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M E M O R A N D U M

TO: Members of the System Self-Study Committee on Public Service

FROM: A. B. Biscoe, Jr., Co-Chairman 

DATE: August 26, 1975

Enclosed is a copy of our final report. I hope it reflects fully the fine efforts you have made. The "pay-off", of course, will be in following through with your recommendations, and I assure you that we in public service will be guided by them.

It has been a genuine pleasure working with each of you in this endeavor, and I am personally grateful for your dedicated participation.

ABB:dcb

Enclosure

cc: Vice President John W. Prados
Vice President Charles E. Smith
Chancellor Larry T. McGehee



Tennessee's State University and Federal Land-Grant Institution....established 1794

Chattanooga • Knoxville • Martin • Memphis • Nashville

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THE ROLE AND WORK OF
THE UNIVERSITY OF TENNESSEE
IN PUBLIC SERVICE*

*Excluding services offered through the Institute of Agriculture
and the Division of Continuing Education

1. The first step is to identify the problem or question that needs to be answered. This involves understanding the context and the specific requirements of the task.

2. The second step is to gather relevant information and data. This may involve research, consultation with experts, or collecting data from various sources.

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I. PREFACE

A. THE SELF-STUDY

In 1973, President Edward J. Boling of The University of Tennessee announced that UT would initiate a voluntary Self-Study of the UT comprehensive operation. No Self-Study of a major university system has ever been done, although self-studies of local campus units are standard procedure for accreditation by regional accreditation agencies. The Southern Association of Colleges and Schools expressed great interest in such a study as a potential model for other systems in accreditation reviews, and the Southern Association is following the progress of this study closely.

President Boling appointed the Vice President for Academic Affairs, Dr. John W. Prados, as chairperson for the comprehensive study, and Dr. Prados in turn named several study committees corresponding to the major areas of UT operations and duties. Among these was the Committee for Self-Study of UT Public Service.

This committee was composed of a cross-section of representatives from UT campuses and UT public service units. It has met eight times as a whole since July 15, 1974, with almost all members present each time. Subcommittees also have met on several occasions. In addition to over 400 manhours spent by the committee in session, comprehensive public service reports from each state-wide public service agency and each campus have been compiled by campus and agency personnel and reviewed by all committee members. Collectively, and conservatively, an estimated 1,000 manhours have gone into this committee's investigation of UT public service and several thousand pages of data have been compiled and reviewed.

The observations that follow do not assume to be comprehensive nor to be a complete distillation of the data. Background data are on file in the Office of the Vice President for Public Service and available for use in discussing any particular agency's or campus' effectiveness, mission, goals, and structure. Most of this is included in the appendices to this report.

On the assumption that a whole does not necessarily equal the sum of its parts, the comments that follow are addressed to issues that appear to be common to several agencies and/or campuses of UT in fulfilling the University's mandate as a public university to perform public service. In these comments, the committee is attempting to see and speak about the totality of public service at UT without focusing on elaborate or distracting detail in any particular aspect of this work. It is important to realize that the committee has gained this over-arching perspective after familiarizing itself with details of all agencies and campuses.

B. STRUCTURE OF THE FINAL REPORT

The products of this committee's efforts address several audiences. Accordingly they are presented in the following format.

1. The Final Report. This report is intended to present in brief form a) an overview of public service at The University of Tennessee and b) recommendations for change. General audiences will find the essence of the committee's work in these pages. The "Recommendations" section begins on page 27 with Part III.

2. Appendix A. An appendix on "Accomplishments in Public Service" is included to provide a balance between recommendations for change, which imply either weaknesses or opportunities for improvement, and the vast amount of worthwhile service provided continuously by faculty and staff of The

University of Tennessee through effective campus and system organizations and programs. The first document in this appendix, "PUBLIC SERVICE--POLICY, FUNCTION AND ORGANIZATION" is the model under which the University has operated since 1971 without substantial change. It is included as the underpinning of the baseline data. The second document is the public service 1974-75 Annual Report to the Board of Trustees which illustrates the University's public service role through synopses of selected projects. General audiences should consider Appendix A as an integral part of the final report.

3. Appendix B, is the collection of individual self-studies conducted by each campus, the Institute for Public Service, each operating unit of the Institute, and the Office of the Vice President for Public Service. Inasmuch as the primary purpose of a self-study is to improve the operation of those being studied, the purpose of these reports is to provide useful guidelines for those who prepared them. The secondary audience includes those interested in the data and information base supporting the Final Report.

4. Appendix C, "The Self-Study Process," is intended for the limited audience that may be interested in how the committee undertook to identify specific areas of study and generate data, information, and conclusions. It is included for the use of those who will consider the desirability, feasibility, usefulness, and alternate methods of self-studies of large, state-wide, multi-campus, university systems. While this committee's work is not the model, it is a model for such consideration.

II. INTRODUCTION

A. WHY PUBLIC SERVICE?

Increased accountability of public enterprise provides a forum for questions not often articulated loudly in past decades. Example: Why don't universities concentrate on educating future leaders and discovering knowledge and leave practical affairs to practical men?

But another question is surfacing, too, with an insistent demand for answers from surprisingly diverse quarters.* Why don't universities, those unique and unduplicable reservoirs of human capability, return a dividend on society's huge investments in them by helping people solve the pressing problems of our times and realize their opportunities for improvement?

Both questions have been around a long time, and they must be addressed as a part of a self-study of academic public service.

* See, as examples:

Power to the States: Mobilizing Public Technology, The Council of State Governments, 1972. pp. 41-46 of Summary Report.

Public Technology: A Tool for Solving National Problems, Report of the Committee on Intergovernmental Science Relations to the Federal Council for Science and Technology, 1972. p. 7.

The Academic Community: A Backup Force to State Government, Southern Regional Education Board, 1974.

A Question of Partnership: Institutions of Higher Education as a Resource in the Solution of National Problems, National Association of State Universities and Land-Grant Colleges.

President's Message on Science and Technology to the Congress, Richard M. Nixon, March 16, 1972, H. Doc. No. 92-193.

Between the founding of the first college in America at Harvard in 1636 and the Civil War in 1861, almost two thousand colleges, mostly private, were started in this nation. By the Civil War, over 80 percent of these colleges had failed and had died or been absorbed by others.

The highest period of mortality came in the end of this 226-year period, between 1830 and 1861. With the expansion of democratic principles during and following the administration of Andrew Jackson, the American people demanded that higher education be made available to all citizens and not just to the sons of upper-class Americans. Equally important, however, was the American public's insistence that the colleges should serve the public by sharing insights on matters such as agriculture, industry, defense, transportation, and government. Since private colleges seemed unable to perform these functions, state funding for higher education became more widespread and federal aid to higher education was initiated.

The landmark date for the emergence of public service as a requirement for public universities is 1862, when President Abraham Lincoln signed into law the Morrill Land-Grant Act:

Section 4. And be it further enacted, That all moneys derived from the sale of the lands aforesaid by the States to which the lands are apportioned, and from the sales of land scrip hereinbefore provided for, shall be invested in stocks of the United States or of the States, or some other safe stocks, yielding not less than five per centum upon the par value of said stocks; and that the moneys so invested shall constitute a perpetual fund, the capital of which shall remain forever undiminished (except so far as may be provided in section five of this act), and the interest of which shall be inviolably appropriated by each State which may take and claim the benefit of this act, to the endowment, support, and maintenance of at least one college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts, in such manner as the legislatures of the States may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions in life....

Section 5. And be it further enacted...

Third. Any State which may take and claim the benefit of the provisions of this act shall provide, within five years, at least not less than one college, as described in the fourth section of this act, or the grant to such State shall cease; and said State shall be bound to pay the United States the amount received of any lands previously sold and that the title to purchasers under the State shall be valid.

Further annual appropriations of federal funds were given the land-grant colleges (of which UT is one) by the second Morrill Act in 1890 and by the Bankhead-Jones Act of 1905.

The intent of this legislation nationally, and of corresponding acts by states over the years, in establishing public funds for public higher education was to make the expertness and collected storehouse of knowledge of higher education a service to the general society, and not just to classroom students. The successes of universities in aiding the general public to develop agriculture and industry, in aiding the nation in wartime and in peace, in providing the personnel and knowledge for the nation to compete in the space race, in waging war on diseases through medical research, and in aiding cities to plan urban expansion effectively, are all evidence that public universities have recognized and accepted the public mandate for outreach.

Applied knowledge is an expected function for public universities, and is at least 113 years old in America. The expectation goes beyond the pre-Civil War expectation that colleges will discuss theory within the classroom. Since the Civil War, the universities have been mandated and funded to apply knowledge off-campus to farmers, doctors, scientists, industrialists, government officials, artists, and other sectors of society, in addition to providing traditional degree programs for traditional students.

Occasionally, persons unfamiliar with the historical and legal background that requires public service from public universities conceive of higher

education in the pre-Civil War mode of classroom teaching only, without realizing the adverse consequences to American society if public universities ignored the mandates and laws that require them to make knowledge applicable to society's needs. Without such a partnership between knowledge and action, between university and the general public, prominence would pass to those nations that do apply the knowledge and technology of the universities to the larger problems of society. In fact, in recent years, the only two profitable exports America has mustered for other nations are food and "know-how." In countries with plentiful natural resources but uneducated populations, appreciation for American higher education has never been higher.

Public service is not a separate or separable function of a university. While all major universities in America claim a threefold duty for teaching, research, and service, the three functions are all one, with the one central function--education--seen from three perspectives. Teaching is surely a public service. But just as surely, teaching is not the only public service required by the public of public universities.

The education of future leaders does not provide answers to today's questions. Research is needed now and experience is needed now, and the application of research and of experience to government at all levels, to business, to industry, to professional organizations and personnel, to other levels of education, and to the performing arts is demanded now, because today's problems exist today.

To deprive society of university service when such service is needed and sought forces society to turn elsewhere for help, and there is nowhere else to turn without tremendous cost or without creating new agencies of service that in the end will resemble very closely the public service agencies of universities.

The purpose of creating and funding public service structures for state universities is today what it was a century ago: to prohibit public universities from hiding under a bushel the light that people and society outside the university use to see how to solve problems and how to improve themselves. Because the synonym for education is enlightenment, and because the public service function of a university is to shed light to publics, public service is an essential and integral aspect of education.

As a result of the century-old involvement of universities in providing public service, there is very little feeling among the general public that this is not an appropriate and necessary function of major universities. In fact, the reverse is true, that the public would not believe a university is a university if it hoarded its knowledge and experts and refused to respond to societal needs. Most of the debatable issues surrounding the public service function of a university deal with varying opinions on priorities among competing needs and on methods of delivering services.

A major public university has a public service purpose, therefore, because

- . . . various public and private sectors of society have needs and demands for services that cannot be met as adequately or efficiently elsewhere;

- . . . universities have collections of people, libraries, journals, research, laboratories, skills, equipment, and other resources that are not capable of duplication elsewhere without large expenditures of time and money;

- . . . universities exist for the purpose of educating people to create and share knowledge;

. . . education is not limited in a democracy to education of persons who happen to be 18-22 years of age and affluent enough to attend classes;

. . . there is a long history of university public service that has built up a general public expectation for such service, and while the public is not lavish in praising what it has come to take for granted, the public would be outraged at the loss of such services;

. . . knowledge generated and preserved and tested on university campuses can be and is useful to society off campus, and while it is not illegal to confine such knowledge within campus bounds, it would be immoral to do so;

. . . universities are not political bodies, and therefore the services rendered can be more objective than services from politically appointed or politically governed agencies.

It is the unanimous opinion of the Self-Study Committee on Public Service that public service by The University of Tennessee is a duty and expectation that must be met as adequately as university resources and funding sources allow and without which the University would not be a true university in either an historical or a contemporary sense.

B. PUBLIC SERVICE AT UT--AN OVERVIEW

The purposes of this section of the report are to give the reader a brief but adequate understanding of public service at The University of Tennessee in 1975 and to establish perspective for evaluating the committee's recommendations in Part III. Topics covered are:

1. The 1971 Public Service Mandate
 - a. Goal
 - b. Definition
 - c. Purposes
2. Basic Organization for Public Service
3. Roles of the Campuses and Institute
4. Basic Operating Methods

Readers with more than casual interest in the current status of nonagricultural public service at UT should also read Appendix A, which includes the basic document establishing the current model and a summary of actual public service accomplishments in 1974-75.

1. The Public Service Mandate

Basic policy and organization for nonagricultural public service at The University of Tennessee was established by the Board of Trustees in August, 1971. At that time the Board approved the recommendations of President Edward J. Boling as contained in a document entitled "PUBLIC SERVICE--POLICY, FUNCTION AND ORGANIZATION: Recommendations to the Urban Affairs and Services Committee, UT Board of Trustees, July 27, 1971." A copy is included in Appendix A.

The goal, definition, and purposes of public service approved by the Board, and under which the University now operates, are as follows:

a. GOAL

The basic goal of the UT public service effort is to bring to the citizens of Tennessee--their business, their industry, and their governments--the problem-solving capacities uniquely embodied within their statewide university system. The goal of each public service endeavor is to meet a legitimate need through the appropriate and timely application of University resources.

b. DEFINITION

Public service at UT includes all services offered to those outside the University, including teaching in most non-degree situations as well as research which is conducted specifically at the request and for the benefit of non-University organizations in Tennessee. It is the timely and effective identification or solution of practical problems. Service activities include problem-solving efforts such as

- technical assistance,
- applied research,
- seminars, workshops, institutes, conferences,
- in-service training,
- information and library material, and
- demonstration projects

In all disciplines and interdisciplinary areas in which the UT faculty and staff are professionally qualified to function.

c. PURPOSES

Excellence in teaching and in research to develop new knowledge are the primary goals of the University. As such, teaching and research determine what a university is and how it should proceed. Public service is also a primary goal and even an indispensable adjunct to teaching and research in a state-wide land-grant institution provided its purposes are consistent with and contribute to fulfillment of the University's teaching and research missions. The purposes of public service at The University of Tennessee are:

1. To use the storehouse of knowledge uniquely embedded within a university to serve man and his environment by contributing to solutions of his immediate problems and by enhancing his ability to identify and realize opportunities;
2. To enhance the teaching and research missions of the University by providing convenient professional access to and from the community at large;
3. To provide professional continuity through a permanent institution as appropriately required by the ebb and flow of public activities within the community at large;

4. To help provide alternatives for public choice;
5. To open to professional faculty and staff and to students a range of opportunities to transfer their expertise to the public benefit; and
6. To interpret the University to the public through performance.

The University has a variety of public service resources consisting basically of faculty and students on the five primary campuses and a number of non-campus organizations which operate state-wide with full-time field staffs. To achieve the goal and purposes stated above, it was necessary to establish lines of responsibility and authority capable of directing the university's thrust toward accomplishment of its public service mission and to do so in appropriate balance with teaching and research. The following section, including an organization chart, describes the basic elements of the nonagricultural public service model.

2. Basic Organization for Public Service

On President Bolling's recommendation, the Board of Trustees created the position of Vice President for Urban and Public Affairs (recently renamed the Vice President for Public Service) to be responsible for the University's nonagricultural public service mission. The duties of his office included working with campuses and with the state-wide public service organizations. This position was described in the By-Laws of the Board of Trustees as follows:

".....shall be responsible for the development and coordination of University-wide policies and operations concerning public services offered to urban areas, to all levels of government, and to business and industry. He shall be responsible for the operation of all system-level public service organizations in the Institute for Public Service and he shall work with the Chancellors on public service programs with University-wide implications. In addition to representing the University's position as it relates to the deliberations of the State Legislature, the Executive Agencies, and the various

local governments, he shall act as University liaison with the Federal government in matters bearing on both University programs and resources....."

Recognizing that the University's largest and most diverse public service resource is the faculty and students, the following additional steps were taken:

1. The Chancellor or the Academic Vice Chancellor on each campus was designated as the Chief Public Service Officer. This specific and visible designation was intended to signify to the entire campus its top-level commitment to public service and to pave the way for including the public service mission within the standard academic administrative and program channels, including the reward system (promotion, tenure, salary) for professional achievement. In essence, the thrust was to incorporate public service into the "academic mainstream," thereby giving faculty a professionally valid option to exercise a public service role along with teaching and/or research.

