part of teaching, research and creative activity, and/or service; i.e., community engagement as part of faculty roles. Characteristic of community engagement include collaborative, reciprocal partnerships and public purposes. Characteristics of scholarship within research and creative activities include the following: applying the literature and theoretical frameworks in a discipline or disciplines; posing questions; and conducting systematic inquiry that is made public; providing data and results that can be reviewed by the appropriate knowledge community, and can be built upon by others to advance the field. Campuses often use the term community-engaged scholarship (sometimes also referred to as the scholarship of engagement) to refer to inquiry into community engaged teaching and learning or forms of participatory action research with community partners that embodies both the characteristics of community engagement and scholarship.

II. A. 2.a. Please provide specific and well-articulated learning outcomes that are aligned with the institutional goals. Learning outcomes should specify the institutional expectations of graduates in terms of knowledge and understandings, skills, attitudes and values. Those outcomes are often associated with general education, core curriculum, and Capstone experiences.

II. A. 4.b. Focus first on campus-wide curricular structures – but if there are not good examples of something that effects the entire curriculum (like gen ed), then provide evidence for curricular structures that have some pervasiveness – which majors incorporate community engagement – how many majors have community engagement capstones or first year programs, etc. Make as strong a case as you can.

II. A. 5. The purpose of this question is to determine the level to which faculty are involved in traditional scholarly activities that they now associate with curricular engagement. Doing so is an indicator of attention to improvement and quality practice as well as an indication that community engagement is seen as a valued scholarly activity within the disciplines. Please provide scholarship examples that your faculty have produced in connection with their service learning or community-based courses. We expect this to include scholarly products on topics such as but not limited to curriculum development, assessment of student learning in the community, action research conducted within a course, etc., that have been disseminated to others through scholarly venues as illustrated in the question.

II. B. 3. The purpose of this question is to illustrate the institution’s depth and breadth of interactive partnerships that demonstrate reciprocity and mutual benefit. Examples should be representative of the range of forms and topical foci of partnerships across a sampling of disciplines and units.

II. B. 4.a. The purpose of this question is to determine if the institution is taking specific actions to ensure attention to reciprocity and mutual benefit in partnership activities. Do not provide project examples here. Please describe specific institutional strategies for initiating, sustaining and enhancing interaction within partnerships that promote mutuality and reciprocity in those partnerships. Examples could include the development of principles that inform the development and operation of partnerships, professional development activities, recognition or review protocols, reporting or evaluation strategies, etc.

II. B. 5. The purpose of this question is to explore the degree to which outreach and partnership activities have been linked to faculty scholarly activity and outputs that are recognized and valued as scholarship. Please provide examples such as but not limited to research studies of partnerships, documentation of community response to outreach programs, or other evaluations or studies of impacts and outcomes of outreach or partnership activities that have led to scholarly reports, policies, academic and/or professional presentations, publications, etc. Examples should illustrate the breadth of activity across the institution with representation of varied disciplines, and the connection of outreach and partnership activities to scholarship.
References

I.A.1


About the Institute. Retrieved from https://ag.tennessee.edu/Pages/aboutus.aspx

I.A.2

I.A.3.a.
*The University of Tennessee Board of Trustees Executive and Compensation Committee Minutes.* (2013, June 19). Retrieved from http://bot.tennessee.edu/docs/2013/062013_ecc.pdf


I.A.5


I. B. 1.

![Diagram of Campus-wide coordinating infrastructure for UT community engagement]

Figure 1: Campus-wide coordinating infrastructure for UT community engagement

I.B.2.a


I.B.2.c


Our Stories – Donnie Smith [Video File]. Retrieved from http://www.youtube.com/watch?v=45vWh8zOj1o

I.B.2.d


I.B.3.a


I.B.3.b


I.B.4.b


I.B.4.c


I.B.5


I.B.6

How To . . . (Unkown). Retrieved from http://tenntlc.utk.edu/teaching-pedagogies/how-to-pedagogy-sheets/

Faculty Resources. (2013). Retrieved from http://servicelearning.utk.edu/faculty-resources/

I.B.7

Sustainable City Year Program. (2013). Retrieved from http://sci.uoregon.edu/sustainable-city-year-program


