



**Guidance for Rewarding and Recognizing
Community-Engaged Scholarship in the Arts**

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Executive Summary

Community-engaged scholarship is increasing in importance in arts colleges throughout the Big Ten and other institutions, but it is often misunderstood, defined only as a service activity, and reviewed with the narrow criteria of more traditional forms of scholarship. This white paper discusses the importance of community-engaged scholarship in the arts, summarizes recent research related to this scholarship, and offers strategies for supporting and reviewing faculty whose work is centered in community engagement. It is intended to guide provosts, deans, and department chairs alike in understanding this work and developing policies and procedures that will lead to successful evaluation of faculty. Strategies include adopting inclusive language in mission statements and policy documents, revisiting evaluation criteria to ensure that they are applicable beyond traditional forms of scholarship, providing mentorship and development opportunities for faculty in understanding community engagement, and clarifying expectations for early-career faculty.

Community-Engaged Scholarship: What Is It and Why Does It Matter?

In 1985, a small group of university presidents founded Campus Compact to help colleges and universities support structures for community engagement that would strengthen democracy in the United States; their coalition has now grown to more than one thousand colleges and universities (Campus Compact n.d.). With the publication of Ernest Boyer's *Scholarship Reconsidered* in 1990, calls for community-engaged scholarship increased in higher education. The mission statements of many universities refer to the importance of publicly engaged faculty research and encourage increased opportunities for student learning designed to inculcate the values of citizenship and involvement in communities to address complex societal issues. Further impetus for publicly engaged scholarship came in 2008, when the Carnegie Foundation began a new classification for Community Engagement, which recognizes institutions that "are doing extraordinary work in addressing their societal responsibilities in and through community engagement and service." The 2020 list includes 359 institutions, among them ten of the fourteen Big Ten Academic Alliance (BTAA) universities (Swearer Center 2020).

For purposes of this white paper, we will use the Carnegie Foundation's definition of community engagement:

Community engagement describes 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.

(Swearer Center 2020)

More and more universities have begun to incorporate community engagement in their mission statements, yet those missions often remained unfulfilled. It has thus become increasingly important to provide arts schools and colleges with a tangible roadmap for achieving their institutions' stated commitment. This is particularly important for those universities, schools, and colleges with a Carnegie Classification in Community Engagement. As this paper will discuss, support for community-engaged activities of faculty have corollary implications for efforts in diversity, equity, and inclusion. As new cohorts of Generation Z students enter our schools with goals and aspirations to make a difference in their communities and the world, the call for community-focused academic programs is growing. This paper will provide guidance for arts schools and colleges seeking to promote, reward, recognize, and sustain community engagement among their faculties.

This paper speaks to the trifurcated mission of the contemporary research-intensive university, which, regardless of good intentions, provides both opportunities and impediments to change in the evaluation processes for faculty. Addressing the conventions of the faculty recognition and reward system requires acknowledgment of the important role that community engagement plays for individuals as well as institutions. Universities often place greater value on traditional forms of research and creative activity—such as peer-reviewed publication and performance and exhibition at reputable and nationally recognized venues—in the promotion and tenure process, weighing teaching and service less. A faculty member's activities in community engagement are regularly considered to be a part of the service category in promotion and tenure guidelines, if they are considered at all. Community engagement and collaborative work (both within the university and with community partners) prove difficult to evaluate within traditional disciplinary perspectives.

Difficulty in evaluation applies not only to tenure-line faculty; it has ramifications in the promotion and rewarding of non-tenured faculty involved in community engagement as well. The titles for non-tenured faculty vary and may include adjunct or clinical professors, contingent faculty, and professors of practice. Though they usually have heavier teaching loads, many non-tenure-line faculty members also make a strong impact in their communities. Often their community impact may not be considered as part of their load, pay, or recognition within the institution. The increasing number of non-tenure-line faculty involved in community engagement exacerbates the need for greater attention to the criteria and processes of their evaluation—whether on an annual basis or for contract renewal.

Another consideration for giving more weight to community engagement is an institution's stated commitment to diversity, equity, and inclusion. The personal values of women and faculty of color frequently align with engagement within their communities. Many chose careers in higher education because they desire to make a positive difference in their communities. In 2002, Anthony L. Antonio conducted a study that indicated "that the value orientation that faculty of color bring to the academy" is more in line with Boyer's (1990) call for community engagement. Antonio's study concludes that "faculty of color are 75% more likely than white faculty to pursue a position in the academy because they draw a connection between the professoriate and the ability to affect change in society" (593). Yet, pursuing their "call" in education proves difficult, as interviewees for *Scholarship in Public* noted: "pursuing publicly engaged academic work is especially attractive to students and faculty of color, and especially risky for them" (Ellison and Eatman 2008, xiii). The risks may be both personal and professional.

In 2014, in response to a call from Nicholas Kristof in the *New York Times* for more public engagement by academics, Gwendolyn Beetham pointed out the particular problems this engagement holds for women and faculty of color. Not only are their personal lives endangered—in the form of threats of physical or sexual violence—but the reality is that "peer reviewed journal articles, books, and prestigious grants" are what count toward tenure and promotion. Any public engagement has to be in "addition to" rather than "part of" the expectations for formal review processes. Thus, faculty who value the role of engaging communities in their creative activity and research may wind up stuck in the review process or in less valued contingent faculty roles, having to settle for fewer academic rewards, scarcer merit raises, and less job security. In some instances, they may leave higher education as they seek more satisfying venues that meet their personal and professional values in ways the academy cannot provide. In a time of increasing recognition of the value of diversity, equity, and inclusion at our universities, we must also support faculty who conduct community-engaged scholarship that connects their institutions to local communities, particularly if a majority of these faculty are women and people of color.

