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INTEGRATING CIVIC ENGAGEMENT INTO SCHOLARLY REWARD SYSTEMS

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According to the American Democracy Project (2021), the definition of "civic engagement" is "working together to make a difference in the civic life of our communities." This includes nonpolitical activities (e.g., volunteerism) and political engagement (e.g., voting and activism). Both are important to a healthy government and civil society.

Because political scientists extensively study democracies worldwide, we know what productive citizen engagement looks like. Yet, many scholars are concerned about the state of American democracy. Too often, the decades-long emphasis on math and science education has forced out civics from the K–12 curriculum (Shapiro and Brown 2018; Winthrop 2020), with frightening results. According to the Annenberg Public Policy (2020) survey, most Americans have significant gaps in their civic knowledge. Moreover, too many Americans are duped by false information that spreads online and through social media (Wineberg et al. 2016). The lack of civic knowledge and the attractiveness of false conspiracy theories contributed to the widespread, erroneous belief that the 2020 presidential election was fraudulent as well as the insurrection at the Capitol on January 6, 2021.

Clearly, promoting constructive civic engagement among our students is especially germane for political scientists. It is ironic, therefore, that in too many cases, this work is sidelined or trivialized—categorized as academic "service" rather than the more "serious" work of teaching and/or research.

Boyer's typology is an excellent vehicle that political science departments can use to fully integrate civic engagement into their faculty-evaluation standards.

Three decades ago, Boyer (1990) challenged the academy to expand its definition of research to incorporate a wider definition that allows for different types of scholarly contributions to the public good. Boyer's typology is an excellent vehicle that political science departments can use to fully integrate civic engagement into their faculty-evaluation standards.

Boyer's (1990) typology has four definitions of academic scholarship. The first definition, the scholarship of discovery, is what academics usually mean by "research." This is the creation of new

knowledge, pursuing knowledge for its own sake. Many political scientists already conduct research on civic engagement through their studies of political behavior. They can use their civic engagement work on campus to determine what motivates college students to become civically active and to write about their findings. In addition, the University of Michigan's Civic Leads project has a repository of datasets and publications that focus on young people, available for analysis and publication.

The second definition, the scholarship of integration, weaves together the insights and findings from the scholarship of discovery to develop new insights and interpretations. This work often is multidisciplinary, bringing together the work of academics in many fields to forge new understanding. Political scientists can synthesize civic engagement literature from multiple disciplines, including sociology, journalism, education, communication, and psychology. This integration surpasses the conventional literature review to develop new insights through analysis and synthesis, which can be the basis of standalone peer-reviewed publications, research-based best practices, and training modules.

The third definition, the scholarship of application (also known as the scholarship of engagement), asks how scholarly knowledge and insight can be used to solve "consequential problems" (Boyer 1990, 21). Faculty at land-grant universities award this type of work as part of the institutions' "extension" mission: that is, to translate scholarly knowledge for the public good. These activities may appear to be community or university service—for example, giving a speech to the local Rotary Club. However, to reach the level of Boyer's scholarship of application, these activities must be "serious, demanding work, requiring the rigor—and the accountability—traditionally associated with research activities" (Boyer 1990, 22). How does the scholarship of application appear in practice? Think of civic engagement activities that are known to be efficacious, such as peer-to-peer voter outreach and student-led deliberative-democracy sessions. External validation is possible through national grant applications, peer reviews of action plans undertaken by various civic engagement nonprofits, assessment, and participation in professional-development conferences.

Boyer's (1990) fourth definition is the scholarship of teaching and learning (SoTL), which is the application of research techniques to pedagogy to determine their impact on students and then sharing the results with other scholars. Scholars may integrate civic engagement exercises into existing courses and evaluate the impact using targeted assessments to determine their effectiveness. In addition, several other institution-wide tools exist to

measure changes in civic engagement, including the National Study of Learning, Voting, and Engagement and the National Survey of Student Engagement. Moreover, we—as the academy—should understand that much of teaching and learning happens outside of the classroom. There are peer-reviewed outlets for the scholarship of teaching and learning, including *Journal of Political Science Education* and *College Teaching*, to name only two.

