

University of Virginia

VIRGINIA 2020

Public Service and Outreach Commission Report

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**Further information about the Public Service and Outreach Commission
and its activities can be found on its Website:**

<http://www.virginia.edu/virginia2020/public/public-docs1.htm>

Introduction

In December 1998, President John T. Casteen III convened the Commission on Public Service and Outreach as part of Virginia 2020, a University-wide planning initiative. President Casteen charged the commission with shaping one of the University's central missions: to enlist local, state, national, and global partners so as to create, apply, and transmit knowledge to meet society's needs.

Thomas Jefferson founded the University of Virginia for this very reason. Believing that "knowledge is power, knowledge is safety, knowledge is happiness," Jefferson created the University to produce "educated citizens" who would enhance lives and change society. UVa has achieved prominence in the state and nation by remaining faithful to Jefferson's vision of a public university with public-minded people.

The commission began its work by assuming that outreach does matter to the future of this University. As a nationally ranked public research institution, UVa is well positioned to make a difference in its local community, the Commonwealth, the nation, and the world. Thus, it is critical for our various publics—Virginia citizens, global citizens, elected officials, business and community leaders—to know that the University is their partner in meeting the challenges facing our society. Outreach demonstrates not only that research matters to public life but that a nationally ranked research institution in Virginia also matters—to those who attend as students and to all our citizens.

Over thirty individuals from the University community—students, staff, faculty, and administrators—served as members of this commission (see listing, page 29) and participated in its eighteen-month-long study. We are most grateful for their efforts.

Executive Summary

For its purposes, the commission focused primarily on academic service, defining it as “the application of scholarly knowledge and professional expertise to the health, economic, educational, civic, and environmental needs of the public.” In educating ourselves about the current state of public service and outreach at UVa and benchmark institutions, we identified four areas of weakness:

1. The University lacks clear priorities for public service and outreach.
2. The University does not partner with the public as effectively as it could.
3. The University has not articulated a clear commitment to public service and outreach.
4. Many of the University’s contributions to public life go unnoticed and uncelebrated.

To achieve excellence in outreach by 2020, UVa must focus and apply its expertise to issues of public concern, work in partnership with the public on these issues, demonstrate its commitment to public service and outreach, and increase the visibility of its many contributions to public life.

Recommendation 1:

Focus and apply our expertise in high-priority areas of public interest.

The commission believes the University could make a marked difference in our communities—local to global—in the areas of civic engagement and public policy, economic and business development, education (both K-12 and lifelong learning), the environment (both planned and natural), and health.

We recommend forming a University Public Service Advisory Committee to review high priority areas and develop mechanisms for promoting institution-wide initiatives in these areas. A university-wide statement on public service and outreach should be created with input from faculty, staff, students, and senior administrators, particularly deans.

Each year, through the work of hundreds of faculty in over 70 departments, UVa provides direct service to over 45,000 teachers and students throughout the Commonwealth. In order to be more responsive to the needs of the Commonwealth and to gain institutional visibility, K-12 outreach projects throughout our ten schools should be coordinated and publicized through the Office of the Vice President for Research and Public Service as a discrete, high-priority area.

Recommendation 2:

Establish regional and local structures to facilitate outreach partnerships.

The Advisory Committee for Public Service and Outreach could provide oversight for local outreach partnerships, solicit project ideas from the University community, and develop a strategic plan for investing the University’s limited outreach resources for maximum impact. UVa also needs to develop regional networks to strengthen its impact and presence at

the state and national level. Two current initiatives show how the University might develop partnerships on a regional basis.

Recommendation 3:

Demonstrate institutional commitment by elevating public service in UVa's academic culture.

We recommend that public service should be prominent in the criteria for evaluating faculty performance. All schools would be expected to develop and implement a mechanism for formal recognition of public service activities according to their needs, their strengths, and their mission.

Opportunities for endowed chairs and sabbaticals should reward excellence in public service activity. The president should make available funds supporting an annual awards banquet and a President's Cup to celebrate and recognize the outstanding service contributions of faculty, staff, and students. We also recommend a competitive process be established to solicit faculty proposals for new public service initiatives, with significant funding available for the best proposals.

Recommendation 4:

Demonstrate institutional commitment by integrating service-learning into student academic life.

We recommend that schools and departments authorize a "fourth-credit option" for service-learning experiences as part of the existing curriculum. Faculty-led curriculum development workshops could explore the resources and pedagogy of service-learning. In addition, we recommend funding a support person as well as curriculum development grants to aid faculty who want to restructure or create courses that include a significant service-learning component.

Recommendation 5:

Demonstrate institutional commitment and increase visibility through better coordination and support for student, staff, and faculty volunteer service.

A position within the Office of the Dean of Students or the Office of the Vice President for Research and Public Service should be created to monitor the funding, responsiveness, space needs, and public impact of volunteer services. The University should assist Madison House in its fundraising efforts to ensure that this national model for student community service can maintain or, if possible, enhance its current level of activities.

Recommendation 6:

Increase Visibility by Aligning Administrative and Financial Resources to Reflect the University's Commitment to Public Service and Outreach.

We need a strong champion within the senior administration at UVa, a person who is visible, directly involved in public service activities, and has both external and internal credibility. We recommend an associate vice president be appointed in the Office of the Vice President for Research and Public Service within the next year as an immediate, interim step. This office will need a supporting infrastructure, both personnel and financial, with organizational links to deans' offices and the provost. As public service at UVa becomes more visible and responsive, we recommend creating a vice president position

within three to five years. The commission further recommends that the University reassess the funding model for the School of Continuing and Professional Studies.

Recommendation 7:

Demonstrate institutional commitment by increasing visibility of and access to outreach at UVa.

We recommend establishing a state-of-the-art facility to serve as an orientation and citizen referral center, a conference center, a research location for those addressing public service issues, a gathering place, and a location for the administrative apparatus necessary to coordinate this institution's public service mission.

Sustained staff and funding support should be provided for *Outreach Virginia*, the University's interactive guide to public service programs at UVa. A strategic communications plan building on a consistent theme and visual message for the institution's public service contributions should be developed. Local and regional summits concerning public service should be held at a variety of locations throughout the Commonwealth.

The Current Status of Public Service and Outreach at UVa

Defining and Studying Public Service and Outreach

Along with teaching and research, service comprises a university's traditional three-part mission. We define service to include three types of activities:

- **institutional service** to the faculty member's discipline and the institution, including committee membership and involvement with professional organizations
- **community service** or volunteer work that may or may not draw upon academic expertise, and
- **academic service** that translates the intellectual resources of the institution into the public realm.

For its purposes, this commission focused primarily on academic service, defining it as "the application of scholarly knowledge and professional expertise to the health, economic, educational, civic, and environmental needs of the public." In all instances, this definition interprets public service as a product. **Outreach** is the mechanism that enables delivery of that product.

The commission further specified certain inclusions and exclusions in defining the scope of its work. While focusing primarily on academic service, we did, however, include **volunteer community service** in our study and recommendations, owing to the extraordinary and nationally recognized contributions of our students, faculty, and staff in this area. Distance learning, as an issue to be considered by the University, has been studied in a report by Dean Sondra Stollard.¹

In order to develop its definition and understanding of public service and outreach, the commission reviewed the literature on public service, studied best practices at other institutions, and explored specific issues in commission subgroups. In addition, commission members interviewed more than thirty community leaders regarding public service at UVa. **Appendices C, D, and E** provide reports on distance learning, benchmark data, and current public service programs. Reports from each exploratory group are available through the commission's Website: <http://www.virginia.edu/virginia2020/public/public-docs1.htm> .

¹In spring 2000, the dean of the School of Continuing and Professional Studies presented a paper to the vice president and provost on the complex issues facing the University as it considers whether and how to utilize distance learning technologies. The vice president and provost and vice president for information technologies appointed a joint committee to address these issues beginning in fall 2000. A copy of the dean's paper is provided in Appendix C, p. 34.

Where We Stand: What we learned about public service and outreach at UVa and elsewhere

During its study, the commission learned that every school at UVa is engaged in outreach activities, and every city and county in the Commonwealth benefits from UVa's public service. The rich variety of public service activities at the University reflects the decentralized tradition of this institution, which in turn nourishes diversity. Our schools and centers have drawn on their unique public service expertise to develop outreach programs relevant to their particular constituencies. The list provided in **Appendix E** illustrates the variety, magnitude, and depth of the University's current public service and outreach programs.

While the commission acknowledges the contributions of those many individuals and units currently engaged in outreach activities, we also must recognize the limitations owing to the institution's decentralized structure. In educating ourselves about the current state of public service and outreach at UVa and benchmark institutions, the commission identified four areas of weakness:

1. UVa lacks clear priorities for public service and outreach.

Some peer institutions, including Pennsylvania State University, have increased awareness of their programs by strategically focusing their public service efforts by means of institutional priorities. These priorities capitalize on known academic strengths in ways responsive to public concerns. Interviews with local Charlottesville and Albemarle County community leaders revealed that our public constituencies believe UVa has the resources, both intellectual and financial, to offer whatever services it chooses. Such beliefs demonstrate that the University needs to communicate more clearly its public service priorities and the rationales that shape them. In addition, we encountered the perception that other Virginia institutions—particularly Virginia Tech—have conveyed a stronger, clearer message about their priorities to the public.

2. UVa does not partner with the public as effectively as it could.

The discipline-based structure of a traditional university does not readily lend itself to addressing public concerns. The public's integrated, "multidisciplinary approach" runs counter to the administrative, fiscal, intellectual, and cultural structures that shape a university's daily operations. The disconnect between traditional university organization and public needs is one of the greatest challenges facing both us and our benchmark institutions.

The commission found that the University of Virginia has been most effective in its public response in areas where it has charged a unit, such as the Weldon Cooper Center for Public Service, with focusing on specific public needs.

Although we have numerous official and informal partnerships with Piedmont Virginia Community College and Virginia Tech, these partnerships would be greatly strengthened by increased visibility and institutional commitment. We need to support and promote these partnerships in a coordinated and consistent way. The University's College at Wise offers additional, as yet unrecognized, opportunities for stronger, more innovative partnerships in central and southwest Virginia.

We also need to develop more effective processes for listening to our various constituencies, especially in terms of local partnerships and community relations. In this respect, both Duke University and Pennsylvania State University provide models of excellence.