Finally, we need to pay attention to the goals of the contemporary cohorts of students that are arriving at our institutions. Generation Z students (those born after 1996) represent the changing demographics, with a slim (52 percent) non-Hispanic white majority. Twenty-five percent are Hispanic; 14 percent are Black; 6 percent are Asian, and 5 percent are some other or two or more races. Pertinent to the Big Ten, if these demographics are broken down regionally, we find that minority representation is lowest in the Midwest, where more than 68 percent are non-Hispanic white. According to the Pew Research Center, 57 percent of Generation Z members enter college after high school, a significantly higher percentage than previous generations. These students bring different attitudes than do older students or faculty.

Seven in ten say that “the government should do more to solve problems,” compared with 64 percent of Millennials, 53 percent of Generation X members, 49 percent of Boomers, and 39 percent of the Silent generation. And even those who lean Republican “are more likely than older generations of Republicans to say blacks are treated less fairly than whites in the U.S. today.” Forty-three percent of Generation Z members say this, compared with 30 percent of Millennial Republicans, and near 20 percent of the older generations. This same statement about treatment is supported by 82 percent of Generation Z members who lean Democratic, a statistic that is fairly consistent across all generations (Parker and Igielnik 2020).

More than ever, we need to commit ourselves to addressing the challenge laid out by Susan Sturm and others (2011) to build an “architecture for diversity and community engagement in higher education” that encourages full participation by women and faculty of color and addresses the access and success of traditionally underserved students.

Community-engaged scholarship—as well as research and creative accomplishments in this area—matters because it is a part of many institutional mission statements that remains unfulfilled, even though it is promoted through Campus Compact, the Carnegie Foundation, and widespread acknowledgment of the importance of Boyer’s (1990) call for reconsidering scholarship. Community-engaged scholarship matters because it can encourage greater diversity and inclusion among faculty and students. It matters because, like the faculty members who engage in this work, students have an increasing interest in making a difference in their communities.

Since the early 2000s, a wealth of literature has been developed on institutionalizing community engagement in higher education and the arts. In 2008, *Imagining America* produced a report with recommendations for faculty rewards and institutional culture to encourage publicly engaged scholarship in the arts, humanities, and design. *Scholarship in Public* provides ideas for revising faculty evaluation, recognizing community partners as equal producers of knowledge, and establishing criteria and documentation for excellence in this work (Ellison and Eatman 2008). In 2017, Americans for the Arts published *Aesthetic Perspectives: Attributes of Excellence in Arts for Change*, which proposes goals to build an equitable society by challenging the conventional terms by which the arts are described and assessed (Borstel and Korza 2017).

A few institutions have taken up the challenge of revamping faculty reward policies at the university level; Syracuse University and University of North Carolina at Chapel Hill are two examples (Saltmarsh, Middleton, and Quan 2019, 8). Others include Virginia Commonwealth University, University of Massachusetts Boston, and California State University, Fullerton (Hanover Research 2018). Rutgers University recently adopted new guidelines for evaluating publicly-engaged scholarship (see appendix B). By 2015, more than forty-one campus teams had participated in the Faculty Rewards Institute as part of the Eastern Region Campus

Compact annual conference (O’Meara, Eatman, and Petersen 2015). The Andrew W. Mellon Foundation in 2017 awarded Michigan State University \$309,000 to support HuMetricsHSS. That initiative proposed developing values-enacted frameworks that empower artists and scholars “to reflect upon and identify the core values that animate their work, to consider how their values align with those of the institutions in which they work, and to develop indicators of impact that demonstrate how these values are enacted in the practices and the products of their work” (HuMetricsHSS n.d.a.). In 2019, the Mellon Foundation provided an additional \$695,000 to the HuMetricsHSS initiative, with the express purpose of researching how a values-enacted approach might be adopted across the BTAA. Also in 2019, the Mellon Foundation awarded Imagining America \$500,000 to “shift institutional culture in higher education toward greater support of public scholarship in the humanities, the arts and design” (Kohl-Arenas 2019). There is considerable and growing support for approaches that seek to transform the culture of higher education by enhancing the ways we recognize and reward community-engaged scholarship.

With so many national conversations converging on matters that are also top of mind for arts leaders across the BTAA Arts Administrators (BTAA-AA), the time is ripe to encourage discussion among our institutions to address the need for revising policies and processes that will support the collaborative work of community-engaged scholarship.

What Are the Goals for This White Paper on Faculty Rewards?