It is obvious that, nationwide, political scientists promote civic engagement on their campus, even without the extrinsic rewards of

tenure, promotion, merit raises, and formal recognition. Many of their activities are based in political science insights to create meaningful student-learning experiences. If the discipline is concerned about the long-term health of America's democracy, teaching civic engagement should not depend on individual faculty members' goodwill and intrinsic motivations. They should be rewarded through the faculty-evaluation process. How do we get there from here?

First, I recommend that APSA leadership continue to promote civic engagement as a disciplinary priority and to develop best practices, rewards, and recognition for departments to use to integrate Boyer's typology generally and civic engagement work specifically into their tenure and promotion documents.

Second, I urge senior faculty and department chairs to critically examine their department and/or institutional tenure and promotion documents to fully integrate Boyer's typology. This should not be only for faculty involved with civic engagement but also for those who are engaged in SoTL or the scholarships of integration and application in other fields.

Third, I recommend that members of the APSA Civic Engagement Section share and develop resources such as tips and best practices to help faculty—especially junior faculty—to integrate civic engagement work into a research agenda. ■

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CREDITABLE CIVIC ENGAGEMENT? ALIGNING WORK ON CIVIC ACTIVITY WITH FACULTY INCENTIVES

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Less than two years into our time as assistant professors, our university's then-Director of Marketing and Communications emailed us to discuss a partnership among our institution, inter-

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ested collaborators at Washington University in St. Louis, and the *St. Louis Post-Dispatch*.¹ This project's goal was to jointly administer a survey across both campuses of randomly chosen college students, subject to Institutional Review Board approval at both

sites.² The survey data would be used for a series of media articles about local college students and the 2008 presidential election.³ Although both of our training and primary research interests focused on American political institutions, we also were interested in political behavior. Thus, the possibility of collaborating with another institution alongside the media and pursuing interests in political behavior was alluring and exciting.

Then, reality struck. How could we participate in this time-intensive collaboration while doing that which was necessary to attain tenure and promotion (T&P)? How would we align this collaboration with how we are professionally evaluated? This article answers both questions and discusses how we built on this project to achieve broader goals. Also, we share lessons that we learned to advise others on making their civic engagement work count. Finally, we conclude with advice for institutions and administrators because this work cannot happen effectually without support.

Faculty Evaluation and Civic Engagement

Had we confined our involvement to that initial partnership, doing so would have yielded a temporarily prestigious but time-intensive service activity that mattered little when we submitted our T&P files. Instead, we added questions to the surveys to build a persuasive research agenda. When we conducted the 2008 surveys of students at our institution, we examined the effects of political uses of Facebook on civic activity as well as the issues that mobilized student electoral engagement. For example, did friending political figures or groups online foster enhanced offline civic activity? How do holding and expressing opinions about differing political issues during a presidential election connect with civic engagement beyond voting? Using the 2008 data, we published two peer-reviewed articles. We administered surveys again during presidential election years in 2012, 2016, and 2020. Based on the data from these surveys, we published several additional items, including one book, two other peer-reviewed journal articles, two op-ed pieces, and three book chapters.

After 2016, we used Amazon's MTurk platform to improve our research and data collection in 2018 and 2020. It had become increasingly difficult to publish manuscripts in respected peer-reviewed outlets based solely or primarily on data from students at our institution. Our upgraded data-collection strategy reduced questions about generalizability and yielded another peer-reviewed book. These publications "counted" toward annual reviews and T&P. Our institution mandates peer-reviewed publications for T&P but also counts op-ed pieces, book chapters, and conference presentations as supplemental forms of scholarship.

At most institutions, tenure-line faculty are not evaluated based solely on their research output. Teaching receives the highest weight in annual reviews and T&P decisions at our institution. We used our civic engagement work to positively impact our

teaching. For example, one author participated in a Focused Interest Community on leadership targeted toward first-year students who live on campus. This was part of a learning community in which all students living in the same residence-hall