3. The University has not articulated a clear commitment to public service and outreach.

In recognizing faculty achievement, the University currently separates public service from research and teaching, rather than assessing it as a vital component of these central missions. This separation diminishes the value and importance of public service.

At the institutional level, although we appear to have some centralized coordination and support for outreach through the Office of the Vice President for Research and Public Service, the budget, staffing, and reporting lines for this office fall short of those committed or established by similar institutions. Administrative models for stronger centralized facilitation include those of the University of Michigan, the University of North Carolina at Chapel Hill, Pennsylvania State University, and Virginia Tech.

4. Many of UVa's contributions to public life go unnoticed and uncelebrated.

The belief that our outreach efforts are little known around the Commonwealth was one reason for the appointment of this commission. Although the magnitude, variety, and impact of current outreach programs at UVa are substantial, many programs are not well known either to us or to our public. Few people, including those within the institution, appear to have enough information about our outreach to appreciate its magnitude or impact. This fact emerged almost immediately in our work as one of the most striking disadvantages of our decentralized system of outreach, and it was confirmed in interviews with local community leaders.

As a result, the commission supported the development of *Outreach Virginia*, the first centralized database of information about public service programs at UVa, launched on-line in spring 2000 by the Office of the Vice President for Research and Public Service and unveiled to the public in fall 2000 at <http://www.virginia.edu/outreachvirginia>. Similar databases at other institutions, such as those at the University of Michigan and Pennsylvania State University, served as early models for *Outreach Virginia*.

While many faculty, including chair holders, distinguish themselves through service, our public service programs would be strengthened by endowed chairs or awards in public service similar to those supporting excellence in teaching and research. The University of North Carolina at Chapel Hill, the University of Michigan, and Virginia Tech all provide examples of institutions that reward faculty service contributions through annual competitive awards and/or endowed chairs.

Despite our students' exceptional commitment to public service through volunteerism, UVa still lacks any universal mechanism for integrating their service experience with academic study. Growing evidence that a service-learning requirement benefits liberal arts undergraduates is demonstrated by programs at Georgetown University and the University of Pennsylvania. Most of the eight professional schools at UVa already offer some variation of academically-based service-learning for their students, but current resources and programs do not provide sufficient opportunities for every student to have a service-learning experience as part of his or her undergraduate career.

Finally, while many of our staff, faculty, and students have committed to service and devoted considerable time to our surrounding communities, the University does little to facilitate or reward these efforts. The University of North Carolina at Chapel Hill facilitates and rewards such efforts as one aspect of its new Carolina Center for Public Service, established in 1999. For example, the Carolina Center distributed \$125,000 in awards, fellowships, and grants to students, faculty, and staff at its 2000 Public Service Awards Banquet.

Collectively, these findings as described above have shaped the commission's vision for the future and its recommendations for immediate action.

A Vision for the Year 2020

By the year 2020, we look to a future when the University of Virginia will be known for its commitment to working in partnership with its neighbors and the people of Virginia so as to enhance the quality of life in the Commonwealth, the nation, and beyond.

With a clear set of priorities guiding its outreach efforts, the University will not strive to be all things to all people but will concentrate its resources in those areas where its strengths best correlate with public needs. By embracing the priorities which this commission recommends (see **Recommendation 1** below), UVa will be valued for furthering society's progress in these five areas:

Civic Engagement and Public Policy

By 2020, the University will have improved the effectiveness of government, our legal justice system, and our civic society. It will have expanded service to elected and appointed leaders in Virginia and the nation and provided broader experiences to its students in service learning.

Economic and Business Development

The University will have raised the standard of living and the quality of life of Virginia citizens, encouraging entrepreneurial activities and business development through technological, theoretical, and applied innovations.

K-12 and Lifelong Education

The University will have expanded the lifelong availability of learning and information services for all Virginia citizens and schools—from basic literacy to advanced professional studies in direct services.

Planned and Natural Environment

The University will have protected the environment by lending its expertise to decisions at all levels concerning ecology and the use of space, buildings, and transportation.

Health

The University of Virginia will have contributed to the well being of citizens in central Virginia and beyond at every stage of their life, from prenatal to elderly.

Achieving the Vision: Institutional goals to achieve excellence in outreach by 2020

To move the University toward realizing our vision, the commission recommends that the institution pursue four broad goals. Each of the seven recommendations and their attendant action items supports one or more of these *institutional* goals. The relationship of recommendations and goals is shown in **Table 1** below. The evaluation design of the recommendations is shown in **Table 2, Appendix A**, pages 27-28.

If the University of Virginia is to achieve excellence in outreach by 2020, it must:

- A. **focus and apply its expertise** to issues of public concern.
- B. **work in partnership** with the public on these issues.
- C. **articulate its commitment** to public service and outreach.
- D. **increase the visibility** of its contribution to public life.

Table 1
Institutional Goals and Recommendations for Achieving Excellence in Outreach by 2020

FOCUS AND APPLY EXPERTISE	WORK IN PARTNERSHIP	ARTICULATE COMMITMENT	INCREASE VISIBILITY
1. Focus and apply our expertise in high-priority areas of public interest.			
	2. Establish regional and local structures to facilitate outreach partnerships.		
		3. Elevate public service in UVa's academic culture.	
		4. Integrate service-learning into student academic life.	
	5. Increase coordination and support for student, staff and faculty volunteer service.		
6. Align administrative and financial resources to reflect outreach commitment.			
	7. Increase visibility of and access to outreach at UVa.		

Recommendation 1: Focus and apply our expertise in high-priority areas of public interest.

Action Item 1.1

Establish a process to identify institutional priorities.

As noted in the commission's vision statement above, UVa should not strive to be all things to all people but should concentrate resources in those areas where its greatest strengths match pressing public needs. One of the commission's first concerns was to identify those areas in which we are well-positioned to contribute to issues facing communities throughout the Commonwealth and nation. Based on a review of current outreach programs and an assessment of public concerns, the commission members believe that the University could make a marked difference in our communities—local to global—in the following five areas of public concern:

- civic engagement and public policy
- economic and business development
- education, both K-12 and lifelong learning
- environment, both planned and natural
- health.

Our activities in these areas are multidisciplinary and innovative. In many cases, they focus on the application of advanced technologies.

We recommend the formation of a University Advisory Committee for Public Service and Outreach that would review these high-priority areas and develop mechanisms for promoting institution-wide initiatives within them. One such mechanism that has been successful at other universities is the creation of thematic, interdisciplinary institutes for outreach that are grounded in our research and teaching excellence.

With input from faculty, staff, students, and senior administrators, particularly deans, these high-priority areas should be developed into a University-wide statement on public service and outreach. The statement should articulate the institution's commitment, its scope of desired impact, and its goals in the high-priority areas for each region of the Commonwealth. Where possible, this statement should incorporate any current strategic plans for each of the University's schools. For example, our commitment to improved healthcare in Southwest Virginia differs from our commitment in other areas of the state, based on the priorities established by the UVa Health System in its strategic plan.

This University-wide statement would shape all centralized outreach functions and serve as a guide for collaborative public service and outreach ventures. In addition, the University will need to promote initiatives within the five high-priority areas that extend the best of teaching and research into the public realm.

Our areas of strength and excellence as well as the needs of our public will inevitably shift over time. We recommend that a system be established to monitor changing public needs and revise our priorities accordingly. Marketing studies can provide information essential to this process. The University must consider the most effective models for developing priorities and supporting selected initiatives. The Advisory Committee for Public Service and Outreach, recommended above, could review high-priority areas systematically and make strategic decisions about investing funds within these areas.

Action Item 1.2

Strengthen our institutional commitment to K-12 education.

A major issue of public concern is K-12 education. Each year, through the work of hundreds of faculty in over 70 departments, UVa provides *direct service* to schools, teachers, and students throughout the Commonwealth. In 1999-2000 alone, over 35,000 teachers and prospective teachers enrolled in courses leading to graduate education degrees, initial teaching licensure, mid-career alternative licensure, graduate certificate programs, and teacher recertification programs. In addition, more than 5,000 teachers attended workshops and seminars which covered everything from web-based classroom materials for teaching history to teaching elementary school science in conjunction with the state's Standards of Learning (SOLs). Furthermore more than 10,000 children and their families participated in activities provided through UVa, including after-school and weekend enrichment programs, hands-on science experiments, and civics education.

Our efforts to support and strengthen K-12 education are extensive, yet their breadth and impact too often go unnoticed by the wider university community, our fellow Virginians, and our state legislators. Predictably, two of our schools, the Curry School of Education and the School for Continuing and Professional Studies (SCPS), make multiple and substantial efforts in this area. Yet even here, the impact of these direct services is often diminished by the lack of University-wide publicity and coordination.

The many initiatives originating from different parts of the University should be readily identified as part of a greater, more strategic UVa effort to work with K-12 schools, teachers, and students throughout the Commonwealth. Our commitment and contributions should be readily visible to our senior leadership, the Board of Visitors, our peer and partnering institutions, our legislators, and especially the citizens of Virginia.

To gain this institutional visibility, the K-12 projects throughout the University's ten schools should be coordinated and publicized through the Office of the Vice President for Research and Public Service as a discrete, high-priority area. A visible "umbrella" label should be given to K-12 activities, with appropriate subcategories. These might consist of:

- recruitment of teachers
- re-training of teachers
- provision of content-rich curriculum aligned with SOLs
- direct services to students and their families.

All programs throughout the University providing services to schools, teachers, and students in K-12 should report their initiatives and accomplishments to the Vice President for Research and Public Service.

A single contact person within the vice president's office, familiar with all the University's ongoing K-12 efforts, could facilitate this communication effort and, more importantly, coordinate and improve our responses to public needs. This person would also oversee and promote our efforts to obtain joint funding for this work from federal and state sources.

An advisory committee, appointed and supported through the Office of the Vice President for Research and Public Service, should oversee K-12 outreach activities. Committee membership would include faculty and administrators, especially those individuals responsible for delivering K-12 programs, along with representatives from K-12 schools. In addition to overseeing the publication of a directory for all K-12 programs, the advisory committee should meet regularly to review the University's K-12 activities, discuss plans for future programs, and develop collaborative strategies to enhance their impact.

