

**EXECUTIVE COMMITTEE  
FACULTY DIVISION OF THE HUMANITIES**

**RECOMMENDATIONS FOR POSITIONS INVOLVING TENURE  
October 1998**

*Departments are required to review faculty for promotion to tenure no later than the sixth probationary year. Most tenure cases are submitted to the divisional committees at this time. The Executive Committee of the Humanities Division meets in each of the nine months of the academic year and reviews recommendations for promotion from within the university, and for appointments to tenure from outside the university, from September through April. Only in exceptional circumstances will the committee review internally-generated tenure cases in May. Departments that intend to recommend promotion in the spring semester must, therefore, have dossiers and the other materials delivered to the Divisional Office (134 Bascom) by the deadline for the April meeting. Departments are urged to send tenure recommendations to the Humanities Divisional Committee as early in the academic year as possible.*

**CRITERIA AND FORMAT**

The divisional committee's criteria for appointment to tenure are intended to preserve and enhance the university's excellence, contributions to education, knowledge and culture, and its function in developing the human intellect. Tenure contributes to these objectives by giving faculty members the freedom to teach, inquire, create, publish, and serve with less concern for the immediate popularity or acceptability of their efforts than would be the case if termination of employment were a continual possibility. Tenure also permits the scholar to engage in long-term research and publication projects. But since tenure commits university and state resources indefinitely, the committee requires proof of excellence in past performance together with a credible forecast that a faculty member's intellectual vitality will continue for years to come. There is no entitlement to tenure based upon a record that is merely competent and satisfactory.

A candidate for tenure should have a national reputation. Part V of the dossier (described below) should demonstrate that the candidate's work is highly regarded by experts in the candidate's field who are members of peer academic institutions or leading arts organizations.

In judging a candidate's future contributions, the committee appraises all evidence of scholarly or artistic excellence and productivity as found in: (1) relevant research and scholarly publications, artistic performances, and artistic or literary works; (2) teaching and the development of teaching materials; and (3) service to the institution, to the profession, and to the public. Research, teaching, and service encompass the activities essential for all faculty members, including those whose responsibilities emphasize outreach/extension.

The committee recognizes that the diversity of the accomplishments of faculty members in different fields and with different budgeted responsibilities makes it impossible to frame precise standards for every potential tenure case. Probationary faculty nevertheless can reasonably expect to know what is expected of them in a general way; to that end the general standards to be applied in judging research, teaching, and service, and the role of faculty with significant outreach responsibilities, are set forth in this document.

A recommendation for promotion or appointment with tenure should identify the candidate's balance of responsibilities and accomplishments in research or creative expression, teaching, and service. (These categories are defined and discussed below.)

A tenure recommendation for a candidate whose responsibilities are primarily in outreach/extension may be made on the basis of significant outreach/extension activities. In such cases the evidence must show that the candidate is recognized both within and outside the university in his or her field, and has made significant contributions to outreach/extension through an appropriate balance of teaching, research, and public service. The committee recognizes that interpretation and dissemination of the findings of research through teaching and service are the most important responsibilities in outreach/extension, but looks for quality publications in a relevant academic area.

Instructions for submitting the evidence to the committee are also set forth below. The committee will return

to the department without consideration any presentation that fails to follow these guidelines.

### **MATERIALS AND PROCEDURES**

Send all materials to: Divisional Committee Office, 134 Bascom Hall. For special cases (sculpture, e.g.), please make arrangements with either the coordinator of the divisional committees or the chair of the committee.

**Supplementary materials.** A need may arise for submitting at a later date supplementary materials such as minority reports, testimonial letters, and petitions. All such communications must be in written form, must be submitted in 14 copies, and must be submitted to the Divisional Committee Office. All materials received will be part of the public record. No supplementary materials will be accepted less than two weeks before the meeting.

Private communication with individual committee members is contrary to the proper conduct of the committee's affairs, and is to be deplored. In any case, such communications will in the normal course become, with attribution, part of the public record.

### **Publications**

The committee requires two copies of each of the candidate's publications and of monographs and articles accepted for publication; and one copy of book manuscripts. Documentary evidence of acceptance for publication, and referees' reports on book manuscripts, if available, should accompany accepted materials not yet published.

