

Guidance for Faculty on Writing the “Statement of Contributions to Public and Global Impact”

UC Davis Academic Affairs has introduced a new optional *Statement of Contributions to Public and Global Impact*. The objective of this statement is to provide a narrative of the impact of your global engagement and/or public scholarship. Faculty are invited to write about the impact of such activities that are noted throughout their dossier in the prescribed categories of research, teaching, service, and diversity, equity and inclusion, or highlight the integrated impact across all areas of the dossier.

Below you’ll find the language from the annual call and guidance from Global Affairs and Public Scholarship and Engagement on how to approach writing this statement.

Statement of Contributions to Public and Global Impact

Faculty scholarship includes engaging locally, regionally, nationally, and internationally, but the full breadth and impact of that work is not always appreciated or easily understood by those who evaluate their merit and promotion dossiers. It is currently difficult to understand, visualize, and evaluate the breadth of faculty activities that fall under these cross-cutting and high-priority areas for the university. These activities span the pillars of faculty research, teaching, and service. As such, this optional statement will provide the opportunity for faculty to specifically address areas of public and global impact in their dossier. Public and global impact may be evidenced by, for example: peer-reviewed publications, knowledge being brought into the policy and decision-making process, improving professional practice, pedagogical innovations, public exhibitions/installations, grants, contracts or competitive awards, and ways in which faculty public and global impact intersects with efforts to improve diversity, equity, and inclusion.

Faculty seeking evaluation of their public and global engagement activities should provide a record that documents their activities including, but not limited to:

- Peer-reviewed scholarly publications that translate research for practitioners, entrepreneurs, business/industry leaders, or policymakers; and/or that are derived from scholarly work completed; and/or that document the process of engagement;
- Integration with educational efforts, including global or community-based teaching, student projects, and educational opportunities that bridge between the university and global or community partners;
- Examples of knowledge being brought into the policy and decision-making process, including reports, policy briefs, testimony or other official presentations for elected officials, and/or management actions that resulted from the engaged scholarship.
- Ways in which public and global scholarship intersect with efforts to improve equity, inclusion, and access to university resources;
- Exhibitions, installations, or events that highlight engagement of scholarly work with communities outside of the university.

- Explanation of the quantity, strength, and impact on non-university constituents, for example, legislation, adoption of innovations, and/or changes in professional practice;
- Grants and contracts or competitive awards that recognize and support global and public engagement.

We recommend directly addressing the ways in which reviewers can assess the impact of the faculty member’s work. These can be appreciated by addressing some of the following questions:

- What is the impact of the new knowledge creation? What important questions or challenges have been addressed? How, effectively has this research knowledge been translated for external, public, or global use?
- How did the knowledge create educational impact for diverse audiences? Did the work have additional impact by benefitting underserved communities, addressing disparities, or addressing the needs of diverse populations in California and/or around the world?
- What is the impact of the scholarship on/within communities (local or global) in which the scholarship is conducted? Examples might include influencing or shaping policy, changing practices, outlining problems that communities identify as critical to address, and addressing issues of public interest.

Recognizing that public or global work cuts across all categories of the dossier, faculty may choose to identify and emphasize one area (research, teaching, or service) in which their work makes the biggest contribution and has the greatest impact.

The following table provides examples of products and impacts of public scholarship and global engagement that can be evaluated in merit and promotion. These examples can guide faculty in deciding which aspects of their work they would like to highlight to demonstrate impact. While the table is divided into examples of Research, Teaching and Learning, Service, and Diversity, Equity and Inclusion, many faculty will find that their public and global scholarship integrates or spans across these categories.

	Products/Artifacts (Work created by the candidate) - Examples	Evidence of Quality and Impact (influence of work created by the candidate) - Examples
Research & Creative Activity	Peer-reviewed scholarly publications with global partners and/or that translate research for practitioners, entrepreneurs,	Explanation of the quantity, strength, and impact on non-university constituents, for example, solving societal challenges, influencing legislation, adoption

	<p>business/industry leaders, or policymakers</p> <p>Publications that document the process of engagement with community partners and/or that highlight the impact of the research on solving global challenges</p> <p>Public-facing scholarly work - videos, blogs, open access journals, digital humanities products, presentations, patents, publicly available electronic materials, etc.</p> <p>Public exhibitions, or installations, that highlight engagement of scholarly work with communities outside of the university or abroad.</p>	<p>of innovations, and/or changes in professional practice.</p> <p>Grants and contracts or competitive awards that recognize and support public engagement or global engagement.</p> <p>Evidence that the process of community, public, or global engagement has impacted others within or outside the discipline.</p> <p>Sustained, mutually beneficial relationships with communities, organizations, and/or international collaborators.</p> <p>Evidence of knowledge being brought into the policy and decision-making process, including reports, policy briefs, testimony or other official presentations for elected officials, and/or management actions that resulted from the global or publicly engaged scholarship.</p>
<p>Teaching & Learning</p>	<p>Community-engaged learning and/or global learning opportunities integrated into courses, including community-based and/or global teaching, student projects, and experiential learning opportunities that bridge between the university and communities.</p> <p>Assessment and evaluation of community-engaged and/or global teaching and student learning (e.g., teaching portfolio, professional development of other teachers).</p> <p>Development and dissemination of instructional materials to improve community-engaged pedagogy and/or global learning</p> <p>Mentorship of students in public and/or globally engaged scholarship</p>	<p>Adoption of shared materials and methods by others</p> <p>Evidence of impact of dissemination of global and/or community-engaged teaching materials and learning outcomes (e.g., podcast, blog posts, publicly available instructional materials, publications).</p> <p>Evidence of knowledge being brought into local or global communities: reports, presentations, decisions, or other outcomes that resulted from the community engaged and/or global learning.</p> <p>Student, teacher or community reflections connecting community engaged and/or global learning to course outcomes.</p>

<p>Service</p>	<p>Chairing or serving on external committees/panels/societies.</p> <p>Facilitating an agreement with a community-based institution (global, national, or local)</p> <p>Acting as an expert witness; advising federal, state or foreign governments, or similar.</p> <p>Educational or public outreach programs.</p> <p>Organizing conferences with global or local partners and/or community partners</p>	<p>Evidence of knowledge being brought into the policy and decision-making process, including reports, policy briefs, testimony or other official presentations for elected officials, and/or management actions that resulted from the global and/or engaged scholarship.</p> <p>Evidence of knowledge dissemination to external audiences that address a community-defined topic or issue and/or a pressing global challenge.</p> <p>Description of impact of new collaborations, agreements, partnerships, and knowledge transfer with local, regional and global partners.</p>
<p>Diversity, Equity and Inclusion</p>	<p>Global or public scholarship that intersects with efforts to improve diversity, equity, and inclusion.</p>	<p>Improving access for traditionally underserved groups to university knowledge and resources. Recruitment and retention of diverse students via engagement with communities.</p> <p>Cogeneration of research ideas with communities traditionally underserved by the university.</p> <p>Improving economic, social or environmental conditions of a community, region, agency, industry, or other sector.</p>

Additional Resources

- [Engaged Scholarship and Review, Promotion, and Tenure \(RPT\)](#)
Compiled by Campus Compact
- [Faculty engaged scholarship: Setting standards and building conceptual clarity](#)
By Lynn Blanchard and Andrew Furco (The Academy of Community Engagement Scholarship)
- [Internationalizing the Tenure Code: Policies to Promote a Globally Focused Faculty](#)
American Council on Education/ Center for Internationalization and Global Engagement