

5. Departments should solicit alumni/alumnae evaluations when making tenure and promotion decisions.

Having the benefit of hindsight and maturity, former students can evaluate the impact of a faculty member on their careers more fully than those currently enrolled. A survey of alumni/alumnae whom a faculty member has taught and/or advised in undergraduate major and graduate work would provide a useful perspective. For a sample questionnaire, see Appendix D.

SERVICE RECOMMENDATION

6. Faculty members should maintain a service dossier containing a folder for each committee or other activity they participate in. Evaluation should be based on degree of participation and accomplishments, not merely membership.

As with teaching, a continuously updated dossier should describe service to department, college, university, and community, as well as regional and national professional activities. The responsibility for compiling adequate records is shared among the faculty member, department, and committee chairs or supervisors.

For each committee or other activity, the folder should provide such information as: the name and charge of the committee or group; frequency of meetings and attendance record; results of the committee's activity; and the individual's role on the committee and evidence of that participation (including copies of committee reports and any documents written by the individual). For a sample dossier form, see Appendix E.

If a case is to be made for distinguished service, letters describing such service should be obtained by the department chair from the chairs of the individual's committees and/or administrators who have worked closely with those committees. If the faculty member is the chair of the committee, evaluation should be solicited from the person to whom the committee reported.

The Service Dossier

Queens College

The By Laws of the City University of New York require evidence of service when granting tenure and promotion to faculty. Faculty members are responsible for providing confirmation of their service activities. Queens College does not recognize only a single definition of good service; each candidate for promotion or tenure has a separate case, worthy of consideration on its own terms. Nonetheless, Queens College does define service in terms of *accomplishments*, and not merely in terms of committee membership. Below are suggestions for demonstrating good service, broadly construed.

Candidates are urged to generate information on a timely basis during every semester.

The Committee Folders

Prepare a folder for each committee you work on or each service activity you perform; it might include:

Information: The committee's name, duration, committee members, charge, to whom the committee reported, name of the committee chair, what position you held in the committee (e.g., chair)

A list of committee accomplishments (during your term of service)

A description of how you contributed to committee accomplishments

Committee minutes

A copy of committee reports

A letter from a committee chair describing your specific efforts and their importance

Other letters or information describing the impact of the committee's work

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3 For Discussion Only

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6 University of Illinois at Urbana-Champaign

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8 A Faculty Guide for Relating Public Service
9 to the Promotion and Tenure Review Process¹

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12 INTRODUCTION

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14 This guide was prepared by the Senate Committee on Continuing Education and Public
15 Service and the Office of Continuing Education and Public Service. It should be used by
16 faculty members whose public service responsibilities are major or minor components of
17 their duties. Department heads also will find the guidelines helpful as they advise faculty
18 members on the preparation of materials for promotion and tenure review. The guide is in
19 two parts. In the first part, public service is described, examples of public service activities
20 are presented, and potential sources of confusion about public service are identified and
21 discussed. In the second part, suggestions are made for planning, documenting, and
22 evaluating public service.

23
24 PART I: DEFINING THE SCOPE OF PUBLIC SERVICE

25
26 The campus guidelines for promotion and tenure issued by the Office of the Vice
27 Chancellor for Academic Affairs makes it clear that:

28
29 The three prime missions of the University are teaching, research, and public
30 service. In any promotion process, consideration should be given to

¹This guide replaces a previous one prepared jointly by the University Senate and the Office of Continuing Education and Public Service in the late 1970s. New material was drawn from a study of faculty views about public service conducted by the Senate Committee on Continuing Education and Public Service in 1991. The guide also incorporates ideas drawn from the literature on assessment and from the guidelines used by the University of California-System, the University of California-Davis, the University of Wisconsin, Michigan State University, and the University of Georgia.

performance of the individual in all three of these areas. However, the three should not be treated equally and their application depends upon the definition of the position to which the individual has been appointed and to which he or she is to be promoted. (1992-93 Academic Affairs Communication No. 9)

This guide focuses on public service and also discusses how public service interacts with teaching and research. Much as one's research (scholarship) may positively impact one's teaching and public service, one's involvement in public service may positively serve the purposes of one's research and teaching. Such is the case for clinical teaching where public service and teaching are closely integrated. Public service opportunities may evolve from research projects in fields such as agriculture, business, education, and engineering; in response to external requests; or from needs analyses. It may lead to subsequent research activities. This interaction among teaching, research and public service can contribute significantly to the vitality of the institution, its colleges, units, and departments as well as of its individual faculty members.