Uncompleted works and works not yet accepted for publication are considered by the committee to be works in progress. Evidence of work in progress, for example manuscript copies and referees' reports, may be submitted with other materials; however, the committee's primary focus will be on works published or accepted for publication.

A brief abstract in English should be provided for works written in languages other than English.

The committee will also review such evidence of accomplishment as photographs, catalogues of exhibitions, audio and video recordings, models, computer software, drawings, performance reviews and similar materials.

### **Dissertation**

For tenure cases at the rank of Associate Professor in fields in which the Ph.D. is the terminal degree, a copy of the Ph.D. dissertation is to be sent to the divisional committee.

### **Student Course Evaluations**

The originals of all student course evaluations are to be sent to the divisional committee.

*The materials itemized above will be returned to the department.*

### **The Dossier**

Please prepare 14 copies of a dossier for the divisional committee containing all materials described below, and submit them, together with the supporting materials, **at least three weeks before the divisional**

**committee meeting.** (Note that the dean of the schools and colleges review departmental tenure recommendations one week prior to forwarding them to the divisional committee. Realistically, therefore, the departmental package must be ready to go four weeks prior to the committee's meeting. Check with your dean's office for the details of its requirements.)

The dossier should have continuous pagination throughout, and include a table of contents. Numbered sections may be appropriate, but dividers, color tabs, and similar embellishments are unnecessary, as is fancy binding: the entire dossier should be stapled or secured with a clamp.

Each copy of the dossier will contain the following:

I. LETTER FROM THE DEPARTMENT CHAIR

This is the first item in the dossier after the Table of Contents and should contain the following information:

- A. **An explanation of the voting.** Describe your departmental rules for voting on tenure recommendations. Give the number of eligible voters in the departmental executive committee during the semester of the tenure decision, and the exact vote—including absences and abstentions—for the case at hand. Provide explanations, as far as possible, for abstentions, absences, and negative votes, including a summary of the reasoning and/or evidence used by those who made a case against the candidate's promotion.

Any minority opinions that were both expressed in the course of the executive committee's deliberations and submitted to the department in writing must be included in the dossier. Members of the candidate's department should not communicate formally or informally with the members of the divisional committee to express either majority or minority opinions.

The divisional committee reserves the right to request a minority report in specific circumstances, including cases in which the departmental vote is substantially split and in cases of the departmental request for reconsideration of a negative vote in the divisional committee.

- B. **Years of probationary service on the tenure track** at the time of the departmental vote and, if different, at the time of the submission of the dossier.
- C. **An assessment of the candidate's special contributions** to the development of the department. The committee must be convinced that this candidate best serves the needs of the department and has established a pattern of scholarly or artistic productivity and teaching excellence in traditional academic, outreach/extension, or creative arts settings. The chair's evaluation should balance commitments and responsibilities required or appropriate in one area against those in another. This is especially important where the candidate's accomplishments depart from conventional academic patterns. Include a statement of what the department sees as the role (scholarly, professional) of the candidate. Comment on the original letter of appointment (II, below) regarding how original expectations have been fulfilled. Where there has been some change in professional expectations, date, document, and discuss the circumstances.
- D. **Departmental evaluation.** A brief summary of the departmental evaluation of the candidate's qualifications and capabilities, demonstrated through achievement in the following areas:
- (1) scholarship, creative arts, or outreach/extension (see Part VI);
  - (2) teaching (see Part VII)
  - (3) institutional, professional, community, and cultural and artistic service (see Part VIII).

Candidates whose mission is partially or primarily in outreach/extension or who have significant continuing education responsibilities are evaluated in each of the above categories.

If the chair considers a subcommittee report sufficient, that report may be part of the chair's letter. The chair's letter should not be a pastiche of materials included elsewhere in the dossier (such as the letters from experts and student course evaluations).

Copies of the annual reports submitted by the candidate's oversight committee to the departmental executive committee (FPP 7.05.D.), and copies of any written responses by the candidate to the annual reports may be requested.

*The burden of making an effective case falls on the department. Since the case must be explained to those unfamiliar with the subtleties of the candidate's professional field, the best presentation to the dean and to the divisional committee may well be different from that made within the department. It is the duty of the department chair, for example, to note in this letter any practices or conventions proper to the discipline which might help the committee assess the candidate. It is vital to include a detailed statement outlining the quality, quantity, and format (i.e., articles vs. books, performance venues) of scholarly, creative, or artistic productivity that is expected of assistant professors in the field, and how the candidate has met these standards.*

## II. LETTER OF APPOINTMENT

Include a copy of the original letter of appointment and of the PVL (position vacancy listing).

