

# Outreach Scholarship: A Valuable Key to Promotion and Tenure

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## 1. Introduction

Teaching, research, and service – these three words traditionally encompass the functional mission of the college professor. But as the 21<sup>st</sup> Century dawned, many universities have awakened to a call to reconnect to those who benefit substantially from our scholastic activities – our constituents. The Accreditation Board for Engineering and Technology (ABET) echoes this realization with newly revised accreditation criteria requiring program goals to address the needs of employers and students as well as the institution as a prerequisite for developing and sustaining a program characterized by continuous improvement.<sup>1</sup> Certainly, a commitment to quality, continuous process improvement, and customer satisfaction is not new within management circles. Nevertheless, its current creative extension into the day-to-day activities of academia has significantly changed the way programs self-assess their effectiveness; they have slowly begun measure success as an institution and as faculty in terms of their ability to engage and subsequently satisfy the needs of their “customers.” The engaged university by definition uses its scholarly resources to address the needs of society, including the various constituents it serves,<sup>2</sup> but beyond this collective application, Universities are now working to not just recognize but also to express expectations of its faculty to be individually engaged, pursuing scholarly endeavors ultimately aimed at connecting to the outside – that is, outreach.

This article documents a work in progress – the efforts of the leadership of the Pennsylvania State University including the Faculty Senate, the Promotion and Tenure Committee, and the Outreach Committee to formally revitalize its commitment to the community it serves. First, the paper will discuss the historical and current policies that tend to encourage outreach among University faculty. Then the paper presents the results of an initiative to formally develop a scholarship model that extends outreach beyond its traditional position under service into the other components of teaching and research. Finally, the paper addresses the ongoing efforts to implement the model and to truly integrate outreach as a viable tool for assessing and granting tenure for qualified faculty.

## 2. Current Outreach Programs

In fact, the Pennsylvania State University is but one of many institutions of higher

learning that have already formally recognized the absolute value of outreach as a deliberate vehicle for serving society in the 21<sup>st</sup> century. Outreach is generally understood as the exchange of information between the University and its many external audiences and constituents. Although simple in concept, outreach has far reaching implications and applications that are limited only by the faculty member's expertise and his creativity and motivation to work outside academia. Pursuing a more refined definition, the Pennsylvania State University Senate refers to outreach as the "generation, transmission, application, preservation, and enhancement of knowledge between the University and external audiences, within the Commonwealth, nationally, and internationally."<sup>5</sup> In an effort to applaud the respective contributions of its engaged faculty in the area of outreach, the Pennsylvania State University sponsors the "Penn State Annual Award for Faculty Outreach." Established in 1998, the award recognizes faculty who have extended their scholarship to external constituents resulting in a significant outcome for individuals, organizations, or communities in problem solving or development.<sup>4</sup> In addition to the public recognition for excellence, the Award for Faculty Outreach includes a cash gift in the amount of \$1,000. Recent awardees testify to the wide-ranging applications consistent with outreach accomplishments, encompassing programs dealing with social reform for low-income, food systems education, cancer control research, child care training and development, and international initiatives dealing with nation building through education and training.

In spite of this historical leaning toward a "defacto" importance attributed to outreach activities, the Pennsylvania State University has not previously integrated outreach as a critical element in matters concerning promotion and tenure. That is not the case universally in other academic institutions. More formal definitions at Universities across the country could and often do provide additional guidance for faculty striving to embrace an insightful vision for outreach. In fact, some Universities have moved directly toward making the connection between outreach and promotion and tenure, documenting expectations of outreach as an absolute pre-condition for promotion and tenure. For instance, the University of Alabama addresses outreach as it clarifies its criteria for promotion and tenure as follows:

All faculty members are expected to engage in responsible outreach and/or academic citizenship activities appropriate to their appointment, rank, length of service and discipline. Outreach activities are those which extend the influence and expertise of the faculty to areas and populations external to the University. These activities may include but are not limited to: education beyond the classroom; research partnerships and collaboration; professional leadership, and; public/community leadership and consultation. The intent is to extend the knowledge and skills of the University faculty to the public in a manner which is mutually beneficial and contributes to the University's tripartite mission which includes service.<sup>6</sup>