Distinguishing Characteristics of Activities Considered as Public Service

The types of public service activities engaged in by faculty members reflect the nature of their appointments, their training and experience, as well as specific external needs. This leads to diverse forms of interaction by faculty members with communities, individual clients, industries, agencies, governmental entities and other constituencies. Although the forms can be diverse, public service activities share the following three distinguishing characteristics:

- (a) Contribute to the public welfare or the common good.
- (b) Utilize faculty member's academic and/or professional expertise.
- (c) Directly address or respond to real-world problems, issues, interests or concerns.

The first characteristic signifies the importance of determining the purpose of a particular activity. Doing so can help avoid confusing public service ^{activities} which are for the common good and those which are primarily of only personal interest and benefit. The

second characteristic emphasizes the importance of differentiating volunteer community activities such as that of the chemistry professor coaching youth league softball from those activities that call upon the professional expertise of the chemistry professor. The final characteristic reflects a weighting toward applied activities rather than theoretical ones on the perceived continuum between theory and practice. Public service activities tend to focus primarily on the concrete rather than on the abstract.

Forms of Public Service

The diversity of external needs as well as faculty training and experience leads to many different forms of public service. To the extent they are in keeping with all three of the previously stated characteristics, the following activities are examples of how faculty members' academic or professional expertise can contribute to the public good while directly addressing real-world problems, issues, interests or concerns:

- Provide services for the public through a University clinic, hospital or laboratory.
- Make research understandable and usable in specific professional and applied settings such as in technology transfer activities.
- Provide public policy analysis for local, state, national, or international governmental agencies.
- Test concepts/processes in real-world situations.
- Act as an expert witness.
- Give presentations or performances for the public.
- Provide extension education.
- Conduct applied research.
- Evaluate programs, policies, or personnel for agencies.
- Engage in informational activities (seminars, conferences, institutes) which address public interest problems, issues and concerns and are aimed at general audiences or specialized audiences such as commodity, trade, practitioner or occupational groups.
- Participate in governmental meetings or on Federal review panels.
- Engage in economic and community development activities.
- Participate in collaborative endeavors with schools, industry, or civic agencies.

- Testify before legislative or congressional committees.
- Consult with town, city or county governments; schools, museums, parks, and other public institutions; companies; groups; or individuals.
- Assist neighborhood organizations.
- Conduct studies on specific problems brought to one's attention by individuals, agencies, or businesses.
- Serve as experts for the press or other media.
- Write for popular and non-academic publications, including newsletters and magazines directed to agencies, professionals, or other specialized audiences.

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

Potential Sources of Confusion

1. Public service may be performed in many different locations: on campus, as when serving in a clinic or hospital; or off campus, as when consulting with a school district or a governmental agency. Location, therefore, is not a distinguishing characteristic of public service.

2. Public service typically entails application of the faculty member's area of expertise in addressing real-world problems, issues, or concerns. Such service may be performed as part of one's university responsibilities or in addition to one's stated responsibilities in which case it may be either uncompensated or compensated. In terms of compensation, the nature and extent of all public service work should be in keeping with university regulations. Whether or not compensation is received for public service is not a criterion for an activity being considered public service. At the same time, activities which are engaged in mainly to make money, such as running a business or consulting firm on the side, are clearly not part of one's university public service activities even though there may be benefits to the public, organizations, or individuals resulting from those activities.

3. Recipients of public service can include individuals and organizations as well as local,

state, national, and international governing bodies and agencies. Activities directed primarily at regularly enrolled students would not normally be considered public service. While it is certainly a form of service to individuals and the state, teaching regularly enrolled students in this university, no matter where their instruction takes place, would normally be considered a form of instruction in promotion and tenure considerations.

4. Clinical teaching is clearly a blend of teaching and public service. However, the primary obligation is to the patient or client, and only secondarily to the student. It is the welfare of the patient or client which must be kept foremost. Experimentation solely for instructional purpose would be unethical.