## III. DEPARTMENTAL CRITERIA AND STANDARDS FOR TENURE (as specified in *Faculty Policies and Procedures 7.14.D*)

## IV. CURRICULUM VITAE

The curriculum vitae should be concise and accurate; dates should be inclusive, and details non-repetitive. Partial or complete duplications should be noted. The format for the CV is as follows:

Name.

Formal college and university education.

Title of dissertation and name(s) of supervisor(s).

Positions held, listed chronologically (account for any gaps).

Honors, grants, and awards since Ph.D. or other terminal degree.

Positions held that require scholarly competence (editorial boards or other positions which involve refereeing articles for publication, research boards of scholarly organizations, positions requiring consultation for foundation or government grants, membership in professional organizations, and the like).

Bibliography in accepted bibliographic form, indicating pages and publication status, as listed below:

- a. Books and monographs.
- b. Editions and collections.
- c. Articles.
- d. Textbooks.
- e. UW-Extension and other continuing education publications: teaching materials, media productions, study guides, and similar items proper to the continuing education mission.
- f. Book reviews and other critical reviews.
- g. Computer software.
- h. Lectures and scholarly papers presented; participation in panels and service on juries; consultancies, advice provided, and similar matters.
- i. Work submitted for publication but not yet accepted (give particulars).
- j. Work in progress (give a statement concerning its nature, status, and estimated date of completion).

In the case of candidates in the arts, include as well:

- a. Exhibitions, commissions, works performed, plays directed, performances given, and so on. Group

the listings according to standard professional criteria (international/national/statewide/ regional/local significance; solo/group; juried/invitational, etc.).

- b. Grants, awards, residencies, catalogs, collections, archives, and other relevant professional credentials.

Chronology of teaching, covering all years the candidate has been at the University of Wisconsin–Madison. The chronology should list the courses taught by the candidate semester by semester; it should include guest lectures, production of educational materials, seminars led, and workshops and conferences organized.

List honors and master's degree theses and Ph.D. dissertations directed, and thesis and dissertation committees sat on.

Service (see VIII for definitions and discussion).

- a. Institutional service.
- b. Professional service.
- c. Public service.

## V. CANDIDATE'S STATEMENT

Each candidate is to prepare a succinct statement on his or her future research and teaching plans for approximately the next five years. This should not be more than three to four pages.

## VI. CONTRIBUTIONS TO KNOWLEDGE AND CULTURE

The candidate shall have demonstrated the ability to conduct research, produce scholarship, and/or create works of art that make an original contribution to knowledge and culture. The committee looks for evidence of originality, standing in the profession outside the university and the state, and the likelihood of continued performance. Evidence of ability and promise in the area of research includes conduct of research with appropriate methods and rigor; conceptualizing and theorizing in an original way; synthesis, criticism, and clarification of extant knowledge and research; innovative collection or analysis of empirical data; relating research to the solution of practical problems.

In evaluating the record of candidates with outreach/extension responsibilities, the evidence must show that the candidate's work has significantly contributed to the translation and dissemination of the results of scholarly inquiry in his or her discipline for the benefit of society, and that this work has extended the knowledge base of the university or of the citizens of the state.

In evaluating the record of candidates in the various areas of creative expression, the committee needs evidence of distinguished performance in terms of originality, scope, richness, and depth of expression.

Evidence of research performance and of a candidate's standing in a field includes: fiction, drama, poetry, scholarly books, monographs, editions, chapters, bulletins, articles in scholarly or professional journals (published or accepted for publication); photographs, slides, concert or other programs, scores, catalogues of exhibitions, tape recordings, motion pictures, videos, scene models, lighting plots, computer software, internet materials; awards, honors, or citations; reviews and other evaluations of the candidate's publications, performances, exhibitions, and manuscripts; citation of the candidate's work, if particularly frequent or laudatory; research awards, grants, and proposals; evaluations by authorities, especially those from other major universities, in the candidate's field of specialization; papers read at professional meetings, invited lectures at other universities and learned societies, invitations to participate in professional meetings, editorial positions with major professional journals, testimony before governmental committees, and professional honors, awards, and consultations; and professional service indicative of the candidate's standing in the field, such as serving on editorial boards in professional organizations.