The commission also recommends that those University centers which span several schools and whose sole mission is outreach to K-12 audiences should report to the Office of the Vice President for Research and Public Service.

Recommendation 2: Establish regional and local structures to facilitate outreach partnerships.

Action Item 2.1

Support local partnerships within high-priority areas.

In recent years, UVa's efforts to initiate and maintain partnerships have been beneficial to local citizens, businesses, and schools as well as to the institution. UVa Gateway is one such example which creates a point of contact for local businesses, particularly technology-based industries, interested in strengthening their relationship with the University. Through UVa Gateway, the University has begun to explore partnerships with local governments, schools, businesses, and nonprofit agencies to strengthen the Charlottesville-Albemarle community.

The Biotech Training Center, begun in 1999 through combined efforts of UVa faculty, Piedmont Virginia Community College, the City of Charlottesville, and the UVa administration, has demonstrated the potential benefit of collaboration through outreach. Local residents can become competitive applicants for employment opportunities in UVa research labs as certified lab technicians.

Building on the success of the Biotech Training Center partnership, the Connected Community, another public/private partnership involving many of the same local partners, seeks to "harness the power of the Internet to serve the people of Central Virginia." While new Internet applications are continuously being developed, certain segments of our society—the elderly, the poor, the uneducated—have limited or no access to emerging technologies that could improve their lives. The Connected Community partnership has committed it-

self to the goal of making Central Virginia a world-class model for enabling all its citizens to access and utilize technology in their daily lives.

This collaborative Connected Community will blend technical infrastructure, education, and workforce development, acknowledging that the Internet revolution is as much social and educational as it is technological. Targeted at all citizens—including the elderly, poor, children, K-12 teachers, and minority communities—the project is more about access to knowledge than access to computers. It is one example of the possibilities that develop when a structure within UVa is created to partner effectively with other colleges and universities, public school systems, local governments, and local businesses.

UVa needs to develop and sustain working relationships with communities and neighborhoods so that specific programs develop out of a meaningful context and are appropriate to the needs and assets of both the community and the University. Developing the foundation for such partnerships requires time, and the relationships must outlast the life of any one project. The Connected Community creates such a foundation and embodies the values articulated in the commission's vision statement.

UVa's contribution to the Connected Community partnership or other local outreach partnerships will require energy, oversight, and funding in the next three to five years. The Advisory Committee for Public Service and Outreach described in **Recommendation 1** could provide such oversight, solicit project ideas from the University community, and develop a strategic plan for investing the University's limited outreach resources for maximum impact.

Action Item 2.2

Develop mechanisms for regional partnerships to enhance the impact of outreach programs.

UVa needs to develop regional networks to strengthen its impact and presence both at the state and national level. Two initiatives illustrate how the University might develop partnerships on a regional basis, the first concentrating on the Commonwealth, the second on the South Atlantic region of the nation.

A. Commonwealth regional outreach councils

UVa offers resources, training, and programs in every region of the Commonwealth. We train local government officials and emergency response medical volunteers. We provide graduate degree opportunities for practicing teachers, make cutting-edge medical information available to health care professionals in isolated communities, deliver direct specialized health care, improve environments, instruct young writers—and do much more—in every city and county of Virginia. Our schools and centers have developed strong relationships with specific constituencies throughout the state and yet we are unable, as an institution, to speak with any confidence about our comprehensive, ongoing contribution to the quality of life in these regions. We have not established partnership structures that provide continuity and accessibility to citizens in every region of Virginia.

To this end, we propose that the Office of the Vice President for Research and Public Service, in collaboration with other units of the University, explore the feasibility of establishing regional outreach councils in those regions of the state where UVa's presence is substantial. The benefit of forming such councils would be three-fold: First, the institution would, for the first time, be able to communicate to those regions and measure its overall impact. Second, by bringing together UVa representatives who have established relationships in the region, we create opportunities for more integrated and comprehensive approaches to the issues facing that region. Finally, we create a point of contact for those faculty, deans, or centers that wish to work with communities in the region but have no existing relationship on which to build.

The activities of a regional outreach council could include any or all of the following:

- Organize regional conferences to discuss the contribution of higher education institutions to the concerns and challenges facing the region. Conferences would include representatives from UVa, other Virginia colleges and universities with an interest in the region, as well as leaders and citizens from throughout the region.
- Publish monthly electronic newsletters to provide updates on UVa's activities throughout the region—health care services, government training, support programs for public schools, training for teachers, part-time degree opportunities, volunteer programs, etc.
- Publish an annual report of UVa's contributions to the region with plans for the coming year, including relevant directory information so the publication can serve as a resource for residents throughout the region.
- Develop plans for partnerships with other Virginia colleges and universities to serve the region.
- Serve in an advisory role to help UVa leaders develop priorities for the University's work in the region.
- Conduct interviews or focus group sessions with regional representatives to evaluate UVa's contributions, define the region's needs and challenges, and shape future plans.
- Award grants to UVa schools, centers, or faculty for outreach and research partnerships in the region.

B. NEH South Atlantic Regional Center for the Humanities

In 1999, through the efforts of the Virginia Foundation for the Humanities and a number of other partners, the University of Virginia received a planning grant from the National Endowment for the Humanities to submit a competitive proposal to become the NEH South Atlantic Regional Center for the Humanities. UVa's proposal draws on the University's strengths in the humanities, in digital library initiatives, and in the integration of technology with the humanities. The proposed center would enlist the expertise and support of many partners, both from UVa and other institutions. The center's programs are to focus primarily on understanding and dissecting the legacies of slavery, segregation, and racial violence throughout the South Atlantic region.

This project has the potential to embody all the values and goals articulated in the commission's vision statement. Not only does it illustrate the benefits of multi-unit collaboration, it gives UVa the opportunity to undertake a highly visible national initiative, drawing on our strengths in the humanities with strong components of outreach, research, and teaching. Should the University be selected as the site for a regional NEH center for the humanities, we will have two opportunities—to make a substantial contribution through outreach to the intellectual life throughout the South Atlantic region, and to gain greater national and international recognition.

Selection as the NEH South Atlantic Regional Center would also commit UVa to substantial fundraising for the humanities—up to \$15 million raised by the University and its partners to match up to \$5 million awarded by NEH. Such a substantial commitment will require University-wide coordination and support, both in developing programming and raising funds. The Advisory Committee on Public Service and Outreach could provide a mechanism for evaluating the extent to which regional initiatives, such as the NEH center, advance the University's goals in high-priority areas. It would further help set priorities for fundraising to support outreach initiatives.

**Recommendation 3:
Demonstrate institutional commitment by elevating public service in UVa's academic culture.**

Action Item 3.1

Encourage each school to develop and implement mechanisms for formal recognition.

As noted above, we frequently separate public service from research and teaching within our academic culture. This separation not only diminishes the value of public service but also impoverishes the scholarly and instructional enterprise. Applying knowledge (public service) that is being discovered (research) and conveyed (teaching) should be a seamless process, enriching all three central missions of the University. Therefore, in recognizing faculty achievements, we should acknowledge academic outreach as a legitimate and valued contribution.

We recommend that public service be elevated in the structure of criteria for evaluating faculty performance. For example, endorsing a “dual ladder” for the professional development of more established, tenured faculty would permit senior tenured faculty to choose public service in combination with either research or teaching as their primary activity, with the remaining activity being of secondary importance in evaluating the individual's contributions. The choice of which ladder to follow should not be irrevocable and could change several times during an individual's career, according to one's opportunity and enthusiasm. All schools would develop and implement a mechanism for formal recognition of public service activities (either this dual ladder model or an alternative system), according to their needs, strengths, and mission.

Each school would define its own public service mission to be consistent with the University's mission. Department chairs would negotiate with their dean parameters of that department's contribution to the public service mission of the school. Achievements of an individual, particularly if he or she opts for public service as a primary activity, would then be evaluated in the context of that mission. Tenured faculty members will need to be assured that they will be appropriately rewarded if they devote significant time to public service activities.

We recognize that with their current responsibilities and workloads, faculty members are typically over-extended; thus, we want to make clear that we are not recommending public service as an additional responsibility. Instead, we recommend that in those instances in which faculty members' public service activities emerge from or are integrated with their research and teaching, the recognition and rewards accorded those activities be commensurate with those in research and teaching. This recommendation is not intended for all faculty members; it is intended to provide institutional support for those whose academic disciplines and skills involve them in meeting public needs.

Each school would develop a documented evaluation process for public service activities that addresses both quality and quantity of the public service contribution. Evaluation systems to measure impact and outcomes for public service have been developed and used at other universities. Whatever evaluation metric is adopted should be sufficiently flexible to encourage and reward cooperative activities across units within the University. Interdisciplinary efforts that require greater work demands should be particularly valued. One component of a dean's and department chair's own evaluation would be based on this metric.

Action Item 3.2

Provide rewards for faculty and staff in support of public service.

We recommend that opportunities for endowed chairs and sabbaticals be provided as rewards for excellence in public service activity. Tenured faculty who have made outstanding contributions to the public service mission of the University would hold an endowed chair for a fixed period of time (such as five years), with the expectation that the awardees will continue a comparable level of achievement during the tenure of the chair. Financing for chairs in public service and the remuneration associated with them should be consistent with existing chairs for research and teaching. Additionally, sabbaticals for public service activities would be awarded according to guidelines consistent with existing policies for research sabbaticals. Such sabbaticals would be available to academic, research, and general faculty as well as to administrative staff.

As an annual event to celebrate the University community's accomplishments in public service, the president should make funds available to support an awards banquet for celebrating and recognizing outstanding service contributions of faculty, staff, and students. A President's Cup would be awarded to that member of the University community who embodies the highest ideals of service to others. Additional cash awards, modeled after the existing Harrison Awards for Excellence in Teaching, would be established to honor fac-

ulty who integrate service with teaching and research to further the University's mission. A similar award could be established for University staff and general faculty.

In conjunction with this annual event, the University would sponsor a full-page advertisement in local papers, announcing the awards and all those members of the UVa community who have achieved some level of service. The president would feature these public service achievements in his annual State of the University address and annual reports.

In order to encourage innovative public service initiatives by tenured faculty, we recommend that a competitive process be established to solicit faculty proposals for new public service initiatives, with significant funding available for the best proposals. This will seed new high-quality public service activities within the University and serve as a powerful incentive for faculty to extend their research and teaching interests into the public realm.