I.B.8

I.B.9


I.B.10.a


I.B.10.b


I.B.10.c


I.B.11


II.A.2.a


II.A.2.b


II. A. 4.a.


II.A.4.b


II.B.1


II.B.4.b

# Appendix A: Carnegie Partnership Exemplars

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<thead>
<tr>
<th>Partnership Name</th>
<th>Community Partner</th>
<th>Institutional Partner</th>
<th>Purpose</th>
<th>Length of Partnership</th>
<th>Number of Faculty</th>
<th>Number of Students</th>
<th>Grant Funding</th>
<th>Institutional Impact</th>
<th>Community Impact</th>
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<tbody>
<tr>
<td>Institute for a Secure and Sustainable Environment (ISSE)</td>
<td>The Nature Conservatory ■ Knox County Schools ■ 15 Local Watershed Organizations ■ 21 Local Government Organizations ■ The Tennessee Department of Environment and Conservation ■ USEPA Region 4 ■ USDA Natural Resources Conservation Service ■ Several County Soil Conservation Districts ■ Tennessee Valley Authority ■ The Water Quality Forum ■ AmeriCorps ■ Homeowners and Farmers ■ Professionals in the storm water and construction fields</td>
<td>The Tennessee Water Resources Research Center ■ Center for Watershed Solutions ■ College of Engineering ■ University of Tennessee Institute for Agriculture ■ College of Arts and Sciences</td>
<td>Improvement in regional water quality through community-based projects, outreach, education, training and community empowerment activities such as: ■ $0.5M watershed improvement plan in Beaver Creek watershed ■ Knox County Adopt-A-Watershed which has engaged thousands of K-12 students in service learning related to water quality improvement ■ state-wide professional development training for water quality protection (several hundred professionals per year) ■ Tennessee Smart Yards Program to educate homeowners about water-quality-enhancing landscaping practices.</td>
<td>7 years (2006) as ISSE; continues work by Tennessee Water Resources Research Center; begun 20+ years ago (~1993)</td>
<td>More than 10 faculty members per year from the College of Engineering, College of Arts and Sciences and the University of Tennessee Institute for Agriculture</td>
<td>Typically 5 or more per year, plus 8 AmeriCorps members</td>
<td>Recent ISSE contracts supporting water-quality related outreach are approximately $1.5M</td>
<td>■ Opportunities for networking and professional development for faculty ■ Access to field research sites for faculty and students ■ Contracts provide support for ISSE staff, faculty, and students ■ Many theses and dissertations based on watershed improvement projects implemented through ISSE and its partnering organizations. ■ Outreach activities provide rich opportunities for broader impacts in NSF proposals ■ Better public support for UT</td>
<td>■ Improvement of water quality in local watersheds through implementation of watershed improvement projects ■ Education and engagement of K-12 students, homeowners, farmers and communities in water quality protection ■ Training of professionals in water quality protection ■ The empowerment of local communities is a key component of this partnership.</td>
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<td>Center for Transportaton Research (CTR)</td>
<td>Tennessee state and local governments and industry</td>
<td>College of Engineering; College of Arts &amp; Sciences - Department of Geography; College of Business; College of Education, Health, &amp; Human Sciences; UTMCK’s Cole Neurosciences Center</td>
<td>Interdisciplinary center serves the transportation research, planning, economic forecasting, and continuing education needs of state and local agencies, businesses, and industry in Tennessee as well as the Southeast and the nation.</td>
<td>44 years (1970)</td>
<td>35 permanent staff, including 7 research faculty &amp; 2 visiting scholars.</td>
<td>15 grad, 1 undergrad, 3 part time grad assistants and 80 students in transportation fields at other institutions.</td>
<td>$8.7 million for FY 2013. Sources for these funds include: U.S. Department of Transportation, Tennessee Department of Transportation, U.S. Army Corps of Engineers, FHWA, and the FTA.</td>
<td>❖ Research opportunities for grad/undergrad students, preparing them to rebuild the nation’s aging transportation infrastructure and contribute solutions to emerging transportation problems. ❖ UT is the lead institution for the Southeastern Transportation Center (STC) a 9-university research consortium and national leader in safety research in highway transportation &amp; public safety. ❖ STC publishes the Journal of Transportation Safety &amp; Security in partnership with Beijing Jiaotong University, a peer-reviewed quarterly journal w/international impact)</td>
<td>❖ Tennessee Van social business enterprise program works with community agencies to meet needs of transportation-disadvantaged citizens ❖ Provides opportunities for qualified agencies to purchase vehicles through an affordable financing plan; assists with insurance, maintenance, &amp; fleet management ❖ Partners with schools to develop teacher training &amp; transportation-themed STEM curricula ❖ Summer Transportation Academy introduces 7th &amp; 8th grade girls to transportation &amp; career possibilities ❖ Continuing education programs: 102 workshops and sessions, 32 unique titles, 2197 attendees, 38,022 student-hours. ❖ Graduating 1,500+ students in transportation safety programs.</td>
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<td>Great Smoky Mountains National Park &amp; The University of Tennessee, Knoxville</td>
<td>Great Smoky Mountains National Park ■ Trout Unlimited ■ Friends of the Smokies</td>
<td>■ College of Agricultural Sciences and Natural Resources ■ Archaeology Research Lab ■ College of Arts &amp; Sciences ■ Department of Ecology and Evolutionary Biology ■ College of Engineering ■ National Institute for Mathematical and Biological Synthesis (NIMBioS) ■ Office of University Outreach &amp; Continuing Education</td>
