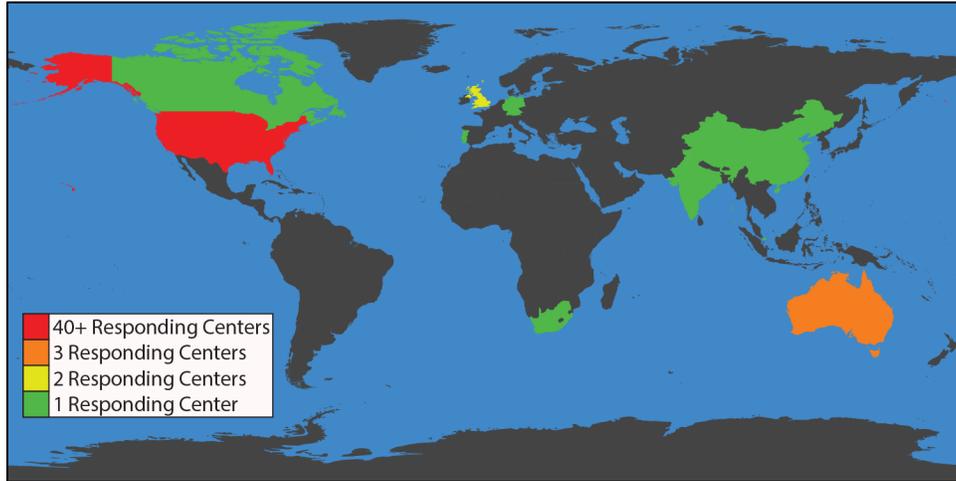


CHCI Public Humanities Survey – Draft Report

Section 1: Respondent Demographics



The respondents represented 61 institutions: 49 in the U.S.A. and Canada, 12 in Europe, Asia, Africa, and Australia. The Forum on Contemporary Theory is not affiliated with any university, and lists its offices in Texas, U.S.A, and Gujarat, India. Because the FCT’s survey was submitted from India, that location was used.

Three institutions (two in the USA and one in Australia) completed multiple surveys. The following data include all completed submission, including these duplicates.

Which of the following best describes how the public humanities are considered within your organization?

	North America			Others		
	North America	Others	Total	North America	Others	Total
The public humanities are a core mission of our organization.	14	2	16	27%	15%	25%
The public humanities are an important focus of our organization.	24	6	30	47%	46%	47%
Our organization is interested in the public humanities.	13	5	18	25%	38%	28%
Our organization has no interest in the public humanities.	0	0	0	0%	0%	0%

CHCI Public Humanities Survey – Draft Report

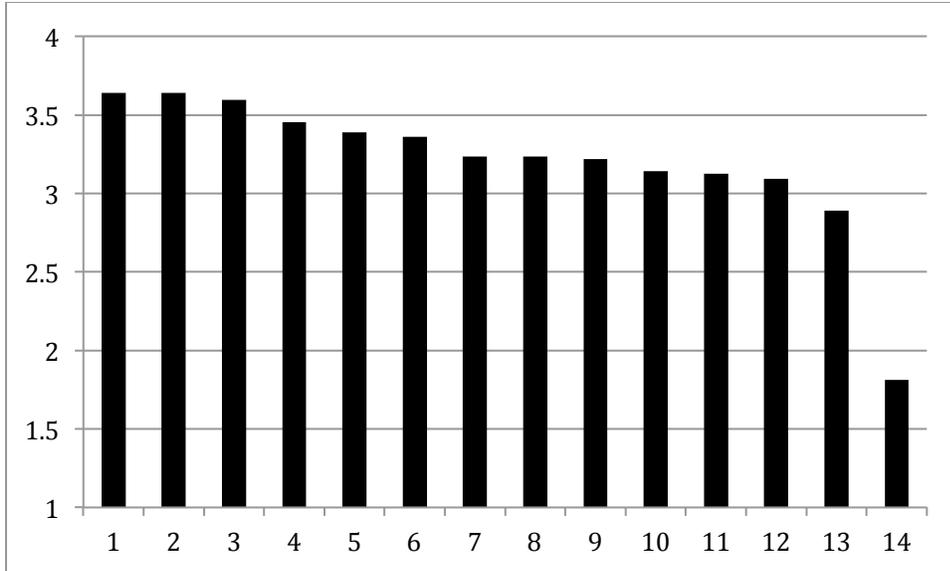
Section 2: Defining the Public Humanities

Consider the following activities members of your organization’s faculty may undertake. To what degree would you consider these activities to qualify as public humanities?

Respondents were asked to judge the degree to which a set of academic activities qualified as work within the public humanities. The scale ranged from “not public humanities” (coded as 1) to “a major component of the public humanities” (coded as 4). As shown in the figure below, every activity except “publishing in peer-reviewed journals and scholarly presses” was considered, on average, at least a “moderate component” of the public humanities.