2. A Campus Public Service Director was appointed on each campus to work on a day-to-day basis to stimulate and help coordinate public service accomplishments and to work with the Office of the Vice President.

3. A Public Service Council was appointed on each campus to associate a number of key faculty and administrators in developing public service commitment and programs, promote dialogue within the campus, and help identify client need and faculty opportunity.

The relationship between the Office of the Vice President and the campuses in stimulating and coordinating public service is still developing as is "the system/campus relationship" in other areas of University operations. Perhaps the basic reason for prolonged development of the relationship between Vice Presidents' and Chancellors' Offices is that

neither reports to the other--both are staff to the President. Consequently, in system-level program areas such as public service and continuing education, system/campus relationships rely on persuasion, cooperation, and mutual agreement on priorities more so than in a traditional "line" organization. This is an observation of fact rather than a qualitative judgment. It is made here because it needs to be recognized in order to understand and evaluate several of the committee's recommendations in Part III.

In contrast with the system/campus relationship, the Vice President for Public Service administers, as a line organization, the Institute for Public Service. The Institute was created in 1971 by the Board of Trustees to house University state-wide public service field organizations (outside agriculture and continuing education), to support and coordinate these organizations and to help them work effectively with campuses and non-UT public service agencies.

The Institute has about 120 staff people, approximately 80 of whom are classified as "professional". Its annual expenditure budget is near \$3 million from all sources of funds. Services are rendered generally on a person-to-person basis to officials of municipal, county, and state governments, businesses and industries, and others to a lesser degree. Organizations comprising the Institute and the dates they were created are as follows:

- 1949 - Municipal Technical Advisory Service (MTAS)
- 1963 - Government-Industry-Law Center (abolished 1974)
- 1963 - Center for Industrial Services (CIS)
- 1963 - Civil Defense Education Program (CDEP)
- 1966 - State Agency for Title I,
Higher Education Act of 1965
- 1967 - Center for Government Training (CGT)
- 1970 - Technical Assistance Center (TAC)
- 1970 - Transportation Center (UTTC)
- 1971 - Institute for Public Service (IPS)
- 1972 - Environment Center (UTEC)
- 1973 - County Technical Assistance Service (CTAS)

Most of the major units were created by statute. Legislation creating the Government-Industry-Law Center was amended in 1974 to transfer GILC's functions to the Institute for Public Service, including the broad public service mandate contained therein, and GILC was thereby abolished.

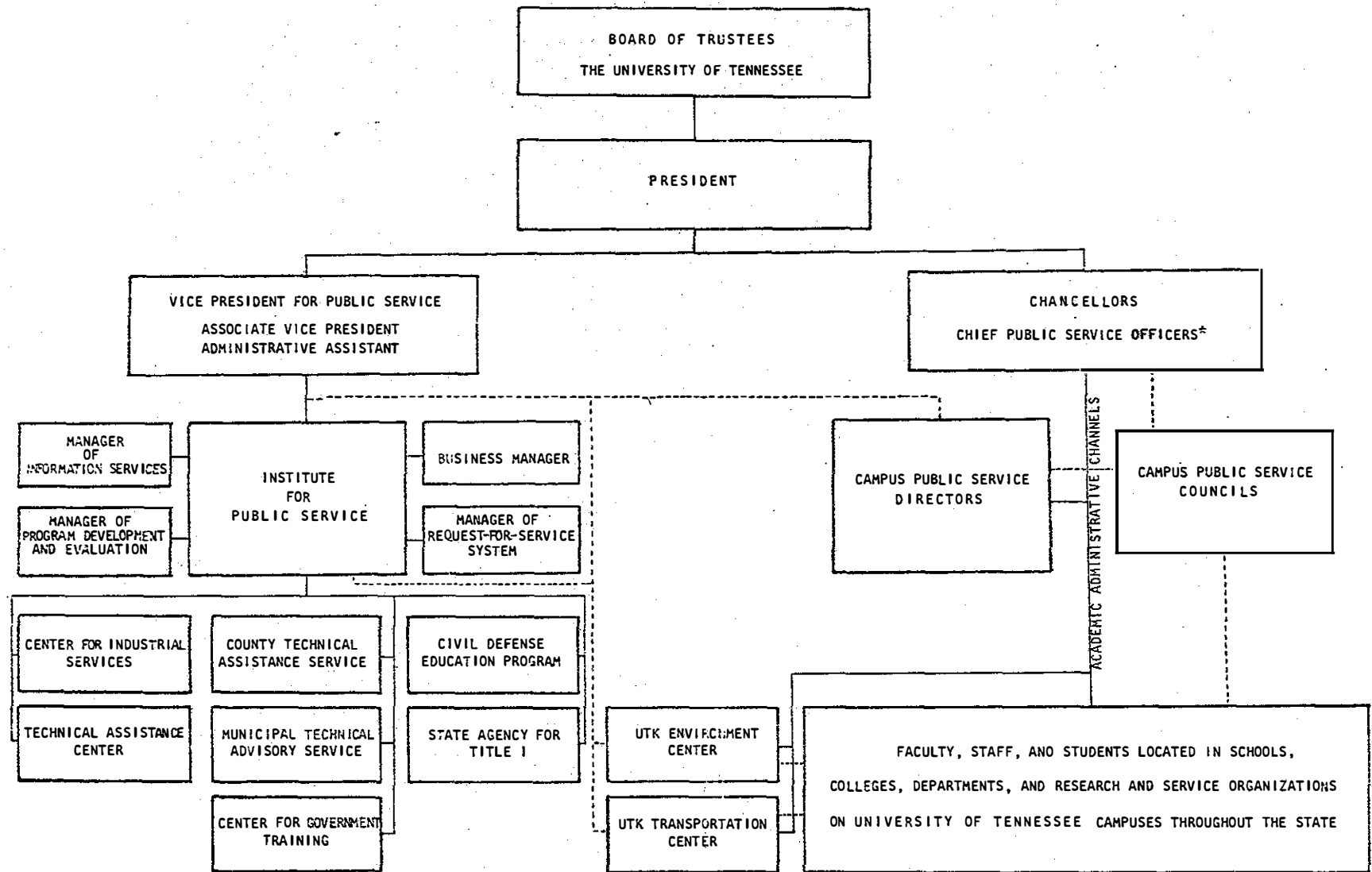
The public service roles of the campuses and the Institute are presented briefly in the next section.

3. Roles of the Campuses and the Institute

A complete inventory of how publics are served by UT is probably impossible to compile. However, Appendix A contains numerous illustrations of services rendered in 1974-75 in the Annual Report to the Board of Trustees. The comparatively brief Annual Report should be read in conjunction with this committee report. Appendix B is a detailed analysis of public service methods, operations, and programs for the Institute and its units and, in abbreviated form, of the campuses.

The following is a very brief introduction to the roles of the campuses and the Institute, with comments about methods of serving clients. Since this is a study of the University system, references to campuses throughout this report are directed primarily to their relationships to the system level of operations. Although this approach is necessary, it has the unfortunate effect of understating the fine public service work of the campuses, particularly in the long-established research and service agencies. At least 20 such campus agencies have served Tennesseans effectively--for decades in some cases. The observation most pertinent to this report is that they are well located on their respective campuses in a mutual support role with their colleges, departments, faculty, and students. Regardless of clients or geographical areas served, they should remain at the campus rather than the system level of operations.

ORGANIZATION FOR NONAGRICULTURAL PUBLIC SERVICE
INSTITUTE FOR PUBLIC SERVICE AND THE STANDARD CAMPUS MODEL



--- indicates advisory relationship for service activities
— indicates formal reporting relationship

* The Chief Public Service Officer on each campus is the Chancellor or the Academic Vice Chancellor.

NOTE: Several campuses and Institute units provide for the active involvement of lay and client groups in advisory capacities. Space does not permit showing these groups although they are considered important parts of the organization.

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Public service to health agencies and to health professionals is rendered by the UT Center for Health Sciences and the Knoxville and Nashville campuses. In addition, applied research and service is performed by faculty at all campuses in biology, psychology, and other health related areas.

Most but not all public service to state, city, and county government agencies and development agencies is rendered by the Institute for Public Service agencies (primarily MTAS, CTAS, and CGT) and by faculty at the Knoxville and Nashville campuses. However, all of the general campuses serve local school systems and provide some services to governmental bodies.

Public service in the performing arts is provided largely by the Knoxville, Chattanooga, and Martin campuses. The UT system and UTN and UTCHS campuses have more limited missions in these areas, although UTN does have a fine program in the visual arts and has innovated in serving the country music industry.

In general terms, business and industry is served primarily by two agencies of the UT system Institute for Public Service (CIS and TAC), and by certain offices and individual faculty members at Knoxville, Nashville, Chattanooga, and Martin campuses, especially in such fields as business administration and engineering. Legal services are provided by the College of Law on the Knoxville campus and by MTAS and CTAS.

Agricultural services are provided by the UT system Institute of Agriculture and the UTM School of Agriculture. The Institute of Agriculture includes extension agents and experiment stations located throughout the state as well as the UTK College of Agriculture and College of Veterinary Medicine. Continuing education activities, some of which have a large public service dimension, are conducted through the system-level Division of Continuing Education and through continuing education offices on each campus.

University service to other public agencies such as welfare, social work, education, highways and transportation, tourism, state parks, and prisons are provided most often by corresponding departments or programs at Knoxville, Chattanooga, Martin, and Nashville campuses, and only secondarily by UT system agencies or by UTCHS.

The role of the Institute, located under the Vice President, is to stimulate and coordinate public service throughout the UT system (except in agriculture and continuing education) and to deliver services to certain primary client groups through the operating agencies of which the Institute is comprised.

Central administrative functions of the Institute include general management and budgeting; program planning; and public information. In addition, the Institute operates a request-for-service system which is intended to couple service needs with service resources wherever they are located. All these functions are undertaken in support of and in cooperation with both the operating units and the campuses as appropriate to assure a smooth functioning, well-coordinated effort.

In addition to its Knoxville headquarters, the Institute operates, in terms of mechanical support, nine regional offices which generally house one field person from MTAS, CTAS, and CIS plus one secretary to serve all three. Field staff report to their respective unit directors. The secretary reports to a designated field person in each office on day-to-day matters and to IPS headquarters on policy matters.

The Institute units and capsule statements of their roles follow:

The CENTER FOR GOVERNMENT TRAINING (CGT) is responsible, by executive order of the Governor, for providing professional assistance and establishing training and career development programs for state and local government employees throughout the state. CGT serves as the coordinating agency in a unique Local Government Training Network which utilizes the resources of

four UT campuses and the six senior institutions in the State Board of Regents System. The staff of 11 full-time professionals identifies and analyzes current and future training needs and locates qualified personnel to develop and teach courses.

2. The CENTER FOR INDUSTRIAL SERVICES (CIS) has the primary role of assisting Tennessee's manufacturing firms by providing technical and managerial assistance to those companies seeking assistance. Created by the Tennessee Public Acts of 1963, this state-wide program encourages and assists managers of Tennessee firms to draw upon the intellectual resources of the colleges and universities to upgrade the firm's performance. Field engineers experienced in manufacturing operations take the initiative in encouraging the upgrading and expansion of Tennessee industry by counseling with management in their plant environment. The 12 full-time professional people also refer projects to private firms when possible and to faculty on campuses throughout the state.

3. The COUNTY TECHNICAL ASSISTANCE SERVICE (CTAS) was created by the Eighty-eighth General Assembly (1973) to provide technical assistance for officials of Tennessee's 95 counties. The staff includes field advisors assigned to eight regions in the state and specialists in areas such as engineering, law enforcement, finance, and legal matters. CTAS is operated in cooperation with the Tennessee County Services Association. It is staffed with 19 full-time professionals to function in ways similar to MTAS, listed immediately below.

4. The MUNICIPAL TECHNICAL ADVISORY SERVICE (MTAS) was created by the Seventy-fifth General Assembly (1949). Municipal consultants are assigned to nine regions in Tennessee. In addition, specialists are provided in fields such as municipal law, municipal management, public works, finance and accounting, ordinance codification, municipal information, personnel, community development, and police administration. The program is operated in cooperation with the Tennessee Municipal League by a full-time professional staff of 26.8.

5. The TECHNICAL ASSISTANCE CENTER (TAC) was created in March, 1970, and is funded in part by a grant from the Economic Development Administration of the US Department of Commerce. The Center gives assistance to small business or industry, prospective business or industry, development districts, local governments, or local economic development groups in activities which will promote the economic development of the eastern portion of the state. The technical work of the Center is performed by faculty and students of the University with project identification and administration accomplished by 2 full-time professionals.

6. The CIVIL DEFENSE EDUCATION PROGRAM (CDEP) is designed to increase the emergency operations capability of government, in natural disasters as well as defense emergencies, by conducting, throughout the State of Tennessee, conferences and courses to meet training requirements as established by the State Office of Civil Defense and Emergency Preparedness. This unit was created in 1963 and has a full-time professional staff of 3.

7. The STATE AGENCY FOR TITLE I, Higher Education Act of 1965, is by action of the Governor headquartered at The University of Tennessee. This program authorizes the allotment of federal funds for the purpose of strengthening community service and continuing education programs of colleges and universities in order to assist people in the solution of community problems, with particular emphasis on urban and suburban problems. One and three-fourths full-time professionals administer the program.

8. The ENVIRONMENT CENTER (UTEC), established by the University Board of Trustees in 1972, is supported jointly by the Office of Graduate Studies and Research on the Knoxville Campus and by IPS. Its purpose is to undertake research and public service concerned with improving the quality of the environment, such as the use of land, the pollution of air and water, the efficient use of energy and the development of new energy sources. A small permanent staff is augmented substantially and regularly by faculty from appropriate disciplines. This unit is staffed with 2 full-time professional people.

9. The TRANSPORTATION CENTER (UTTC), established in 1970, is supported jointly by the Office of Graduate Studies and Research on the Knoxville Campus and by IPS. Its purpose is to undertake research and public service concerned with transportation of all types and related areas. It works with other universities in Tennessee in its role of managing transportation research for the Tennessee Department of Transportation. The Center works extensively with faculty and students in developing and carrying out its research and public service programs. This unit is staffed with 4 full-time professional people.

Total FY 1974-75 funding from all sources of funds for IPS and its units was approximately \$3,148,600. Separate line items in the University budgets are provided for MTAS and CTAS. All other units, the IPS Central Office, and the Office of the Vice President, are included in another line item entitled "Urban and Public Affairs." The funding pattern for FY 1974-75 was as follows, indicating the major field units separately and excluding the two centers shared with UTK:

	<u>STATE FUNDS</u>	<u>LOCAL FUNDS</u>	<u>GRANTS</u>	<u>TOTAL FUNDS</u>
MTAS	\$ 389,900	\$339,000	\$141,600	\$ 870,500
CTAS	241,000	356,000	37,100	634,100
CGT	365,500	120,000	131,900	617,400
CIS	393,200	---	---	393,200
OTHER	<u>482,200</u>	<u>---</u>	<u>151,200</u>	<u>633,400</u>
TOTAL	<u>\$1,871,800</u>	<u>\$815,000</u>	<u>\$461,800</u>	<u>\$3,148,600</u>

4. Basic Operating Methods

Part II concludes with several observations about basic methods of operation in public service.

In nonagricultural service, as well as agricultural, the importance of person-to-person contact can hardly be overestimated. Consequently, IPS field staff, taking a cue from decades of success of county extension leaders, are in constant contact with public service clients.

IPS responds to clients' requests for service, based on clients' identification of needs and timed to meet the requirements of the real-world situations they face. The educational component of public service is critical. It comes to the foreground in the process of constant personal contact and information dissemination which helps clients identify their needs early and precisely and request appropriate services. In short, the University responds only to clients' requests, but field staff, and on occasion faculty, engage in an educational process to assist in identification of need. This function is highly valued by clients to the extent that they willingly support a large portion of the cost of serving them.

