

THE WISCONSIN IDEA and OUTREACH

As the Divisional Committees are required to assess departmental recommendations to tenure for probationary faculty engaged in research, teaching and public service at this university, the Committees are finding themselves more and more frequently engaged in the evaluation of outreach scholarship on the part of these faculty. The following statements are intended to be helpful to the Divisional Committee Chairs as they prepare a statement on Outreach to assist the Committees in their task.

UW-Madison is a public, land grant university with established missions in teaching, research and service. Those missions are given a particular force and character by "the Wisconsin Idea," which historically articulated the principle that the boundaries of the university were as far-flung as the boundaries of the state. Today this principle asks the university to serve the world beyond the campus. It encourages the university to be a place where theoretical knowledge and actual practice interact. The Wisconsin Idea is thus integrally related to the university's mission to discover, integrate, apply and disseminate the knowledge, wisdom and values necessary for survival and for improving quality of life in the state of Wisconsin, and by extension, the world.

Discovery, integration, application and dissemination of knowledge are reflected in outreach, with the emphasis typically on the latter three areas. Outreach scholarship energizes and disciplines university scholarship by affecting and influencing the search for new knowledge and the integration of knowledge. Outreach scholarship serves non-traditional adult audiences, in the home and the worksite, in both off- and on-campus locations.

Outreach scholarship cuts across the university's three primary areas of activity. Our faculty are involved in outreach teaching (e.g., continuing education, cooperative extension) outreach research (e.g., applied scholarship, publications), and outreach service (e.g., public policy development).

The teaching, research and service missions are broadly institutional in nature, but they are departmental in articulation. The appointment of each faculty member is tied to departmental mission. Just as the range and scope of outreach responsibilities will vary from department to department and college to college, so will the relative role of the outreach mission vary from one faculty member's appointment to another's. It is essential to the health of the university and to the realization of the Wisconsin Idea that the institution recognize that outreach teaching, outreach research, and outreach service are all essential components in the university's search for new knowledge and for the integration of that knowledge into the lives of the world's broader population.

The freedom of all faculty members to engage in all forms of scholarship at various times in their careers or in response to changing societal needs, makes the faculty members powerful contributors to the development of knowledge and to the application of knowledge for the edification of society.

A departmental mission in outreach may be reflected at some level in every faculty member's responsibilities, at varying times in the responsibilities of a few faculty members, or in appointments carrying significant outreach responsibilities (up to 100% of the appointment).

In societal terms beneficiaries of outreach activities are individuals (e.g., improved professional or individual intellectual development), organizations (e.g., state of the art knowledge and increased productivity), or communities (e.g., improved community problem solving, government and organization).

Individual excellence in outreach is directly tied to and determined by the mission and policies of the university and the department. Faculty members submitting evidence of outreach scholarship for purposes of tenure review should do so in the context of the university's and their departmental missions and their letters of appointment. They should be evaluated within that same context. The responsibility lies with the department to make the case for excellence in outreach, which can be evidenced for tenure purposes.

The Wisconsin Idea reflects a bond and an obligation between this university and the people of this state. Much outreach activity will, therefore, be focused on responding to the social, economic, environmental and educational problems of Wisconsin. Rather than being perceived as provincial in scope, today, as in the past, the Wisconsin models can be expected in the long run to have national impact. The outcomes of outreach activities should serve the common good on a state, national, and international basis. Every tenure case should include evaluation of the faculty member's outreach accomplishments in the context of the Wisconsin Idea as defined here.

Evaluation of outreach scholarship should be conducted without regard to the source of funding for salary, but to the agreed upon responsibilities of the faculty member given the mission of the department, and the excellence with which those responsibilities are carried out.

It is desirable that the membership of Divisional Committees include faculty with substantive outreach experience. Because outreach activities may involve non-traditional students in off-campus locations and multi-disciplinary approaches which entail collaborative planning, the evidence of scholarship may appear different and unusual to many Divisional Committee members. The assessment of such activity may require broader evaluative tools, concepts of peer review and forms of publication, including consultation with those tenured faculty experienced in outreach.

The following examples of outreach research, teaching and service and the means to measure their excellence are not to be considered comprehensive. They are representative means to assist the Divisional Committees in reviewing probationary faculty engaged in outreach activities.