The experience of competing for external funding for public service initiatives can also create new prospects for external funding—including public, governmental, and private donors. Finally, such a competitive process could provide a vehicle to encourage interdisciplinary programs across University units, similar to the model of the former Academic Enhancement Program (AEP). Other public universities—including the University of North Carolina at Chapel Hill, Michigan State University, and Virginia Tech—have successful faculty grants programs.

Recommendation 4: Demonstrate institutional commitment by integrating service-learning into student academic life.

Action Item 4.1

Provide a service-learning option for all students.

In its continuing commitment to undergraduate education, the University can reflect its founder's vision by heightening the civic responsibility and social awareness of students through service-learning. Service-learning is a powerful pedagogy that allows students to make connections between the challenges of field-based application theories and the perspectives gained in their coursework and research. Many schools and instructors already offer forms of service-learning. We recommend that the University increase service-learning opportunities so that every student graduating from UVa will have encountered at least one such opportunity.

We offer two strategies to promote service-learning. First, schools and departments could authorize a "fourth-credit option." In order to be eligible for this credit, students prior to beginning a course would submit a proposal outlining how their service experience connects with specific course content. The proposal would require approval from both the faculty member and the service site. Academic credit would then be granted for the faculty-approved academic or scholarly product (e.g., journal, paper, class presentation, or agency-based project). The fourth-credit option could be attached to any course at the University

with the faculty instructor's approval, providing a mechanism for integrating community service throughout the curriculum with a minimum of infrastructure support.

The second strategy involves creation of faculty-led curriculum development workshops to explore the resources and pedagogy of service-learning. The University of Virginia is fortunate to have faculty already skilled in service-learning and knowledgeable of the pertinent resources and theoretical models underlying this approach. By supporting curriculum development workshops and providing faculty incentives, the institution could promote good practices in service-learning—similar to its highly successful efforts to improve pedagogy through the introduction of new technologies.

Action Item 4.2

Provide faculty development support for service-learning.

One of the hurdles to developing service-learning courses is that they require an increased investment of out-of-class time in logistical details. A support person, comparable to a graduate teaching or research assistant, could handle much of this additional responsibility. In addition to being supervised by a faculty instructor, these assistants will receive training and support from University agencies charged with oversight of community relationships. Successful models of this assistance can be seen at Georgetown and Duke Universities.

As noted above, faculty can attend curriculum development workshops to learn the pedagogic and scholarly benefits of service-learning. In addition, we recommend funding curriculum development grants to aid faculty who want to restructure or create courses that include a significant service-learning component. Grants could include support to attend such national conferences supporting service-learning as Campus Compact, the Invisible College, and the Campus Opportunity Outreach League.

Recommendation 5:

Demonstrate institutional commitment and increase visibility through better coordination and support for student, staff, and faculty volunteer service.

Action Item 5.1

The University should assist Madison House in its fundraising efforts to ensure that this national model for student community service can maintain or, if possible, enhance its current level of activities.

Action Item 5.1

Provide support for Madison House and other community volunteer activities.

A position within the Office of the Dean of Students or the Office of the Vice President for Research and Public Service should be created to increase the overall continuity, coordination, and benefits of UVA's efforts to help the public.

The many community volunteer activities undertaken by UVa students, staff, faculty, and alumni are defining features of our University's culture and its identity to the general public. Although collected in episodic and unsystematic ways, current data suggest that we have the greatest degree of volunteerism per person of any University in this country. With a modest infusion of resources, these substantial activities can be better supported in order to meet public needs more effectively.

We recommend two measures. In light of the recent decision by the Student Council to gradually eliminate its funding of Madison House, the University should assist this national model for community service with its fundraising efforts to ensure that at the minimum it can maintain its current level of activities. Madison House provides weekly service opportunities for 3,000 UVA students. In collaboration with Madison House, in 1998 our students organized the Virginia Service Coalition to offer support for short-term service projects to the more than 200 student organizations that have a community service component. To enhance support and improve coordination between the University, the Virginia Service Coalition and Madison House, a new position should be created within the office of the Dean of Students or the Vice President for Public Service and Outreach. This position would help maintain the symbiotic relationship between student volunteer organizations as well as support staff and alumni to increase the overall continuity, coordination, and benefits of UVA's efforts to help the public.

**Recommendation 6:
Increase visibility by aligning administrative and financial resources to reflect the University's commitment to public service and outreach.**

Action Item 6.1

Dedicate a senior administrative position to public service and outreach.

Most of our previous recommendations can take place only if the University's leadership assumes responsibility for them. Institutions that have been successful in this realm have provided greater authority and resources to their senior administrators in the area of public service and outreach. **Action Item 1.1** proposes a priority-setting process so we can move strategically to establish thematic institutes that reflect our strengths and the public's needs. Without the attention of a senior administrative leader, such a process cannot be developed or sustained. Our vision and goals for excellence in public service at UVa require a strong champion within the senior administration, a person who is visible, directly involved in public service activities, and has both external and internal credibility.

The University's current administrative structure for public service was established in 1998 when the Board of Visitors approved the creation of a Vice President for Research and

Public Service. This action added public service to an office already charged with responsibility for monitoring and supporting University research. One staff position was created to assume some responsibility for public service, but the resources continued to be focused primarily on research with no commensurate support for public service and outreach. Current staffing and financial resources are insufficient to support the vision and recommendations of this commission.

In order to achieve the vision that fueled its recommendations, the commission recommends an associate vice president be appointed in the existing Office of the Vice President for Research and Public Service within the next year as an immediate, interim action. This person would oversee the University Advisory Committee on Public Service and Outreach as well as assume responsibility for the following functions specified in previous recommendations:

- Develop an effective mechanism for reviewing and revising the University's high-priority areas for public service and outreach.
- Organize a central advisory committee to oversee, coordinate, and strengthen the University's K-12 outreach activities.
- Conduct citizen interviews and focus groups annually to assess public needs and evaluate UVA's effectiveness in responding to past needs.
- Conduct marketing studies to identify emerging public needs.
- Research the feasibility of regional outreach councils to promote public service and outreach and facilitate communication within regions of the Commonwealth.
- Develop infrastructures to support academic outreach.
- Establish thematic institutes for outreach grounded in research and teaching excellence.
- Develop and support processes that facilitate outreach among individual faculty, such as the Faculty Senate Speaker's Bureau.
- Develop a centralized mechanism for collecting information about faculty academic outreach.

This position will need a supporting infrastructure for personnel and financial matters, with organizational links to deans' offices and the provost. The duties of this position could also include fundraising for public service, communicating with state legislators, working with deans to develop rewards for faculty activity, improving public access, and working with the provost and vice president for student affairs to support service-learning.

Besides creating an associate vice president in the year 2000, the commission recommends that a separate vice presidency for public service and outreach be established in three to

five years. As the University's public service achievements and visibility expand, a vice-presidential commitment will be needed to take the University toward the vision for 2020.

Action Item 6.2

Reassess the financial base and funding models for public service and outreach.

In spite of the magnitude and quality of public service efforts at the University of Virginia, current funding bases and models bode ill for our ability to respond to changing public needs in the future. Currently we do not have systematic or rapid means to support initiatives within our high-priority areas. We do not have adequate mechanisms for tracking public service expenditures or measuring the benefits of our outreach to the public.

One example bears greater elaboration. The School of Continuing and Professional Studies (SCPS) is the University's only school whose primary mission is academic outreach. However, the funding model under which it operates hampers its ability to respond to public needs. Presently, the school is charged with generating enough revenues to cover personnel, programs, facilities, and operating expenses. Although the revenue picture has improved in recent years, the school does not generate enough revenues through enrollment to cover its entire budget. The University subsidizes the school, but only with the expectation that the subsidy will decrease and school revenues will increase in coming years.

The commission recommends that the University reassess the funding model for the School of Continuing and Professional Studies. The current model does not acknowledge the public service dimension of the school's mission. The school provides academic courses and degree programs in regions of the state where enrollment cannot offset delivery costs. These programs are offered in response to public need or to achieve political goals for the University. So there is constant pressure in the school to fund these good works by improving profit margins in the programs that generate higher enrollment or by developing newer and more profitable academic programs. Under the current funding model, however, there is little seed money or capital to develop and market new courses, degree programs, or professional development programs.

In 1996, the vice president and provost convened a task force on continuing education chaired by David Breneman, dean of the Curry School of Education. In its final report, the task force concluded that the funding structure of the SCPS (then the Division of Continuing Education) was problematic to our stated mission of responding to public needs.

Recommendation 7: Demonstrate institutional commitment by increasing the visibility of and access to outreach at UVa

Action Item 7.1

Establish a conveniently located, adequately staffed convention center and referral office with free parking and a central phone number, such as UVA-4YOU.

Although thousands of people are served every day through the University's academic outreach, most recipients know only about the particular service they receive. Not only are they unaware of additional services, they have no clear means to access information about such services. In the commission's interviews with local leaders, we found that even those citizens most closely connected to the university were sometimes unclear about how to get information to meet their needs.

A conveniently located and adequately staffed convention center/referral office would improve the public's access to information and services. The creation of such a facility would send a significant message about the past, present, and future values of the University. A physical presence would give substance to the invisible and decentralized nature of our current institutional commitment to public service. Prime examples at UVa of physical commitments that express program commitment can be seen in the construction and improvements in the Rotunda, Cabell Hall, the Bayly Museum, Madison House, Alderman Library, Scott Stadium, the proposed arts precinct, and the graduate schools of Law and Business.

Lacking a public service facility, the University conveys to its public that outreach is non-existent. Yet the magnitude of our current public service activities precludes their being housed in one facility. What is needed is a state-of-the-art facility that would serve as a user-friendly orientation and citizen referral center, a conference center, a research location for those addressing public service issues, a gathering place for those at UVa who spend their time and energy on public service and outreach, and a location for the administrative apparatus necessary to coordinate the institution's public service mission. Soon the building would become known as "the place" to pursue public service in the Commonwealth. Such a model exists in other states and fits with the goals described elsewhere in this report.

Action Item 7.2

Support the further development of Outreach Virginia.

