

## **Appendix F**

### **Documentation of Institutional Mission and Commitment**

a) University Statement of Purpose and Goals

To offer to the local community, the Commonwealth of Virginia, and the nation the various kinds of public service and intellectual and cultural activities which are consonant with the purposes of the University (2006-07 Undergraduate record p. 6).

b) The Public Service and Outreach 2020 Commission Report, 1998

See “Recommendation 4: Demonstrate institutional commitment [to public service] by integrating service learning into student academic life” (full report, <http://www.virginia.edu/virginia2020/public/public-home.htm>, page 12).

c) The President’s Commission on Diversity and Equity, 2004

See “Recommendation 2: Establish “Community Engagement,” an academic program for undergraduate students that will provide an opportunity for extensive exposure to issues of equity and diversity” (Executive Summary and Appendix 5-4, [http://www.virginia.edu/uvadiversity/embracing\\_report04.html](http://www.virginia.edu/uvadiversity/embracing_report04.html), page 5).

d) The University’s 2006-2012 Six Year Plan, 2006

i. “Major Strategic Directions: Academic Quality and Effectiveness. Community-Based Teaching and Learning” (<http://www.virginia.edu/restructuring/sixyearplan.html#II1>)

“Community-Based Teaching and Learning

Public engagement is one of the hallmarks of the University's founding and continues to shape the intellectual development of our students today. We intend to formalize and expand our support for educational experiences that challenge students to relate what they learn in the classroom with the concerns and problems facing society today. By engaging with communities as they learn, students deepen their intellectual exploration of an academic discipline and develop a capacity for applying and testing knowledge to solve problems and improve the quality of life for all citizens.”

e) The University’s Ten Year Academic Plan, 2006:

See “Initiative B: Provide the very best undergraduate experience in the nation. 4. Engaging Students with Issues that Shape our Society.”

“At the University, we define diversity broadly, encompassing diversity of ethnicity, races, and economic backgrounds, and of experiences and ideas. At a time in history when people regularly encounter diversity in all its aspects, our emphasis on pluralism, in both curricular and extracurricular experience, will be a defining component of the educational experience we offer. Among other initiatives, we will encourage diversity by endowing and expanding AccessUVA and by increasing our support to the Carter G. Woodson Institute to ensure its place as a driving force in African American Studies. We will also develop a university-wide educational program that makes engagement with diversity a touchstone of the educational experience, integrating lectures offered by the schools and first-year seminars.

To promote engagement off-Grounds, we will develop a range of academic service-learning opportunities. Prominent among them will be a Public Scholars Program that provides students with hands-on exposure to public service. Over the course of their university careers, these students will participate in a multi-year progression of volunteer work, community service, service learning courses, and research projects that culminate in recognition as a Public Scholar on their final transcript. Beginning with volunteer work and community service projects, students will learn the fundamentals of community engagement, gain a better appreciation of community issues involving diversity, and gain experience with civic engagement. The Public Scholars Program will serve as the foundation for a new university community outreach center that will offer access to public engagement activities for students, faculty, and members of the local community. We will build an endowment to support the program and pursue additional external funding for projects related to academic public engagement and community service. Envisioned initially as a program for undergraduates, the Public Scholars Program could eventually expand to graduate and professional students, many of whom currently participate in service learning, volunteer work, and public service projects.”  
(<http://www.virginia.edu/planningdocuments/tenyearplan.html#initiatives>)

f) Faculty Senate Vision for UVa, 2006

“The Faculty Senate fully endorses a range of initiatives already underway—including efforts in [...] and a renewed commitment to public outreach, especially in K-12 education.”

(<http://www.virginia.edu/planningdocuments/facultysenatevisionforuva2006.pdf>)

g) Commission on the Future of the University, 2007

Subcommittee on Students, Appendix E, The Incorporation of Public Service in the Academic Curriculum

“The Subcommittee proposes the University’s endorsement of the incorporation of a public-service element into every undergraduate major. In this model, each student in each major would identify a public service project that will a) be a needed service to the community selected b) enhance the student’s understanding of her/his discipline in a significant way. The projects should be researched and chosen by each student, and approved by the academic major advisor.”

(<http://www.virginia.edu/planningdocuments/commission/4a.html>, p. 11)

“Enlighten the people generally, and tyranny and oppressions of body and mind will vanish like evil spirits at the dawn of day . . . I believe [the human condition] susceptible of much improvement . . . and that the diffusion of knowledge among the people is to be the instrument by which it is effected.”

-Thomas Jefferson to Dupont de Nemours, 24 April, 1816