

RUTGERS

UNIVERSITY | NEW BRUNSWICK

*PUBLICLY/COMMUNITY-
ENGAGED SCHOLARSHIP:
A CALL TO EXPAND THE
BOUNDARIES OF SCHOLARSHIP*

Report of the Task Force on
Publicly/Community-Engaged Scholarship

Commissioned by
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Rutgers University–New Brunswick
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A Call for Change

Our nation finds itself at a public inflection point when it comes to the value placed on broad access to higher education. As a public institution of higher learning, Rutgers University is committed to making the work produced under its banner accessible and useful to as many communities as possible. Moreover, because both Rutgers students and scholars are part of various local and global communities, we desire feedback from these communities as we shape research goals and methods and disseminate knowledge products. This bidirectional relationship between universities and communities is the essence of publicly engaged and community-engaged scholarship. It is incumbent upon the academic community to demonstrate the critical value of its research and knowledge production to the communities that make that work possible. Engaging publics in the critical work of scholarly inquiry requires a reimagining of the vaunted spaces of academe in ways that prioritize the building of knowledge-centered, equitable relationships with communities locally, nationally, and globally. Inviting community and public feedback early and often, from the beginning of knowledge creation to the point of research dissemination, offers a new pathway for building rich and sustainable relationships with communities while ensuring the continued relevance of broad access to higher education in the twenty-first century.

Scholars of color, women scholars, LGBTQ+ scholars, and those at the intersections of these categories were some of the earliest pioneers of publicly and community-engaged scholarship. These scholars continue to be at the forefront of innovations in public engagement, even as the work they do is often mischaracterized under the banner of service rather than scholarship. Reimagining what constitutes scholarship, therefore, is central to the mission of diversity, equity, and inclusion (DEI). In recognizing a growing disconnect between the activities of the academy and the needs of society, Boyer (1990)¹ called for a more creative, expansive view of scholarship in the professoriate. The biggest challenge to broadening contemporary perspectives toward scholarship lies in changing the values of the academy, and therefore the values of the professoriate. Moreover, as A. L. Antonio notes, “Faculty of color not only represent a small proportion of the professoriate, but they also tend to be younger and untenured. The reward system for faculty in higher education, in supporting the narrow conception of scholarship as research, places faculty of color in a poor position as proponents

¹ Ernest Boyer, *Scholarship Reconsidered: Priorities for the Professoriate*. Princeton, NJ: The Carnegie Foundation for the Advancement of Teaching, 1990.

of change. Reconsideration of the priorities of the professoriate and commitment to transforming them therefore involves a reexamination of both the status of tenure and promotion in American higher education and of the continuing status of faculty of color.”² In order to recruit and retain a world-class, diverse, and engaged faculty, Rutgers must have a more expansive view of what constitutes rigorous scholarly research, and it must create reward structures that support the scholars—among whom are often historically underrepresented faculty groups—that are more likely to engage in these modes of scholarship production.

Publicly/Community-Engaged Scholarship (P/CES) responds to a confluence of social forces. The first is the growing pressure on academic institutions to account for their social value through impact metrics. Increasingly, academic institutions are articulating their common good values and developing metrics to demonstrate the breadth and density of their social responsibility. A parallel force has gained strength in the community. In an effort to address complex health, social, and economic problems, government agencies, nonprofit organizations, and private industry and businesses are increasingly looking to the university for research to guide and inform their decisional processes. Over the past twenty years, best practices and evidence-based practices have become the coin of the realm, increasing the demand for university-produced research with social applicability and utility. In response, academic scholars are being drawn into the community to work with experience-experts to design and produce scholarly research that addresses the needs of and constraints within the community. These push-and-pull forces, connected through P/CES, reduce the knowledge gap between the academy and the community and stimulate collaborations that develop new knowledge to improve the human condition.

Background

Rutgers’s Mission

The social values of Rutgers are reflected in our mission statement and the Academic Master Plan led by New Brunswick Chancellor Francine Conway. P/CES is fully aligned with these values and with Rutgers’s core value proposition that states that Rutgers is a “research powerhouse that leverages outstanding talent, resources, and expertise to improve the human condition, in New

² Anthony Lising Antonio, “Faculty of Color Reconsidered: Reassessing Contributions to Scholarship,” *The Journal of Higher Education* 73, no. 5 (Sep.–Oct. 2002): 598.

Jersey and around the world.”³ As one of the leading comprehensive public research universities in the nation, Rutgers, The State University of New Jersey, has the threefold mission of:

- providing for the instructional needs of New Jersey’s residents through its undergraduate, graduate, and continuing education programs;
- conducting innovative research that contributes to the medical, environmental, social, and cultural well-being of the state and aiding the state’s economy, its businesses, and industries; and
- performing public service in support of the needs of the residents of the state and its local, county, and state governments.