The service products, while analytic and objective, are tailored to the clients' needs considering the clients' practical circumstances. The objective is to analyze the consequences of the alternatives from which the client can choose in making a decision on undertaking a course of action. In all cases it is the client's responsibility to accept or reject the alternatives.

When UT is invited to serve, the general procedure is to: identify the specific needs to be met; determine whether assisting is consistent with the University's educational service role; assess the resources available; assess how much service can be rendered; identify any non-University agencies

which can meet the need better or at equal or lower cost; and perform the service within the bounds of identified resources and mission limits.

In certain areas, such as government, business and industry, arts, or health, where needs are defined as continuing rather than as short-range, the University seeks to provide continuing service. Such service functions are often recognized specifically in budgets, either as line items or as well defined parts of campus budgets. In specific cases, the University has legislative mandates to offer continuing services, and these mandates are implemented through regular legislative (local, state, and national) funding channels.

As a general policy, UT services do not compete with services offered by private enterprise. UT agencies often seek the help of professional organizations in identifying private firms that are best equipped to service requests, and by this process private enterprise is enhanced. On other occasions, requests are referred to other educational institutions or government agencies. Policies governing services rendered directly to clients by faculty acting as individuals require administrative clearances and generally limit the amount of such services. These policies are now under active review by the administration in collaboration with representatives of the private sector.

In addition to these general precepts in serving clients, the University's public service relationships to other educational institutions and to other technical assistance agencies have evolved at least to the point of some well-defined aspirations. For example, until comparatively recently, the University had most of the resources and virtually all of the inclination to render broad-scale public service from an academic base in Tennessee. Efforts of other institutions, with some notable exceptions, tended to be highly localized and specific in nature. Such is not the case now. Public service

is a stated objective of virtually every institution of higher education in the state, and attention, although still limited, is being given to this function as never before.

This shift in emphasis is inevitable because the public demand for service is undeniable. Moreover, the University recognizes and endorses the rights and needs of other educational institutions, public and private, to devote a portion of their time, energy, and resources to serving their respective publics. The University, however, by virtue of its resources, its state-wide land-grant status, and its history of service, assumes the lead role in public service from Tennessee higher education where doing so is in the best interest of the clients and the institutions involved. Tax-payers benefit when resources throughout Tennessee higher education are used to complement each other in the most efficient manner. Two examples of interinstitutional cooperation are: (1) using non-UT faculty to provide services to business and industry through the Center for Industrial Services; and (2) delivering local government training through a formal network of four UT and six non-UT campuses which is administered through the Center for Government Training.

The remaining fundamental aspect of the University's method of serving has to do with other technical assistance agencies such as the Office of Local Government in the State Comptroller's Office, the Local Planning Division of the Tennessee State Planning Office, the Department of Economic and Community Development, the Development Districts, the Tennessee Valley Authority, and the Holifield National Laboratory. Although the University cannot play the "lead" or "coordinating" role vis-a-vis these agencies, here too, the University adopts a stance of utmost interagency cooperation so that the client receives the best service possible while conserving tax dollars through efficient, non-duplicating programs.

1. The first part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time and space. The study of the history of the English language is important for many reasons. It helps us to understand the development of the language and the influence of other languages on it. It also helps us to understand the cultural and social changes that have shaped the language.

2. The second part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time and space. The study of the history of the English language is important for many reasons. It helps us to understand the development of the language and the influence of other languages on it. It also helps us to understand the cultural and social changes that have shaped the language.

3. The third part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time and space. The study of the history of the English language is important for many reasons. It helps us to understand the development of the language and the influence of other languages on it. It also helps us to understand the cultural and social changes that have shaped the language.

4. The fourth part of the paper discusses the importance of the study of the history of the English language. It is a branch of linguistics which deals with the changes in the language over time and space. The study of the history of the English language is important for many reasons. It helps us to understand the development of the language and the influence of other languages on it. It also helps us to understand the cultural and social changes that have shaped the language.

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III. RECOMMENDATIONS

Two basic conclusions of the committee's year-long study are as follows:

1. "It is the unanimous opinion of the Self-Study Committee on Public Service that public service by The University of Tennessee is a duty and expectation that must be met as adequately as University resources and funding sources allow and without which the University would not be a true university in either an historical or a contemporary sense."

This is the *sine qua non* of UT's public service mission and this report, as quoted from the conclusion to Part II A, "Why Public Service?"

2. The University's nonagricultural public service mission, policy, and organization are fundamentally sound. There is no need for major revision of the model described in the foregoing. However, sufficient operating experience has been gained in the four years since the policy was enunciated and IPS was established to suggest ways to improve public service operations and the state-wide coordination and stimulation of effort.

The committee's specific recommendations are organized under the following six major headings.

- A. Purpose, Role, and Mission
- B. Organization, Administration, and Operations
- C. Financial Resources
- D. Personnel
- E. Facilities
- F. Planning, Evaluation, and Policy and Decision Making

Since the recommendations are highly interrelated, the location of any given recommendation may be somewhat arbitrary. As a convenience, longer-run aspects of Organization and Planning are contained in Sections A and F. Sections B-E have a higher proportion of daily operating concerns.

A. Purpose, Role, and Mission

Recommendation 1.

The definition of public service (on page 12 of this report) lacks clarity and comprehensiveness. The committee recommends that it be replaced by the following.

As one of the three primary missions of the University, public service is the professionally based activity of faculty, staff, and students, such as

- technical and management assistance
- problem-solving applied research conducted at the request and for the benefit of a client
- cultural enrichment for specific audiences via the performing arts
- noncredit job-related training
- information and data dissemination services
- demonstration projects

which is undertaken to help specific government, business, industry, professional and community groups, educational institutions (including extraordinary service to The University of Tennessee), and individuals as such when required by their academic discipline, *to identify and solve practical problems or take advantage of opportunities for improvement.*

This definition excludes: (1) services unrelated to professional expertise undertaken in a "citizenship" role such as most church or PTA

advisory board memberships; and (2) services to The University of Tennessee which are part of normal faculty and staff work.

In submitting this definition, the committee makes two observations. First, there probably never will be an absolutely clear line between public service and continuing education. The University chooses to administer government training, civil defense education, and in-plant training involving CIS through its public service structure because of their problem-solving nature and strong client ties. This is acceptable to the extent it is well understood, although the activities are clearly forms of continuing education. (Without wishing to appear overly contentious, continuing education itself may be said to be a form of public service, as was mentioned in the similar case of teaching on page 7). Second, although the committee has recognized the need to improve prior definitions of public service, it also has observed that on a case-by-case basis little difficulty has occurred in distinguishing between what is and is not public service using as criteria the nature of the client or client group, the content and purpose of the work, and the University channel through which it is delivered.

Recommendation 2.

Since public service is offered through agriculture and continuing education as well as public service channels at the University, the functional Vice Presidents in charge of each of these three areas, and the Academic Vice President, should constitute themselves as a public service coordinating committee to meet at least semi-annually to review public service plans and opportunities involving more than one channel and to stimulate cooperative effort on behalf of the University's constituencies.

Recommendation 3.

During its study, the committee felt that the title "Vice President for Urban and Public Affairs" and the job description in the by-laws of the University's Board of Trustees did not relate adequately to the current purpose, role, and mission of the office. Consequently, the committee recommended that changes be made and supported them as they were proposed to the President's staff and the Board of Trustees. The following changes were made officially at the Board of Trustees' annual meeting on June 19, 1975, and indicate the value of the self-study process as a device to identify and support desirable changes, including changes at the top.

A. Change the title of the Vice President for Urban and Public Affairs to Vice President for Public Service.

B. The position description of the Vice President for Public Service shall read as follows:

The Vice President for Public Service shall be responsible for the stimulation, development and coordination of University-wide policies and operations which provide nonagricultural technical services to all levels of government, to business and industry, and to individuals when demanded by the discipline. The Vice President shall be responsible for the operation of all system-level public service organizations in the Institute for Public Service, and shall work with the Chancellors to help stimulate and develop the public service role of each campus and its faculty and students.

C. Change the name of the Board of Trustees' Urban Affairs and Services Committee to the Public Service and Continuing Education Committee and revise its functions as follows:

The Public Service and Continuing Education Committee shall review, approve, and recommend to the Board or to the Executive Committee policies and proposals concerning University-wide non-agricultural public service and continuing education programs and operations including those in the Institute for Public Service and the Division of Continuing Education.

Recommendation 4.

(This recommendation is placed here rather than in the section on Organization largely to complete the discussion of the Vice President's overall role in one location of this report.)

The administrative needs, processes, and programs in public service should be compared with those in continuing education at the system level to determine whether functions could be combined usefully at some appropriate time to provide a more efficient management structure and a more coherent view of role, purpose, and mission. Public service and continuing education are administered through the same offices on the Chattanooga, Martin, and Nashville campuses. A combined administration at the system level may obviate most of the need to distinguish absolutely between programs and events on a public service/continuing education basis.

The Vice President for Public Service also serves as the Chancellor of the Nashville Campus. The committee assumes that another self-study committee will evaluate the desirability from the University's overall viewpoint of combining Chancellorships, responsible for the growth and development of one campus, with program Vice Presidencies, responsible for the overall growth and development of a program area throughout the system, including assistance to all campuses. From the committee's perspective,

a combined vice presidency for public service and continuing education, without a Chancellor's responsibilities, may be viewed as closer to the long-range ideal. No criticism of either existing Vice President should be inferred from this long-range recommendation.

Recommendation 5.

Campus faculty, students, and administrators are insufficiently aware of the strength of the University's commitment to public service and the specific nature of the public service purpose, role, and mission. Public service has yet to be fully recognized as a vehicle for learning or improvement through behavioral change. Partial remedies are recommended in following sections in conjunction with specific program operations and information activities. The committee further recommends that the Office of the Vice President for Public Service implement a major thrust to bring public service effectively to the attention of all appropriate campus personnel, including developing specific means to incorporate this objective in the campus management-by-objectives (MBO) statements and policies.

Recommendation 6.

The University's mandate in public service, through IPS, should be strengthened with a specific legislative directive to provide training for government employees through the Center for Government Training. This legislation could be in the form of a new paragraph inserted in the legislation for the Institute for Public Service, similar in style and format to the paragraph which establishes the Center for Industrial Services. With this new paragraph, IPS and all four of its principal operating units would be established by Statute of the General Assembly,

which strengthens greatly the foundation on which the University's public service mission is based.

Recommendation 7.

Although the committee is aware of no instances in which the University has attempted to identify and serve areas in which other organizations render public service, it is evident that many non-university organizations now aspire to a technical assistance or public service role. The strength with which these aspirations are declared, coupled with the fact that some of the organizations are funded with tax dollars, has caused concern among some government officials about possible wasteful duplication or overlap.

Individual legislators have been investigating the possibility of inefficient use of tax dollars while local officials are well aware that they may be offered assistance by numerous agencies within a short period of time--including not only University-based organizations, but the Development Districts, TVA, the Office of Local Government in the Comptroller's Office, and the Division of Local Planning in the Tennessee State Planning Office.

Several state officials, the Tennessee Municipal League, and the Tennessee County Services Association have been contemplating the advisability of a top-level Technical Assistance Coordinating Council. The Council would be composed of city and county client representatives, plus various highly placed state government representatives from both the executive and legislative branches.

The role of this Council would be to review activities and costs of the various state-supported technical assistance/public service agencies and to recommend to the Governor and/or the Legislature the most efficient allocation of dollar support. They would balance client needs, agency capabilities, and resource availability.

Although the University may not be asked to serve on the Council, individual public service administrators as well as the President and his staff have some opportunities to help shape its beginnings through contacts with TML, TCSA, and others.

Because proposals for this Council are still in the formative stages, the committee is not in a position to make a specific recommendation. However, the Council's potential significance to UT's public service purpose, role, and mission demands some recognition. Consequently, the committee advises the University's public service administration to remain alert to the proposed Council's potential for increased outside influence on or control of University functions as well as the benefits that might accrue to UT from a more rational resource allocation procedure that the Council, if properly organized, could implement. Further, since all state appropriations to public higher education must be reviewed and approved by the Tennessee Higher Education Commission, the committee recommends that the President consider proposing Council membership for the Executive Director of THEC in order that data, analyses, and reviews pertaining to THEC's consideration of public service funding be available to the Council, thereby saving the institutions unnecessary duplication of expenses in compiling reports and recommendations for both THEC and the Council.

Recommendation 8.

The committee recommends that the Office of the Vice President and the Institute continue and where appropriate intensify efforts to a) develop mutually agreeable definitions of purpose, role, and mission with those providing technical assistance and services from the private sector, such as the Consulting Engineers of Tennessee, and b) develop mutually beneficial

cooperative working relationships with all those who offer technical assistance to the University's constituencies.

B. Organization, Administration, and Operations

As stated in the preface, the committee's recommendations address issues shared by several IPS agencies or campuses that bear on the University's overall ability to perform its public service mission. Detailed data and discussions of strengths, weaknesses, and other issues are contained in Appendix B.

In general, the following recommendations are arranged according to whether they relate primarily to IPS and its units, campuses, or both. Recommendations relating to campuses are offered from the perspective of the system's mandate, conferred by the Board of Trustees, to be responsible for stimulation and coordination of public service state-wide, recognizing that campuses are potentially the University's greatest public service resource. Recommendations relating to longer-run aspects of "organization structure" are contained in "A" above and those relating to "planning" as such are in section "F".

Recommendation 1.

The committee recommends that the Office of the Vice President take the lead in identifying the kinds and amounts of public service resources accessible to the University in relationship to client needs. Immediate implementation of a formal analysis along these lines leads toward a) clarification of IPS unit and campus public service roles and b) better understanding of areas in which resources are insufficient to meet minimum acceptable levels of performance on behalf of clients.

In general, the committee believes that IPS units are better equipped to work in the field on a sustained basis and to provide clients with

Immediate answers to operating problems. Campuses, on the other hand, are far better equipped to engage in problem solving applied research over a period of time. Campuses also can provide some level of "short-term consulting services." The extent to which they should do so through formal University structures should also be part of the analysis.

Applied research directed toward the particular need of a public service client is perhaps the most logical and enduring kind of public service activity which will challenge faculty and students professionally and channel the greatest support from public service back into teaching/learning processes. It also helps make the most effective use of the University's resources through specialization--using faculty for longer term research and field staff for shorter term consulting.

The recommended analysis should be followed by mutual system/campus agreement on both the primary roles to be played by each and the modus operandi to be adopted by each in pursuit of their respective roles. Such agreements, if effectively implemented, would resolve many of the operating issues identified during the self-study.

Recommendation 2.

The committee recommends the following as further support for the development of system/campus relationships in public service.

- a) Institute Unit Directors and Campus Public Service Directors should work much more closely on a day-to-day basis to identify and design mutually supportive joint services to clients, to communicate needs and opportunities for faculty/student service, and to avoid duplication of effort.

- b) Campus Public Service Directors and the Office of the Vice President should engage in more regular interaction to determine priorities, operating methods, and program and funding opportunities, and to provide for routine oversight of established policies such as those for government and in-plant training. As a specific illustration of a potential program opportunity, the committee recommends that the Office of the Vice President take the lead in working with appropriate system and campus officials to explore the desirability of establishing a Performing Arts Council among the campuses which would provide for sharing programs and personnel for the benefit of audiences across the state.
- c) Campus operations in the field should be highly coordinated with IPS and relevant units and vice versa.

In making these recommendations, the committee recognizes that successful joint system/campus relationships in public service have required in the past and will continue to require the development of attitudes which are conducive to building strong cooperative and complementary campus/IPS roles.

Success in building cooperative efforts has been achieved in varying degrees among IPS units and among the campuses. The most successful ones, such as CIS and UTN, leave little to be desired in terms of current stage of development. Some of the others are still learning to work together in a meaningful sense.

Responsible system and campus personnel can do nothing more important than to lead in bringing about the attitudes prerequisite to fulfilling the University's public service commitment.

Recommendation 3.

On a case-by-case basis, opportunities should be considered for system and campus personnel to exchange views and get better acquainted through a) teaching opportunities for qualified system personnel and b) public service internships for faculty to work with IPS units for a term.