<td>A unique and mutually beneficial relationship that supports and enhances public access, appreciation, financial support, preservation and stewardship of the Great Smoky Mountains National Park while also providing essential educational, research, and service learning opportunities for UTK students and faculty in the country's largest and most biodiverse park.</td>
<td>60+ years (Wildflower Pilgrimage begun 1951) ■ Water quality sampling since 1991</td>
<td>approx. 100</td>
<td>20-30 graduate and undergraduate students annually</td>
<td>■ $2.5 million grants &amp; gifts for managing hemlock woolly adelgid ■ $16M NSF for UT NIMBioS, incl. Smoky mountain partnership ■ USEPA $723K for project on effects of acidic deposition on water/aquatic biota ■ NPS $1.5M+ for monitoring &amp; analyzing park water quality ■ Private gifts and fees for Wildflower Pilgrimage &amp; Smoky Mtn Field School</td>
<td>Partnership helps protect and preserve the park's natural, cultural, &amp; historical resources for present &amp; future generations of students and faculty. Examples: ■ Park's Twin Creeks Science Center plays key role in UTK's NIMBioS work ■ Essential resource for UTK's ongoing research on the hemlock woolly adelgid ■ Site for Engineering research on biogeochemical processes associated with acidic deposition in low-buffered streams, and the impacts on aquatic biota ■ Examples: The Park's Twin Creeks Science Center plays key role in UTK's NIMBioS work</td>
<td>■ Partnership helps preserve &amp; protect park for (and from) 20M annual visitors as well ■ ~1000 people come to the Park every year specifically to participate either in the Wildflower Pilgrimage or the Smoky Mountain Field School; UT provides both with registration infrastructure and UT faculty from many colleges and department serve as teaching staff ■ UTK's Department of Ecology and Evolutionary Biology provides educational leadership for the Wildflower Pilgrimage's annual 5-day exploration of plant and animal life in the Park ■ Site-based education by UT's Department of Civil &amp; Environmental Engineering for area leaders of water quality assessment; undergraduate &amp; graduate student participate in the research</td>
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<td><strong>4 Biology in a Box</strong></td>
<td>TN School Districts/Teachers (approximately 80 schools systems throughout Tennessee)</td>
<td>College of Arts and Sciences</td>
<td>Biology in a Box program was developed to meet school curriculum goals in partnership with K-12 STEM teachers. The program offers grade appropriate exercises to Tennessee/region al schools and students. The teacher acts a facilitator in exploring box contents with students, who then complete exercises to reinforce math and science skills. The program was created in response to a perceived need for supplementary classroom resources in East Tennessee schools.</td>
<td>10 years (1993)</td>
<td>3</td>
<td>80 school districts in Tennessee, 4 school districts in adjacent states</td>
<td>UTK Outreach and Engagement Incentive Grant ($2,000); Support from Ecology and Evolutionary Biology ($28,828)</td>
<td>Multiple academic publications/prese ntations have been published as a result of this program: American Society for Engineering Education Southeast Section Conference; publication in American Biology Teacher; etc. Future publications in the science education literature are planned. The partnership has contributed to a greater understanding of math/science education.</td>
<td>Provides grade appropriate exercises and reusable materials to Tennessee/region al classrooms; these materials reinforce math in biological contexts; teacher workshops (specifically for Tennessee urban public schools) within this program have contributed to professional development and interaction between different teaching disciplines.</td>
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<td>Gulu Service &amp; Study Abroad Program (GSSAP)</td>
<td>In Uganda: Gulu University ■ Institute for Peace and Strategic Studies; Justice and Reconciliation Project ■ Refugee Law Project ■ TAKS Art Center ■ Acholi Religious Leaders Peace Initiative ■ Girls Kick It ■ Centre for Reparations and Rehabilitation ■ Acholi Education Initiative; St Jude’s Orphanage ■ PACTA alcoholism treatment program ■ Battery Operated Systems for Community Outreach (BOSCO) ■ Gulu District Government ■ Laroo Peace Women’s Association ■ Youth Empowerment Program ■ Gulu Regional Hospital ■ Hope and Peace for Humanity ■ Gulu Peace Garden Project</td>
<td>College of Arts and Sciences International Service and Culture programs ■ Dept. of Religious Studies ■ Dept. of Anthropology ■ Displacement and Human Rights (DDHR) program - Anthropology ■ Center for International Education</td>
<td>UT study abroad program established through formal MOU with Gulu University in Gulu, Uganda. Consists of a course in Conflict and Peacebuilding in Northern Uganda, with guest lectures by Ugandan colleagues and community members. Students work in local, community-based organizations to reinforce what they’ve learned. Program cultivates lasting relationships among UT students and faculty and their Ugandan counterparts to facilitate ongoing collaborative projects, including research opportunities for faculty and students in both Tennessee and Uganda.</td>
<td>3-4 years (MOU signed in 2010, first program cohort in summer 2011)</td>
<td>3-4 (alternating) faculty from UT, 10-12 teachers/faculty from Gulu University and community.</td>
<td>32 (2011: 12 students; 2012: 11 students; 2013: 9 students)</td>
<td>Program directors are working on identifying funding sources to supplement student costs, perhaps in the form of GSSAP travel awards</td>