5. Not all forms of service are public service. For example, faculty members can provide service to the university: in an administrative capacity; as a member of the senate; or as a committee member 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 fulfill the university's or unit's public service mission. (Unit/college/department mission statements are important in this regard since the institution's mission is too broad to offer much guidance on this matter.) For example, faculty members may serve as jurors, as youth leaders and coaches, or on the PTA. They do so, however, in their role as private citizens. Therefore, such service is sometimes referred to as "**private service**." In contrast, **public service** activities fulfill one's unit's and/or institution's mission and utilize one's academic and/or professional expertise.

7. The relationships among outreach, continuing education, and public service are potentially confusing. Both public service and continuing education are forms of "outreach" when they go beyond resident instruction and discipline-oriented research and are initiated in response to an external audience or constituency. However, the concept "outreach" often does not describe the reciprocal nature of the interaction between faculty members and their publics. For example, while faculty members are working with external audiences, they often gain insight into problems and receive knowledge which impacts their research and informs their teaching.

Some but not all types of public service are accomplished through continuing education such as community short courses and continuing professional education. However, some types of continuing education primarily serve the university's teaching mission such as when graduate programs are offered at off-campus sites. Continuing education which does meet all three of the previously stated criteria for public service serves the university's public service mission while continuing education which does not meet all three of the above criteria primarily serves the teaching mission.

8. Consulting with private companies can be an important form of public service, and interaction with companies can contribute to one's research (scholarship) and/or teaching. For it to be considered part of one's university public service, it should conform to all three of the above criteria of public service and reflect the department's and/or university's mission objectives. At the same time, its main purpose should be service rather than financial remuneration.

9. Public service is a complex set of activities reflecting the nature of faculty members' appointments, their training and experience as well as the specific external need. Sometimes, differentiating these activities from teaching and research is difficult, and in such cases multiple criteria should be used in assessing the quality of the activity. However, for the activity to be public service it must utilize faculty members' academic or professional expertise and contribute to the public good while at the same time directly addressing or responding to real-world problems, issues, interests or concerns.

PART II: SUGGESTIONS FOR PLANNING, DOCUMENTING, AND EVALUATING PUBLIC SERVICE

This guide emphasizes the importance of early planning, understanding departmental expectations, designing activities with evaluation in mind, and being sure that any evaluation is consistent with the demands of the promotion and tenure review process. Far too often, faculty members who make an impact through their public service activities fail to receive appropriate recognition because the faculty member and department head did not pay proper attention to one or more of these considerations.

The first part of this section is intended for all faculty members who perform public service work regardless of the emphasis placed upon it. However, the final section is addressed specifically to those faculty members whose public service responsibilities constitute a substantial portion of their university assigned responsibilities.

All faculty members will benefit from the following suggestions for planning, documenting, and evaluating public service:

1. Understand the Institution. The University of Illinois at Urbana-Champaign is a **land-grant** and **research-intensive** institution. Therefore, the general criteria applied to the judgment of merit reflect an expectation for excellence in teaching, research and public service. The specific expectations are reviewed annually in Communication #9 issued by the Office of the Vice Chancellor for Academic Affairs.

2. Understand Unit/Departmental Expectations. The promotion and tenure process begins with the specific academic department or unit; therefore faculty members' involvement in public service should reflect their position appointments. Departments vary in the emphasis they give to public service activities and those which they consider important. Discussions with the department head or chair, other senior members of the department's faculty, and members of the department's promotion and tenure review committee can help to clarify:

(a) departmental expectations concerning the kinds of public service activities which are encouraged;

(b) how each should be documented; and

(c) the criteria for public service to be used in judging performance at the departmental and college level.

Questions to be considered:

- In what areas has the department established a history of quality in public service?
- In what ways do the department's faculty members appropriately interact with

practicing professionals or meet agency and industry needs for technical information and education?

- What types of public service activities are encouraged as a part of the departmental mission?

- Does one's position appointment fit within the mission of the department and/or college?

- What balance does the department expect faculty members to maintain between research (or other scholarly activities), teaching (including continuing education), and public service while working toward indefinite tenure?

It is important to establish a dialogue at the appropriate level(s) of the university regarding expectations for professional development and productivity. Dialogues of this type should continue throughout faculty members' careers.