	Activity	1	2	3	4
1	Organizing a public festival or event related to their specialty	0%	11%	14%	75%
2	Partnering with a community organization in producing research	0%	5%	27%	69%
3	Giving an off-campus lecture directed to a public audience	0%	5%	31%	64%
4	Conducting research on topics of interest to local, non-academic groups	0%	6%	42%	52%
5	Appearing as a guest on a local or national radio or television program	2%	9%	38%	52%
6	Writing an op-ed concerning their specialty for a local or national newspaper	3%	8%	33%	55%
7	Serving on a local board, commission, or advisory panel	5%	14%	34%	47%
8	Seeking out perspectives for their research from members of the community	2%	19%	28%	50%
9	Organizing service learning opportunities for their students	6%	17%	25%	52%
10	Appearing in an online, general topic lecture series (e.g., TEDx events)	0%	25%	36%	39%
11	Giving an on-campus lecture that is open to the public	2%	20%	42%	36%
12	Publishing research in a non-academic periodical, such as a trade or general topic magazine	2%	19%	48%	31%
13	Being active in social media channels as a voice in their field	2%	34%	38%	27%
14	Publishing in peer-reviewed journals and scholarly presses	50%	27%	16%	8%

CHCI Public Humanities Survey – Draft Report



Mean ratings of activities' qualification as "public humanities." The numbered columns correspond to the numbered rows in the table above.

(Optional) Besides those listed above, do members of your faculty participate in other activities that you would consider part of the public humanities? If so, list them here:

Respondents had the opportunity to write-in other activities that they felt should be classified as part of the public humanities. Below are those responses edited to remove identifiable information:

1. Having public sessions attached to academic conferences is something we often do and it doesn't precisely fit the categories here.
2. Partnering with community arts, humanities, and social service organizations on programming.
Workshops for [school] teachers.
[Humanities courses] for adults living at low to moderate incomes.
3. Participating in the state humanities council's [public] lecture series.
4. Teaching in [an adult-education humanities course];
Teaching [incarcerated individuals in prisons];
Participation in [a local humanities festival]
5. We organise [lectures] on topics of urgent topical interest.
6. Co-development of research agenda with community organization.
7. Faculty and students partnering with community organizations in humanities-based activities that improve the general quality of life in our city and region. (The point above seemed to focus exclusively on research and we view these partnerships as more holistic in nature.)
8. We participate in [...] art/humanities projects as part of [the city's] emphasis on place-making. We work with local theaters to do public events such as post-production talkback sessions. We also collaborate with businesses and arts and culture organizations to do public events [...]. We also have a research/public scholarship project [...] which is

CHCI Public Humanities Survey – Draft Report

composed of both scholars and members of local community organizations and has both traditional scholarly and community engaged outputs.

9. One of the challenges for me in filling out the survey is that I would distinguish between the “public humanities” and “publicly engaged humanities research and teaching.” I would classify far more under the former than the latter. For example, public humanities at my university would include radio talk shows, talks/leading book groups at the library—all of which share our research and insights with the public, which is a good thing. However, those activities often remain one-directional outreach. Publicly engaged teaching and scholarship is almost inevitably transformative—not dumbing down scholarship (one hopes) but making new forms of scholarship possible—that allows serves a community interest. That means the projects are often unique—even if one part of such a project is a scholarly publication. A recent few examples here, a theatre historian who ended up incorporating performance into her scholarship, a performance theorist working exploring the dynamics of urban space through choreography within a nonprofit workspace, an 18th-century literature scholar working with graduate students and museum staff to represent their research questions through an exhibition, catalogue for a public library.
10. Panels and other academic support around arts events both on campus and off;
Organizing film series on campus; contributing to film series off campus
Public history, oral history, storytelling
Working with high school teachers in both credit and non-credit situations (Summer Seminars, Summer Masters Programs for teachers; workshops [to support local school] teachers [...])
Working with public libraries, independent research libraries [...] and [our university library] on exhibits, public programming, educational outreach
Developing “alt ac” and “applied humanities” internships and training opportunities for Ph.D. Students
11. Development of online resources in the humanities that appeal to the general public
12. Let me clarify: Our campus has [two humanities-related centers]. We work together on some programs but have separate missions. [The center I represent] has main responsibility for public humanities.
13. Developing programs that engage and affect (non-academic) members of the community.
Teaching courses outside of the university.
14. The above list is a good summary. We also direct a program from the Graduate Center that extends to all [...] colleges and community colleges [in our university system], over 500,000 full and part-time students. We have [websites] and [a social networking tool] to promote interaction, collaboration, and communication across all our constituents and to the general public.
 - 1) Inter-arts collaborations that are rooted in archival humanities research but have research “outcomes” that include performances and [public school] outreach as well as scholarly publications with university presses [example with URL].
 - 2) Photodocumentary projects involving other institutions of higher education as well as non-local community partners [example with URL].
 - 3) Digital thematic research collections [example with URL].

CHCI Public Humanities Survey – Draft Report

15. Many faculty are engage in building archives (particularly digital archives) that make humanities content applicable to the public. This activity is included in the definition of “research” at my institution.
16. Curating exhibitions; workshops with schools; consultancy; advising on policy
17. Organising events centred on anniversaries, that engage industry, cultural institutions and the public
18. Public lecture series

Section 3: Faculty Participation in Public Humanities

Approximately how many faculty members are associated with your center or academic unit?

