

# CHAPTER 7

## PUBLIC SERVICE

### INTRODUCTION

The University of Kentucky states its missions as follows:

*As the Commonwealth's only comprehensive land-grant University with a statewide mission, the University of Kentucky exists to ensure the citizens of the Commonwealth and, by extension, the nation and the world the finest opportunities for education and the greatest benefits of knowledge.*

*— adopted by the UK Board of Trustees June 18, 1991.*

According to the Kentucky Council on Higher Education, UK serves as the principal graduate-degree-granting University in the system and as the principal institution for statewide instruction, research, and service programs in all fields without geographical limitation. The Commonwealth benefits from the transfer of knowledge through the University's public service activities.

The Self-Study Steering Committee separated public service from continuing education in order to assess these activities. The Public Service Committee was charged with the review of the public service mission, the activities which support it, and the procedures for evaluating the quality and effectiveness of the various public services, technology transfer, and information delivery systems and programs, including but not limited to the Cooperative Extension Service, University Extension, health services and delivery systems, and international programs.

In its most general sense, the public service mission involves assimilation and application of contemporary techniques and knowledge, technical assistance, diagnostic services and testing, leadership development, youth development, and related efforts conducted by faculty and professional staff for the general public and outside organizations. The Committee looked only at those programs offered by the University of Kentucky which provide expertise but did not give continuing education credits.

The Committee was comprised of faculty and staff from the major service providers within the University System. At the initial meeting it was recognized that public service activities of UK are wide-ranging and varied. An inventory of service activities, conducted to array and characterize public service programs at the University of Kentucky, is contained in Exhibit 7-A. A summary of this inventory appears in Appendix 7-A.

Information gathering occupied much of the Committee's effort during the last year. Questions about public service were posed and submitted to the UK Self-Study Steering Committee to be included in the UK faculty and staff surveys. Two open hearings were held to allow faculty, staff and students to express concerns. One hearing was combined with other areas of the Self-Study and one was held jointly with the Continuing Education Committee. The Committee also took the broad view of the statewide mission of the University of Kentucky and decided to hold public hearings to discuss UK's service activities on a statewide basis.

Preliminary meetings were held with Dr. Thomas D. Clark and Dr. Robert Sexton, both individuals who are knowledgeable about state needs and many of the services UK provides. The Committee then began traveling statewide to talk to people across Kentucky.

The Statewide Constituency Forums were held during the month of May 1991 in four areas of the state. The locations were carefully selected to provide a geographical balance, a rural and urban balance, and a balance of major needs. The Forums were held in two sessions. The first session was a meeting with knowledgeable local leaders for an assessment of UK's service programs. The second session was held with the Community College faculty and staff to discuss service concerns. The Forums were held in Owensboro, Hazard, Louisville, and Burlington. The comments made at these Forums appear in Appendix 7-B.

The question of assessment and evaluation of programs was also addressed by the Public Services Committee. To collect this information, each service program was requested to include information about effectiveness and its assessment methodology as part of the public service inventory (Exhibit 7-A).

## **OVERVIEW**

The University of Kentucky is a land-grant university charged with the tripartite mission of serving the people of the Commonwealth through instruction, research activities, and public service programs that seek to apply relevant knowledge and research in the resolution of local problems. In its most general sense, the public service mission of the land-grant university is carried out through not-for-credit educational activities for the general public and outside organizations.

Recently, however, the public service efforts of the land-grant university system nationwide have come under increasing scrutiny. Dr. Norman Brown of the W.K. Kellogg Foundation and others have challenged the land-grant university system nationwide to take a more active role in "extending their resources to address contemporary issues affecting local communities." Articles in the *Chronicle of Higher Education* cite the need for redefinition and redirection of the mission and intent of the land-grant universities across America to be more responsive to the issues affecting the people they serve and suggests that "a land-grant university's effectiveness should be measured by how well resources are deployed and utilized in efforts to enhance the quality of life in the geographic area it serves." In response to some of these challenges, the University of Kentucky has become involved in a number of innovative efforts to make the resources and services of the University more accessible to the people of the Commonwealth.

### **Public Service Activity**

This section of the report is designed to provide a brief overview of the nature and scope of some of the public service activity at the University of Kentucky. The Inventory of Public Service Programs and Projects described earlier in this report was the primary instrument through which information about these programs was collected. It is important to note that the intent of the Public Service Self-Study Committee was to collect information about programs whose focus was truly "public" service in nature, excluding those activities of faculty and staff that are more accurately described as service to the University.

As suspected by the Committee, there is considerable debate regarding the definition of public service at a land-grant institution. Consequently, the amount of time devoted to public service as well as the nature of the programs and projects conducted vary considerably across the various units of the University. Some colleges report devoting nearly 36 percent of their time to public service while other colleges report less than 3 percent allocation to public service, although these colleges do allocate time to professional and institutional service (Appendix 7-C). Similar variation is found in the nature of the programs and projects described in the inventory. Some colleges reported a wide variety of activities that were truly public service while others listed mostly internal service activities such as committee work and activities related to university governance and benefits.

The magnitude of university-wide public service is indeed difficult to quantify. However, a few key indicators support the notion that the sum total of public service efforts is indeed significant. In 1989-90 the University of Kentucky accumulated over one million contact hours with audiences external to the University through workshops, seminars, and conferences. During that same year, the Cooperative Extension Service of the University of Kentucky made just over five million contacts with clientele across the Commonwealth through a wide variety of educational methodologies.

The sections which follow briefly highlight some of the public service initiatives undertaken in four broad areas at the University of Kentucky - Research and Graduate Studies, The Lexington Campus, Albert B. Chandler Medical Center, and Information Systems. Some of the activities described represent joint efforts sponsored by two or more units. The list is by no means inclusive of all activities, but representative. Some units that have significant contact with the public, most notably the Office of Admissions and the Registrar's Office, are not included because they do not have a formal public service role. The examples which follow have been drawn from an inventory of programs and projects undertaken during the 1989-90 academic year.

## **Research and Graduate Studies**

### **The Graduate School**

The Graduate School is concerned with advanced study and research carried out by the faculty and students of all colleges and departments within the University. All graduate degree-granting programs report to the Graduate School. Some of these programs have public service dimensions. For example, the Patterson School of Diplomacy and International Commerce hosts conferences on contemporary public issues for 500 high school honors students each year. Members of the Patterson School faculty also speak at service organizations, church groups, and schools about issues such as the internationalization of Kentucky.

The Martin School of Public Administration not only offers a multidisciplinary degree program but also has a mission to work with state and local public officials on public policy and management issues.

### **Centers and Institutes**

There are several other campus units with a research mission that do not have graduate degree programs. Several of these centers and institutes have active public service programs. The Appalachian Center sponsors public service programs for citizens in the Appalachian region. The Center provides booklets and other materials with information about issues of public interest. The

Center also supports emerging Appalachian artists through an endowment fund. Leadership programs are offered for civic leaders and student organizations in the Appalachian region.

The Institute for Mining and Minerals Research attempts to increase communication between the developers of new techniques and potential users. One project, Behavioral Research Aspects of Safety and Health, provides training and material to teach and test workers' critical health and safety judgement and decision making skills in the U.S. mining, agricultural, and manufacturing industries. The Survey Research Center, in cooperation with the Center for Developmental Change, conducts the Kentucky Health Survey to provide information on the prevalence of health problems that exist among Kentucky residents. The Survey Research Center also coordinates surveys on topics related to public policy on a continuous basis.

