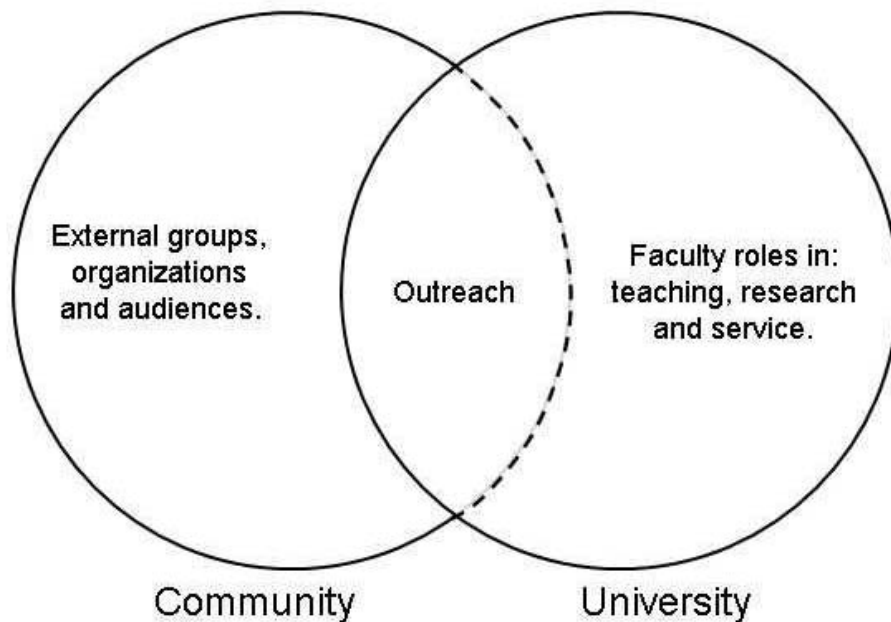


## **OUTREACH AT THE UNIVERSITY OF COLORADO AT BOULDER**

The faculty has core responsibilities for teaching, research and creative work, and service on campus. Outreach can be an important and valued aspect of these responsibilities. It extends a faculty member's scholarship and is an integral part of CU-Boulder's mission. This document defines outreach within the context of our research university and demonstrates various applications of outreach.

The University of Colorado at Boulder uses the term "outreach" to describe the various ways in which the University extends its expertise for the direct benefit of Colorado communities and other external audiences. The University's exceptional resources of knowledge lie in the strengths of its faculty, research institutes, student body and academic programs.

Outreach has traditionally been considered a service activity. However, within a research university, outreach can occur as scholarship that cuts across the University's teaching, research and creative work, and service missions. Successful outreach is rooted in scholarship and highlights faculty expertise. It draws on knowledge developed through other forms of scholarship and contributes to the knowledge base. Further, federal research agencies such as NSF and NASA increasingly insist that investigators make the outreach component of their research explicit. Outreach activities provide reciprocal benefits to both the community and the academy. For example, a community may receive valuable consultation from a faculty member that helps them solve a water contamination problem, while the faculty member obtains valuable insights about contamination that help shape plans for a subsequent research project.



**Outreach activities extend and enhance a faculty member's scholarship in the following ways:**

**Teaching**

- Faculty teaching traditional and nontraditional students credit or noncredit courses off-campus, including service learning.
- Faculty conducting noncredit seminars, workshops, consultation or technical assistance, available to students either in-person or through the use of technology.

**Research and Creative Work**

- Faculty conducting research intended to respond to pressing problems or issues identified by external constituencies, such as local communities, state, national or international agencies, business, citizen groups, schools, hospitals, arts or other public and nonprofit organizations.

**Service**

- Faculty drawing on scholarly knowledge to provide medical, educational or therapeutic services, testify before the legislature or Congress, serve on state, national or international commissions or advisory groups, or work through professional societies to prepare studies and reports on significant societal or global problems.
- Faculty applying professional expertise in volunteer situations.

**Specific examples:**

**Service**

A food bank asks CU-Boulder business students to develop a marketing plan for next year's food drive. The students ask one of their business professors for assistance on the project. Service with an outreach component: The professor meets with the food bank staff, and then reviews and critiques the students' marketing plan.

A group of CU-Boulder business students decide to host a canned food drive on campus for the local food bank through their fraternity. A biology professor who serves on a student affairs committee reviews and endorses the project. This service activity does not incorporate a university outreach component.

**Teaching**

The food bank's marketing project becomes more involved and results in the faculty member's teaching a series of workshops for the board of directors of the food bank. This extension of the faculty member's expertise is an example of university outreach.

The following semester, the professor uses his/her experience at the food bank to explain marketing concepts to their class. This application to the course curriculum is not an example of university outreach.

**Research**

A group of biology graduate students and faculty hear about the canned food drive. They know that local human service organizations have been worried about the nutritional values in the canned-food meals the clients routinely eat. The group begins work with the local food bank to test and analyze the nutritional value of the meals and to develop some recommendations for the organizations that distribute the donations. The extension of faculty expertise directly as well as through the graduate students is an example of research that incorporates university outreach.

A faculty member decides to conduct a research project that further investigates whether certain types of genetically modified fruit retain their original nutritional values, regardless of whether they are eaten when fresh or canned. Research findings are published in a refereed journal and presented at a national biology conference. This contribution to the knowledge base does not incorporate university outreach.

*endorsed by the Council of Deans 11/05/02*