The question of how to more effectively value collaborative and community-engaged work among faculty (both tenure- and non-tenure-line) has been part of arts deans’ and chairs’ discussions for some time, in a range of gatherings. The March 2019 gathering of the BTAA-AA focused on valuing collaborative and community-engaged creative activity and scholarship. A dance administrator captured the essence of the problem: “If I take students to work in a favela in Rio de Janeiro in Brazil, it is ‘gold’ on my promotion dossier; if I do the same in the inner city near my university, it’s not valued as creative activity, only as service.” A subcommittee was formed to review literature on the topic of community engagement and prepare a draft for further discussion. The subcommittee shared our work at the October 2019 conference of the International Council of Fine Arts Deans, and notes from that conference informed the development of a white paper. A draft document was shared prior to the March 2020 meeting of the BTAA-AA, which was devoted to a discussion for revising the document. This led to further exploration of literature in the field and more specific recommendations and resources that may be used by administrators and faculty to pursue stronger structures to support community engagement in their colleges. Interdisciplinary scholarship was also a topic of discussion, and we decided that though community engagement is collaborative by nature, inter-, cross-, or transdisciplinary research should be dealt with in a separate document. The new draft was shared with a group of BTAA-AA deans for comment in preparation to distribute

a final document by September 2020 and make it available to arts deans, administrators, and other institutions and organizations throughout the country.

The BTAA-AA have chosen “to find ways to overcome the cynicism of those administrators and faculty members who believe that it is simply too hard to reform the tenure and review process or who wonder whether doing so would really make a difference” (O’Meara, Eatman, and Petersen 2015). BTAA-AA are in positions to work with department chairs and faculty within our institutions to elevate the value placed on publicly engaged and collaborative scholarship. Additionally, though much of the focus on policy is on promotion and tenure, attention should be paid to rewards and recognition for non-tenure-line faculty, who make up an essential part of our learning and teaching communities. As academic leaders, we are committed to implementing necessary changes at home and using our networks to influence a wider range of institutions.

Our goal is to share this document widely to assist humanities, arts, and design faculty members and administrators—deans, department chairs, faculty councils—at many institutions around the country. It will give courage to those wishing to create a culture within an institution (especially at the department and college level) that values a wider range of scholarship than many current promotion and tenure guidelines allow. It offers tangible recommendations that a department, school, or college can implement for organizational change that might not be possible at the institutional level, which is even more complex. Saltmarsh, Middleton, and Quan (2019, 18–19) provide an excellent summary of questions—arranged according to eight dimensions—that academic units can ask to gauge their commitment to community-engaged scholarship.

1. *Leadership and Direction.* Is a commitment to community-engaged scholarship (CES) part of hiring criteria for deans and chairs, and are there learning/mentoring opportunities for deans and chairs?
2. *Mission and Vision.* Is there a clear definition and articulation of CES in college planning and budgeting documents?
3. *Visibility and Communication.* Is there wide use of social and other media to promote faculty work in CES? Do faculty job descriptions emphasize CES? Are student recruitment materials explicit about valuing CES?
4. *Recognition.* Are there college and department awards for CES? Do faculty annual reports collect data and do faculty receive credit and merit pay for CES?
5. *Rewards.* Is CES valued in promotion and tenure, including expanded peer reviewers? Is it included in evaluation for non-tenure-track faculty? Sabbaticals? Post-tenure review?
6. *Capacity-Building Infrastructure for Support and Sustainability.* Are there budgets and resources for faculty development, facilitation of community partnerships, grant writing, and training for personnel committees on understanding and valuing CES?

7. *Assessment*. Are you collecting data and assessing agreed-upon outcomes for CES?
8. *Curricular Pathways*. Are there ways for students along the entire spectrum to earn credit and skills in CES?

This rubric goes beyond attention to faculty reward systems and provides guidance for those who wish to ensure that community-engaged scholarship is not an afterthought or incidental to the work being done in our colleges. It opens the door for discussion of how to recognize and value more diverse forms of scholarship that fulfill needs in our changing environment. The events of 2020—a pandemic followed by protests against structural racism and white privilege—provide a compelling and urgent need for engagement with our communities.

Beyond our domains of influence at the college level, we imagine that provosts and presidents may use this document to encourage structural support of community-engaged scholarship. We envision that institutions may come to realize that the trajectory of individual faculty members includes thoughtful hiring practices, empathic mentoring programs, standards that reward a wider range of scholarship, and policies and processes that demonstrate regard for the values that drive the trajectory of an individual faculty member’s career over time. We hope that many ideas included here will be woven into the fabric of institutional policies in ways that reflect the stated values of our institutions. We encourage sharing this document with other higher education groups, scholarly societies, and accrediting organizations who may influence standards that allow for a wider range of faculty scholarship, including collaborative and community-engaged scholarship.

Why the Focus on Faculty Reward Systems?

Though transforming the ways that arts colleges and research universities evaluate and reward faculty is only one aspect of transforming higher education’s culture in support of community-engaged scholarship, it is among the most essential steps we can take. More than a decade ago, *Scholarship in Public* was “inspired by faculty members who want to do publicly engaged academic work and live to tell the tale.” This report offers an approach to tenure that knits together the career of the publicly engaged humanist or artist, the cultures of department and campus, and the realities of community partnerships. . . . [This report is based on the claim that] engaged scholarship—public creation and discovery—continues to be undervalued in the tenure and promotion process” (Ellison and Eatman 2008, viii, xiii).

What was true in 2008 remains true today, and now the case is being made by the sciences as well as the humanities and arts. In November 2019, the Association of Public and Land-Grant Universities (APLU) published the report *Public Impact Research: Engaged Universities Making the Difference*. This report demonstrates how the sciences are stressing community-engaged work alongside interdisciplinary collaborations as key to raising public respect and relevance for what we do in higher education. The new umbrella term *public impact research* (PIR) is, “a

broad label to describe how university research improves lives and serves society—locally, regionally, nationally, and globally. Using PIR consistently along with fundamental discovery and training the next generation workforce communicates powerfully to the public the value of university research and could help restore public trust in our institutions” (3).