Joint appointments combining campus teaching with continuing IPS service responsibilities were also considered by the committee. These, too, would have to be considered on a case-by-case basis, keeping in mind the success of this type of appointment in the UTK Transportation and Environment Centers.

Recommendation 4.

The Office of the Vice President should assign a top-level priority to reviewing with Chancellors and their staffs appropriate overall levels of public service by campus personnel and ways to motivate these levels of service. Development of the campuses as the University's largest, most diversified public service resource when considered collectively is perhaps the biggest challenge to the University as it seeks to excel in public service.

Desired levels of service and kinds of service will vary campus by campus according to their individual roles and scopes and this is highly desirable and even necessary. It is equally necessary that faculty be given the opportunity to engage in public service within guidelines established by personal, departmental, and University objectives

for service; that they be motivated to produce in accordance with these guidelines; and that they be recognized professionally for doing so.

As a supportive measure, IPS, in collaboration with academic administrators, should consider formal ways to advise deans and/or department heads about the performance of faculty on public service projects.

Generating recognition of public service as a genuine professional alternative, in proper balance with teaching and (non-applied) research, is a critical role of the public service administration. It involves incorporation of public service into the MBO process at all levels of the University's structure and into the faculty reward system, including promotion, compensation, and tenure.

Several general ways exist to stimulate public service activities such as a newsletter to provide recognition and define public service through examples, special recognitions of outstanding service, and publication of especially useful results. All such general motivations should be pursued within resource limitations.

Sustained progress, however, will be made through the interaction of individuals responsible for building commitments to service, beginning with the Vice President and Chancellors and then proceeding through Academic Vice Chancellors, Deans, and Department Heads to faculty themselves.

Recommendation 5.

Top management positions in system public service include:
a Vice President who is also a Chancellor and located in Nashville;
a full-time Associate Vice President who was also Executive Director of the Institute and who is located in Knoxville; and a full-time

Executive Director of the Institute who was formerly Associate IPS Director and Executive Director of the Government-Industry-Law Center under which most of the major IPS units were established, who is also located in Knoxville. The committee recommends that clear lines of authority and responsibility be established among these three administrators, backed up by mutually agreeable written job descriptions. As part of these job descriptions, formal planning and policy development mechanisms should be recognized along with the general means to identify and implement needed change.

Recommendation 6.

The IPS Central Office and the Office of the Vice President should begin immediately an indepth analysis of the public information function and should assign priorities and resource support accordingly. A Manager of Information Services was hired in 1973 in recognition of the need for better public awareness about public service. The function has been performed very well. But public awareness still is far less than it should be to generate and sustain support for the University in public service. This was apparent in the session of the Legislature just concluded. A specific plan should be devised and implemented promptly to make the public and their legislators more aware of the existence of, nature of, and value of the University's public service organizations and programs. This will require good access to media capability throughout the University, sensitive handling, and an effort that involves top University officials, including campus as well as IPS staff. It may also involve finding convincing ways to express the value of public service to the public. Judging from the recent budget cuts for some IPS units, implementation of this recommendation is at least a borderline survival matter.

Recommendation 7.

The committee recognizes the following concerns which surfaced during the self-study and recommends that administrative attention be directed toward them.

a) The geographical locations of the various public service headquarters are inconveniently arranged for some purposes. The Vice President is in Nashville. The Associate Vice President is in Knoxville. Three major IPS units are in Nashville. The IPS Executive Director and his immediate staff are in Knoxville along with the fourth major unit and the smaller units. This diversity of location causes wasted time in traveling back and forth for staff and other meetings and tends to impede planning and operations themselves to the extent it becomes difficult to get people together. On the other hand, the University benefits from a strong system-level presence in public service in the State Capital. There is probably no short-run solution to this problem, but it should be kept in mind as possibilities for change present themselves.

b) The top management of public service is composed of two and a fraction full-time equivalents, as indicated above. Whether this amount of staffing is too little, about right, or too much depends on the size of the fraction. This in turn depends on the time allocated by the Vice President for Public Service to the UTN Chancellorship. If most of his attention is devoted to UTN, the staffing pattern appears about right in terms of total time available to accomplish all the necessary jobs. If, however, half or more of the time of the Chancellor/Vice President can be concentrated on public service, an over-staffing pattern may begin to emerge. At that point, a specific decision

should be made on the level of University resources which should be used to support public service management. (See also recommendation 5 above.)

c) The regional offices of IPS appear to be a mixed blessing. They place field staff in close contact with their clients, they provide opportunities for contact among staff of several IPS units and with other technical assistance agencies, and they appear to be economical. On balance it is very likely that the regional arrangement is good. However, they do raise questions having to do with responsiveness of the field staff to their respective units, access to reference materials, interchange of ideas with colleagues in the same unit, and budgetary and other controls deemed important by some unit directors. The committee feels that the benefits of the regional offices probably outweigh the disadvantages.

d) Various individuals participating in the self-study expressed such needs as 1) better interunit communications; 2) better communications between units and the IPS central office; 3) more staff and money; and 4) less reporting and paper work. Since the primary beneficiaries of a self-study are those being studied, these types of concerns will be considered internally in the various public service organizations as they deal with the studies in Appendix B.

C. Financial Resources

The 1975 General Assembly provided budget increases for FY 1976 of approximately 2½% for system level public service operations, except MTAS and CTAS, and about the same for overall campus operations.

The CTAS appropriation from state funds was reduced from \$254,000 in FY 1975 to \$204,000 in FY 1976. The MTAS state appropriation was reduced from \$288,000 in FY 75 to \$245,000 for FY 1976.

Local funding (counties) for CTAS also declined in FY 1976, down \$17,000 to \$339,000, while local funding (cities) for MTAS was increased by \$70,000 to a FY 1976 level of \$409,000. Cities also provided \$50,000 for FY 1976 to support the Center for Government Training's local government training network due to the insufficiency of support from the Legislature.

FY 1976 thus became the second consecutive year in which major system public service units received sparse increases or no increases in funds from the state. The increase in FY 1976 over FY 1975 for the Urban and Public Affairs line item (all system units except CTAS and MTAS) was \$27,000 on a state appropriation of \$1,060,000.

The following illustrates the severe effects of minimal increases in the face of double digit inflation during this two-year period:

1. System public service has been forced to utilize nearly all of prior years' accumulated reserves to maintain program through FY 1976. This has had the effect of incorporating non-recurring funds (reserves) into recurring expense categories. The inevitable result will be a severe cutback in basic program in FY 1977 when reserves are exhausted unless the Legislature is in a position to provide catch-up funding.

2. Salary increases have been so low that system public service is in jeopardy of losing key people to industry and government. In addition, absence of funds for merit increases destroys the personnel incentive aspects of the management-by-objective process, as noted in section D following.

3. Campuses have been unable to budget specifically for public service to a desirable extent in campus budgets. IPS has provided over

\$130,000 per year in support of campus public service, including \$79,000 as its share of two jointly funded operations, the UTK Environment and Transportation Centers. Additional funding to the extent of about \$7,500 per year per campus is supplied through IPS for the local government training network. Since unallocated reserves will be fully consumed by the end of FY 1976, either the campuses must allocate funds for these purposes, hopefully through increased legislative appropriations, or these public service operations will be severely damaged or even discontinued.

4. Intensive reviews of budgets and expenditures at all levels have made it possible to identify possible savings and cost-cutting steps, and these steps have been implemented. Moreover, the FY 1976 system public service budget includes no new positions, professional, secretarial or clerical. MTAS will be able to function at near current program level in FY 1976 only by a) eliminating all funds in support of special projects and campus related activities; and b) discontinuing at least temporarily the Chattanooga field position and its support, filling in by expanding slightly several adjoining field territories.

The committee recommends the following:

Recommendation 1.

The Tennessee Higher Education Commission should devise specific means for recognizing and funding public service at both the system and campus levels and should recommend to the Governor, within the total proposed for higher education, levels of public service funding adequate to support this recognized mission. To this end, the Vice President for Public Service, in conjunction with other appropriate UT officials, should seek to work with THEC staff in time to influence THEC funding recommendations

In the FY 1977 budgetary process, which begins in 1975. THEC's Higher Education for Tennessee's Future (1973) contains the recommendation that funding for nonagricultural public service, about \$4 million, should be raised to the level of funding for agricultural public services, about \$14 million (Chapter VIII, P. 82, "Financing Higher Education"). This \$10 million increase provides a suitable target for the FY 1977-80 period.

Recommendation 2.

The campuses should in all ways possible propose funds for public service in initial budget requests for FY 1977 and following years. This includes funds for problem-solving applied research, short-term extra service, proposal preparation, and support by student personnel as well as operating expense categories. In particular, it is essential that campuses include in their own state appropriation line items the funds to replace dollars now flowing in through IPS. The Vice President for Public Service should transmit this recommendation to the Chancellors immediately.

Recommendation 3.

The campuses, IPS and its units, and the Office of the Vice President must intensify their efforts to discover and secure private, federal, state, and local sources of funds other than state legislative appropriations. This should be a major thrust of the Office of the Vice President, working in collaboration with Campus Public Service Directors, IPS officials, representatives of client groups, and the UT system federal liaison office. This includes encouraging joint projects among campuses and system units as well as funded activities within single organizations.

Recommendation 4.

The public information efforts discussed in section B above, whether with government officials, industry or other clients, alumni, or the public at large, should be geared in suitable style and degree to the production of legislative support through appropriations. While this is obvious, the committee also feels it is critical for maintaining the University's public service thrust. In more specific terms, the Office of the Vice President, in cooperation with other system and campus officials, and with client representatives, should design and implement a thoroughgoing public information program to achieve this end.

Recommendation 5.

If IPS accumulates additional unallocated reserves in the future, specific uses for them should be identified, and they should be allocated to these uses over a three-to-five year period in accordance with a pre-determined plan. This minimizes the risks that a) the reserves will be withdrawn because of the appearance of lack of need for them, or that b) they will be absorbed into budget categories where needs for dollars are continuous and extend beyond the life of the reserves.

D. Personnel

Personnel throughout the Institute units are concerned that there appear to be few, if any, recognizable opportunities for professional advancement except in those rare cases when the directorships or assistant directorships of their own units become vacant. The committee recognizes that this is due in large part to the fact that IPS tends to hire highly experienced personnel in specialized areas. Transfer among areas, conse-

quently, is difficult. Moreover, administrative positions have not expanded rapidly in recent years and attempts to provide professional recognition by advancement through such positions as "consultant" and "senior consultant" have left much to be desired in terms of career satisfaction. Recognizing the inherent limitations in building career ladders in the Institute, the committee recommends the following:

Recommendation 1.

The Institute should advise professional and clerical/supporting personnel throughout the Institute of vacancies not only in the Institute and its units but elsewhere in the University insofar as possible. Applications should be encouraged as appropriate in the judgment of the responsible administrators. This implies that the UT central administration should consider means for communicating internal vacancies system wide in all areas, not just public service.

Recommendation 2.

The Institute and its units should design and implement suitable programs of personnel development and service recognition, taking into consideration the missions of the units and the ideal position descriptions covering unit personnel. Four means which should be considered for implementation or improvement are: a) educational renewal leaves; b) continuing education programs; c) internal personnel exchanges; and d) service recognition awards.

Recommendation 3.

Institute personnel may find opportunities to develop professionally through association with and participation in campus activities, applied research as well as teaching. The Institute should encourage this means

of personnel development on a case-by-case basis, taking into consideration such factors as individual ambitions, aptitude, job assignments, and likelihood of benefiting from on-campus work.

Recommendation 4.

The above notwithstanding, the major recognition which can be accorded personnel by the Institute is salary, administered equitably through the MBO process and considering those other factors in the compensation system which produce fairness among employees. The committee recommends that the highest budgetary priority be to compensate employees at levels competitive with those earned by others doing similar work inside or outside the University.

E. Facilities

Physical facilities and equipment have been described generally as adequate by those engaged in the self-study. Exceptions perceived by the users are as follows:

1. The Center for Government Training assesses its need for additional space at 4,200 square feet.
2. MTAS Nashville staff desires floor to ceiling partitions between work areas rather than the existing five-foot walls which permit uninhibited transmission of sound.
3. The Environment and Transportation Centers, located underneath the stadium stands at UTK, feel space is cramped and reflects poorly their status as centers of University activity in primary areas, especially vis-a-vis visiting representatives of client and funding groups.

4. The IPS staff on the Martin Campus would prefer quarters closer to the campus public service administration than those now provided in the basement of a girls' dormitory. (This recommendation has been accepted and plans now are for IPS personnel to move to the UTM Administration Building.)

The committee calls these perceived needs to the attention of those responsible for public service administration without specific recommendation.

F. Planning, Evaluation, and Policy and Decision Making

The current setting in each of these three critical areas is presented prior to a statement of the committee's recommendations.

Planning

Both short and long-range planning in system public service are done primarily through regular interaction of personnel in the Office of the Vice President and the Executive Director of IPS. This group, with direct support from the IPS Central staff, constitutes a formal system-level planning mechanism to stimulate communication, cooperation, and program development in public service, set mutually agreeable objectives, and create a University climate conducive to public service.

Public service objectives are set within the overall University roles of instruction, research and service. The public service role seeks to enhance the mutuality and supportiveness of all three roles wherever possible by developing and participating in activities that fulfill a need in Tennessee and enrich University teaching and/or research.

Participation in the planning process is sought at various stages from campus and IPS unit personnel as their organizations are affected, as well as from client representatives and funding sources as appropriate.

Client groups, unit directors, and campus personnel are encouraged to initiate the planning process by being alert to new public service

opportunities. Developing systematic means to stimulate awareness of opportunities is a formal part of FY 75 and FY 76 objectives in the MBO process.

The Public Service Operating Committee, composed of IPS officials, unit directors, and Campus Public Service Directors, was established to facilitate communication, joint planning, and cooperative program design and implementation. The Campus Public Service Directors have access to their faculty and students both ex officio and via the Public Service Councils established on each campus.

Plans with policy implications are reviewed with the President and, as necessary, with the Public Service and Continuing Education Committee of the Board of Trustees.

Inasmuch as public service involves a cooperative University-wide effort to serve clients outside the University, it is axiomatic that the planning process involve at appropriate stages all whose interests are affected. The same is true in setting public service objectives and priorities.

The Vice President, as a member of the President's staff, is part of the top echelon of management, providing a recognized administrative channel for interaction with Vice Presidents and Chancellors and setting mutually agreeable objectives and priorities which apply state-wide. Within the context established by top management, objectives and priorities are established at successively lower levels of operations through a formal Management-by-Objectives system in which all personnel from Vice President to field person are involved.

The present planning process is strong because of its ability to incorporate many, and sometimes diverse, viewpoints and to produce

widely accepted products. Its major weakness is that, because of great reliance on cooperative working relationships, it is slow to operate when priorities of the different organizations involved are not similar at the outset. However, this is inherent in the system/campus relationship as far as program management at the system level is concerned because of the semi-autonomous status of campuses.

Campuses prepare their own public service objectives within their overall campus priorities and the broad objectives of the University. Each campus's public service objectives differ depending upon that campus's faculty mix and role in the community/region. In some ways this means that campus and Institute objectives may run counter to each other or at least may not complement and reinforce each other. A "careless richness" of this sort has a good dimension in that the field of public service is so broad and varied that a monolithic approach would not produce the most innovation or flexibility.

Evaluation

Formal, i.e. quantitative, program evaluation functions are performed by IPS units and by the IPS Manager of Program Development and Evaluation. The Manager's position was established in 1974 in recognition of the need for more sophisticated and comprehensive means for evaluating all IPS programs.

Programs are evaluated by the unit directors, the IPS Executive Director, and the Office of the Vice President periodically as a normal part of the management process. The basis for such evaluation is often prior evaluation by clients. Primary program evaluation will remain the responsibility of unit directors, with IPS central administration providing secondary evaluation mainly with respect to MBO statements, budget performance, and overall Institute and University policy and objectives.