This new Web-based, interactive guide to public service opportunities and off-grounds academic courses and programs will address a serious need for state legislators, local officials, and all citizens (global as well as close neighbors) to see what UVa services are available to them and to their constituents. Visitors to the site can search for public service programs by different criteria, including areas of special interest or regions of the Commonwealth. *Outreach Virginia* also will include volunteer service programs as well as

academic public service programs. It will continue to be shaped by an advisory board of public and University representatives (faculty, staff, students, and alumni). We recommend that sustained staff and funding support be provided for *Outreach Virginia*.

Action Item 7.3

Develop a strategic communications plan.

The University of Virginia already uses a wide variety of media to deliver its many messages about opportunities and programs to local and global citizens. We recommend developing a strategic communications plan that builds on a consistent theme and visual message for the institution's public service. One such example is provided in **Appendix F**, "What Are the Faces of the University of Virginia?" This strategic plan would be the responsibility of the University's development and external relations personnel working in coordination with our multiple media outlets.

In the consultants' assessment of the University's achievements in public service (see background paper by Joseph M. Cronin and Jane Sjogren, "[Public Service and the University of Virginia](#)," October 1998), Performance Recognition was cited as the weak link. While our public service activity does compare favorably with that of other universities—including those more widely recognized for public service, such as Virginia Tech and Pennsylvania State University—we fall short in the manner and degree to which we publicly communicate our contributions.

In addition to focusing on a consistent theme in our various publications, we recommend holding local and regional summits on public service at a variety of locations, including the regional centers of the School for Continuing and Professional Studies, the regional offices of the Weldon Cooper Center, the Miller Center, the University of Virginia's College at Wise, and downtown Charlottesville and Richmond. These summits would facilitate meaningful conversations among higher education representatives, community agencies, and citizens about public needs, improved partnerships, and best practices

Working with local, state, national and global partners to create, apply and transmit knowledge reflects Jefferson's core belief in founding the University: "The most important bill in our whole code is that for the diffusion of knowledge among the people. No other sure foundation can be devised for the preservation of freedom and happiness." We believe the commission's recommendations undergird that foundation.

Members of the Public Service and Outreach Commission

Ms. Rebecca Kneedler,
Chair

Associate Dean for Academic Affairs,
Curry School of Education

Members

Mr. Harold Burbach, Professor, Curry School of Education
Mr. Richard DeMong, Professor, McIntire School of Commerce
Mr. John Echeverri-Gent, Associate Professor, Government and Foreign Affairs,
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Ms. Carolyn Engelhard, Lecturer and Health Policy Analyst, School of Medicine
Ms. Doris Glick, Professor, School of Nursing
Mr. Robert Hull, Associate Professor, School of Engineering and Applied Science
Mr. David Kalergis, Director, UVa. Gateway, Office of the Vice President for
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Ms. Kathryn Thornton, Assistant Dean for Graduate Programs, School of
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Mr. Les Williams, Undergraduate Student, School of Engineering and Applied
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Ms. Karin Wittenborg, University Librarian

Ad hoc Members

Mr. Gene Block, Vice President for Research and Public Service
Mr. Bennett Boggs, Special Assistant to the Dean, Curry School of Education
Ms. Virginia Collins, Assistant to the President
Mr. Joseph Cronin, Consultant
Ms. Louise Dudley, Director, University Relations
Ms. Kimberly Emery, Assistant Dean for Public Service, School of Law
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Mr. Robert Reynolds, Interim Vice President and Chief Information Officer
Ms. Nancy Rivers, Director, State Government Relations
Ms. Penny Rue, Dean of Students
Mr. Bob Sweeney, Vice President for Development
Mr. Jack Syer, Executive Director, UVa. Alumni Association
Ms. Ida Lee Wootten, Senior News Officer, University Relations

Exploratory Group: Toward a University-Wide Strategic Plan

Ms. Karin Wittenborg, University Librarian
Convenor

Mr. Harold Burbach, Professor, Curry School of Education
Ms. Laura Hawthorne, Coordinator of Public Service
Mr. James Kennan, Associate Vice President for Health Sciences
Mr. Harold Kolb, Professor, Department of English, College of Arts and Sciences
Mr. Victor Luftig, Co-Director, Center for the Liberal Arts
Ms. Clorisa Phillips, Special Project Director, Office of the Vice President and Provost
Mr. Loren Pitt, Professor, Department of Mathematics, College of Arts and Sciences, and Co-Director, Center for the Liberal Arts
Ms. Nancy Rivers, Director, State Government Relations
Mr. Kenneth Swartz, Associate Professor, School of Architecture

Exploratory Group: Public Relations & Communications

Mr. John Thomas, Director, Weldon Cooper Center for Public Service
Convenor

Ms. Louise Dudley, Director, University Relations
Ms. Doris Glick, Professor, School of Nursing
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Exploratory Group: Administrative Structures and Resources

Ms. Carolyn Engelhard, Lecturer and Health Policy Analyst, School of
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Mr. Bennett Boggs, Special Assistant to the Dean, Curry School of Education
Mr. Edmund Kitch, Professor, School of Law
Mr. Jay Lemons, Chancellor, UVa's College at Wise
Ms. Rebecca Kneedler, Associate Dean for Academic Affairs, Curry School of
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Exploratory Group: Volunteer Service

Mr. John Echeverri-Gent, Associate Professor, Department of Government
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Mr. Frank Griffiths, Undergraduate Student, College of Arts and Sciences
Ms. Dolly Prenzel, Director, Community Relations
Ms. Penny Rue, Dean of Students
Mr. Jack Syer, Executive Director, UVa. Alumni Association
Mr. Les Williams, Undergraduate Student, School of Engineering and Applied
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Exploratory Group: Reward Structures for Faculty Service

Mr. Robert Hull, Associate Professor, School of Engineering
Convenor and Applied Science

Mr. Richard DeMong, Professor, McIntire School of Commerce
Ms. Betsy Flanagan, Assistant Vice President for Development
Mr. James Kennan, Associate Vice President for Health Sciences
Mr. Marcus Martin, Chair, Department of Emergency Medicine, School of
Medicine
Mr. Robert Novak, Associate Professor, Curry School of Education
Ms. Kathryn Thornton, Assistant Dean of Graduate Programs, School of
Engineering and Applied Science

Appendix A: Evaluation Design

Table 2
Evaluation Design for Public Service & Outreach Recommendations

<i>Recommendations / Action Items</i>	<i>Evaluation Questions</i>	<i>Evaluation Instruments</i>	<i>Variables To Be Assessed</i>	<i>Best Practices & Benchmark Institutions</i>	<i>Respondents & Implementation Timeframe</i>
<p>1. Focus and Apply Our Expertise in High-Priority Areas of Public Interest</p> <ul style="list-style-type: none"> Establish a process to identify institutional priorities Strengthen our institutional commitment to K-12 education 	<p>What is the impact of having an established process to prioritize and target public service and outreach programs?</p> <p>Does our priority-setting process allow for modification over time?</p> <p>Is UVa's K-12 Education outreach better coordinated and communicated?</p>	<ul style="list-style-type: none"> Administrative interviews Local & regional interviews and surveys Community focus groups Legislative interviews Faculty & student achievement K-12 school personnel interviews K-12 student performance in targeted areas 	<ul style="list-style-type: none"> Regional partnerships with Va. Tech, PVCC, UVa College at Wise, & public school districts Standardized evaluation mechanisms to measure quality and quantity of PS&O Process to assess priorities—were priorities identified & strategic plans developed? Thematic institutes 	<ul style="list-style-type: none"> Va. Tech Penn State University of North Carolina at Chapel Hill Michigan Washington 	<ul style="list-style-type: none"> Local community State officials University administrative & academic officials Legislators K-12 school personnel & students TBD
<p>2. Establish Regional and Local Structures to Facilitate Outreach Partnerships</p> <ul style="list-style-type: none"> Support local partnerships within high priority areas Develop mechanisms for regional partnerships 	<p>What are the impacts of structures and partnerships on local and regional outreach?</p> <p>What are the impacts of new mechanisms on meeting needs as defined by local and regional constituent groups?</p>	<ul style="list-style-type: none"> Community survey & focus groups Administrative interviews Legislative interviews 	<ul style="list-style-type: none"> Greater knowledge among local and regional citizens of public service opportunities Use of <i>Outreach Virginia</i> Increased partnerships based on expertise matched with need 	<ul style="list-style-type: none"> Va. Tech Duke Michigan University of North Carolina at Chapel Hill Wisconsin 	<ul style="list-style-type: none"> Local community Regional community State officials Legislators TBD
<p>3. Elevate Public Service in the University's Academic Culture</p> <ul style="list-style-type: none"> Each school to develop mechanisms for recognition Create competitive awards, endowed chairs 	<p>Will institutional and structural changes aimed toward increasing academic PS&O activities change faculty/staff behavior and the overall level and quality of commitment to PS&O at UVa?</p>	<ul style="list-style-type: none"> Procedures and policies for promotion & tenure Review of organizational charts Departmental plans and document analysis Faculty surveys & interviews Administrator evaluations 	<ul style="list-style-type: none"> Development of each school's mechanism for recognition Establishment of awards event, faculty grants, distinguished professorships Identification of department-specific PS&O programs Faculty performance 	<ul style="list-style-type: none"> Georgia Michigan Michigan State UNC-Chapel Hill VA Tech Wisconsin 	<ul style="list-style-type: none"> UVa central administration Provost Dean Dept. chairs Faculty TBD