	<i>n</i>	1-10	11-30	31-60	More than 60
Faculty Size	48	25%	17%	17%	42%

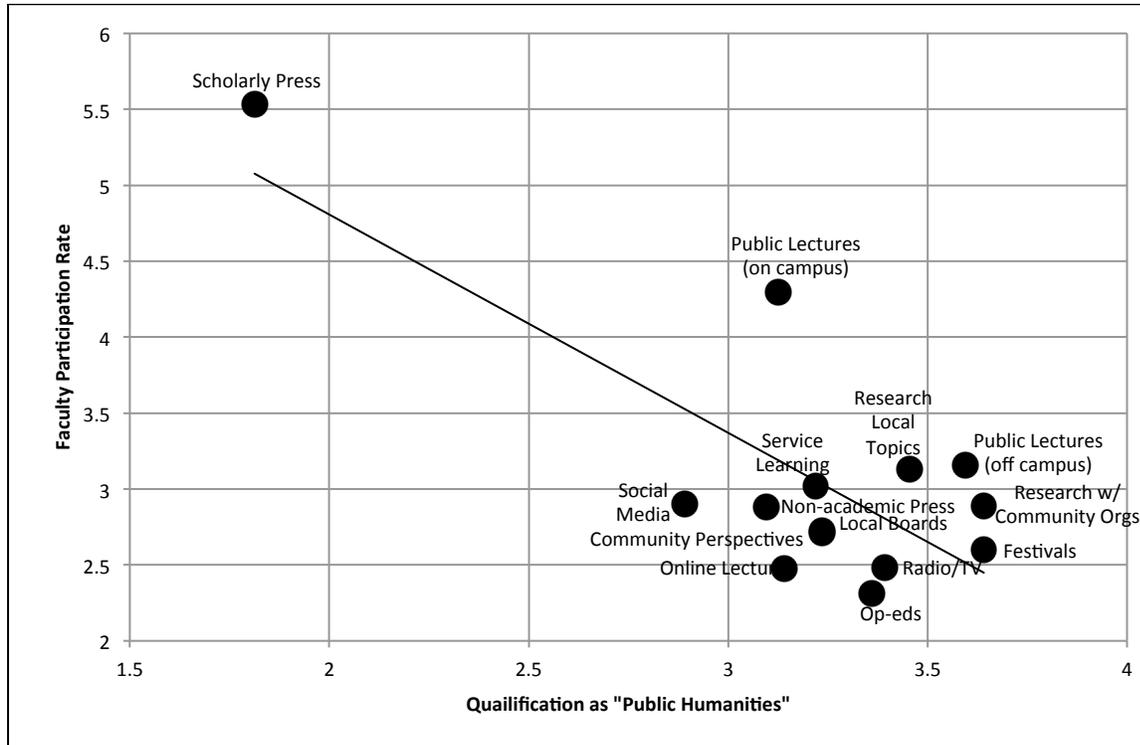
In your estimation, what percentage of your faculty does the following activities?

The survey presented the same academic activities from the previous section, but asked respondents to estimate the percentage of faculty associated with their organization participate in each activity. It is interesting that these items yielded a negative correlation ($r = -.77$) with the previous section. That is, the more an activity was considered a component of the public humanities, the fewer faculty members were estimated to participate in that activity.

	Activity	<i>n</i>	Don't Know	0-20%	21-40%	41-60%	61-80%	81-100%
1	Organizing a public festival or event related to their specialty	60	12%	63%	13%	2%	3%	7%
2	Partnering with a community organization in producing research	60	12%	43%	27%	10%	2%	7%
3	Giving an off-campus lecture directed to a public audience	55	7%	31%	35%	15%	7%	5%
4	Conducting research on topics of interest to local, non-academic groups	60	10%	33%	28%	17%	7%	5%
5	Appearing as a guest on a local or national radio or television program	56	7%	64%	20%	4%	4%	2%
6	Writing an op-ed concerning their specialty for a local or national newspaper	56	14%	70%	11%	2%	2%	2%
7	Serving on a local board, commission, or advisory panel	60	15%	45%	27%	7%	5%	2%
8	Seeking out perspectives for their research from members of the community	60	8%	55%	18%	12%	3%	3%
9	Organizing service learning opportunities for their students	60	17%	32%	33%	7%	8%	3%
10	Appearing in an online, general topic lecture series (e.g., TEDx events)	60	33%	47%	13%	3%	2%	2%