Annual objectives for each unit are set by the MBO process. These are both quantified and non-quantified objectives, and often represent incremental changes from those of the previous year. The objectives are set jointly by the IPS Executive Director and unit director under the general guidelines provided by the Vice President's Office.

The budget for each unit is determined in part by the preliminary objectives which the unit sets in conjunction with IPS central administration. These objectives are considered in the light of past unit performance, present Institute and University objectives and priorities, and availability of funds. Once the budget figure is set for the fiscal year this sets the parameters of the unit's work program. Realistic goal setting involves adjustments and re-adjustments between dollars available and what can be accomplished with them. This takes place throughout the fiscal year as well as when objectives are originally being set. Program evaluation then involves measurements of effectiveness or performance as related to the dollars used.

Finally, personnel evaluation and motivation is related to the above program evaluation in that individuals are assigned portions of the overall unit program; they are then evaluated on the basis of their accomplishments. Individuals participate in the setting of their own objectives and in the evaluation of their own progress. This process takes place almost entirely at the unit level, with IPS central administration being involved only with respect to design of this process and in review of personnel evaluations made at the unit level.

This process of evaluation, as stated earlier, is undergoing change and therefore analysis is somewhat difficult. However, two observations should be made.

First, evaluation should be tied closely to the program development and MBO process. It is part of these processes by definition. It is also part of the normal management task. Therefore, the work which is being done currently to strengthen the evaluation process is being closely integrated into the mainstream management process.

Second, plans are being made to discuss and clarify with unit directors and others the relationships between budget, MBO, unit program development and unit program evaluation. All these elements need to support each other if they are to be meaningful.

In summary, as now practiced at the system level, the relation between program evaluation and budget, motivation, and MBO is largely the traditional relationship based on management judgments, data which quantifies program output, and the evaluation features inherent in the MBO process itself.

While these relationships are effective, a major improvement effort is under way so that internal evaluations are analytic and useful in demonstrating return on investments in public service to the public, the Legislature, the Executive Branch, and funding agencies, as well as in program design and priority setting.

Policy and Decision Making

Subject to review and approval by the President and the Board of Trustees when necessary, the Vice President is charged with final responsibility for policy and decision making in nonagricultural public service except when the policy or decision is solely a campus concern. The process by which policies and decisions are made, aside from "routine" operating decisions, is a participatory process similar to that described under "Planning" above.

While "line authority" exists relative to IPS operations, it does not vis-a-vis campuses and clients, of course. Since campuses and clients are

both fundamentally important in resource allocations and in identification of public service needs, a large proportion of effort at the system level must be devoted to campus and client relationships, largely through the Office of the Vice President.

This role of the Office is supported strongly by: (1) the client relationships established by the IPS and its units, e.g. MTAS relating to the Tennessee Municipal League and CTAS relating to the Tennessee County Services Association; and by (2) the campus organization structure with a Campus Public Service Director and a Public Service Council at each primary location.

The Executive Director of IPS participates in the policy setting process through informal discussions with the Associate Vice President, the Vice President and others who are the primary formulators of policy and policy recommendations made to the Board of Trustees. There is no easy way to sort out what is policy, and therefore it could be said that there is major and minor policy. Major policy, usually meaning statements of purpose or mission of major institutional elements, is always set by the Board of Trustees. Lesser policy statements, more in the nature of operational policies, may be developed by the President and Vice Presidents to implement the major policies. In both cases, the views of the IPS Executive Director are sought and considered.

With respect to IPS units, the central administration plays a central role in policy making. It represents and carries out the policies set by the University Board and Administration.

With respect to client groups, the IPS central administration works with the unit directors to find a suitable blending of the desires of these groups and the policies of the University. Conflicts or inconsistencies can normally be worked out at this level, but if they are substantial the Vice President's Office is always involved.

With respect to campuses, the Executive Director works closely with the Vice President's Office and the Campus Public Service Directors in developing working policies and guidelines.

Policy making is usually the most difficult task of an organization. There needs to be a clear understanding of what "policy" is as distinguished from working procedures. In addition, policy making needs to be viewed as a continuing process rather than a one time or very infrequent act.

The committee's recommendations are as follows:

Recommendation 1.

The system-level public service organization should encourage more formal participation of others in planning, evaluation, and policy and decision making processes. Primary means to this end which should be considered are:

a) Explore the advantages and disadvantages of a high-level, state-wide technical assistance coordinating council, as discussed on page 33.

b) The value of client and lay participation as advisors in policy development, evaluation, and program planning and implementation process has long been recognized. As examples, MTAS has had an advisory council composed of clients and faculty since its inception, and public service on the UTN campus has been supported strongly by a lay group from middle Tennessee.

Other advisory groups have been convened, often by virtue of state or federal requirements for financial support or official recognition of a particular program. Some have waned as the interest of outside executives has diminished, due in part to perceived lack of real involvement in the programs.

Meanwhile, IPS has been created, new programs have been established including an entire new IPS unit (CTAS), and the system method of operation has emphasized a state-wide multi-campus view of operations.

The committee recommends that the Office of the Vice President undertake a thorough re-examination and evaluation of the need for lay and client participation as advisors to public service, alternative ways to achieve this end, and the relationship of system-level advisory mechanisms and activities to campus personnel and programs and to campus advisory groups. Up-to-date ways to involve lay and client advisors should be implemented promptly to help assure the best possible levels of service and to assist in generating a broad base of support for the University's public service mission.

c) A State Government Training Policy Council existed prior to 1971 to oversee the operations of the Center for Government Training as they related to the State Department of Personnel and other state agencies. This Council was allowed to lapse during 1971-1975, during which time the relative roles of CGT and the Personnel Department have become confused. Re-establishment of this Council is vital to regaining an effective state training operation. Moreover, action on this recommendation, in conjunction with those in "a)" and "b)" above will pave the way for revitalization of the Local Government Training Advisory Council, through which client views are incorporated into the operation of the local government training network.

Recommendation 2.

The system/campus relationship in planning for public service should be further strengthened as follows:

a) The Office of the Vice President should conduct regular organized planning sessions with the Campus Public Service Directors as a group.

Examples of useful planning and other activities include: design of joint campus or system/ campus programs, further definition of the roles of Campus Public Service Directors in the development and implementation of University-wide public service policies and programs, and further definition of the roles of the Campus Public Service Councils. These roles vary widely from campus to campus and in degree of perceived implementation of the Board of Trustees' intent in setting up state-wide system/campus mechanisms in public service. Resolution of these roles is an imperative which must occur prior to defining the extent to which faculty and staff can develop fully as the University's primary public service resource across the state.

b) The faculty should be given more opportunity to engage in front-end planning of applied research inputs which may be useful in routine operation of the IPS units. Although the outlook for IPS funds to support the research is poor, as discussed under "Financial Resources," the committee has recommended that campuses budget internally for public services such as this. This recommendation cannot be implemented effectively unless the IPS units give faculty the opportunity in advance to identify possible contributions with assistance from IPS in identifying client needs as precisely as possible.

Recommendation 3.

Pressure to improve methods of evaluating public service (and many other kinds of) projects is increasing much faster than the methodology. It is well recognized that defensible evaluations are needed for internal management purposes as well as for substantiating in the minds of others the need and justification for resources. Nevertheless, a realistic view of this situation suggests:

- a) cost-benefit or other quantitative types of project evaluations are not possible or even necessarily desirable in some cases;
- b) current procedures for evaluation of IPS units are reasonably good and should continue to be developed;
- c) better methods of recording the quantity and quality of public service projects would assist greatly in developing more convincing evaluation techniques and in supporting public information programs; and
- d) the University is committed to intensify its efforts to assess the cost effectiveness of its public service programs.

The committee recommends that a high priority continue to be placed on this objective and that "evaluation" be interpreted to include not only "benefit to the client" but also "beneficial impact on the instruction and research mission of the University itself."

1. The first part of the document is a letter from the President of the United States to the Congress, dated January 3, 1862. It is a very important document, as it contains the President's views on the state of the Union and the progress of the war.

2. The second part of the document is a report from the Secretary of the War Department, dated January 10, 1862. It contains a detailed account of the military operations of the Army during the year 1861, and a statement of the resources of the War Department.

3. The third part of the document is a report from the Secretary of the Navy Department, dated January 10, 1862. It contains a detailed account of the operations of the Navy during the year 1861, and a statement of the resources of the Navy Department.

4. The fourth part of the document is a report from the Secretary of the Department of the Interior, dated January 10, 1862. It contains a detailed account of the operations of the Department during the year 1861, and a statement of the resources of the Department.

APPENDIX A

ACCOMPLISHMENTS IN PUBLIC SERVICE

This Appendix accompanies the Final Report to redress the balance between recommendations for change, which imply either weaknesses or opportunities for improvement, and the vast amount of worthwhile service provided continuously by faculty and staff of The University of Tennessee through effective campus and system organizations and programs.

The first document in this Appendix, "PUBLIC SERVICE--POLICY, FUNCTION AND ORGANIZATION," is the model under which the university has operated since 1971 without fundamental change. It is included as the underpinning of the baseline data. The second document is the public service 1974-75 Annual Report to the Board of Trustees which illustrates the University's public service role through synopses of selected projects.

Since this is a study of the University system, references to campuses throughout the Final Report are directed primarily to their relationships to the system level of operations. Although this approach is necessary, it has the unfortunate effect of understating the fine public service work of the campuses, particularly in the long-established campus research and service agencies. The material on campus public service in the 1974-75 Annual Report to the Board of Trustees indicates the substantial contributions of faculty and students.

1. *Phragmites australis* (Cav.) Trin. ex Steud.

As a result of the above, the authors have concluded that the use of the proposed model for the analysis of the data obtained from the tests of the specimens of the type of the investigated material is possible. The authors also have concluded that the proposed model is suitable for the analysis of the data obtained from the tests of the specimens of the type of the investigated material.

PUBLIC SERVICE -- POLICY, FUNCTION AND ORGANIZATION

Recommendations to the Urban Affairs and Services Committee
UT Board of Trustees
July 27, 1971

This report contains recommendations for strengthening and enhancing the University's role in urban affairs and public service. Also included is background and planning information leading to the recommendations in the proposed overall public service strategy.

As used here, "public service" includes services to state and local governments, urban areas, government, business, and industry. Services under the Institute of Agriculture are excluded except in the proposed general statement of public service policy, which is intended to apply to the University's entire service mission.

Recommendations

The following is a list of recommendations proposed in the body of this report and a list of supporting administrative actions required to implement the full public service plan.

The Committee is asked to consider and recommend for the Board's approval:

1. adoption of the policy statement entitled "Public Service at The University of Tennessee," included as part A of this report;
2. redesignation of the position of Vice President for Institutional Research and Executive Assistant to the President as Vice President for Urban and Public Affairs and Executive Assistant to the President;
3. creation of the Institute for Public service, and authorization of the positions of Executive Director and Associate Director of the Institute; and
4. authorization of administrative steps to implement the public service program, as follows:
 - a. Create a Public Service Council on each campus, and a system-wide Public Service Council.
 - b. Create a position on each campus to serve as a public service officer by assisting the top-level administration with public service matters and providing a coordinating point for urban services.

- c. Relocate the Municipal Technical Advisory Service from the Division of Continuing Education to the Institute for Public Service.
- d. Redesignate the Center for Training and Career Development as the Center for Government Training.
- e. Redesignate the Tennessee Industrial Research Advisory Service as the Center for Industrial Services.
- f. Relocate the Civil Defense Program from the Division of Continuing Education to the Institute for Public Service.
- g. Establish system-wide coordinating mechanisms for services in the environmental and other high priority and complex areas.

Background

In April, 1970, at a called meeting of the UT Board of Trustees, President-elect Boling announced plans to restructure UT's public service agencies to cope with growing environmental problems in the 1970's and to increase problem-solving services to both urban and rural areas. Coordination of University-wide programs in the area of urban services was assigned as a primary responsibility of the Vice President for Institutional Research.

Planning and fact-finding activities for public service have included: a system-wide inventory of programs in the urban area; a survey of public service goals and structures at 25 of the best known institutions of higher education in the country; intensive internal consideration and review of public service objectives; and planning and review of a structural framework to facilitate performance of UT's public service mission.

The urban affairs inventory and information from other universities confirm that UT and other established universities engage in urban affairs programs and public service extensively and give these activities a certain degree of prominence in public statements. UT has found itself in circumstances, however, which may be considered typical nationwide,

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even in other major land-grant universities: public service has tended to be peripheral operationally, administratively, and organizationally despite its publicized prominence as one of the three principal missions of many public institutions of higher education.

Consequently, the planning process which produced the above recommendations proceeded deliberately and with full cognizance of the opportunity and challenge at UT to pioneer in raising public service to an appropriate degree of partnership with instruction and research.

The body of this report presents the recommendations listed above in the context of:

- A. A policy statement for public service;
- B. Management requirements for implementation of the public service plan; and
- C. Structural framework for implementation of the public service plan.

A. Public Service at The University of Tennessee

A statement outlining the role of public service in the University follows and the Committee is asked to recommend it for Board approval as a statement of University policy:

DEFINITION

Public service at UT includes all services offered to those outside the University, including teaching in most non-degree situations as well as research which is conducted specifically at the request and for the benefit of non-University organizations in Tennessee. It is the timely and effective identification or solution of practical problems. Service activities include problem-solving efforts such as

- technical assistance,
- applied research,
- seminars, workshops, institutes, conferences,
- in-service training,
- information and library materials, and
- demonstration projects

in all disciplines and interdisciplinary areas in which the UT faculty and staff are professionally qualified to function.

PURPOSES

Excellence in teaching and in research to develop new knowledge are the primary goals of the University. As such, teaching and research determine what a university is and how it should proceed. Public service is also a primary goal and even an indispensable adjunct to teaching and research in a state-wide land grant institution provided its purposes are consistent with and contribute to fulfillment of the University's teaching and research missions. The purposes of public service at the University of Tennessee are:

1. To use the storehouse of knowledge uniquely embedded within a university to serve man and his environment by contributing to solutions of his immediate problems and by enhancing his ability to identify and realize opportunities,
2. To enhance the teaching and research missions of the University by providing convenient professional access to and from the community at large,
3. To provide professional continuity through a permanent institution as appropriately required by the ebb and flow of public activities within the community at large,
4. To help provide alternatives for public choice,
5. To open to professional faculty and staff and to students a range of opportunities to transfer their expertise to the public benefit, and
6. To interpret the University to the public through performance.

GOALS AND OBJECTIVES

The basic goal of the UT public service effort is to bring to the citizens of Tennessee -- their business, their industry, and their governments -- the problem-solving capacities uniquely embodied within their statewide university system. The goal of each public service endeavor is to meet a legitimate need through the appropriate and timely application of University resources.

To achieve this basic goal several objectives must be realized.

- The public service effort of the University must be conducted within available resources in a manner which emphasizes appropriate balance among the University's teaching, research, and service missions.
- To raise public service to partnership with teaching and research requires continuing recognition and development of the University's service goal by the University's total faculty, staff, and administration.

- The University community must improve its responsiveness to legitimate public needs by offering leadership and stimulation in the effective identification of public problems.
- The University's structure must encompass linkages between public needs and academic resources, a pipeline through which the public's needs become known and the creative talents of the faculty are channeled toward solutions.

B. Management Requirements for Implementation of the Public Service Plan

The policy statement, the urban inventory, and the survey of other institutions helped in the identification of the following basic managerial considerations for translating objectives into action. The administration must provide:

1. formal mechanisms throughout the system to stimulate communication about public service programs and to create a University climate conducive to increased effectiveness in public service;
2. ways to encourage the University's principal resources -- the faculty and the student body --- to engage in public service and to assure that these activities contribute to the professional development of the faculty and to the learning experiences of the students;
3. a mechanism for coordinating and developing the operations of the existing system-level public service units;
4. administrative channels to identify priorities for public service;
5. a basis for balancing these priorities against instruction and research priorities and allocating resources accordingly;
6. a location for public service activities in the mainstream of the University's decision-making processes;
7. means for bringing several disciplines together in concerted attacks on complex problems faced by UT's service clientele;
8. ways to relate the University's applied (problem-solving) research capabilities to public service programs;
9. more effective communication linkages with UT's service clientele;

10. a device for system-wide coordination of public service; and
11. a focal point at the system level to make visible the University's long-standing commitment to serve its constituencies outside the classroom.