<i>Recommendations / Action Items</i>	<i>Evaluation Questions</i>	<i>Evaluation Instruments</i>	<i>Variables To Be Assessed</i>	<i>Best Practices & Benchmark Institutions</i>	<i>Respondents & Implementation Timeframe</i>
<p>4. Integrate Service-Learning into Student Academic Life</p> <ul style="list-style-type: none"> • Provide service-learning option for all students • Provide faculty support & development for service-learning 	<p>What impact will institutional changes that support student service learning have on our students' intellectual experience?</p> <p>What impact will institutional changes that support student service learning opportunities have on PS&O?</p>	<ul style="list-style-type: none"> ◆ Departmental surveys ◆ Community surveys and/or focus groups ◆ Program/course evaluations ◆ Administrative interviews ◆ Student feedback and testimonials ◆ Alumni follow-up 	<ul style="list-style-type: none"> ◆ Implementation of the fourth credit option ◆ Development of curriculum development workshops in SL ◆ Creation of curriculum development grants or other incentives ◆ Designation of graduate service assistants in SL 	<ul style="list-style-type: none"> ◆ Duke ◆ Georgetown ◆ Penn 	<ul style="list-style-type: none"> ◆ Departmental chairs ◆ Faculty ◆ Students ◆ Community preceptors ◆ Alumni ◆ TBD
<p>5. Increase Coordination and Support for Student, Staff, and Faculty Volunteer Service</p> <ul style="list-style-type: none"> • Provide support for Madison House and other community volunteer activities 	<p>What impact will increasing university support have on our "performance recognition" by the public?</p> <p>What impact will increasing university support of student community services have on PS&O at UVa?</p> <p>What impact will this have on students' later civic involvement?</p>	<ul style="list-style-type: none"> ◆ Observation ◆ Community surveys ◆ Administrative interviews ◆ Student interviews or focus groups ◆ Review of budgets and other documents ◆ Alumni follow-up 	<ul style="list-style-type: none"> ◆ Amount of financial support to Madison House for fundraising ◆ Infrastructure support for other student volunteer activities ◆ Creation of new staff position to support and coordinate student community service 	<ul style="list-style-type: none"> ◆ UNC at Chapel Hill 	<ul style="list-style-type: none"> ◆ Staff ◆ Faculty ◆ Students ◆ Community citizens ◆ Alumni ◆ TBD
<p>6. Align Administrative and Financial Resources to Reflect University's Commitment to Public Service and Outreach</p> <ul style="list-style-type: none"> • Dedicate senior administrative position to public service & outreach • Reassess the financial base and funding models for public service and outreach 	<p>What are the institutional, community, and statewide outcomes of dedicating greater resources to a senior administrative position to PS&O?</p> <p>Will changing the current funding model of the SCPS improve its ability to develop, promote, and implement PS&O programs?</p> <p>Improve our ability to serve the public and be seen in that role?</p>	<ul style="list-style-type: none"> ◆ Comparison of funding models for all UVa schools ◆ Benchmark institution case studies ◆ Cost accounting ◆ Citizens' testimonials ◆ Regional & community surveys ◆ Legislative interviews 	<ul style="list-style-type: none"> ◆ Level of coordination among PS&O efforts at UVa ◆ Improved state-wide visibility and recognition ◆ Establishment of new seed money for valued non-self-supporting public programs ◆ Creation of regional councils ◆ Integration with teaching and research missions ◆ Ability to respond quickly and effectively to local and global needs 	<ul style="list-style-type: none"> ◆ Michigan ◆ Penn State ◆ UNC-Chapel Hill ◆ Va. Tech 	<ul style="list-style-type: none"> ◆ Administrators ◆ Faculty ◆ Staff ◆ Students ◆ Citizens ◆ State officials ◆ Regional partners ◆ Legislators ◆ International partners ◆ Global citizens

<i>Recommendations / Action Items</i>	<i>Evaluation Questions</i>	<i>Evaluation Instruments</i>	<i>Variables To Be Assessed</i>	<i>Best Practices & Benchmark Institutions</i>	<i>Respondents & Implementation Timeframe</i>
<p>7. Increase Visibility of and Access to UVa Outreach</p> <ul style="list-style-type: none"> • Establish a conveniently located, adequately staffed convention center and referral office • Support development of <i>Outreach Virginia</i> • Develop a strategic communications plan 	<p>What are the impacts of having a designated facility for public service and outreach?</p> <p>Which initiatives to improve and simplify access to services at UVa best serve the public?</p> <p>What are the impacts of targeted actions to increase public awareness and knowledge of the services at UVa?</p>	<ul style="list-style-type: none"> ◆ Community survey & focus groups ◆ Administrative interviews ◆ Legislative interviews ◆ Community focus groups ◆ University surveys ◆ Logs or registries of the utilization of physical, programmatic & electronic resources ◆ Logs of media reports 	<ul style="list-style-type: none"> ◆ Use of <i>Outreach Virginia</i> ◆ Usage patterns of UVa programs ◆ Effectiveness of facility as an information & referral center ◆ Strategic communication plan ◆ <i>Outreach Virginia</i> database ◆ Greater public awareness 	<ul style="list-style-type: none"> ◆ Duke ◆ Michigan ◆ Penn State ◆ Stanford ◆ University of North Carolina at Chapel Hill 	<ul style="list-style-type: none"> ◆ Local community ◆ State officials ◆ University administrative and academic officials ◆ Regional partners ◆ TBD

Appendix B: Consultant Critique

Joseph M. Cronin was asked to review the work of the Public Service & Outreach Commission. Now president of EDVISORS, an educational advisory service, Mr. Cronin formerly served as president of Bentley College (1991-1997) and the Massachusetts Higher Education Assistance Corporation from 1980-1991. Mr. Cronin has taught at Harvard, Stanford, Boston College, and Boston University. From 1972-1975 he served in the Massachusetts governor's cabinet as the first state Secretary of Educational Affairs. In Illinois he served as state Superintendent of Education from 1975-1980.

Summary Statement

Mr. Cronin found the commission report clearly written, its "recommendations supported with good logic. The many ideas for increasing visibility and recognition for public service, both within and outside the university, are creative and solid. The report . . . represents an impressive consensus about the public service mission of the university. Further work must be done on outreach, especially the economic and technological potential which has already emerged in neighboring states."

Problem Areas Noted

- No mention was made of the outreach efforts to incorporate communities in Northern Virginia, including the Dulles corridor, or to the underdeveloped regions (e.g., the southwest) of the state. Outreach help for small businesses in these regions should perhaps be the province of a local advisory council created by the College at Wise faculty.
- Considerable attention was given to the need to connect to the Virginia K-12 community, but the other high-priority areas of institutional strength (civic engagement, economic and business development, environment, and health) were treated "in a much more tentative fashion."
- "Neither the PS & O Report (nor the Science and Technology Report) deal with emerging university issues of copyright, intellectual property rights, licenses, patents, or other issues which flow from technology transfer outreach ventures, including partnerships with corporations."

Key Breakthroughs and Recommendations

- Providing a greater role for public service in faculty promotion, tenure and salary; endowed chairs, public service professorships; annual recognition awards for outstanding faculty, staff, and student service.
- Support for Madison House, creating a service-learning connection to courses, and the "fourth credit hour" for service projects.
- One-stop access to public service at UVa: proposed new central building and Website.

Appendix C: The Distance Learning Revolution

Sondra Stallard
Dean, School of Continuing and Professional Studies

There is a revolution underway in higher education. Fueled by advances in communications technologies that were unimagined a decade ago, educational opportunities for students in the 21st century are, literally, boundless and boundaryless. Ivy-covered buildings, tiered classrooms, and serpentine walls no longer “frame” teaching and learning in many institutions of higher education. Higher education now includes “virtual” universities, new academic enterprises that bring together public and private entrepreneurs, corporate universities, and consortia of colleges intent on reaching students from across the state, the nation or the world.

Higher education also has experienced unparalleled growth in the numbers of adults of all ages who seek courses, degrees, and professional certification. For these non-traditional students, the hallowed halls of academe, with opportunities for socializing and discourse, do not beckon. Rather, they seek affiliation with educational institutions that deliver the desired educational products on-time, on-site, and on-demand. Today, institutions of higher education are meeting this burgeoning demand using *distance learning*.

Distance learning is the delivery of educational programs to *off-site* students through the use of synchronous and asynchronous communications technologies such as television, the world wide web, videostreaming, videotapes, audiotapes, and videoconferencing. These educational programs may be undergraduate and graduate degrees, or credit and non-credit courses and certificates. They can be delivered over the Internet to a mother of young children in her living room, via videoconferencing to a group of mid-level managers at their worksite, or by satellite to sailors on a ship in the Persian Gulf. It is possible to have a class composed of students from different states and countries who interact only in a virtual world.

Recent research suggests that the number of college students enrolled in distance learning will reach nearly three million in 2002, a sizeable increase from the 700,000 enrolled in 1998. For the United States, this means that approximately 15% of all students enrolled in college will be engaged in distance learning as compared to approximately 5% of college students in 1998.

Presently, more than 900 accredited North American institutions of higher education offer courses via distance learning. It is estimated that 84% of four-year colleges and 82% of two-year colleges will offer courses by distance learning in 2002 compared to 62% and 58% respectively in 1998. Both private and public universities are engaged in distance learning and, increasingly, they are partnering with for-profit companies to capture the growing student market.

From 1991-96, the number of private four-year institutions with distance learning programs doubled. Duke, MIT, Cornell, Oxford and Stanford now offer credit certificates and master's degrees via distance learning, and others are developing such programs.

From Penn State's "World Campus" to ODU's "TeleTechnet," to the University of Texas' "TeleCampus" to NYU's "Virtual College," public colleges and universities are exploiting new markets through distance learning. Many of these schools offer credit programs throughout the United States and some are successful internationally. A number of public institutions have formed consortia, such as the Western Governor's University, to offer courses and degrees within a state or region. In Virginia, students are able to earn master's degrees in engineering through the Commonwealth Graduate Engineering Program from several participating institutions of higher education. Students in Hampton Roads and at NASA Langley may earn a Ph.D. degree via distance learning from the Virginia Consortium of Engineering and Science Universities.

The growing demand for lifelong learning has prompted several for-profit educational institutions to invest in distance learning. Since its founding in 1976, the growth of the University of Phoenix has astonished observers of the higher education scene. Accredited by the North Central Association, the university has awarded bachelor and master's degrees to more than 37,000 graduates. A relative newcomer, Jones International University, was accredited in 1999 and claims to be the "world's first university created for the Internet." These for-profit enterprises have begun to compete with traditional institutions of higher education for student enrollments.

Maryland, UCLA, NYU and other universities have entered into unique public/private partnerships with companies such as America Online, AT&T, Microsoft, and Sun Microsystems to expand their educational outreach. These partnerships provide an infusion of capital to build distance learning infrastructure at universities and clearly move the educational institutions toward a profit-making model. It is likely that the number of such partnerships will grow as corporations, such as textbook publishers, identify ways to tap lucrative worldwide educational markets.

