Public Engagement at the University of Minnesota Defined:

Public engagement is the partnership of 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.

Publicly Engaged Scholarship—many models all encompass work that demonstrate a high-level commitment to academic scholarship and collaborative inquiry and positively impact the public good.

Hanover Research (2018, April), Publicly engaged scholarship frameworks, p, 6

Characteristics of engaged scholarship

Engaged scholarship has several attributes that may distinguish it from traditional scholarship:
1) Products are often published in both traditional disciplinary outlets and non-traditional venues.
2) The work is often multi-disciplinary.
3) Scholarly products often include multiple co-authors, including community partners who contribute to the work in significant ways.
4) The work often integrates research, teaching, and service in a way that makes it difficult to compartmentalize into a single category (e.g., teaching, research, service).
5) The work requires significant relationship-building with external partners to maximize its quality and impact.

In applying the following criteria, the Review Committee is mindful of the variation in contexts, the breadth of faculty work, and departmental promotion and tenure guidelines.
<table>
<thead>
<tr>
<th>Criteria</th>
<th>Indicators</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>1. Clear Academic &amp; Community Goals</td>
<td>The scholar provides evidence of clear goals such as—</td>
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<tr>
<td>Objectives defined</td>
<td>• Clearly stating the basic purpose of the work and its value for the discipline(s) AND the public good&lt;br&gt;• Documenting the alignment between the scholarship and the scholar’s role, departmental priorities, and university mission&lt;br&gt;• Defining goals and objectives that are realistic and achievable&lt;br&gt;• Identifying significant intellectual questions in the discipline AND for the community/external stakeholders with whom the scholar is partnered&lt;br&gt;• Articulating a coherent program of research and objectives&lt;br&gt;• Articulating goals for teaching and student learning</td>
<td>Does not meet&lt;br&gt;Meets&lt;br&gt;Exceeds</td>
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<tr>
<td>Clear purpose and focus of inquiry</td>
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<td>2. Adequate Preparation in Content Area and</td>
<td>The scholar provides evidence of adequate preparation and grounding in the community such as—</td>
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<td>Grounding in the Community</td>
<td>• Investing time and effort in developing community partnerships&lt;br&gt;• Bringing necessary skills to the collaboration&lt;br&gt;• Participating in training and professional development that builds skills and competencies in publicly engaged scholarship (PES)&lt;br&gt;• Demonstrating an understanding of relevant existing scholarship and the work is intellectually compelling&lt;br&gt;• Understanding the norms and expectations of high-quality collaboration and partnership</td>
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<td>Preparation and knowledge about developments in the field of study and relevant community context</td>
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<td>3. Appropriate Methods: Rigor and Community Engagement</td>
<td>The scholar provides evidence of scholarly rigor informed/enriched by engagement such as—</td>
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<td>• Refining a research question, or confirming its validity, through collaboration or co-generaion with community/external partner(s)&lt;br&gt;• Using methods appropriate to the goals, questions, and context of the work and provides rationale for election of methods&lt;br&gt;• Modifying procedures in response to changing circumstances</td>
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| Rigor is evident in research design, data collection, interpretation, and reporting of results. | • Engaging the community/external partner as a partner/collaborator(s) in developing and/or improving the study design, the collection/analysis/interpretation of data, and/or the recruitment and retention of study participants  
• Developing policy recommendations and application/intervention ideas, based on study findings, in collaboration with external partners  
• Extending and broadening the dissemination of study findings through partnership with community members and organizations  
• Enhancing curriculum by incorporating updated and real-world information from community members critical to student learning of course material  
• Deepening and contextualizing the learning experience in a course by involving community experts in design and implementation  
• Revising curriculum and community placement with community partner based on student feedback and community partner observation |
|---|---|
| Rigor is maintained, or even enhanced, through community-engaged approaches. | The scholar provides evidence of significant results/impact such as—  
• Achieving the intended or notable goals, impact, or change consistent with the purpose and target of the work over a period of time  
• Contributing to new knowledge in the field/discipline through publication in peer-reviewed journals and other scholarly outlets  
• Contributing to and benefiting the community/external partner  
• Making progress towards social equity and/or systemic change that promote the public good  
• Securing increased funding for additional research, program implementation, and/or community partners  
• Increasing capacity of community to advocate for themselves  
• Adding consequentially to the discipline on issues that matter to the external partners and the community  
• Opening up additional areas for further exploration, inquiry, and/or collaboration  
• Advancing knowledge/understanding for the community in which the work is situated, and discussing its generalizability/transferability to other populations or as a model that can be further investigated in other settings  
• Enhancing the ability of students to assume positions of leadership and community engagement |

