

**PUBLIC SOCIOLOGY AND THE ROOTS OF
AMERICAN SOCIOLOGY:
RE-ESTABLISHING OUR CONNECTIONS TO
THE PUBLIC**

INTERIM REPORT AND RECOMMENDATIONS

submitted by the

**American Sociological Association
Task Force on
Institutionalizing Public Sociologies**

to the

ASA Council

July 2005

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EXECUTIVE SUMMARY

American sociologists have long been deeply engaged in the public issues of the day and with the policy makers and activists of their times. Lester Ward, the first president of the then American Sociological Society, W.E.B. DuBois in his many works on the American Negro (in his words) such as “The Negro Artisan,” “The Negro American Family,” and “Economic Cooperation among Negro Americans,” and Jane Addams in her publications on “The Child, the Clinic, and the Court” and “Women at the Hague” all set standards for our field. Many other early sociologists conducted sociology inside the academy and outside the academy in the public arena by writing reports for courts, health departments, foundations, and state government agencies. As Lester F. Ward said in his 1906 presidential address “[S]ociology has now begun, not only in some degree to forecast the future of society, but to venture suggestions at least as to how the established principles of the science may be applied to the future advantageous modification of existing social structures. In other words, sociology, established as a pure science, is now entering upon its applied stage, which is the great practical object for which it exists.”

Why, 100 years after ASA’s founding, is there a task force mandated to recommend methods for recognition and validation of on-going public sociology, guidelines for evaluating public sociology, and incentives and rewards for doing public sociology? This is because sociology as a discipline has never fully developed its promise to apply the tools and knowledge of sociology beyond the academy.

In August 2004 the Task Force on Institutionalizing of Public Sociologies was charged with developing proposals for the recognition and validation of public sociology, incentive and rewards for doing public sociology, and evaluating public sociology. We use the broad definition of public sociology presented by ASA President Michael Burawoy: it is “a sociology that seeks to bring sociology to publics beyond the academy, promoting dialogue about issues that affect the fate of society...” (2004: 104). We also use the more comprehensive view of public sociology as including both the “traditional” and “organic” public sociologies. As framed by Burawoy, traditional public sociologists do not necessarily interact with their “publics.” Writing op-ed pieces, making research reports available to broader groups of users, and just documenting, questioning, and analyzing the social world are forms of public sociology. “Organic public sociology” includes the larger portion of public sociology where sociologists “work in close connection with a visible, thick, active, local and often counter-public” (Burawoy 2005: 7).

Despite the long-standing tradition of American public sociology going back to the nineteenth century, the work of public sociologists traditionally has not been recognized, rewarded, or encouraged in many of our sociology departments. This has resulted in the underdevelopment of a valuable resource that can effectively link both the discipline’s accumulated knowledge and research approaches in addressing pressing social problems in our society. We are not suggesting that public sociology replace any existing mode of inquiry in our discipline. We recognize that not every sociologist will engage in public sociology, and that sociologists might concentrate on public sociology at some points of their career more than at others. Further, we recognize that the particular, distinctive mission of each (academic) institution greatly shapes what emphasis might be placed on public sociology by a particular department.

However, we also know that within these contexts our discipline plays a significant role in shaping the priorities of sociologists around the country. We are suggesting that support systems, rewards, and incentives, be put in place to better take advantage of the valuable resource that public sociology

represents within our discipline. Strengthening support for, and the visibility of, public sociology will further enhance the vitality of our discipline as we look ahead to sociology's role in the 21st century.

One facet of our initial work focused on collecting information on the breadth of public sociology in which many ASA members are involved. This led to the creation of a pilot public sociology web site which is now linked to the ASA web site. Another facet of our work paid particular attention to tenure and promotion guidelines that are most effective in evaluating scholarly activity in which academic-based public sociologists are engaged.

In addition to completing a survey of public sociology activity among ASA members and examining tenure and promotion guidelines, we addressed: 1) the need for more effectively networking among public sociologist and outside users of our research; 2) how departments themselves could better institutionalize public sociology; 3) the need for more explicit guidance for graduate students and junior faculty integrating public sociology into their career development; and 4) the relationship between public sociology and improved integration of non-academic sociologists into the life of the ASA and the discipline.

In our report, the Task Force has made a number of recommendations to ASA Council, to organizers of our annual meeting, and to individual departments. The rationale behind these recommendations is included in the text of the report. Our recommendations are summarized below.¹

Recommendations to the ASA Council:

ASA Council review and endorse “public sociology tenure and promotion guidelines” (p. 18) that could be used by sociology departments interested in revising their own guidelines to recognize the scholarship of public sociology. Council endorsement and, ultimately, ASA distribution of such guidelines, will provide the needed professional association support to elevate research-based public sociology to a category of research scholarship. (Recommendation # 1)

ASA Council authorize ASA staff to create and maintain a national list of “public sociology reviewers” available to departments as outside reviewers in tenure and promotion reviews of departmental faculty. While some departments would already have such contacts, this roster would broaden the network of available reviewers and provide the ASA a role in guiding the professional development of public sociologists in numerous departments. This list would also be used by the ASA Departmental Resources Group (DRG) as potential consultants, workshop leaders, and reviewers used in the regular activities of the DRG. (Recommendation # 2)

ASA Council authorize the Task Force to work with ASA staff to develop a “Tips and Tools” manual for working with the media. (Recommendation # 3)

ASA Council recommend to the editors of Contexts that they distribute copies of specific articles to relevant non-academic consumers (e.g. media, government, and non-profit organizations) as a way of broadening the readership and use of Contexts outside of sociology. The distribution would include a brief description of Contexts, but the focus would be on the particular article and the specific interests of those to whom it is distributed. Further discussion regarding reducing the per-issue price of Contexts and availability of selected information on line should also take place to broaden the reach of Contexts. (Recommendation # 4)

¹ In the executive summary, the recommendations are organized by the primary audience to which they are directed. The recommendation numbers refer to the order in which they appear in the body of the report itself.

ASA Council authorize the Task Force to explore the feasibility of establishing either: a) an independent organization to expand substantially our capacity to disseminate relevant sociological research to broader public audiences, or b) a cooperative ASA-independent organization venture to serve such a function. (Recommendation # 5)

ASA Council and/or the Spivack Committee encourage recipients of the Sydney S. Spivack Program Community Action Research Initiatives Awards to develop public dissemination plans for the outcomes of their projects. (Recommendation # 6)

ASA Council authorize the Task Force to work with the Spivack Committee over the next year to identify funding opportunities that could build an endowment for the Community Action Research Initiative. (Recommendation # 7)

ASA Council authorize the integration of the pilot public sociology web page into the regular ASA web site. ASA staff would assume responsibility for overseeing and updating the site. The Task Force is willing to work with ASA staff in modifying the existing pilot web site for ongoing use by the ASA. (Recommendation # 8)

ASA Council work with the Task Force to explore the feasibility (by the ASA or outside the ASA) of a regular publication of text, “Case Studies in Effective Public Sociology” or an annual review series on public sociology —on the web and/or as a hard-copy text. (Recommendation # 9)

ASA Council authorize the addition of a question on the ASA membership form that provides new categories of “areas of expertise” and “willingness to serve as a contact or resource to non-academic organizations and willingness to be a peer reviewer of public sociology.” (Recommendation # 10)

Related to recommendation #3 above, the ASA Department Resources Group should encourage applications from colleagues with expertise in public sociology and building curricula to prepare students as public sociologists. (Recommendation # 11)

ASA Council authorize the Task Force to continue its work over the next year to work with ASA staff in developing a “career guide to public sociology” which outlines resources and suggestions for those aspiring to be public sociologists, i.e. graduate students at the MA or PhD level, as well as those university and non-university-based sociologists developing careers in public sociology. The Task Force will research and complete this guide over the next year and have a draft available by summer 2006. This will be published in hard copy and on the web. (Recommendation # 13)

ASA Council authorize creation of a system of representation of non-academic sociologists on ASA’s elected Council as well as its other decision making bodies (such as the Program Committee) to more fully represent the numbers of non-academic sociologists that comprise the membership. (Recommendation # 14)

ASA Council authorize the continued functioning of the Task Force through July 2006 to assist Council, ASA staff, and ASA membership in completing a number of the tasks outlined in the recommendations of this report. Also, now that we have outlined various avenues for enhanced public sociology support activity, we would focus particular attention on Task #3 of our charge—seeking outside funding strategies to support public sociology. (Recommendation # 17)

Recommendation to the ASA Annual Meeting Program Committee:

Organizers of the ASA Annual Meeting regularly include public sociology as the focus of selected sessions in addition to using new program formats (e.g. non-academic sociologists as discussants on panels addressing how well particular research responds to the needs by local communities, non-profit organizations, or local government needs) that address, validate, and integrate the work and perspectives of the one-in-five of our members who are non-academic sociologists. (Recommendation # 15)

Recommendation to individual sociology departments:

Individual departments should consider integration of the strategies listed in Section 4 as ways of producing a more inclusive research environment for faculty and students in their department. (Recommendation # 12)

Recommendation to individual sociology departments and ASA Council:

The ASA and individual sociology departments should encourage regional networking among public sociologists and sociology departments to recognize and integrate the experience and knowledge of public sociologists into academic curriculum and meet the needs for continuing education of non-academic sociologists. This networking and two-way communication will make academic departments more aware of developing trends and needs among non-academic sociologists and public sociologists. (Recommendation # 16)

INTERIM REPORT AND RECOMMENDATIONS

Submitted by the
Task Force on Institutionalizing Public Sociology
To the
American Sociological Association Council
(July 2005)

Introduction

Sociology has long been intertwined with the world around us. Not only is it our task to contribute to the understanding of society, but our field has a long history of focusing on pressing problems of our era. Whether it was the integration of new immigrants into early 20th century cities or identifying the social aspects of our current AIDS/HIV crisis, sociology has served as a major resource to our society, to the public.

As public sociologists who engage in such research, we use the broad definition of public sociology presented by ASA President Michael Burawoy: it is “a sociology that seeks to bring sociology to publics beyond the academy, promoting dialogue about issues that affect the fate of society...” (2004: 104). We also use the more comprehensive view of public sociology as including both the “traditional” and “organic” public sociologies. As framed by Burawoy, traditional public sociologists do not necessarily interact with their “publics.” Writing op-ed pieces, making research reports available to broader groups of users, and just documenting, questioning, and analyzing the social world are forms of public sociology. “Organic public sociology” includes the larger portion of public sociology where sociologists “work in close connection with a visible, thick, active, local and often counter-public (Burawoy: 7).

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Examples of traditional public sociology are well-established in “classics.” C. Wright Mills’ *The Power Elite* (1956), Herbert Gans’ *Urban Villagers* (1962), David Riesman’s *The Lonely Crowd* (1953), and Robert Bellah et al.’s *Habits of the Heart* (1985) all were highly accessible to audiences outside of sociology and widely read outside of the typical scholarly networks. More recently, Diane Vaughan’s book on the *Challenger Launch Decision* (1996) received renewed attention after the Columbia shuttle failure. It ultimately brought Vaughn across the traditional: organic public sociology boundary when she was asked to participate in the work of the Columbia Accident Investigation Board. In some cases forces outside of sociology influence the kind of public sociology that takes place. In researching Blue Cross-Blue Shield insurance practices, Princeton sociologist Donald Light was actually pushed from his more traditional university research base to a more organic relationship with a statewide advocacy organization. Under pressure from the governor’s office, the Princeton president ordered that his faculty member should not be doing such work on university time (Light, forthcoming).

The purpose of the Task Force Report is not to spend time drawing distinctions among different types of sociology, is not to argue that one type of sociology is “purer,” than another, and is not to flame the debate between activist engaged sociologists versus traditional sociologists focusing on debates within the discipline. Too often public sociology is viewed as the antithesis to traditional sociology. This narrow view muddies the waters of what should be an otherwise complementary relationship. It is important to move beyond this false dichotomy and instead understand public sociology as a powerful way of stimulating our research and teaching by actively engaging a larger group of partners and audiences outside the field.

Institutionalizing public sociology holds the promise of making our work as sociologists all the more visible, meaningful, and influential. In the process, our discipline – students, faculty, departments, the ASA, and other professional associations – will likely grow, as sociology comes to engage far more people than our teaching and research now does. The value of making public sociology more visible is that it provides an inclusiveness that enriches our discipline and allows the professional organization to grow. Making public sociology more noticeable benefits the discipline by taking sociology beyond the confines of the academy to the diverse publics our work addresses.

Craig Calhoun, President of the Social Science Research Council, echoes the view of the Task Force when he points out that the “pure” research versus “public” or “applied” research dichotomy is a red-herring. It diverts our attention from what are effective ways of strengthening our field and increasing our impact on all sectors of the life of citizens in the United States and beyond. Making the case for stronger “public social science,” Calhoun states that we need to take a more holistic view of our fields and move away from the false dichotomy because:

It distracts attention from the fundamental issues of quality and originality and misguides as to how both usefulness and scientific advances are achieved. Sometimes work undertaken mainly out of intellectual curiosity or to solve a theoretical problem may prove practically useful. At least as often, research taking up a practical problem or public issue tests the adequacy of scientific knowledge, challenges commonplace generalizations, and pushes forward the creation of new, fundamental knowledge (2004, p.12).

Public sociology can include much of the work of applied sociologists, work typically defined as “sociology in the service of a goal defined by a client.” Insofar as there is a give and take between the work and insights of an applied sociologist and the client or broader constituencies he or she serves, this falls under the rubric of public sociology. As Burawoy argues, “public sociology strikes up a dialogic relation between sociologist and public in which the agenda of each is brought to the table, in which each adjusts to the other” (2005:9). An example of this was the ASA’s Amicus Curiae brief to the Supreme Court in the Michigan Affirmative Action case. This was initiated by the ASA and involved a give and take exchange between sociologists and lawyers in the process.