The Kentucky Geological Survey (KGS) is the official geologic research and public service agency for Kentucky. KGS staff are involved in a wide variety of professional, civic, volunteer, and educational activities, including service on federal, state, and local boards and committees dealing with issues related to coal, oil and gas, limestone resources, water management, groundwater protection, earthquakes, and other environmental issues. Examples are the National Water Quality Assessment Program, the Kentucky Water Management Task Force, the Kentucky River Steering committee, the Solid Waste Task Force, and the Governor's Earthquake Hazards Technical Advisory Panel. KGS is the repository for records on all oil and gas wells drilled in the state, including well cuttings and core samples. In addition, KGS maintains all groundwater records for Kentucky. These databases and records are used daily by the petroleum industry, researchers, and public.

## **Lexington Campus**

### **College of Agriculture**

The College of Agriculture's public service endeavors are a partnership between on-campus research and instruction and the Cooperative Extension Service, the off-campus educational program which reaches into every county of Kentucky. This makes the College of Agriculture one of the most effective units of the University in terms of fulfilling its public service mission. The Agricultural Experiment Station and other off-campus research centers allow the College of Agriculture to conduct research relevant to the needs of the agricultural and agribusiness industry in the commonwealth. Linkages to other colleges of the university, especially the College of Human Environmental Sciences, provide the College of Agriculture with research-based information of a practical basis useful in solving the problems of families, youth, and communities across the state.

Dissemination of research-based information for problem solving is where the College of Agriculture excels. Through its Cooperative Extension Service the College of Agriculture maintains full-time Extension professionals in each of Kentucky's 120 counties. The chief mission of these county-based professionals is to apply research-based information in the resolution of local issues and problems. Extension specialists housed in Lexington and at several other locations help field staff interpret and apply research as they seek to find solutions to local problems.

The College of Agriculture and the College of Human Environmental Sciences have traditionally served as the repositories of research and knowledge for the Cooperative Extension Service. The changing needs of the Commonwealth and society will require that Extension

broaden its base of research and knowledge as it seeks to address issues such as water quality and youth and families at risk.

The sections which follow summarize some of the public service efforts of the College of Agriculture and the Cooperative Extension Service by major topical areas.

**Crops and Livestock**—The College of Agriculture is involved in a number of public service activities related to the production and marketing of Kentucky's major agricultural commodities. In the area of agronomy and plant science, these public service activities include such things as plant disease diagnosis and counseling, variety tests, soil testing, insect identification and control counseling, and administration of seed and fertilizer laws.

In the area of animal sciences, public service activities include such things as a forage and feed analysis, bull test program, assistance with dairy records, Cow Herd Appraisal Performance Software (CHAPS), counseling on livestock handling facilities, animal disease diagnosis, and participation in the National Poultry Improvement Plan.

**Commercial and Home Horticulture**—Much of the general public's contact with the public service efforts of the College of Agriculture is in the area of home horticulture and landscape architecture. Varieties and cultivars of vegetables, fruits, landscape plants, and floricultural crops are tested and evaluated under diverse growing conditions across Kentucky. The results of these and other tests are made available to both commercial producers and home gardeners. Estimates show that the Cooperative Extension Service reaches approximately one half of Kentucky's households with information about home horticulture, especially home gardening. Home gardening information and assistance includes variety recommendations, pest control, fertilizer recommendations, and garden management. Other assistance is provided in the area of lawn care, ornamental and fruit trees, and landscape planning.

**Extension Home Economics**—Extension Home Economics provides individuals, families, homemaker club members and outside organizations with information on such things as nutrition, family resource management, child development, and parenting. It also provides leadership and public policy training to as many as many as 32,000 Extension Homemaker club members across Kentucky.

An innovative program under the leadership of Home Economics Extension entitled Partner Assisted Learning (PAL) provides pregnant teens with information and counseling that result in better dietary habits of the teens and increased birth weights of their babies. Program evaluations indicate that 136 of the 140 participants in the program had babies with birth weights above the critical minimum for the low birth weight category.

**4-H/Youth Development**—The 4-H program reaches approximately 220,000 youth across the Commonwealth through a corps of 27,000 volunteers. Youth served by the 4-H program are reached through community clubs, project clubs, in-school 4-H clubs, and special interest programs that supplement the public school curriculum. In 4-H, young people learn life skills such as public speaking and citizenship that enable them to become productive and contributing members of society as adults. They also learn subject matters knowledge and skills in fields of science, technology, and nutrition.

The Kentucky 4-H program has recently developed and piloted a video-based program designed to enhance self-esteem in junior high school youth called *Being All You Can Be*. The

ten unit program is delivered through a series of vignettes showing positive and negative consequences of decisions and behaviors.

**International Agriculture**—Agriculture's efforts in the arena of international public service include efforts to develop potential export markets for Kentucky's agricultural commodities as well as assistance to agricultural institutions in less developing countries. The University of Kentucky has been involved in a long term project supported by the U.S. Agency for International Development to provide technical assistance and other support designed to strengthen agricultural facilities and management of training programs at eleven institutions of higher learning in western Indonesia.

**Leadership and Public Policy**—The Cooperative Extension Service also offers a two-year leadership development program designed to provide young farmers and agribusiness persons age 25-40 with information and skills necessary to provide influential leadership to the agriculture industry in the years to come. A comprehensive exposure to agricultural issues allow participants to view the relationships between agriculture and the rest of the economy, analyze and make agricultural policy decisions, and to function as a more informed and articulate member of society.

The Family and Community Leadership (FCL) program is an educational program designed to help meet the growing need for leadership to represent families in public decision making. The program offers training in public policy making, group processes, volunteerism, leadership, conflict resolution, team building, communication, and decision making to extension volunteers and the general public. Impact assessment efforts revealed that FCL graduates were more likely to participate in public hearings or forums, meet with legislators, write letters, or be appointed to committees than those who had not participated.

**Agricultural Economics**—As the emphasis of the Cooperative Extension Service's educational efforts shift more toward efficient management of agricultural enterprises, the development of a series of computer based cost and return enterprise budgets has greatly strengthened the management and record keeping practices of agricultural producers. Originally developed as paper log sheets, the computerization of these enterprise budget sheets has kept pace with the modernization of contemporary agriculture. In all, 66 types of enterprise cost and return budgets were distributed throughout the state.

The Cooperative Extension Service also sponsors a series of thirteen Farm Income Tax Workshops across the state designed to help tax practitioners and others accurately prepare income tax returns for themselves and others. In addition to the thirteen general sessions, several workshops on special applications are also offered. Last year approximately 1650 people participated.

The Center for Agricultural Export Development has a public service role through its market development and technical assistance programs for small to medium sized agribusiness firms. These programs are aimed at increasing the expertise and capacity of these firms to compete in export markets.

**Forestry and Natural Resources**—Two innovative public service programs conducted by the department of Forestry are designed to provide landowners with information that will help them to become more effective managers of forest resources on their landholdings. A forest

landowner seminar is held to bring the land owners in contact with members of the professional forestry community together with land owners to learn effective forest management principles.

The department also offers a correspondence course of five units and fifteen lessons covering all aspects of woodlot management. The correspondence course is practical in nature and designed for individuals without forestry backgrounds, such as absentee landowners. Currently there are 80 individuals enrolled in the correspondence course.

### **College of Architecture**

The College of Architecture assists communities throughout Kentucky with urban design and city planning through participation in the Kentucky Design Assistance Team. The College also sponsors an architectural workshop, annually, for high school students who are contemplating application to the College.

### **College of Arts and Sciences**

The 22 departments which comprise the College of Arts and Sciences provide a wide variety of public service activities. For example, the Department of Anthropology maintains a museum education program, publishes a semiannual newsletter about archeological research in Kentucky, and regulates/maintains fieldwork on public lands in Kentucky. Other activities sponsored by this department include: a lecture series focusing on little-known aspects of Kentucky's cultural heritage, an archeological field school, and a seminar designed to increase public awareness of the way archeological explorations contribute to an understanding of Kentucky's cultural heritage.