Plans for meeting these requirements are the subject of the next section.

Although a certain amount of attention must be paid to structural matters because of the breadth and complexity of the public service area, it has been recognized throughout the planning process that these modifications are worthwhile only to the extent they lead to more and better public service at UT, particularly regarding urban and environmental affairs.

C. Structural Framework for Implementation of the Public Service Plan

(See organization chart -- Appendix A.)

1. Create the position of Vice President for Urban and Public Affairs. This position would be created by redesignating the Vice President for Institutional Research and Executive Assistant to the President as the Vice President for Urban and Public Affairs and Executive Assistant to the President.

Responsibility for the Office of Institutional Research would be reassigned to the Executive Assistant and, consequently, the Vice President's responsibility for institutional research would remain unchanged. Responsibilities in the urban and public affairs areas would include developing and coordinating (a) the urban affairs and public service mission of the University and (b) University relations with all levels of government.

A suggested statement of duties of the Vice President in a form suitable for inclusion in the Board of Trustees' Charter and By-Laws (Article IV, Section 3.(e) is as follows:

(e) THE VICE PRESIDENT FOR URBAN AND PUBLIC AFFAIRS AND EXECUTIVE ASSISTANT TO THE PRESIDENT shall be responsible for the

development and coordination of University-wide policies and operations concerning public services offered to urban areas, to all levels of government, and to business and industry. He shall be responsible for the operation of all system-level public service organizations in the Institute for Public Service and he shall work with the Chancellors on public service programs with University-wide implications. In addition to representing the University's position as it relates to the deliberations of the State Legislature, the Executive Agencies, and the various local governments, he shall act as University liaison with the Federal government in matters bearing on both University programs and resources. The Executive Assistant shall perform duties assigned by the President. He shall be responsible for conducting institutional studies on managerial, operational, and academic subjects as initiated by his staff or requested by University or campus personnel. The Executive Assistant shall schedule staff and other meetings, handle correspondence on behalf of the President, implement decisions made by the President and his staff, and represent the President in appropriate conferences and meetings.

2. Establish the Institute for Public Service. The Institute would encompass the functions of and house as distinguishable units those organizations now at the system level with full-time public service missions, including: the Government, Industry, Law Center; the Municipal Technical Advisory Service; the Technical Assistance Center; the Center for Government Training (presently named the Center for Training and Career Development); the Center for Industrial Services (presently named the Tennessee Industrial Research Advisory Service); and the State Agency for Title I of the Higher Education Act of 1965.

The Municipal Technical Advisory Service would be relocated from the system-level Division of Continuing Education to the Institute. In addition, the Civil Defense Program, which is also a part of the Division, would become an assigned responsibility of the Center for Government Training.

The Institute would provide a means to coordinate the public service aspects of UT's involvement in urban affairs, provide operating assistance to the Vice President for Urban and Public Affairs in developing and coordinating all public service activities, and serve as a visible focal and communication point for the University's public service commitment.

The Institute would be administered by an Executive Director and an Associate Director. The Executive Director would report to the Vice President for Urban and Public Affairs. The role of the Institute is discussed more fully in Appendix B as it is reflected in the principal responsibilities of the Executive Director.

The Associate Director would provide leadership, along with the Director, in all areas of Institute operations. He would concentrate in particular on the University's public service role as it relates to state government and to the units serving state government. His position would carry the title Associate Director of the Institute for Public Service and Executive Director of the Government, Industry, Law Center. This Center was established for the express purpose of providing a means for liaison between University programs and capabilities and state needs. The Associate Director of the Institute will continue to develop and implement the role of the Center, as it is embodied in the Institute, in furtherance of relations between state and University.

3. Establish a Public Service Council on Each Primary Campus and a System-Wide Public Service Council. The campus Public Service Councils would be composed of public service oriented faculty and students and would be chaired by the Chancellor or Academic Vice Chancellor. The Council would (a) provide a general climate for and commitment to public service, (b) advise the Chancellors and Academic Vice Chancellors on needs and priorities, (c) encourage creative approaches to public service problems and opportunities, and (d) provide an interdisciplinary forum to encourage and devise more comprehensive attacks on the complex problems facing the University's outside constituencies.

Each campus Council would designate a number of delegates to the system-wide Public Service Council, which would provide advice and counsel regarding system-level functions

and operations in public service. The campus and system-wide Councils may involve non-UT personnel, in appropriate ways, to improve communications with the University's service clientele.

4. Designation by the Chancellor of the Chief Public Service Officer on Each Campus. The University's ability to offer increased levels of public service with greater perception and significance depends on widespread participation of faculty. Consequently, a direct line of responsibility in the main administrative channel of each campus is necessary.

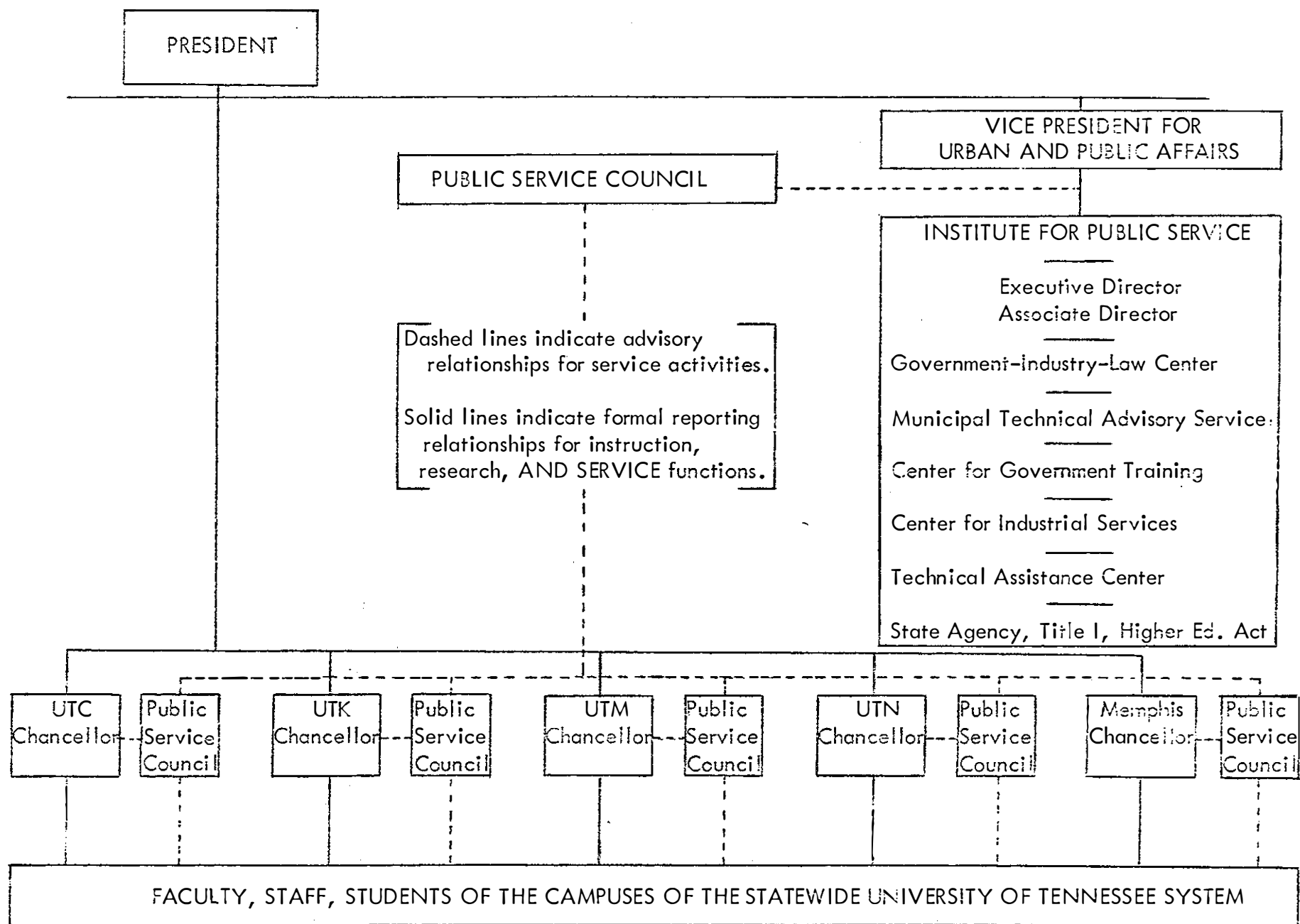
The offices of the Chancellor and the Academic Vice Chancellor are the campus locations where programs are coordinated, resources are allocated, and faculty performance incentives such as salary, rank, and tenure are considered. Effective implementation of the University's newly refocused and expanded public service role requires these direct connections with the principal decision-making and program-implementation channels of the University as a whole. Each Chancellor will be asked to designate himself or his Academic Vice Chancellor as the chief public service officer on his campus.

Additional requirements for implementing public service activities are related to large program areas at the campus level. For example, environmental matters, urban affairs, and transportation are such broad and complex areas that the public service structure must provide appropriate means to organize faculty and other campus resources on each campus and among campuses.

Urban affairs, in particular, relates to all levels of University operations. Although system-wide coordination of the public service aspects of urban affairs will be effected through the Institute for Public Service, additional points for coordination will be established, including one on each campus. A public service officer will be appointed to assist each

Chancellor or Academic Vice Chancellor in his new public service role. The public service officer also will be designated as a primary point of contact for urban services on each campus. In this way coordination of urban services can be provided among and within campuses, through the Institute and the Chancellors.

ORGANIZATION FOR PUBLIC SERVICE -- U.T. SYSTEM*



PRINCIPAL RESPONSIBILITIES OF THE EXECUTIVE DIRECTOR, INSTITUTE FOR PUBLIC SERVICE

Working in close conjunction with the Vice President in charge of public service and appropriate campus officials, the Executive Director of the Institute should perform or participate centrally in the performance of the following responsibilities:

1. Implement the University's public service policy, as published.
2. Identify opportunities and needs for public service, with appropriate emphasis on urban and environmental affairs, and arrange to have the opportunities and needs met in satisfactory ways.
3. Stimulate faculty and student participation in public service efforts by creating a climate conducive to effective communication and definition of public service needs.
4. Maximize the levels of public service rendered by the University to a degree consistent with and contributing to the University's instruction and research objectives and within resource limitations.
5. Coordinate the activities of system-level public service units and provide assistance in coordinating public service among the campuses.
6. Provide advice and staff assistance with regard to the operation and continuing development of the University's public service structure.
7. Provide a visible focal point for information flow into and out of the University concerning public service requests, needs, and opportunities.
8. Provide staff assistance in the operations of the system-level Public Service Council.
9. Develop and maintain continuing relationships with public service clientele through personal contact, correspondence, and appropriate printed material.
10. Develop sources of non-UT funding for public service activities.
11. Design and implement public service projects.
12. Stimulate interdisciplinary activities in public service and related applied (problem-solving) research areas.
13. Develop and maintain suitable (managerial) fiscal data on public service resource needs and expenditures.
14. Develop and maintain an internal management system for the Institute itself, including budget, personnel, and so forth.

MEMBERS OF THE
SYSTEM SELF-STUDY COMMITTEE ON PUBLIC SERVICE

- Dr. Larry T. McGehee, Chairman; Chancellor, The University of Tennessee at Martin
- Dr. Alvin B. Biscoe, Jr., Co-Chairman; Associate Vice President for Public Service
- Dr. John M. Crothers, Director of Public Service Activities, The University of Tennessee at Nashville
- Dr. Peter Gerschefski, Associate Professor and Chairman, Music, The University of Tennessee at Chattanooga
- Mr. Hardy Liston, Jr., Associate Vice Chancellor for Academic Affairs, The University of Tennessee, Knoxville
- Mr. E. W. Meisenholder, Municipal Consultant, Municipal Technical Advisory Service, Nashville
- Dr. John B. Ross, Dean, College of Business Administration, The University of Tennessee, Knoxville
- Dr. William B. Swafford, Assistant Dean, UT Center for the Health Sciences, Memphis
- Mr. James H. Westbrook, Jr., Executive Director, County Technical Assistance Service, Nashville
- Dr. Jerry D. Westbrook, Dean, Division of Engineering, The University of Tennessee at Nashville

Dr. Edward J. Boling, President, The University of Tennessee

Dr. John W. Prados, Chairman, The System Self-Study; Vice President for Academic Affairs



1974/75

1974-75 REPORT ON THE PUBLIC SERVICE ACCOMPLISHMENTS*
OF THE UNIVERSITY OF TENNESSEE'S CAMPUSES
AND THE INSTITUTE FOR PUBLIC SERVICE

June, 1975

Revised and Reprinted
July, 1975

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*Excluding agricultural and continuing education services

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Institute for **P**ublic **S**ervice

*... coordinates
the resources
of the University
in meeting the
needs of
the State and
its citizens*

*... operates
under authorization
from the UT
Board of Trustees
since 1971 and the
General Assembly
since 1974*

During 1974-75, the Institute for Public Service (IPS) continued to develop its role as the University's focal point for coordinating the resources of the institution in meeting the public service needs of business and governmental officials in the state.

IPS had been assigned this mission by the UT Board of Trustees in 1971, and the General Assembly confirmed the role in 1974 by transferring the legislative mandate given the Government-Industry-Law Center (GILC) to the Institute. GILC had been a unit of IPS and was merged into the Institute July 1, 1974.

Service levels were maintained and, in many instances, increased during 1974-75 in spite of double-digit inflation which began to undermine the ability of the Institute and its units to improve assistance programs and provide new services requested and needed by client groups. Significant highlights of the 1974-75 year for the Institute and its units include the following:

- Selection of the Municipal Technical Advisory Service (MTAS) as the primary agency to help 38 Tennessee cities optimize their opportunities under the new federal Housing and Community Development Act of 1974. The Tennessee Municipal League contracted with the U.S. Department of Housing and Urban Development to conduct a demonstration project in the state and, in turn, designated MTAS as the lead agency to handle the assistance program.

- Selection of UT by the National Safety Council for an award as the top institution among 38 in the country for offering the Council's Defensive Driving Course during 1974. The University won the award because of the work of the Center for Government Training (CGT).

- Selection of the Transportation Center (TC) to manage a \$3.6 million federally-funded automobile diagnostic inspection project in Chattanooga, one of only five such programs in the country.

- Efforts of the County Technical Assistance Service (CTAS) to help the state's counties receive more federal revenue sharing funds. Because of the work of the unit's staff, 70 counties could share \$5,000,000 more in federal revenue sharing funds than they would have received normally during 1974-76.

While significant progress was made during the year, the dual effects of high inflation and limited budgetary increases began to raise questions about the ability of the public service programs to be responsive to the needs of Tennessee's governments and businesses in the future.

For example, state general fund appropriations for all IPS units except CTAS and MTAS totaled \$1,027,811 for 1973-74; \$1,060,000 for 1974-75; and \$1,087,000 for 1975-76. In comparison with this 5.7 percent increase in funding, the Consumer Price Index increased by more than 20 percent during the two-year period ending in March, 1975. Moreover, the last minute cut of \$50,000 each from the proposed FY 1976 appropriations for MTAS and CTAS left both units with state funding well below the year just ended. State funds for MTAS for FY 1976 are \$245,000 compared with \$288,000 for FY 1975 while FY 1976 funding for CTAS is \$204,000 compared to \$254,000 in FY 1975.

Institute units have initiated measures to reduce operating costs as much as possible while still delivering the levels of service which governmental and business officials have requested and need.

The University's public service program is recognized as one of the best in the country in helping improve the efficiency of government and the economic productivity of business and industry. Its viability in the future depends more than ever on adequate financial resources.

Despite funding problems, the Institute units and UT campuses made great strides during the past year in serving the citizens of the state. The following pages reflect these accomplishments.