The specific items in the dossier under this section are:

- A. **A definition or characterization** of the particular form of the candidate's competence, for example: an interest in historical, biographical, or philosophical problems; or in speculative thinking; or in synthesizing extant knowledge and research; or in applying research to such areas as pedagogy, outreach/extension, or public service; or in creating research tools such as bibliographies; or in model building; or in literary, musical, or artistic criticism; or in composing, writing, painting, or choreography; or in directing or performance; or in interdisciplinary integration of research findings which creates new knowledge or perspectives. Where appropriate, comment on items contained in Bibliography or Artistic Performance under III. curriculum vitae, above.
- B. **An evaluation of the candidate's contributions** to scholarship and culture. Comment on the significance of prizes, honors, and awards the candidate or the candidate's students have won, commissions or museum acquisitions, and the like. Provide critical reviews of the candidate's work where available. If there are problems or weaknesses in any relevant area, address them directly.

The department chair will provide an evaluation of the quality and standing of the publication outlets, and performance and exhibition venues, indicating for example which publications and exhibitions are refereed, and characterizing their standing.

- C. **Performing arts.** The divisional committee recognizes that the normal university duties of probationary faculty in the performing arts will impede access to national or international venues necessary for professional visibility, or commensurate with their artistic stature. When considering candidates in the performing arts, therefore, the committee will take into consideration such impediments and will consider evidence showing the potential of the candidate to obtain access to performance venues of greater prestige although some performance beyond the immediate community is expected. In addition to the five letters requested below, critiques by outside evaluators of campus or community performances or productions may be presented as evidence of professional attainment and competence.

Reviews of one representative theatrical, musical, or literary performance; of exhibitions and individual works of art; and of essays and works of drama, fiction, and poetry should be submitted.

- D. **Letters of evaluation.** The department is to provide:

Five letters of evaluation of the candidate's abilities and accomplishments, from nationally or internationally recognized experts in the candidate's field outside this institution;

A sample copy of the letter sent to these experts;

A list of the materials submitted for evaluation. Reviewers should receive the candidate's current curriculum vitae, a substantial and representative sample of the candidate's work, and an indication of the candidate's future research plans.

Biographical information about the referees.

The committee requires that more than half of the letters will be solicited from authorities other than those nominated by the candidate. In this connection the department will explicitly inform the committee of the procedures used in obtaining letters, and whether they were received before or after the departmental vote to recommend promotion. Any relationship between the letter writers and the candidate should be noted. In the case of arts candidates, it may be desirable to have outside reviewers brought to campus to evaluate a performance or production.

The committee wishes to be assured that the letter asks for an objective evaluation of the individual's achievement and promise (of scholarship and publication, for example) as appropriate for persons at that stage of their careers. The department should be scrupulously neutral when discussing the

candidate and should invite referees to compare the candidate's publication or artistic record with those of comparable faculty at peer institutions. It is appropriate for the letter to tell why the evaluation is requested; however, what is wanted is the expert's evaluation of the candidate's accomplishments and promise, not a recommendation with regard to tenure.

All replies received must be submitted to the divisional committee. It is to the candidate's advantage, moreover, that all letters of evaluation be obtained through official departmental channels. Although the candidate may suggest names of evaluators to the department, the divisional committee places no weight on letters solicited independently by the candidate.

- E. **Statement on overlap and joint authorship.** If there are any complete or partial duplications among the publications or lectures listed in items a. to j. in the CV (item IV), these should be described. In particular, the relationship between the doctoral dissertation and a book or articles derived from it should be noted and clarified. Other examples would be articles that have become chapters of a book, or works that have been translated, or the republication of an article in a collection with a different title. Where the candidate has collaborated with another scholar or artist, the nature and proportion of the work for which the candidate is responsible should be made clear.
- F. **One representative sample of the candidate's publications, or in the arts, a representative work sample** should be included in the dossier. This could be a journal article or a chapter of a book, or a sample of another type of scholarly contribution equivalent in scope. If the representative publication is written in a language other than English, or if there are substantial passages in the representative publication in a language other than English, a translation should be provided. If there are problems meeting this requirement, the department should speak with the chair of the divisional committee.