Public sociology provides the umbrella under which applied sociology is located. While many non-academic sociologists may not be doing basic research as defined by those in universities, they do represent a gateway for public sociologists interested in working with a broad array of institutions outside of academia. Bringing non-academic public sociologists into the fold of ASA is a recommendation outlined in the pages below--which, if carried out, can only strengthen the organization.

Other disciplines have succeeded in moving beyond the academy to dialogues with various publics; this has certainly been the case with economics and political science, and most recently with anthropology

and public history². While sociologists do indeed do this currently, much more needs to be done by ASA to support public sociologists, particularly at the departmental level. To this end, the recommendations we make throughout this report are recommendations not only to ASA Council, but to Sociology departments as well.

The Task Force on Institutionalizing Public Sociologies first met in August 2004 at the ASA Annual meeting in San Francisco. The Task Force was charged with three tasks by ASA Council:

1. To develop proposals for the *recognition and validation* of on-going public sociology, proposals that would bring to light how extensive is the practice of public sociology, as well as advertising its variety. This could be, for example, through columns in *Footnotes*, through the collection of press clippings, through websites, etc.
2. To develop guidelines for *evaluating* public sociology as a scholarly enterprise, guidelines for departments that wished to make good public sociology a criterion of merit and promotion. Here we would be able to draw on publications from other disciplines that have developed such evaluative criteria.
3. To propose *incentives and rewards* for doing public sociology, in particular trying to find possible sources of funding for public sociology from foundations, perhaps something along the lines of the Fund for the Advancement of the Discipline (FAD), or creating a special member contributed fund.

At the August 2004 ASA Annual Meeting two subcommittees were formed to: 1) document public sociology, and 2) evaluate public sociology. The first subcommittee explored the breadth of current public sociology projects and activities in which ASA members are involved. The second subcommittee focused on existing and possible tenure and promotion processes that recognize and encourage public sociologists in the academy. Subsequent discussions among Task Force members also addressed the status of public sociology outside of the academy.

To facilitate these tasks we developed a website devoted to public sociology. In addition to providing a vehicle for Task Force data collection, the website served as a pilot public sociology web site that ultimately could be integrated into the ASA web site. The public sociology web site was created with the purpose of: increasing the visibility of existing public sociology; increasing the involvement of sociologists (including graduate students) in public sociology; demonstrating the varieties of public sociology; providing easier access by potential consumers of public sociology (e.g. media, elected officials, government policy makers, and community leaders); and providing recognition of existing collaborative public sociologies (e.g. university-community or university-government partnerships; interdisciplinary projects; or researcher-journalist collaborations).

The web site (<http://pubsoc.wisc.edu>) has become a resource containing forums on teaching, public sociology syllabi, recent public sociology articles, and other promotion/tenure/evaluation issues related to

² The Task Force on Public History was established in 2001 for a three-year term with the goal of facilitating better relations between the American Historical Association and public historians <http://www.historians.org/governance/tfph/>. Public anthropologist's have a site and link at <http://www.publicanthropology.org/>. Outside the United States, within sociology there is a vibrant tradition of publicly-engaged sociology, for example, in the academic Sociology Departments in Brazil or South Africa. For example, see Gianpaolo Baiocchi's "Interrogating Connections: From Public Criticisms to Critical Publics in Burawoy's Public" (2005).

public sociology. In addition, the web site houses two web surveys that collect information on: a) public sociology activities of ASA members, and b) promotion and tenure guidelines related to evaluating public sociology. Findings from these surveys are presented later in this report.

ORGANIZATION OF THIS REPORT

The work of the Task Force this year has concentrated on the responsibilities of the two subcommittees to document public sociology and to establish guidelines for evaluating public sociology – this work is outlined in much greater detail in the pages that follow. In addition to presenting data collected by the Task Force, each section includes related recommendations to Council (and in some cases to individual sociology departments).

The report is organized into six sections, each focused on a locus for change, action, and institutionalization.

Section 1: Current Public Sociology Activity

Section 2: Evaluation and Rewards: Personnel Policies, Annual, Tenure, and Promotion Reviews

Section 3: Networking

Section 4: Institutionalizing Public Sociology in Departments

Section 5: Individual Career Development

Section 6: Integrating and Serving Non-academic Sociologists

Many of the recommendations can be implemented immediately; some require relatively few new resources to carry out. Other recommendations call for allocation of additional resources or ASA staff time. Still other recommendations will require additional data collection, additional discussion, and additional deliberation by ASA Council and the membership of the Association. In this context the Task Force is very willing to continue to work with Council in working to institutionalize public sociology.

Section 1: Current Public Sociology Activity

What public sociologists do

Over the past year, the Task Force has focused on documenting the breadth and scope of public sociology activities. To this end, the public sociology web site was developed to gather information, through surveys, on the type of work public sociologists are engaged in, as well as provide a forum for sociologists to network and exchange ideas about their work.

Findings from a web-based survey of over 160 ASA members tell us that public sociologists take the traditional methods of mainstream sociology and bring them to groups and organizations outside of the academy.³ Almost 62 percent of the respondents were faculty members, while 24 percent were “other,” presumably sociologists in administrative positions or working outside of academia. Another 12 percent were graduate students (See Chart 1). The predominant research approaches used by these public sociologists are interviews, program evaluations, needs assessments, impact analysis, data collection and dissemination (Chart 2). These methods are used to explore problems and find solutions in areas such as

³ The public sociology survey was available to all visitors to the public sociology web site. However, the vast majority of responses (approximately 140 out of 164), replied as a result of an e-mail distributed to a five percent sample of ASA membership. This was distributed by the ASA staff on behalf of the Task Force.

education, community development, children and youth, health, social policy, race and ethnic relations (Chart 3). Respondents partnered with a wide variety of organizations including community-based organizations, state agencies, local government, think tanks, trade associations, and a few faith-based organizations (Chart 4). The largest portion of these projects did not have university funding or external grants (Chart 5). Those that were funded, received this support from government agencies, educational institutions (likely their own), national foundations, non-profit organizations, local community foundations, and business. The outcomes of this work include formal reports community forums, public briefings, policy drafting, websites, videos, and articles in print media (Chart 6).

Some examples of this work include:

1. A study of 14 stable racially and ethnically diverse communities in nine cities focusing on factors contributing to stable diversity. Funded by the U.S. Department of Housing and Urban Development and ultimately published as a dedicated issue of HUD's policy journal, *Cityscape*, this project was a collaborative endeavor among university-based researchers and community leader teams in New York, Chicago, Philadelphia, Memphis Houston, Denver, Seattle, Houston, and Milwaukee.
2. A project engaged in a variety of research and evaluation activities focusing on public health and public policy concerns centered on child health and well-being, drug and alcohol treatment and prevention, and education interventions with delinquent youth.
3. A study of land use decisions over a 30-year period by a community organization representing 19 neighborhoods in the largest industrial district in Philadelphia.
4. A project which examines the social and political aspects of environmental contamination in Hayden, Arizona by copper mining and smelting corporations. Of particular focus is the impact on a community with a largely Mexican-American population and the effectiveness of community-based campaigns to mitigate the long-term effects of toxic dumping and pollution in the community.
5. A community-based research project which examined the socio-economic impact of manufacturing job loss for textile works in Southeastern Carolina, using in-depth interviews and quantitative measures to determine the economic ripple effect in the region, culminating in a Congressional briefing.

The survey respondents primarily provided examples of “organic public sociology” where researchers actively interact with the consumers of their research, their publics. This is not to say that sociologists engaged in “traditional public sociology,” e.g. writing op-ed pieces or making discipline-driven research available to wider audiences of non-sociologists, are not equally as numerous in our field. It is likely that these “traditional” public sociologists did not respond to the survey, even though their work would also fit under the Task Force’s definition of public sociology. This may be the product of years of being told that such work is not sociology, but rather is something that someone “does on their own.” Depending on the extent to which public sociology is better institutionalized, these traditional public sociologists may increasingly see how their work *does* fit into their professional lives. Moreover better formal integration of this work by traditional public sociologists into professional sociology conversations and debates will enhance the body of knowledge available to us and more accurately guide future research.

These projects effectively use the theoretical and methodological skills and insights of sociologists in addressing pressing local, regional, and national issues. They link the existing body of sociological

knowledge with broader publics seeking not only to understand these issues, but to develop effective, research-informed, solutions. Many of the public sociology projects are part of research teams that involve both academic researchers from multiple disciplines and community leaders with long-term knowledge of how the issue affects their community. For this reason, more than most sociological research, these projects are *integrative*, linking sociology to other academic disciplines, to the communities affected by the particular social problem, and to the decision makers in key positions to bring about positive changes in addressing the pressing issues.

Section 2: Evaluation and Rewards: Personnel Policies, Annual, Tenure, and Promotion Reviews

In departmental or university tenure and promotion guidelines, “public sociology”—or related work in “applied sociology,” “policy research,” or “community-based research”—are rarely explicitly mentioned. When they are mentioned, they are typically relegated to the “service” category of the standard research, teaching, and service categories of tenure and promotion guidelines. Because “service” is frequently a “catchall” for everything from being a good citizen in the community tutoring children to serving on the university parking committee, it typically is not given the weight of either research or teaching, public sociology is effectively relegated to a residual or lesser category in academic career advancement criteria.⁴

There may always be some universities and some departments that emphasize traditional discipline-based research, but should we assume that it is healthy for our discipline to see this as the *only* accepted, *only* effective approach to knowledge creation and professional advancement? Similarly, in tenure and promotion guidelines, a “one-size-fits-all” approach which does not recognize and carefully evaluate public sociology work and outcomes ultimately does a disservice to the field and may discourage the diversity of disciplinary activities that makes for a healthy, robust, and effective discipline. We need to more explicitly recognize the different missions of different colleges and universities and not assume that one mission is superior to another. The fact that one department may emphasize discipline-driven research in its reward system, should not discourage another from providing rewards for public sociology. Moreover, given the fact that graduates from all departments go on to do public sociology, all departments have some obligations to have knowledgeable faculty to provide the necessary training and mentorship.

Indeed as pointed out below, one-third of PhD sociologists and one-half of MA sociologists are working outside of academia. These sociologists are working in environments where disciplinary knowledge gets woven into the knowledge and demands of spheres outside the discipline. How well have these sociologists been trained to do this integrative work? How many of the faculty in their degree-granting departments had direct experience in doing this work? How are we encouraging and supporting university-based sociologists to engage in public sociology and be visible mentors and advocates for work going on outside of the university and outside of traditional disciplinary meeting and publication venues?

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⁴ Faculty surveys show that there is a perception that “service” is not given weight in tenure and promotion decisions. Other research and reports by the Carnegie Foundation for the Advancement of Teaching have further documented that service is not weighed as heavily as research and teaching in academic promotions (Boyer 1990). It has also been argued that given the relatively high proportion of female faculty involved in contributions to service, this devaluing of service has adversely affected female faculty members under consideration for promotion and tenure (Park 1996).

We must not ignore those students who are using their training in sociology to work outside of academia. Equally as important, in a world of widening networks, more sophisticated communication systems, broadening partnerships, and boundary-crossing, the discipline needs to be exploring more effective ways of encouraging different approaches to research, teaching, and connections outside of our discipline. To transform a field so it is responsive in its training and nimble in shaping research questions to respond to developing needs in society, it is vital that a component of our research activity and our teaching be more integrated and more responsive to these needs being defined by forces outside the discipline.

SELECTIVE SURVEY OF TENURE AND PROMOTION GUIDELINES

One of the charges of our Task Force was to explore how effectively our departments are rewarding and evaluating public sociology activities. The collective knowledge of Task Force members and ASA support staff suggested that few departments had explicit wording in their tenure and promotion guidelines related to “public sociology.” Knowing that we were not likely to find many examples of public sociology-oriented language in guidelines, we first contacted departments that we thought were most likely to contain such language. Early in 2005, we also worked with ASA staff to survey departments, requesting that they provide us with tenure and promotion guideline language that might be pertinent to the evaluation of public sociology activities.

The Task Force received and analyzed 18 sets of guidelines that were deemed to have some relevance to assessing public sociology activities among departmental faculty. These policies came from Carnegie Classification Doctorate-, Master’s-, and Baccalaureate-granting institutions.

As we suspected, none of the policies reviewed by the Task Force explicitly included language pertaining to “public sociology.” However, public sociology was implicit in language pertaining to service--and in a few cases research and creative scholarship. Typically, departmental policies specified professional and community service as acceptable areas of service activity. Policy language included broad references to connecting sociological research to broader community needs. For example guidelines at the University of Kentucky included “effective service that contributes positively to the department, the College, the University, the profession, or the larger community....” The University of Wisconsin-Milwaukee noted, “service to the community, University, and the faculty member’s profession.” At the University of Georgia, under the heading “Contributions to Service,” the guidelines state, “Beyond the level of the kinds of service that involve instruction and research, service can be broadly interpreted to mean participation in activities that contribute to the life of the department, the discipline, the University, and the community.” However, the University of Georgia guidelines mention service to the community only under guidelines for promotion to full professor, implying that community service is discouraged for faculty at the assistant and associate ranks. Boston College recognized “off-campus” service which includes “Service activities in the community or in your academic discipline (e.g. public service, journal editorships or organization of conferences.)” In all of these cases, however, the tone of the policy is that service is valued much less than teaching and research.

In a few cases, service to the community seemed to have higher value than indicated in the policies above. For example, the policy at Central Washington University addresses service as

Contributions toward the growth, development, of the academic community at CWU and participation in community and national affairs are factors to be considered for tenure. Service encompasses many diverse activities such as public service, administration, and professional service. Public service is reflected in sharing one’s professional skills with others within and outside the University community, giving evidence of a willingness to provide professional

expertise to others. Public service shall be based upon the following activities: service on community boards and government agencies related to one's academic specialties; providing consulting services to community agencies, organizations, businesses and groups; providing training/evaluation expertise to community groups; public lectures and workshops.