IPS UNIT REPORTS

Center for **G**overnment **T**raining

*... created
in 1967 to offer
training
and career
development courses
for city, county,
and state personnel*

In carrying out its mission, the Center for Government Training (CGT) helps improve the quality of government by assisting public officials and employees to perform more effectively the tasks of governing the state, its counties, and its cities.

An important aspect of the CGT program is coordination of the Tennessee Local Government Training Delivery Network which utilizes the resources of higher education to meet the training needs of local government in Tennessee. The delivery system is unique, because Tennessee is the only state in the nation with a delivery network of educational institutions providing training on a coordinated and uniform basis.

From July 1, 1974 to June 30, 1975, the Center provided training opportunities for employees of 26 state departments, 95 counties and 326 cities. During the period, CGT cooperated with 30 educational institutions in conducting 730 programs for 18,632 participants.

Significant examples of public service activities undertaken during the past year included the following:

- More than 4,000 government officials and employees completed the National Safety Council Defensive Driving Course offered by CGT. For this effort, the University has been selected to receive the "Best Performance By a College or University Award" in the Council's 1974 Defensive Driving Campaign. UT was in competition with 38 other colleges and universities in the country.

- In cooperation with the County Technical Assistance Service and the Office of the Comptroller of the Treasury, the Center offered a training seminar for 340 county officials. Workshop participants included county judges, county highway officials, registers, judicial clerks, county court clerks, and trustees.

- In cooperation with the Tennessee Municipal League, CGT designed and delivered 16 training programs dealing with the federal Housing and Community Development Act of 1974. More than 760 municipal officials participated in the programs.

- Two separate series of workshops have been offered in the Upper Cumberland area in cooperation with the Upper Cumberland Development District. The first was a series of safety and health education workshops, the second was a planning and policy development workshop for judges and court members. These workshops were held in 14

locations throughout the Upper Cumberland area, and approximately 350 municipal and county officials attended.

- The Center initiated a memorandum of agreement between UT and East Tennessee State University whereby both institutions cooperatively developed, packaged, and delivered a finance program for local government officials. The program is now available for use throughout the state by both State Board of Regents and UT institutions.

- The University's commitment to public service enhanced its image throughout the country through three regional and national workshops offered by CGT during the current year. These were: "Circuit Riding City Managers Workshop," attended by 79 participants from 21 states and the District of Columbia; "Managing Hazardous Materials and Waste," attended by 115 persons representing 25 states and Puerto Rico; and the "Fourth Annual Solid Waste Conference," attended by 323 persons representing 20 states.

- UT's Health Service Careers Development Program, coordinated and administered by the Center, expanded its program activities to 40 hospitals and extended care facilities throughout the state.

- Under contract with the State Department of Labor, the Center coordinated the establishment of 17 Occupational Safety and Health Libraries throughout the state and also coordinated the development of a 25-hour multi-media introductory course on the Tennessee Occupational Safety and Health Act for government, business and industry in Tennessee.

Center for **I**ndustrial **S**ervices

*... created by
the State Legislature
in 1963 to serve
as a link between
the needs of
existing business
and industry and
the resources to
meet those needs*

During the current year, the Center for Industrial Services (CIS) placed increased emphasis upon areas of industrial concern which are becoming more acute.

The Center focused sharply upon efforts to assist industry with energy conservation, noise abatement, improved cash flow management, and improvement of productivity. Also, CIS began development of a broader range of in-plant or on-site industrial educational activities.

During the 1974-75 fiscal year, the Center received 970 requests for assistance and completed work on 652 projects. The assistance was provided by the CIS staff of 11 professionals as well as faculty of UT campuses and other colleges and universities. When appropriate, requests are referred to private consulting firms.

Faculty involved in CIS projects during the year came from UT's campuses in Knoxville, Martin and Nashville; East Tennessee State University; Memphis State University; Middle Tennessee State University; and Tennessee Technological University.

A major thrust of the Center has been providing assistance to smaller business and industry in the state. Statistics for the first nine months of the year show that 26 percent of the CIS program effort was directed at firms with fewer than 25 employees.

CIS organized and presented seminars during the year dealing with industrial security, energy conservation, occupational safety and health for retailers, and noise abatement.

In addition, the Center participated in other seminars and workshops covering areas such as energy conservation, quality control, maintenance management in the small plant, cost improvement, and improving employee performance.

Representative CIS projects during the year were the following:

- The president of a Tennessee company asked a CIS field engineer to design a system for the control of the firm's inventory and production. Through an investigation, the field engineer learned that the company had seven separate reports which had to be used to determine what was happening in the plant. The CIS staff member designed a new report format for the president which contained

the critical information needed. Also, the field engineer recommended several alternatives for converting from a manual operation to a mechanical means. As a result, the president now has the critical information needed to make management decisions more efficiently.

- A company was developing a machine for fusing backing to trouser fabric bands, but experienced problems in keeping the constant heat required. CIS arranged for a faculty member to test several materials which could be used as hot plates for the fusing process. Following tests, a heating element and hot plate material were recommended. The company adopted the recommendations and integrated them into the machine process. As a result, production efficiency of the banding operation increased more than 30 percent. The plant manager showed the machine to officials of other plants in the national company, and similar banding machines are being considered for total corporate use.

- A plant manager asked CIS for recommendation on ways to reduce energy consumption in a 30-year old plant. Following a tour of the facility, the CIS field engineer cited 17 separate items as possibilities for reducing energy usage.

- The manager of a tire manufacturing plant asked CIS to conduct an in-depth safety inspection of the facility, starting with managerial and administrative procedures and including work place and employee attitudes and safety knowledge. Virtually all violations noted by the CIS inspection were observed during a later inspection conducted under the Tennessee Occupational Safety and Health Act.

- An industrial official asked CIS for assistance in developing a certified testing procedure for football helmet face guards. Two mechanical engineering professors and several students conducted laboratory tests and developed the testing procedures which the industrial official deemed very satisfactory.

County **T**echnical **A**ssistance **S**ervice

*... created
in 1973 by the
General Assembly
to provide
assistance
to officials
of Tennessee's
95 counties*

*... operated
in cooperation
with the Tennessee
County Services
Association*

The County Technical Assistance Service (CTAS) takes the problem-solving capability of the University directly to county governmental officials.

To meet its legislative mandate, CTAS has a professional staff which includes eight field advisors assigned to regions of the state and eight specialists in various county governmental matters.

Major areas of emphasis include law enforcement, personnel services, public health and environment, engineering and public works, legal services, and financial management.

CTAS funding comes primarily from two sources. The sources and the amount of each during FY 75 were: state general fund appropriation, \$254,000, and the counties' portion of state shared revenues, \$356,000.

During the 12-month period ending June 30, 1975, CTAS staff completed work on 3,207 projects. Requests ranged from information on proper procedures to areas involving identification of problems, solution planning, implementation, evaluation, and applicability of the projects to other counties.

A significant CTAS effort during the year was the development of a new system for determining each county's adjusted tax effort. The local tax effort, in turn, is the major factor of the formula used for calculating federal revenue sharing funds due the county.

As a result of the new CTAS system, the total adjusted tax effort for 70 Tennessee counties has been increased by more than \$16,000,000.

Based on the current rate of federal revenue sharing funds received per dollar of adjusted tax effort, the revised figures will result in the 70 counties sharing \$5,000,000 more in federal revenue sharing funds than they would have received during the two years, 1974-76, provided appeals of each county are accepted.

The two law enforcement specialists visited each sheriff in Tennessee to become more knowledgeable about the needs and problems of each official. Studies have been conducted on uniform records systems, and complete systems have been installed in 31 counties this year.

In addition to records systems, CTAS law enforcement specialists also provide assistance in areas such as communications, patrol techniques, recruit examinations, department procedural manuals, minimum standards, civil service, and minimum wage and hour requirements.

During the current fiscal year, CTAS also completed the compilation and publication of the private acts of 42 Tennessee counties. This project was funded by a special appropriation from local funds and was designed to provide a service which was not being met by any other assistance group.

Other highlights of the current year include the following:

- A training program for newly elected county officials was conducted in August in cooperation with the Center for Government Training. The two-day program was designed to familiarize the newly elected officials with the duties and responsibilities of their offices.

- CTAS Technical Reports on county road financing, solid waste management contracts, and county tax rates were published.

- CTAS staff reviewed, analyzed, and issued reports on legislation which had an impact on county governments.

- County officials were contacted and helped in implementing provisions of the Tennessee Occupational Safety and Health Act, Local Government Tort Liability Act, and Federal Fair Labor Standards Act.

- Guidelines established by CTAS were used by county highway departments for designating rural roads.

- CTAS staff completed a survey of wages and salaries in adjacent counties for parallel job descriptions.

- A comprehensive *Directory of Tennessee County Officials* was published.

Municipal **T**echnical **A**dvisory **S**ervice

*... created
by the 1949
General Assembly
to assist
officials
of the state's
municipalities*

*... operated
in cooperation
with the
Tennessee
Municipal League*

In carrying out its legislative mandate, the Municipal Technical Advisory Service (MTAS) relies heavily on the work of its professional staff which includes both generalist and specialist consultants.

One generalist (or district) consultant is assigned to each of nine regions in the state. These staff members provide varying types of assistance on a regular basis to municipal officials in their area.

In addition to its district consultants, MTAS also has 13 specialist consultants who work with municipal officials in particular disciplines such as municipal law, finance and accounting, engineering and public works, ordinance codification, personnel administration, municipal information, and police administration.

The MTAS staff completed work on 622 projects during 1974-75. In addition, the MTAS Library answered 711 reference questions and supplied 239 ordinances and 1,548 other materials.

Primary financial support for the MTAS program comes from two sources. These sources and the amount of each during FY 75 were: state general fund appropriation, \$288,000, and a portion of the cities share of the state sales tax distribution, \$339,000.

The following examples illustrate the types of service provided by the oldest Institute unit:

●A legal opinion was provided to the Town of Signal Mountain on the conditions warranting a police officer to take into custody an automobile being operated by a person placed under arrest.

●An annual report was prepared for the Town of Savannah, including necessary work such as layout, proof-reading and bid solicitation.

●The ordinances of the City of East Ridge and 10 other cities were codified. In addition, updated revisions of codes previously prepared for 19 other cities were provided.

●Assistance was provided the City of Friendsville in obtaining a \$62,500 grant from the Federal Disaster Assistance Administration to replace a bridge washed out in the Spring of 1974.

- The City of Bristol was aided in reorganizing its finance department which included installation of a reporting system and computerization of utility billing procedures and payroll procedures for all city employees.

- An analysis of the effects of federal wage and hour legislation on the budget for the fire department was prepared for the City of Dickson.

- Assistance was provided the City of Paris in developing specifications for taking bids on group medical and liability insurance for general city and utility operations. After the bids were received, MTAS staff aided in analyzing the bids.

- The City of Fayetteville was helped in developing policies for extending water and sewer lines and in analyzing revenues and costs of the water and sewer system.

- Information was presented to the board of aldermen of the Town of Monterey on available alternatives for providing better management of municipal operations. In addition, charter amendments were drafted to implement the board's preferences.

- Staff designed a revised accounting system for the City of Clifton and assisted the bookkeeper during the initial months, including review of postings, reconciliations of accounts and funds, and preparation of a budget.

- A policy and procedures manual was prepared for the City of Martin Police Department.

- A handbook of personnel policies was prepared for the City of Springfield. Also, the staff assisted in implementing the provisions.

In addition to the work of MTAS staff on specific projects such as these, another important aspect of the unit's program is its publications. During the current year, the following major reports were published: *Ideas for a Better City* (annual edition), *Bid Data on Current Municipal Public Works* (two editions), *Directory of Tennessee Municipal Officials* (annual edition), and *Annexation Handbook for Tennessee Cities and Towns* (third edition).

Also, specialized reports were issued on topics such as alternative firefighter duty schedules, exemption from federal and state gasoline taxes, and disposal of abandoned motor vehicles.

Civil Defense Education Program

*... created
in 1963 to help
local governments
prepare for
nuclear attack;
now assisting
in preparation
for natural disasters
and other
emergencies*

*... funded
by a federal
grant*

The Civil Defense Education Program (CDEP) works very closely with the State Division of Civil Defense and Emergency Preparedness in planning and conducting its annual program of conferences, courses and exercises designed to improve the emergency preparedness capability of local governments.

In addition to these specific programs, the CDEP staff completed work on 21 requests for information of a technical nature and participated in a number of programs involving other state, federal and local agencies during the first 10 months of the fiscal year.

A significant cooperative effort involved CDEP co-sponsorship with several other agencies of a "Tennessee Tornado Education Week." Held in late February, the observance was designed to make citizens in the state more knowledgeable about precautions to take in the event of a tornado.

Other organizations cooperating in the observance included the State Office of Civil Defense and Emergency Preparedness, State Department of Education, U.S. Weather Service, UT's Institute of Agriculture, and local civil defense directors.

Although such special activities are a part of the unit's program, the major CDEP effort each year involves conducting specific courses. These activities include the following held during the 10-month period ending April 30, 1975:

●Conferences for Business and Industry are intended to explain the reasons industry should engage in civil preparedness activities, the preparations which should be made to meet emergencies, and the activities similar firms are undertaking. Sites for this program during the year were Cleveland (Bradley County) and Athens (McMinn and Meigs Counties).

●Emergency Operations Simulation Training activities are designed to provide participants with the knowledge of civil preparedness organization, plans, programs and operations so that they can increase their capability to carry out their responsibilities to write local community emergency plans. This course was offered in Covington (Tipton County), Morristown (Hamblen County), Trenton (Gibson County), Kingsport (Sullivan County), Fayetteville (Lincoln County), Henderson (Chester County), Brownsville (Haywood County) and Elizabethton (Carter County).

● On-Site Assistance Surveys are used to develop, through personal interviews, a comprehensive and accurate description of the current operational readiness capability of a local community. Surveys were conducted in Memphis (Shelby County), Alcoa (Blount County) and Knoxville (Knox County) during the year.

● State-level seminars for local civil defense directors are designed to provide local personnel with initial, practical instruction for effecting civil preparedness. Jackson (Madison County) and Cleveland (Bradley County) were sites of state seminars during the year.

● Conferences for Public Officials are designed to review with county and municipal officials their civil defense and emergency disaster responsibilities and to encourage continual improvement in their capability to cope with emergency situations. Conferences were held in Benton (Polk County), Pulaski (Giles County), Cleveland (Bradley County) and Rogersville (Hawkins County) during the year.

CDEP also hosted last July the first phase of the Civil Preparedness Career Development Course. The intensive, two-week program focused on the primary tasks each local civil preparedness coordinator must perform to increase the emergency preparedness posture of his community. The course covered organizing, planning, programming and operating a civil preparedness system.

Sate Agency for Title I, Higher Education Act of 1965

*... created
in 1966 to help
strengthen the
community service
programs of
colleges and
universities so
they can better
assist the
state's citizens*

*... funded
primarily by a
federal grant*

The University administers the University Community Service Program under Title I of the Higher Education Act of 1965 on behalf of the State, but programming is carried on by higher education institutions all across Tennessee.

During fiscal year 1975, the Title I Program received \$14.25 million nationally. Tennessee's allocation of federal funds was \$247,072, with \$222,072 obligated for programming.

The major program emphasis under Title I during the past four fiscal years has been the State-wide Consumer Education Program involving 12 units of higher education, several government agencies, and numerous community groups. This year's activities continued the consumer education curriculum development work with selected public school systems and provided consumer affairs information directly to the consumer including senior citizens, Head Start staff and parents, community action aides, welfare workers, and the general public. A mass media component provides consumer releases to newspapers and radio and television stations, and also issues a monthly newsletter for previous participants in project activities.

A special emphasis of the program has been directed at energy use and conservation, including publication of a *Teacher's Guide on Energy Conservation* and other materials developed by the UT Environment Center. The fourth year of this program runs from January 1, 1975, through December 31, 1975, with institutional non-federal matching funds providing 50 percent of total program costs.

The State Agency is working closely with the Tennessee State Planning Office, State Department of Economic and Community Development, Tennessee Valley Authority, interested public and private institutions of higher education, and local government and community leaders in the development of a state-wide approach to community growth policy and leadership development.