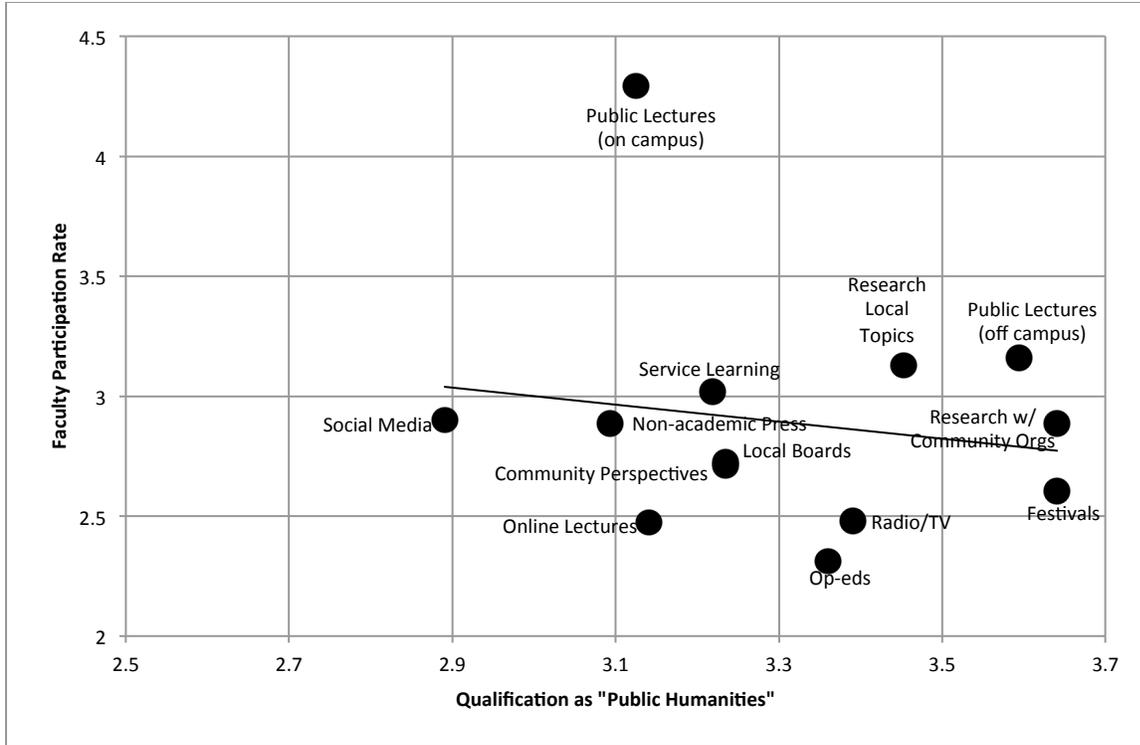
CHCI Public Humanities Survey – Draft Report

11	Giving an on-campus lecture that is open to the public	60	3%	13%	20%	17%	18%	28%
12	Publishing research in a non-academic periodical, such as a trade or general topic magazine	60	28%	38%	13%	13%	3%	3%
13	Being active in social media channels as a voice in their field	61	18%	38%	23%	15%	5%	2%
14	Publishing in peer-reviewed journals and scholarly presses	60	7%	2%	3%	7%	13%	68%



But this apparent correlation is primarily due to the outlying activity “publishing in peer-reviewed journals and scholarly presses.” Removing that activity (shown below) reduces the correlation significantly ($r = -.17$). In other words, besides publishing in scholarly outlets, there isn’t a relationship between the degree to which an activity is considered part of the public humanities and faculty members’ propensity to engage in that activity.

CHCI Public Humanities Survey – Draft Report



Section 4: Activities' Impact on Institutions and the Public

From your point of view, to what degree do the following faculty activities impact *your institution*?

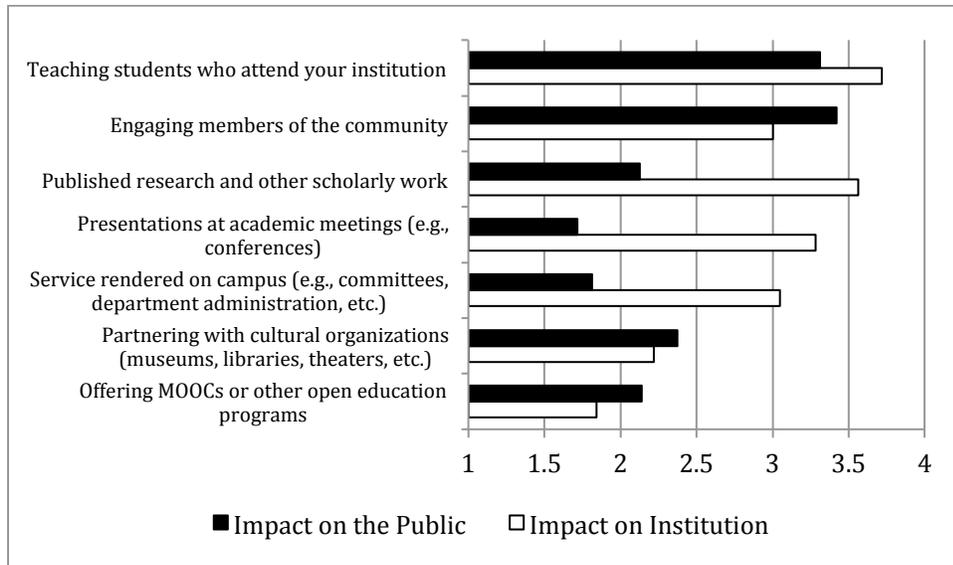
	<i>n</i>	No impact	Minor impact	Moderate impact	Major impact
Published research and other scholarly work	64	2%	8%	23%	67%
Presentations at academic meetings (e.g., conferences)	64	2%	19%	30%	50%
Teaching students who attend your institution	64	0%	5%	19%	77%
Engaging members of the community	64	0%	27%	47%	27%
Service rendered on campus (e.g., committees, department administration, etc.)	64	2%	23%	44%	31%
Offering MOOCs or other open education programs	64	39%	41%	17%	3%
Partnering with cultural organizations (museums, libraries, theaters, etc.)	45	2%	13%	51%	33%