Georgia Southern University's policy was equally forthright:

Service includes application of one's expertise in the discipline for the benefit of a professional organization, the community, or the institution . . . Additionally, service may include work in schools, businesses, museums, social agencies, government, or the like . . . Service entails being a good citizen . . . and as a representative of a university with a long-standing tradition of service to the people of South Georgia . . . community outreach . . . articles written by faculty and published in a non-scholarly (popular) medium (e.g. newspapers, magazines, books, etc.) Georgia Southern University also recognizes published proceedings or reports of research and products of applied scholarship at scholarship under the research category.

These guidelines approach was has come to be known as the "Boyer Model." Ernest Boyer, then President of the Carnegie Foundation, wrote *Scholarship Reconsidered* (1990), a book suggesting that we rethink academia's categories of professional work. He suggested four categories of scholarship: discovery [basic research]; application; synthesis; and teaching. As Boyer states:

A wide gap now exists between the myth and the reality of academic life. Almost all colleges pay lip service to the trilogy of teaching, research, and service, but when it comes to making judgments about professional performance, the three are rarely assigned equal merit... The time has come to move beyond the tired old 'teaching versus research' debate and give the familiar and honorable term 'scholarship' a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work. (Boyer, 1990:15)

"The time has come to move beyond the tired old 'teaching versus research' debate and give the familiar and honorable term 'scholarship' a broader, more capacious meaning, one that brings legitimacy to the full scope of academic work." – Ernest Boyer

In rethinking faculty roles and rewards, the Task Force believes that a framework such as that proposed by Boyer and Eugene Rice (a colleague at the Carnegie Foundation who later continued this work at the American Association for Higher Education) has heuristic value to guide departments in reconceptualizing faculty work.⁵ The four overlapping forms of scholarship in the Boyer-Rice paradigm are the scholarship of discovery, the scholarship of integration, the scholarship of teaching, and the scholarship of application. The scholarship of discovery is the advancement of knowledge, primarily through original research. Integration of knowledge, or synthesizing and reintegrating knowledge revealing new patterns of meaning and new relationships between the parts and the whole, is the second form of scholarship. The scholarship of teaching is the transformation of knowledge through teaching including pedagogical content knowledge and discipline-specific education theory. Sociology is particularly rich in this category as many of our theories can be applied to teaching, e.g., what we know about small groups can help us make discussion groups more effective. Finally, the fourth domain, application of knowledge or professional practice, directly links an individual's scholarly repertoire with a client-drive question or problem.

⁵ See also Rice (1996) and O'Meara and Rice (2005).

One university specifically using elements of the Boyer Model is the University of North Texas, the sociology department is in the School of Community Service (SCS). The University adheres to the “Boyer Model”—a model using a broader definition of scholarly and creative activities than typically seen in higher education tenure and promotion guidelines. Its policy pertaining to “Scholarship and Creative Activities” states:

Faculty scholarship refers to a variety of scholarly activities, the full fruition of which includes dissemination among the community of scholars. With SCS, scholarship includes . . . scholarship of application or practice . . . the desired outcome of the scholarly process is dissemination of scholarly work for the benefit of the profession, the discipline, practitioners, or the lay community.

The SCS language regarding scholarship is reinforced by the language pertaining to service. The guidelines encourage faculty

to engage in outreach activities beyond the institution . . . , to the community and the general public. . . . Service to the community and the public includes serving both in a *pro bono* capacity and consulting with another institution, business, government agency, or organization. SCS encourages *pro bono* and paid consulting as evidence that faculty are valued by the marketplace, although such consulting is not required nor is it by itself sufficient for service.

PORTLAND STATE UNIVERSITY AS MODEL TENURE AND PROMOTION GUIDELINES

Portland State University (PSU) is probably one of the more prominent institutions of higher education that has adopted a comprehensive, Boyer Model “scholarship and creative activity” view in guiding its tenure and promotion decisions. Because PSU’s policy on faculty evaluation for tenure, promotion, and merit increases is exemplary for purposes of public sociology we are providing a more detailed analysis here and have also included a full copy of the tenure and promotion guidelines in Appendix 2.⁶

PSU elaborates on four “expressions of scholarship:”

Discovery . . . is the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. . . .

Integration . . . places isolated knowledge or observations in perspective. Integrating activities make connections across disciplines, theories, or models. . . .

Interpretation . . . is the process of revealing, explaining, and making knowledge and creative processes clear to others or of interpreting the creative works of others. In essence, interpretation involves communicating knowledge and instilling skills and understanding that others may build upon and apply.

⁶ The PSU Guidelines are also available on the web: <http://oaa.pdx.edu/documents/pt.doc>. Because PSU has been in the lead in broadening the definition of scholarship in their tenure and promotion practices, there are resources linked to this site, e.g. guidelines and templates for faculty in preparing their tenure files and portfolios, that are also of interest.

Application ...involves asking how state-of-the-art knowledge can be responsibly applied to significant problems. Application primarily concerns assessing the efficacy of knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes (6-7).

All of these elements relate to public sociology; “integration” and “application” are particularly relevant. These are elements often not explicitly included in university or departmental tenure and promotion guidelines. Yet it would seem that *all* sociology departments and universities would want to encourage research that addressed timely social problems, conveyed sociological insights in an accessible and relevant manner, and applied sociological knowledge to solving social problems.

Throughout the PSU document “community outreach” is referenced and defined in the context of scholarly activity and placed on par with “research.” The guidelines state that “Research or community outreach projects should address substantive intellectual, aesthetic, or creative problems or issues within one’s chosen discipline or interdisciplinary field. Clear objectives are necessary for fair evaluation” (7). The University further implies that there is an *obligation* for faculty—at least some faculty—to disseminate knowledge gained to the broader community:

Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholars should widely disseminate the knowledge gained in a community-based project in order to share its significance with those who do not benefit directly from the project (8).

...it would seem that *all* sociology departments and universities would want to encourage research that addressed timely social problems, conveyed sociological insights in an accessible and relevant manner, and applied sociological knowledge to solving social problems.

Community outreach is explicitly discussed and elaborated upon in the PSU guidelines. Because of its relevance to the issue of institutionalizing public sociology, it is helpful to cite a significant portion of the PSU guidelines here:

4. Community Outreach

A significant factor in determining a faculty member’s advancement is the individual’s accomplishments in community outreach when such activities are part of a faculty member’s responsibilities. Scholars can draw on their professional expertise to engage in a wide array of community outreach. Such activities can include defining or resolving relevant local, national, or international problems or issues. Community outreach also includes planning literary or artistic festivals or celebrations. PSU highly values quality community outreach as part of faculty roles and responsibilities.⁷

⁷ [Footnote from the PSU Guidelines:] Not all external activities are community outreach in the sense intended here. For example, faculty members who serve as jurors, as youth leaders and coaches, or on the PTA do so in their role as community citizens. In contrast, community outreach activities that support promotion and tenure advancement fulfill the mission of the department and of the University and utilize faculty members’ academic or professional expertise.

The setting of Portland State University affords faculty many opportunities to make their expertise useful to the community outside the University. Community based activities are those which are tied directly to one's special field of knowledge. Such activities may involve a cohesive series of activities contributing to the definition or resolution of problems or issues in society. These activities also include aesthetic and celebratory projects. Scholars who engage in community outreach also should disseminate promising innovations to appropriate audiences and subject their work to critical review.

Departments and individual faculty members can use the following guidelines when developing appropriate community outreach. Important community outreach can:

- contribute to the definition or resolution of a relevant social problem or issue
- use state-of-the-art knowledge to facilitate change in organizations or institutions
- use disciplinary or interdisciplinary expertise to help groups and organizations in conceptualizing and solving problems
- set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes
- contribute to the evaluation of existing practices or programs
- make substantive contributions to public policy
- create schedules and choose or hire participants in community events such as festivals
- offer professional services such as consulting (consistent with the policy on outside employment), serving as an expert witness, providing clinical services, and participating on boards and commissions outside the university.

Faculty and departments should evaluate a faculty member's community outreach accomplishments creatively and thoughtfully. Contributions to knowledge developed through community outreach should be judged using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the evaluation consider the following indicators of quality and significance:

- publication in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach
- honors, awards, and other forms of special recognition received for community outreach
- adoption of the faculty member's models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems
- substantial contributions to public policy or influence upon professional practice
- models that enrich the artistic and cultural life of the community
- evaluative statements from clients and peers regarding the quality and significance of documents or performances produced by the faculty member. (11-12)

CRITERIA FOR SCHOLARLY WORK

Thus far we have made the argument that scholarship lies in the *approach* to an activity and not in the activity or product itself. Nonetheless, if faculty work is to be evaluated and rewarded, there must be some demonstrable product to examine. Eugene Rice suggests this approach:

“The established view of scholarship has another strength that needs to be built into a new, broader approach. Research is shared and is public. It energizes faculty because it has the potential for being not only extrinsically but also intrinsically rewarding. It is grounded in an associational life that opens the possibilities of a community of discourse tied directly to one's own intellectual interest and expertise. It is also a cosmopolitan activity, that is, not only public

but portable. Achievements are recognized, rewarded by peers, documents, and available to others for evaluation. Before the new American scholar will have fully arrived, other forms of scholarly work -- particularly teaching and service -- are going to have to generate similar sorts of associational ties, the same kind of public visibility and critique, and be recognized as intellectual currency honored a cross the profession” (Rice, 1996:13).

What are those fundamental, core elements of scholarship that could be applied beyond the scholarship of discovery? *All professional work is enhanced by the degree to which it:*

- reveals an up to date knowledge base, based in one or more disciplines;
- shows an appropriateness and effectiveness of content and method;
- has demonstrable scope, importance, and impact;
- is innovative and creative, and pushes the scholarly base of knowledge along;
- can be replicated or elaborated;
- can be documented⁸;
- can be peer reviewed.⁹

PUBLIC SOCIOLOGY AS PART OF RESEARCH SCHOLARSHIP

The Task Force believes that public sociology is devalued when it is placed under the heading of service when faculty scholarship is being evaluated. Public sociology should be treated as a subset of research scholarship. The Portland State University and University of North Texas approaches suggest a possible model of tenure and promotion guidelines that recognize and promote a variety of scholarship models, including public sociology. The Task Force recognizes most departments do not reside in universities with such institution-wide models of tenure and promotion. Departments operating under personnel policies with the traditional tripartite regime of research, teaching, and service could easily create a category of research called “Public Sociology” under which faculty could feature their work of a public sociological nature. Segments of the PSU tenure and promotion procedures could serve as guidelines for the development of more inclusive language in sociology departments around the country.

...public sociology is devalued when it is placed under the heading of service when faculty scholarship is being evaluated.

Properly categorizing public sociology as research also means creating strategies for subjecting public sociology to the same internal and external review processes currently used to evaluate faculty scholarship. Given the fact that substantial public sociology activity takes place outside of traditional academic environments in external organizations (e.g. completing research on regional policy issues,

⁸Examples of sources of documentation can be found in Diamond and Adam (1993), p.20.

⁹Some of these criteria are articulated by Diamond and Adam (1995), p. 12. The term "peer" has generally meant disciplinary colleagues. In the evaluation of some forms of scholarly and professional work, "peer" is broadened to mean "consumer" or "user."

working with community organizations, or completing research for government agencies) traditional evaluation processes may not always provide the appropriate, rigorous review. How does one evaluate the impact of a public sociologist's research in a particular policy arena? in a local community? on local government? Some outcomes may include written reports and other tangible products, but other outcomes may be less tangible than a traditional publication. Who is qualified to judge scholarly activity and impact? Sociologists particularly familiar with public sociology constitute one possible set of reviewers. Some use of evaluations from non-academic consumers of the research or leaders of communities that can judge impact of a public sociologist's work is also advisable.

The ASA could assist in this endeavor by creating and maintaining a list of potential peer reviewers for public sociology that could be made available to departments when peer reviewers with such expertise are necessary for a personnel review. Sociologists on this list could also function as mentors/advisors for other sociologists building careers in public sociology or moving careers in a new direction toward a more public face.

We suggest that departments and their universities expand and clarify tenure and promotion guidelines that promote a more inclusive and diverse view of scholarship. Specifically, adopt a view that recognizes the contributions of public sociology to the intellectual life of our field and to the quality of life in the broader community.

Tenure and promotion guidelines should include:

- 1) recognition of research and creative activity to include traditional academic scholarship, that is, making a contribution to one's disciplinary sub-field or area of specialty, *and* also scholarship of a more public nature, that is, research-based scholarship shared with the larger non-academic community.
- 2) recognition of public sociology as a type of research scholarship, and not as a part of a lesser "service" category.
- 3) explicit recognition of "application" and "integration" (as used in the PSU guidelines) in describing the contributions of public sociology.
- 4) clear examples of the range of possible a) public sociology activities, e.g. community needs assessments, evaluations of impact of public policies on local communities, participation in public forums, and documentation and analysis of innovative community development for dissemination to other communities nationwide, and b) public sociology outcomes, e.g. research reports, articles, or papers for institutes, government agencies, or community groups; op-ed pieces in newspapers or other media outlets; or documentary films.
- 5) use of reviewers with experience in public sociology. Public sociology should be afforded and subjected to the same rigorous review applied to more traditional academic-based sociology. Additional input should be solicited from community partners as well as non-academic and non-sociologist "consumers" of the research and made available in the tenure and promotion review process at departmental and university levels.

We suggest that departments and their universities consider more inclusive tenure and promotion guidelines that promote a more inclusive and diverse view of scholarship.

We are not suggesting that all sociologists in every department practice public sociology. However, we are emphatically saying that the long-term strength and public recognition of our field is dependent on

the extent to which we continue to promote innovation—innovation in the different way in which we select research topics, innovation in how we engage in research partnerships, and innovation in our methodologies. Also important is development of appropriate tools and methods to evaluate different areas of scholarship. Finally our effectiveness in training new sociologists—both for academic work and for work outside of academia—is critical to the well-being of our discipline. This means recognizing the different ways in which sociologists contribute to our field. Recognizing public sociology as part of our central research endeavor enhances its value in the discipline and signals to faculty that public sociology is not something to be avoided for fear that it will count very little or not at all toward annual merit review, tenure, and promotion.

