

**THE SCHOLARSHIP OF ENGAGEMENT IN THE COLLEGE OF ARTS AND SCIENCES
THE UNIVERSITY OF TENNESSEE, KNOXVILLE**

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Academic Outreach and Engagement with the Community

The University of Tennessee, Knoxville, the State's land-grant and flagship research institution, defines academic outreach as integrated scholarship which engages its academic missions of research, creative activity, teaching, and service with its community. This engagement is a reciprocal relationship which informs and shapes the academic mission and extends the University's intellectual resources to serve its constituents.

The Scholarship of Engagement

Understanding the public service component of our mission in the context of engagement with the community requires an enhanced perspective of the nature of scholarship and academic work and the integral relationship between the academy and the larger world. We can gain a better understanding of the scholarship of engagement from the work of the late Ernest Boyer, a renowned educational reformer, author, and scholar who served for many years as President of the Carnegie Foundation for the Advancement of Teaching and Chancellor of the State University System of New York.

In 1990, in the midst of the "teaching versus research" debate in the academic community, Boyer re-examined the definition of scholarship in a Carnegie Foundation report, *Scholarship Reconsidered: Priorities of the Professoriate*. While acknowledging the centrality of basic research and knowledge generation to the identity and purpose of the academic community, Boyer moves beyond the "teaching versus research" paradigm and develops a more encompassing definition of scholarship that takes into account the full scope of faculty activity. To delineate more clearly the diverse talents and capacities for scholarship within the professoriate, Boyer divides scholarship into four functions: the scholarship of discovery (research), the scholarship of integration (research, teaching and application), the scholarship of sharing knowledge (teaching), and the scholarship of the application of knowledge (engagement of scholarship with the community) (1990, pp.15-25).

Boyer shifts the terms of the debate between teaching and research by conceptualizing them as broader, more integrated entities. He replaces a more traditional notion of teaching with the idea of the scholarship of sharing knowledge. Though he agrees with the traditional Aristotelian view of teaching as the highest form of understanding (1990, p.23), he also encourages faculty to take their transmission of knowledge to new levels by transforming and extending it to new audiences in innovative ways. Boyer also supplants the more narrow definition of research with what he calls the scholarship of discovery. He does not seek to diminish the role and significance of basic research in the academic mission; rather, he thinks it should be strengthened. In fact, Boyer argues that "no tenets in the academy are held in higher regard than the commitment to knowledge for its own sake, to freedom of inquiry and to following, in a disciplined fashion, an investigation wherever it may lead" (1990, p.17). However, Boyer believes that the academic community can strengthen its research by moving the goal of such research beyond basic discovery. Researchers should also work toward illuminating data in revealing ways and be willing to gain new insights from different perspectives. Furthermore, they should strive to situate their specialized knowledge in broader contexts and help educate non-specialists. Boyer designates this more extensive definition of research as the **scholarship of integration**, a combination of the functions of teaching, research and service, which he describes as "serious, disciplined work that seeks to interpret, draw together, and bring new insight to bear on original research" (1990, p.19).

Just as Boyer moves past the "teaching versus research" debate by viewing these entities as more fully integrated, so he breaks down the traditional binaries of theory and practice by demonstrating their reciprocal relationship. For Boyer, the **scholarship of application** is a dynamic interaction between theory and practice. As scholars test their theories in practice and application, this practice and application actually informs, shapes and authenticates their

theories. Furthermore, through the scholarship of the application of knowledge, the academy is able to address real human problems. Boyer thus admonishes the academy to contribute its unique skills, insights, and talents to seek solutions to the world's most pressing and difficult problems which call for the involvement of our finest minds and most creative thought. As Boyer's notion of scholarship continued to develop, the central issue became not whether scholarship would be applied but whether the work of scholars would be directed toward improving the human condition. Therefore, his conceptualization of the scholarship of application eventually evolved into the "**scholarship of engagement**" (1996, p.11), which stresses not the application of knowledge but the directing of the work of scholars toward improving the human condition. The concept of the **scholarship of engagement** links all forms of scholarship to the community and unites all four dimensions of scholarship identified by Boyer with the three missions of the land-grant, research institution: *teaching, research, and public service*. To understand how the scholarship of engagement relates to our three missions, it is useful to look at the different categories of outreach.