The APLU report recommends changing faculty evaluation policies that focus on disciplinary publication, finding alternative ways to “incentivize transdisciplinary research through explicit funding of cross-college/cross-unit activities,” and evaluating “the quality and impact of non-traditional forms of academic outputs and work with stakeholders through APLU.” The report also encourages “APLU and its member institutions [to] discuss with sponsors the possibility of using PIR . . . as a means to provide consistent guidelines for measurement and evaluation of broader societal impacts” (4).

Juan P. Alperin and colleagues (2019) analyzed review, promotion, and tenure documents from 129 universities in the United States and Canada and concluded that while the terms *public* and *community* occur in many documents, they usually relate to service, “an undervalued aspect of academic careers.” Our less formal review of documents from BTAA institutions revealed a similar issue, with guidance documents frequently tending toward exclusive language that relegates public engagement to the undervalued realm of service, rather than inclusive language that allows for multiple and expansive impacts of faculty work.

Where Do We Begin to Transform Faculty Reward Systems?

Everything starts with values: those of the institution, college, school, department, and individual faculty members. Most of our institutions have value statements as part of planning or other key institutional documents. Many of us have been involved in articulating and refining value statements in home institutions. Ensuring that those statements result in actions proves much more difficult and begins with first revising promotion and tenure policies. Even then, the gap between the intention of the statements and the practice of faculty rewards remains profound, as implementing these policies and statements at the local level takes time, effort, and consensus building. Revising policy statements is essential to culture change, but real transformation takes place at the local level.

Chris Long, dean of the College of Arts and Letters and professor of philosophy at Michigan State University, is a strong advocate for turning values into action. He is a team member of HuMetricsHSS, which takes the approach that if our metrics and funding are not shaped by our core values, our values will be distorted by our metrics. The HuMetricsHSS (n.d.b.) initiative “creates and supports values-enacted frameworks for understanding and evaluating all aspects of the scholarly life well-lived and for promoting the nurturing of these values in scholarly practice.”

Drawing on the HuMetricsHSS values-enacted approach, the College of Arts and Letters at Michigan State University has developed the Cultivating Pathways of Intellectual Leadership (CPIL) framework, which empowers members of the academic community to move beyond our traditional tendency to measure and reward *means*—research, teaching, and service. Rather, the CPIL model orients academic activity toward more substantive *ends*—sharing knowledge, expanding opportunity, and undertaking mentoring and stewardship activities (see figure 1).

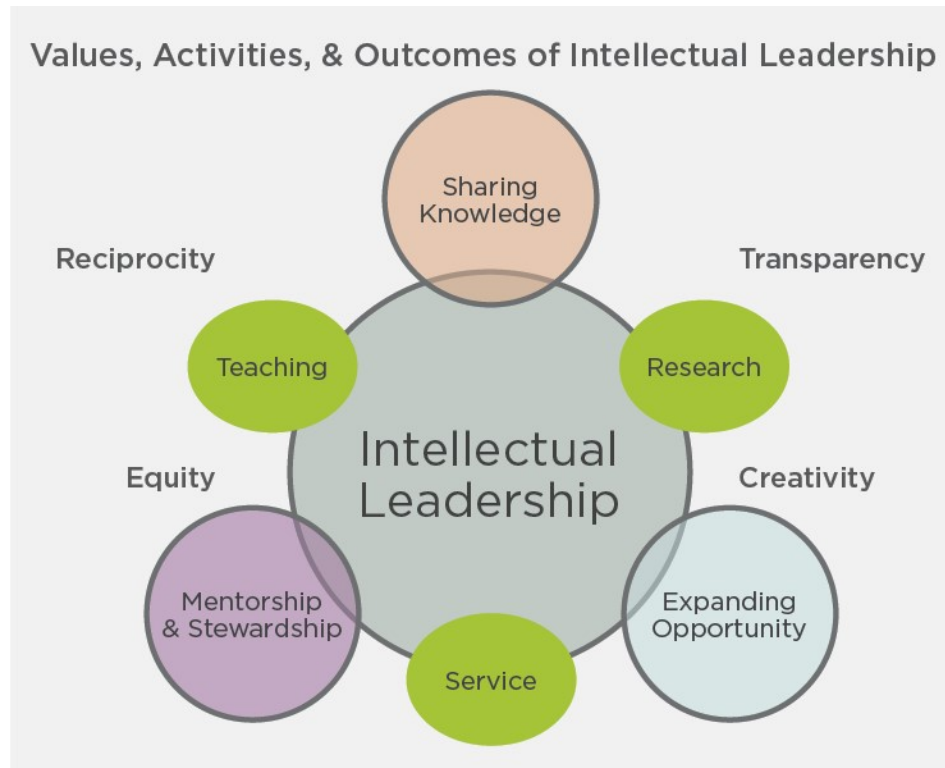


Figure 1. Visualization of the CPIL framework. Image credit: Fritzsche, Hart-Davidson, and Long (2017).