4. Significant Results: Impact on the Discipline/Field and the Community

Beneficial impact in the communities in which the scholarship is conducted.

Assessment of knowledge created (in field, discipline, community).
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<tr>
<th>5. Effective Presentation and Communication to Academic and Community Audiences</th>
<th><strong>The scholar provides evidence of effective presentation and dissemination such as—</strong></th>
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</table>
| Scholars effectively communicate with appropriate audiences and subject their ideas to independent review. | - Communicating with/disseminating to appropriate academic and public audiences consistent with the mission of the institution  
  o Publishing research results or teaching innovations in peer-reviewed, practitioner, or professional journals  
- Using appropriate forums and presenting information and materials in forms that community stakeholders and external partners find accessible and understandable  
  o Disseminating information through media used/read by community members  
  o Producing documents directed towards service providers, policy makers, or legislators  
- Communicating outcomes of community engaged work in collaboration with community/external partners  
- Presenting information with clarity and integrity |

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<th>6. Reflective Critique: Lessons Learned to Improve the Scholarship and Community Engagement</th>
<th><strong>The scholar provides evidence of reflective critique such as—</strong></th>
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| Reflective critique of community partnerships. Evaluation of partnership successes and failures. | - Critically evaluating the work with appropriate evidence  
- Seeking evaluations from community members and using those evaluations to learn from and direct future work  
- Changing project/course design or line of inquiry based on feedback and lessons learned  
- Being involved in a local, state, national, or international dialogue related to the work  
- Engaging in personal reflection concerning, for example, issues of privilege or racism  
- Integration of lessons learned into multiple aspects of academic life |
### 7. Collaborative Leadership and Personal Contribution

The scholar’s work has earned a reputation for rigor, impact, relevance, and the capacity to advance the discipline or community agenda.

The scholar provides evidence of leadership and personal contribution such as—

- Describing how the work has been recognized, used, or built on by academic peers
- Describing how the work has been recognized, used, or built upon by community members, practitioners, professionals in the field, and external experts
- Providing comments or reviews (solicited/unsolicited, formal/informal) from academic and community members
- Receiving awards or letters of appreciation from community-based organizations for contributions to the community
- Receiving invitations to present to professional society meetings and conferences, to present to community audiences, to testify before legislative bodies, to appear in the media, or to serve on advisory or policymaking committees
- Values and sustains relationships with community partners
- Mentoring students, early career faculty, and community members

### 8. Socially and Ethically Responsible Conduct of Research and Teaching

The work is conducted with honesty and integrity.

Scholar’s work is conducted in a way that fosters respectful relationships with students, community participants, external partners, and peers.

The scholar provides evidence of consistently ethical behavior such as—

- Socially responsible conduct of research, teaching, and outreach in writings, discourse, approach to scholarship, and nature of collaboration. Cultivating the conduct of “good science”, sound research techniques and appropriate engaged pedagogies that result in meaningful and beneficial contributions to communities
- Following the human subjects review process and all other policies concerning the responsible conduct of research when conducting research projects, and specifically subjecting work to a community IRB or a university IRB committee focused on community-based research
- Approaching communities as mutual partners to foster trusting, equitable relationships
- Engaging communities in a respectful manner
- Recognizing and valuing community knowledge systems and incorporates them into the research process and courses as appropriate
- Appropriately involving community/external partners in writing and reviewing products and acknowledging their contributions