Cases in the creative and performing arts may face special problems in satisfying this requirement. If there is any doubt as to how this requirement is to be met, confer with the chair of the divisional committee.

## VII. TEACHING

The candidate should have a strong record of effective teaching. The following should be evident in the record: the dossier should provide an assessment of the candidate's commitment to teaching, success in the communication of material, and stimulation of learner interest and other characteristics as a teacher. Evidence of these characteristics should be furnished. If problems or weaknesses exist, they should be addressed. Some candidates may deserve credit for significant, innovative development of instructional techniques and materials which affect academic programs in their department or discipline. Mention evidence of any special commitment to the instructional life of the institution, such as a readiness to reshape and strengthen a program. Procedures adopted or admired by colleagues within or outside the candidate's department should be documented. Other noteworthy contributions might include teaching in addition to regular duties, collaborative efforts, and interdisciplinary instructional activities. Mention should be made of teaching assistant supervision.

Evaluation of teaching ability and performance must take into account the range of approaches to teaching within the university. No candidate is expected to be equally proficient in all teaching situations: excellence must be demonstrated in those teaching situations most appropriate to the candidate's teaching mission and responsibilities. Beside the variations attributable to individual personality and style, there are distinctions among types of teaching situations both on and off campus—lectures, discussion sections, seminars, noncredit courses, institutes, workshops, media presentations, laboratory instruction, clinical teaching, in-service training, media courses, correspondence and distance-learning courses, individual tutorials, advising and consulting, and consultative exchanges with client groups. Specifics about how learners benefitted from teaching should be addressed.

This portion of the dossier should include the following:

- A. Narrative of Teaching with complete chronology of courses taught: the committee requires a narrative discussion and complete chronology of the candidate's teaching at this university, and at other institutions if such information can be obtained. The narrative should make the case for the candidate's strong record of effective teaching. It should also include a description of the candidate's teaching assignments every semester and an evaluation of the candidate's performance as a teacher in each of these semesters. A statement should be made regarding the fit between the candidate's teaching history, the programmatic needs of the department, and the teaching duties discussed in the letter of appointment. Deviation from the terms of appointment, or from the department's normal teaching load, requires explanation. Teaching should be appraised with reference to both departmental needs and advances in the field.

Honors or awards for teaching, as well as funding for curriculum development, are also evidence of excellence in teaching.

- B. Comparative teaching data: the committee is interested in a comparison between the candidate's teaching load and the average teaching load for probationary faculty in terms of the number of courses per semester or year, the level of instruction (introductory, specialized, graduate seminar), the number of students and credits taught, and the number of contact hours expected. Information should also be provided concerning the manner in which duties are assigned. For each semester during which the candidate taught, a comparison should be provided between the grade distribution and mean evaluation scores in all the candidate's classes and the mean grade distribution and evaluation scores in all classes in the department.
- C. Teaching materials: the dossier should include a representative sample of syllabi (one per instructional level) as well as descriptions and samples of any significant instructional materials prepared by the candidate. These may include textbooks, workbooks, applications of instructional technology and innovative uses of information technology. Copies of such materials should be included with the candidate's publications.
- D. Teaching evaluations: the dossier must include a sample copy of the student evaluation form(s) used for the candidate's courses. The sample should include a clear key to the evaluation scores. If more than one form was used, the semester and year in which each form was used should be indicated. Also required are a tabulated summary of the scores of all student evaluations and an analysis of the scores and comments on the evaluations. For each of the candidate's courses please provide: enrollment totals at the third week of classes and at the end of semester, the number of course evaluations received, and the grade distribution for the course. The originals of all the course evaluations should be provided separately. These will be returned to the department.

Teaching evaluations from other institutions should be solicited and presented in full, with the understanding that there is no presumption that such evaluations are comparable to our own.

Assessment of the effectiveness of the candidate's major program contributions and teaching abilities by workshop participants, trainees, and clients are helpful in evaluating outreach/extension teaching performance.

All reports on class visits by colleagues, whether within or outside the department, should be submitted in full. There should be one or two visits for each teaching year of the candidate's probationary period, and preferably for each semester. The reports should cover different courses and different levels of instruction. For candidates who have been substantially involved in outreach/extension programs, letters should be included from recognized outreach leaders and professional experts in the candidate's field.