Research conducted in the Department of Chemistry has applications in the public domain. For example, faculty in this department developed a series of highly sensitive tests to detect legal and illegal medications used with race horses. They also initiated an exploratory project to assess the feasibility of using high-energy radiation sources for analysis and removal of pollutants from water supplies.

The Department of Computer Science provides computing systems support to a number of private colleges in the Appalachian region. This department also provides a computer bulletin board through Kentucky Educational Television (KET).

Foreign language departments provide a number of services to assist schools such as the annual Kentucky Foreign Language Conference for teachers and scholars in North America, the Kentucky Foreign Language Festival for high schools students, and professional development seminars broadcast by KET's Star-Channel to provide teachers/schools in 17 states with pedagogical strategies. Other activities include a translation service offered by the Russian department for civic and religious organizations in the greater Lexington area and student exchange programs at the university level offered by the French department.

The Department of Geological Sciences publishes a summary of earthquake activity in Kentucky and surrounding states for the Kentucky Division of Disaster and Emergency Services. It also offers teacher training programs in earth science and supplemental instruction in earth science for elementary and middle school students in Fayette County.

The Department of Physics frequently works with school and community groups to foster interest in science. One example is the Physics Spectacular where hands-on activities are provided

in a lecture/demonstration format. The Physics department participates in the Physics Alliance which joins physics teachers from colleges and high schools to discuss common interests in physics and physics teaching.

The Department of Psychology sponsors workshops, conferences, and symposia on mental health issues for local health professionals, police officers, and school personnel. Department faculty serve on local boards, such as the Bluegrass Personal Care Home Advisory Board.

Faculty in the Department of Sociology also serve on various committees to improve living standards and community development. One member serves on the Mountain Association for Community Economic Development, another on the Lexington Substance Abuse Development committee, and another on the Lexington Criminal Justice Planning committee.

### **College of Business and Economics**

The College of Business and Economics supports several centers aimed at assisting the state's business community. The Center for Business and Economic Research provides information about and analysis of economic issues at the state level and conducts research activities for government and other agencies in Kentucky. The Center for Real Estate Studies supports a variety of real estate educational and research activities. One example of the Center's work is the Kentucky Real Estate Roundtable which has been developed to bring together top real estate executives from around the state and nation to discuss issues of interest affecting the real estate industry.

The Management Center offers business-related continuing education programs on a regular basis. Programs are offered for organizations such as the Kentucky Banker's Association and the Kentucky Institute for Economic Development. The Center for Labor Education and Research offers labor education programs for union leaders in the state. The Center for Business Development provides counseling and training for small businesses throughout the Commonwealth of Kentucky.

### **College of Communications**

The three academic units in the College of Communications—Departments of Telecommunications and Communications and the School of Journalism—provide service to the state, the nation, and the international community. Some of the new knowledge created by College faculty is used by a variety of state, national, and international agencies. In addition, faculty provide free consulting advice to non-profit organizations in the Commonwealth. For example, seminars are conducted on a regular basis focusing on how to communicate effectively in the business world. Also, the School of Journalism holds an annual high school press day during which high school students from throughout the state spend one day on campus learning about journalism.

### **College of Education**

Public service represents an important part of the mission of the College of Education because of its strong ties with schools and commitment to improving educational opportunities for all citizens. College faculty work intensively with schools in the central Kentucky region - and across the state - providing a wide range of professional development programs on an ongoing basis for school teachers and administrators. These programs focus on all aspects of the school

curriculum. For example, summer institutes have been developed and conducted for English teachers, Mathematics teachers, and Science teachers to improve instruction in their respective areas. Workshops are held throughout the year which are designed to help teachers use computers in the classroom.

College faculty also work with teachers and school administrators on projects that directly benefit students. The most notable example of this effort is the annual International Fair which is co-sponsored by the College of Education and the Fayette County Public School system. Students from elementary schools visit the College which is transformed into a "global village" for this day.

The College of Education also provides direct services to students. Two summer programs, the Appalachian Explorers Program, focusing on experiential science activities, and The Summer Youth Sports Program, concentrating on sports activities, provide opportunities for adolescent students to work with faculty at the University. The Buddy Program provides at-risk students from local schools with an opportunity to interact with university students on a regular nonacademic basis. The Middle School Minority Program enables middle school students to learn about college life.

Through clinic services, faculty and graduate students provide assistance to many Kentuckians. The Reading Clinic offers assistance to first through eighth grade students with reading disabilities. The Counseling Psychology Clinic provides counseling to individuals with personal adjustment and family problems. The School Psychology Assessment Clinic provides assessment for children from 3 to 18 years of age in the areas of school readiness, giftedness, and handicapping conditions. Physical fitness assessments are available at the Human Performance Laboratory. The Educational Assessment Clinic provides educational assessment and remediation services for handicapped persons throughout Kentucky. The Communication Disorders Clinic serves clients who have hearing impairments and impaired speech or language skills. The Assistive/Adaptive Devices Laboratory works with clients who have communication problems.

In addition to the direct services offered, College faculty work with local and state educational and social agencies on a regular basis. Faculty serve on statewide committees for educational improvement (e.g. curriculum). Other committee commitments include the Mayor's Task Force on Homelessness (Lexington/Fayette County), The Boys Ranch, The Lexington Rape Crisis Center, The Family Care Center, and the Lexington Children's Museum. The College works closely with the Single Parent Family project, a local undertaking to provide housing for low income single parent families. The College provides Christmas gifts for all families affiliated with this project.

### **College of Engineering**

The College of Engineering offers an extensive continuing education program to help technical professionals and engineers improve on-the-job skills. Short extension courses and video-based training tapes are offered on such topics as hazardous materials, incineration systems, and microcomputer programs for water, steam, and other gases.

The Center for Robotics and Manufacturing Systems, sponsored by the College, provides an array of services to assist Kentucky's manufacturing industries and work with the general public. Services include a technology transfer program to provide support training for industries across the state and a mentoring program for high school students.

The Kentucky Transportation Center's Technology Exchange Program is ranked among the top five nationwide among 49 similar programs. Center staff conducted 57 workshops attended by over 1500 participants throughout the Commonwealth. Approximately 1400 persons used the Center's library services and over 975 reports were circulated. A toll free hotline telephone service was used by an average of 120 persons monthly for consultation on transportation problems.

### **College of Fine Arts**

One major way faculty in the College of Fine Arts perform public service to the university, community, and state is by sharing their talents to enrich the cultural environment. Concerts, plays, and art exhibits are sponsored by the college throughout the year for various community groups (e.g senior citizens). Art, music, and theatre faculty work with teachers and students, locally, by providing presentations and performances in schools and workshops, seminars, and camps on campus.

College faculty also work with staff from the Singletary Center for the Arts and local arts organizations such as the Lexington Philharmonic Orchestra Society and the Lexington Art League to provide enriching cultural activities for the Lexington community and local school children. The Center for the Arts displays the work of community artists and offers diverse academic and community programs such as the Women's Writers Conference and the Distinguished Professor Lecture series.

### **College of Human Environmental Sciences**

The College of Human Environmental Sciences contributes to the local and state community in areas related to human development and the environment. Due to the current emphasis on child care and family life, the College has taken a leadership role in establishing family resource/youth service centers across the state. Through an interdisciplinary task force established by the College, faculty provide assistance in establishing and evaluating these centers. The College also works in conjunction with other colleges (Medicine, Nursing, and Social Work) to establish a family care center designed to enable families to better provide emotional and financial support for children who are considered at-risk for learning. College faculty have also worked with those from other colleges (Education, Medicine, Nursing) to establish housing for one parent families in Lexington.