Corporate universities, on the other hand, are partnerships between companies and universities that harness the educational resources of the university to meet the specific educational needs of the company. Although only a few companies now take advantage of distance learning technology, it is clear that companies are seeking on-demand and on-site learning opportunities for their employees and that the use of distance learning will become more prevalent.

Distance learning, too, has political and international dimensions. A recent survey by the Education Commission of the States revealed that many governors are supportive of distance learning initiatives. Ninety-seven percent of the governors who responded to the 1998 survey indicated that it is important to encourage lifelong learning in post-secondary education, and 83% believe that students should be allowed to access their educational courses at any time and any place via technology. Ninety-four percent of the governors support investing in technology to meet the demand for distance education.

International learning opportunities are creating a worldwide campus. Accredited colleges and universities deliver courses overseas via the International University Consortium. Embry-Riddle Aeronautical University serves civilian and military working adults around the world via distance learning. Several American universities have partnered with overseas institutions to deliver degrees and courses. ODU reaches Portugal through a partnership with a university there, and University of Virginia's School of Continuing and Professional Studies is delivering a course to students enrolled in an engineering bachelor's degree program at Istanbul Technical University. Overseas institutions, such as the British Open University, are responding to the growing demand for educational courses and now are offering education programs to U.S. citizens via technology.

The distance learning revolution also is fueled by educators who propose to open the doors of the academy to those who traditionally have not had access to it. These revolutionaries see the potential for enriching the intellectual lives and improving the economic and social condition of people throughout the world. Via technology, it is possible to teach physicians to combat AIDS in sub-Saharan Africa, to educate farmers about irrigation techniques in Bolivia, to provide workforce development to the unemployed in Chicago's inner city, and to train future business leaders in emerging democracies worldwide. For many at the forefront of the distance learning revolution more is at stake than profits and market share. They view distance learning as a worldwide tool to take education to those who most desperately need it.

The Current Status of Distance Learning at UVA

The distance learning revolution is where technology, the demand for lifelong learning, and the democratization of education converge. Like the exuberant and sometimes reckless growth of the newly formed United States following the American revolution, the distance learning revolution is led by entrepreneurs and adventurers, fueled by venture capitalists and risk takers, and championed by idealists who seek to change the human condition. But, revolution is a risky business. There are endless opportunities for success and for failure. While some institutions, such as ODU and Penn State, have leapt headlong into distance learning, others have been more cautious.

The University of Virginia has, for the most part, observed the distance learning revolution from afar. To date, distance learning technologies are the primary method of delivery for only four programs that lead to degrees. Through the School of Continuing and Professional Studies, the School of Engineering and Applied Science makes it possible for off-Grounds students to earn masters' degrees in engineering in the Commonwealth Graduate Engineering Program, and a Ph.D. degree in the Virginia Consortium of Engineering and Science Universities program.

The School of Continuing and Professional Studies also delivers a master's degree program in Information Sciences from the University of Tennessee in Knoxville to Virginians at four regional continuing education centers. The School of Nursing offers the MSN in Primary Care for nurse practitioners to students in three regions of the state, and also offers a

post-master's primary care program for family nurse practitioners. All of these degree programs are delivered solely by distance learning, and the School of Continuing and Professional Studies serves as the conduit for them.

There are few opportunities for students to study at the University of Virginia via technology, and most of these are offered by the School of Continuing and Professional Studies (SCPS). SCPS offers credit and non-credit courses and certificate programs to students using Digital Video Conferencing (DVC) and web-based courses over the Internet. The DVC courses are point to point and multipoint across Asynchronous Transfer Mode (ATM) Net.Work.Virginia and the Integrated Systems Digital Network (ISDN). This spring, SCPS will offer 20 courses using distance learning technologies.

A scattering of faculty pioneers in other schools of the University (such as Bob McNergney and Richard Lindgren) are using the Internet or videotape technology to deliver courses to students off-Grounds. Faculty in the School of Medicine make use of technology to meet the continuing education needs of health care professionals and to assist with the diagnosis and treatment of patients at a distance through the "Telemedicine" program.

An evaluation of the readiness of the Schools of the University to deliver courses off-Grounds via technology reveals that some are better prepared than others. Presently the Schools of Law, Architecture, and Nursing do not have the technological infrastructure to deliver educational offerings off-Grounds. The Darden School is well equipped technologically, but primarily uses technology in-house to enhance MBA and executive education classes in Charlottesville. The McIntire School has installed Digital Video Conferencing equipment that can use both Net.Work.Virginia and ISDN, and may be using this equipment to supplement courses in Charlottesville. To date, McIntire has not offered courses or degree programs to off-Grounds students using technology.

The School of Engineering is equipped with the latest technology for distance learning in the "TV" classrooms in Thornton Hall. These classrooms are owned, staffed and maintained by the School of Continuing and Professional Studies, and SCPS provides technical support to all faculty who use the classrooms for distance learning activities. Much of the University's distance learning takes place in Thornton Hall, including the degree programs offered by the School of Nursing.

The School of Medicine delivers continuing medical education and its very successful "Telemedicine" program via technology. Medicine has invested significantly in technology and, with the recently renovated Jordan Hall auditorium, has the capability to deliver educational programs off-Grounds. Medicine is somewhat constrained by its Permanent Virtual Circuit (PVC) model of Net.Work.Virginia connectivity, as this allows delivery only to a few Net.Work.Virginia sites. Medicine has used the School of Continuing and Professional Studies' resources to reach other sites in Virginia, as well as domestic and international sites, that are not accessible through their connectivity.

One professor from the Curry School has used the School of Continuing and Professional Studies technology to deliver courses to Wright State University and to Ohio State. Using their own Internet Protocol (IP)-based DVC equipment, Curry has engaged in teleconfer-

encing with UVa-Wise and colleges in Iowa and Florida. The type of IP-based DVC equipment Curry is employing works well when connected point-to-point over Internet II, but it has not been perfected for multi-point delivery and the quality of audio and video can be inconsistent. It is likely that IP-based technology will improve significantly and will be a primary vehicle for off-Grounds activity in the near future as both the technology and high speed connectability mature.

The School of Continuing and Professional Studies is equipped to deliver programs off-Grounds via several delivery systems such as satellite, ATM over Net.Work.Virginia, and to any site worldwide via ISDN. This spring, for example, SCPS will deliver a course via ISDN to students at Istanbul Technical University. By summer 2000, all of the School of Continuing and Professional Studies' DVC equipment will be ready to deliver educational offerings to any site with Internet II connectivity using IP or ATM. This will enable the University to provide high-speed connections not only to Net.Work.Virginia sites, but also anywhere that has the Internet.

The School of Continuing and Professional Studies' distance learning originates in Charlottesville or at one of the seven regional centers around the state. Many of the web-based courses offered this academic year are taught by faculty at the Northern Virginia Center and distributed via technology to other sites around the Commonwealth.

The Educational Technologies unit of the School of Continuing and Professional Studies often is asked to provide technical assistance to other schools of the University regarding distance learning technology, and serves as the University's liaison with Net.Work.Virginia's DVC users, the Commonwealth Electronic Campus, and the Southern Regional Electronic Campus.

Virginia 2020—Where Will The Revolution Take Us?

Management guru Peter Drucker predicts that the residential university campus as we now know it will disappear within the next thirty years. Although most agree that Drucker's prediction is unlikely to come true, it is apparent that the distance learning revolution will dramatically alter the landscape of higher education in America and the world. Some have predicted that technology not only will increase access to higher education, but also will be a driving force for educational reform. The appeal of distance learning is its promise to increase access to colleges among non-traditional students and the perception that using distance learning to deliver educational programs may lower the costs of higher education. These arguments for distance learning promises are not lost on trustee boards, legislators, and the public. However, in these early stages of the distance learning revolution, little evidence exists to reassure us that these promises will be fulfilled.

The University of Virginia, like other institutions of higher education, must decide what role distance learning will play in its future for both undergraduate and graduate education. This decision will have sweeping implications for the University and must not be made without careful consideration. At one end of the continuum we can envision the University

in 2020 as one of the few “select” place-bound institutions of higher education providing, for the most part, residential learning experiences for elite undergraduate students. On the other end of the spectrum, we can envision UVa as a virtual academical village not bound by serpentine walls delivering, in partnership with private enterprise, courses and degree programs to students around the nation and the world. Certainly, there are countless less extreme roles for the University in the distance learning revolution.

There has never been a more propitious time to plan this aspect of the University’s future. As the President’s Virginia 2020 Commissions articulate goals for the University in the fine and performing arts, international education, research, and public service, distance learning technologies may be central to achieving those goals. It is important that we chart the University’s course and grapple with the issues that will impact the University as the forces of technology, lifelong learning, and the democratization of education converge.

I recommend that the President and his Cabinet commission a study of Distance Learning involving appropriate faculty and administrators. The questions that should be considered are myriad. They range from the overarching “Should UVa be involved in distance learning?” to the specific “Can the honor system survive the transformation to a virtual classroom?” Although many questions will surface as this matter is studied, some of the most apparent follow:

- Does distance learning fit with the University’s mission?
- Is the Board of Visitors supportive of distance learning?
- Are the president, vice-presidents and deans supportive of distance learning?
- Is the faculty interested and supportive?
- Will alumni approve if the University ventures into distance learning significantly? Will it be controversial?
- Is distance learning via technology a cost-effective way to deliver educational opportunities to off-Grounds students?
- How will the University pay for distance education?
- Which technologies will the University use to deliver off-Grounds programs?
- What investments must be made in the technological infrastructure to ensure that the University is prepared for distance learning?
- Who will be responsible for purchasing, maintaining and upgrading the distance learning technology? Will this responsibility be centralized or decentralized?
- Will distance learning necessitate shifting funds from bricks and mortar to technology?
- How should distance education be organized at the University? Should the University provide central planning for and oversight of distance learning? Should it be decentralized?

