

Auburn University Faculty Handbook (Edition Approved 2013)

Excerpts pertaining to Outreach Scholarship (cited online 11/2022)

Chapter 3 – Section 3.6.1-C. OUTREACH (page 3-59)

(Definition of Outreach)

As used in this chapter "outreach" refers to the function of applying academic expertise to the direct benefit of external audiences in support of university and unit missions. A faculty endeavor may be regarded as outreach scholarship for purposes of tenure and promotion if all the following conditions are met: 1) there is a substantive link with significant human needs and societal problems, issues or concerns; 2) there is a direct application of knowledge to significant human needs and societal problems, issues, or concerns; 3) there is utilization of the faculty member's academic and professional expertise; 4) the ultimate purpose is for the public or common good; 5) new knowledge is generated for the discipline and/or the audience or clientele; and 6) there is a clear link/relationship between the program/activities and an appropriate academic unit's mission. While outreach may be sponsored by a unit other than the faculty member's department, both the faculty member and the sponsoring unit must recognize the activity as outreach. Outreach is not expected of all faculty. Participation in this function varies from major, continuing commitments, as is the case with the Alabama Cooperative Extension System, through intermittent engagement for individual faculty as needs and opportunities for a particular expertise arise, to no involvement at all.

The commitment of faculty time to outreach is a decision to be made by the faculty member with the approval of the department in which the faculty member will seek tenure and/or promotion. It is established in the letter of offer and may be modified in annual work plans, or during the year in response to unexpected needs. In any case, this decision should be made with due consideration to the professional development of the faculty member, the expected public benefits of the outreach activities, and mission of the department and/or other supporting units. Departmental approval carries a commitment to assess and appropriately weigh outreach contributions in salary, tenure, and promotion recommendations.

Demands for quality in outreach are the same as in teaching and research/creative work; however, outreach activities are different in nature from other activities and must be evaluated accordingly. Please refer to <http://www.auburn.edu/outreach> for resources concerning faculty participation in Outreach Scholarship. Department heads should request any material necessary from the candidate to facilitate faculty assessment of the type, quality, and effectiveness of the candidate's involvement in extension activities and evaluation of any resulting publications.

Chapter 3 – Section 3.6.5-C-(2)-3. OUTREACH (pages 3-65 to 3-67)

(Candidate's documentation scholarly outreach contributions for tenure and promotion review)

3. Outreach

The purpose of this section is to document achievement in outreach scholarship. It is divided into two parts. Part 1 is a reflective commentary on the candidate's outreach program or programs. It is intended to highlight and explain the candidate's most significant contributions. Part 2 is a list of all of the candidate's outreach activities and products.

a. Commentary. The commentary should describe and explain the scholarship involved in one or more outreach programs that you consider the major achievements of your efforts. A program is a set of activities that share a common focus and depend upon a particular expertise. The entire commentary is limited to five pages, single spaced. Each program should include the following.

a. Description. Provide a brief overview of the needs addressed, the objectives, methods, and target audience. Describe selected activities and/or products from Part B that are most illustrative of the candidate's contribution to this program. Include example in the portfolio.

b. Mission. Indicate how the program was compatible with university and unit missions.

c. Scholarship. Describe the role of the candidate's professional expertise in the design and execution of the program. Describe how the activities applied the candidate's discipline to the needs of society, required integration with other disciplines, and/or generated new knowledge for the discipline and/or audience. Explain how this knowledge was communicated to broader audiences. Indicate how the program led to increased recognition of the candidate's professional expertise by external audiences. Indicators would include requests for information, invitations to make presentations, service on review panels, receipt of contracts, grants, and professional awards, etc.

d. Impact. Describe observed impacts and/or explain any unobserved impacts that are to be expected according to the discipline(s) applied. Identify the direct and indirect beneficiaries. Evidence of impact can include both quantitative results (e.g. changes in test scores, increased crop production, or widespread adoption of a product or technique) and qualitative results (e.g. testimonials from clients, reviews by knowledgeable scholars/critics).

b. Activities and Products. List activities and products using the categories outlined below. There is no page limit on Part B, but candidates are encouraged to be concise in order to focus reviewers' attention on the most important contributions. In particular, numerous activities or products of the same type should be summarized to the extent possible. Brief descriptions accompanied by examples and totals will suffice.

a. Instructional activities. List the title or subject of each distinct course or presentation, the type (curriculum, course, workshop, exhibit. etc.), the duration (usually in hours), the

candidate's role in creating (developer, presenter), the target audience, the method of reaching the audience (conference presentation, telecommunications, site visit, etc.) and the number of presentations given.

b. Technical assistance. List each type of assistance (e.g. job classification), the clientele, the contribution, and the number of times provided.

c. Outreach publications. Distinguish by type as indicated in paragraphs B1-B3 above: books (including published manuals and reports), article-length publications, papers and lectures. Provide complete publication data, including number of pages, names of all authors in correct order, and percentage of candidate's contributions. Indicate all refereed or peer-reviewed publications.

d. Electronic products: computer programs, web sites, etc.

e. Other outreach products: videos, job aids, etc.

f. Copyrights, patents, and inventions.

g. Contracts, grants, and gifts.

Chapter 3 – Section 3.6.5-C-(3)-C OUTREACH (page 3-68)

(Information supplied by Department Head/Chair documenting the candidate's scholarly outreach contributions for tenure and promotion review)

C. Outreach

1. A statement of how the candidate's outreach program

1. serves the mission of an appropriate university unit (which information may be obtained from the sponsoring unit if it is not the candidate's own department), and

2. reflects scholarship (e.g., of application or integration) in the candidate's discipline. (See C.1.c above in "Information to Be Supplied by the Candidate.")

2. Participant, client, or peer evaluations from outreach activities. These letters may be solicited by the candidate or the department head/chair.

3. Faculty who hold tenured or tenure track Extension Specialists positions must have an evaluation letter from the ACES Director included in the dossiers.