### **College of Law**

The College of Law provides seminars and other programs of continuing education for Kentucky's attorneys through the University of Kentucky Office of Continuing Legal Education (UK/CLE) on a continuous basis. The office served over 1400 attorneys in 1990-91, presenting 14 seminars covering virtually every aspect of legal practice. UK/CLE also publishes highly regarded handbooks on various areas of the law, which are sold through central Kentucky bookstores. In addition, the College brings speakers of national prominence to the community in the fall of each year, last fall's being Justice Anthony Kennedy of the United States Supreme Court. Faculty, staff, and students serve individually in community service projects, such as Habitat for Humanity and YMCA programs for youth as well as donating time and legal services in pro bono domestic relations.

## **College of Library Science**

The College of Library Science provides continuing education programs for librarians across the state. Programs are designed to update librarians' skills in areas such as cataloging, microcomputers, and database systems. College faculty also serve as consultants for libraries across the state. For instance, one faculty member serves as an advisor to the planning committee of the Lexington Public Library. Several faculty members serve on accreditation committees for libraries across the nation.

## **College of Social Work**

The College of Social Work serves the local and state community in enhancing human development services. One example of this work is the development and implementation of Child Protection Teams. Through this project, faculty consult with and train health professionals to establish multidisciplinary teams in each district of the state. Faculty regularly serve on local and state committees such as The Red Cross Disaster Relief committee, the Board of Directors of Operation Read, and Kentucky Department of Mental Health and Mental Retardation Services.

## **Office of Minority Affairs**

The Office of Minority Affairs sponsors several intervention and outreach programs aimed at enhancing the academic achievement of minority students in the southeast region. Examples include early intervention programs in Language Arts, Mathematics, Computer Literacy, and Foreign Languages. Project SMART (Science, Mathematics and Rising Talent) is one such project. This project utilizes UK students to work with small groups of students in Fayette County Public Schools to stimulate interest in Science and Mathematics. Residential summer preparation programs are also offered for high school students across the state who demonstrate interest in health professions. A variety of cultural activities are also sponsored by the Minority Affairs office throughout the year in areas such as dance, theater, and art.

## **University Extension**

University Extension is one of the major service units on the University campus. In addition to the Evening-Weekend College which offers courses on and off campus, this unit sponsors seminars and workshops on a wide range of topics which are open to the community. The Saturday Seminars, which consist of free lectures, performances, and exhibits by faculty are offered every year. This unit offers noncredit courses and summer programs for children and gifted students. The Japanese Saturday School provides courses in core subjects, taught in Japanese, to students in grades one through twelve. Carnahan Conference Center, which is under the jurisdiction of University Extension, provides conference facilities for community groups.

## **Albert B. Chandler Medical Center**

The Albert B. Chandler Medical Center was established in 1960 to enhance health care and to have a positive impact on the skills and numbers of health care providers in the Commonwealth. The Medical Center includes the University Hospital, the Colleges of Allied Health Professions, Dentistry, Medicine, Nursing, and Pharmacy and operates a broad range of teaching, research, and public service programs. The Medical Center is closely affiliated with and provides clinical staff for the adjacent Veterans Administration Hospital, Cardinal Hill Hospital, Shriners Hospital, Charter Ridge Hospital and St. Claire Medical Center in Morehead.

Because of its role as a major tertiary facility within the Commonwealth, it is sometimes difficult to divide the research and teaching functions from the service functions of the Medical Center. Most patients come to the Medical Center primarily for service but contribute to the teaching and research programs as well. In addition to the services provided on-site, the Medical Center has more than 650 clinics and affiliations throughout Kentucky for the provision of health care services. Generally, these agreements are with communities and/or agencies which find themselves in need of the unique services which can be provided by the various units of the Medical Center. Annually more than 33,000 people are seen by UK physicians and allied health personnel at these regional clinics. In emphasizing the training of primary care health professionals, the Medical Center operates a wide range of medical and dental clinics which hosted 325,918 outpatients during 1989-90.

### **The University of Kentucky Hospital**

The University of Kentucky Hospital is a 461 bed tertiary care facility which includes virtually all services of a highly specialized nature such as Level I trauma care; Level III neo-natal care; transplantation services (heart, lung, kidney, bone marrow, etc.); highly specialized radiotherapy and magnetic resonance imaging; burn treatment and rehabilitation; reproductive endocrinology; and a broad array of intensive care services in all specialties. In addition, the Hospital sponsors several screening programs and health fairs each year. During 1989-90, 18,570 patients from 115 Kentucky counties were admitted to the Hospital. An additional 571 patients from 32 other states were also admitted and treated.

### **The College of Allied Health Professions**

The College of Allied Health Professions maintains an active role in consulting with other health care professionals and institutions throughout the Commonwealth regarding management and administrative issues. The College is also poised to provide direct care services on a contractual basis to organizations on an ongoing basis or in "locum tenens" situations. Several symposia are conducted throughout the state each year for health administrators and other professionals to keep them abreast of trends and significant changes.

### **College of Dentistry**

The College of Dentistry serves as a center for oral health care providing the opportunity for all individuals to obtain dental services ranging from general to various subspecialties. The College operates a mobile van which has been extremely successful in providing dental screening services to children in geographically isolated rural areas of the state and in providing the actual dental treatment for those children who have no regular source for such care. The College maintains an active consultation program for practicing dentists throughout the Commonwealth who require additional information related to specific patient care matters.

### **College of Medicine**

The College of Medicine operates the Area Health Education Center programs for the Medical Center in collaboration with the other four colleges. The College maintains an active communications system in collaboration with the Hospital to provide toll free telephone consultation to referring physicians throughout the Commonwealth regarding patients, programs, services, and subspecialty matters. The College of Medicine provides faculty on a regular basis to several regional facilities throughout the Commonwealth in order to enhance patient care

activities and to assist in providing strong support for the regional educational activities of the College.

The College's students are involved in many direct service activities. Notable examples of these include the AIDS education courses provided to eighth grade students throughout the area by volunteer medical students. To date, more than 2000 young people in Central and Eastern Kentucky have been instructed about AIDS by 100 medical students. Medical students also staff, on a regular basis, a clinic in downtown Lexington for the city's homeless. This is done under supervision of volunteer faculty members.

The Cancer program operates a residential camp for children with cancer. Its regionally based programs assist in the education of lay and professional people and implement programs which foster prevention and the early detection of cancer. Other departments and divisions provide a broad range of services including clinics and screening programs, industrial medicine and consultation, summer workshops for teachers and a toll-free science hotline for teachers and students.

### **College of Nursing**

The College of Nursing provides consultation to many organizations throughout the Commonwealth. The College assists local health departments and other organizations in conducting health status surveys and other studies. A program to assist nurses throughout the state who have problems which inhibit their ability to practice has proven to be very successful. Faculty and students participate in providing clinics for the homeless, mentally ill, and children from disadvantaged families.

### **The College of Pharmacy**

The College of Pharmacy provides the Commonwealth with opportunities to transfer the fruits of its research directly to local industry. The College provides an active consultative service for pharmacists throughout the Commonwealth. A drug information center is likewise operated and is available to pharmacists throughout the state. The College is active in promoting interest in science in the public schools and operates a wide ranging education program.

## **Information Systems**

### **University Libraries**

The University Libraries serve the University, local, and state community in numerous ways. UK libraries loan material to Kentucky citizens over the age of 18. In addition, special reciprocal borrowing agreements allow any student of a Kentucky college or university to borrow library materials from UK. The Special Collections and Archives branch of the library maintains an archival relationship with many corporations, organizations, and groups. This includes storage of records and archives so that these agencies have easy access to material. The Government Publications Department serves as the regional depository for federal documents. This unit provides consultation and reference service to the selective depository libraries in Kentucky via mail, telephone, and electronic media. The interlibrary loan service enables institutions anywhere in the United States to obtain photocopies of articles and books. The extensive audiovisual material in the media library is available to educational institutions across the state.