CHCI Public Humanities Survey – Draft Report

From your point of view, to what degree do the following faculty activities impact *the public*?

	<i>n</i>	No impact	Minor impact	Moderate impact	Major impact
Published research and other scholarly work	64	20%	48%	30%	2%
Presentations at academic meetings (e.g., conferences)	64	45%	39%	14%	2%
Teaching students who attend your institution	63	3%	11%	32%	54%
Engaging members of the community	64	2%	9%	34%	55%
Service rendered on campus (e.g., committees, department administration, etc.)	64	39%	45%	11%	5%
Offering MOOCs or other open education programs	64	27%	41%	25%	8%
Partnering with cultural organizations (museums, libraries, theaters, etc.)	45	2%	7%	42%	49%

Note that the two activities with great impact on both the institution and the public were on-campus teaching and “engaging members of the community.” This begs the question why “organizing service learning opportunities for students” did not received higher ratings as part of the public humanities in Section 2.



(Optional) What other activities (in which your institution’s faculty members participate) have an impact on your institution or the public?

1. “have impact on”

I take it this category is about the core academic activities excluding deliberate outreach? Those activities are covered in the previous screens.

CHCI Public Humanities Survey – Draft Report

2. Organizing and participating in an annual humanities festival.
3. We sponsor and supervise paid student internships that hone (and showcase) the skills and abilities of humanities students as they work for the Center itself (specifically targeting outreach to the larger community) and for local organizations (such as museums and a nearby park).
4. Broad accessibility to our library and archives and community-oriented research support
5. Whilst the public humanities is central to my vision as the Director of the [...] Center it is really a lone effort thus far as faculty are more interested in being involved in activities and research projects that pertain to [tenure and promotion] criteria. Public humanities initiatives thus far, are not typically included in [tenure and promotion] criteria. Therefore, faculty don't seem to value public humanities initiatives.
6. I'm finding it hard to fill this in, firstly because we don't use the term 'public humanities' in [my country], so I don't really know what you mean, and secondly because [our center] doesn't really have many, or indeed any, University faculty associated with it in the way that you envisage. Our primary business is receiving fellows. We aren't a research centre for the institution.
7. No MOOCs at [our] University
8. Faculty-Community-partnered events such as [a] film festival and [a] Latino Film Festival have improved the quality of life in our region. We also have faculty members and students doing outreach with local schools in less advantaged neighborhoods related to college preparation and access to locally grown food. There is an active Slow Food chapter in [our city] in which some of our humanities colleagues are involved, and this kind of work along with experiences in the [community gardens program] is integrated into university classroom teaching as well. There are a lot of arts projects going on the region as well. We have a [web] site for local activities but unfortunately it needs to be updated: [url]
9. Our center is interdisciplinary, so of course the faculty we work with who are in the professional disciplines (business, law, health sciences) engage very directly with the public. But the majority of faculty who work with the center are in the arts, humanities, and social sciences, so the estimates above represent them. A growing number of faculty are experimenting with forms of teaching that I wouldn't call service learning but that do involve students doing a project with a public partner or that is public facing. Also, [...] many of us are developing digital projects--created by classes, as components of scholarly projects, etc.—that are designed very explicitly to be welcoming to interested viewers who are not specialists. Some of the more advanced projects have interactive features; some have pedagogical resources that include materials high school teachers contribute suggesting how the site can be used at various levels. In the humanities, we've also gotten much more active in partnering with local cultural organizations—museums, art house theatre, performance spaces, archives to build out public dimensions of conferences, as a venue for events organized by scholars and designed to engage with what I think of as the broad “New Yorker” audience in [our city]. More radically, we have faculty who have set up writing groups and mentoring groups in the local shelter house and a community-prison choir (that has now drawn writing and lit faculty into projects, too). Most of these faculty members began this work as “community service” but now incorporate these spaces and people into their courses and a number have developed scholarly projects connected to their work in these locations.