This model’s slight but important shift from means to ends “opens new opportunities to recognize and reward a wider variety of activities as contributing to the core mission of the university” (Cilano et al. 2020). Engaged faculty members of the current generation understand their work in holistic and integrated ways that are much more effectively recognized and rewarded by attending to their ends, within the context of a broader career trajectory in which intellectual leadership involves making transformative change in communities beyond the traditional boundaries of the academy.

A values approach allows for a changing research agenda over the arc of a faculty member’s career. A frequent theme throughout the literature on both collaborative (inter- or transdisciplinary) research and community-engaged scholarship is that junior faculty learn to postpone this work until they have received tenure. This reality can mean a delay of several years before the faculty member begins to develop relationships and explore innovative

approaches to pressing issues. Likewise, a values approach allows for the exploration of new areas and expansion of interests throughout a faculty member's career, rather than a single-focused research agenda.

However, a values approach for individuals will only benefit them if there are changes in the time-honored documents that establish criteria for faculty rewards, annual evaluations, and promotion and tenure. Making changes in these documents creates a giant obstacle for many institutions; working at the department level may make more sense than at the institutional level. Using values to frame the discussion about necessary changes in evaluation criteria helps focus the discussion on what is important for the institution as well as individual faculty members. KerryAnn O'Meara, Timothy Eatman, and Saul Peterson (2015) discuss five issues that need to be addressed in any effort to reform promotion and tenure documents with an eye toward recognizing community-engaged scholarship:

1. The need to value, define, describe, and differentiate community-engaged scholarship.
2. The need to identify criteria for evaluating community-engaged scholarship.
3. The need to consider what constitutes documentation and evidence.
4. The need to make peer review more inclusive.
5. The need to value local impact.

As always, process matters and is, in fact, paramount. *Publicly Engaged Scholarship Frameworks* outlines a common successful process for reforming tenure and faculty review criteria: forming an exploratory work group, consulting and engaging with stakeholders, codifying new language in faculty review policies, garnering support, and seeking final approval (Hanover Research 2018, 18).

How Do We Evaluate Community-Engaged Scholarship?

"Aye, there's the rub." Academic traditions place value on time-honored ways to assess one's reputation in a field. Furthermore, the arts have often struggled within research university contexts because the traditional means of evaluating the quality and impact of scholarship (publications, citations, grants, etc.) often do not capture the value of artistic creativity, though most institutions have made strides in recognizing and equating creative accomplishments with traditional research. Even with such efforts at parity, research and creative activity are "king" of promotion and tenure. Teaching is generally regarded as of lesser worth, and service is held in still lower regard.

Changing the norms of evaluation will take a concerted effort on a range of fronts, from individual to department to institution. The authors of *Scholarship in Public* (Ellison and Eatman 2008, ix) recommend that whether the individual academic's career or the institutional culture

is being examined, the realm of scholarship should be viewed as a continuum from traditional to publicly engaged:

The term continuum has become pervasive because it does useful meaning-making work: it is *inclusive* of many sorts and conditions of knowledge. It resists embedded hierarchies by assigning *equal value* to inquiry of different kinds. Inclusiveness implies choice: once a continuum is established, a faculty member may, without penalty, locate herself or himself at any point. There may be more negotiable options for faculty members who organize their work around community-based projects, at the point of hire or at different stages of a career. There may also be greater flexibility for the university, which can choose to encourage academic inquiry that matches its public mission, character, and place.

The notion of a continuum provides flexibility for both institution and individuals. It also requires the institution to both consider the individual's trajectory over time and ensure that policies and practices are clearly articulated and have some degree of flexibility. Not every faculty member should be required to participate in community-engaged scholarship, just as not every faculty member should be required to publish in select peer-reviewed journals or have solo exhibitions or performances in only prestigious venues. Syracuse University (2009) revised its promotion and tenure guidelines in ways that reflect the idea of a continuum:

Syracuse University is committed to longstanding traditions of scholarship as well as evolving perspectives on scholarship. Syracuse University recognizes that the role of academia is not static and that methodologies, topics of interest, and boundaries within and between disciplines change over time. The University will continue to support scholars in all of these traditions, including faculty who choose to participate in publicly engaged scholarship. Publicly engaged scholarship may involve partnerships of University knowledge and resources with those of the public and private sectors to enrich scholarship, research, creative activity, and public knowledge; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address and help solve critical social problems; and contribute to the public good.

The work of allowing faculty to develop a trajectory that provides flexibility occurs at several key points: (1) during the hiring process, with offer letters that speak to expectations and rewards for community-engaged scholarship; (2) annually, during formal evaluations for both tenure- and non-tenure-lines that speak to these expectations; and (3) periodically, with awards, merit raises, and internal grants that reward scholarship along a continuum rather than focusing on more traditional, academic forms of scholarship.