## **Computing Center**

The Computing Center is mandated by the Administrative Regulations to share its resources with federal, state, county, and municipal agencies of government as well as non-profit research organizations and other educational institutions. In keeping with this mandate, the UK Computing Center facilities are used by federal government agencies such as the U.S. Army and the Soil Conservation Service, by users from state agencies such as DIS, and by municipal agencies like the Fayette County school system and the Lexington Fire Department. Use is also made of UK computers by other state universities and private colleges like Berea, Transylvania, and Union College. Other organizations are also eligible for service if other facilities are not readily available and the service does not interfere with University work.

## **EXTERNAL VIEWS OF UK'S PUBLIC SERVICE**

In order to measure community attitudes regarding the public service role of the University of Kentucky within the Commonwealth, the Committee conducted a number of constituent interviews and held public forums at four locations across the state. Forums were held at Burlington, Louisville, Owensboro, and Hazard and individual interviews were held in Lexington (Appendix 7-B).

The public perception of the performance of the University of Kentucky in the area of "public service" appears to be one of general satisfaction but with less than full understanding of either the capabilities of the University or the programs currently being offered. Based on interviews and responses in public meetings, the University is highly regarded by the public in most areas, but many Kentuckians would like to see the University play a more aggressive role in addressing the issues and challenges facing the Commonwealth today.

Specifically, the University of Kentucky Cooperative Extension Service is considered throughout most of the state to be doing an excellent job. Frequent positive comments were received on both the historical contributions of this agency, primarily in the area of agriculture, and on its present efforts to expand its role in providing assistance to families, youth groups, and others. Specific references were made to contributions of individuals within the Extension Service, and it was clear that this agency has contributed greatly to the development of Kentucky's agricultural industry.

Similarly, high praise was received for the Community College system throughout the state. These institutions are often the most visible sector of the University of Kentucky in local communities, and their expansion over the past decade in providing educational opportunities, job training programs, and a range of public service activities has helped to create a positive environment for community growth and change.

While the response to the performance of the Extension Service and the Community College System was very positive, most of the participants at the public meetings sponsored by this committee were unaware of many other University programs and activities with similar goals. For example, those who attended the meeting in Hazard praised the efforts of the Medical Center's recent Rural Health Initiative, but they were not familiar with outreach activities in economic development available through the Robotics Center, the Small Business Development Centers, or other units. Generally, it was felt that the University needs to more effectively

publicize other service programs and make it easier for the public to find their way through what is often considered to be a maze when contacting the University for assistance.

Among the specific requests received from these meetings was that the University consider publishing, for distribution to the public, a booklet which lists all of the University programs of a service nature. This document would be beneficial to those people who are aware that the University provides a number of services but are unclear on how to reach the appropriate office.

An alternative to the booklet described above would be to provide a "central clearing house" at the University where phone calls and requests can be directed to the appropriate University agency. This would require training UK personnel concerning which services are available and how to determine which agency, if any, may be able to help the caller.

Another common observation of public meeting participants was that the University and its services often appeared distant and removed from their local communities. Many believed that the University should strive to become less centralized and to encourage units (especially those outside of Extension) to develop more regional offices or to utilize more effectively the facilities of the community colleges. It was felt that the public was more likely to be knowledgeable of and request service from an agency with local representation and that the University could more adequately transfer technical and other knowledge to the community through effective telecommunications and use of localized units.

At the meeting of citizens and community college faculty at Hazard, participants pointed to the establishment of the Center For Excellence in Rural Health Care as a visible example of the University's efforts "to help local people." Rotating programs and bringing clinical educational experiences and student interns to the area not only helps to train and recruit new health professionals but also provides direct services in areas of special need. Participants felt that the University should develop similar initiatives to address other issues of public concern, e.g. the establishment of a Center for Educational Excellence in Eastern Kentucky to help implement the objectives of the Kentucky Educational Reform Act (KERA) and establishment of centers for economic development and regional studies.

Economic development was a major concern at meetings throughout the state but especially in Eastern Kentucky. Some citizens felt that the Cooperative Extension Service should play a more aggressive role in addressing non-agricultural economic development issues in that region, since full-time farming is not a major source of employment in many counties. It was suggested that UK research professors with expertise in wood products should be prodded to work with people in the area on the development of alternative wood industries, not just the forestry and lumber industry. The University facility at Quicksand, it was noted, could become a Center For Research on Wood Industries, and University expertise in planning, transportation, marketing, finance, management, and other areas could be utilized to work with local economic development officials on other projects as well.

Meetings with two individuals in Lexington, Thomas Clark and Robert Sexton, provided special perspectives on the service mission of the University. Dr. Clark is Professor Emeritus of History and retired Department Chair from the University, and Dr. Sexton is Executive Director of the Pritchard Committee for Academic Excellence. Both of these individuals, who were selected for interviews because of their knowledge of both the University and the Commonwealth, discussed not the day-to-day services provided by the many centers and agencies of the University but the potential of the University to provide leadership, direction, and guidance for the state. The

University, they believed, is viewed as being both capable and, generally, unbiased toward the major problems facing the state, but both men felt that the University community had neglected this leadership role in recent years.

An example discussed in one of these interviews concerned a major issue before the state: the reform of the state's public education system and the apparent lack of input and direction on the part of the University in the design of the Kentucky Education Reform Act (KERA). While the University is now beginning to develop activities and programs which will help implement aspects of the education reform package, it was felt that the University did not participate significantly in the development of the package. It was argued that many large issues still face the Commonwealth — issues concerning the environment, political redistricting, constitutional reform, economic development, local government, and many others — and that the role of the University should be one of leadership as the Commonwealth moves into the twenty-first century. It is recognized that the University has, and will continue to have, input and influence into these issues. The point raised here, however, is that the University is in a unique position to bring the best intellectual minds which the state has to offer to address these questions.

Almost without exception, most individuals interviewed believed that if the University is to help set the state agenda for the future and exercise a strong leadership role, there must be a stronger institutional commitment to this activity. The administration of the University, especially the President, must make "public service" an important part of the University mission, and public service should be viewed in its broadest context to include a wide range of applied research, advisory, and consultant activities.

Finally, most respondents believed that all faculty, not just those in Extension, should be encouraged and then rewarded for "going beyond the classroom and laboratory door" to render service to the people of the Commonwealth. Those interviewed believed that most faculty did not view community service as a very important part of their job responsibilities and had few incentives to transfer their knowledge outside of the classroom and professional publications. While the University is doing a good job in its traditional role as a land-grant institution, they argued, opportunities abound for it to reach beyond those traditional means of transferring knowledge and provide leadership in a new and changing time.

## **INTERNAL VIEWS OF UK's PUBLIC SERVICE**

Study of faculty, staff, and student views of public service revealed concerns about the importance of public service in relation to research and teaching, the weight given to service activities in assignment of effort, and the lack of staff rewards for service. Underlying all of these is a wide disparity in the definition of service and what should be counted as service.

In the decade since the last self-study, student interest in public and community service has visibly increased and has taken many forms. Some efforts, like the student organization Collegians for Academic Excellence, benefit the University itself through assistance to campus projects and events. Other forms, like the Ambassadors of the College of Human Environmental Sciences, go off-campus to provide a positive welcoming image for the University. Still others provide direct, hands-on service in the community to meet pressing social needs. Among these programs are the Buddy Program of the College of Education, the College of Medicine's AIDS education program, the low-income neighborhood clinics run by medical, nursing, and dental students, the poison prevention program operated by Pharmacy students, the *pro bono* legal

clinics staffed by Law students, and the campus-wide Student Volunteer Center which has placed in the last eighteen months over 1500 students in United Way agencies.