CHCI Public Humanities Survey – Draft Report

10. Working with public school teachers in a range of contexts / Working with libraries / Providing academic support activities for arts events (panels, seminars, pre-performance lectures, etc.) // (and the other stuff I listed on the last screen.) //
11. Developing high quality online resources in the humanities and providing them free of charge to worldwide audiences—this has a major impact
12. Our campus is in the midst of a culture change. The new Chancellor is very committed to creating bridges between the campus and the surrounding community. As the culture shifts in this direction, I think activities like service could become more beneficial to the public.
13. Media work (print and broadcast); off-campus service (e.g. serving on external committees, advisory boards); input into public policy
14. Engagement in strategic policy committees, organization of public events and outreach

Section 5: Impact of Media

Faculty members communicate with audiences through a variety of media outlets. How much impact do you think this communication has on *your institution* (when it occurs via the following media outlets)?

	<i>n</i>	No impact	Minor impact	Moderate impact	Major impact
Peer-reviewed, academic journals and presses	62	3%	11%	26%	60%
Non-academic magazines	62	2%	42%	45%	11%
National and local newspapers	62	0%	27%	50%	23%
National and local radio	62	2%	24%	52%	23%
National and local television	62	2%	24%	53%	21%
On-campus teaching	62	0%	18%	23%	60%
On-campus, public lectures	62	2%	23%	39%	37%
Off-campus, public lectures	62	3%	42%	39%	16%
Institutional websites	62	0%	29%	44%	27%
Non-institutional websites	61	11%	52%	30%	7%
Online lecture archives (e.g., TEDx)	61	13%	48%	28%	11%
Social media (e.g., LinkedIn, Twitter, Facebook, etc.)	60	12%	42%	35%	12%

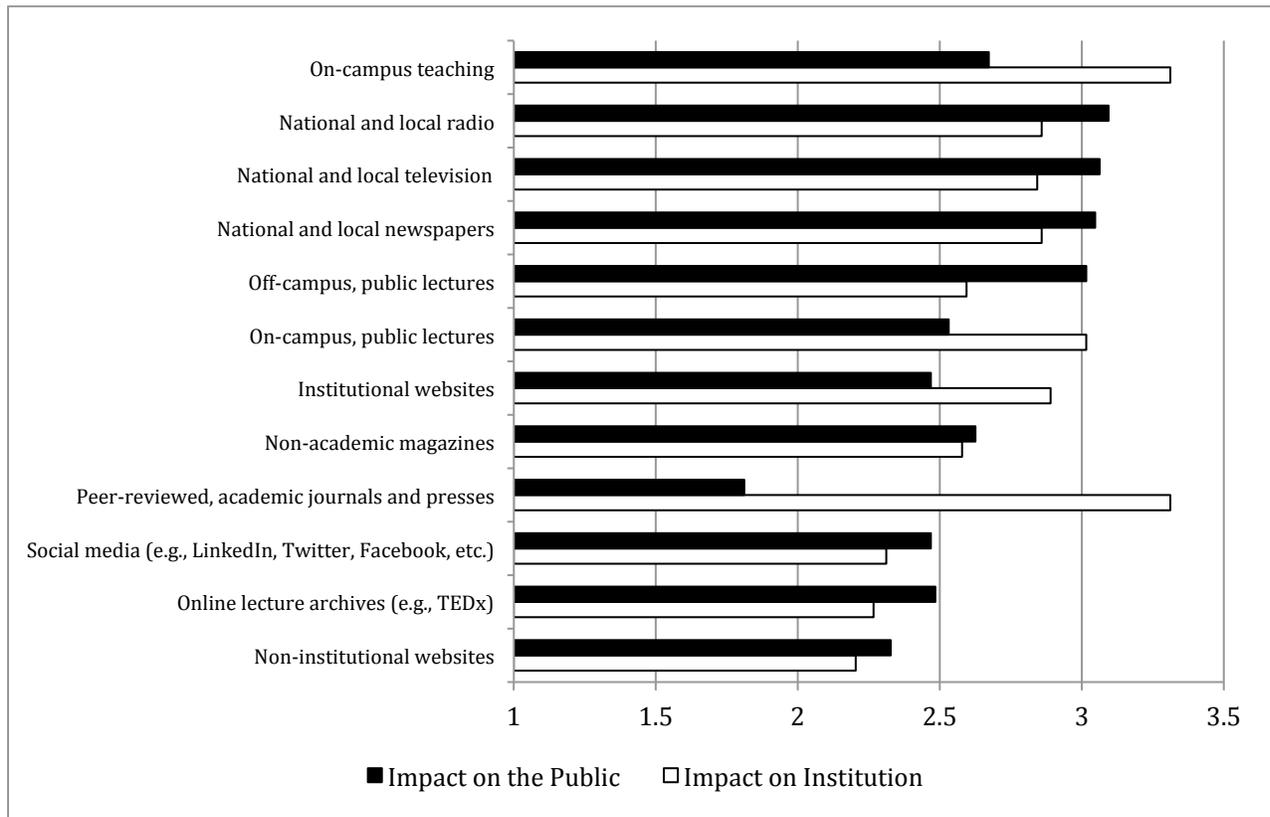
Faculty members communicate with audiences through a variety of media outlets. How much impact do you think this communication has on *the public* (when it occurs via the following media outlets)?