RECOMMENDATIONS:

ASA Council review and endorse “public sociology tenure and promotion guidelines” above (p. 18) that could be used by sociology departments interested in revising their own guidelines to recognize the scholarship of public sociology. Council endorsement and, ultimately ASA distribution of such guidelines, will provide the needed professional association support to elevate research-based public sociology to a category of research scholarship. (Recommendation # 1)

ASA Council authorize ASA staff to create and maintain a national list of “public sociology reviewers” available to departments as outside reviewers in tenure and promotion reviews of departmental faculty. While some departments would already have such contacts, this roster would broaden the network of available reviewers and provide the ASA a role in guiding the professional development of public sociologists in numerous departments. This list would also be used by the ASA Departmental Resources Group (DRG) as potential consultants, workshop leaders, and reviewers used in the regular activities of the DRG. (Recommendation # 2)

Section 3: Networking and Public Outreach

Despite the extensive public sociology that is, in fact, currently being carried out, it is largely invisible to audiences outside of professional sociology (e.g. in the media, among public officials, throughout non-profit and private business organizations) and even among sociologists themselves, both within academic institutions and outside of academia. One unfortunate consequence is that many potential constituencies fail to benefit from publicly-engaged work. Another outcome is that avenues to legitimize public sociology are being closed off. More effective networking among professional sociologists (again both within and outside of academia) and with those outside of sociology is critical to exploit these missed opportunities.

Several steps could be taken to increase communication among those who are engaged in public sociology and the various “publics” that could benefit from this work. Much of this work can be done at the “local” level by individual faculty members and their departments along with other university offices and other organizations in which public sociology is conducted. But there are vital roles for the ASA to play as well.

Individual researchers can nurture their own public contacts. For example, faculty and staff at the University of Wisconsin-Milwaukee conducted a series of studies of local banking practices in Milwaukee. Thanks, in part, to contacts made by the researchers with local reporters, these studies were regularly reported on in the media.. The empirical findings were used by local fair lending advocacy groups to negotiate reinvestment agreements with local lenders, increasing access to home purchase and small business loans in the central city. In addition to increased lending, these projects provided research

opportunities for graduate students who wrote theses and dissertations and went on to conduct their own public sociology in their work.

Departments might also be able to exploit contacts they have already established to pursue various public sociology activities. For example, many departments have internship programs in which they have identified organizations for placing their students. Students get a “service learning” experience and the organizations benefit from the services provided by the students. Those organizations may well be interested in working with students and faculty in conducting collaborative research projects. Again, students would get a valuable research experience. Faculty may find a new subject of research. The organization may obtain valuable information. And the value of public sociology would be further recognized inside and outside of professional sociology. Most universities also maintain lists of “experts” to whom they refer the media and other members of the public who are seeking information on specific topics. Department chairs should make sure that the interests of their faculty are known to those in the university who maintain these external relations.

University public affairs/media relations offices are often eager to promote the work of their faculty and are prepared to do far more than just share names. Yet many faculty are either unaware of such offices or assume they exist only to promote broader university interests (e.g. Nobel prize winners or sports teams). Department chairs could take the lead in contacting public affairs staff when their faculty members complete particular research or service projects. These offices can prepare press releases, organize press conferences, and disseminate findings to elected officials or regulatory agencies, non-profit groups, or trade associations. Faculty involved in these projects can provide vital assistance. But there is no reason sociologists should be expected to have the expertise of the public affairs/media relations staff. And sociologists should exploit these services to a far greater extent than they currently do.

To illustrate, a George Washington University sociologist edited a book on organizing and advocacy efforts to combat redlining and nurture community reinvestment. Among contributors to the volume were leaders of the nation’s leading advocacy groups including ACORN, Center for Community Change, and the National Community Reinvestment Coalition. In conjunction with the Poverty & Race Research Action Council in Washington DC, a Congressional Forum was organized under the sponsorship of Congressional Representative Jan Shakowsky of Chicago primarily to inform and energize members of Congressional financial service committees on these issues. At the forum, representatives of Congressional offices, staff from federal financial regulatory agencies, non-profit agency staff, faculty, and students attended. Because of the promotional work conducted by the university’s press office, the event was covered by C-SPAN and several local media outlets. This event brought substantial attention to the issues of disinvestment, predatory lending, and reinvestment, as well as to the role of public sociology though the term “public sociology” never appeared.

But departments, individual faculty and universities can only do so much on their own. The ASA can provide valuable networking assistance. The ASA could develop a “Tips and Tools” manual for working with the media. Most major media outlets have public affairs offices that already offer such guidance in publications they distribute and seminars they run for non-profit organizations. The ASA, of course, already has staff expertise in this area. By reviewing some of the material that is currently available, perhaps conducting a few personal interviews or holding a focus group discussion, staff could develop guidance that would be specific to professional sociologists.

The ASA could also make far more effective use of its award winning publication *Contexts* in efforts to make the findings of sociological research available to a wider audience. Unfortunately, it appears *Contexts* is read almost exclusively by sociologists, even though it is intended to “be the bridge that makes the findings of social science accessible to the general public,” as founding editor Claude Fischer

stated (Fischer).. Marketing and dissemination remains a challenge for this publication. It is starting to appear on the bookshelves of some commercial stores (e.g. Borders) but the impressive articles that appear in *Contexts* still remains largely hidden from public view.

One strategy for expanding the reach of *Contexts* might be to distribute specific articles to reporters, public officials, and others whose work is in that particular area. In other words, instead of trying to market *Contexts* generally to many audiences, selective targeting of particular pieces might make this a wider read (and utilized) publication. For example, a recent article on housing segregation could be sent to urban affairs, financial services, and real estate reporters. It could also be sent to staff directors of housing and financial services committees and subcommittees in Congress and legislative bodies at the state and local levels. The same article could also be distributed among directors of non-profit housing and community development organizations and trade associations of real estate and banking industries. Such a mailing, of course, would include a brief description of *Contexts*, but the focus would be on the particular article and the specific interests of those to whom it would be targeted.

As effective as *Contexts* is, some consideration should be given to either a more journalistic style or, at least, a research digest section of the periodical. Examples of more journalistic publications aimed at popular audiences are *Psychology Today* and *Science News*. A very effective digest-style journal, *Science News* (www.sciencenews.org) is published weekly. This interdisciplinary journal provides two short two-page articles and a larger section of three or four paragraph articles on new developments in a broad array of disciplines, mostly the natural sciences.

Another strategy for expanding awareness of sociological research of potential interests outside the field, would be to consider establishment of an independent or quasi-independent research bureau that would take this on as a primary task. The ASA does currently work increasing public and elected official awareness of major new research developments. However, we do not have the capacity to do weekly or monthly updates on the hundreds of research project developments or outcomes that have direct relevance to policy debates and other work outside our discipline. On this front, economists and psychologists are way ahead of us in disseminating their research findings to other publics. For example, the National Bureau of Economic Research, maintains a web site, publishes a monthly digest, and distributes working papers on recent research in economics. As described on their website:

Founded in 1920, the National Bureau of Economic Research is a private, nonprofit, nonpartisan research organization dedicated to promoting a greater understanding of how the economy works. The NBER is committed to undertaking and disseminating unbiased economic research among public policymakers, business professionals, and the academic community. (www.nber.org)

Of course, the feasibility of developing such an independent organization or cooperative arrangement with the ASA would have to be explored further.

The Spivack Program in Applied Social Research and Social Policy could complement other efforts to disseminate the findings of public sociology initiatives and further legitimize such work. As part of the Spivack proposal, applicants could be required to describe how they plan to share their findings with other sociologists and social scientists as well as audiences outside of academia. For example, some applicants may plan to mail out press releases to appropriate local (and in some cases national) media. Or they might propose local forums where affected constituencies would debate the research findings. No particular activity would be required. But in reviewing Spivack applications the ASA's Spivack Committee could take into consideration proposed plans to publicly disseminate the findings of the research projects.

The Community Action Research Initiative within the Spivack Program should be attractive to outside funders. Fundraising efforts could build this program and its ability to fund more public sociology programs. Particular attention to building an endowment to provide ongoing support would be particularly valuable.

The Internet, of course, is a vital communication tool today and for the past year the Task Force has maintained a public sociology web page. Ideally, this would be a link on the ASA web page and in order to institutionalize it, eventually ASA staff should maintain it. The ASA is currently in the process of revising its web page. This would be an appropriate time to fold in the public sociology web page. The Task Force is prepared to maintain it for the coming academic year. But available resources probably would not permit it to do so for any extended period of time. The ASA staff should assume responsibility for the public sociology link that we recommend be added to its web page.

The pilot public sociology web page already contains entries submitted by researchers who have worked on public sociology projects. This could serve as the basis for an annual or bi-annual series of "Case Studies in Effective Public Sociology." The collection of public sociology articles published in conjunction of the 2004 annual meeting provides a model for such a regular case study publication. Expanded discussions of the public sociology work could be published on the public sociology web site and/or as a regularly published text. The ASA might establish a relationship with a publisher who would publish a text or a public sociology annual review series. Regular or guest editors could be recruited to organize each new edition.

The ASA can also provide a more direct networking service. We recommend that the ASA add one question to its membership application/renewal form. That question would ask respondents to indicate what areas of expertise they would be willing to serve as public contacts for various public audiences including the media, government agencies, non-profit organizations and private businesses. Presumably these areas would be more narrowly defined than the sections members currently list as their areas of interest. These data should be made available to the public. In fact, the ASA should advertise the fact that this information is available. Such a database would facilitate communication between sociologists and non-sociologists, and among the sociological community itself.

RECOMMENDATIONS:

ASA Council authorize the Task Force to work with ASA staff to develop a "Tips and Tools" manual for working with the media. (Recommendation # 3)

ASA Council recommend to the editors of Contexts that they distribute copies of specific articles to relevant non-academic consumers (e.g. media, government, and non-profit organizations) as a way of broadening the readership and use of Contexts outside of sociology. The distribution would include a brief description of Contexts, but the focus would be on the particular article and the specific interests of those to whom it is distributed. Further discussion regarding reducing the per issue price of Contexts and availability of selected information on line should also take place to broaden the reach of Contexts. (Recommendation # 4)

ASA Council authorize the Task Force to explore the feasibility of establishing either: a) an independent organization to expand substantially our capacity to disseminate relevant sociological research to broader public audiences, or b) a cooperative ASA-independent organization venture to serve such a function. (Recommendation # 5)

ASA Council and/or the Spivack Committee encourage recipients of the Sydney S. Spivack Program Community Action Research Initiatives Awards to develop public dissemination plans for the outcomes of their projects. (Recommendation # 6)

ASA Council authorize the Task Force to work with the Spivack Committee over the next year to identify funding opportunities that could build an endowment for the Community Action Research Initiative. (Recommendation # 7)

ASA Council authorize the integration of the pilot public sociology web page into the regular ASA web site. ASA staff would assume responsibility for overseeing and updating the site. The Task Force is willing to work with ASA staff in modifying the existing pilot web site for ongoing use by the ASA. (Recommendation # 8)

ASA Council work with the Task Force to explore the feasibility (by the ASA or outside the ASA) of a regular publication of text, “Case Studies in Effective Public Sociology” or an annual review series on public sociology —on the web and/or as a hard-copy text. (Recommendation # 9)

ASA Council authorize the addition of a question on the ASA membership form that provides new categories of “areas of expertise” and “willingness to serve as a contact or resource to non-academic organizations and willingness to be a peer reviewer of public sociology.” (Recommendation # 10)

Section 4: Institutionalizing Public Sociology in Departments

In many ways the future of public sociology hinges on its development in sociology departments large and small, research and teaching-oriented. It is in the department, in dialogue with university administrators and university tenure and promotion committees, that tenure and promotion expectations are set. It is in this context that incentives are created for the kinds of sociology that faculty and students are expected to pursue.

Reforming tenure and promotion criteria is perhaps the most significant step any department can take to institutionalize public sociology. But whether or not departments reform tenure and promotion criteria, there is much that students and faculty can do in their own departments to stimulate interest in, and the practice of, public sociology. Departments need to do some “front end” encouragement of public sociology, such as offering released time, developing new courses, providing small grants, and including coverage in campus newsletters to promote public sociology and the visibility of public sociologists. In most cases this is also a matter of linking the department to common institutional mission statements calling for service and education to the broader community. It also involves more explicit promotion of public sociology activities, e.g. community-based research, participation in public forums, writing for mass media, and integration of service learning into the educational and research enterprise of the department.

LAUNCHING A PUBLIC SOCIOLOGY E-MAIL LIST

Interested students and/or faculty could initiate one or more public sociology e-mail lists to facilitate intra-departmental discussion on how to advance public sociology. The list might start as an intra-departmental list, then expand to become an interdepartmental list if students and/or faculty find that there

is wider support within their college or university for the idea of institutionalizing engagement with non-academic publics.

Organizers could choose to create more than one list. For example, one lower-traffic list for a larger group could be devoted strictly to public sociology news and announcements, and another higher-traffic list among a smaller group of participants could be dedicated to the organizing necessary to institutionalizing public sociology.

Alternatively, different email lists could be created to advance public sociology in different ways. For instance, one list for departmental tenure and promotion guideline reform, another list to establish working relationships with non-academic publics, or another for organizing across departments within the university.