While everyone would acknowledge service as a valid student experience, it has been very slowly integrated into the academic curriculum. It is evident, however, that students are seeking ways to serve the nation and become good citizens. Indeed, a traditional goal of a college education has been education for citizenship and civic leadership. Unfortunately, this goal has been slighted. Derek Bok, President emeritus of Harvard University, has said "...education for citizenship remains a stunted enterprise" (Harvard Commencement, 6/6/91).

## **Methods and Findings**

The Public Service Committee used several methods to review perceptions and performance in the area of public service among faculty, staff, and students. These methods included questions for the campus-wide, comprehensive survey of faculty and staff; two public forums held on campus; review of the Public Service Inventory collected by the Committee; and a review of faculty monitored work loads. In addition, student representatives met with the Committee to discuss preliminary findings and suggest additional points for consideration.

Neither of the open forums on campus provoked sustained discussion of public service. There were only three comments of note. One commenter thought that the predominant institutional value was research to the detriment of both teaching and service. Another suggested that service be included in the state's formula for funding higher education; while another suggested that service provided to other UK offices is as important as that offered off-campus.

The Self-Study survey of faculty revealed that 75 percent of the 837 respondents reported participation in public service activities and 88 percent believe such efforts are important. However, when further queried about participation in eleven types of service, the most frequently reported type was University service (87 percent of respondents). By contrast, the next most reported type was educational presentations to external groups (66 percent of respondents). Analysis of variation of perceptions toward service among disciplines was not performed. The finding suggests that university service is viewed as public service and that public service of an educational nature is performed by two-thirds of the faculty.

The survey also asked faculty if the weights given to teaching, research, and service in their distribution of effort was balanced. Fifty-three percent thought the distribution was satisfactory, but 33 percent thought more weight should be given to service.

These findings prompted the Committee to investigate the public service category on the Monitored Work Load Analysis form completed by faculty annually. Because administrative responsibilities and professional development are listed separately, the Committee believes the form accurately reflects actual effort. Seventy-seven departments were included; the Departments in the Colleges of Agriculture and Medicine were excluded, as extension or patient care is a major portion of most assignments. The departmental average for public service as reported was one percent or less in 36 departments (47 percent). In another 31 departments the reported average public service assignment was one to ten percent. In only ten departments was the reported average ten percent or greater (Appendix 7-C). The analysis shows a minimum of effort assigned to public service activities.

Survey of staff showed similar participation levels and values as did faculty toward public service. It is impossible to quantify staff service efforts as no document such as a work load analysis is maintained for staff. The inventory shows that many staff perform public service.

Student input concerned the philosophy of service as a component of the curriculum, the opportunities provided to students as a part of the undergraduate experience, and the issue of UK's participation in national university networks encouraging more student involvement in service.

With respect to student involvement in public service, the Committee believes the University should build on existing programs and activities to expand civic education and public leadership opportunities. This could be done within the modest framework proposed by Suzanne Morse ("Reviewing Civic Capacity: Preparing College Students for Service and Citizenship", ASHE monograph, 1991):

1. cultural traditions and classical education;
2. community and public service and experiential education;
3. studies of leadership;
4. general and liberal arts education;
5. civic or public leadership education;
6. specialized study such as professional education, international experience, and philanthropy, as voluntary activity within the community, as elective course work in the general studies curriculum, and as specialized fields of study within degree programs.

## **The Problem of Defining Public Service**

As we have indicated, a wide variety of activities were reported as public service in the faculty and staff surveys and in the inventory. These activities ranged from individual consulting with schools and state government and departmental outreach projects to service on University committees or to professional associations or journals.

The Committee was charged with looking at our delivery of service to the public, as the Committee title confirms. However, this charge was confounded when we reviewed faculty-staff surveys and departmental inventories by the many interpretations of the University's service mission across colleges and departments. For example, should the word "public" or "service" be operative in describing the mission? Should effort be counted as public service if a unit's or individual's major assignment is to interact with a constituent group? Is it service only if one stands to gain nothing in return professionally or for one's department?

We believe the University would be better served by making a clearer distinction between service to our publics and other forms of service such as university or professional service. While absolute clarity in our complex university is not a realistic goal, further attention to the issues of definition, recognition, and financial support of public service would equip faculty and staff to

better understand and carry out their roles as instruments of the Commonwealth's land-grant university. In the striving of the last twenty years to become a research university of the first class, a worthwhile goal, the land-grant mission of the University was overshadowed. However, given the pressing needs of the Commonwealth today, the Committee suggests that now is the time to give that mission a greater emphasis.

## **EVALUATING PUBLIC SERVICE EFFECTIVENESS**

Since the mission of the University of Kentucky is threefold—teaching, research, and public service—the university's total program offerings and activities include a wide array of public services differing markedly in their scope, purpose, audience, format, degree of formality, mode of presentation, and relation to research and teaching programs. The spectrum includes services which the University is legally mandated to perform, services that support and enhance academic programs, and services that have grown out of the desire by individuals or groups within the University to serve the larger community.

It is appropriate that these expenditures of time, effort, and money in service activities be reviewed to ascertain the University's level of commitment to its service mission. Evaluation also provides a measure of accountability and an institutional effectiveness management tool in support of these service efforts. Finally, evaluation of service activities provides information to the University in its efforts to achieve maximum effectiveness in transferring knowledge to the community.

Many public service-related evaluative measures exist, offering both insight into and opportunities for control over University service activities. These include annual faculty evaluations and review of distribution of effort, annual staff evaluations, program and departmental reviews occurring at least every six years, evaluations associated with initial grant funding and subsequent reporting, and the ten year cycle of reaccreditation by the Southern Association of Colleges and Schools as well as those by other, more specifically focused accrediting bodies.

One important component in the evaluative system is direct assessment of the service activity and its impact. Unfortunately, at times, the very nature of the service enterprise and the relationship between service provider and client can render this direct evaluation difficult. In fact, the very diversity of UK service activities and the wide range of relationships between service providers and their clientele make it impossible to completely quantify or empirically verify the extent or efficacy of all service efforts. In fact, in many service situations, the imposition of formal evaluative measures is not only impossible but also counterproductive, undermining the necessary provider-client relationship. In other instances, aiming service programs too directly at the generally-perceived "goods" of larger participant numbers or increased program popularity can itself prove misleading, in the worst cases even introducing a false orientation into the program.

Although all service efforts cannot be evaluated using identical criteria or methodology and although operative evaluative systems can be misapplied or misinterpreted, review of service inventories submitted across the University makes it clear that UK service activities of size, importance, and value are abundant. Furthermore, although evaluative systems vary, it is clear that UK service activities are evaluated in some way, whether formally or informally, empirically or intuitively. In most instances, the process addresses several evaluative questions, as suggested

by Claude Bennett's 1977 publication, *Analyzing Impacts of Extension Programs*, Extension Programs, USDA ECS-575-A77.

Bennett's system provides a hierarchical approach to evaluation. At the first and lowest level, it measures inputs. Moving one step upward, it reviews activities performed and methods used. Next, it measures the size and nature of the audience reached. At level 4, it surveys audience reaction to the activity. Next comes assessment of knowledge and attitude transfer. Level 6 addresses behavioral changes (practice) resulting from knowledge and attitudes gained. Finally, level 7 surveys ultimate social, economic, environmental, and individual impacts.