	<i>n</i>	No impact	Minor impact	Moderate impact	Major impact
Peer-reviewed, academic journals and presses	62	31%	55%	11%	3%
Non-academic magazines	62	2%	35%	53%	10%
National and local newspapers	62	0%	13%	60%	27%
National and local radio	62	2%	10%	56%	32%
National and local television	61	2%	10%	54%	34%
On-campus teaching	62	11%	26%	39%	24%
On-campus, public lectures	61	5%	34%	51%	10%
Off-campus, public lectures	62	3%	13%	53%	31%

CHCI Public Humanities Survey – Draft Report

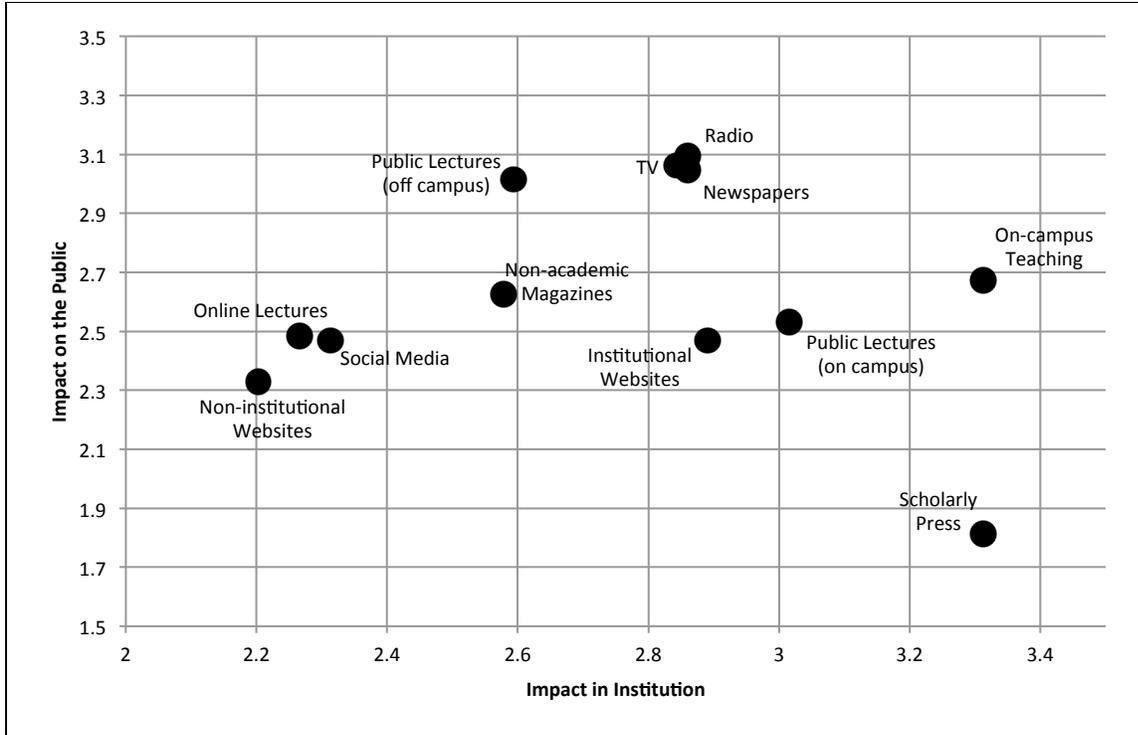
Institutional websites	60	8%	38%	35%	18%
Non-institutional websites	61	13%	41%	34%	11%
Online lecture archives (e.g., TEDx)	61	11%	34%	36%	18%
Social media (e.g., LinkedIn, Twitter, Facebook, etc.)	61	10%	33%	46%	11%

Wide dissemination of knowledge is generally considered an important component in the public humanities. (Note how many non-academic media channels received scores above 3.0 in Section 2.) Thus the survey asked respondents to rate the degree to which various means of knowledge dissemination impact their institutions and the public. The figure below shows that, similar to Section 4, on-campus teaching had the greatest cumulative impact, though its impact on the institution was judged to be far greater than its impact on the public (understandably so).



The relationship appears somewhat curvilinear: The media channels that greatly impact either the institution or the public tend to not impact the other, while those with moderate impact tend on either the institution or the public to have a moderate impact on the other. The data seem to indicate that off-campus lectures are likely an effective—perhaps underused—aspect of the public humanities.

CHCI Public Humanities Survey – Draft Report



(Optional) In your opinion, what other media outlets have an impact on institution your institution or the public?

1. These questions about impact on the public are very difficult to answer. I am saying they have a major impact relative to how much academe ever has an impact on the public. “Major” is relative to that.
2. I am really finding it impossible to answer your survey questions responsibly. Place no stock in my answers
3. Reporting by third party media about us.
4. University Communications staff are responsible for press releases and may decide what is news.
5. Podcasts are a valuable tool in reaching audiences
6. I would add a column between slight and considerable--which is what I would have used in most of these cases. “Public” is so vexed. We might have a strong impact on certain sectors of the public but NONE on rural towns in Iowa. Really hard to catch these variations.

Section 6: General Comments

Respondents were offered an opportunity to leave comments regarding the survey. They are presented below with limited editing for spelling and grammar.