Of particular relevance to the values of publicly and community-engaged scholarship, Rutgers is dedicated to “providing services, solutions, and clinical care that help individuals and the local, national, and global communities where they live.”⁴

Academic Master Plan

The University Academic Master Plan (AMP), completed in 2022, further highlights the University’s commitment to publicly/community-engaged scholarship. Built on four pillars, the AMP highlights the foundational importance of 1) scholarly leadership, 2) student success, 3) innovative research, and 4) community engagement. The goal of Pillar Four, Community Engagement, is “[t]o formalize Rutgers–New Brunswick’s overarching approach to civic engagement, encouraging widespread adoption of community-engaged pedagogy, and [to] expand related course offerings, foster public scholarship, and envision ways for students, faculty, and staff to engage in community-based priorities.” In relationship to P/CES scholarship, one of the priorities of the AMP under this pillar is to “incentivize and reward interdisciplinary faculty engagement in civic engagement work in terms of scholarly activity and public engagement, and [to] revis[e] policies to recognize it in tenure.”⁵

Task Force on Publicly/Community-Engaged Scholarship

In January 2023, Chancellor Conway convened a task force on publicly/community-engaged scholarship, cochaired by Dr. Denise Hien, Vice Provost of Research, and Sandra Tomlinson-

³ “Strategic Plan Outcomes: A Bigger, Better Rutgers,” Rutgers University Strategic Plan, accessed August 2, 2023, <https://ucmweb.rutgers.edu/universitystrategy/index.htm>.

⁴ “About Rutgers,” Rutgers University Foundation, accessed August 2, 2023, <https://support.rutgers.edu/about-us/>.

⁵ “About the Academic Master Plan,” Rutgers–New Brunswick, accessed August 2, 2023, <https://newbrunswick.rutgers.edu/academic-master-plan/planning-process#tab=panel-2&chapter=community-engagement-12221>.

Clarke, Senior Vice Provost for Academic Affairs. The Task Force had a mandate to clarify and strengthen our collective understanding of publicly/community-engaged scholarship and to provide recommendations on how to document publicly-engaged activities in tenure and promotion packets. The Task Force was comprised of sixteen faculty and staff across Rutgers–New Brunswick schools. The charge of the Task Force was to:

- Benchmark information on P/CES across our peer institutions;
- Create and pilot a survey on the status of P/CES at Rutgers; and
- Produce a comprehensive report on P/CES that establishes a guiding definition of P/CES (including production, dissemination, impact, and evaluation) with a set of recommendations for the Office of the Executive Vice President of Academic Affairs pertaining to the modification of University-wide tenure and promotion materials so that they include P/CES elements.

Framework & Definitions

[A Framework for Understanding Publicly/Community-Engaged Scholarship: Expanding the Boundaries of Scholarship](#)

Publicly/community-engaged scholarship and traditional scholarship share common roots. As Figure 1 highlights, at the foundation of traditional and P/CE scholarship is the expertise of faculty scholars that informs and guides the application of rigorous methodology/methods and standards to produce new knowledge. Appropriate standards exist to evaluate the expertise and methods employed in both types of scholarship. As such, P/CES does not change the origins of scholarship; rather, it expands the boundaries of traditional scholarship by including the expertise and interests of the community bidirectionally into the research process, or by choosing inclusive modes of

feedback and dissemination that foreground accessible communication and broad opportunities for feedback and discussion to elevate its impact on the common good.

