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

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

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

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

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

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Less than two years into our time as assistant professors, our university's then-Director of Marketing and Communications emailed us to discuss a partnership among our institution, interested collaborators at Washington University in St. Louis, and the *St. Louis Post-Dispatch*.[1] This project's goal was to jointly administer a survey across both campuses of randomly chosen college students, subject to Institutional Review Board approval at both sites.[2] The survey data would be used for a series of media articles about local college students and the 2008 presidential election.[3] Although both of our training and primary research interests focused on American political institutions, we also were interested in political behavior. Thus, the possibility of collaborating with another institution alongside the media and pursuing interests in political behavior was alluring and exciting.

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

Faculty Evaluation and Civic Engagement

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

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

At most institutions, tenure-line faculty are not evaluated based solely on their research output. Teaching receives the highest weight in annual reviews and T&P decisions at our institution. We used our civic engagement work to positively impact our teaching. For example, one author participated in a Focused Interest Community on leadership targeted toward first-year students who live on campus. This was part of a learning community in which all students living in the same residence-hall

We share lessons that we learned to advise others on making their civic engagement work count.

wing enrolled in the same course centered on the theme of leadership and civic activism. Students engaged with faculty members outside of class in extracurricular activities related to this theme. In addition, we used active- and service-learning techniques that increase civic engagement, such as volunteering in voter-registration initiatives (Bennion 2006; Suarez 2017).

Our survey research also motivated us toward other pedagogies, including discussions about current political events in class that related to issues that were indicated by our surveys to generate significant student concern. We then linked those issues to the extant political science research about voting and political participation among young adults (Archer and Miller 2011; Moffett and Rice 2015). We made these activities count by highlighting them in our teaching narratives and in other materials as part of our T&P dossiers and again in our promotion to professor dossiers.

Beyond teaching and research, the data we collected informed our service efforts after receiving tenure and promotion to associate professor. In 2016 and 2018, our campus participated in the All-In Campus Democracy Challenge, an effort to increase voting and civic activity among college students across the United States. To make our work more effective, we timed the 2016 Student Election Survey so that the pre-election administration ended before the closing date for that general election. Consequently, because registered voters are more likely to vote, we used those data to discern which groups of students were prime targets for additional voter-registration efforts (Highton and Wolfinger 1998). We worked with on-campus organizations to follow up with those students to encourage them to register to vote and, if they were registered, to vote. This work was successful: our campus was awarded a bronze medal in 2016 and a silver medal in 2018 for having high rates of student voting (All-In Campus Democracy Challenge 2021). We highlighted these achievements in our promotion to professor dossiers in 2017 and subsequent annual reviews.

Support and encouragement create an inviting environment that inspires others to be involved in civic engagement work.

Advice to Tenure-Line Colleagues

We successfully counted civic engagement activities toward T&P, but how would other scholars similarly inclined do the same? First, act as a single-minded seeker of T&P or promotion to professor. Do what your department and institution incentivize or make your activities fit into what is incentivized. Those at R1 institutions should align their activities toward satisfying their research expectations and publishing in prominent outlets. [4] Conversely, faculty at baccalaureate colleges with robust instructional responsibilities should align their activities toward being evaluated favorably in teaching. Because our R3 institution values teaching and research, we tailored our activities accordingly while ensuring that our publications appeared in externally valid venues.

Second, many universities publicly support civic engagement in their mission statement or values but do not always value this work when evaluating personnel. To make your case for great annual reviews, T&P, and promotion to professor, link your activities to both your institution's values and, particularly, evaluation requirements. Be your own best advocate because you cannot assume that those who review files automatically will value civic engagement work.

Third, good partnerships lighten the load on individuals and add value to the efforts undertaken. Be selective about potential research or service collaborators because working together generates much better outcomes than can be realized individually (Page 2017). Similarly, choose wisely with respect to campus and off-campus partners in pursuing these activities.

Conclusion

We conclude with advice to institutions and administrators. First, incentivize this activity to count toward annual reviews and T&P. Fortunately, these activities are easily countable toward annual reviews and T&P at our institution, which we were able to discern from the clear set of T&P requirements that our department shared with us. Not all political scientists are similarly situated. If we want to move the needle on civic engagement activity, we must create structures that incentivize faculty to be involved in this area. We get what we incentivize.

Civic engagement work is rewarding, but it requires administrative support and good choices by faculty who engage in it.