## VIII. SERVICE

Significant service contributions strengthen a case for tenure, particularly in the case of faculty with significant continuing education responsibilities, but cannot be the primary basis for a tenure recommendation. If a tenure recommendation is based on administrative service as the major activity of the candidate at the present time, or if tenure is sought for an administrative appointment from the outside, evidence of excellence in teaching and research must also be presented to demonstrate the candidate's ability to fulfill teaching or research functions when his/her administrative activities come to an end.

The committee acknowledges that service demands on faculty members with joint appointments may be more onerous than is the norm for appointments in a single department.

Service activities fall into three general categories: institutional, professional, and public, as defined below. Service activities should be briefly described; adequate documentation should be available if requested.

- A. Institutional. The effective operation of the university requires a high degree of faculty participation in faculty governance, on departmental and university committees, in administrative roles, student advising, and the like. All faculty must share in these tasks, but the divisional committee recognizes that a heavier burden should fall on the shoulders of already-tenured faculty members.
- B. Professional. Service to one's profession or academic discipline may occur at local, state, national, or international levels. Professional service includes: serving as an officer or member of a board, committee, or task force of a professional group; on-site visits; reviewing research proposals or manuscripts; organizing and participating in professional and technical meetings such as training institutes, workshops, conferences; and continuing professional education.
- C. Public. Part of the university's mission is to serve the state and the public. Public service includes membership on committees and boards; preparation of publications, articles and reprints for the public; testifying at public hearings; speaking to or consulting with public bodies; and participating in or organizing workshops and conferences. (Note that such things are of interest to the committee to the extent that they are professional in essence: participation in activities in one's capacity as a citizen is not ordinarily considered.) Public service activity shall be evaluated according to the level of skill and success in communicating and applying the knowledge of one's field of professional competence.

The committee recognizes that for faculty with outreach/extension responsibilities, public service is a major, or even a primary, duty. The documentation in such cases must demonstrate either how the candidate is meeting the outreach/extension needs of the public through the teaching, coordination, and evaluation of outreach/extension programs; or how the candidate's work may have aided in shaping public policy. Evidence should be presented showing that a candidate with continuing education responsibilities has been able to identify program needs, develop and teach programs to address those needs, use new and existing information in program development, deliver programs to the public skillfully, and evaluate those programs.

**Department Checklist of Materials  
Submitted to the Humanities Divisional Committee  
in Support of Tenure Recommendations**

The following items are fully described and discussed in the document Recommendations for Positions Involving Tenure—Criteria and Format.

1. Two copies of all publications and manuscripts of works accepted for publication, or in the arts, comprehensive documentation of the candidate's creative work
2. One copy of the Ph.D. dissertation for promotion or appointment to the rank of Associate Professor
3. The originals of all student evaluations of teaching

Items 1-3 will be returned to the department (unless notes have been made on publications).

4. Dean's approval to submit for tenure review
5. Fourteen (14) copies of a dossier containing the following:
  - A. Table of contents
  - B. Letter from chair
  - C. Candidate's letter of appointment and the position vacancy listing
  - D. Departmental criteria and standards for tenure (*FP&P 7.14.D*)
  - E. Candidate's curriculum vitae
  - F. Candidate's statement
  - G. Evaluation & discussion of candidate's scholarly or artistic contributions—
    - (a) by the department
    - (b) reviews etc. of creative works in the arts
    - (c) five outside letters of evaluation, along with a copy of the letter from the department soliciting the evaluations; a list of materials submitted to referees; and biographical information on referees
  - H. Statement on overlap and joint authorship
  - I. One representative publication, or in the arts, a representative work sample
  - J. Narrative of teaching, with complete chronology of courses taught
  - K. Comparative teaching data
    - (a) comparison between candidate's assignments and assignments of all probationary faculty in the department
    - (b) comparison between candidate's evaluation scores and mean scores in the department
    - (c) comparison between grade distribution in classes taught by the candidate and mean grade distribution in the department
  - L. Teaching materials—a representative sample of syllabi (one per instructional level) and other curricular materials; award letters, etc.
  - M. Teaching evaluations
    - (a) sample evaluation form with questions
    - (b) analysis of the student numerical responses and comments to course evaluation questionnaires
    - (c) all evaluations by colleagues (minimum of one per year)
  - N. Description of the candidate's institutional, professional, and public service