<td>GSSAP offers 6 credits for undergraduate, graduate and non-UT students. Develops students’ intercultural sensitivity and skills; cultivates knowledge and critical thinking about contemporary problems such as violent conflict; persistent structural inequality; health, education, and resource disparities on local, regional, national, and international scales. Provides valuable experience that aids students in graduate training and career choice decisions</td>
<td>Program facilitates ongoing collaborative projects among Ugandan community partners and GSSAP students, alumni, and faculty. Provides opportunities for Ugandan colleagues and students to access resources, skills, and knowledge through linkages to UTK. Program facilitates ongoing collaborative projects among Ugandan community partners and GSSAP students, alumni, and faculty.</td>
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<td>Forensic Anthropology Center (FAC) – providing oversight for the National Forensic Academy and Forensic Files education program</td>
<td>Forensic Anthropology Center/National Forensic Academy: ■Knoxville Police Department ■The University of Tennessee Department of Anthropology ■Tennessee Bureau of Investigation ■Oak Ridge National Laboratory (ORNL) ■Tennessee State Medical Examiner’s Office ■Rural Metro Corporation ■Federal Bureau of Investigation (FBI) ■Bureau of Alcohol, Tobacco, Firearms, and Explosives (ATF) ■Texas Department of Public Safety ■Georgia Bureau of Investigation ■Forensic Files Knox County Schools</td>
<td>■Institute for Public Service ■College of Arts &amp; Sciences-Department of Anthropology ■The Forensic Anthropology Center and Outdoor Research Facility</td>
<td>Offers training to law enforcement, as well as assistance with identification of remains; Forensic Anthropology Center members also work on international recovery efforts; National Forensic Academy: Intensive 10-week training program designed to meet the needs of law enforcement agencies in evidence identification, collection, and preservation. The Forensic Files: Enrich the current forensic science curriculum in local high schools by providing presentation and hands-on exercises to high school forensic science students.</td>
<td>National Forensic Academy: since 2000 (13 years); The Forensic Files: 2011-2012</td>
<td>National Forensic Academy: Several UT Dept. of Anthropology professors are regular instructors at the National Forensic Academy. The Forensic Files: 1-2 UT faculty (Steadman)</td>
<td>Occasional assistance by UT graduate students; 10 UT students gave presentations through The Forensic Files project at local high schools; four classes of local HS students (approx. 91 HS students)</td>
<td>Bureau of Justice Assistance Office of Justice Programs U.S. Department of Justice ■ UTK Engagement Incentive grant ■ College of Arts and Sciences Public Engagement subsidy ■ Forensic Anthropology Center</td>
<td>■ UTK’s renowned Dr. William M. Bass virtually invented the discipline of forensic anthropology, culminating in the development of the Forensic Anthropology Center and outdoor research facility (&quot;the Body Farm&quot;) which model has been replicated at a number of other academic institutions over the U.S. ■ UT anthropology students involved in the Forensic Files education program for local schools benefited by seeing firsthand the value of outreach service; gained experience from interacting/teaching high school students; and enhanced professionalism through public presentations. Forensic Anthropology Center and National Forensic Academy: Law enforcement and crime-solving efforts across the United States have been improved as a academy participants master the expert skills necessary for crime scene investigation and evidence recovery. Law enforcement professionals also benefit as they may receive undergraduate or graduate credit for their participation. The Forensic Files: Knox County HS students benefited through anthropology/forensics instruction from UT faculty and advanced undergraduate and graduate students. Hands-on experience in forensic science was provided to interested local HS students.</td>
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<td>Knoxville Homeless Management Information System Program (KnoxHMIS)</td>
<td>Provider Partners: ■Knoxville Homeless Coalition ■U.S. Office of Housing and Urban Development ■City of Knoxville ■Knox County ■Comcast Implementation Agency Partners: ■CAC ■Catholic Charities of East Tennessee ■Community Law Office ■Family Promise ■Helen Ross McNabb Center ■Knox Area Rescue Ministries ■Knoxville Leadership Foundation ■Parkridge Harbor/Positively Living ■Redeeming Hope ■Salvation Army ■Steps House ■SWORPS ■Tennessee Valley Coalition to End Homelessness ■The Next Door ■UT ■Volunteer Ministry Center ■Volunteers of America ■YWCA</td>
<td>College of Social Work Social Work Office of Research and Public Service</td>
<td>KnoxHMIS serves as an empirical window into homelessness in the Knox County Community. System is a secure, web-based database of demographic and service delivery information for individuals experiencing homelessness. Through KnoxHMIS, UT works with 16 partner agencies and 50+ service programs. KnoxHMIS allows for aggregation of client-level data across providers serving the area's homeless by generating unduplicated counts and service patterns of clients served. Reports produced from KnoxHMIS are used to inform local and federal decision-making.</td>
<td>This program has been funded and operating since 2004 (10 years).</td>
<td>2 faculty and 4 staff</td>
<td>1 student</td>
<td>The funding for this project is from the U.S. Department of Housing and Urban Development, the City of Knoxville, Knox County, the UT-Office of Research, and matching funds contributed by our various community partners. The total grant funding is $172,000.</td>
<td>■The only university-based homeless management information system in the country ■Generation of an enormous data base has potential for academic study (Priority, however, is on secure data collection and storage on dedicated server clusters. ■Awarded the 2012 C. Peter Magrath University Community Engagement National Outreach Scholarship Exemplary Program Award.</td>