Second, consistently fund and support this activity. It is difficult to do meaningful work without sufficient funding, support, and resources. Although we appreciate the funding from various internal sources that we have received, we also have had to fund some of this work ourselves. Many more scholars will do this work if it has robust administrative support—and the quality of activities also will increase.

Third, appreciate the work that happens and the successes achieved. This work takes time and effort, and it happens collaboratively. Support and encouragement create an inviting environment that inspires other scholars to be involved in civic engagement work. A supportive, appreciative atmosphere also prevents those involved in this work from experiencing burnout. Civic engagement work is rewarding, but it requires administrative support and good choices by faculty who engage in it. ■

NOTES

1. This initial contact occurred with the encouragement of our Chair at the time.
2. We did not need to go further than this to secure administrative approval; however, some researchers at multicampus systems may need to do so.

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3. When budgetary challenges at the *St. Louis Post-Dispatch* caused it to pull out of the project before the survey was fielded, we successfully acquired internal funding to administer the survey so that our work creating the survey instrument would not be for naught.
4. R1, baccalaureate colleges, and R3 are Carnegie classifications that refer to different types of academic institutions.

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CONCLUSION: WHAT WE LEARNED AND THE PATH FORWARD

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The contributions to this Spotlight describe a remarkably broad spectrum of activities and initiatives aimed at fostering civic engagement among college students. These contributions also offer an array of practical examples and "lessons learned" that inevitably will prove to be of immense value for other political scientists as they explore and develop civic engagement programming ideas of their own.

The Benefits of Civic Engagement Activities

Although the activities described in these Spotlight articles vary widely, they collectively point to a set of positive outcomes that can be derived from well-planned civic engagement activities in higher education. Foremost among these benefits are the enhancement of student learning, the fostering of community building (both on- and off-campus), and the promotion of democratic principles and practices.

A decade ago, Archer and Miller (2011) documented the clear benefits of active-learning pedagogies for political science. The contributions to this Spotlight that focus on credit-bearing courses likewise demonstrate the benefits of civic engagement activities for student learning. Similarly, the Spotlight contributors also make clear the value of civic engagement activities in fostering stronger community bonds. Each civic engagement activity described in these articles insists that students view themselves as part of the broader public. Even something as simple as having a conversation with other students on campus, who otherwise might not encounter one another, or participating in activities that include students from other campuses builds community and contributes to a sense of shared purpose.

Perhaps most important, we know that providing students with meaningful opportunities to observe and participate directly in politics while they are in college can have a powerful influence on their future level of political engagement—as well as their appreciation of the democratic norms of equality, tolerance, fair play, and the rule of law. Participating in voter registration and mobilization efforts necessarily requires students to confront questions about who votes, who does not, and the impediments to democratic participation. When resources permit, more robust civic engagement activities such as extended work on presidential campaigns fully immerse students in the democratic process.

The Challenges of Implementing Civic Engagement Activities

Whereas the contributors to this Spotlight make clear the benefits of adding civic engagement activities to classroom and co-curricular offerings, they also—both separately and together—highlight several challenges to doing so effectively. Two of the main challenges are limited resources and limited institutional support.

Limited Resources

Several projects described in this Spotlight required little or no direct financial support from their home institution. This may be encouraging—after all, many faculty members must work within tight financial constraints—and effective civic engagement teaching can take place even in the absence of dedicated budgets or significant grant support. At the same time, these contributions also make clear that significant faculty time and energy are needed to make even many putatively "free" activities work. Faculty members who opt for such a path should have a clear-eyed view from the outset of both the significant personal costs that it can entail and the relative lack of professional "credit" for the work that may ensue.

Limited Institutional Support

To expand on the previous point, each project described here depended almost entirely on the authors' individual commitment to doing the work—despite the lack of any tangible incentives for doing so. In this context, promotion and tenure calculations have a significant role; indeed, many institutions count civic engagement activity only as campus or community service rather than as part of their teaching or research missions—a categorization that may render it essentially irrelevant for purposes of professional advancement. Moreover, colleges and universities often have no established mechanism through which faculty members can obtain supplementary salary, "seed money," or project funding for civic engagement ideas under development. To be sure, American colleges and universities commonly cite their civic responsibilities in their charters and mission statements—and some even explicitly embed the teaching of civic knowledge and practice in their curricula. Nevertheless, the incentives and supports available for civically-engaged faculty in many institutional settings remain limited at best.

The Path Forward

The lessons about benefits and challenges described in this concluding article likely will be helpful touchstones for faculty

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