

Indiana University Department of Geography Language on Public and Engaged Scholarship in Tenure & Promotion

The excerpts below are from the revised tenure and promotion policy adopted in 2022.

II. Public and Engaged Scholarship

The Department of Geography acknowledges the importance of public and engaged scholarship (PES) as an important way to fulfil the public service mission of the university. PES may fall into all three categories considered during the tenure and promotion process: Research, Teaching, and Service. We encourage candidates for tenure and promotion to include PES to the relevant sections of their CVs (Research, Teaching, and/or Service) as well as in their dossiers. The candidate should provide evidence to support their categorization of PES as Research, Service, or Teaching.

Text added to the Research Section

Research in the context of tenure and promotion extends beyond the conventional publication types and products described above to include public and engaged scholarship. Public and engaged scholarship (PES) encompasses the processes, activities, products, and results of research-based knowledge production by faculty in collaboration with a variety of actors, including communities, policymakers, and non-profit organizations. PES is characterized by collaborative, reciprocal relationships and responsibilities to produce, disseminate, and implement research in support of the public service mission of the university. If the activities in question engage with or add to the faculty member's broader research agenda and expertise or enable them to start a new area of research, they count as Research. Put differently, if the candidate could not have produced the work in question without doing their past or present research, it counts as Research

Because PES is a valuable form of scholarly work, up to 25/30% of the research portion of a candidate's dossier for tenure and promotion may consist of PES. The Department weights the activities, products, and process of PES based on the time and effort involved. A single project that involves years of in-depth work with a community and produces meaningful results (whether published or not) would be the equivalent of several peer-reviewed publications in evaluating a promotion case, while an Op/Ed piece written to publicize the results of a more conventional research project would be considered as a small fraction of a peer-reviewed article.

Because PES extends beyond peer-reviewed publications (and in some cases will not include them), faculty should use a range of quantitative and qualitative metrics to document the impact of their work in tenure and promotion dossiers, as well as thick descriptions to explain their research activities, process, products and impacts. While the metrics used will vary according to the project, the point is to demonstrate broader impacts, which could include how the work in question has contributed to the communities where the PES scholarship was conducted, or been taken up in other communities. Evidence can include:

- Traditional quantitative measures of research impact (number of publications, journal impact factors, numbers of journal article downloads, h-index, number of patents, etc.).
- Number of downloads of a publicly available data set, model, historical reconstruction, GIS layer, lines of code, or research repository produced in the course of research.
- Documentation of activities, including recordings of meetings or materials prepared for them.

- Views of blogs, explanatory videos or popular press articles.
- Demonstrations of the impact of products such as policy briefs and presentations to public agencies or other efforts to translate research to policy. The department does not define PES as media attention: a large twitter following does not **count**.

The Department acknowledges that the process of public scholarship is part of the product. It takes time to build trust with community partners. Best practice for measuring the reciprocity, depth and impact of PES can include:

- Letters from community members or organizations;
- Data on the numbers of meetings and stakeholders involved; and/or
- Products such as presentations with community organizations, strategic plans, government agency documents, or specific policies that come through the process of or incorporate PES.

In short, faculty should creatively illustrate their PES activities, process, products, and impacts with evidence appropriate to the research, including both quantitative and qualitative measures. The Department encourages faculty to document PES in a standardized and organized way on a platform that can be easily shared with reviewers. One example might be a project website, a code or data repository (such as GitHub), and/or a “project CV” that provides a single place to track multiple aspects of a PES project. All of these materials will be included with more traditional peer-reviewed publications in the materials sent to external reviewers, and within the Research section of the dossier.

Text Added to the Teaching Section

The Department of Geography values community-engaged and service-learning as important forms of PES and of high-impact teaching that can be beneficial for students, faculty, and community organizations. Organizing such courses in a way that works for both students and community partners is hard work. This additional effort can be documented in multiple ways, including:

- Email correspondence with community organizations;
- Reports or other products developed by students as part of the service-learning component of the course; and/or
- Post-course feedback from community organizations.

Text Added to the Service Section

PES can include multiple forms of Service, such as participation in community initiatives and spaces, and the use and application of expertise in public initiatives that do not contribute directly to the faculty member's research agenda. Put differently, if the work in question is generating knowledge, it is Research. If it is reviewing/commenting on other's research, or putting the candidate's expertise and knowledge to use in an advisory capacity, it is Service. Co-generation of knowledge with community organizations may have an aspect of service to it, but is considered primarily Research, and should be included in the Research section of the dossier.

Draft language to add to charge letter sent to external reviewers for tenure and promotion:

Please note that the Department of Geography at Indiana University considers public and engaged scholarship an important component of the Research, Teaching and Service mission of the university. Before reviewing Professor X's dossier, we ask that you review the departmental policy on tenure and promotion attached to this email, including the sections on Public and Engaged Scholarship in the Research, Teaching and Service sections.

Draft language to add to the Chair's letter in promotion cases

[The Chair's letter is a crucial piece of the dossier because it helps the various levels of internal review committees understand Geography and how we view the promotion process.]

Existing text of relevant paragraph:

Geography is unusual in that it brings together researchers from the biophysical sciences, social sciences, and humanities. There is a correspondingly broad range of publication patterns. Some geographers do primarily computational work, and thus are able to produce 6-10 publications per year in collaboration with a long list of co-authors. Others conduct field-based ecological and/or social science research, and thus produce something more on the order of 2-4 multi-authored pieces per year. Others have publication patterns closer to the humanities, primarily producing books or sole-authored articles.

New text

It is also important to note that Geography considers public and engaged scholarship an important and valued component of the mission of the university. Based on a unanimous vote of the faculty, up to 25% of the Research portion of the dossier can be PES. Before reviewing Professor X's dossier, I encourage you to review our policy on Public and Engaged Scholarship, which can be found in the Research, Teaching and Service sections of the departmental tenure and promotion guidelines.