Currently, the Pennsylvania State University nevertheless has one of the largest unified

outreach programs in American higher education. Outreach initiatives originated or executed by the Pennsylvania State University extend to all 67 counties in Pennsylvania with participants coming from all 50 states and 80 countries world-wide.<sup>5</sup> More than 1,500 faculty and instructors from all of the Pennsylvania State University locations and every academic college in the University provide outreach activities through numerous avenues including Continuing Education courses, Conferences and Institutes, Cooperative Extension, Distance Education, World Campus programs, and Public Broadcasting productions.<sup>3</sup> Hundreds more engage with communities through other mediums including application of research scholarship in the field; development of innovative community education programs; integration of public scholarship opportunities within courses; collaboration with K-12 educators or community and professional groups; and service as an expert on local, national and international commissions and boards.<sup>5</sup> However, until recently, in spite of this rather robust, enviable record of outreach, faculty were not actively encouraged or once engaged, even recognized for their accomplishments when it came to performance evaluations and promotion and tenure. Fortunately, the University leadership saw the need for a change and took action.

### 3. UniSCOPE – Penn State Develops a Model to Integrate Outreach into Performance Evaluations

In 1998, the Pennsylvania State University initiated a deliberate examination of scholarship in the contemporary university of the 21<sup>st</sup> Century to consider the role of outreach as it pertains to promotion and tenure. An initial assessment established that the system employed to recognize and reward University scholarship tended to show preference for accomplishments springing from basic research and teaching over other forms of scholarship including, specifically, outreach.<sup>5</sup>

Published in 2000 as the “University Scholarship and Criteria for Outreach and Performance Evaluation” (UniSCOPE), the study developed a comprehensive, multi-dimensional model (See Figure 1) that conceptualizes each of the three traditional mission areas of the university – teaching, research, and service – as a continuum of scholarship involving creative endeavors within the associated academic areas of discovery, integration, application, and education. UniSCOPE did not consider outreach itself to be a form of scholarship on its own merit, but rather as a concept that

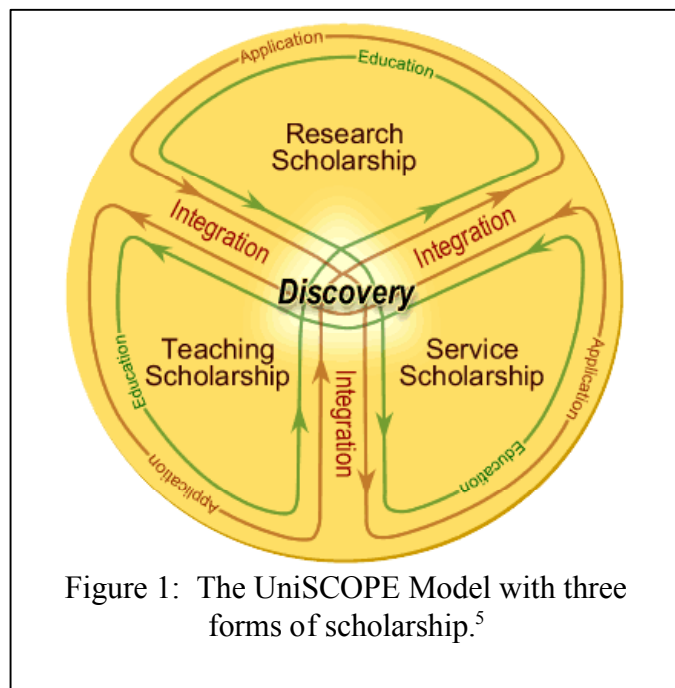


Figure 1: The UniSCOPE Model with three forms of scholarship.<sup>5</sup>

describes a wide range of scholarly activities involving the integration, education, and application functions of scholarship with discovery – the final form of scholarship

Table 1: The Correlation between the Forms and Functions of Scholarship.<sup>5</sup>