<td>In 2012, there were 9,388 active clients in Knox County, 4% more than 2011. KnoxHMIS data has shown that, contrary to common local belief, the majority (78%) do not arrive from elsewhere but come from the local area. KnoxHMIS’s vast data set has led to better services delivery &amp; outcomes reporting. The data suggest that Homeless Prevention and Rapid Rehousing programs have been extremely successful in preventing homelessness for at risk individuals and families, and in quickly placing those who have become homeless back in permanent housing. Since 2009, an average of 91% of clients served are in permanent homes when they exit the programs.</td>
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<td>Human Animal Bond in Tennessee (H.A.B.I.T.)</td>
<td>■ 94 school programs ■ 78 visitation facilities (HABIT programs involve nursing homes, assisted living facilities, retirement centers, mental health centers, residents for children with special needs, schools, hospitals and many others.) ■ Private veterinary practitioners ■ 250 community volunteers</td>
<td>UT College of Veterinary Medicine ■ UT Veterinary Medical Center ■ Dog Bite Prevention ■ HALT ■ Companion Animal Initiative in Tennessee ■ UT Veterinary Social Work ■ UTCVM Public Health ■ UTK College of Social Work ■ UTK School of Information Sciences ■ UTK College of Law</td>
<td>H.A.B.I.T. is comprised of representatives from the University of Tennessee College of Veterinary Medicine, volunteers from the community, and private veterinary practitioners. H.A.B.I.T. is an animal assisted therapy program that sponsors community therapy programs for those of all ages in a variety of settings such as nursing homes, retirement homes, assisted living centers, hospitals, mental health facilities, physical rehabilitation centers, and child and family services centers. The purpose of animal assisted therapy is to provide an opportunity to create relationships between animals and people that assist in creating better mental and physical wellbeing and comfort. Animals also assist in learning, especially for children that have learning disabilities because animals are non-judgmental and very good listeners.</td>
<td>Established in 1986 (28 years)</td>
<td>3 faculty part time 6 faculty and staff volunteers 2 staff full time and 1 staff part time</td>
<td>14 students volunteer s</td>
<td>H.A.B.I.T. has one paid staff member and an office provided by UT’s College of Veterinary Medicine. The H.A.B.I.T Executive Committee and membership are comprised of volunteers who juggle H.A.B.I.T. responsibilities along with their jobs and family schedules.</td>
<td>Student volunteers experience the needs and struggles of the aged, the sick, and young people with learning issues. HABIT impacts the UTK-UTIA student communities by having their volunteers and dogs present to help reduce student stress time at many UT events, including exam times and move-in times at the start of school year. An initial academic/scholarship opportunity was created when 2-3 faculty began working on applying HABIT benefits to children’s cancer wards in an effort to determine if this interaction improved physiologic parameters of stress and therefore contributed to better outcomes.</td>
<td>HABIT volunteers make over 200,000 contacts annually. The impact on individuals in the community occurs with each animal-person interaction that brings support, elevated spirits, comfort, a sense of worth and encouragement, and a general strengthening of spirit. This impact cannot easily be measured. The impact can be summed up in a quote from a recreation therapist: “The special bond between animal and patient yields emotional strengthening that many more conventional therapeutic interventions cannot provide.”</td>
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<td>&quot;Rural Library Professionals as Change Agents in the 21st Century: Integrating Information Technology Competencies in the Southern and Central Appalachian Region&quot; (Information Technology Master's Scholarship Program) (Part 1) and (Part 2) (ITRL and ITRL2)</td>
<td>Clinch-Powell Regional Library (Clinton, Tennessee), Fort Loudoun Regional Library (Athens, Tennessee), Nolichucky Regional Library (Morristown, Tennessee), Sevier County Public Library System (Sevierville, Tennessee), and the Watauga Regional Library (Johnson City, Tennessee). Representatives from other regional or county library systems in the Southern and Central Appalachian (SCA) region (Alabama, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia) are also involved in various grant activities.</td>
<td>School of Information Sciences (SIS)</td>
<td>ITRL and ITRL2 are two grant projects funded by the Institute of Museum and Library Services’ Laura Bush 21st Century Librarian Program. The purpose of both is to recruit and train rural library professionals working in the SCA region to complete their master’s degree part-time in the UT SIS’ synchronous distance education program.</td>
<td>Strategic planning activities since 2008; ITRL [October 2009 – August 2012, One-year no-cost extension till September 2013]; ITRL2 [October 2012 – September 2015].</td>
<td>16 [ITRL] and 13 [ITRL2].</td>
<td>16</td>
<td>$567,660 [ITRL] and $478,258 [ITRL2]</td>
<td>Activities help develop an information science curriculum in rural librarianship that is tailored to meet the needs and expectations in local and regional communities; Lessons in grant experiences are evaluated and refined to promote rural librarianship as a profession and increase the flow of rural library professionals into accredited library and information science programs.</td>
