People are either going to buy your story or they will not. This is not necessarily about you not doing a good-enough job of making the case. There will be people—especially if you inhabit a decentered body or are writing about marginalized groups and/or identities—who will never be convinced of your arguments. Do not waste your time or intellectual energy on those people. It took me many years to figure that out, and my many mentors in the REP field were integral in helping me move beyond these destructive patterns. Ultimately, the goal is to make sure our ideas are in the world, and that is what matters—where or how it happens is less important than the fact that it happens. REP has been and continues to be that space for me. Do not lose sleep, important relationships, your mental health, or your physical health over any of this work; we are not curing COVID-19. Putting this into proper perspective has helped me immensely, and I hope it also helps others. ■

For the next generation of scholars, I encourage you to do the work that makes your heart sing. Many of your colleagues will not "get it," so you must find the people who do understand. More important, go to the people who will encourage you to get the work done and who can see its importance when you no longer can.

REFERENCES

Smith, Robert C., Cedric Johnson, and Robert G. Newby (eds.). 2014. *What Has This Got to Do with the Liberation of Black People? The Impact of Ronald W. Walters on African American Thought and Leadership*. Albany: State University of New York Press.

Tillery, Alvin B. 2011. *Between Homeland and Motherland: Africa, U.S. Foreign Policy, and Black Leadership in America*. Ithaca, NY: Cornell University Press.

COMMUNITY ENGAGEMENT AND STATE LEGISLATIVE RESEARCH

Anna Mitchell Mahoney, *Newcomb Institute at Tulane University, USA*

DOI:10.1017/S1049096522000087

Scholars' engagement with the community can enhance their own scholarship and teaching while expanding the influence of their research for the public good. My experience demonstrates the positive effects of this model of scholarship and the institutional support needed to practice it. Universities under pressure to demonstrate their public value are encouraging more public scholarship "that addresses important civic issues while simultaneously producing knowledge that meets high academic standards" (Bridger and Alter 2011) or scholarship of application in which researchers' engagement with society inspires and produces knowledge for the public good (Boyer 1990). In a *PS* symposium on this same topic, Bullock and Hess (2021) defined "civically engaged research" as "the systematic and rigorous production of knowledge through reciprocal partnerships with people beyond the academy that contributes to the improved governance of social and political problems."

Community engagement is the "collaboration between institutions of higher education and their larger communities (local, regional/state, national, global) for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Carnegie 2015). It is obvious that although this collaboration often occurs at the institutional level, it also can occur at the individual level by researchers and their partners in the community. Community-engagement activities by faculty can include service-learning courses, public forums, civic-education programming, and community-engaged research.

My own community engagement as a state-legislative scholar has taken many forms, including service-learning teaching, community-engaged research, and public scholarship. This engagement has many benefits but also challenges, and it requires substantial institutional support to be successful. This type of scholarship is both incredibly rewarding and labor intensive. This article explores all of these facets so that faculty members who are interested in pursuing this path or are under pressure from their institution to do so are aware of the costs and benefits. Furthermore, I share recommendations from experts about how institutions can reform incentive structures to recognize and value this work by faculty. In addition, extensive work must be done by universities and professional associations to protect public scholars who are threatened by the public or politicians for disseminating their research.

When it is successful, both researchers and community members benefit from an academic project that centers real-world problems that are analyzed using methodically sound techniques and with high ethical standards. My research agenda is invigorated by my civic participation. For example, I serve on the Women's Policy and Research Commission for the State of Louisiana. This commission advises the governor on potential policy solutions to problems that disproportionately affect women. Members of the commission include university researchers, community leaders, state employees, and public officeholders. In 2018, this commission formed a sexual-harassment subcommittee to inform the state's response to high-profile accusations. One of the prominent actions being debated was mandatory training for public employees. Having observed this same debate in higher education and knowing the inadequacy of this response without additional interventions, I was inspired to learn how other states were addressing this issue. Subsequently, I coauthored with two undergraduate students a 50-state analysis of state-legislative sexual-harassment policies. My experience as an insider in Louisiana's response led to an important policy study that I previously had not considered. Involving undergraduate students in this project was particularly valuable because they were able to connect their own study of political science to a real-world challenge in their community.

