

Outreach and Academic Citizenship:

A Guide to Documentation and Evaluation

Service as outreach represents the University's commitment to extend its influence externally to benefit the public. This type of service is described below in four models and represents the application of faculty expertise appropriate to one's discipline to the problem solving and leadership needs in the local, state, national and international arenas. The key words identifying the faculty's service's outreach beyond the campus borders are: Continuing education, Partnership and Collaboration, Leadership and Consultation. A second form of service is focused internally and is directed toward serving our students and our institution. This is described in the fifth model, now referred to as academic citizenship.

Service unique to one's discipline and professional area should be more specifically defined at the departmental and divisional levels. All colleges/departments are expected to engage in outreach. However, flexibility needs to be maintained with individual faculty members. It is recognized that weights assigned to teaching, research and service in university-wide policies and standards for tenure, promotion, and retention may vary in fields where normal activities require more or less involvement in teaching or service. There shall be no weakening of the requirements for performance of high quality, but the individual colleges may adopt policies which give different weights to the activities considered in tenure, promotion and retention decision. These policies must not be applied retroactively and must meet the following criteria:

1. They must have been approved by a majority vote of the voting faculty of the college
2. They must have been recommended by the dean of the college.
3. They must have received approval by the Academic Vice President, and their continuation shall depend on regular review and reconsideration by the Academic Vice President.
4. Such policies must be referred to explicitly, in letters of appointment or reappointment. The Academic Vice President/Provost may rescind permission for any such variation by giving notice to the dean of the college.

The documentation of one's service, products, outcomes and effectiveness is essential to the application of these components of faculty work in decisions of promotion, tenure, retention, and salary determinations. Examples for each service model follow.

1. TEACHING/SERVICE--OUTREACH

KEY WORD--EDUCATION beyond the classroom

In this model faculty are involved in the provision of inservice to external groups in areas appropriate to one's discipline and expertise, the provision of continuing education, the development of distance education opportunities for course credit, inservice and/or continuing professional education needs.

Evaluation of Activities in the Teaching-Service Outreach Model may include:

- Documentation of effective measures of inservice/continuing education for targeted public or population groups.
 - Documentation of effective development/promotion of distance education programs for business, industry, labor or consumer groups, K-12 teachers, social service agencies, official or voluntary agencies as appropriate based on one's discipline.
-

2. RESEARCH/SERVICE–OUTREACH

KEY WORDS: PARTNERSHIP AND COLLABORATION

In this model faculty are involved in partnership roles in problem-solving and/or testing and exploring new technologies for target groups or enterprises. Examples include partnerships with business/industry or labor/consumer groups; collaboration with other public or private educational systems (K-12), junior and community colleges, or other 4 year institutions in the development of applied research projects to benefit the state or region and/or demonstrate the effectiveness of emerging changes in the transmission of knowledge and skills; collaboration with official and/or voluntary agencies in solving problems that would benefit the public.

Evaluation of activities in the Research Service Outreach Model may include:

- Documentation of the development of outcome based reach opportunities in business/industry, labor or consumer groups, schools, official or voluntary agencies.
 - Evidence of the creation of teaching laboratory opportunities in off-campus sites for applied research of mutual benefit.
 - Provision of human resources for problem-solving with financial investment of public and/or private sources.
-

3. PROFESSIONAL SERVICE--OUTREACH

KEY WORD: PROFESSIONAL LEADERSHIP

In this model faculty are visibly active in professional activities related to their discipline, serving in leadership roles that advance the profession. Examples include serving on editorial boards; serving in prominent leadership roles at the state, national, regional, and/or international levels; providing expert testimony on matters of professional expertise.

Evaluation of activities in the Professional Outreach Model may include:

- Documentation of leadership roles in professional organizations.
 - Evidence of leadership and/or participation on international, national, regional, or state boards, editorial boards, task forces, panels, etc., which contribute to the advancement of one's profession and enhance the mission of the University.
 - Documentation of peer-reviewed academic, professional awards, and/or recognition based on meritorious service.
-

4. PUBLIC/COMMUNITY SERVICE--OUTREACH

KEY WORDS: LEADERSHIP AND CONSULTATION

In this model faculty would be involved in the provision of leadership and/or consultation appropriate to one's discipline through service in activities such as invited or elected members of boards, panels, commissions, etc. which would enhance the visibility and mission of the University. Examples include membership and leadership roles on local, state, national, or international boards of directors (American Heart Association, NIH Consensus Panels, Governor's Task Force on Welfare Reform, etc.). Examples of consultation may include requests from business/industry, labor/consumer or government groups, official and/or voluntary organizations for leadership and/or consultation in strategic planning for public service goals.

Evaluation of activities in the Public / Community Service Outreach Model may include:

- Evidence of invited and/or elected service on boards, panels, commissions, etc.
 - Documentation of expert testimony of advice/opinion requested by media, voluntary, and/or official agencies as appropriate to one's professional area.
-

5. ACADEMIC CITIZENSHIP-INTERNAL SERVICE TO STUDENTS AND THE INSTITUTION

All faculty members are expected to exercise responsible academic citizenship appropriate to their appointment, rank, length of service and discipline; this typically includes advising students, serving on committees, serving as faculty advisor to student organizations, and engaging in other university activities where faculty participation is normal. Each division or department shall define its understanding of "responsible academic citizenship". Performance of administrative or service duties that go beyond those required by "responsible academic citizenship" shall be considered in the award of salary increases.

Evaluation of Academic Citizenship May Include:

Student Service Related Activities:

- Documentation of advising activities, numbers of students (UG, Graduate).
- Documentation of advisory roles and responsibilities for official student organization, description of activities and outcomes related to enhancement of student life.

Institutional Governance Activities:

- Documentation of departmental, divisional, and/or university wide committee or other assignments; description of activities and outcomes as related to effective governance and leadership.
-

11-15-96 Approved and recommended, Faculty Senate Subcommittee on Service

Margaret Garner, Chair

11-15-96 Approved and recommended, Faculty Senate Steering Committee

Amy Ward, President

11-18-96 Approved and recommended, Faculty Senate Research & Service Committee

Nick Stinnett, Co-chair

Betty Bryce, Co-chair

11-18-96 Approved and recommended, Legislative Agenda Committee

Scott Bridges, Chair

11-19-96 Approved and recommended, Faculty Senate

Amy Ward, President