<td>Addresses urgent need for the next generation of rural library professionals with current information technology and management competencies. Improves information access and use in rural SCA communities. Helps overcome unique social, cultural, political, and economic challenges experienced in the SCA regions. The model of integrating professional experiences and graduate instruction with a focus on rural librarianship is cost- and-time effective, since participants gain both an American Library Association-accredited MS degree and continue with their part-time mentored professional work experiences over a period of only 2 years.</td>
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<td>10 Legal Clinic</td>
<td>Knox County Public Defenders Office * Federal Public Defenders Office * Knox County District Attorney’s Office * U.S. Attorneys Office * Knox County Juvenile Court * Legal Aid of East Tennessee * The Family Justice Center * Knox County Schools * Habitat for Humanity * Anderson Center for Entrepreneurship &amp; Innovation * Grandparents as Parents Organization * East Tennessee Children’s Hospital * Knox County Office on Aging * Knoxville Area Rescue Ministries * Operation Stand Down (Volunteers of America) * Knoxville YWCA * Centro Hispano</td>
<td>College of Law</td>
<td>To serve the community and the indigent, to encourage future pro bono service, and to contribute to the education and development of law students into thoughtful, skilled, ethical attorneys by providing them with the opportunity to practice law and represent clients under faculty supervision.</td>
<td>67 (1946) oldest law school clinic in the country</td>
<td>12</td>
<td>Approximately 100 per year.</td>
<td>The ACTEC Foundation has given us a grant/donation to create our Wills Clinic. The amount is approximately $100,000</td>
<td>National leader in law school service learning. From the original “UT Legal Clinic” handling only litigation matters it has expanded to 9 clinical programs and 3 externships, all focused on teaching students to practice law &amp; serve their community. Clinical programs include the Advocacy Clinic, Business Clinic, Domestic Violence Clinic, Family Mediation Clinic, Environmental Clinical, Mediation Clinic, Wills Clinic, Innocence / Wrongful Convictions Clinic, Education Law Practicum, Prosecutorial Externship, Public Defender Externship, and the Judicial Externship. Community receives high quality, free legal work, provided by upper level law students. Students were involved in projects as diverse as helping start up businesses via the UT Business Incubator; jury trials in federal and state court; enforcing protective orders for victims of domestic violence and mediating actual disputes. Beyond the impact of the individual work, there is the ongoing impact of a well trained cadre of law school graduates who have already experienced public service and pro bono work and will continue to practice in these areas in their ongoing careers.</td>
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<td>The Center for Sport, Peace, &amp; Society &amp; U.S. Department of State &quot;Empowerinig Women &amp; Girls through Sports&quot;</td>
<td>U.S. Dept. of State</td>
<td>College of Education, Health, and Human Sciences</td>
<td>To empower girls and women from developing nations using a sport, leadership, and action planning curriculum (developed, implemented, and evaluated by UT CSPS). Participants spend 2 - 4 weeks in the United States learning to develop an action plan that allows them to become change agents in their local communities and address critical social issues facing girls and women. In this way, girls and women are becoming social entrepreneurs, learning to develop projects that raise awareness and call for change. UT Students and faculty are heavily involved in the coordination and hosting of the international visitors, increasing student exposure to global issues and stimulating new avenues for research.</td>
<td>June 2012 - present</td>
<td>Two faculty involved on a full-time basis co-teaching a service-learning course - &quot;Sport and Community Development (sport-based outreach in Knoxville); 25 faculty have been involved on various projects 16 CSPS affiliated interdisciplinary scholars.</td>
<td>More than 250 students included in various programm ing; 2 UT Graduate students are partially funded thru the cooperativ e agreement; 200 local high school student</td>
<td>$1.2 million (June 2012 - December 2013) $1.25 million (Sept. 2013 - Dec. 2014) $2.45 million Opportunity to renew for a third time (approx. $1 - $1.25 million) This is the largest grant awarded by the U.S. Department of State in this field</td>
<td>The Global Sports Mentoring Program, the cornerstone program of this partnership, was ranked by the Public Diplomacy Council as the 9th best diplomatic accomplishment in the world in 2013 250+ UT students and 25+ faculty from 12 different disciplines have engaged in these programs Center directors published 6 times and presented 26 times on this work (2012-2013) CSPS has been invited to establish the first international professional association in the field of Sport for Development and Peace CSPS soon to be home for professional Journal of Sport for Development quickly becoming international hub for this emerging academic field</td>
<td>As part of this program, girls &amp; women from around the world create culturally relevant &amp; sustainable action plans that use sport to combat a variety of societal challenges Reciprocity &amp; the multiplier effect are at the heart of this initiative Thus far, 137 girls and women from 42 countries have created action plans More than 150 U.S. organizations nationwide have organized activities designed to share knowledge &amp; inform participant action plans Program alumnae are currently implementing their action plans in 42 countries $12,000 (USD) has been awarded in seed money to help alumnae carry out their action plans A new website is being constructed by CSPS to highlight alumnae progress</td>