UniSCOPE		The FUNCTIONS of Scholarship			
		DISCOVERY of Knowledge	INTEGRATION of Knowledge	APPLICATION of Knowledge	EDUCATION Transmission of Knowledge
The FORMS of Scholarship	TEACHING SCHOLARSHIP	<ul style="list-style-type: none"> <li>Course innovation</li> <li>Course improvement</li> <li>Conceptual insights from course preparation or discussion</li> <li>Faculty insights from supervision of theses and dissertations</li> </ul>	<ul style="list-style-type: none"> <li>Cross-disciplinary teaching</li> <li>Multidisciplinary teaching</li> <li>Integrative courses</li> <li>Capstone courses, e.g., Astro-biology; Science, Technology, and Society (STS); Community and Economic Development</li> </ul>	<ul style="list-style-type: none"> <li>Technical courses</li> <li>Clinical courses</li> <li>Studio courses</li> <li>Supervision of theses, dissertations, and student projects</li> <li>Professional courses, i.e., teaching where the primary impact is that people do things differently as a result</li> </ul>	<ul style="list-style-type: none"> <li>Theoretical courses</li> <li>Conceptual courses</li> <li>Problem solving</li> <li>Critical thinking, i.e., teaching where the primary impact is on the knowledge and learning skills of the student</li> </ul>
	RESEARCH SCHOLARSHIP	<ul style="list-style-type: none"> <li>Basic research</li> <li>Original works</li> <li>Evaluation research</li> </ul>	<ul style="list-style-type: none"> <li>Multidisciplinary and integrative research</li> <li>Cross-disciplinary teams</li> <li>Integration of creative works from several fields</li> </ul>	<ul style="list-style-type: none"> <li>Applied research</li> <li>Policy research</li> <li>Performances of original works</li> <li>Demonstrations</li> <li>Technical assistance</li> </ul>	<ul style="list-style-type: none"> <li>Student laboratories</li> <li>Thesis and dissertation research (the objective is educating students about the research process and methods)</li> </ul>
	SERVICE SCHOLARSHIP	<ul style="list-style-type: none"> <li>Participation in task forces, think tanks, and other problem-solving activities</li> <li>Creative, theoretical, or conceptual insights as a result of service to society</li> </ul>	<ul style="list-style-type: none"> <li>Academic governance</li> <li>Assistance to corporations, government and communities that involves integration across disciplines</li> <li>Assistance in one's field to groups, corporations, organizations, government and communities</li> <li>Academic administration</li> </ul>	<ul style="list-style-type: none"> <li>Leadership in professional activities</li> <li>Peer-review activities</li> <li>Editorship of journals and professional publications</li> </ul>	<ul style="list-style-type: none"> <li>Student advising and career counseling</li> <li>Advising student activities and organizations</li> <li>Mentoring students</li> <li>Internships</li> <li>Service learning</li> <li>Expert testimony and consultation</li> </ul>

recognized by the model – frequently occurring during the execution of outreach activities. The model theorizes that outreach is often wrongly held to be synonymous with service; on the contrary, the premise inherent by the model holds that outreach is more properly considered as an integral part of not just service but rather all of the missions of the University including teaching and research as well as service. Table 1 maps the intersection of these forms and functions of scholarship.

In an effort to integrate the model into University affairs, initial actions focused both on proposed legislation through the University Faculty Senate as well as revision of the administrative tools employed to formally report and recognize faculty accomplishments. Recently, in a fashion similar to that discussed earlier regarding the University of Alabama,

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the Pennsylvania State University Faculty Senate passed legislation that redefined promotion and tenure criteria in a manner that effectively incorporated the spirit of the UniSCOPE model directly into the processes for faculty evaluation, promotion, and tenure. The new Policy “HR-23” (Appendix A) effectively reinforced traditional values of teaching, research, and service, but recognized the inherent facets in each that were consistent with the scholarly application of outreach. This singular accomplishment should directly increase both reporting and subsequently recognition of these activities as credible evidence supporting promotion and tenure. Table 2 shows a comparison of the language from the former language which referred to the traditional categories simply entitled as “teaching, research, and service” as opposed to the transformed verbiage emphasizing scholarship as well as expected benefits – learning, creative accomplishments, and service to constituents including the University, society, and the profession. The vice provost for academic affairs, Dr. Bob Secor, explained the importance of these changes stating, “The fundamental understanding behind the new language is that faculty bring their scholarship to all of their endeavors—not only to their research and creative activity, but also to their students and to the contributions they make to society. It is through their scholarship that they integrate their teaching, their research and their service into outreach.”<sup>3</sup>