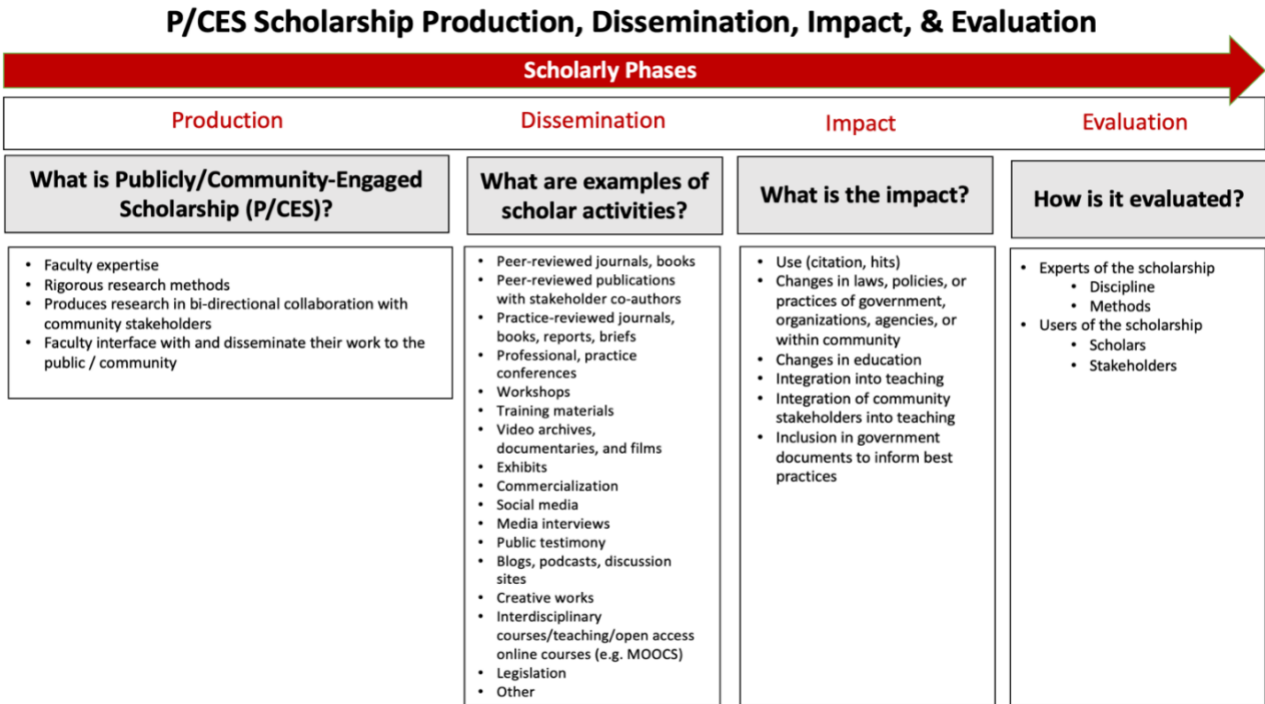


Figure 1. P/CES Scholarship Production, Dissemination, Impact, and Evaluation

In approaching and tackling the charge, the Task Force engaged in deep conversations about P/CES. These conversations were productive and insightful, with fruitful debate on the final definition of P/CES. It is critical to note that due to discipline-specific differences inherent in a broad academe that encompasses arts and humanities; social, behavioral and economic sciences; biological, biomedical, and life sciences; and engineering and natural sciences, a one-size-fits-all metric to represent production, dissemination, and impact of P/CES is complex and perhaps not feasible or desirable. These inherent differences are rooted in the methodologies and approaches to scholarship of the various disciplinary traditions, which in turn impact the nature and extent of P/CE in the research process. This report presents an inclusive overview of the insights offered by committee members with the intention of moving the conversation forward across the whole of Rutgers. At the same time, the report includes mentions of discipline-specific insights for further consideration by schools and units, as well as by University leadership, as work to further this issue continues.

What is Publicly/Community-Engaged Scholarship?

Research collaborations, like team science, are a cooperative of experts working together to produce new knowledge. P/CES engages experience experts from outside the academy as equal partners in the coproduction of new knowledge that confers community/public benefits. More formally, **publicly/community engaged scholarship** is scholarship produced using scholarly expertise and rigorous research methods, and which is either (a) produced working bidirectionally with the community/public in the production, evaluation, and dissemination of new knowledge that impacts the common good, and/or (b) produced with a clearly identified public audience in mind, a clearly articulable method for disseminating research in ways that engage those audiences, and a clear record of new knowledge production that demonstrably impacts the public/common good. Although an understanding and expectation that P/CES may vary by discipline and scholarly traditions is acknowledged, Gordon da Cruz (2018)⁶ recommends six components common to P/CES:

1. Collaborative community-identified issues
2. Scholarly research or the production of scholarship about real-life public issues
3. Collaborative, reciprocal, and mutually beneficial partnerships and outcomes
4. Shared production of knowledge between community partners and university members,
5. Scholarship of engagement that broadens access to knowledge and resources for public good
6. Knowledge integration intrinsic with a faculty member's expertise/scholarship.

What Are the Core Values of P/CES?

Underpinning P/CES is the broad tenet of “nothing about us, without us.” Publicly/community-engaged scholarship is a call to scholars to directly and fully engage the participation of the public/community in the research process and, in so doing, to affirm the public's inherent worth as experts with valuable knowledge, experience, and expertise. Research inclusive of public engagement gives voice, understanding, and legitimacy to public/community stakeholders who know their interests best, and engages their participation in ways that are respectful, fair, and empowering.

⁶ Da Cruz, C. G. “Community-Engaged Scholarship: Toward a Shared Understanding of Practice”. *The Review of Higher Education*, 41, no. 2, (2018): 147-167.