Outreach teaching extends the University's instructional capacity outside the traditional boundaries of the campus through credit and non-credit continuing education courses, seminars, workshops, lectures, demonstrations, exhibits, and performances. It involves providing instructional opportunities at locations other than the physical campus and inviting non-traditional audiences to participate in the intellectual life of the campus. Such teaching also will implement innovative uses of information technologies to make university resources accessible to those at a distance.

Outreach teaching is accomplished as well by faculty who extend their classrooms beyond the campus to engage their students in **service learning**. Through service learning, faculty design their course to enable their students relate the academic content of their course work to the real world by providing a needed service to the community as they apply and test their learning. Both service learning and student voluntary community service involve student engagement with the community; however, service learning differs from community service in a number of important ways. Service learning experiences occur in the context of courses which are part of the approved curriculum and involve faculty and their students in a carefully and thoughtfully designed learning experience with defined learning and experiential goals as part of the course requirements.

Outreach research and creative activity involves extending faculty research and creative endeavors to serve the public at large. This goal may be accomplished through a variety of research activities: basic discovery research, applied or action research, original performances, and creative applied policy. Outreach research is often seen as an externally-focused activity that brings together faculty and external collaborators to address real world problems and issues. Such collaboration, however, is only one of the ways in which outreach research can take place. Basic research and creative activity may also develop into outreach research, for its results may eventually be transmitted to an external audience or it may open a line of inquiry that benefits the public. Indeed, the best examples of outreach research and creative activities are those that engage faculty in advancing knowledge through the pursuit of their scholarly interests while simultaneously addressing external problems and issues, thereby benefiting the scholar, the discipline, the University, and society.

Outreach service entails employing faculty knowledge and professional expertise to serve society. Outreach service does not include institutional service (e.g., service on university committees), nor professional service (e.g., service to various professional and learned societies), nor community service (e.g., charitable service outside the faculty member's academic expertise). Rather, outreach service is defined more specifically as extending to the community faculty's professional expertise acquired through research, scholarship, and creative activity. Such service may include participating on advisory boards as an expert,

contributing to policy development and analysis, and consulting with public, private, and civic institutions of all kinds. *Faculty consulting with remuneration is still considered outreach service as long as the work has a clear and visible connection with the consulting faculty member's scholarship and teaching.*

Creating categories of outreach may seem artificial because some outreach activities don't fit neatly into a category while others could easily be placed in more than one category. Indeed, **outreach integration** combines all three categories of outreach. Still, categorizing outreach facilitates our understanding of the scholarship of engagement as it relates to our three missions. In the final determination, *as long as activities are scholarly, are conducted for the direct benefit of external audiences, and are consistent with the university and unit missions, they may be considered outreach.*

Academic Outreach in the College of Arts and Sciences

The College of Arts and Sciences, which comprises the humanities and fine arts, the social sciences, and the natural sciences is the largest academic unit in the state's land-grant, research university. Thus, academic outreach in the College is global in its scope and impact, reflecting the richness and diversity of the more than 500 faculty in the 24 academic departments, three schools, five centers, two institutes, and thirteen interdisciplinary programs under the College's administrative purview. The College's resources and opportunities for outreach are of such magnitude that the College has dedicated staff on the dean's administrative team whose responsibility is to provide leadership and coordination of academic outreach within the college.

The College has built a long and distinguished record of leadership in academic outreach through the integration of the missions of teaching, research, creative activity, and service. More than just a vehicle for extending faculty expertise to the larger community, outreach is a bridge connecting the College with the community, debunking the image of ivory-tower aloofness so commonly associated with academia. This partnership between the College and the community is established through a host of external relationships that enable citizens to become valued collaborators in the advancement of knowledge and in seeking solutions to society's most pressing problems. Arts and Sciences faculty engage the community through a wide variety of activities and programs of *outreach teaching, outreach research and creative activity, and outreach service.*

The following selected examples represent only a fraction of the outreach efforts of the College. For a more complete listing, we invite you to visit the college outreach web site: <http://www.artsci.utk.edu/outreach/>

Outreach Teaching

Outreach teaching is the most common form of outreach within the College of Arts and Sciences. Our faculty is major contributors in the instruction of non-traditional students who enroll in credit and non-credit programs offered through University Outreach and Continuing Education. In addition to what might be considered traditional modes of instruction, outreach teaching includes any opportunity for external audiences to learn from the intellectual work of the faculty, including "expert" commentary through media outlets regarding political events, social crises, and scientific matters.

