

## Recommendations for Guidelines for Tenure and Promotion

### Scholarly Activity that Enhances the *Wisconsin Idea*

Through long-standing tradition, articulated as the *Wisconsin Idea*, engaged scholarship seeks to extend scholarly traditions of research, instruction, and outreach through engagement with diverse communities. Through campus policies, the University of Wisconsin-Madison supports efforts to promote equity, diversity and inclusion among its students, staff, and faculty. These efforts can broadly range from engaged scholarship on issues of equity, diversity and inclusion to engagement with a wide range of communities including under-represented groups. Faculty make significant contributions to both that should be recognized and valued.

This document provides guidance on how community engaged scholarship (CES) and scholarly activities in support of diversity, equity and inclusion (DEI) can be recognized and valued in tenure and promotion documentation. These are presented as separate components, though the same individuals may be involved with both. For some of our faculty, a reciprocal relation is present. CES can amplify efforts to promote DEI, particularly in working with communities comprising under-represented populations. DEI is a fundamental practice of CES and may be part of the motivation for pursuing this approach to scholarship.

Colleagues reviewing dossiers and documents can use the following criteria for understanding the nature, scope, and quality of CES and scholarly activities to promote DEI. Note: this description of criteria for recognizing contributions does not imply that these are mandatory components of tenure and promotion documents. It is intended to provide means to explicitly recognize the contributions of faculty members who choose to put effort into these activities.

**Community engaged scholarship** entails a partnership of University knowledge and resources with those of the public and private sectors to enrich scholarship and generate mutual benefits. It can include community-based research; teaching and experiential learning oriented to community needs; outreach and engagement to uplift communities, strengthen democratic values and civic responsibility; and any combination of these to enhance employment and sustainable community development, address critical societal issues, and contribute to the public good.

The criteria for high-quality engaged scholarship can include the candidate's demonstration of:

- 1) Clear academic and community change goals
- 2) Adequate preparation in relevant knowledge domains and disciplines
- 3) Grounding in community needs and interests, recognizing strengths and assets of both community and institution
- 4) Appropriate scholarly methods, community engagement techniques, and socially and ethically responsible conduct
- 5) Documented community impact, evaluated from academic and community perspectives

- 6) Significant results disseminated to scholarly domains
- 7) Significant results discussed with communities and disseminated through appropriate media
- 8) Reflective critique: lessons learned to improve scholarship and community engagement

**Scholarly activities to promote diversity, equity, and inclusion** can take many forms. Contributions in all areas of faculty achievement that promote equal opportunity and diversity should be given due recognition in the academic personnel process, and they should be evaluated and credited in the same way as other faculty achievements. These contributions can be grounded in the creation of formal theoretical frameworks and methodologies. It is important to note that scholarly achievement and engagement with diversity, equity, and inclusion may manifest in other critical ways that advance the academic mission of the institution by fostering a teaching and learning environment that is more diverse, equitable, and inclusive. This engagement may reflect the active promotion of practices and policies that support under-represented or disadvantaged groups as affected by race, culture, gender, socioeconomic status, mental or physical disability, and any other form of exclusion. Below are some examples of the kinds of activities that might be documented in a tenure dossier:

- 1) Conducting scholarly work related to the solution of practical problems of individuals, groups, organizations, or communities.
- 2) Research in a scholar's area of expertise that addresses and contextualizes historical and current inequalities.
- 3) Evidence of efforts to advance equitable access to education.
- 4) Active mentoring and advising minority students or new faculty members and academic staff.
- 5) Creating an inclusive and respectful classroom.
- 6) Public or campus service that addresses the needs of under-served communities – particularly service on committees at all levels of governance where people of color are under-represented.
- 7) Student recruitment and faculty/staff hiring practices oriented to opening opportunities for under-represented groups.
- 8) Leading initiatives and activities focused on increasing awareness and knowledge of equity, diversity and inclusion among the campus community.
- 9) Research in a scholar's area of expertise that addresses inequalities.
- 10) Serving on committees at all levels of governance where people of color are under-represented.