Respectful engagement encompasses respecting in action and word (a) the value of the stakeholder’s expert knowledge and how it contributes to the quality and veracity of the research; (b) the proprietary nature of the stakeholder’s knowledge, as stakeholders own their narratives/knowledge and as such have narrative/knowledge property rights; and (c) the welfare interests of the community/public as represented by stakeholders.

Just engagement with the public includes *terms of participation* that (a) level the knowledge hierarchy, ensuring that the different types of knowledge are perceived to be equal in worth independent of their source; (b) align attribution with narrative/knowledge property rights; and (c) “give back” to the community/public in ways that are meaningful to stakeholders.

Empowered engagement with the public consists of elevating the human condition experienced by the community/public through research experiences that build the capacity and abilities of stakeholders and their communities to (a) act, advocate, and adapt more effectively and efficiently to advance their own best interests, and (b) trust in collaborative research partnerships with the academic community.

[Why is this important?](#)

Many of the complex problems studied by university-based scholars are situated in the community and thereby are experienced by people living and working there. Understanding these complex problems well enough to study them in useful ways requires understanding their social contexts and how they are experienced. P/CES seeks to give voice to those who have historically been excluded from the knowledge-production process by articulating community-based solutions and avoiding harmful unintended consequences. This type of research is important because it improves the social utility of university-based research.

[How is P/CES disseminated?](#)

What is learned from P/CES collaborative enterprises is rigorously reviewed by both academic and experience experts and disseminated broadly to academic and public audiences. P/CES is published in both scholarly and practice peer-reviewed journals and monographs. The peer-review standards of scholarly and practice journals serve as the metric to evaluate the science and social utility of the new knowledge. In addition, to ensure its community reach, P/CES findings would be converted into more user-friendly and policy-relevant media, including policy/news briefs, short reports, webcasts, blogs, videos, trade press books, and so forth. Other important dissemination outlets

include related trainings and workshops to stakeholder audiences, massive open online courses (MOOCs), interviews with the press, presentations at professional conferences, testimony before legislative bodies, and service on task forces to develop new regulations or guidance related to the P/CES findings. Experience experts, like other key personnel who make significant intellectual or key contributions to the P/CES research process, would be included as authors on professional and practice documents and presentations, completing their full integration into the research process.

What is the impact of P/CES?

Research seeks to make a difference—to have an impact—through the production of new knowledge. P/CES specifically seeks to make a difference by advancing knowledge (like traditional scholarship) and improving the human condition. What is learned from these collaborative enterprises should be rigorously reviewed by academic and/or relevant public experts and broadly disseminated to academic and public audiences. Impacts will vary by type of research and by discipline, but here we offer examples of ways to classify such impacts.

- **Academic:** P/CES is expected to advance an understanding of an area of study within a literature or of how an issue, problem, or dynamic is studied or analyzed. Some common ways that the academic impact of P/CES is measured include the number of times a related peer-reviewed article is cited or book is reviewed in the academic literature, a P/CES finding is cited in the news media, or members of the P/CES research team are interviewed by the news media; the number and quality of professional or practice recognitions awarded to related papers or the overall research; and the number of invited or keynote presentations associated with the P/CES research.
- **Societal:** P/CES might change the way things are done in the community or how the community understands or thinks about an issue, problem, or dynamic and, in so doing, motivates changes in institutional or individual behavior. Societal impact might be measured by documenting changes in the health, safety, and welfare of organizations or people due to the P/CES. For example, P/CES that develops a new intervention for preventing sexual violence on campuses and is adopted would be expected to improve campus safety. Impact in this case would be documented by the reduction in sexual violence on campus. In other instances, impact might be measured by the adoption or exposure to a new evidence-based treatment. For example, the impact of P/CES that

demonstrates the effectiveness of integrated substance-abuse and trauma treatment in correctional populations might be measured by the number of prisons adopting the new intervention and the number of people completing the intervention. In the humanities, new digital databases have cataloged transatlantic slave trade routes or have democratized access to early texts in American or African American literature. In other instances, societal impact might be measured by public engagement with the scholarship, including verifiable objective metrics such as views, downloads, sales, etc., as well as the placement and review of the scholarship in high-visibility “legacy” media venues with well documented public audiences.