Several faculty in the College of Arts and Sciences incorporate service learning into their courses, representing disciplines across the college in natural science, social science, and the humanities and fine arts. Their students are placed in schools and community organizations where they provide a needed community service as they enhance their learning.

Other examples include:

Public Lectures: Faculty give hundreds of talks a year to public groups informing and educating civic and community leaders, senior citizens, UT alumni and other groups throughout the state. The *Arts and Sciences Faculty Speakers Bureau* coordinates 80- 100 faculty volunteers annually who respond to requests from the public for speakers. The *Pre-Game Showcase* is one of many planned public lecture series which feature faculty speakers.

Electronic Outreach (educational web sites): Several departments in the College host a number of educational web sites accessible to the public. For example, *The Tennessee Atlas On-line* provides information about the state's land use, population, and economics as well as maps of different areas. The *Math Archives* is an award- winning and internationally recognized repository of mathematical sites and materials which contains links to "everything mathematic," including teaching tools and journals. Likewise, the *High School Physics Web-site* provides resources for K-12 teachers and students.

Exhibitions/Viewing: The *Ewing Gallery* regularly offers educational art exhibitions and lectures. The Physics Department hosts monthly rooftop viewings which afford 1500 persons annually a chance to view comets, meteor showers, and lunar and solar eclipses.

Public Educational Conferences/Programs: The College hosts many public conferences and programs which contribute to educational outreach. One example is the *East Tennessee Holocaust Conference*, a public education conference sponsored by the Judaic Studies Program in the Department of Religious Studies. This conference attracted audiences of over 2500 educators, students, and members of the general public who learned about the Holocaust and gained a more concrete understanding of the impact of prejudice, hatred, and intolerance. Another example is *The Spring Wildflower Pilgrimage*, which is a week-long event, sponsored by the Department of Botany together with the Great Smoky Mountain National Park and the Gatlinburg Garden Club. The Pilgrimage began 50 years ago and still attracts more than 1000 individuals each year who are interested in learning about wild flowers.

K-12 Teacher/Student Outreach is a significant component of the outreach teaching mission. As a partner with the College of Education in the preparation and continuing professional development of teachers, Arts and Science faculty provide content enrichment to teachers and students through many programs such as *Latin Day*, *The Young Writer's Institute*, *the Tennessee Math Contest*, and *The Stokely Writing Conference*. These programs bring several thousand students and teachers to campus each year for seminars, contests, and workshops. Also, the *Tennessee Geographic Alliance* serves over 5000 teachers a year by providing professional workshops and teaching resources across the state. The History Department hosts annual teachers' workshops, as do many other departments and programs. The College Outreach Office sponsors science enrichment workshops each summer for Knox County Schools and coordinates the *Scholars-in-the-Schools Program*, which allows selected faculty to spend time in K-12 classrooms in Knox County. Together with the College of Education the College also sponsors the *UT Collaborative for Enhancing Education in Mathematics and Sciences*, which provides professional development workshops for middle school teachers in East Tennessee.

The Department of Theatre and the **Clarence Brown Theatre** actively seeks opportunities to engage their faculty and students with the community, particularly the public schools. Their "Artist in the Schools" program sends faculty and visiting professional artists directly into school classrooms as resident artists to conduct workshops in acting, directing, stage management, stage lighting, and costume design. Faculty also led workshops in dance and public speaking. They offer residencies for high school students in a variety of theatrical topics including acting, voice, movement, stage management, and stage make-up. They also give backstage tours to more than 1000 students each year. "Theater Talk," a program of readings and discussions associated with each of the Clarence Brown Theatre productions, is held at off-campus sites to educate audiences about the plays, the playwrights, and the costumes. Through the "Season for Youth" program, more than 6,000 students a year see special showings of plays in the Clarence Brown Theatre-for many their first viewing of a live performance. Each year the Department of Theatre produces a play from the language arts curriculum of local schools so that students can see the play they read in class come to life on stage. They also host workshops for local drama teachers. Most recently, they held a workshop that taught area drama teachers (and accompanying parents) the basics of set building.