I also am a member of Women United, an auxiliary group of the United Way of Southeast Louisiana. This nonprofit organization has a robust legislative advocacy agenda. A primary concern is equal pay. Attending many legislative committee

https://doi.org/10.1017/S1049096522000087 Published online by Cambridge University Press

hearings with this group and witnessing how little progress was being made, I was motivated to determine which measures adopted by legislatures had the most significant impact on closing the gender wage gap. Watching tireless advocates with few resources make no progress made me want to know how they should be spending their precious time and effort. Therefore, I am currently working with coauthors on another 50-state analysis of equal-pay legislation to answer this difficult question. As a political scientist, I am aware of how difficult the policy-making process is and that systems were designed for slow deliberation. Witnessing these effects on an organization's advocacy efforts in real time inspired a research question that answers an important policy concern while also providing valuable information to practitioners.

Both of these studies are rigorous and worthy of academic attention. Policy studies are valuable to the discipline and, in my case, immediately valuable to the practitioners trying to improve the quality of life for people in Louisiana. Without my community engagement, I may not have identified these issues as research priorities for myself, and I certainly would not have been aware of how needed they were by the community (Jackson, Shoup, and Williams 2021).

Doing this work, I can practice feminist research methods that value community contributions to knowledge production and require researchers "to develop special relationships with the people studied" (Reinharz and Davidman 1992). My community-engaged work is richer because of the trust established with research subjects and the advantage of participant observation granted to me as a consequence of my engagement (Udami and Dobbs 2021).

Community engagement also has benefits for my students and my institution. Service-learning courses are one type of scholarly community engagement, and my partnership with Women United means that so far 21 students have been able to work with this organization as it advocates for its policy agenda. One student even testified before a committee about her experience with the minimum wage. This opportunity for her to develop her political voice was possible because of my facilitation of the course and Tulane University's commitment to public service. Sydnor, Commins, and Reyna (2021) argued that civically engaged research with undergraduate students not only invests in the protection of democracy by producing informed, engaged citizens but also is particularly vital for incorporating marginalized students into political life.

Following Hurricane Katrina in 2005, Tulane University President Scott Cowen created the Center for Public Service. This commitment included a curricular requirement for students and a large infrastructure to enable faculty to create and sustain service-learning courses. My student's experience is the hoped-for outcome of this endeavor. She performed 20 hours of service to Women United by researching minimum-wage laws across the country, considered how Louisiana law was affecting certain populations, and ultimately shared her own experience as a citizen before a legislative committee. It was both an academic exercise and civic participation—the culmination of what a political science education should be.

President Cowen and his successor, President Mike Fitts, have expressed repeatedly the importance of Tulane's engagement with the City of New Orleans. Because of our history, that commitment —although sometimes fraught and certainly not perfect—established Tulane's reputation as a leader in public service in higher education. That reputation is dependent on faculty members' support of this project; as such, significant financial resources have been allocated to support them.

When it is successful, both researchers and community members benefit from an academic project that centers real-world problems that are analyzed using methodically sound techniques and with high ethical standards.

Community engagement, however, also has potential challenges and always should be conducted with critical analysis (Reyna et al. 2021). Even with substantial institutional support, this type of work is extremely labor intensive. It requires skills not formally taught in graduate school, such as relationship building and logistical execution. It requires researchers to be able to communicate in various ways beyond jargon and peer-reviewed publications. Community groups do not work on the academic calendar, which can lead to fraught expectations and disappointments that require careful planning and maintenance (Udami and Dobbs 2021).

This type of work also is not always valued by the discipline and often is perceived as subjective or biased. Moreover, this work often is done by marginalized scholars who have a deep commitment to community but may not be supported within their academic community (Brown 2021; Strum et al. 2011). When this work is attributed to the larger institution, it can conceal that institution's reputation and obscure racist, sexist, ableist, homophobic, and/or transphobic histories. Faculty members who engage in this work must balance these concerns while working for a more just allocation of labor in higher education and for recognition and repair of past injustices—not only on campus but also in the community. We must not replicate harm through the research process (Reyna et al. 2021).

