

Talking Points on Publicly Engaged Scholarship at IUPUI

Informed by *Public Scholarship at Indiana University-Purdue University Indianapolis*, a concept paper written by the Faculty Learning Community (FLC) on Public Scholarship and refined through ongoing FLC work between 2015-18 in collaboration with faculty across the campus and with nationally-recognized scholars.

1. Community engagement is a defining attribute of the campus. The implications for faculty work with various “publics” is evident in the IUPUI Strategic Plan [i.e., Goal 6 – Accelerate Innovation and Discovery, Goal 7-Deepen Our Commitment to Community Engagement, Goal 10- Develop Faculty & Staff] including a strategic action to “*define community engagement work as distinct from service, so that it can be explicitly captured and reflected in promotion and tenure guidelines.*”
2. Publicly engaged scholarship is nested within “next generation scholarship” which is fundamentally collaborative, transdisciplinary and increasingly digital in nature. A growing body of research suggests that next generation approaches to scholarship will become an increasing part of the 21st century scholarly enterprise driven by generational shifts in faculty composition, increasing demand for knowledge that addresses complex problems, institutional goals for student learning success, and a host of questions related to public accountability. A variety of labels can be used to reference scholars and scholarship produced across a continuum of public engagement.
3. In 2015-16, the terms “public scholar” and “public scholarship” were added to the campus level guidelines for Promotion and Tenure. In 2016-17, the campus P&T guidelines include the following definition: *public scholarship is an intellectually and methodologically rigorous endeavor that is responsive to public audiences and public peer review. It is scholarly work that advances one or more academic disciplines by emphasizing co-production of knowledge with community stakeholders.*
4. Eight criteria have been proposed by the FLC for evaluating public scholarship in promotion and tenure (see *Public Scholarship at Indiana University-Purdue University Indianapolis* at <https://scholarworks.iupui.edu/handle/1805/9713>.)
5. Since 2005, the term “Public Scholar” has been approved at IUPUI as a title in formal appointments for faculty who are recruited, hired, charged and evaluated to carry out community engagement as an integral aspect of their faculty scholarship, roles and responsibilities. To date, the title of ‘Public Scholar’ has been used for a limited number of faculty, primarily within the School of Liberal Arts; however, the actual number of faculty that integrate publicly engaged work into their teaching, research & creative activity and/or service is far larger. As a result, the question of how to evaluate publicly engaged faculty work is not limited to individuals that hold the formal title ‘Public Scholar.’ Rather, it is more useful to understand publicly engaged scholarship along a continuum of practice.
6. Public scholarship, as a type of scholarly work and creative activity, is distinguished by its purposes, processes and outcomes, including:
 - a. co-production of knowledge between faculty and community stakeholders,
 - b. significant time investment to cultivate relationships with community stakeholders,
 - c. engagement with public(s) at multiple stages across time,
 - d. interdisciplinary work and collaboration, and
 - e. an explicit goal of a public good impact.
7. An orientation to producing publicly engaged scholarship is part of the mindset and identity of a scholar. It is an epistemological and axiological lens that any faculty member can integrate and apply within or across their teaching, research, and/or service in a manner consistent with their values, scholarly goals, roles and responsibilities, and the institutional mission.
8. The FLC on Public Scholarship has been a 3-year initiative co-sponsored by Academic Affairs and the Center for Service and Learning. The FLC has been charged with defining public scholarship, identifying criteria to assist faculty in documenting their community-engaged work, and working with Deans and department Chairs in adapting criteria into promotion and tenure materials within school and departmental guidelines. The FLC has developed resource materials that to support candidates, review committees, faculty administrators and external reviewers in planning for, interpreting and evaluating excellence in publicly engaged scholarship.