The School of Music faculty and students regularly offer to the public a variety of musical experiences in the form of band and orchestral concerts, solo instrumental and vocal performances, and, under the auspices of the UT Opera Theatre, productions of operatic works. In all, the School of Music offers about one hundred free concerts a year. The School of Music also sponsors performances by professional musicians throughout the year and is very active in outreach to K-12 schools. For example, the Brasswind Quintet is a popular faculty ensemble that is in demand for clinics, school concerts, and master classes throughout the Southeast.

The Center for the Study of War and Society in the Department of History is dedicated to promoting understanding of issues of war and peace among the citizens of Tennessee and the United States. To this end, the Center is partnering with the City of Pigeon Forge, Tennessee; through the year 2003 to co-produce *CELEBRATE FREEDOM! Pigeon Forge Celebrates America's Veterans*. This annual celebration attracts and educates audiences from Tennessee and around the world about America's military involvement in WWII, the Korean Conflict, and the Vietnam War. These aims are accomplished through many public programs, including a series of symposia for veterans, special events, scholarly conferences, film festivals, book fairs and exhibits which involve experts from UT faculty and around the nation. The Center also conducts professional development workshops for teachers each summer.

Modern Foreign Languages and Literatures (MFL): With funding from a grant from ALCOA Foundation, MFL faculty has developed a "foreign language for business" course to teach essential Spanish language skills and cultural knowledge to area businesses. The course implements distance learning, using CourseInfo and on-site instruction to teach language and cultural practices that are essential knowledge in conducting business with Mexico and Hispanic countries. Business personnel enrolled in the course learn vocabulary related to specific business tasks (e.g., reading and completing business forms, providing instructions for Spanish-speaking workers), Spanish pronunciation, language structures, communication strategies for reading, listening, speaking and writing in Spanish, and how to access cultural and content information related to the Spanish-speaking business world. These materials serve not only businesses interested in training employees for global connections but also language teachers who are instructing students interested in business. The materials are useful as well in preparing students in MFL's Language and World Business Program for their internships in business settings.

Outreach Research and Creative Activity

Outreach research and creative activity consists of more than an effort to make the results of research activity publicly available. It also involves conducting field research and engaging with public entities in collaborative and applied research.

The Department of Anthropology's Forensic Anthropology Center's research facility, informally known as "the Body Farm," and its forensic database are invaluable resources to pathologists and law enforcement officers in Tennessee and throughout the world. Faculty and their students undertake research into problems of human identification and body decomposition and are asked to contribute to solving hundreds of cases of missing persons and identification of victims, often in high-profile cases. For example, they worked to identify MIA's in the Vietnam War and victims of the Waco, Texas fire and the Oklahoma City bombing.

The Department of Geography leads the country in spatial analysis research, especially when this research involves applications of Geographic Information Systems I technology to spatial data management. The program also emphasizes economic and transportation geography and location analysis. Faculty and students apply this research to solve such problems as identifying best locations for community recycling centers and retail chain stores. They also provide crime mapping and design plans for freight and supply distribution and military deployment.

The Department of Microbiology, a component of both the College of Arts and Sciences and the College of Veterinary Medicine, engages faculty in numerous research projects addressing problems related to human and animal health. Primary research areas include investigation of causes and control of autoimmune disorders, the molecular basis of viral immunopathology, the molecular basis of fungal pathogenesis in immune compromised individuals, and the development of novel approaches to vaccination against microbial agents. Funded primarily by the National Institute of Health, the knowledge produced through this research contributes to the understanding and treatment of animal and human disease. This research thus benefits the general public, human and animal health care providers, and industries that manufacture human and animal medicines and vaccines.