3. Start Early in Preparing for Evaluation. Preparing for evaluation of public service work by promotion and tenure committees should begin early in a faculty member's appointment at UTUC. As public service activities are planned, conducted, and evaluated, consider how those activities might best be interpreted to promotion or tenure committees. Developing high-quality public service activities takes time and effort. Thoughtful evaluation and reporting of evaluation results also require time and effort. Beginning early will help to avoid a last-minute rush to document work and should result in a clearer and more complete interpretation of accomplishments.

4. Seek Help. There are many sources of assistance available to UTUC faculty members as they plan, conduct, evaluate, and report their public service work. Faculty members should seek out a mentor and advocate among the senior faculty members. Many committees do not have experience with evaluating public service activities; a senior faculty member who understands the public service concept and how to organize a dossier can help a committee evaluate public service activities and understand how such activities fit into the portfolio.

5. Plan Public Service with Promotion in Mind. If public service activities are to be used to

support a favorable promotion decision, they should be planned with that use in mind. Faculty members should plan their efforts far in advance and design them for qualitative evaluation. Department chairs or heads should be involved in the planning process in order to insure that faculty members' proposed public service activities are consistent with departmental expectations. Departmental executive committee members, senior faculty members, and promotion and tenure committee members should also be asked to share their insights regarding the campus promotion process.

6. Plan Activities with Evaluation in Mind. As faculty members become involved in public service, evaluation should be included as part of the planning of any public service activity. The best way to assure that public efforts will be assessed at the end of an activity is to develop evaluative mechanisms which will track those efforts from the beginning.

Assessment can be helpful both to improve work along the way and to determine its quality at the end of an activity. These two types of evaluations should be performed separately. Evaluation of quality should consider the kinds of evidence and the outcomes which will be meaningful to promotion and tenure committee members at the department, college, and campus levels. Simple listing of activities without attention to assessment of quality does little to enhance a case for promotion or tenure. Assessment of quality should include evidence of excellence, innovation, and impact. Faculty members should be able to identify relevant evaluative criteria and check their judgment against that of colleagues. Public service needs to be visible, evaluable, and improvable. Public service activities typically occur outside the view of other faculty members. Therefore, it is important that tangible products result from public service activities which can be evaluated by others. Writing up public service as a form of scholarship is one way to permit evaluation of your work.

8. Make a Case. Make a case for the quality of the public service work and how it relates to research and/or teaching. Relate the case explicitly to the terms of the contractual appointment with the University. Promotion and tenure committees judge how well the case has been made for either the granting of indefinite tenure or for promotion. They do not evaluate the specific work itself; this is done by the external referees. Therefore, it is not the quality of any one piece of work but the overall quality of the dossier and the accompanying documentation that will lead to a successful outcome.

9. Be Selective: Not everything undertaken as a public service will be or should be

considered in promotion and tenure review. For example routine talks to service clubs or repeated consultation on the same topic with the similar information may not be considered as significant for review. Consider the following questions as a way of relating public service activities to the promotion and tenure process:

- Do the public service efforts utilize the faculty member's disciplinary or professional expertise?
- To what extent do the activities represent potential new interpretations and applications of knowledge for use in specific settings?
- Is there potential for the activities to generate new research questions or make more understandable the current body of knowledge?
- Does the outreach activity make an impact on public policy, on the improvement of practice among professionals, or on those involved in agriculture or business?
- Is there continuity among program ideas, or do they present a "shotgun" array of activities?

10. Make Quality Evident. Participants in public service activities conducted by UIUC faculty members are often active professionals in various fields. They are in an appropriate position to assess the impact of public service activities when the primary focus is on the application of current knowledge to practical problems. They may also be able to provide evidence on the contribution of scholarly endeavors to any increase of their awareness of the practical implications of theory or to any improvement of professional practice. Documentation of the impact of public service activities and contributions to professional improvement may be the most potent single manner in which comments by professionals can support the case in the review process.

Senior faculty members from comparable institutions represent a valuable source of evidence regarding the excellence of a faculty member's public service efforts and related scholarly endeavors. In particular, they may be able to comment on the extent to which faculty members have made a substantial contribution to their discipline or profession and the extent to which they have been recognized by other scholars, public policy makers, or practitioners.

