Public Service and Outreach Definition

The definition of Public Service and Outreach used by the UVA 2020 Commission on Public Service and Outreach is described as follows:

"To the average Virginian, the tasks of teaching, research, University governance and professional activities are seen as parts of the job we are hired to do. "Service," on the other hand, is typically viewed as the extra outreach efforts members of the University community make to benefit the public. Thus, in spite of the importance of such areas as teaching, research, University committee and administrative work, and professional tasks, we have defined the notion of service as it affects the general public -- i.e., "public service."

This definition includes:

- 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 and other materials available to the general public
- Special events designed for public audiences
- Physical resources such as libraries, museums and publications available to the public at little or no cost.

Note that the definition of public service does not include consulting, activities with professional organizations, or education of paying students at UVA. Such activities are not considered by this Commission to be an expectation of the faculty role, not public service.

For more information about the work of the Commissions, see: www.virginia.edu/virginia2020/

Doris Glick
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).


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, 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
Appendix B
Definitions of University Activities with and in Communities

Defining this work is a difficult task, one that has consumed the energies and interests of many committees at other institutions. This glossary draws from their efforts, deliberations, and conclusions. And, it readily acknowledges the relentless challenges that settling on definitions can present to uncovering, discussing, measuring, and recognizing these partnerships.

Academically-Based Community Service:
- Is service rooted in and intrinsically linked to teaching and research.
- Encompasses problem-oriented research and teaching and service learning emphasizing student and faculty reflection on the service experience.
- Aims to bring about structural community improvement including effective public schools, neighborhood development, and community organizations.¹

Academic Service Learning:
- Teaching method whereby students learn and develop through active participation in thoughtfully organized service that is integrated into discipline-based academic curricula.²
- There is a growing body of research showing how carefully designed engaged learning experiences enhance students' cognitive and civic skills and increase retention rates. There is also evidence that engaged teaching may provide a path to engaged research.³

Community Based Research or Participatory Action Research:
- Starts with a community-defined problem, students and faculty provide research findings aimed at addressing a problem, requires skilled collaborators, knowledgeable partners, usefulness for community and university partners. Faculty, students, and community members collaborate as co-researchers (the community is not an object to be studied) to define the problem, create a research plan, determine an appropriate research methodology, discuss potential outcomes, agree on a timeframe and research products, and pursue solving together.
- A partnership whose members collaboratively engage in research with the purpose of addressing a community need, solving a community problem or effecting social change. The focus may be local, regional, national, or global. The partnership involves community members with faculty and/or students, and the research is conducted with and for, not on, members of the community.⁴

¹ University of Pennsylvania’s Center for Community Partnerships, http://www.upenn.edu/ccp/abscourses/academically-based-community-service.html
² http://gse.berkeley.edu/research/slc/faq.html
Engagement:
- By engagement, we refer to a redesign of basic university functions so the institution becomes even more productively involved with communities, however community is defined. Going well beyond most conceptions of public service, which emphasize a one-way transfer of university expertise to the public, the engagement ideal envisions new public/university partnerships defined by mutual respect for what each partner brings to the table.\(^5\)

Engaged Institution:
- Emphasizes public engagement through its activities and its definition of scholarship. The engaged campus is involved in all aspects of public life: volunteerism, philanthropy, community service, community based research, engaged teaching and research, engaged scholarship, academic service learning, community partnerships.
- See New Times Demand New Scholarship: Research Universities and Civic Engagement, for full listing of qualities of an engaged higher education institution, page 6.

Engaged Scholarship:
- [...]To qualify as scholarship, the work must: require a high level of discipline-related expertise; be conducted in a scholarly manner with clear goals, adequate preparation, and appropriate methodology; create new knowledge or be innovative; be replicable or elaborated upon; be appropriately documented, and if not published or presented at a professional conference, there should be a reflective critique that addresses the significance of the work, the process that was used, and what was learned; be peer reviewed in some manner; and have an impact on the discipline or some community of people.\(^6\)

Engaged Teaching and Learning:
- Refers to course- or curriculum-related teaching/learning activities that involve students with the community in mutually beneficial ways. This includes, but is not limited to, internships and co-op experiences; service learning and other community-based learning experiences; and involvement in community-based research or other community-based projects. Since engaged teaching focuses on the student’s engagement with the community, it might be more aptly termed engaged learning.\(^7\)

Field Education, Field Experience:
- Students have community service opportunities that are related but not fully integrated into their formal academic studies. May or may not be credit bearing activities. Sometimes known as service learning.\(^8\)

\(^5\) Kellogg Commission: Sixth Report, p. 22
\(^6\) http://www.nku.edu/~nkoupe/definitions.html
\(^7\) http://www.nku.edu/~nkoupe/definitions.html
\(^8\) Adapted from Service Internship Language, a hand-out distributed at AAC&U’s conference on the Civic Engagement Imperative: Student Learning and the Public Good, Rhode Island, November, 2005.
Internships, Practica:
- Are a form of community-based learning that focus primarily on developing students’
  professional skills, experience, learning and understanding while still contributing to the
  community. Internships may or may not be taken for credit. May or may not be integrated
  into learning an academic discipline.  

