

Engagement and Scholarship: Resources on Postsecondary Tenure and Promotion

The following resources were compiled by Tom Schnaubelt at Wisconsin Campus Compact. Included are:

1. An example from the University of Illinois at Urbana-Champaign
2. National Education Association Statement on Faculty Reward Structures (2000)
3. National Center for Higher Education Management Systems Service Outcome Measures
4. References

Faculty Guide for Relating Public Service to the Promotion and Tenure Process University of Illinois at Urbana-Champaign

1. Provide services for the public through a University clinic, hospital, or laboratory
2. Make research understandable and usable in specific professional and applied settings such as in technology transfer activities
3. Provide public policy analysis for local, state, national, or international governmental agencies.
4. Test concepts and processes in real-world situations.
5. Act as expert witnesses.
6. Give presentations or performances for the public.
7. Provide extension education.
8. Conduct applied research.
9. Evaluate programs, policies, or personnel for agencies.
10. Engage in informational activities (seminars, conferences, institutes) that address public-interest problems, issues, and concerns and that are aimed at either general or specialized audiences such as commodity, trade, practitioner, or occupational groups.
11. Participate in governmental meetings or on federal review panels.
12. Engage in economic and community development activities.
13. Participate in collaborative endeavors with schools, industry, or civic agencies.
14. Testify before legislative or congressional committees.
15. Consult with town, city or county governments; schools, museums, parks, and other public institutions; companies; groups; or individuals.
16. Assist neighborhood organizations.
17. Conduct studies on specific problems brought to one's attention by individuals, agencies, or businesses.
18. Serve as experts for the press or other media.
19. Write for popular and nonacademic publications, including newsletters and magazines directed to agencies, professionals, or other specialized audiences.

Such activities require (1) a background of significant scholarship, (2) adequate diagnostic skills, (3) use or development of creative and focused methodologies, (4) strong information organization and media skills, and (5) written and oral skills in interpreting as well as presenting information.

Potential sources of confusion include the following items. [NOTE: this section has been paraphrased and shortened from the original document.].

1. Location is not a distinguishing characteristic.
2. Public service typically entails the application of faculty members' areas of expertise. Such service may be performed as part of their University responsibilities or in addition to their stated responsibilities – it may be uncompensated or compensated. In terms of compensation, the nature and extent of all public service work should be in keeping with University regulations...Activities that are engaged in mainly to make money, such as running a business or a consulting firm on the side, are clearly not part of faculty members' University public service activities.
3. Activities directed primarily to regularly enrolled students would not normally be considered public service.
4. Clinical teaching is clearly a blend of teaching and public service. Although arising from a primary teaching need, the primary obligation during its performance is to patients or clients, and only secondarily to the students. The welfare of the patients or clients must be kept foremost. Experimentation for instructional purpose would be unethical.
5. Faculty members can provide service to the University; in an administrative capacity; as members of the senate; or as committee members at the University, campus, college or departmental levels. Such service, however, is not public service and is referred to as institutional service or internal service; nor is service to professional organizations and scholarly societies, which is typically referred to as disciplinary service.
6. Not all activities engaged in by faculty members in settings external to the University are undertaken to help or fulfill the university's or unit's public service mission. (Jurors, youth leaders, coaches, PTA). This is private service. Public service fulfills the mission of the unit and institution and utilizes faculty members' academic or professional expertise.