- **Policy:** Findings from P/CES may be used by organizations, legislators, or public administrators to support new policies, regulations, or legislations. Policy impacts might be measured by the nature and frequency of P/CES findings used to educate legislators and policymaker (e.g., formal testimony); support judicial decisions, regulatory changes, or new legislation; or advance new guidelines or recommendations in response to social problems. P/CES scholars also might be embedded in task forces or executive work groups convened to study, guide, and shape new guidelines for policies or practices based on findings from the P/CES. These invited opportunities to serve in expert capacities based on findings related to P/CES would be counted as a policy impact.
- **Economic:** P/CES may have commercial impacts that improve the way industry does business and non-profit organizations organize or market their charitable activities; similarly, the commercial impact of P/CES may be reflected by the improvement of the array or qualities of products available in the market. Examples of commercial impacts include patents, new software or data management systems, and AI applications that lower costs of production.
- **Environmental:** P/CES findings may identify emerging environmental hazards, develop new ways to manage chemical wastes and toxics or protect the environment, or isolate practices that are contributing to climate change. These findings may be the source of evidence that stimulates a new area of investigation by the Department of Environmental Protection, changes the way biohazards are managed in the state, or improves how carbon emissions are measured. These are illustrative examples of environmental impacts that could be associated with P/CES.

- **Health:** P/CES could also produce findings that improve the delivery and quality of health services, how diseases are diagnosed or pain is managed, and the availability of new drugs, devices, and so forth. These impacts could be measured by use or adoption rates or by improvements in health or quality-of-care outcomes.

How is P/CES evaluated?

What is learned from these collaborative enterprises is rigorously reviewed by academic and experience experts. In line with traditional scholarship, at its core P/CES applies disciplinary expertise and scientific/scholarly methods to produce new knowledge. Using the appropriate academic standards of excellence, academic peers with expertise in the relevant disciplinary and methodological areas would evaluate the quality of the science underpinning the P/CES and its impact on the field (i.e., how it advanced the dialogue in the academic literature). Practice expertise and impact would be evaluated by peer practice experts. These experts would address the social utility of the research and its impact on the community.

Brief Summary and Recommendations for Tenure and Promotion Processes

P/CES expands the boundaries of traditional scholarship in two ways. First, by expanding the research team to include experience experts as coinvestigators in collaborative research or by choosing inclusive modes of feedback and dissemination that prioritize accessibility and public discourse, the knowledge base of the research team deepens and widens as does the understanding of the research questions. Second, the products from P/CES are expected to be disseminated broadly to academic and stakeholder audiences and generate some form of community impact. This section provides guidelines for evaluating performance, presenting P/CES, and curating impact.

The “science” underpinning P/CES is measured against the same academic standards as traditional scholarship. That is, the academic standards of the discipline (i.e., art, humanities, history, social work, public health, law, engineering, biological sciences, etc.) set the expectations and bar for demonstrating a scholarly understanding of the relevant academic literature and scientific/scholarly methods at the core of the P/CES.

How to present P/CES for tenure & promotion?

Personal Statement

P/CES should be developed in the personal statement. The narrative should proceed to explain relevant details of the candidate's P/CES contributions and process, including some or all of the following details: (1) the community member(s) or publics the work engages; (2) how the community is involved in the research-production process, if applicable, including details of the bidirectional relationship in collaborative research projects and ways in which this collaborative process might have fostered or hindered the research process; (3) the method for disseminating research so as to engage the specific public identified, as well as ways in which this method (or methods) affected the production of the research, if applicable; and (4) the scholarship product(s) and impact of P/CES, including the distinctive measures or metrics of impact that might be appropriate, given the form those products might take.

The statement should present clear evidence that these audiences have been reached either at an early stage of research collaboration and/or at a later stage of research dissemination. For work produced collaboratively with communities, candidates should feel free to speak to the length of time these relationships take to build, and the ways this impacts the number of research outputs and time between outputs. P/CES scholars can offer their own account of salient measures of impact that would be relevant to the communities most impacted by the work. For instance, while social media virality might evince great impact for scholars of popular culture, national or international politics, or social movements, conversely, for scholars working in communities of digital non-natives, community groups who adopt the recommendations from a collaboratively produced report might be a more accurate measure of impact.

How to curate P/CES impact?

Some faculty have multiple lines of research and do a mix of traditional and publicly/community-engaged scholarship. There are also likely to be multiple products (e.g., articles, reports, webcasts, interviews, testimony, trainings, public presentations) associated with each line of research.

Numerical metrics such as numbers of books sold, size of social media platforms, and virality of social media posts can be included as part of a comprehensive package to assess impact. While none of these measures alone indicate promotion worthiness, they can be used as evidence of the broad reach of a candidate's work and should be considered in conjunction with reviews and citations of the work in both academic and public venues. Awards received from community organizations and

associations can also be used as evidence of the broader public and community impact of the work. Narratives that invoke these metrics should take great care to trace the community and/or public circuits through which the candidate's scholarship has traveled and detail the ways that these metrics speak to the impact of the candidate's work in their target audiences. Impact might also be demonstrated by showing the use or adoption by governments, public service or community agencies, or community groups of the candidate's work or recommendations; by media citations or profiles of the candidate's scholarship; podcast or web-based interviews; by the incorporation of the candidate's work or perspectives in documentaries, feature films, television shows or other visual media; or by other innovative and emergent avenues of dissemination.