In reviewing policies and practices at several Big Ten institutions (at the campus, college, and department levels), we found that language is important in institutional discussions around community-engaged and interdisciplinary scholarship. Language may tend to toward either inclusivity or exclusivity:

- *Inclusive* language takes a broad perspective on the areas of scholarship and research. Along with allowing for more traditional forms, it speaks specifically about interdisciplinary or community-engaged research, scholarship, and creative accomplishment by defining these areas and/or by describing how they are evaluated in the review process.
 - An example from the vice provost for academic affairs, Indiana University: “The emergence of ‘public scholarship’ expands the range of audiences to whom a scholar/artist may direct their research/creative activity, and sometimes the best of this work does not appear in narrowly-defined professional outlets.”
 - An example from the University of Michigan, School of Music, Theatre & Dance: “Full recognition, both in evaluating tenure and promotion cases, will be given for a broad range of entrepreneurial, outreach and creative activities in which faculty engage. These activities may enhance any of the criteria on which faculty are measured—teaching, research and service. They may include involvement with other sectors of a sort that has not traditionally been considered in faculty evaluations, or they may include creative activity that does not take the form of traditional scholarship. Examples are: . . . engaging in community-based research . . . developing collaborative approaches to solving complex world problems.”
- *Neutral* language does not attempt to define or describe interdisciplinary or community-engaged research, but it also does not tend to exclude it. Generally, this means that the faculty member, along with department executives, has the responsibility to describe and make a case for their work.
 - An example from Ohio State University: “As the university enters new fields of endeavor, including interdisciplinary endeavors, and places new emphases on its continuing activities, instances will arise in which the proper work of faculty members may depart from established academic patterns. In such cases care must be taken to apply the criteria with sufficient flexibility. In all instances superior intellectual attainment, in accordance with the criteria set forth in these rules, is an essential qualification for promotion to tenured positions.”

- *Exclusive* language either emphasizes a focus on narrow disciplines (thus excluding interdisciplinarity) or makes clear that publicly engaged work is to be considered “service,” not “research.”
 - An example from the University of Illinois: “Public engagement falls under the service mission of the university.”

We encourage deans to review their institution’s policies and practices to identify the forms of language used. Efforts should be made to move from exclusive to inclusive language, exercising all avenues of influence possible.

Recommendations for College-Level Encouragement of Community-Engaged Scholarship

Based on our review of the literature on reforming the faculty reward system to value community-engaged scholarship, we have summarized some key aspects. Appendix A includes many helpful documents that can be of use to deans, school directors, and department chairs in working at their own institutions.

- **Review and revise college mission and values statements to include community-engaged scholarship.**
 - An example from the University of Michigan: “The mission of the Stamps School of Art & Design is to be an internationally recognized leader in interdisciplinary art and design education, grounded in research, practice, creative excellence and community engagement.”
 - An example from proposed language at Pennsylvania State University: “The College of Arts & Architecture educates artists, designers, scholars, teachers, arts professionals, and professional practitioners in order to advance research and creative activity; foster inquiry and innovation; interpret; and preserve historical and contemporary cultural production; and engage communities of the Commonwealth and beyond.”
- **Make evaluation criteria less restrictive in college-level documents, while also using collegial networks to encourage less exclusive language at the institutional level.** If the highest guidelines are restrictive, it is more difficult for the candidate and academic unit to tailor the process for interdisciplinary or publicly engaged research.
 - An example of university-level language that is less restrictive, allowing for refinement at more local levels, from the University of Minnesota: “Interdisciplinary work, public engagement, international activities and initiatives, attention to questions of diversity, technology transfer, and other

special kinds of professional activity by the candidate should be considered when applicable.”

- **Provide development opportunities at the department/college level to help faculty understand the value of community-engaged scholarship.** This may occur through workshops, discussions of revision of rewards language, and careful charges by unit leadership to personnel committees at all stages of hiring and reviews, including sabbatical reviews. Mentoring programs should be encouraged.
- **Include community-engaged scholarship in the annual review process.** Consideration should also be given to expanding the time frame beyond “annually” as appropriate to allow for relationships and projects with community partners that may take more than a year to develop. As some community-based projects end and others begin, the focus and arc of a faculty member’s community-engaged activities may change more quickly than those who benefit by being in disciplines with more established criteria for evaluation. Expectations need to be redefined and periodically reassessed as external partnerships are established and developed over time, acknowledging that not all partnerships, whether interdisciplinary or community engaged, will remain productive.
- **Include options for community-engaged scholarship at the time of hiring faculty, and mentor faculty in providing context and narrative for their work throughout their career.** Just as the annual review process allows for recalibration of the focus of a faculty member’s community-engaged activities on an ongoing basis, opportunity should be provided for faculty to reassess, measure, and redefine the expectations of their activities from the point of hiring and throughout their career, particularly in the pre-tenure probationary period.
- **Develop specific evaluation criteria in departmental and unit documents.** Many excellent examples exist here (see appendix A).
 - An example from Purdue University, which addresses criteria related to engagement in its institutional policy: “Faculty seeking promotion for engagement activities should provide a record of scholarly engagement-related publications and evidence of national/international visibility. It may include innovation and creativity when developing and delivering programs, products and services that promote informed decisions and/or improve quality of life. Additional criteria can be important in documenting the scholarship of engagement. For example, the quantity, strength and impact on stakeholders can take a variety of forms such as the enactment of related legislation, adoption of innovations, and/or widespread changes in professional practice. Publications that translate research for practitioners, entrepreneurs, business/industry

leaders, and/or policy makers are valued in the scholarship of engagement. Connecting research with the appropriate markets (commercialization) may also further our engagement with external stakeholders. Engagement scholarship integrates faculty roles of learning and discovery, so candidates are encouraged to cross-list their scholarship/engagement activities throughout their promotion document. Engaged scholarship may serve the land grant mission by working with government, schools, non-profits, business, and/or industry. These are just examples and are not intended to restrict the many possible indicators.”

