Disciplinary Variations in Faculty Expressions of Engaged Scholarship During Promotion and Tenure
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BIGLAN'S THREE DIMENSIONS (1973b)

1. *Hard* or *Soft*: the degree to which paradigm consensus exists in the field
2. *Pure* or *Applied*: the degree of concern with application of disciplinary knowledge
3. *Life* or *Non-Life Systems*: whether or not the discipline is concerned with living organisms

| | Hard | | Soft | |
	Non-Life	Life	Non-Life	Life
Pure	Astronomy	Botany	English	Anthropology
	Chemistry	Entomology	German	Political science
	Geology	Microbiology	History	Psychology
	Mathematics	Physiology	Philosophy	Sociology
	Physics	Zoology	Russian	
			Communications	
Applied	Ceramic engineering	Agronomy	Accounting	Ed. administration
	Computer science	Dairy science	Finance	Secondary education
	Mech. engineering	Horticulture	Economics	Special education
	Civil engineering	Ag. economics		Vocational Education
	Nuclear engineering			

OTHER KEY CONSTRUCTS

Intensity of activity was comprised of the frequency, duration, and complexity of faculty members' interactions with community partners and was influenced by Enos & Morton's (2003) framework for development of campus-community partnerships. Intensity of activity included types of engagement activities, number of different types of engagement activities, frequency and duration of the engagement activities, scholarly output related to the activities, and awards/recognitions received for publicly engaged scholarship.

Degree of engagement characterized the extent to which faculty members collaborated with their community partners in reciprocal, mutually beneficial ways, and was influenced by The Research University Civic Engagement Network's degree of collaborative processes in engaged research (Stanton, 2008), Imagining America's continuum of scholarship (Ellison & Eatman, 2008), and distinctions between transactional and transformational partnerships (Saltmarsh, Hartley, & Clayton, 2009). Degree of engagement focused on depth of collaboration and included the direction or flow of information or knowledge; locus of control in decision making; extent of collaboration at different stages of the engagement process; and recognized sources of new knowledge or understanding associated with publicly engaged scholarship.

Types and Definitions of Publicly Engaged Scholarship:
A Typology Developed by Doberneck, Glass, and Schweitzer (2009)

Publicly Engaged Research and Creative Activities

Type 1. Research—business, industry, commodity group funded. Sponsored research or inquiry supported through grants or contracts from businesses, industries, trade associations, or commodity groups (e.g., agricultural or natural resources groups) that generates new knowledge to address practical problems experienced by public or practitioner audiences.

Type 2. Research—nonprofit, foundation, government funded. Sponsored research or inquiry supported through grants or contracts from community-based organizations, nonprofit organizations, foundations, or government agencies that generates new knowledge to address practical problems experienced by public or practitioner audiences.

Type 3. Research—*unfunded or intramurally funded applied research*. Community-responsive or community-based research or inquiry that is not funded by a community partner but instead is pursued by faculty through intramural support or as financially unsupported research or inquiry.

Type 4. Creative activities. Original creations of literary, fine, performing, or applied arts and other expressions or activities of creative disciplines or fields that are made available to or generated in collaboration with a public (non-university) audience.

Publicly Engaged Instruction

Type 5. Instruction—for credit—nontraditional audiences. Classes and instructional programs that offer student academic credit hours and are designed and marketed specifically to serve those who are neither traditional campus degree seekers nor campus staff.

Type 6. Instruction—for credit—curricular, community-engaged learning. Classes and curricular programs where students learn with, through, and from community partners, in a community context, under the guidance and supervision of faculty members.

Type 7. Instruction—noncredit—classes and programs. Classes and instructional programs marketed specifically to those who are neither degree seekers nor campus staff.

Type 8. Instruction—noncredit—managed learning environments. Scholarly resources designed for general public audiences that are often learner-initiated and learner-paced (e.g., museums, galleries, libraries, gardens, exhibits, expositions).

Type 9. Instruction—noncredit—public understanding, events, and media. Scholarly resources designed for the general public that are accessible through print, radio, television, or web media. General examples include self-paced educational materials and products (e.g., bulletins, pamphlets, encyclopedia entries, educational broadcasting, CD-ROMs, software, textbooks for lay audiences); dissemination of scholarship through media (e.g., speakers' bureaus, TV appearances, newspaper interviews, radio broadcasts, web pages, and podcasts, if scholarly and readily available to the public); and popular writing in newsletters, popular press, or practitioner-oriented publications.

Publicly Engaged Service

Type 10. Service—technical assistance, expert testimony, and legal advice. Provision of university-based knowledge or other scholarly advice through direct interaction with non-university clients who have requested assistance to address an issue or solve a problem.

Type 11. Service—co-curricular service-learning. Service-learning experiences that are not offered in conjunction with a credit-bearing course or academic program and do not include reflection on community practice or connections between content and the experience.

Type 12. Service—patient, clinical, and diagnostic services. Services offered to human and animal clients, with care provided by university faculty members or professional or graduate students, through hospitals, laboratories, and clinics.

Type 13. Service—advisory boards and other discipline-related service. Contributions of scholarly expertise made by faculty, staff, and students at the request of non-university audiences on an ad hoc or ongoing basis.

Publicly Engaged Commercialized Activities

Type 14. Commercialized activities. Translation of new knowledge generated by the university to the public through the commercialization of discoveries (e.g., technology transfer, licenses, copyrights, and some forms of economic development).

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