DEPARTMENTAL COMMITTEE TO PURSUE PUBLIC SOCIOLOGY PROJECTS

Interested students and/or faculty could initiate a formal or informal departmental committee to advance public sociology in the department and beyond. Among many possible projects, such a committee could:

- a) Draft an organizing plan for institutionalizing engagement with non-academic publics in the department and the wider college or university. The drafting of such a plan could be used to spur a developing dialogue in the department, culminating in a departmental faculty meeting (with possible student involvement) to pass the proposed plan.
- b) Create an annual public sociology award. The award might be given to that department professor or student who most effectively brings sociology to publics outside their college/university.
- c) Initiate an annual public sociology lecture, lecture series, or “brown bag” research and teaching group. This lecture or group might invite both public academics and non-academic groups themselves to speak on how they engage non-academic publics with their research or teaching, and to what effect.
- d) Develop a workshop, course, curriculum and/or manual on public sociology for the department. Topics covered might include how to get published in popular media of all kinds, training in particular media (e.g., video, photography, internet multi-media, etc.), and connecting teaching and research with non-academic organizations of all kinds, local to global, governmental, for-profit, and non-profit. Departments may wish to consider whether and how to make the workshop or course they develop a requirement for undergraduate majors, graduate students and/or faculty.
- e) Survey departmental faculty and students on the resources and expertise they are able and willing to make available to organizations in the surrounding community, then disseminate this as a resource list on a website, via email, and/or mail to targeted community organizations.
- f) Facilitate creative joint ventures connecting department faculty and students with local or even global video documentary producers, filmmakers, cartoonists, web designers as well as non-profit, community-based, business or government organizations.

- g) Establish a departmental public sociology fund. Such a fund could be used to help support public sociology teaching and research in the department. Money for the fund could come from various sources, including departmental budget allocation, grant applications, a small self-imposed departmental faculty fee, and fundraising events, to name a few possibilities. To make the fund at least in part self-sustaining, fund grants could be allocated to public sociology projects which aim to make some income from their work (e.g., a sociological book, video documentary, or a photo journal). Those projects supported through the fund would agree to return an agreed-upon percentage of their income to the fund to support future departmental public sociology projects.

RECOMMENDATION:

Related to recommendation #3 above, the ASA Department Resources Group should encourage applications from colleagues with expertise in public sociology and building curricula to prepare students as public sociologists. (Recommendation # 11)

Individual departments should consider integration of the strategies listed above as ways of producing a more inclusive research environment for faculty and students in their department. (Recommendation # 12)

Section 5: Individual Career Development

While training and advising related to the various facets of public sociology is partially the function of individual departments, sociology graduate students and junior faculty themselves need to make the informed career choices, obtaining effective mentoring inside and outside of their department and managing their professional development as sociologists. How can we effectively provide guidance and resources to sociologists as they manage careers that integrate public sociology in their work? How can we provide advice in the personal and institutional “politics” in succeeding as a public sociologist in the academy or in organizations outside the academy?

A “public sociology career guide,” mapping the resources available to public sociologists and the “politics” of becoming, and thriving as, a public sociologist inside and outside of the university can address this issue. In addition to providing models of successful public sociologists, the guide could provide a detailed overview of how to manage a public sociology career and where to find resources to support this career.

Such a guide should include:

Getting started: How do you get the training and education needed to be a public sociologist?

1. PhD or MA?
2. Finding graduate programs; what graduate program fits best?
3. Surviving as a PS in a traditional academic-oriented world
 - a. Finding allies on faculty
 - b. Finding community-partners or public sociology projects
4. Building the experience base and track record to help advance you into an academic or non-academic career

Getting hired as a public sociologist:

1. Writing your c.v. and cover letter
2. Identifying the right department

3. The interview: highlighting your PS work and fitting into traditional academic environments and expectations

Working with your department and university:

1. Carving out your niche in the department
2. Establishing a research agenda
3. Teaching
4. Boundaries between activism and scholarship
5. Finding research partners in your department, other departments, outside of the university
6. Finding a PS “mentor”
7. Research ethics and public sociology (working with the IRB)
8. Getting published
 - a. discipline-based peer-reviewed articles
 - b. the role of non-academic publications, e.g. op-ed pieces
 - c. the place of policy reports, evaluation & assessment projects and other non-peer reviewed publications
 - i. translating these into academic publications
 - ii. including these in a portfolio, emphasizing importance to local community, local govt., etc.
9. Getting tenure
 - a. presenting yourself as a public sociologist
 - i. model portfolios
 - ii. letters of support inside and outside of the academy
 - iii. getting support from outside of the university (ASA PS Reviewer Network)
10. Public sociology and university tenure and promotion review committees
11. Differences in the politics of tenure and promotion to associate Professor and promotion to full professor
12. How much you work inside the system or change the system in terms of its recognition of PS

Career paths for non-academic public sociologists

1. Linking up with policy makers, decision makers, and community leaders in your local community
2. Identifying productive projects and partnerships with outside organizations

Finding funding for your work:

1. Funding strategies for public sociology
2. Let the issue define the research
3. Increases number of funding sources available and probability of funding
 - a. interdisciplinary work and increased access to funding
 - b. university-community partnerships and increased access to funding
 - c. resources of use to PS
 - i. databases/websites with foundation & govt. funding sources
 - ii. networking with other PS working on similar research in your region/other regions [reference new ASA research interest database]

Success stories: Sidebars throughout the guide will provide success stories or models of public sociologists with a particular focus on how they developed their careers. Interviews with these individuals would be structured around the facets of the career steps outlined below.

RECOMMENDATION

ASA Council authorize the Task Force to continue its work over the next year to work with ASA staff in developing a “career guide to public sociology” which outlines resources and suggestions for those aspiring to be public sociologists, i.e. graduate students at the MA or PhD level, as well as those university and non-university-based sociologists developing careers in public sociology. The Task Force will research and complete this guide over the next year and have a draft available by summer 2006. This will be published in hard copy and on the web. (Recommendation # 13)

Section 6: Integrating and Serving Non-academic Sociologists

About one-third of all PhD sociologists and one-half of all sociologists with master’s level degrees work outside the academic sector in non-profits, business, and industry, and government. One-fifth of ASA’s membership comprises non-academic sociologists. While a sociologist who works outside of academia is not necessarily a public sociologist, these colleagues represent an underutilized resource that could be used in strengthening links between academic researchers and practitioners in many institutions, ranging from school districts and hospitals to social service agencies and local governments. In helping to strengthen public sociology activities inside and outside of the academy, would not be logical to forge stronger ties among these sociologists

In many cases these sociologists are on the front lines of translating sociological research into practice or conversely raising questions about what pressing issues need to be addressed by sociological research—research by sociologists outside and *inside* the academy. Non-academic sociologists are often the most visible sociologists to the public. But how well integrated are they into ongoing life of our discipline? How effective are our academic departments in continuing to link these sociologists to brown-bag lunch talks about developing research ideas? How effective is the ASA in promoting networking among non-academic sociologists and local sociology departments?

Our focus on promoting public sociology naturally leads us to revisit the role of non-academic sociologists in our discipline. Since the early 1980s, when “applied sociology” received attention from the ASA and new applied sociology professional associations emerged, this important segment of our field has never been comfortably integrated into the discipline. With the renewed attention that public sociology brings to the link work between knowledge and practice, it is time to revisit the role of non-academic sociologists in our intellectual and professional lives.

Does the organization reach out, reflect, speak to, and reward these colleagues? The ASA does have sections, affiliated organizations, and some places on the annual meeting program that incorporate these sociologists. How can ASA fully benefit from the rich research, studies, scholarship, practices, and outcomes of those engaged outside the academy? How can they be brought in to the association as first class citizens and recognized participants? Other disciplines (such as economics and political science) have done a better job of taking seriously and rewarding the work of non-academics in their fields. Given our rich history of doing sociology to benefit society, the Task Force has a series of recommendations for increasing the participation of visibility of these too often neglected colleagues.

RECOMMENDATIONS:

ASA Council authorize creation of a system of representation of non-academic sociologists on ASA’s elected Council as well as its other decision making bodies (such as the Program Committee)

to more fully represent the numbers of non-academic sociologists that comprise the membership. (Recommendation # 14)

Organizers of the ASA Annual Meeting regularly include public sociology as the focus of selected sessions in addition to using new program formats (e.g. non-academic sociologists as discussants on panels addressing how well particular research responds to the needs by local communities, non-profit organizations, or local government needs) that address, validate, and integrate the work and perspectives of the one-in-five of our members who are non-academic sociologists. (Recommendation # 15)

The ASA and individual sociology departments should encourage regional networking among public sociologists and sociology departments to recognize and integrate the experience and knowledge of public sociologists into academic curriculum and meet the needs for continuing education of non-academic sociologists. This networking and two-way communication will make academic departments more aware of developing trends and needs among non-academic sociologists and public sociologists. (Recommendation # 16)

Conclusions: Moving Forward

Thousands of sociologists have built up an impressive body of knowledge through decades of work. Many of the building blocks for this knowledge have been created from data gathered by national censuses as well as surveys, interviews, and observation of day-to-day activities by community residents, hospital patients, students, and tens of thousands of others. Although sociologists have labored for more than a century in building, strengthening, and refining the intellectual tools of our trade, it is not something that is purely ours. We are inextricably connected with the very society and social institutions that we study.

Given both the public sources of our knowledge and the potential for sociological research to address a broad array of social problems, we have an obligation to the public around us. As a discipline we need to communicate our findings beyond the walls of academia. We need to make sure that valuable knowledge does not remain locked up in academic journals read by a few hundred scholars, but rather we need to make sure that valuable knowledge gets distributed to a broad audience so it has maximum impact.

Given our discipline's origins and our discipline's promise to contribute to improvement of the quality of life to all members of society, it is stunning that engaging in quality public sociology is not the standard for our field. No time is better than the present for our sociology departments and professional associations to institutionalize public sociology, and thereby enhance the salience and significance of our discipline.

In this context, the Task Force Report is a very modest one. We are not suggesting that public sociology replace existing modes of inquiry in our field. We are not recommending that the work of all sociologists be measured by how relevant their work is or how well they communicate to audiences outside their classrooms and outside the university. We are merely saying that the time is long overdue to recognize that building bridges between our discipline and the needs and concerns of broader society is central to the current vitality and future of our discipline. The discussion and recommendations above provide a blueprint for both strengthening linkages that we have already established and building new connections to those who can benefit from our work.

Given the Task Force members' commitment to working with the ASA in advancing public sociology, we conclude with our final recommendation.

RECOMMENDATION

ASA Council authorize the continued functioning of the Task Force through July 2006 to assist Council, ASA staff, and ASA membership in completing a number of the tasks outlined in the recommendations of this report. Also, now that we have outlined various avenues for enhanced public sociology support activity, we would focus particular attention on Task # 3 of our charge--seeking outside funding strategies to support public sociology. (Recommendation # 17)

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Appendix 1:

Charts

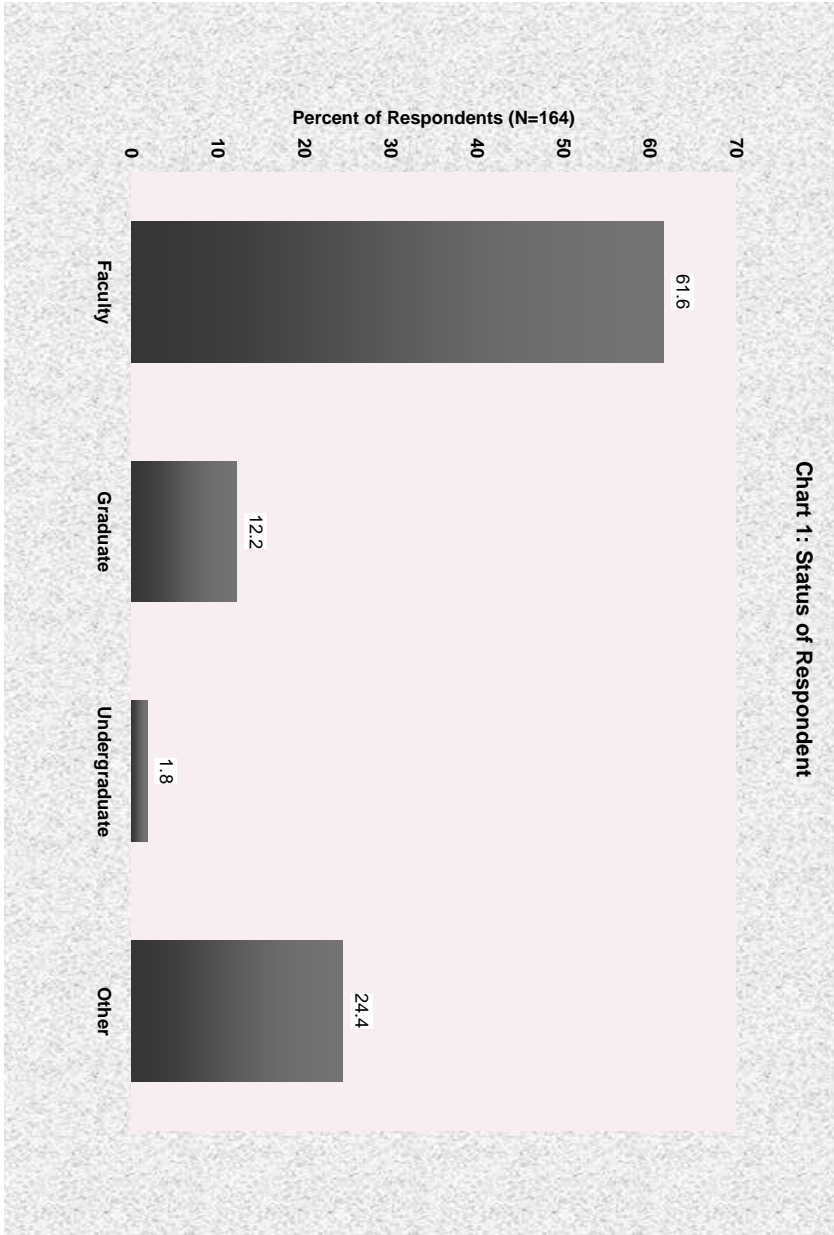


Chart 2: Top Eight Public Sociology Research Methods

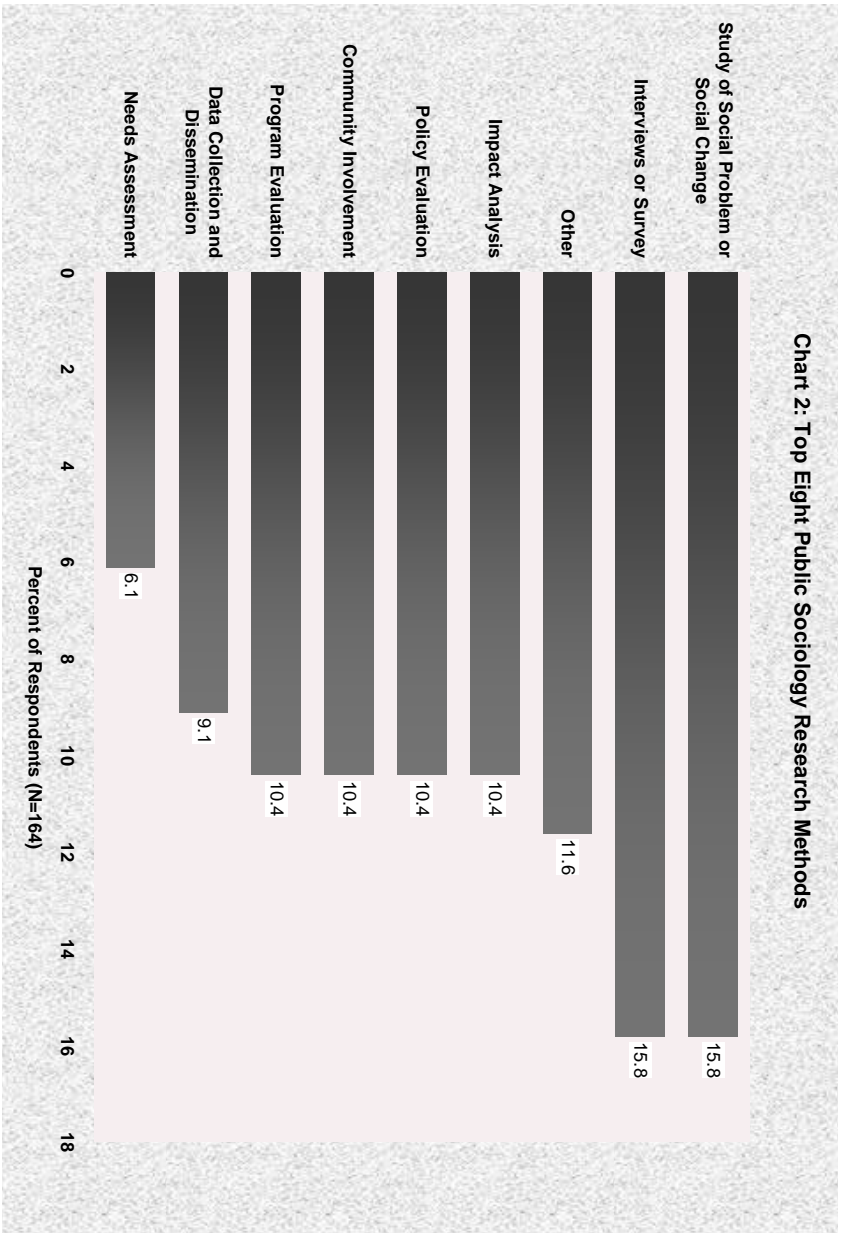


Chart 3: Top Eleven Public Sociology Project Topics

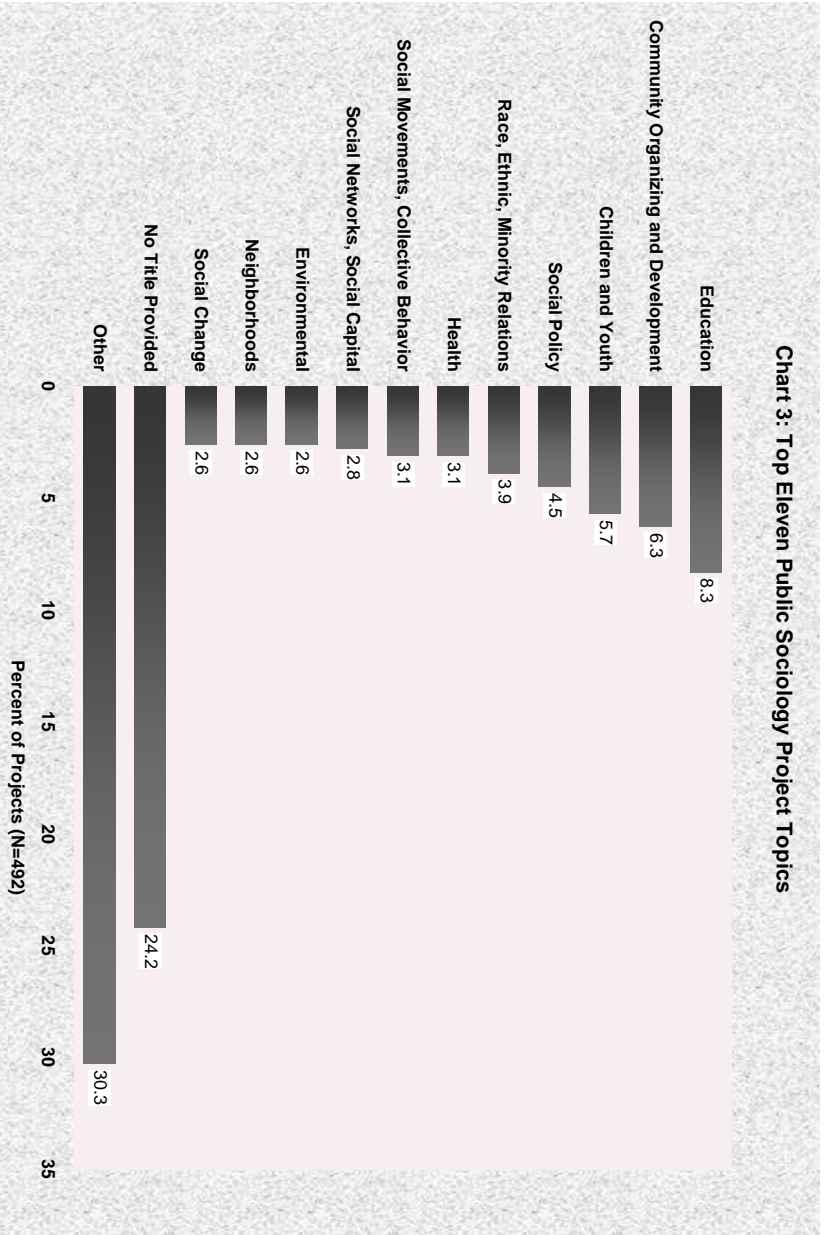


Chart 4: Type of Organizations With Which Public Sociologist Worked on Their Projects

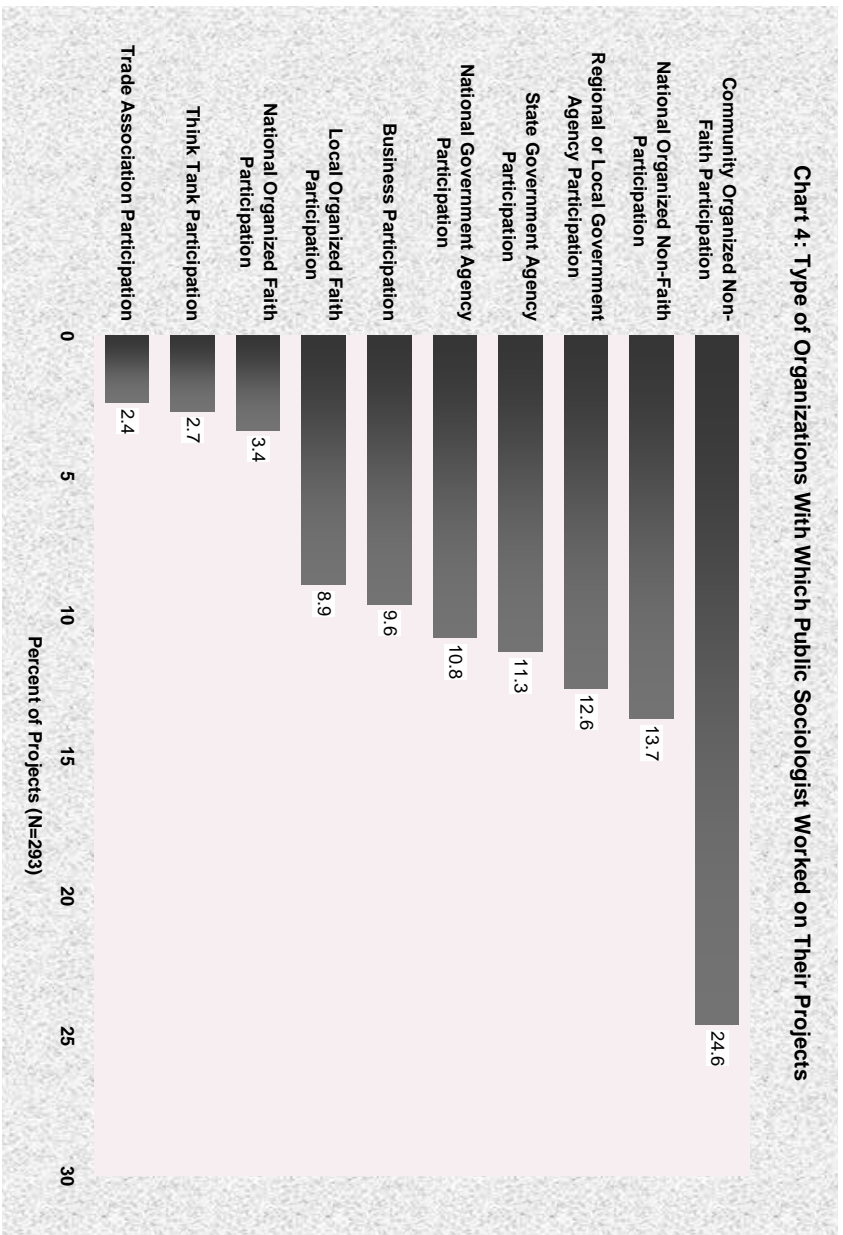
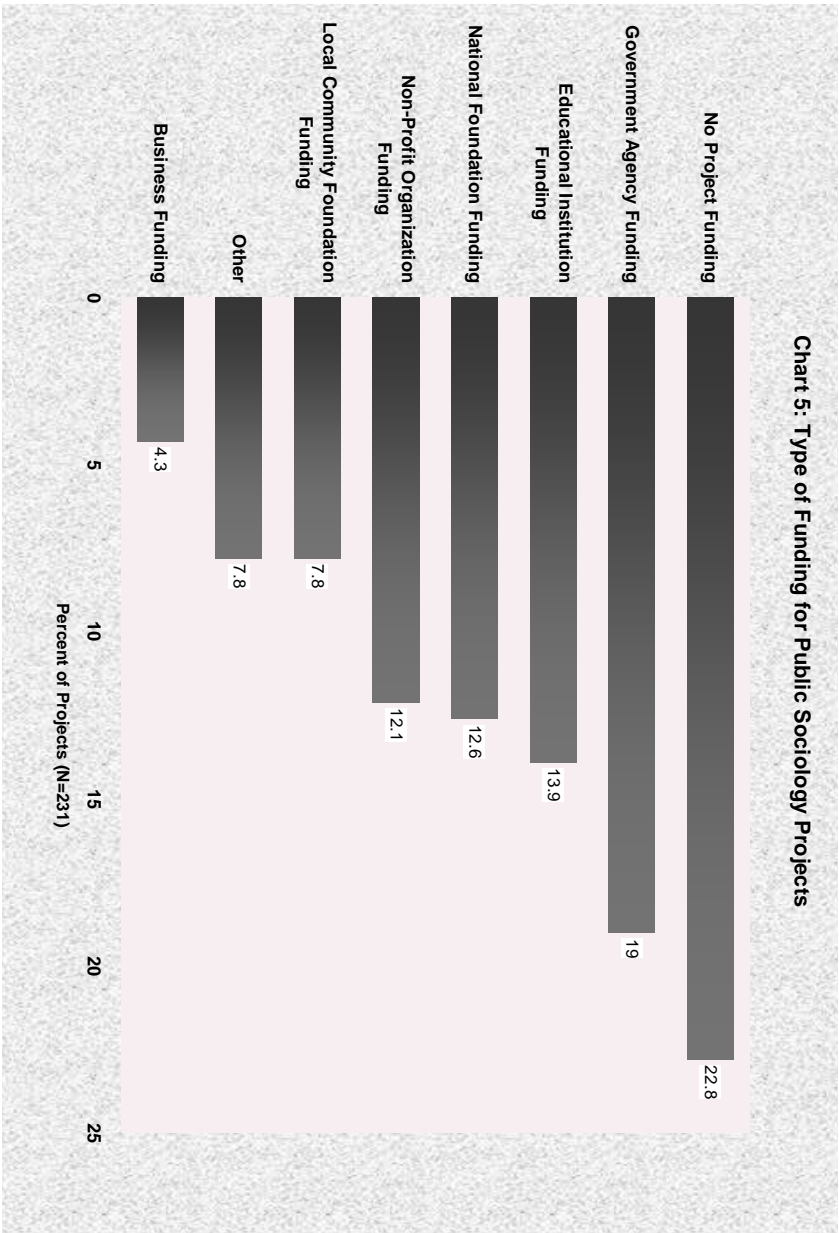
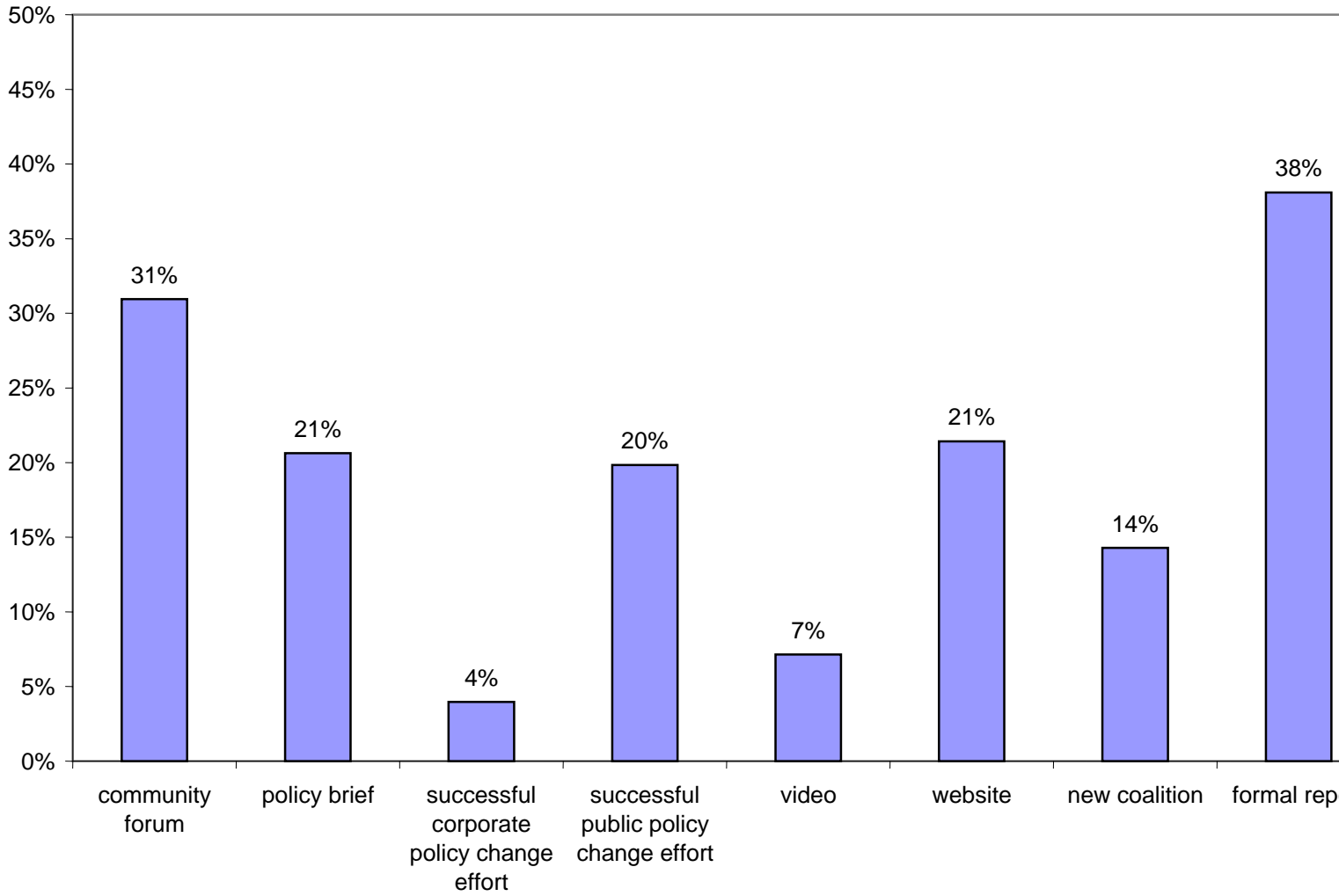