Whether one or multiple lines of research are being summarized, aligning final products with lines of research is especially important with P/CES because public dissemination and community impact are expected. A summary paragraph should be added to the personal statement summarizing the number and types of products yielded from each P/CES project, with an asterisk indicating products targeted to stakeholder audiences. Another paragraph should summarize the types of impacts and their magnitudes supplemented by letters from community stakeholders.

Tenure & Promotion Process Recommendations for Next Steps

In order to support and institutionalize the values of P/CES more fully into the tenure and promotion process, changes at the University level are necessary. The Task Force identified four specific areas in need of attention by the OEVPAA. These suggested next steps align with the mission and AMP of Rutgers, allow for continued scholarly excellence by faculty, and facilitate growth in P/CES.

Guidance/Templates for Personal Statement

- Provide guidance to ensure that the definition of P/CES is expansive enough to support approaches to P/CES across disciplinary frameworks. It should empower department-level tenure and promotion committees to properly locate and articulate how P/CES fits with and critically expands traditional metrics. The above discussion on recommendations for how to present P/CES in personal statements provides a strong foundation for the creation of additional guidance and templates by the OEVPAA.
- Summary paragraphs of the products and impact of P/CES are recommended, and the personal statement should be written using a P/CES contextual framework.

Guidance/Templates for External Letters

- Modify standard language that is sent to academic experts with demonstrated track records in P/CES and senior community/public-practice expert reviewers. Whether they are academic or senior community/public-practice experts, selected evaluators must be clearly positioned to provide as objective an estimation as possible of the faculty member's contributions to the community at large.
- Recommendations and rubrics for the reviewers that align with P/CES guidance touching on all aspects of the process, from production to dissemination and its impacts. Standard and universal guidance for external letters will clarify the value the University places on P/CES and will allow for consistent and strong evaluations of the impact of P/CES on communities. A select number of P/CES letters should be sought from community/public practice experts who are positioned to evaluate the faculty member's impact. In these cases, the arms-length standard may not apply.
- See Appendix B for a Sample Letter Template for Solicitation of External Confidential Evaluation for Individuals who are Members of the General Teaching/Research Faculty and who are being Evaluated for Publicly/ Community Engaged Scholarship

Guidelines for Departmental/School reviews

- Provide guidance directly to faculty, chairs, and other academic leaders that clarifies the definition of P/CES and emphasizes the importance of such scholarship at the University and its place in the tenure and promotion process. The Office of the Chancellor and Office of the Provost–NB will continue to acknowledge and recognize P/CE scholars and their work. It is critical that distinctions between community-engaged service and P/CES are made—often P/CES is mischaracterized as service. Whether one or multiple lines of research are being summarized, aligning final products with lines of research is especially important with P/CES because public dissemination and community impact are expected. Mentoring early and mid-career faculty who conduct P/CES on preparing materials around criteria for production, dissemination, impact, and evaluation should happen as early as possible in their academic careers to support success in the tenure and promotion process.

Revisions for Form IA/Form 1B

- Revise the scholarship sections of Form 1A/1B to enable those who conduct P/CES to include all aspects of their scholarship under research products. Specifically, the form should instruct scholars to indicate the roles of collaborators and whether coauthors are community members.

Currently, the form states that “Candidates must explain their responsibility for jointly authored works. Using a narrative and/or quantitative breakdown of roles, candidates should indicate their contribution to the conception/design, acquisition, analysis, interpretation of data, writing or revised drafting, etc., of the joint scholarship, including whether they were the primary contact or corresponding author.”⁷ These instructions can be expanded to provide instructions to candidates on indicating whether and how the scholarship falls under P/CES, stating the type of community collaboration and/or partnerships and describing in which steps of the research process the candidate incorporated community voice.

⁷ See Form 1-a and Form 1-b on “Academic Reappointment/Promotion for Tenured and Tenure-Track Non-Library Faculty,” Rutgers Labor Relations, accessed August 2, 2023, <https://laborrelations.rutgers.edu/faculty/tenured-and-tenure-track-faculty>.