Because this work is so important to universities, it is worthy of their investment. Although some academic disciplines may incorporate training for community-engaged research and public scholarship, most faculty members do not have experience doing this type of work. Additional training to learn different writing styles and the ethics of responsible engagement across racial, class, ability, sexuality, and gender boundaries is necessary. Organizations that already are doing this type of work include the Scholars Strategy Network and The People's Institute for Survival and Beyond. Sections or working groups in professional organizations also may be a source for peer-to-peer education. For example, the American Political Science Association recently established the Institute for Civically Engaged Research. However, universities must invest in and support collaborations between their faculty

https://doi.org/10.1017/S1049096522000087 Published online by Cambridge University Press

members and these organizations because this work should not come at a cost to local communities.

Another way that institutions can support this type of work is by revising their tenure standards (Dobbs et al. 2021; Ellison and Eatman 2008; Strum et al. 2011). Recommendations that define community-engaged research include a value statement acknowledging its value to the institution, developing criteria to evaluate work to reward faculty members who engage in it, allowing for recognition of alternative publication venues, and considering community members as potential peer reviewers for appropriate projects. It is obvious that time—in the form of course releases, child care support, and other professional leave—is a critical resource. Likewise, evaluating the impact on the local community should be a consideration. Community-engaged research must recognize the community as an equal partner and not only as part of the process (Udami and Dobbs 2021). In doing so, the structure of universities must be reformed. Finally, many publicly engaged scholars have called on universities to develop plans that respond to threats against academic freedom targeting disproportionately marginalized academics (Cantwell, Meehan, and Rubio 2021). Being a state-politics scholar in this particular political moment complicates engagement because of contemporary threats to public funding of public institutions and job security for faculty members by some politicians. Public scholarship may be discouraged rather than encouraged by institutions dependent on the state and resistant donors.

This type of work is not for everyone, but I realize that my early educational experiences made it inevitable. I received my masters in women's studies in 2004 from the University of Alabama, where I was mentored by women faculty members who had studied and participated in the Civil Rights Movement. This education predisposed me to question academic norms and expectations around legitimate research methodologies and the relationship of universities to the communities in which they reside. I obtained my PhD in political science at Rutgers University–New Brunswick because it was the home of the Center for American Women and Politics (CAWP) at the Eagleton Institute of Politics. CAWP's mission, "to promote greater knowledge and understanding about the role of women in American politics, enhance women's influence in public life, and expand the diversity of women in politics and government," inspired all of my subsequent scholarly work (Center for American Women and Politics). At CAWP, pollsters, candidates, and elected officials were all part of the intellectual community, not merely subjects to be analyzed. All of this training prepared me for my first full-time academic position at the Newcomb Institute at Tulane University. Sally Kenney, executive director of the Newcomb Institute and Newcomb College Endowed Chair Professor, created a position that enabled me to do the type of academic work that met high academic standards while respecting the community as a partner in the production of knowledge. As described by Jackson, Shoup, and Williams (2021), I was motivated by a concern for "unequal operations of power…to build community…a commitment to justice…and better, more grounded, and more accessible political science."

Because of my educational background and nontraditional appointment in an academic center where this work is valued, I am able to develop a research agenda that does not have to adhere to traditional tenure expectations. I can choose to do work that has both academic value and local impact. For example, my book on women's caucuses in state legislatures is not only a rigorous academic examination of state-level factors associated with women's collective action within state legislatures but also a useful guide for legislators and their staff about how to create women's caucuses and pitfalls to avoid (Mahoney 2018). Moreover, my work with Clare Daniel and Mirya Holman on characteristics of legislators engaging in the sex-education debate is useful not only for policy studies but also for advocates on either side of that debate to identify potential allies. The careers of community-engaged scholars appear different from those who do not engage in these practices. Institutions must wrestle with these differences and the potential benefits in order to support their faculty members.