- **Define the candidate’s obligation to demonstrate the significance and impact of their work.** The candidate and the institution each have a responsibility when it comes to evaluation and documentation of work. The candidate must describe their research, define and measure its impact, and provide documentation of it, while the institution must work with the candidate to develop expectations, frame the review according to those expectations, and solicit external evaluations. Consideration should be given as well to academic freedom of the faculty members and the limits of external interference through community and other partnerships.
 - An example from the Department of Arts Administration, Education, and Policy at Ohio State University: “Due to the nature of public scholarship, the burden of proof ultimately lies on the candidate to provide sufficient and objective evidence of superior intellectual attainment to meet department expectations. Faculty members pursuing this path toward promotion and tenure are encouraged to work closely with senior faculty in developing a portfolio with evidence of meeting expectations.”
- **Define peer review clearly.** Where explicit weight is placed on peer review of research activities, “peer review” may need to be defined for work (interdisciplinary, publicly engaged, or other) to which the generally accepted peer-review process may not apply or is unavailable.
 - An example from a 2009 draft recommendation from the promotion and tenure committee at the Morgridge College of Education at the University of Denver exemplifies the desired clarity: “Internal evaluation of the quality and impact of the candidate’s scholarship by the Appointments, Promotion and Tenure Committee is supplemented by letters and critical reviews from nationally recognized experts in the candidate’s discipline, and, when appropriate, nationally recognized leaders in the field of the institutionalization of community engagement, service-learning, professional outreach and service. When appropriate, candidates may select reviewers from settings outside the

academy. These Community Peer Reviewers may include educators, psychologists, and librarians working in public policy and other applied settings; key community partners who are not academics by training, but who are experienced consumers of applied research and use academic scholarship for policy or organizational ends. Community Peer Review is appropriate to assess: 1) the effectiveness of collaborative research methods; 2) the impact of applied research on publics; and/or 3) the overall professional outreach and service to the community or organization. Such review should be used as part of the overall review of candidates' work and in conjunction with traditional criteria and reviewers."

- An example from Rutgers University suggests a range of partners who might shed important light on the achievements of faculty; see the section titled "Additional Considerations" in appendix B.

In sum, we believe that the adaptation of the above recommendations will facilitate faculty involvement in community-engaged scholarship.

Conclusion

Scholarship in Public (Ellison and Eatman 2008) created a sense of urgency in a call to action that bears repeating here:

We hope that this report will be of practical use in forming coalitions of institutional leaders, chairs, faculty, administrators, and graduate students who care about the campus as part of the public life of world and neighborhood and about engaged academic work in its rich particulars. Campus working groups will ensure that tenure guidelines are nuanced through a permanent process of collegiate and departmental reflection. They will take seriously the co-authorship of promotion—what we call "writing the case." And, suitable to the humanities and arts, they will use the power of dialogue and narrative—exemplified throughout this report—as resources for the work. We invite you to form an implementation group and use this report to start the discussion. . . . The report matters most as an occasion for organizing campus and national efforts. As John Saltmarsh observes, "multiple interventions are needed simultaneously," and we need to connect to, support, and learn from them all. (Ellison and Eatman 2008, xiv)

This call to action also underlies the goals of the BTAA-AA and this white paper. The process of drafting this paper and consulting widely among arts administrators within the Big Ten and throughout the country has provided further insights into work that others have done. Recognizing that we do not need to "reinvent the wheel," we are as a group committed to

working with our faculty to encourage attention to faculty reward systems that will provide support for those who wish to advance our institutional missions and their own creative research and teaching trajectories through community engagement.

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Appendix A

Supplemental Reading List

Association of Public and Land-Grant Universities (APLU). 2019. *Public Impact Research: Engaged Universities Making the Difference*. Washington, DC: APLU.
<https://www.aplu.org/library/public-impact-research-engaged-universities-making-the-difference/file>.

This publication advocates for broader use of public impact research as a way to help more people understand the value of research as part of the mission of public universities. Though many of the suggestions are slanted toward scientific research and inter- or transdisciplinary research, the recommendations are pertinent to community-engaged scholarship as a call to “magnify the general public’s understanding of how universities partner with others to provide value to the public on issues of real interest and impact.”

Borstel, John, and Pam Korza. 2017. *Aesthetic Perspectives: Attributes of Excellence in Arts for Change*. Washington, DC: Americans for the Arts.
<http://www.animatingdemocracy.org/aesthetic-perspectives>.

This publication offers a good, broad overview of the problem and possible approaches. Developed by the Evaluation Learning Lab of the Animating Democracy project at Americans for the Arts, it is designed to help evaluate arts not just in academia, but beyond. This document articulates a number of attributes that could form the basis of criteria in evaluation. Importantly, it helps navigate the tricky question of whether “aesthetics still matter when we’re talking about such work?”

Ellison, Julie, and Timothy K. Eatman. 2008. *Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University, A Resource on Promotion and Tenure in the Arts, Humanities, and Design*. Syracuse, NY: Imagining America.
https://imaginingamerica.org/wp-content/uploads/TTI_FINAL.pdf.

This document is the most specific to our topic at hand when it comes to promotion and tenure, though it also spans beyond the arts. It holds a great number of practical recommendations on these topics as well as hiring, mentoring, and the whole life cycle of a faculty position.