Appendices

Appendix A: TASK FORCE MEMBERSHIP

- **Denise Hien**, Co-Chair, Vice Provost for Research, Office of the Chancellor
- **Sandra Tomlinson-Clarke**, Co-Chair, Senior Vice Provost for Academic and Faculty Affairs, Office of the Chancellor
- **Emily Allen-Hornblower**, Associate Professor of Classics, School of Arts and Sciences, Department of Classics
- **W. Steven Barnett**, Board of Governors Professor of Education, Graduate School of Education, Senior Co-Director, National Institute for Early Education Research
- **Sheila Borges Rajguru**, Director for Research Development and Strategy, Office of the Vice Provost for Research
- **Brittney Cooper**, Associate Professor, School of Arts and Sciences, Department of Women's, Gender, and Sexuality Studies
- **Laura Curran**, Vice Provost for Faculty Affairs, Office of the Chancellor
- **Sara Elnakib**, Chair/Program Leader, New Jersey Agricultural Experiment Station, Department of Family and Community Health Sciences
- **Nichole Garcia**, Assistant Professor of Higher Education, Graduate School of Education, Educational Psychology
- **Alexander Guerrero**, Professor, School of Arts and Sciences, Department of Philosophy
- **Andrea Hetling**, Provost Leadership Research Fellow, Office of the Vice Provost for Research
- **Radha Jagannathan**, Professor, Edward J. Bloustein School of Planning and Public Policy
- **Brooke Maslo**, Associate Professor, School of Environmental and Biological Sciences, Department of Ecology, Evolution and Natural Resources
- **Saul Rubinstein**, Professor, School of Management and Labor Relations, Labor Studies and Employment Relations Director, Center for the Study of Collaboration in Work and Society
- **Todd Wolfson**, Associate Professor of Journalism and Media Studies, School of Communication and Information, Co-Director of the MIC Center

Appendix B: SAMPLE LETTER X–SOLICITATION OF EXTERNAL CONFIDENTIAL EVALUATION FOR INDIVIDUALS WHO ARE MEMBERS OF THE GENERAL TEACHING/RESEARCH FACULTY AND WHO ARE BEING EVALUATED FOR PUBLICLY/ COMMUNITY ENGAGED SCHOLARSHIP

Nota bene: The yellow highlighted text indicates places where the current University approved letter language was modified.

(For individuals who are candidates for promotion to Distinguished Professor, refer to Appendix G-II)

Dear (name):

The (department) of the (college/school/faculty) is considering the promotion of (tenured/untentured) (current rank and name) to (associate professor/professor) (with/without tenure) effective July 1, 20_.

To assist the department and the University in this consideration, it is the University's practice to solicit written evaluations from community/public practice expert partners outside the University who can provide their perspective on the candidate's production and contributions and impacts with and for the community/public. These letters are essential in assisting us to evaluate Professor (name)'s scholarly achievements and professional standing in comparison with colleagues in (his/her) field.

I am writing to ask if you would send me a confidential letter assessing Professor (name)'s publicly/ community engaged scholarship. We would especially like your evaluation of the contributions made and the value of (their) contributions to your field of expertise. We are most interested in the tangible benefits to the community/public in the production, dissemination and impact of their scholarship. We would also appreciate your assessment of Professor (name)'s contributions relative to others in comparable positions in the discipline nationally and internationally. Please describe how the candidate's contributions to public welfare is shared or constructed with community stakeholders in mind. How the work is co-produced, disseminated and otherwise impacts the public should be part of the evaluation. Guidelines for evaluating such scholarship may be found here: <https://academicaffairs.rutgers.edu/tenure-promotion-resources>.

In addition, if you are able to comment upon Professor (name)'s research, teaching and/or service to the profession, or other kinds of collaborations with the community, we would appreciate receiving your assessment in these areas.

We would also appreciate it if you would provide us with a short biographical statement, including a brief description of your areas of expertise, your stakeholder group, current research interests, if applicable and/or resume or curriculum vitae.

Finally, please advise us of your relationship to the candidate, if any, and the prior basis of your knowledge of the candidate's work, if any.

For your information, I am enclosing a copy of Professor (name)'s curriculum vitae. If you would like to have copies of any of the publications beyond those which I have enclosed, I will be happy to send them to you. Because our departmental deliberations must be concluded by (date), I would appreciate your response by no later than (date). If you are unable to respond by then, please let me know.

Prompt

Your input is critical to ensure inclusive and equitable faculty tenure and promotion at Rutgers–New Brunswick. We thank you in advance for your time in completing these questions.

In 2019 the Executive Vice President of Academic Affairs (EVPAA) and a faculty task force [published a document](#) to provide guidelines that broadly define publicly engaged scholarship. Since then, it has been used by all Chancellor-led schools, centers, and institutes for the purpose of facilitating the tenure and promotion process for those who do publicly engaged/community engaged scholarship (P/CES). Now, and as part of the Academic Master Plan launch, the New Brunswick Chancellor-Provost has established a [P/CES Taskforce](#) of faculty across Rutgers–NB charged with making recommendations to the Chancellor-Provost and the Deans’ Cabinet in order to provide further guidance for the implementation of the general policy outlined by the EVPAA. As part of the charge, the P/CES Scholarship Task Force benchmarked other peer institutions’ dissemination products in tenure and promotion and met to create this survey. Your responses to this survey will be critical to ensure we have not left any gaps that may be school-/discipline-specific. Many thanks again for taking the time to reflect on these critical issues for your faculty.