I was fortunate to be offered my position by a mentor who is genuinely dedicated to public scholarship at an institution also committed to community engagement. Not all scholars work in this environment. For those interested in soliciting support from hesitant or disinterested departments and administrators, I suggest demonstrating the value for the institution within your own context. If the current challenge is attracting diverse graduate students, I suggest making the connection between scholars publicly engaging with relevant scholarship and communities as a way to recruit more effectively. If the focus on campus is the H index, highlighting the heightened citations for scholars who promote their work via social media may convince administrators that this type of engagement is a valuable investment for scholars (Klar et al. 2020). Perhaps experiential-learning and postgraduation-employment statistics are important to administrators. Focusing on the undergraduate benefits from these engagements may be the approach to take. Time, training, and support are what institutions can provide. Financial investment as well as public backing of scholars and their work are institutional-level necessities.

All types of community engagement can enhance state-legislative research. This article discusses the activities that shaped my research and my students' experiences—but there are endless possibilities. By identifying the challenges, I hope we all can be more vigilant practitioners, constantly assessing the risks and rewards of such engagement. Finally, because I appreciate its value to the community as well as the university, I hope to encourage further institutional support for this intellectual practice that enhances higher education, the student experience, and the communities in which we live and work. ■

REFERENCES

Boyer, Ernest L. 1990. *Scholarship Reconsidered: Priorities of the Professoriate.* Princeton, NJ: Princeton University Press.

Bridger, Jeffrey C., and Theodore R. Alter. 2011. "The Engaged University, Community Development, and Public Scholarship." *Journal of Higher Education Outreach and Engagement* 11 (1): 163–78.

Brown, Nadia E. 2021. "A Black Feminist Rationale for Doing Public Facing Research: A Tale of Writing for Both Political Science and the Broader Public." *Law, Culture and the Humanities*, August. DOI:10.1177/17438721211035463. https://journals.sagepub.com/doi/full/10.1177/17438721211035463.

Bullock, Graham, and Douglas R. Hess. 2021. "Defining Civically Engaged Research as Scholarship in Political Science." *PS: Political Science & Politics* 54 (4): 716–20.

Cantwell, Devon, Elizabeth Meehan, and Rosalie Rubio. 2021. "Dealing with the Digital Mob." Duck of Minerva, August 21. Accessed January 10, 2022. www.duckofminerva.com/2021/08/dealing-with-the-digital-mob.html.

https://doi.org/10.1017/S1049096522000087 Published online by Cambridge University Press

Carnegie Foundation for the Advancement of Teaching. 2015. "Elective Community Engagement Classification, First-Time Classification Documentation Framework." http://nerche.org/images/stories/projects/Carnegie/2015/2015_firsttime_framework.pdf.

Center for American Women and Politics. 2022. "Mission Statement." https://cawp.rutgers.edu. New Brunswick, NJ.

Dobbs, Kirstie Lynn, Douglas R. Hess, Graham Bullock, and Adriano Udani. 2021. "Introduction to the Symposium: Civically Engaged Research and Political Science." *PS: Political Science & Politics* 54 (4): 711–15.

Ellison, Julie, and Timothy K. Eatman. 2008. "Scholarship in Public: Knowledge Creation and Tenure Policy in the Engaged University." https://surface.syr.edu/cgi/viewcontent.cgi?article=1002&context=ia.

Jackson, Jenn M., Brian Shoup, and H. Howell Williams. 2021. "Why Civically Engaged Research? Understanding and Unpacking Researcher Motivations." *PS: Political Science & Politics* 54 (4): 721–24.

Klar, Samara, Yanna Krupnikov, John Barry Ryan, Kathleen Searles, and Yotam Shmargad. 2020. "Using Social Media to Promote Academic Research: Identifying the Benefits of Twitter for Sharing Academic Work." *PLOS One* 15 (4): e0229446.

Mahoney, Anna Mitchell. 2018. *Women Take Their Place in State Legislatures: The Creation of Women's Caucuses*. Philadelphia: Temple University Press.

Reinharz, Shulamit, and Lynn Davidman. 1992. *Feminist Methods in Social Research*. Oxford: Oxford University Press.

Reyna, Veronica, Randy Villegas, Michael Simrak, and Maryann Kwakwa. 2021. "Ethical Complexities of Civically Engaged Research." *PS: Political Science & Politics* 54 (4): 734–37.