Acting within the same time frame, the Outreach Committee at the Pennsylvania State University at Harrisburg began the process of transforming the bureaucratic processes for faculty evaluation. The objective was to create a practical procedure that merged existing administrative procedures for annual faculty review with the intent of the UniSCOPE model and the new University policy HR-23. The result of their efforts was a transformed “Annual Faculty Scholarship Report” that effectively captures the scholastic achievements of the faculty both on and outside the campus, serving students and external constituents alike. Attached as Appendix B is an example of the Annual Faculty Scholarship Report drafted to meet this initiative.

Table 2: Comparison of the former Promotion and Tenure Policy language with the Revised Terminology of HR-23

Old Language	Revised Terminology
Teaching	The Scholarship of Teaching and Learning:
Research	The Scholarship of Research and Creative Accomplishments
Service	Service and the Scholarship of Service to the University, Society, and the Profession

## Conclusion

Teaching, research, and service – once upon a time, these three words encompassed the functional mission of the college professor. But sometimes traditions must change to

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match the times. Outreach has always been a significant piece of the landscape at the Pennsylvania State University. This article testifies to the deliberate actions currently unfolding at the Pennsylvania State University to formally revitalize its commitment to the community it serves and to incorporate outreach as an invaluable part of the faculty promotion and tenure process. Development of the UniSCOPE Model provided a timely vision of the multidimensional aspects of outreach scholarship across the acidic spectrum. In fact, this is an ongoing effort so full assessment is not complete. Nevertheless, preliminary returns indicate that the University's recognition of the true nature of outreach played a vital role in developing and implementing changes to ensure that the University continues to meet the needs of its constituents, the faculty, and the University itself and in promoting an environment of continuous improvement and customer satisfaction.

#### Bibliography:

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2. Kellogg Commission (1999). Returning to our Roots: The Engaged University. Third Report of the Kellogg Commission on the Future of State and Land Grant Universities, National Association of State Universities and Land Grant Universities.
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6. University of Alabama Webb Site (2003). <http://www.ua.edu/academic/facsen/policies/outreach2.html>

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## Appendix A

### **An excerpt from the Pennsylvania State University Policy HR-23, “Promotion and Tenure”**

Promotion and tenure are awarded for academic and professional merit. The criteria for promotion and tenure are described in University Policy HR-23, "Promotion and Tenure Procedures and Regulations." The Administrative Guidelines for HR-23 supplement but do not alter the basic policies set forth in HR-23. The Guidelines are available from the department head or the director of academic affairs.

## University Criteria for Promotion and Tenure

University criteria for promotion and tenure have deliberately been made general in the expectation that there will be further definition and elaboration by the academic unit. Each college, the University Libraries, and the Dickinson School of Law have developed more specific criteria statements. Some departments have departmental criteria statements. Faculty members should obtain copies of the pertinent criteria statements so that they are aware of the expectations of their unit.

There are three categories, listed below, in which candidates for promotion and tenure must demonstrate achievement and potential for further progress. The University Libraries and the College of Medicine each has an additional category (Librarianship and Clinical Practice, respectively). The criteria are applied in light of the mission of the academic unit and the professional responsibilities of the faculty member.

- **The Scholarship of Teaching and Learning:** Ability to convey subject matter to students; demonstrated competence in teaching and capacity for growth and improvement; ability to maintain academic standards and to stimulate the interests of students in the field; effectiveness of counseling, advising, and service to students.
- **The Scholarship of Research and Creative Accomplishments:** Competence, usually demonstrated through publication, exhibition, or performance, to carry out research or creative work of high quality and scholarly significance; the ability to garner grants or other external support for research or creative activity; evidence of thorough understanding of the field; maintenance of high levels of academic performance.
- 1 **Service and the Scholarship of Service to the University, Society, and the Profession:** Participation in University, college, department or division, and unit affairs; contributions to the University's programs to enhance equal opportunity and cultural diversity; competence in extending specialized knowledge to the University and to the public; service to government, industry, public and private organizations, and professional societies.