Survey Questions

1. Select your School affiliation? [drop down menu]
2. Title [Type]
3. From your department or school’s disciplinary perspective, which of these characteristics are essential to the creation of P/CES scholarship: [rate each category based on importance 1 for not important and 5 for very important]
 - a. Faculty member’s academic expertise
 - b. Benefit to the external community
 - c. Visible and shared with community stakeholders
 - d. Bi-directional collaboration between faculty and community stakeholders
 - e. Public impact
 - f. Scholarly impact
 - g. Reflects the mission of the University
4. In your experience, rate your department or school’s disciplinary level of understanding overall of the following terms [not knowledgeable at all, slightly knowledgeable, moderately knowledgeable, very knowledgeable, extremely knowledgeable]:
 - a. Publicly engaged/community-engaged scholarship
 - b. Public-facing engagement
 - c. Scholarship of public engagement
 - d. Evaluating the impact of public-facing engagement
5. What would your department or school’s disciplines consider to be the difference between a *public intellectual* versus a *P/CE scholar*?
 - a. A P/CE scholar conducts scholarly work bidirectionality with community members while a **public intellectual** disseminates their work to the public/community.

- b. A P/CE scholar conducts research on community members while a **public intellectual** interfaces with the public but conducts no research with the public.
 - c. There is no difference between a P/CE scholar and a public intellectual.
- 6. How important do you think P/CES is in your department/school for: [not at all important, slightly important, moderately important, very important, extremely important]
 - a. Faculty promotion
 - b. Community partnership building
 - c. Student learning
 - d. External funding
 - e. Internal funding
 - f. Diversity, Equity, & Inclusion
- 7. In your department or school, what influences the QUALITY of P/CES [not at all, a little, a moderate amount, a lot, don't know?]
 - a. Peer review
 - b. Community impact
 - c. Integration with research and teaching
 - d. Integration with research and service
- 8. What types of materials or resources would be helpful to evaluate tenure and promotion documents on the basis of P/CES at Rutgers? [check all that apply]
 - a. Example Documents
 - b. Websites
 - c. Guidelines/rubrics
 - d. Changing institutional culture
- 9. In what organizational unit should training for evaluating engagement be provided?
 - a. Department
 - b. College
 - c. University
- 10. How would you like to receive training opportunities? [check all that apply]
 - a. In-person workshop
 - b. Webinar
 - c. Website
 - d. Mentoring
- 11. What types of documents have you used to evaluate tenure and promotion on the basis of P/CES at Rutgers (e.g. community members' letters)? [TYPE]
- 12. What type of P/CE products has your faculty participated [select all that apply]:
 - a. Advocacy
 - b. Blogs, podcasts, discussion sites
 - c. Creative works
 - d. Commercialization
 - e. Exhibits
 - f. Interdisciplinary courses/teaching
 - g. Media interviews
 - h. Peer-reviewed journals, books
 - i. Peer-reviewed publications with stakeholder co-authors
 - j. Practiced-reviewed journals, books, reports
 - k. Professional, practice conferences

- l. Public testimony
 - m. Social media
 - n. Training materials
 - o. Video archives, documentaries, and films
 - p. Workshops
13. From your department/discipline/school's perspective, what P/CE products should be considered in the tenure and promotion process? Click all that apply.
- a. Advocacy
 - b. Blogs, podcasts, discussion sites
 - c. Creative works
 - d. Commercialization
 - e. Exhibits
 - f. Interdisciplinary courses/teaching
 - g. Media interviews
 - h. Peer-reviewed journals, books
 - i. Peer-reviewed publications with stakeholder co-authors
 - j. Practiced-reviewed journals, books, reports
 - k. Professional, practice conferences
 - l. Public testimony
 - m. Social media
 - n. Training materials
 - o. Video archives, documentaries, and films
 - p. Workshops
14. What other products, not mentioned above, should be considered in the tenure and promotion process? [TEXT]
15. Please give a narrative example of a de-identified faculty member who does **publicly engaged/community-engaged scholarship** from at least one T/P case in your discipline which you helped prepare (if any). We will use this example to compile a collection from multiple disciplines across NB. [TEXT]
16. Please give a narrative example of a faculty member who is deemed a **public intellectual** (or more than one, de-identified please) from at least one T/P case in your discipline which you helped prepare (if any). We will use this example to compile a collection from multiple disciplines across NB. [TEXT]

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