The Center for Applied and Professional Ethics (CAPE) is housed in the Philosophy Department and provides an outlet for people from the University and the wider Knoxville community to come together to reflect on practical ethics. The Center hosts speakers on theoretical and applied ethics and responds to media requests concerning ethical issues in the news. The Center's faculty associates serve on various health care ethics committees and conduct collaborative research projects in applied ethics. For example, CAPE's largest current research project is a cross-disciplinary initiative exploring the ethical issues that develop when states provide health care to their indigent citizens through the mechanisms of managed care. The project focuses on TennCare, Tennessee's response to its Medicaid-eligible population, and assesses a number of its aspects, including pediatric care, mental health care, rural health care, and long-term care for the elderly. Project participants include current and former state legislators, experts in managed care policy, bio-ethicists, health law professionals, physicians, nurses, and public health officials.

The Department of Biochemistry, Cellular and Molecular Biology faculty are investigating protein structures with the goal of designing better drugs to improve a variety of human conditions, including diseases of the circulatory system, Alzheimer's disease, and antibiotic resistance.

The Department of Computer Science is involved in a variety of collaborative activities across the university and with outside groups. These activities include membership in the NSF Center for Research on Parallel Computation, a program based at Rice University and the only NSF Science and Technology Center in scientific computing; the Software Quality Research Laboratory (SQRL), which performs applied research and development in the area of software engineering; and the Innovative Computing Laboratories (ICL), which develops research in the area of high-performance computing.

The Department of Sociology faculty is engaged in numerous research projects that address social issues, particularly crime. The Retirement Research Foundation has funded investigation of nursing home theft with the goal of developing better theft prevention techniques for an industry expected to house some 2.1 million elderly people by the year 2005. The National Institute of Justice (NIJ) has provided funding for faculty to study the motivations and behaviors of career criminals and the identification of factors that enable these criminals to break out of the cycle of crime. NIJ has also funded faculty research in telemarketing fraud and corporate and white collar crime.

Outreach Service

Outreach service, which involves faculty putting their professional expertise to work for the benefit of society at large, permeates every part of the College. From musicians who perform with local symphony orchestras, to artists who serve on the boards of directors of local, regional, and state art museums, to philosophers who serve on ethics committees in local hospitals, Arts and Sciences faculty actively engage with cultural, educational, and civic organizations and with governmental and health care institutions. Much of this outreach service occurs on an individual basis, but in certain important areas it is institutionalized as part of the professional work of faculty and the professional training of students.

The Department of Audiology and Speech Pathology houses a number of service facilities and clinics. The *Hearing and Speech Center* provides treatment and diagnostic services to more than 300 adults and children annually. The *Audiology Clinic* provides hearing services to 90 clients each week and fitted over 500 hearing aids last year. *Child Hearing Services (CHS)* provides aural-habilitation services to children with hearing impairment. An average of 150 children a year receives treatment on a weekly basis. CHS serves about 25 children with cochlear implants on a weekly basis and helps 15 children in Tennessee and North Carolina through consulting and in-service training. The *Neuropathology Services Program* affords diagnostic and treatment services to older adults through contractual arrangements at Shannondale Health Care Center and Brakebill Nursing Home. Last year, these programs served more than 150 residents through the diagnosis and treatment of communication, cognitive, and swallowing disorders. The Program also facilitates monthly meetings of Stroke Support/Caregivers.

The University of Tennessee Psychological Clinic has been offering psychological services for more than 50 years to students and residents of the surrounding area. Fees are adjusted to income, making services available and affordable for all. The clinic offers adult and children's services, including individual and group counseling, psychological evaluations, and intelligence and educational testing. The clinic is an asset to its patients and the graduate student interns who provide services under the supervision of clinical faculty in the Department of Psychology. Students who graduate from this program have two to three times more clinical practice experience than those from other clinical programs.

The University of Tennessee Herbarium, housed in the Department of Botany, is the official repository of information on the plants of the state of Tennessee. In addition to maintaining a web site for the public, it maintains loan, gift, and exchange programs and continues a long tradition of training and staff research in systematics and floristics. The Herbarium also hosts and supports visiting researchers.

NASA/TSGC Teacher's Resource Distribution Center (TRDC), co-sponsored by the Department of Physics and Astronomy and the Planetary Geosciences Institute, provides a resource laboratory for K-12 teachers by researching and duplicating space science materials for their classrooms. Materials include current software, videotapes, laser disks, 35 mm slides, photographic packages, and printed materials.

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