Appendix B

**Draft Annual Faculty Scholarship Report  
Integrating Outreach into Faculty Performance Appraisals**



**Annual  
Faculty Scholarship Report  
(Draft)  
Academic Year 2002 – 2003**

Name: \_\_\_\_\_

Rank and Title: \_\_\_\_\_

School: \_\_\_\_\_ Program \_\_\_\_\_  
: \_\_\_\_\_  
Current Appointment \_\_\_\_\_

Tenure: \_\_\_\_\_ ; Provisional Tenure: \_\_\_\_\_ ; Standing: \_\_\_\_\_ ; Fixed Term: \_\_\_\_\_ .

Graduate Faculty Status: Member \_\_\_\_\_ ; Nonmember \_\_\_\_\_ .  
\_\_\_\_\_

**I. Authentication.**

A. Submitted to \_\_\_\_\_ on \_\_\_\_\_  
School Director Date

\_\_\_\_\_  
Signature, Faculty Member Date

B. I have reviewed the enclosed report, and we have discussed the information presented.

\_\_\_\_\_

Signature, School Director

Date

## II. Teaching Scholarship:

### A. Application of Knowledge.

#### 1. Summary of Courses Taught.

#### SPRING 2001 THROUGH FALL 2001

Course No/ Section/ Title	Category *				Enrollment on SRTEs	Elective (%)	Semester/ Year	Number Responding (%)	SRTE Q3**	SRTE Q4**	PicTel Yes/No	Off-Campus Yes/no
	T	C	S	P								

\* T = Technical Courses; C = Clinical Courses; S = Studio Courses; P = Professional Courses

\*\* Mean Score

#### SPRING 2002

Course No/ Section/ Title	Category *				Enrollment on SRTEs	Elective (%)	Semester/ Year	Number Responding (%)	SRTE Q3**	SRTE Q4**	PicTel Yes/No	Off-Campus Yes/no
	T	C	S	P								

\* T = Technical Courses; C = Clinical Courses; S = Studio Courses; P = Professional Courses

\*\* Mean Score

2. Supervising and advising responsibilities.

	Number of Undergraduate Students*	Graduate Students				
		Number of Graduate Students*	Masters Theses/Reports**		Doctorate Dissertations**	
			Reviewed	Supervised	Reviewed	Supervised
Summer Session						
Fall Semester						
Spring Semester						

- \* See IV. D. 1. Student advising and career counseling;  
 2. Advising student activities and organization;  
 3. Mentoring students.

\*\* See III. D. 2. Thesis and Dissertation Research.

B. Discovery of knowledge:

1. Course innovation including new course development:
2. Course improvement and new methods of teaching established courses:
3. Conceptual insights from coursework:
4. Conceptual insights from graduate theses and dissertations:

C. Integration of knowledge:

1. Cross-disciplinary teaching:
2. Multi-disciplinary teaching:
3. Integrative courses:
4. Capstone courses (e.g., Astro-biology; Science, Technology, and Society (STS); Community and Economic Development):

D. Education: transmission of knowledge:

1. Theoretical courses:
  2. Conceptual courses:
  3. Problem solving:
  4. Critical thinking (i.e., teaching where the primary impact is on the knowledge and learning skills of the student):
- E. Attach evidence of teaching and advising effectiveness (e.g., performance of students in subsequent courses, etc.). Evidences attached? Yes \_\_\_\_\_ No \_\_\_\_\_
- F. Comment on other evidence of teaching enhancement, improvement, innovation, updating of skills, workshops attended, integration of diversity into curriculum, etc.