Strum, Susan; Timothy Eatman, John Saltmarsh, and Adam Bush. 2011. "Full Participation: Building the Architecture for Diversity and Community Engagement in Higher Education." *Imagining America*, 17. https://surface.syr.edu/ia/17.

Sydnor, Emily, Margaret M. Commins, and Veronica Reyna. 2021. "Empowering and Engaging Students Through Civically Engaged Research." *PS: Political Science & Politics* 54 (4): 730–33.

Udani, Adriano, and Kirstie Lynn Dobbs. 2021. "The Praxis of Partnership in Civically Engaged Research." *PS: Political Science & Politics* 54 (4): 725–29.

AN ADMINISTRATOR'S PERSPECTIVE: COLORING OUTSIDE OF THE TENURE-TRACK LINE

Renita Miller, *Princeton University, USA*

DOI:10.1017/S1049096522000403

My path in academia has been atypical in that it has not followed the standard tenure-track path but instead one in which I have the opportunity to fully use much of my legislative studies training in racial and ethnic politics on a daily basis in a position that I absolutely love. More specifically, my deep understanding of racial and ethnic representation and its impact on substantive representation (Bratton and Haynie 1999; Hero and Tolbert 1995; Karnig and Welch 1980; Mansbridge 1999; Meier and Stewart 1991; Pitkin 1967; Stewart, England, and Meier 1989; Tate 2003; Whitby 1997), the inherent impact that institutional policies have on inequitable outputs and outcomes, and the influence of diverse deliberative bodies on policy outcomes (Gamble 2011; Mansbridge 1999; Minta 2011) have all translated well in a higher-education administration context—particularly in the area of diversity and inclusion, the path that I am currently traveling.

Notably, the questions that I studied in the race, ethnicity, and politics (REP) field around representation and how it impacts outcomes were tied directly to my graduate-school experience. Most were connected to a common question in the REP field: "Does descriptive representation have a positive impact on substantive representation?" The idea is that when minority (i.e., descriptive) representation exists or increases in an environment, attention to and advocacy for minority interests also increase, which ultimately leads to positive outcomes for those minority groups. Conversely, there is a decreased likelihood of advocacy and, therefore, negative outcomes for minority interests in the absence of descriptive representation.

To provide a more concrete example of these definitions in a higher-education context, representation would be operationalized as faculty and students from historically underrepresented groups, and substantive representation would be operationalized as positive outcomes for them. Substantive outcomes include increases in those populations over time, PhD matriculation, tenure, positive advising and mentorship experiences, funding and research opportunities, and increased job opportunities, to name only a few.

Consequently, if I were to connect these variables to my graduate-school experience at my PhD-granting institution, there unfortunately would be little to no descriptive representation. More specifically, when I started my program, there were no other black students in my cohort or black faculty in the department; neither was there a faculty member conducting research in the content area in which I was most interested at the time. Although these limitations did not hinder the incredible support I received from a few select faculty in the department, it did present many challenges as a first-generation, low-income, African American female student in a department dominated by white men. Although I found faculty whose research areas closely aligned with my interests, I sought additional REP course opportunities through the interinstitutional program between Rice University and Texas A&M University. It was through this experience that I found a warm and welcoming community of black graduate students and supportive faculty. I participated in symposia, workshops, and conferences with other students as well as faculty of color. It was truly formative because I was able to present my work in an environment where students and faculty seemed genuinely excited about my ideas and who offered constructive feedback in a way that was not demoralizing but instead affirming. It was in this community, one outside of my home institution, where my ideas were validated and I felt a great sense of belonging. In part, this community and the mentorship that I received from Ken Meier was pivotal to my graduate-school success. Therefore, I posit that the descriptive representation present in my graduate-school experience did lead, in fact, to substantive representation outcomes.

My advice to the next generation of scholars, particularly black scholars who are seeking but not receiving support and validation, is to pursue this outside of your current environment.

Because of this support and the unwavering mentorship of my dissertation chair, Keith Hamm, my passion developed further

https://doi.org/10.1017/S1049096522000087 Published online by Cambridge University Press