EXAMPLES AND MEASURES OF EXCELLENCE IN OUTREACH RESEARCH, TEACHING AND SERVICE

A. OUTREACH RESEARCH

1. Examples that are distinctively outreach
 - a. Research related to the solution of practical problems of individuals, groups or societies.
 - b. Application of such research for the common good.
 - c. Formulation of public policy alternatives.
 - d. Presentation of artistic/creative work.
 - e. Communication of knowledge to lay audiences and professionals.
 - f. Interdisciplinary integration of previous research findings which creates new knowledge or perspectives.
2. Features shared with all excellence in research
 - a. Appropriate methodological rigor. Innovative data collection and analyses. Development of theory.
 - b. Synthesis and interpretation of extant knowledge and research.
 - c. Communication of knowledge to scholarly audiences.
3. Categories of evidence for review of performance and quality of outreach research.
 - a. Publications and presentations (books, monographs, chapters, articles, bulletins, reports, delivery via instructional technologies) including those for practitioners and the public.
 - b. Internal and external review of research process, outcomes and impact.
 - c. Approval of research proposal for external funding.
 - d. Awards, honors, citations for creative works, applied research.

- e. Evidence of impact on scholarship and practice of field.
- f. Evaluation of innovative clinical procedures.
- g. Evidence of impact on public\private policy makers.

B. OUTREACH TEACHING

- 1. Examples that are distinctively outreach
 - a. Continuing education (credit, non-credit) conferences, short courses, seminars, workshops, targeted briefings.
 - b. Distance education including those using instructional technologies or correspondence courses, radio or television programs to increase public understanding and appreciation.
 - c. Organization development, in-service education, contract instruction, and professional development for practitioners, professionals and UW-Extension county faculty and staff.
 - d. Publications (bulletins, leaflets, jury instructions, etc.) conveying knowledge to practitioners and the public.
 - e. Teaching that is consistent with the mission of the department.
- 2. Features shared with all excellent teaching
 - a. Subject matter expertise and content mastery.
 - b. Instructional methods and materials that enable learning.
 - c. Innovation and improvement.
- 3. Categories of evidence for the review of performance and quality of outreach teaching
 - a. Observation reports by colleagues, peers, and teaching assistants
 - b. Assessments by students, participants, trainees, clients.
 - c. Enrollment demand by clientele.
 - d. Syllabi, teaching plans, materials, development of new courses.
 - e. Reflection on learning outcomes by students, employers, etc. Changes in professional practices.
 - f. Approval of funding for curriculum development.

C. OUTREACH SERVICE

- 1. Examples that are distinctively outreach service.
 - a. Advisory or consultative assistance to policy boards, government, business, industry or community organizations.
 - b. Membership on public committees, boards, agencies, organizations.
 - c. Professional assistance to targeted minority groups.

- d. Sustained expert testimony to policy bodies.
 - e. Service to non-scholarly audiences that is consistent with the mission of the department.
 2. Features shared with all excellent service.
 - a. Use of faculty expertise; reflective of dept.mission
 - b. Responsive to needs of recipients
 - c. Dependable, reliable, oriented to the common good.
 3. Categories of evidence for review of performance and quality of outreach service.
 - a. Reports of benefits to recipients.
 - b. New ideas gained that have an impact on research,teaching agendae.
 - c. Evidence of change in public policy.
 4. Reports, evaluations of service.
- D. Some of the most important instances are combinations of outreach teaching, research and service.
1. Examples that are distinctively outreach:
 - a. Provision of clinical services that also benefit resident instruction and research.
 - b. Consultation and collaboration for program improvement in k-12 schools, community agencies or cultural institutions.
 - c. Expert participation in problem solving teams in response to a natural crisis or other emergency.
 - d. Engagement in the process of community or economic development.
 - e. Discovery, integration, application and(or) dissemination of knowledge to meet a societal need.
 - 2,3. Integrative scholarship in all fields combines research, teaching and service. Outcome based portfolio assessment gives a measure of quality.

INDICATORS OF CONSEQUENCE

1. National or international recognition of outreach contribution, by leaders (both scholars and practitioners) in the field.
2. Manifest demand for outreach assistance.
3. Detailed assessment of outcomes.
4. National\international awards of recognition by associations in the field..