### III. Research scholarship.

- A. Application of knowledge (demonstrations, and technical assistance).
  1. Research and/or scholarly publications. Consult guidelines on format used for “Research at the Pennsylvania State University” Office of Research and Graduate Studies. List papers as an Appendix in the following order:
    - a. Articles published in refereed journals.
    - b. Books.
    - c. Parts of books.
    - d. Articles published in non-refereed journals.
    - e. Articles in in-house organs.
    - f. Research reports to sponsor.
    - g. Manuscripts accepted for publication (attach letter of acceptance).
    - h. Manuscripts submitted for publication (indicate where submitted & when).
    - i. Manuscripts in progress.
    - j. Other publications.
  2. Creative accomplishments and performance of original works (e.g., instructional software, paintings, poems, etc.):
  3. Demonstrations and presentations:
    - a. List presentations at technical / professional meetings (meetings and paper title in chronological standard bibliographic form); indicate if presenter.
    - b. Describe speaking engagements or other activities in which there was significant use of your expertise (services to government agencies, professional and industrial associations, educational institutions, etc.).
    - c. Describe participation in seminars and workshops (short description, title, dates, sponsor, role e.g. Invited participant, etc.)
- B. Discovery of knowledge:
  1. Research projects, grants, and contracts (date, title, submitted to, amount):
    - a. Completed this year:
    - b. In-progress:
    - c. Funded:
    - d. Proposed and submitted:
  2. Original works

3. Evaluation research
- C. Integration of knowledge
1. Multidisciplinary and integrative research
  2. Cross-disciplinary teams
  3. Integration of creative works from several fields
- D. Education: transmission of knowledge.
1. Student laboratories
  2. Thesis and dissertation research (the objective is to educate students about the research process and methods.)
    - a. List graduate dissertations, theses, etc. supervised:
    - b. Membership on graduate degree candidate's committees:
  3. List further academic studies or advanced degrees achieved during the period
- E. List honors or awards for scholarship or professional activity received during the period.



#### IV. Service Scholarship:

##### A. Application of knowledge

1. Leadership and participation in professional and learned societies; list membership and active participation (e.g., offices held, committee work, other responsibilities). Indicate the period of your membership
2. Peer-review activities
3. Editorship of journals and professional publications

##### B. Discovery of knowledge

1. Participation in task forces, think tanks, and other problem-solving activities
2. Creative, theoretical, or conceptual insights as a result of service to society

##### C. Integration of knowledge

1. Academic governance: list your participation in college or university-wide governance bodies
2. Assistance to corporations, government, and communities that involves integration across disciplines
3. Assistance in one's field to the public (i.e., groups, corporations, organizations, government and communities, etc); limit the list to those activities that use your professional expertise.
  - a. Participation in community affairs as a representative of the university.
  - b. Service to governmental agencies at the federal, state and local levels.
  - c. Service to industry.
  - d. Service to public and private organizations.
4. Academic administration
  - a. Record your service work at the division/school, college, and university levels.
  - b. Record your administrative support work (college representative, program coordinator, etc.).
  - c. Record contributions made to the university's and college's programs to

enhance equal opportunity and cultural diversity during the period?

D. Education: transmission of knowledge

1. Student advising and career counseling
2. Advising student activities and organizations
3. Mentoring students
4. Internships
5. Service learning
6. Expert testimony and consultation
7. List grant(s) and contract(s) for training programs with an indication of your role in preparing and administering the grant(s) and contract(s).

**V. Description of faculty's duties in relationship to the mission of the college and unit.**

- A. What do you believe are your professional responsibilities?
- B. Comment on how your service and duties have supported the college and unit's mission statements.

**VI. Other matters to be considered in this review (i.e., progress in correcting deficiencies noted in previous reviews, tenure evaluation statements, etc.).**

APPENDIX  
FOR  
RESEARCH AND/OR SCHOLARLY PUBLICATIONS

Consult guidelines on format used for “Research at the Pennsylvania State University” Office of Research and Graduate Studies. List papers in the following order:

- a. Articles published in refereed journals.
- b. Books.
- c. Parts of books.
- d. Articles published in non-refereed journals.
- e. Articles in in-house organs.
- f. Research reports to sponsor.
- g. Manuscripts accepted for publication (attach letter of acceptance).
- h. Manuscripts submitted for publication (indicate where submitted & when).
- i. Manuscripts in progress.
- j. Other publications.