(Optional) If you have any comments regarding this survey, the public humanities, etc., please submit them here.

CHCI Public Humanities Survey – Draft Report

1. Fostering the public humanities and demonstrating the essential connections between academic and public humanities are critical projects for all humanities faculty at this moment, when very powerful government and public media interests and institutions are systematically discrediting, defunding, and disrespecting the humanities. We must do all we can to help American's remember that the humanities is central to a healthy and functioning democracy and to an enriching and humane society.
2. Everything we do at [our university] and the [our center] is public. // Also, I'm the co-founder and principle administrator of [a large humanities research] network that has championed public humanities via an online interactive, open source and open access user-generated network even before Facebook and Twitter existed to make that format known to the general public. Its institutional home is shared. We would love to be represented somehow.
3. I will submit my survey, but I have no faith whatsoever in the choices I had to make. Consequently, I would have little faith in whatever results you come up with. My university is committed to [our system's ideal]—taking the knowledge produced in the university to the borders of the state and throughout the world—an idea that has grown into understanding an interactive and dialogic relationship with the public. As a research university in the US setting, research and teaching are interwoven; teaching and knowledge producing that relates to the wider world is important. Different faculty and units in the university work on different aspects of our mission. Our [center] has a major role in engagement with the public humanities. The [specific unit], which I direct, supplements these activities even as our focus is on our 45 fellows and some campus initiatives.
4. I'm not sure that I always understood exactly what you wanted me to evaluate. "Impact" is a vague concept.
5. Being at a research-focused university, there are two major challenges we are dealing with as far as the public humanities go. One of them is how to get the public actively engaged. More traditional, passive engagements, like faculty giving lectures, are pretty common, but we are trying to push that a bit and have community members/partners become active participants in public humanities. Several challenges accompany this. Secondly, when it comes to promotion and tenure, public work, publications in anything other than traditional peer reviewed academic outlets, digital work, etc., is not evaluated as highly as monographs and journal articles. Thus, there are some disincentives for faculty to put much effort into public work, since what they are rewarded for is more traditional forms of scholarship that do not leave much room to pursue public work. True public humanities work that has a long lasting impact is time consuming and can develop slowly over time. When it comes down to choosing that path, or writing the monograph for tenure, tenure always wins out.
6. Thoughtful survey. Keep up the good work!
7. I found the percentage split on staff activities blurred particularly the low categories - there's a great difference in a staff of 50 between 'almost no-one' and nearly 20%. Depending on how many columns you have, I'd have a 0-10 on the left and possibly 90-100 on the right. It would be OK to have 50-75 and 75-100 in positive territory, meaning 'most' and 'nearly everyone'. I just think we need categories for 'almost no-one' and 'a few'.

CHCI Public Humanities Survey – Draft Report

8. As with most institutions of modest size, our profile is inhibited not strengthened by our marketing division, who do not understand our “product” or “brand” in terms of what we do, only in terms of what they can control. Our activities reaching out to the public therefore must sidestep the inhibitions of the marketing division. I have heard similar stories from almost every small-medium college and university with whom I have conversations.
9. See my note above about not really being able to answer many of these questions. This is quite a US specific survey, as well, in my humble opinion. If I were trying. The specific impact of REF impact in the US is another issue which I haven’t been able to capture through these responses.
10. I’d have to warn my responses are pretty impressionistic, and [our center]’s mission statement includes fostering contact with the wider public - which includes now a popular one hour Saturday morning radio program of interviews with guests involved in public events.
11. Many digital humanities resources have wide appeal to the public and are of interest to news media.
12. None.
13. Thanks for calling today, [...]—I look forward to seeing what comes of this! [signed]
14. Until recently, [our university] was home to [several centers and projects], all of which feature public humanities in their mission. [One project] also partners with [the state’s humanities council and another university] to create public humanities fellowships for graduate students to supplement their academic degrees. At the same time, the value of the public humanities still has to be established as part of the academic mission of traditional Humanities disciplines, that is, beyond what remains of a renaissance and classical understanding of humanists research as a trickle down value.
15. I very much appreciate your work on this survey! Thank you! My two suggestions—a 3rd middle column that would allow for a bit more nuance. Some thought about “public.” One of the first lessons, I find, in working beyond the university is being realistic about what publics you actually want to address. I think a lot about ways to engage legislators, regents--as one public. I’m most hopeful about doing the “public humanities” for groups like young professionals, retirees, business people seeking substantial conversations about issues. Then, there are groups some faculty hope to work with to learn from and to serve--immigrants, poor people in our community, diverse communities (which extends to senior centers, those who are disabled, as well as other marginalized communities). So public is pretty complicated. Finally, it would be very interesting to know which CHCI centers collaborate regularly with true “public humanities” groups--their state humanities councils (in the U.S.), museums, historical societies and archives, etc. I suspect a lot more collaboration happens there than we often remember to acknowledge--my center collaborates with those groups constantly, and I have an appointment in our [public policy center], in part to acknowledge that kind of cultural collaboration as policy-shaping.