Harp, Gabriel, and Veronica Dittman Stanich. 2018. *Insights: Tenure and Promotion*. Alliance for the Arts in Research Universities (a2ru). Research brief.
<https://www.a2ru.org/projects/tenure-and-promotion/>.

This paper highlights insights into tenure and promotion policy from a2ru's Mellon-funded SPARC (Supporting Practice in the Arts, Research and Curricula) interviews with faculty and administrators at thirty-six research universities. These insights are contextualized within recent research on tenure and promotion policies for interdisciplinary practice, digital humanities, and public scholarship—fields that also contend with challenges around nontraditional modes of scholarship. The paper addresses the most salient issues for university leaders, both faculty and administrative, in their process toward clearer, more inclusive, and efficacious policy.

HuMetrics. n.d. HuMetrics: Humane Metrics Initiative. <https://humetricshss.org/>.

This initiative for rethinking humane indicators of excellence in academia is focused particularly on the humanities and social sciences. Comprising individuals and organizations from the academic, commercial, and non-profit sectors, it endeavors to create and support a values-based framework for understanding and evaluating all aspects of the scholarly life well lived and for promoting the nurturing of these values in scholarly practice.

Jackson, Maria Rosario. 2009. *Shifting Expectations: An Urban Planner's Reflections on Evaluation of Community-Based Arts*. Washington, DC: Americans for the Arts. https://animatingdemocracy.org/sites/default/files/shifting_expectations.pdf.

This report is from a researcher at the Urban Institute of Washington, DC. It argues that we must take great care when making claims for our work's effecting of social change.

Stern, Mark J., and Susan C. Seifert. 2009. *Civic Engagement and the Arts: Issues of Conceptualization and Measurement*. Washington, DC: Americans for the Arts. <https://animatingdemocracy.org/resource/civic-engagement-and-arts-issues-conceptualization-and-measurement>.

This study grew out of the same effort as Borstel and Korza (2017), but it gets much more into detail about methodologies and precedents.

Appendix B

Guidelines for Evaluating Publicly-Engaged Scholarship Rutgers University Office of Senior Vice President for Academic Affairs

Definition of Publicly-Engaged Scholarship

Publicly-engaged scholarship is characterized by scholarly work directly related to a faculty member's academic expertise, is of benefit to the external community, is visible and shared with community stakeholders, is collaborative, has public and scholarly impact, and reflects the mission of the University. This scholarship includes artistic, critical, scientific, and humanistic work that influences, enriches, and improves the lives of people beyond the academy. It requires the rigorous application of discipline-related expertise, breaks new ground or is innovative, can be replicated, documented, and has significant impact and public consequences. This scholarship integrates engagement with the community into research and teaching activities (broadly defined). Concurrent engagement with the community is a vital attribute of these scholarly activities, not a separate activity. The product of this effort is disseminated in ways that are both rigorous and accessible to audiences beyond the academy.

Criteria for Evaluating Publicly-Engaged Scholarship

- Is discipline-related expertise used to develop the publicly-engaged scholarship?
- Is it innovative and/or novel?
- Does it use expert knowledge to synthesize information, interpret findings, or outcomes of the scholarship?
- Does it involve translation of new knowledge to the public (such as the creation of policy papers, legislation, etc.)?
- Are the outcomes measurable in terms of impact and public consequences?
- Can the specific products resulting from this scholarship be evaluated by independent experts?
- Has the scholarship been shared with the academic community, and in what form?
- Is the work rigorous in its application of academic expertise?
- Is positive engagement with the community a key component of this research?

Examples of Matters to Be Included in the Candidate's Personal Statement

It is the candidate's responsibility in his/her personal statement to explain how and in what ways his/her scholarship is publicly engaged as defined by Rutgers guidelines on publicly-engaged scholarship.

- Explain how the candidate's disciplinary expertise informed this research.

- Explain the co-creation process of the scholarship in terms of who was involved, what were their roles, and what they contributed to the process. How was the candidate's work and the partners' work blended in the product(s) of the scholarship?
- How is the work innovative, and what about the work is innovative?
- What is the predicted (or actual) impact of the work? Address impact on both the disciplinary field(s) and the community.
- How and when was the work publicly disseminated, and what dissemination process was used?
- How is the work disseminated to academic audiences?
- What new scholarship has this work stimulated?
- What are the measurable quantitative or qualitative outcomes of the work?
- What additional events/scholarship/partnerships did the work stimulate?
- What are the work's implications for policy? Practice?
- Why does this work matter in terms of the community in which the scholarship was conducted (or of broader public or community interests)?
- Like other forms of scholarly activity, how was this effort/work integrated into teaching and/or mentoring?
- Is the work valued by an outside entity? If they received funding, from whom? And if so, how did the candidate contribute to fundraising?
- What are the candidate's concrete plans for future work—either related to this work or something new?

Additional Considerations

- Solicit letters from partners—they should be confidential from the candidate, but clearly will not be arm's length.
- Consider soliciting letters from leading public figures, whether or not they have an academic connection.
- May also solicit letters from subject matter experts, such as government agencies, organizations (i.e., the American Cancer Society), leaders in a field (such as museum directors), well-respected practitioners (such as film directors, for example), or community-based organizations.
- If applicable, solicit letter(s) from an organizational representative benefiting from the publicly-engaged scholarship, rather than from a co-author or co-creator.

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