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<td>Community Full-Service Schools Program</td>
<td>Knox County School System; Boys and Girls Club; Pellissippi State Community College; Knoxville Opera Company; South College</td>
<td>The following UTK colleges and programs are engaged in this initiative: Colleges of Arts and Sciences, Engineering, Nursing, and Education, Health and Human Sciences; and programs in Sociology, Wildlife and Forestry, Counseling and Sport Psychology. Baker Center (per 2010?)</td>
<td>The Community Full-Service Schools program is designed to address unmet basic needs of children and their families to enhance their educational attainment. Project participants work to fill gaps that are not met by public schools and human service agencies. Efforts are made to help participants create community identity so they can begin to access support systems and learn to help themselves independently. The project seeks to improve educational attainment of participants and reduce the number of high school dropouts.</td>
<td>in 2012-13, 100 Pond Gap students. 55 students were engaged in summer activities. 125 UT &amp; Pellissippi students during the regular school year; 20 UT students in summer programs. 40+ parents in G.E.D., language and cooking classes.</td>
<td>Six faculty members from CEHHS and 14 faculty from Pond Gap Elementary School.</td>
<td>Funding support includes: • $200,000 per year in support from PetSafe • $70,000 per year from the United Way • $75,000 per year from the state.</td>
<td>Institution impact was gained through service learning opportunities for students in a variety of academic disciplines, and through career development opportunities for UG students. UT students serve in these schools as mentors, teachers and friends with faculty supervision, and participate in a learning environment promoting engaged educational reform.</td>
<td>Institution Impact included the provision of health services to students and their families; mental health screenings; academic support for students and their families; and financial support for the families. At-risk urban students at five schools thus far are enabled to create long-term, mentoring relationships with UT students and faculty based on the three tenants of prevention, collaboration, and systems-level thinking.</td>
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<td><strong>Center for Native Grasslands Management</strong></td>
<td>Numerous individual landowners and producers, TN Wildlife Resources Agency, TN Wildlife Resources Commission, KY Department of Fish and Wildlife Resources, US Forest Service, Joint Fire Science Program, USDA Agriculture and Food Research Initiative, National Fish and Wildlife Foundation, National Wild Turkey Federation, Quail Unlimited, BASF, Roundstone Native Seed, Ernst Conservation Seed, Bamert Seed, USDA Sun Grant, University of Kentucky, University of Arkansas, University of the Virgin Islands, Auburn University</td>
<td>■ University of Tennessee Institute of Agriculture (Departments of Forestry, Wildlife and Fisheries; Plant Science, Animal Science, and Agricultural and Resource Economics) ■ College of Agricultural Sciences and Natural Resources ■ UT Extension ■ UT AgResearch</td>
<td>A collaborative initiative focused on bringing improved outcomes to farms, forests, and rural communities throughout Tennessee, the Southeast, and the eastern USA through science-based improvements in forage production, forest management, soil and water conservation, and wildlife conservation, all based on the restoration and management of imperiled native grass communities.</td>
<td>In our eighth year - started in 2006</td>
<td>89</td>
<td>19 graduate students, 110 undergraduate students</td>
<td>A total of 46 external grants/gifts totaling $6.7 million since 2006 plus a recent anonymous estate gift for $2 million, all in support of the Center's work.</td>
<td>Partnership promotes advancement of science in grasslands conservation (forage production, sustainable forest management, biofuels production, wildlife conservation, and economics) ■ provides education and outreach to tens of thousands of producers, landowners, managers, natural resources professionals and the general public on science-based approaches for native grasslands conservation and management ■ provides training for scores of graduate students and engaged learning opportunities to undergraduates through participation in field research.</td>
<td>Provides research-based leadership for restoring/enhancing native grasslands in TN/eastern US, the focal area for the emerging herbaceous biofuels economy &amp; 50 million-acre, forage-based beef industry ■ Technical/science experts trained in current, science-based grasslands management ■ Direct contacts with producers/managers/professionals, augmented with printed and web-based materials, provide latest research for managing native grasses for multiple objectives ■ 24 demonstration projects across 5 states provide classroom for training and outreach to thousands of producers/managers and professionals.</td>
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<td>Plan East Tennessee (PlanET) Project: Regional Plan for Sustainable Development</td>
<td>Plan East Tennessee Regional Consortium - Includes the five counties of the Knoxville MSA (Anderson, Union, Blount, Loudon, Knox) &amp; 19 Cities (Knoxville, Maryville, Alcoa, Norris, Loudon, Lake City, Lenoir City, Farragut, Oak Ridge, Clinton, Luttrell, Greenback, Maynardville, Philadelphia, Plainview, Friendsville, Louisville, Oliver Springs, Townsend)</td>
<td>UT was a founding partner in PlanET. UT units involved in the partnership include: The College of Agriculture and Natural Resources; The College of Architecture and Design; The College of Arts and Sciences; The College of Business Administration Center for Business and Economic Research; The College of Education, Health, and Human Sciences; The College of Engineering; The University of Tennessee Provost’s Office (Service Learning); Office of Research and Public Service; The College of Social Work</td>