Of the 473 reported service activities represented in the UK Self-Study Public Service Inventory, *all* suggest that some type of evaluation is built into the activity. More specifically, the following numbers reflect efforts at each level of evaluation:

1. Inputs (time, costs, resources used)	424
2. Activities (programs presented, methods used, subject matter taught)	452
3. People involvement (number reached, frequency, intensity of contact)	444
4. Reactions	305
5. Change in knowledge, skills, attitudes, and aspirations	342
6. Practice change (adoption of new methods, etc.)	148
7. Social, economic, environmental, and individual consequences	113

The scope, value, and importance of UK service activities are made clear in several less direct yet fundamentally more important ways. First, the existence of large, wide-ranging community service efforts, often without incentives or encouragement, bespeaks a strong conviction of the importance of this service and a willingness to serve. Second, the constituent forums, conducted as part of this self-study and offered at locations across the state as well as at UK, make it clear that UK service efforts are significant in scope, importance, and quality. The diversity of UK service efforts referred to is great, and the strong interest in those services by the diverse interests represented at the forums is apparent. Further, these forums witnessed many requests for additional, expanded, or more accessible services, thus reflecting the widely-held perception that the University is a major and credible service provider. Finally, review of the expected impact section of the service inventory underscores the University's involvement in and effect upon the major issues facing the Commonwealth, the nation, and the world today.

## FINDINGS, ISSUES, AND RECOMMENDATIONS

### Nature and Scope

Public service, as distinct from teaching, research, and continuing education, embraces a wide variety of activities involving the application and assimilation of contemporary techniques and knowledge, technical assistance, cultural enrichment, leadership and public policy, economic development, youth development, diagnostic services and testing, and contributions to external organizations such as schools, community groups, and governments.

The University is actively involved in the public service arena. Identified in Exhibit 7-A are over 500 separate public service programs, projects, and activities included within the University's inventory and delivered through University offices located in every county of the state. In addition to these distinct and identifiable activities and numerous others not reported herein, University personnel respond on an *ad hoc* basis to special needs and requests from throughout the state; they serve on a wide variety of boards, commissions, and committees; and they actively provide a variety of learning experiences outside the classroom through conferences, speeches, interviews, etc. The University is a key element of many Kentucky communities, directly touching in a significant way the lives of most Kentuckians.

Despite these many contributions, the Committee found some sentiment suggesting that the University should assume greater responsibility in providing leadership regarding major public issues within the state and in helping to stimulate, accommodate, and/or manage change. Questions were raised about the extent to which the University's public service activities are evolving to meet the changing needs of the state, especially interdisciplinary concerns, and the extent to which teaching and research are related to or find expression in public service activity (faculty vs. staff functions, responsiveness of research to urgent public issues, etc.). Finally, in consideration both of the geographic dispersion of outreach needs throughout the state and the limitations of public resources, the Committee—concerned with potential duplication and overlap with similar activities by other universities and public agencies—concluded that public service activities of the University campus in Lexington ought to be better coordinated with those of the community colleges and the regional universities in order to more efficiently serve UK's statewide constituency.

**Recommendation 7-1:** The University should increase its capacity to provide information and analysis to decisionmakers and the public on public policy issues facing the Commonwealth.

**Recommendation 7-2:** The University should provide focus for, direction to, and prioritization of service activities in order to better anticipate and meet state needs and desires.

**Recommendation 7-3:** The University (as a service provider) should facilitate discussions among various corporate, governmental, educational, and other entities which are sensitive to and can represent community needs and public issues, and potential private funding agencies (major state corporations and foundations with particular interest in Kentucky).

**Recommendation 7-4:** The University should establish effective linkages among units within the University System (Medical Center and Lexington Campus including the College of

Agriculture) and the Community College System to assure an effective and coordinated University-wide approach in serving the many diverse needs of a geographically dispersed constituency.

## **Mission**

In the *Governing and Administrative Regulations*, public service is not clearly articulated as a distinct and fundamental mission of the University. Although individual units such as the College of Agriculture have written mission statements which clearly embrace public service, the University does not have an overall policy statement which continuously and effectively articulates its public service mission.

Public service is, however, a central theme in the University's Strategic Plan, a plan designed to clarify the mission and direction of the University and to unify the University and its constituencies.

Nevertheless, the Committee was concerned with the relative obscurity and vagueness of the University's public service mission statement and with the wide variance across units of the University in the degree of commitment to public service.

**Recommendation 7-5:** The University should develop a clear and unequivocal public service policy across all units of the University and give appropriate and strong administrative recognition to that policy (governing and administrative regulations, administrative organization, personnel assignments and evaluations, etc.).

**Recommendation 7-6:** The University should implement its public service policy by developing operational guidelines affecting all University units and by developing an organizational structure to administer them.

**Recommendation 7-7:** The University should implement fully the public service components of the Strategic Plan.

## **Public Perceptions**

The public is generally not well aware of the breadth of the University's public service activities and does not clearly distinguish public service from other University endeavors. Specific service activities are not well known beyond the constituencies or target groups which they serve. With exception of the community colleges and the Cooperative Extension Service—the most visible and apparently most valued extensions of the University in most localities—the public does not know how to seek specialized assistance. Further, they view their access to the University as difficult or impossible.

Although certain sectors, notably agriculture, have historically placed great reliance on assistance from the University, most Kentuckians have come to expect little aid from state universities despite major unresolved challenges that confront their communities and challenge their industries.

**Recommendation 7-8:** The University should act to enhance Kentuckians' awareness of outreach services available through the University, improve their accessibility to them, and offer toll-free telephone assistance to Kentucky citizens.

**Recommendation 7-9:** The University should continue to seek direct public input on the overall service mission at UK. This effort should be designed to provide ongoing citizen, governmental, educational, corporate, and other input into the University's public service efforts. Data generated should also provide the University with a continuing basis for overall service program modification and improvement.

## **Faculty, Staff, and Students**

Faculty and staff "service" embraces a wide variety of activities exemplified by membership on University committees, external consulting, contributions to professional associations, Cooperative Extension Service activity, etc. Unfortunately, many faculty and staff fail to clearly discriminate in their own minds among public service, University (internal) service, and local voluntary work and civic leadership as lay citizens. The Committee was concerned with the extent to which the term, public service, is misunderstood within the University community and with the fact that its significance to the mission of the University is generally underemphasized.

Service, although considered important to the University as a whole, is often not important in individual personnel decisions including recruitment, merit evaluations, promotions, etc. With exception of personnel holding full-time "service" appointments, the Committee found that public service is generally deemphasized in merit, promotion, tenure, and salary decisions. Personnel decisions for most faculty appear to make little or no recognition of public service. Accordingly, the incentive for faculty involvement with public service activities is limited. Because staff is more likely to be engaged in full-time service activity than faculty, some feel there is an apparent bias against service providers—as opposed to teachers and researchers—at the University.

Through internships, student teaching, clinical assignments, and a host of other valuable external learning experiences, students share with faculty and staff the opportunity to serve Kentucky's citizenry. The Committee recognized that this activity makes a significant contribution to the University's service mission and has considerable potential for future development and expansion.

**Recommendation 7-10:** The University should recognize, reward, and increase the level of faculty participation in public service across all units by emphasizing public service in distribution-of-effort agreements and ensuring that public service activities are properly evaluated in recruitment, merit evaluations, salary determinations, promotion and tenure decisions for all faculty.

**Recommendation 7-11:** The University should recognize and promote the many ways students enrich the lives of Kentuckians through their participation in internships, experiential education, and other community-based learning experiences.

## **Funding**

When statutory funding is available, public service activity is generally well supported and sufficiently accountable. Specifically, funded programs are very visible and generally most

successful. Otherwise, support for public service in the University budgeting process is weak or non-existent. This translates into a lack of facilities and other support for such activities.

The Committee was concerned with the level of budgetary support at the University, given the University's broad public service mission and given the urgency of current issues and needs within the state. Questions were also raised about the extent to which outreach activities should be funded by service recipients or users rather than the general public as well as about potential conflict between public service activities of the University and for-profit activities of the private sector.

**Recommendation 7-12:** The University should increase institutional commitment to the public service mission through additional financial support.

**Recommendation 7-13:** The University should seek ways to include public service activities in funding formulae for Kentucky's universities.

**Recommendation 7-14:** The University should solicit enhanced funding support for public service activities directly and indirectly through the University, other governmental entities, major Kentucky corporations, and foundations and through joint support for grant requests to other funding agencies and foundations.