Chart 5: Type of Funding for Public Sociology Projects



**Chart 6:
Outcomes of Public Sociology Work**



Appendix 2:

Portland State University Tenure and Promotion Guidelines: Excerpts Pertaining to the Definition and Evaluation of “Scholarship”

PORTLAND STATE UNIVERSITY

**POLICIES AND PROCEDURES FOR THE EVALUATION OF FACULTY
FOR TENURE, PROMOTION, AND MERIT INCREASES**

Dated May 17, 1996

Adopted by the PSU Faculty Senate June 12, 1996

(pp. 4-13)

POLICIES AND PROCEDURES FOR THE EVALUATION OF FACULTY FOR TENURE, PROMOTION, AND MERIT INCREASES

I. INTRODUCTION

Policies and procedures for the evaluation of faculty are established to provide the means whereby the performance of individual faculty members and their contributions to collective university goals may be equitably assessed and documented. In the development of these policies and procedures, the university recognizes the uniqueness of individual faculty members, of the departments of which they are a part, and of their specific disciplines; and, because of that uniqueness, the main responsibility for implementation of formative and evaluative procedures has been placed in the departments¹⁰.

Departmental guidelines should set forth processes and criteria for formative and evaluative activities which are consistent with the department's academic mission. For example, departmental guidelines might identify evaluative criteria which are appropriate to the discipline, or might delineate which activities will receive greater or lesser emphasis in promotion or tenure decisions. They should also include appropriate methods for evaluating the interdisciplinary scholarly activities of departmental faculty. The Deans and the Provost review departmental procedures in order to ensure that faculty are evaluated equitably throughout the university.

Evaluation instruments provide a means for gathering information that can provide a basis for evaluation, but these instruments do not constitute an evaluation in themselves. "Evaluation" is the process whereby the information acquired by appropriate instruments is analyzed to determine the quality of performance as measured against the criteria set by the department.

Policies and procedures shall be consistent with sections 580 -21-100 through 135 of the Oregon Administrative Rules of the Oregon State System of Higher Education.

Approval and implementation of these policies and procedures shall be consistent with the agreement between Portland State University (PSU) and the American Association of University Professors, Portland State Chapter, and with the internal governance procedures of the University.

Each year the Provost will establish a timeline to ensure that decision makers at each level of review will have sufficient time to consider tenure and promotion recommendations responsibly.

II. SCHOLARSHIP

A. Overview of Faculty Responsibilities

The task of a university includes the promotion of learning and the discovery and extension of knowledge, enterprises which place responsibility upon faculty members with respect to their disciplines, their students, the university, and the community. The University seeks to foster the scholarly development of its faculty and to encourage the scholarly interaction of faculty with students and with regional, national, and international communities. Faculty have a responsibility to their disciplines, their students, the university, and the community to strive for superior intellectual, aesthetic, or creative achievement. Such achievement, as evidenced in scholarly accomplishments, is an indispensable qualification for appointment and promotion and tenure in the professorial ranks. Scholarly accomplishments, suggest continuing growth and high potential, can be demonstrated through activities of:

- Research, including research and other creative activities,
- Teaching, including delivery of instruction, mentoring, and curricular activities, and
- Community outreach.

¹⁰ "Departments" includes departments, schools, and other similar administrative units.

All faculty members should keep abreast of developments in their fields¹¹ and remain professionally active throughout their careers.

At PSU, individual faculty are part of a larger mosaic of faculty talent. The richness of faculty talent should be celebrated, not restricted. Research, teaching, and community outreach are accomplished in an environment that draws on the combined intellectual vitality of the department and of the University. Department faculty may take on responsibilities of research, teaching, and community outreach in differing proportions and emphases. Irrespective of the emphasis assigned to differing activities, it is important that the quality of faculty contributions be rigorously evaluated and that the individual contributions of the faculty, when considered in aggregate, advance the goals of the department and of the University.

All faculty have a responsibility to conduct scholarly work in research, teaching, or community outreach in order to contribute to the body of knowledge in their field(s). Effectiveness in teaching, research, or community outreach must meet an acceptable standard when it is part of a faculty member's responsibilities. Finally, each faculty member is expected to contribute to the governance and professionally-related service activities of the University.

B. Scholarly Agenda

1. Individual Faculty Responsibility.

The process of developing and articulating one's own scholarly agenda is an essential first step for newly-appointed faculty and is a continuing responsibility as faculty seek advancement. Each faculty member, regardless of rank, has the primary responsibility for planning his or her own career and for articulating his or her own evolving scholarly agenda.

- a. The purpose of a scholarly agenda is not to limit a faculty member's freedom nor to constrain his or her scholarship, but, primarily, to provide a means for individuals to articulate their programs of scholarly effort. The scholarly agenda needs to be specific enough to provide a general outline of a faculty member's goals, priorities, and activities, but it is not a detailed recitation of tasks or a set of detailed, prescribed outcomes. A scholarly agenda:
 - articulates the set of serious intellectual, aesthetic or creative questions, issues or problems which engage and enrich an individual scholar,
 - describes an individual's accomplished and proposed contributions to knowledge, providing an overview of scholarship, including long-term goals and purposes,
 - clarifies general responsibilities and emphases placed by the individual upon research, teaching, community outreach, or governance, and
 - articulates the manner in which the scholar's activities relate to the departmental mission and programmatic goals.

As a faculty member grows and develops, his or her scholarly agenda may evolve over the years. New scholarly agendas may reflect changes in the set of questions, issues, or problems which engage the scholar, or in the individual's relative emphases on teaching, research, community outreach, and governance.

- b. The process of developing or redefining a scholarly agenda also encourages the individual scholar to interact with and draw upon the shared expertise of his or her departmental peers. This process promotes both individual and departmental development, and contributes to the intellectual, aesthetic, and creative climate of the department and of the University.

2. Departmental, School and College Responsibilities.

The development of a scholarly agenda supports a collective process of departmental planning and

² Faculty fields may be disciplinary or inter-disciplinary in nature.

decision-making which determines the deployment of faculty talent in support of departmental and university missions. Departments, schools, and colleges have the primary responsibility for establishing their respective missions and programmatic goals within the context of the University's mission and disciplines as a whole. Recognizing that departments often accomplish such wide-ranging missions by encouraging faculty to take on diverse scholarly agendas, departments and individual faculty members are expected to engage in joint career development activities throughout each faculty member's career. Such activities must:

- recognize the individual's career development needs,
- respect the diversity of individual faculty interests and talents, and
- advance the departmental mission and programmatic goals.

Departments shall develop processes for establishing, discussing, agreeing upon, and revising a scholarly agenda that are consistent with the focus upon individual career development and collective responsibilities and shall establish regular methods for resolving conflicts which may arise in the process of agreeing upon scholarly agendas. Finally, departmental processes shall include periodic occasions for collective discussion of the overall picture resulting from the combination of the scholarly agendas of individual faculty members.

3. The Uses of a Scholarly Agenda.

The primary use of a scholarly agenda is developmental, not evaluative. An individual's contributions to knowledge should be evaluated in the context of the quality and significance of the scholarship displayed. An individual may include a previously agreed upon scholarly agenda in his or her promotion and tenure documentation, but it is not required. A scholarly agenda is separate from such essentially evaluation-driven practices as letters of offer, annual review of tenure-track faculty, and institutional career support-peer review of tenured faculty, and from the consideration of individuals for merit awards.

C. Scholarship

The term *scholar* implies superior intellectual, aesthetic, or creative attainment. A scholar engages at the highest levels of life-long learning and inquiry. The character of a scholar is demonstrated by academic achievement and rigorous academic practice. Over time, an active learner usually moves fluidly among different expressions of scholarship. However, it also is quite common and appropriate for scholars to prefer one expression over another. The following four expressions of scholarship (which are presented below in no particular order of importance) apply equally to Research, Teaching, and Community outreach (see E.2-4).¹²

1. Discovery. Discovery is the rigorous testing of researchable questions suggested by theory or models of how phenomena may operate. It is active experimentation, or exploration, with the primary goal of adding to the cumulative knowledge in a substantive way and of enhancing future prediction of the phenomena. Discovery also may involve original creation in writing, as well as creation, performance, or production in the performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related technologies.
2. Integration. Integration places isolated knowledge or observations in perspective. Integrating activities make connections across disciplines, theories, or models. Integration illuminates information, artistic creations in the literary and performing arts, or original work in a revealing way. It brings divergent knowledge together or creates and/or extends new theory.
3. Interpretation. Interpretation is the process of revealing, explaining, and making knowledge and creative processes clear to others or of interpreting the creative works of others. In essence,

¹² The contributions of Ernest Boyer are acknowledged in providing the inspiration for sections II.C and II.D.

interpretation involves communicating knowledge and instilling skills and understanding that others may build upon and apply.

4. Application. Application involves asking how state-of-the-art knowledge can be responsibly applied to significant problems. Application primarily concerns assessing the efficacy of knowledge or creative activities within a particular context, refining its implications, assessing its generalizability, and using it to implement changes.

D. Quality and Significance of Scholarship

Quality and significance of scholarship are the primary criteria for determining faculty promotion and tenure. Quality and significance of scholarship are over-arching, integrative concepts that apply equally to the expressions of scholarship as they may appear in various disciplines and to faculty accomplishments resulting from research, teaching, and community outreach (see E.2-4).

A consistently high quality of scholarship, and its promise for future exemplary scholarship, is more important than the quantity of the work done. The criteria for evaluating the quality and significance of scholarly accomplishments include the following:

1. Clarity and Relevance of Goals. A scholar should clearly define objectives of scholarly work and clearly states basic questions of inquiry. Clarity of purpose provides a critical context for evaluating scholarly work.
 - Research or community outreach projects should address substantive intellectual, aesthetic, or creative problems or issues within one's chosen discipline or interdisciplinary field. Clear objectives are necessary for fair evaluation.
 - Teaching activities are usually related to learning objectives that are appropriate within the context of curricular goals and the state of knowledge in the subject matter.
2. Mastery of Existing Knowledge. A scholar must be well-prepared and knowledgeable about developments in his or her field. The ability to educate others, conduct meaningful research, and provide high quality assistance through community outreach depends upon mastering existing knowledge.
 - As researchers and problem solvers, scholars propose methodologies, measures, and interventions that reflect relevant theory, conceptualizations, and cumulative wisdom.
 - As teachers, scholars demonstrate a command of resources and exhibit a depth, breadth, and understanding of subject matter allowing them to respond adequately to student learning needs and to evaluate teaching and curricular innovation.
3. Appropriate Use of Methodology and Resources. A scholars should address goals with carefully constructed logic and methodology.
 - Rigorous research and applied problem solving requires well-constructed methodology that allows one to determine the efficacy of the tested hypotheses or chosen intervention.
 - As teachers, scholars apply appropriate pedagogy and instructional techniques to maximize student learning and use appropriate methodology to evaluate the effectiveness of curricular activities.
4. Effectiveness of Communication. Scholars should possess effective oral and written communication skills that enables them to convert knowledge into language that a public audience beyond the classroom, research laboratory, or field site can understand.
 - As researchers and problem solvers, scholars make formal oral presentations and write effective manuscripts or reports or create original artistic works that meet the professional standards of the intended audience.
 - As teachers, scholars communicate in ways that build positive student rapport and clarify new knowledge so as to facilitate learning. They also should be able to disseminate the results of their curricular innovations to their teaching peers.Scholars should communicate with appropriate audiences and subject their ideas to critical inquiry and

independent review. Usually the results of scholarship are communicated widely through publications (e.g., journal articles and books), performances, exhibits, and/or presentations at conferences and workshops.