<td>Plan East Tennessee (PlanET) is a regional partnership of communities building a shared direction for the future of the five county study area. As a leveraged resource to this regional planning initiative, UT’s role was to assist in the development of research, critical inquiry, and planning and design strategies that accommodate an anticipated population growth rate of 45% through 2040 while protecting our valuable resources and addressing challenges regarding jobs, housing, transportation, a clean environment, and community health. Our goal is to create long-term solutions for investments in our region and to define the next chapter in our rich history, leaving a legacy of optimism and opportunity for future generations.</td>
<td>A three year HUD grant was obtained to fund the program, which began in November of 2010. The plan provides a blueprint that will continue to guide the five county region into the future.</td>
<td>College of Agricultural Science and Natural Resources (1) ■College of Architecture and Design (8) ■College of Arts and Sciences ■College of Business (3) ■College of Education, Health, and Human Sciences (6) ■College of Engineering (3) ■Provost’s Office-Service Learning (7) ■College of Social Work (12)</td>
<td>Over 100 students since 2010.</td>
<td>U.S. Department of Housing and Urban Development (HUD): $4.3 million to PlanET partners plus in-kind matching contribution of $1 million ■ $142,170 sponsored PlanET HUD grant sponsorship for participating faculty.</td>
<td>• Robust, sustainable relationship between project managers &amp; consortium partners provides opportunities for ongoing partnerships, community engaged learning opportunities, and sponsored research • Dynamic learning environment for 100+ students interacting with and learning from community stakeholders • Elevated profile of programs and Colleges through publications, scholarship, and creative activities, TAPA and TNASLA awards, and press • Opportunity to blend and apply the grassroots knowledge of the local citizenry with the expertise of the academic community for community building, transportation, environment, health, business development • Opportunity to apply and test cutting edge research and evaluation tools.</td>
<td>Demonstration projects at dozens of sites throughout the region test new planning, design, and growth management theories &amp; practices relevant to regional growth priorities that have been identified by community stakeholders • Demonstration projects stimulate robust conversations amongst stakeholder groups with tangible visions of previously contemplated/unarticulated possibilities for the future of their communities and region • Communities demonstrate greater understanding of the value UT design programs contribute to viable, sustainable futures through physical planning and design. • Fostered ongoing citizen involvement in planning for the region’s future; • Developed a regional “blueprint” to guide development over the next decades; and • Increased local capacity for dialogue and plan implementation.</td>
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<td>Key Community Partners Only: Vanderbilt University</td>
<td>UT College of Architecture and Design</td>
<td>The Nashville Civic Design Center is an independent nonprofit organization formed in 2000 to improve quality of life for Nashvillians through visionary thinking, partnerships that encourage high quality design, and the facilitation of public dialogue on key issues that impact how we live, work and play.</td>
<td>Full-time design staff includes 3 UT faculty</td>
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<td>C. Peter Magrath Exemplary Program</td>
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<td>■ the Metropolitan Development and Housing Agency (Nashville)</td>
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<td>■ Government of Metropolitan Nashville</td>
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<td>■ Frist Foundation</td>
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<td>■ The Greater Nashville Metropolitan Planning Organization</td>
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<td>■ Cumberland Region Tomorrow</td>
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<td>■ The Urban Land Institute</td>
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<td>■ Nashville District Council</td>
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<td>■ Greater Nashville Regional Council.</td>
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**Length of Partnership:** 2000 (13 years)  
**Number of Faculty:** 60+ internship; ~12 students per year working on studio projects; 400 enrollees (to date) in Urban Design 101 courses  
**Number of Students:**  
**Grant Funding:** Annual budget of ~$350K funded by UT, event fundraising, foundations, corporate & private donors, membershi ps, MDHA/Community Developmen t Block Grants & fee for service contracts with the Metro Planning Organizatio n, Metro Health Department, & Tennessee Department of Transportat ion. UT also contributes two staff positions.  
**Institutional Impact:**  
**Community Impact:** NCDC has played a direct role in numerous civic design projects undertaken within the city of Nashville. With the guiding principles from the Plan of Nashville as a basis, the NCDC has facilitated public meetings and consulted on significant urban design projects for the city and the region, funded by the public sector. Works with government officials, regional planning groups, neighborhood organizations, businesses and residents to promote public education in the value of civic design, public participation in civic design, and public advocacy for civic design excellence.