1 There is a requirement that the qualifications of referees asked to comment upon
2 leadership in the field or contributions to theory through public service efforts be made
3 explicit in promotion papers. Although faculty members from comparable institutions are
4 preferred, it is imperative that review committee members be able to identify why the
5 particular referees are to be viewed as highly qualified to assess the faculty member's
6 standing. Comments by referees should be specific and concise. The context in which the
7 faculty member is being judged and the qualifications and background of the evaluator are
8 all critical to the ultimate impact of the reference. The more familiar the referees are with
9 the particular public service efforts, other similar efforts, and the field in general and the
10 more focused their evaluative comments, the more helpful will be their evaluations.
11

12
13 Recommendations For Those Faculty Members Whose Public Service Responsibilities
14 Constitute A Substantial Portion Of Their University Assigned Responsibilities
15

16 Faculty members whose university assigned responsibilities entail a significant
17 amount of public service work are strongly urged to develop with the department head/chair
18 and dean at the time of hiring any special criteria for judging the quality of public service
19 activities to be used in evaluating the quality of performance. Such criteria should then be
20 made available to the candidate in writing at the time of appointment. Subsequent
21 modifications in one's official appointment papers should likewise be documented and
22 become part of one's official personnel records.
23

24 When negotiating the special criteria, the following topics should each be covered
25 as to how they will be evidenced in the final portfolio:
26

- 27 (a) quality of public service work;
28
29 (b) impact of the public service work;
30
31 (c) dissemination of the public service contribution as expressed through scholarship;
32
33 (d) interaction with a community of scholars;
34
35 (e) integration of research (scholarship), teaching, and public service.

1
2 For purposes of promotion and tenure decisions, well-stated cases should be based
3 on the over-all public service activities not on a single instance of public service. Faculty
4 members will want to stress the nature and extent of interaction with society. Most
5 committees will encourage that only those public service activities which are exemplary and
6 can clearly demonstrate impact and innovation to be put forward. Well-stated cases will
7 also argue effectively how the efforts to bridge between theory and real-world problems,
8 issues, or concerns have enhanced not only faculty members' careers but also have
9 contributed to the vitality of the University and larger community.

10
11 Long lists of public service activities do not necessarily indicate anything about the
12 quality of those activities. Indeed, high-quality public service activities may be obscured or
13 invisible when buried in a lengthy list of unevaluated activities. Only the best efforts
14 should be included in the dossier. The activity should be described briefly along with its
15 impact and outcomes, the evaluation procedures used, the context in which comparisons
16 were made, and the qualifications of evaluators.

17
18 It is advisable to contact relevant professional and discipline-oriented associations
19 and societies to obtain their statements, if available, about specific criteria for evaluating
20 public service in their fields.

21
22 Public service is generally regarded of high quality when there is evidence that it
23 has resulted in:

- 24
25 • a beneficial impact, attributable at least in part to the application of relevant and up-to-
26 date knowledge to the real-world problems, issues, or concerns addressed by the
27 public service. (Examples: Favorable impact upon public policy or upon
28 professional, agricultural or business practice).
29
30 • honors, awards, and other forms of special recognition such as commendations
31 which have been received in the execution of public service.
32
33 • election to office or undertaking important service to professional associations and
34 learning societies, including editorial work or peer reviewing for a national or
35 international organization, as related to public service.

- selection for special public service activities outside of the state and invitations to give talks within the faculty member's field.
- election or appointment to departmental or institutional governance bodies or to academic policy or procedure development committees related to public service.
- participation in professional or scientific associations and meetings, and presentation of papers.

Tenure-track and tenured faculty members whose main responsibility is providing public service are generally expected to engage in scholarly endeavors that result in innovations, advancement in knowledge, and/or contributions to their disciplines or professions in their service to society. Efforts to improve public service can be a form of scholarly activity related to research, and can result in publication. In addition, public service which is truly innovative can advance a discipline or profession and attract external support. Evidence of scholarly excellence on the part of faculty members whose main responsibility is public service may include:

- Publication in books, journals and monographs; creation of video-tapes, computer programs and fact sheets; syllabus reprints; development of program materials; authored newspaper articles; exhibits, shows and concerts; writing for business, trade, and community publications and technical reports. (In such publications, for example, they may describe the results of innovative links made between theory and practice.)
- Evaluative statements from clients or peers of quality and impact of reports and other documents produced by the faculty member evidencing creativity and scholarship in public service.
- Recipient of grants and contracts to fund the development and delivery of public service innovations, when such grants and contracts are competitive and subject to peer review and approval.
- Being sought out by individuals from outside the state or nation seeking to study the