Outreach:
- The offering of programs, services, activities, and/or expertise to those outside the
  traditional university community of faculty, staff, and on-campus students. Outreach is
  one-way, with the university being the provider either pro bono or for a fee.

Problem Based Learning
- Challenges students to learn through engagement in a real problem. develops both
  problem solving strategies and disciplinary knowledge bases and skills by placing
  students in the active role of problem-solvers
- Is student-centered. shifts focus from teaching to a focus on learning. The process is
  aimed at using the power of authentic problem solving to engage students and enhance
  their learning and motivation.
- Takes place within the contexts of authentic tasks, issues, and problems--that are aligned
  with real-world concerns.
- Students and the instructor become colearners, coplanners, coproducers, and coevaluators
  as they design, implement, and continually refine their curricula.
- This approach stimulates students to take responsibility for their own learning, since there
  are few lectures, no structured sequence of assigned readings, and so on.
- Fosters collaboration among students, stresses the development of problem solving skills
  within the context of professional practice, promotes effective reasoning and self-directed
  learning, and is aimed at increasing motivation for life-long learning.
- Developed at Case Western medical school in the 1950’s. Used in medical schools and
  MBA programs. Is like Darden’s case method approach.

Public Engagement:
- A partnership in which there is mutually beneficial, two-way interaction between the
  university and some entity in the local area, region, state, nation, or world. Contributes to
  stewardship of place either by taking resources and expertise to off-campus locations or
  by bringing the public or subsets of the public onto the campus. Also called community
  engagement with the understanding that the scope of community can be international.
- Engagement is public service that occurs in reciprocal and mutually beneficial
  partnerships between the university and the community. (Public service is the application
  of knowledge, skills and resources for the common good.)

Qualities of Engagement

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9 Adapted from Service Internship Language, a hand-out distributed at AAC&U’s conference on the Civic
Engagement Imperative: Student Learning and the Public Good, Rhode Island, November, 2005.
10 http://www.nku.edu/~nkupe/definitions.html
11 http://online.sfsu.edu/~rpurer/revised/pages/problem.htm
12 modified from http://www.nku.edu/~nkupe/definitions.html
13 http://www.unc.edu/cps/faculty_scholars/index.html
1. Engagement brings the university’s intellectual resources to bear on societal needs.
2. Engagement is a form of scholarship that cuts across teaching, research, and service.
3. Engagement implies reciprocity, whereby both the institutions and partners in the community benefit and contribute.
4. Engagement blends scientific knowledge from the university with experiential knowledge within the community to establish an environment of co-learning.
5. Engagement involves shared decision making.
6. Engagement is a practice that enables faculty to be better scholars; enhances the learning experience for students; and multiplies the institution’s impact on external constituencies.
7. Engagement is actively listening to all stakeholders that reflect the diversity of our communities—especially including those stakeholders who have not been engaged before.
8. A university is engaged when stakeholders see the institution as the resource of choice when dealing with an issue or problem.
9. Engagement documents and evaluates its effectiveness through traditional measures of academic excellence.
10. The quality of engagement is tied to public accountability and is measured by impact and outcomes on the communities and individuals it serves.\(^\text{14}\)

**Partnerships:**
- Are designed and based on values of sharing and reciprocity; build collaborative work relationships among partners; establish processes for shared decision-making and problem-solving; install mechanisms for continuous evaluation; are sustained through the linking of partnerships to the missions of the partnering institutions\(^\text{15}\)

**Public Service:**
- Non-instructional services primarily beneficial to groups outside the University. This includes conferences, advising, publications, consulting, entertainment, and workshop and seminar for non-credit.\(^\text{16}\)
- Institutional service: to a faculty member’s discipline and the institution through committee membership and involvement with professional organizations
- Community service: volunteer work that may or may not draw upon academic expertise
- Academic service: translates intellectual resources of the institution into the public realm.\(^\text{17}\)

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\(^\text{16}\) University of Oregon, [http://bawww.uoregon.edu/FinMgt/finstmts/finstmtdefinitions.htm](http://bawww.uoregon.edu/FinMgt/finstmts/finstmtdefinitions.htm)

\(^\text{17}\) from U.Va. Public Service and Outreach Commission, p. 1
Reflection:
- A primary component of service-learning, describes the process of deriving meaning and knowledge from experience. Effective reflection engages both teachers and students in a thoughtful and thought-provoking process that consciously connects learning with experience.\(^{18}\)

Service-Learning:
- An effective service-learning project provides a meaningful experience for students, volunteers or national service participants; includes opportunities for reflection on service; fosters positive attitudes about citizenship and lifelong service; and improves the participant’s ability to plan service projects that meet real community needs. Service-learning projects require careful planning and collaboration to ensure that all partners work together successfully to meet their goals.\(^{19}\)

Volunteering:
- Participation in direct service for an individual or organization where the emphasis is on the service provided and the intended beneficiary is primarily the service recipient. Is done by choice, without monetary reward, and for the primary benefit of the community. May or may not be related to volunteer’s academic expertise or skills.

\(^{18}\) http://www.nku.edu/~nkuope/definitions.html
\(^{19}\) http://nationalserviceresources.org/building_blocks/service-learning.php