## **Management**

Large differences exist among University units in the importance of and commitment to public service and in the administration of public service activities. Although such differences are in part a reflection of the diversity that helps to shape large land-grant institutions, public service advocacy and administration within the University is fragmented and diverse. Furthermore, the University does not routinely collect and report reliable data on the extensive public service efforts being conducted by its faculty, staff, and students. Not only may basic "counts" of activities be inadequate, but also evaluations of the quality and effectiveness of these efforts appear to be only marginally effective.

It was the Committee's belief that centralization of some of the management functions would serve to advance the University's commitment to public service and assure proper recognition and accountability (measures of effectiveness, evaluations, reporting, etc.).

**Recommendation 7-15:** The University should provide a University-wide clearinghouse on institutional capabilities and programs as well as constituent needs, provide the capacity to match users and providers of University services, and maintain a public service database.

**Recommendation 7-16:** The University should monitor and assist individual service efforts and provide coordination among them to maximize their collective impact.

**Recommendation 7-17:** The University should provide enhanced training in program and project evaluation for service providers.

## **Facilities and Equipment**

Although the Committee did not conduct a comprehensive review of the adequacy of facilities and equipment to support the public service program, personal experience of its members suggests that at least one aspect—on-campus “visitor” accommodations (parking, housing, auditorium and meeting rooms, etc.)—is woefully inadequate compared to that at many comparable institutions. A similar conclusion was reached during the prior Self-Study. Additionally, with the exception of the community colleges, remote facilities located throughout the state also appear to be deficient.

**Recommendation 7-18: The University should examine the adequacy of its facilities to support the delivery of outreach services to the public and, where necessary, identify desired improvements.**

## **Future Directions**

Public service is one of the three principal missions of public colleges and universities. Although the University of Kentucky is extremely active in the public service arena, the public doesn't generally recognize the breadth and depth of University resources and commitment, and faculty, staff, and administrators don't fully appreciate the importance of outreach activities. The need for underscoring the importance of public service at the University of Kentucky and for enlarging its base of support is readily apparent to the Committee. Key to further accomplishments are new initiatives to assure responsibility and accountability within the President's cabinet for public service.

**Recommendation 7-19: The University should establish within the President's Cabinet the means for assuring responsibility and accountability for the public service efforts of the University and for developing parity for the public service mission.**

## **SUMMARY AND CONCLUSIONS**

The University of Kentucky is a land-grant university charged with the tripartite missions of instruction, research, and service for the citizens of the Commonwealth. At the heart of the service mission is public service; those university activities which bring effective teaching and research to bear on the resolution of contemporary state problems and key issues. UK's *Strategic Plan* calls for the University to “exert a leadership role in addressing the issues and challenges facing the Commonwealth, the nation, and the world” through enhancing outreach and public service efforts and serving as a bridge between state, national, and international communities.

In its most general sense, UK's public service mission involves application and assimilation of current techniques and knowledge, technical assistance, cultural enrichment, applied research, advisory and consultative service, diagnostic services and testing, leadership and public policy development, youth development, and related efforts conducted by faculty and staff through not-for-credit activities for the general public and outside organizations throughout the state.

The Public Service Committee examined the nature and performance of the public service mission, including an inventory of projects and programs for the period 1989-90. It was the Committee's intent to collect information about programs and projects whose focus was truly

"public" service in nature, excluding those faculty and staff activities which are more accurately described as professional or university service, and to examine views of the service mission by the public as well as current faculty and staff. The Committee found considerable variation in the definition and performance of public service across the campus. Public service is not clearly articulated in the *Governing and Administrative Regulations* as a distinct and fundamental mission. Although certain units such as the College of Agriculture have written public service mission statements, the University does not have a clear overall policy statement which adequately embraces the public service mission.

Consequently, the amount of time devoted to public service and the nature of public service activities varies considerably across the campus. Some colleges report devoting as much as 35 percent of their effort to public service while other colleges report less than 3 percent, although these colleges do allocate time to professional and institutional service. Although uneven, the magnitude of university-wide public service is still significant. In 1989-90 UK was involved in 500 public service programs and projects involving Kentuckians in all 120 counties and accumulated over one million contact hours with audiences external to the university. These efforts differ markedly from traditional teaching and research programs in their scope, purpose, audience, degree of formality, and mode of presentation.

The Committee sought public reaction to UK's service mission by holding four off-campus constituent forums with invited leaders, participants, and programs users from across the state. It was clear from the frank and open comments received at these meetings that the basic perception of UK's public service is one of general satisfaction, but with less than full understanding of either the capabilities of the University or the programs being offered. The Committee was told that many large issues still face the Commonwealth and that the role of UK should be one of public policy leadership. This can only be done if there is a stronger institutional commitment to public service. The UK administration must make "public service" an important part of UK's mission as viewed in its broadest context to include a wide range of applied research, advisory, and consultant activities on the issues facing Kentuckians, especially education reform, economic development, and the environment.

The Committee solicited faculty and staff views of public service from the Self-Study Committee questionnaire circulated in 1990 and through on-campus forums held in October and November, 1990. From these sources the Committee learned: (1) Many faculty and staff fail to clearly discriminate in their own minds between public service, university (internal) service, service to professional societies, and local civic service and voluntary work provided as an individual; (2) Faculty and staff are engaged in a wide variety of service activities whether or not they have formal service allocation in the distribution of effort; (3) Faculty and staff generally feel public service is not a high priority for the University as a whole; and (4) Public service is not generally perceived to be an important factor in personnel decisions such as recruitment, merit evaluations, and promotion. Although service may be included in the mission statement and on some faculty distributions of effort, comments such as "area committees don't look at DOEs", indicate the perception among faculty that service is not noticeably rewarded through tenure, promotion, and compensation.

Formal and informal evaluation is conducted on many of the public service efforts. These include overall administrative oversight, annual faculty evaluations and review of distribution of effort, annual staff evaluations, program and departmental reviews, evaluations associated with initial grant funding and subsequent reporting, and the ten-year cycle of accreditation. However,

the University does not routinely collect and report comprehensive and reliable data on public service programs and projects.

A related problem was mentioned to the Committee several times. On-campus "visitor" accommodations (i.e housing, auditorium space, meeting rooms, and especially parking) are woefully inadequate to meet the needs of the public service mission and do not favorably compare with facilities at similar institutions. A spacious conference center near campus would enhance public outreach efforts.

Based on input from all the above sources, the Committee recommends that the University of Kentucky:

1. Develop and implement a clear and unequivocal public service policy across all units and give appropriate and strong administrative recognition to that policy.
2. Establish within the President's Cabinet the means for assuring responsibility and accountability for the public service efforts of the University, including:
  - \* Developing institutional philosophy and guidelines regarding public service activities at UK;
  - \* Soliciting enhanced funding support for public service in all units;
  - \* Establishing effective linkages among the units within the University Systems (Medical Center and Lexington Campus including the College of Agriculture) and the Community College System to assure an effective and coordinated approach to serving our geographically dispersed constituency;
  - \* Serving as a University-wide clearinghouse on institutional capabilities and programs;
  - \* Enhancing Kentuckians' awareness of outreach services available through UK; and
  - \* Monitoring and assisting individual service efforts and provide coordination among them to maximize their collective impact.
3. Recognize, reward, and increase the level of participation in public service for all faculty, staff and students of the University by ensuring that public service activities are properly evaluated in recruitment, merit, salary, promotion, and tenure decisions for all faculty and professional staff, and that public service is encouraged and supported for students.
4. Further promote the public service mission by continuing to seek direct public input on the overall service mission at UK, examining the adequacy of University facilities, seeking to include public service in the formula funding system, and fully implementing the public service components of the *Strategic Plan*.