- If decentralized, should the responsibility for distance education reside at the school level, the department level, or with faculty who are engaged in distance learning?
- If centralized, who should have responsibility for distance learning?
- What are the policy and practice barriers to distance education?
- Which degrees, courses, or programs are best suited to distance learning?
- Are there SACS accreditation issues to be considered?
- What role will SCHEV want to play in approving, monitoring and evaluating distance learning sites and programs?
- Should all schools engage in some aspect of distance learning?
- Will the School of Continuing and Professional Studies serve as the conduit for credit courses and degrees offered off-Grounds via distance learning?
- What technologies will work for distance learning? How will those technologies differ from program to program?
- Will the University permit distance learning partnerships with other colleges or universities? If so, under what terms?
- Will the University permit distance learning partnerships with for-profit organizations? If so, under what terms?
- Will regular teaching faculty be encouraged or required to participate in distance learning initiatives?
- Will there be a separate distance learning faculty? If so, will they have adjunct or regular teaching status?
- How will faculty who participate in distance learning be compensated?
- How will faculty who participate in distance learning be evaluated?
- How will the traditional tenure process be affected?
- Will the University provide seed money for faculty to develop distance education courses?
- Will faculty be entitled to release time to develop distance learning courses?
- Will the University provide technical training and instructional design assistance to faculty who wish to develop distance learning courses? If so, to what extent?
- Who will evaluate and monitor the quality of the courses taught via distance learning?
- Who will own the intellectual property that is developed by faculty for distance education?
- How will intellectual property developed in partnership with other universities or for-profit entities be handled?

- Is the University willing to adopt an outcome-based assessment model for distance education using measures other than the traditional “seat time” formula for certifying credit hours? What types of assessment models would be appropriate?
- How will student progress be monitored?
- Which student populations will be targeted for distance learning? Traditional undergraduates? Adult undergraduates? Persons seeking post-graduate degrees? Executives, physicians, attorneys and other professionals seeking professional development? International students? All of the above?
- Will the University offer both credit and non-credit courses through distance learning?
- How will UVa programs be marketed to the target audiences? Who will do so? Is the University willing to invest in marketing distance learning?
- What admission criteria will be used for the distant learner?
- How will student tuition and fees be assessed? Will there be a distinction between in-state and out-of-state students for courses delivered via technology? Should there be special fees for distance learning?
- What changes must be made to student information and financial systems to accommodate distant learners?
- Will the University permit cross-enrollment of students at multiple institutions? If so, what changes must be made to registration and student record systems?
- Will distance education students be eligible for financial aid, scholarships and fellowships?
- How will the honor system be affected?
- What provisions must be made to provide for the academic support of off-Grounds students, such as library services and academic advising?
- Will distance education adversely affect on-Grounds enrollments?
- Will distance education courses be available to on-Grounds students as well as to those studying off-Grounds?
- Will student transcripts and diplomas distinguish between students who studied on- and off-Grounds?
- Will distance learning students have a strong affiliation with the University? What effect will this have on future fund-raising?

The Future Is Upon Us

Sir John Daniel, vice-chancellor of the British Open University, recently noted that “Success in the coming era requires a radical change of focus. The tradition in universities is that the individual teacher teaches. The future is that the university teaches.” Technology

has created a mechanism for harnessing and directing the intellectual power of the academy in ways that were unimagined only a decade ago.

As we begin a new century, it is fitting that the University determine its role in a world where the boundaries of post-secondary education are blurred, and where the opportunities to promote the diffusion of education are unparalleled. In a letter to Hugh White in 1810, Thomas Jefferson wrote: "No one more sincerely wishes the spread of information among mankind than I do. . . ." As we ponder the future of Mr. Jefferson's University, it is time to consider the Founder's words in the context of the distance learning revolution.

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Appendix D: Top Ten Benchmark Findings

November 1999

Based on surveys, interviews, literature reviews, and conference visits, here are ten key findings about us in relation to peer institutions. Benchmark institutions of particular note are provided.

1. The magnitude of our public service and outreach efforts is surprising. Every school is engaged and every county in the Commonwealth is served directly by University of Virginia programs. We compare well to institutions far better known for meeting public needs and for their role within their state.
2. The volume, variety and impact of these projects are not well known to us or to our public.
3. We lack the university-wide communication structure and media tools to convey our services to the public (Penn State, UNC-Chapel Hill).
4. For the purposes of faculty rewards, we separate public service from the categories of research and teaching rather than assess it within those central missions. This practice diminishes its value. We should assess and integrate this application of scholarship (public service) within our assessment of research and teaching (Wisconsin).
5. We do not evaluate the quality and impact of our public service and outreach programs although such measures are available (Michigan, Michigan State).
6. We do not recognize public service with endowed chairs or other awards the way we do research and teaching (UNC-Chapel Hill, Michigan), although we have chair holders who have distinguished themselves in this arena.
7. We should require an academically based service experience for every student at the University of Virginia. Most students in the eight professional schools already have this, and there is growing evidence of the educational benefits of this requirement to Arts & Sciences undergraduates (Georgetown, Penn). The majority of our undergraduate students enters the University with a strong background in volunteer service and would value this professional service experience. In addition, the visibility of this university-wide requirement would benefit external relations.
8. We appear to be centralized with a Vice President for Research and Public Service, but the budget, staffing, and reporting lines for this office must be changed to adequately coordinate these activities (UNC-Chapel Hill, Penn State, Virginia Tech).
9. We need to do more listening in order to improve our collaboration and needs assessment, especially with our local partnerships and community relations (Duke, Penn).
10. Universities are organized by disciplines and public needs are interdisciplinary. An integrated, multi-disciplinary approach runs counter to the governance, organizational, budget, and cultural world of the current model of universities. This is the biggest obstacle for us and all our benchmark institutions.

Appendix E: Current UVa Public Service Programs in High-Priority Areas

In spring 1999, the Commission on Public Service and Outreach adopted as its working definition of public service: “the application of scholarly knowledge and professional expertise to the health, economic, educational, civic, and environmental needs of the public.”

The Strategic Planning Exploratory Group used this definition to compile a list of current activities that apply the knowledge and resources of the University to improve public life. The parameters for distinguishing public service and outreach activities from other institutional functions are difficult to define. For the purposes of this initial inventory, we included:

- Professional services available to the general public for little or no cost
- Part-time degree programs offered throughout the Commonwealth
- Other adult educational offerings, including professional training, certificate programs, and personal enrichment
- Electronic resources, including digital archives, exhibits, and other educational materials, available to the general public
- Special events designed to educate, inform, or bring together public audiences
- Physical resources, including libraries, museums, and publications, available to the public, usually for little or no cost.

This inventory does not include research projects that may be of interest to the public or may have an impact on public life when those projects or their results are not accessible to the general public.

The following examples illustrate some of the University’s current efforts in each of the proposed high-priority areas.

Economic Well-Being/Workforce Training

- Demographics and workforce studies conducted through Weldon Cooper Center
- Promotion of high-technology business in Central Virginia through Virginia Gateway, the School of Engineering, and elsewhere
- Certificate programs in technology-related fields offered across Virginia through School of Continuing and Professional Studies
- Promotion of small businesses growth in Central Virginia through support of the region’s Small Business Development Center and the Crestar Center for Small and Emerging Businesses in the McIntire School of Commerce.
- Advanced training for engineers across the Commonwealth through televised master’s degree program in engineering from School of Engineering and School of Continuing and Professional Studies
- Leadership and management training for local elected and appointed officials across the Commonwealth through the Sorensen Institute for Political Leadership,

Senior Executive Institute, and LEAD programs offered by the Weldon Cooper Center

- Training mental health professionals across the Commonwealth in forensic evaluation and mental health law through Institute of Law, Psychiatry, and Public Policy with funding from the Virginia Department of Mental Health, Mental Retardation, and Substance Abuse Services

Health

- Free intermediate level training for Emergency Medical Technicians in the region
- Information and library services assistance to community hospitals and health professionals in rural areas of the Commonwealth through the Health Sciences Library
- Continuing medical education certification for over 20 hospitals in the Commonwealth through the Office of Continuing Medical Education
- Specialized clinical and consultative health care services for patients in Southwest Virginia through Office of Telemedicine
- Disease prevention and health promotion services to businesses in Central Virginia through IQ Health
- Electronic educational materials for parents and health care professionals in pediatrics through the Children's Medical Center website
- Free information on current treatment options for patients throughout Virginia through Body Talk
- Academic support for pre-med and medical students from minority, rural, or low-economic backgrounds in Central Virginia through Medical Academic Achievement Program.

Education

- Assistance to nearly all of the Virginia public school systems in realigning K-12 curricula with Standards of Learning through Center for State and National Programs for Educators in the School of Continuing and Professional Studies
- Training for teachers and school administrators across Virginia through advanced degree programs offered by Curry School of Education through regional centers of School of Continuing and Professional Studies
- Electronic research materials and educational content for students and teachers through digital centers of University Library, the College of Arts and Sciences, and the Curry School of Education
- Professional development for teachers through Professional Development Consortium and the School-University Partnership in the Curry School of Education
- Advanced study in arts and sciences for K-12 teachers across Virginia through the Center for the Liberal Arts
- Summer enrichment program for gifted children from across the nation through Curry School of Education
- Training for public school administrators and teachers at every level through summer conferences and programs offered by the Curry School of Education through regional centers of School of Continuing and Professional Studies

- Outreach programs for K-8 students in natural sciences keyed to the Commonwealth's Standards of Learning through the State Arboretum/Blandy Farm
- Part-time undergraduate degree program, Bachelor of Interdisciplinary Studies, offered to adults in Charlottesville area with sixty previous hours of college credit.

Environment

- Mediation and consensus building services available through the Institute for Environmental Negotiation to governments, citizen organizations, and businesses dealing with conflicts and complex policy choices related to land use and natural and built environments
- Key support to Virginia legislature from Southern Tobacco Communities Project (Institute for Quality Health and Institute for Environmental Negotiation) in shaping tobacco settlement legislation that protects both tobacco farming communities and public health
- Advanced training for architects and planners in the Northern Virginia master's degree program in urban and environmental planning through School of Continuing and Professional Studies and School of Architecture
- Support for government and community planning leaders in Piedmont region through Design Strategies for a Sustainable Piedmont, a series of case studies available on the internet through the Institute for Sustainable Design and the Design Resources Center in the School of Architecture.

Appendix F: Who are the faces of the University of Virginia?*



1.



2.



3.



4.

Answer: All of these.

1. **Book Buddies community volunteers in Charlottesville public schools, trained by Curry School faculty and students.**
2. **Water purification work in southeastern Virginia by Engineering School faculty and students.**
3. **Thomas Jefferson, founder of the University.**
4. **Students and teachers throughout the Commonwealth working in the UVa Center for Technology & Teacher Education.**

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