5. Significance of Results. Scholars should evaluate whether or not they achieve their goals and whether or not this achievement had an important impact on and is used by others. Customarily, peers and other multiple and credible sources (e.g., students, community participants, and subject matter experts) evaluate the significance of results.
 - As researchers, teachers, and problem-solvers, scholars widely disseminate their work in order to invite scrutiny and to measure varying degrees of critical acclaim. They must consider more than direct user satisfaction when evaluating the quality and significance of an intellectual contribution.
 - Faculty engaged in community outreach can make a difference in their communities and beyond by defining or resolving relevant social problems or issues, by facilitating organizational development, by improving existing practices or programs, and by enriching the cultural life of the community. Scholars should widely disseminate the knowledge gained in a community-based project in order to share its significance with those who do not benefit directly from the project.
 - As teachers, scholars can make a difference in their students' lives by raising student motivation to learn, by developing students' life-long learning skills, and by contributing to students' knowledge, skills, and abilities. Teaching scholars also can make a significant scholarly contribution by communicating pedagogical innovations and curricular developments to peers who adopt the approaches.
6. Consistently Ethical Behavior. Scholars should conduct their work with honesty, integrity, and objectivity. They should foster a respectful relationship with students, community participants, peers, and others who participate in or benefit from their work. Faculty standards for academic integrity represent a code of ethical behavior. For example, ethical behavior includes following the human subject review process in conducting research projects and properly crediting sources of information in writing reports, articles, and books.

E. Evaluation of Scholarship

Scholarly accomplishments in the areas of research, teaching, and community outreach (see E.2.4) all enter into the evaluation of faculty performance. Scholarly profiles will vary depending on individual faculty members' areas of emphasis. The weight to be given factors relevant to the determination of promotion, tenure, and merit necessarily varies with the individual faculty member's assigned role and from one academic field to another. However, one should recognize that research, teaching, and community outreach often overlap. For example, a service learning project may reflect both teaching and community outreach. Some research projects may involve both research and community outreach. Pedagogical research may involve both research and teaching. When a faculty member evaluates his or her individual intellectual, aesthetic, or creative accomplishments, it is more important to focus on the general criteria of the quality and significance of the work (II.D) than to categorize the work. Peers also should focus on the quality and significance of work rather than on categories of work when evaluating an individual's achievements.

The following discussion is intended to assist faculty in formative planning of a scholarly agenda and to provide examples of the characteristics to consider when evaluating scholarly accomplishments.

1. Documentation

The accomplishments of a candidate for promotion or tenure must be documented in order to be evaluated. Documentation and evaluation of scholarship should focus on the quality and significance of scholarship rather than on a recitation of tasks and projects. Each department should judge the quality and significance of scholarly contributions to knowledge as well as the quantity.

In addition to contributions to knowledge, the effectiveness of teaching, research, or community outreach must meet an acceptable standard when it is part of a faculty member's responsibilities. Documentation

should be sufficient to outline a faculty member's agreed-upon responsibilities and to support an evaluation of effectiveness.

Documentation for promotion and tenure normally includes:

- Self-appraisal of scholarly agenda and accomplishments. A self-appraisal should include:
 - a discussion of the scholarly agenda that describes the long-term goals and purposes of a scholarly line of work, explains how the agenda fits into a larger endeavor and field of work, and demonstrates how scholarly accomplishments to date have advanced the agenda.
 - a description of how the agenda relates to the departmental academic mission, within the context of the University mission and the discipline as a whole.
 - an evaluation of the quality and significance of scholarly work (see II.D).
 - an evaluation of the effectiveness of teaching, research, or community outreach when it is part of a faculty member's responsibilities
- A curriculum vitae including a comprehensive list of significant accomplishments.
- A representative sample of an individual's most scholarly work rather than an exhaustive portfolio. However, a department may establish guidelines requiring review of all scholarly activities that are central to a faculty member's scholarly agenda over a recent period of time.
- Evaluations of accomplishments by peers and other multiple and credible sources (e.g., students, community participants, and subject matter experts). Peers include authoritative representatives from the candidate's scholarly field(s).

2. Research and Other Creative Activities (Research)

A significant factor in determining a faculty member's merit for promotion is the individual's accomplishments in research and published contributions to knowledge in the appropriate field(s) and other professional or creative activities that are consistent with the faculty member's responsibilities. Contributions to knowledge in the area of research and other creative activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in evaluating research and other creative activities:

- a. Research may be evaluated on the quality and significance of publication of scholarly books, monographs, articles, presentations, and reviews in journals, and grant proposals submissions and awards. An evaluation should consider whether the individual's contributions reflect continuous engagement in research and whether these contributions demonstrate future promise. Additionally, the evaluation should consider whether publications are refereed (an important form of peer review) as an important factor. In some fields, evidence of citation or use of the faculty member's research or creative contributions by other scholars is appropriate.
- b. The development and publication of software should be judged in the context of its involvement of state-of-the-art knowledge and its impact on peers and others.
- c. In certain fields such as writing, literature, performing arts, fine arts, architecture, graphic design, cinema, and broadcast media or related fields, distinguished creation should receive consideration equivalent to that accorded to distinction attained in scientific and technical research. In evaluating artistic creativity, an attempt should be made to define the candidate's merit in the light of such criteria as originality, scope, richness, and depth of creative expression. It should be recognized that in music and drama, distinguished performance, including conducting and directing, is evidence of a candidate's creativity. Creative works often are evaluated by the quality and significance of publication, exhibiting, and/or performance of original works, or by the direction or performance of significant works. Instruments that include external peer review should be used or developed to evaluate artistic creation and performance. Including critical reviews, where available, can augment the departmental evaluations. The evaluation should include a chronological list of creative works, exhibitions, or performances.
- d. Contributions to the development of collaborative, interdisciplinary, or interinstitutional research

programs are highly valued. Mechanisms for evaluating such contributions may be employed. Evaluating collaborative research might involve addressing both individual contributions (e.g., quality of work, completion of assigned responsibilities) and contributions to the successful participation of others (e.g., skills in teamwork, group problem solving).

- e. Honors and awards represent recognition of stature in the field when they recognize active engagement in research or creative activities at regional, national, or international levels.
- f. Effective participation in disciplinary or interdisciplinary organizations' activities should be evaluated in the context of their involvement of state-of-the-art knowledge and impact on peers and others. For example, this participation might include serving as editor of journals or other learned publications, serving on an editorial board, chairing a program committee for a regional, national, or international meeting, or providing scholarly leadership as an officer of a major professional organization.

3. Teaching, mentoring, and curricular activities (Teaching)

A significant factor in determining a faculty member's merit for promotion is the individual's accomplishments in teaching, mentoring, and curricular activities, consistent with the faculty member's responsibilities. Teaching activities are scholarly functions that directly serve learners within or outside the university. Scholars who teach must be intellectually engaged and must demonstrate mastery of the knowledge in their field(s). The ability to lecture and lead discussions, to create a variety of learning opportunities, to draw out students and arouse curiosity in beginners, to stimulate advanced students to engage in creative work, to organize logically, to evaluate critically the materials related to one's field of specialization, to assess student performance, and to excite students to extend learning beyond a particular course and understand its contribution to a body of knowledge are all recognized as essential to excellence in teaching.

Teaching scholars often study pedagogical methods that improve student learning. Evaluation of performance in this area thus should consider creative and effective use of innovative teaching methods, curricular innovations, and software development. Scholars who teach also should disseminate promising curricular innovations to appropriate audiences and subject their work to critical review. PSU encourages publishing in pedagogical journals or making educationally-focused presentations at disciplinary and interdisciplinary meetings that advance the scholarship of teaching and curricular innovations or practice.

Evaluation of teaching and curricular contributions should not be limited to classroom activities. It also should focus on a faculty member's contributions to larger curricular goals (for example, the role of a course in laying foundations for other courses and its contribution to majors, or contributions to broad aspects of general education or interdisciplinary components of the curriculum). In addition, PSU recognizes that student mentoring, academic advising, thesis advising, and dissertation advising are important departmental functions. Faculty may take on differential mentoring responsibilities as part of their personal scholarly agenda.

To ensure valid evaluations, departments should appoint a departmental committee to devise formal methods for evaluating teaching and curriculum-related performance. All members of the department should be involved in selecting these formal methods. The department chair¹³ has the responsibility for seeing that these methods for evaluation are implemented.

Contributions to knowledge in the area of teaching, mentoring, and curricular activities should be evaluated using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the following items be considered in the evaluation of teaching and curricular

¹³ "Departmental Chair" includes chairs of departments and directors, deans, or other heads of other similar administrative units designated in the unit's promotion and tenure guidelines.

accomplishments:

- contributions to courses or curriculum development
- outlines, syllabi, and other materials developed for use in courses
- the results of creative approaches to teaching methods and techniques, including the development of software and other technologies that advance student learning,
- the results of assessments of student learning
- formal student evaluations
- peer review of teaching, mentoring, and curricular activities
- accessibility to students
- ability to relate to a wide variety of students for purposes of advising
- mentoring and guiding students toward the achievement of curricular goals
- the results of supervision of student research or other creative activities including theses and field advising
- the results of supervision of service learning experiences in the community
- contributions to, and participation in, the achievement of departmental goals, such as achieving reasonable retention of students
- contributions to the development and delivery of collaborative, interdisciplinary, university studies, extended studies, and interinstitutional educational programs
- teaching and mentoring students and others in how to obtain access to information resources so as to further student, faculty, and community research and learning
- grant proposals and grants for the development of curriculum or teaching methods and techniques
- professional development as related to instruction, e.g., attendance at professional meetings related to a faculty member's areas of instructional expertise
- honors and awards for teaching

4. Community Outreach

A significant factor in determining a faculty member's advancement is the individual's accomplishments in community outreach when such activities are part of a faculty member's responsibilities. Scholars can draw on their professional expertise to engage in a wide array of community outreach. Such activities can include defining or resolving relevant local, national, or international problems or issues. Community outreach also includes planning literary or artistic festivals or celebrations. PSU highly values quality community outreach as part of faculty roles and responsibilities.¹⁴

The setting of Portland State University affords faculty many opportunities to make their expertise useful to the community outside the University. Community based activities are those which are tied directly to one's special field of knowledge. Such activities may involve a cohesive series of activities contributing to the definition or resolution of problems or issues in society. These activities also include aesthetic and celebratory projects. Scholars who engage in community outreach also should disseminate promising innovations to appropriate audiences and subject their work to critical review.

Departments and individual faculty members can use the following guidelines when developing appropriate community outreach. Important community outreach can:

- contribute to the definition or resolution of a relevant social problem or issue
- use state-of-the-art knowledge to facilitate change in organizations or institutions
- use disciplinary or interdisciplinary expertise to help groups organizations in conceptualizing and solving problems

¹⁴Not all external activities are community outreach in the sense intended here. For example, faculty members who serve as jurors, as youth leaders and coaches, or on the PTA do so in their role as community citizens. In contrast, community outreach activities that support promotion and tenure advancement fulfill the mission of the department and of the University and utilize faculty members' academic or professional expertise.

- set up intervention programs to prevent, ameliorate, or remediate persistent negative outcomes for individuals or groups or to optimize positive outcomes
- contribute to the evaluation of existing practices or programs
- make substantive contributions to public policy
- create schedules and choose or hire participants in community events such as festivals
- offer professional services such as consulting (consistent with the policy on outside employment), serving as an expert witness, providing clinical services, and participating on boards and commissions outside the university.

Faculty and departments should evaluate a faculty member’s community outreach accomplishments creatively and thoughtfully. Contributions to knowledge developed through community outreach should be judged using the criteria for quality and significance of scholarship (see II.D). It is strongly recommended that the evaluation consider the following indicators of quality and significance:

- publication in journals or presentations at disciplinary or interdisciplinary meetings that advance the scholarship of community outreach
- honors, awards, and other forms of special recognition received for community outreach
- adoption of the faculty member’s models for problem resolution, intervention programs, instruments, or processes by others who seek solutions to similar problems
- substantial contributions to public policy or influence upon professional practice
- models that enrich the artistic and cultural life of the community
- evaluative statements from clients and peers regarding the quality and significance of documents or performances produced by the faculty member.

F. Governance and Other Professionally-Related Service

In addition to contributions to knowledge as a result of scholarly activities, each faculty member is expected to contribute to the governance and professionally-related service activities of the University. Governance and professionally-related service create an environment that supports scholarly excellence and the achievement of the University mission. Governance and professionally-related service activities include:

- 1) **Committee Service.** Service on University, school or college, and department or program committees is an important part of running the University. Department chairs may request a committee chair to evaluate the value a faculty member’s contributions to that committee. Such service also may include involvement in peer review of scholarly accomplishments.
- 2) **University Community.** Faculty are expected to participate in activities devoted to enriching the artistic, cultural, and social life of the university, such as attending commencement or serving as adviser to student groups.
- 3) **Community or professional service.** Faculty may engage in professionally-related service to a discipline or inter-disciplinary field, or to the external community, that does not engage an individual’s scholarship. For example, a faculty member may serve the discipline by organizing facilities for a professional meeting or by serving as treasurer of an organization.

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