A 25-member program advisory group has been involved in the continuing development and refinement of this program. The group is composed of directors of funded project segments and other educational, governmental, and community leaders.

During FY 1975, programming experience and several planning sessions contributed to the development of a more specific State-wide Community Growth Policy and Leadership Development Program model to provide guidance on process and technique. The participating institutions

developed project segments directed at a specific community problem in each locality.

A coordination function was developed that: (1) provides the appropriate degree of uniformity, consistency, and continuity on a state-wide basis for the model and the process incorporated therein; (2) assures and/or facilitates the implementation of effective programming by the funded project segments through monitoring the process; and (3) provides resources, referrals, linkages, training needs, information, and other assistance to the funded project segments.

A major goal of the Community Growth Policy and Leadership Development Program is to serve as a catalyst to broaden citizen participation in the decision making process, enabling a cooperative working relationship between government and community leaders that will explore the hard truth of community problems, resources, and alternatives for action. It is hoped the program will assist in the improvement of the local government process by fostering a greater degree of open discussion of problems that are of mutual interest, both to those who feel the immediate effects of action (or inaction) and to those who have the responsibility to decide what action to take.

Institutions and organizations that participate in the Community Growth Policy and Leadership Development Program will be making a long-term commitment to become involved in projects designed to help the citizens of their communities cope with and better direct the growth and changes of today and tomorrow. Ten institutions are involved in the limited state-wide program funded in FY 1975.

TTechnical **A**ssistance **C**enter

*... created
in 1970 to help
stimulate economic
development in 48
Tennessee counties*

*... funded
primarily by the
federal Economic
Development
Administration*

The Technical Assistance Center (TAC) is funded primarily through a grant from the federal Economic Development Administration. Although TAC works in 48 eastern Tennessee counties, priorities for services can be given to 35 counties of the region that have been designated redevelopment areas due to high unemployment or low median family income.

The TAC program utilizes a small staff, supplemented by faculty and student expertise in a consultant/researcher relationship, to provide clients with economic feasibility studies, market analysis, and other technical assistance services.

A main thrust of the TAC program is to meet public service needs in support of job creation or income increasing activities with the vast storehouse of talents resident in the University community. This is also an excellent vehicle for maintaining "real world" contacts with local government and industry for faculty, while giving the student a taste of what he can expect after graduation.

A current work load of 47 projects in progress or already completed for this year is estimated to impact upon more than 1,500 jobs either stabilized or created. This is through new ventures, business expansions, business stabilizations, and community development endeavors.

A very promising project to support the Economic Development Committee of the Oak Ridge Chamber of Commerce involves the use of reject water from the gaseous diffusion plant (ORGDP). In researching possible new industries that might be enticed to the area, several studies reflected that energy could be derived from the hot water and transmitted to an off-site industrial park for commercial use. The economic, technical and legal feasibility of this proposal is now being studied by the entire community of interests in Oak Ridge, including the contractor, federal agencies and local civic and governmental authorities.

Two other projects involving local community development efforts have been most rewarding and should serve long range needs as the projected facilities are realized. In both of these efforts, a team of students in the UT, Knoxville Graduate School of Planning performed the research and studies under the tutelage of their professor.

The first project was an evaluation of the Roane County Recreation Park undertaken at the request of the

Roane County Court's Conservation Committee. The park was evaluated for proper use and planned in detail for future development in stages that are within the funding capability of the various interested governmental and civic groups. The plan has been implemented and proposals for the initial phases are in progress.

The other project, requested by the planning commission at Pigeon Forge, involved integrating into a land use plan several construction activities already contemplated for the city. After accomplishing thorough analysis of the available property, the team sited the facilities listed by the client and included other functional structures that would tend to upgrade the service capability of the project while complementing the appearance of the community.

Environment Center

*... created
to encourage
energy conservation,
preservation
of the environment,
and identification
of alternate
sources of energy
for the state
and nation*

*... operated
in cooperation
with UT, Knoxville
since 1972*

The Environment Center (EC) works to help Tennesseans improve their "quality of life" while maintaining a desired "standard of living".

During the past year, the emphasis was on energy--how to provide it with less environmental damage and how to use it more efficiently to conserve supplies, save money, and, in using less, cut down on production of pollution. Service work under IPS focused on three target groups: government, industry, and citizens.

The approach of the Center is three-fold:

- develop new information and insights from research;
- demonstrate the utility of selected research results; and
- translate research and demonstration results and other technical information into forms that are then used by government, industry, students and other interested citizens.

The dual role of the Center--for both research and service--makes it readily adaptable to this approach.

Research at the EC continued to emphasize studies on how to mine coal with less environmental costs. New ways to surface mine coal were studied in which the water and land damages are significantly less than those resulting from present practice. However, research also was initiated on ways to improve the management of solid wastes.

One project aims to turn scrap rubber, such as tires, back into oil and carbon black which then can be "recycled" into producing new tires. Another project supports a major study by the Tennessee Valley Authority (TVA) to collect municipal solid waste from a large geographical region and process it to separate metals and glass for recycling and a burnable fraction to be used as supplemental fuel in a coal-fired power plant.

The Center also encourages energy conservation practices. One project, a joint venture with TVA and Holifield (Oak Ridge) National Laboratory, involves the construction of two residences to test, evaluate, and demonstrate solar utilization, as well as energy conservation, by using improved insulation. Another project is directed toward assisting small and medium-sized private industry in Tennessee to identify ways to save energy and money. This latter project will be done in cooperation with the Center for Industrial Services.

Throughout the year the EC, partly supported by the Tennessee State-wide Consumer Education Program, worked on communicating energy conservation ideas to consumers. Activities included development and dissemination of brochures; presentations at seminars; co-sponsorship of numerous conferences, briefings, and workshops including a briefing on energy for the General Assembly and a major citizens' workshop; and development of a *Teacher's Guide on Energy Conservation* and preparation of the guide for broad field testing in cooperation with the State Department of Education and the State Energy Office.

Assistance was provided the Children's Museum of Oak Ridge, which serves the major coal-producing counties in Tennessee, in planning and developing funding support for a special room and exhibits on coal. The regional chapter of the American Institute of Planners was assisted in organizing a series of workshops on energy, environment, and growth issues as they relate to planning.

Consultations were held with various industrial firms on subjects including solar energy utilization, waste oil problems and opportunities, woodwaste utilization and possible markets. Staff consulted with the Governor's Office on identification of the key energy issues in the state, legislation appropriate to face these issues, and ways to improve the organization and programs of the State Energy Office.

Through the Center, the resources of the University in meeting environmental and energy needs of Tennessee are being utilized to help government, industry, and citizens understand the alternatives and the consequences of various choices available. The Center performs research to clarify the choices and hopefully to provide some new ones, and seeks to communicate with its public through demonstration, education, and direct consultation.

Transportation **C**enter

*... operated
since 1970 to help
Tennessee's
governments
and businesses
improve the
movement
of people
and goods*

*... operated
in cooperation
with UT, Knoxville*

The Transportation Center (TC) was established to perform public service in the area of transportation for the citizens of Tennessee, coordinate and supervise interdisciplinary research projects in transportation, and manage the Tennessee Department of Transportation research program.

Research currently funded at TC totals about \$5 million.

A significant highlight of the 1975 fiscal year is a \$3.6 million experimental automobile diagnostic inspection project being managed by TC in the City of Chattanooga.

Termed Project Auto/SEE (for safety, economy and ecology), the 16-month experiment is funded by the U.S. Department of Transportation under a \$3.1 million contract with the state. The city and state provided the additional funding to bring the total monies available for the program to about \$3.6 million.

The project is one of only five such programs currently funded in the country to determine if diagnostic inspections of motor vehicles are cost-beneficial.

Fifteen thousand Chattanooga motorists have been asked to participate in Project Auto/SEE. One-half of the automobiles have been assigned to a "standards" group which will continue to be given periodic inspections at the city safety lane.

The remaining 7,500 motorists have been assigned to a "diagnostic" group which will undergo more detailed examinations. Both groups will be inspected every six months, but the diagnostic group will be given written reports following each inspection. These reports can be used to request specific repairs at service facilities.

At the end of the project, data on the two groups will be compared to determine if diagnostic inspections are worthwhile in terms of lower repair costs; greater fuel efficiency; and safer, less polluting cars.

In keeping with its objective to support interdisciplinary research, TC undertook this past year a project titled, "Improved Management of Large-Scale Interdisciplinary Research Projects," which is funded by a \$225,000 grant from the National Science Foundation.

A major purpose of the study is to delineate those factors which discourage the growth of interdisciplinary research within universities and private organizations and to design models which will provide for more effective organization and management of these projects in the future.

In addition to these two examples, TC also has initiated several projects related to urban transportation and concern about the scarcity and cost of fuel. Assistance has been provided to both Knoxville and Chattanooga in implementing car/bus pooling systems. The project in each city is funded by a grant from the U.S. Department of Transportation of about \$100,000.

During the past year, the Tennessee Energy Office awarded TC a \$7,500 grant to undertake a project to determine ways in which commuters in Upper East Tennessee could be transported more efficiently. Locator maps were drawn to identify areas where large concentrations of employees resided, and alternate modes of transportation were identified to more effectively move the commuters to and from work.

CAMPUS REPORTS

UTCHS

Center for the
Health
Sciences

*... established
at Memphis*

in 1911

*... composed
of seven colleges
and schools
offering more than
100 different
career specialties*

Faculty, staff and students of The University of Tennessee Center for the Health Sciences (UTCHS) committed the equivalent of a minimum of 28.6 man years of effort to non-patient public service functions during calendar year 1974. This assistance was provided to various levels of government (298 cases), business and industry (43 cases), and professional organizations (126 cases).

In addition to its non-clinical activity, the Center is committed to providing clinical care to the indigent population of the Memphis - Shelby County area. At the City of Memphis Hospitals alone, care was provided to 160,046 outpatients, 80,656 emergency room patients, and 28,888 inpatients during the 12-month period ending June 30, 1974. There are no data available regarding the number of patients that may have been seen at other affiliated clinics and hospitals. In Memphis there are staffing, consultative and contractual arrangements involving patient care with 25 hospitals, agencies, institutes, and the school board.

An education and health science center has an obligation, both moral and ethical, to play a major role in health planning across the state and nation. Projects undertaken by the faculty and staff of UTCHS range in complexity from judging junior high school biology research projects for the Shelby County Science Fair to a three-year effort to develop criteria based on statistical analysis for primary gout for the Arthritis Foundation.

Representative examples include the following:

- One faculty member is making his contributions through active participation in several important organizations. These include serving as a member of the Tennessee State Health Planning Council and Tennessee State Renal Disease Advisory Board; president of the Tennessee Heart Association; member of the board of directors of the National Association of Regional Medical Programs, chairman of its program committee and steering committee; and chairman of a mutual assistance committee of 14 southeastern regional medical programs.

- Another individual has been almost single-handedly responsible during the past two years for the origination and development of the process which has led to the formation of the Memphis Regional Cancer Center, including obtaining a federal grant for the establishment of the center. This entailed a voluntary cooperative arrangement between all of the medical institutions in the Memphis area, various governmental services, multiple departments of UTCHS,

and most particularly, the economic and business leaders of the community. This effort culminated in a local drive which raised about \$2 million of the University's share in the program.

- Another individual has been instrumental in the organization and training of the metro DWI squad. He directs the analysis of materials and drugs confiscated by the metro narcotics squad; serves as the director of the Fisk Institute's gas chromatography laboratory and as director of the Tennessee Regional Forensic Sciences Laboratory; directs the American Chemical Society's course on gas chromatography; and served as a visiting professor at the National University of Mexico in this field.

- The ethical questions involved in prolonging, ending, and altering human life through health care have formed the basis for a series of public forums conducted by one faculty member. The multi-media forums are transmitted by both radio and TV media.

- One individual conducted a staff development workshop sponsored by the National Institute of Mental Health for the State of North Carolina Department of Mental Health.

- One individual updated the sickle cell exhibit which is a part of the medical museum at the Walter Reed Army Hospital.

- One individual presented a program on the role of the nurse and physicians assistant at the twenty-ninth National Conference on Higher Education which dealt with learning in an open society.

UTC Chattanooga

*... founded
in 1886
as the University
of Chattanooga,
became a campus
of UT in 1969*

*... committed
to providing
excellence
in liberal arts
and professional
studies*

The University of Tennessee at Chattanooga (UTC) continues to be committed to serving a wide variety of citizenry needs. This commitment is evidenced by the increased number of projects reported for the 1974-75 year.

During this fiscal year, UTC faculty reported 166 separate public service projects involving 3,351 hours of time compared to 150 projects requiring 2,900 faculty hours for the 1973-74 reporting period.

Examples of significant UTC public service effort by faculty members during the current year include the following:

- Dr. William Masterson, professor of history, taught a course on the "History of Colonial America" to provide citizens with the opportunity to better understand and appreciate the Bicentennial Commemoration. The last six hours of Dr. Masterson's course pertaining to the American Revolution were taped and aired on educational television.

- The UTC Music Department, headed by Dr. Peter Gerschefski, has been responsible for a series of programs appearing on the local educational television station to help expand the viewers' enjoyment of music. Each program utilized the talents of various faculty members of the department.

- The second in a series of monographs initiated in 1973 by UTC's Office of Urban Affairs was recently published by Dr. Thor Hall, distinguished professor of religious studies. This occasional paper, titled *Churches and Religious Congregations in Chattanooga and Their Impact*, was designed to assist the community in learning about the interaction between churches and the community at large.

Numerous public service conferences and workshops were undertaken during 1974-75 in response to group requests or needs analysis surveys. Highlights of these programs included the following:

- A workshop was initiated following requests by school superintendents and parent groups for additional information on Chapter 839: Mandatory Education for the Handicapped.

- A workshop for Hamilton County and Chattanooga City Schools personnel, entitled "Teacher, Look at Yourself," focused on the development of a positive self concept so that teachers could provide a classroom environment conducive to good student mental health.

● In cooperation with the Tennessee Advisory Group of the U.S. Commission on Civil Rights, the Tennessee Commission for Human Development, and the Greater Chattanooga Area Chamber of Commerce, a "Discrimination in Public Employment Workshop" was designed to assist public employers develop affirmative action programs that are acceptable to the various federal agencies which monitor Equal Employment Opportunity Programs.

● The 10-week "State Government Profiles Series" brought 16 state commissioners and several constitutional officers, including the Governor, to the UTC campus where a receptive audience heard state officials discuss their responsibilities and plans. Some of the speakers included Mr. William Snodgrass, Comptroller of the Treasury; Mr. Harlan Mathews, State Treasurer; and Mr. Tom Benson, Commissioner of Economic and Community Development. The program was sponsored jointly by the Adult Education Council, the Urban Forum, the League of Women Voters, and UTC.

In-plant training programs continued to be offered to Chattanooga area industries. Participating industries included North American Royalties, Du-Pont, Combustion Engineering, Singer-Cobble, Cavalier, and U.S. Pipe. The focus of the majority of these in-plant programs was employee development and supervisory training.

Approximately 20 training programs for government employees were co-sponsored by UTC and the Center for Government Training.

UTK Knoxville

*... dates
from 1794
when Blount College
was founded*

*... serves
as Tennessee's
comprehensive
state-wide
land-grant
university*

The following are some of the highlights of the 1974-75 year for The University of Tennessee, Knoxville:

●Each quarter 15 students and a faculty member from the School of Architecture traveled to Managua, Nicaragua, to work on a rebuilding and redevelopment project for the city which was almost destroyed by an earthquake in December, 1972. The various groups have designed low-cost housing, open-air markets, and earthquake resistant buildings. The students received 15 hours credit while at the same time gaining valuable practical experience and providing much needed services.

●The College of Law sponsored four continuing legal education seminars during the six-month period ending in June. About 600 attorneys from Tennessee and three surrounding states attended the seminars which covered "Law Office Management and Economics," "Consumer Bankruptcy for the General Practitioner," "Workmen's Compensation Practice," and the "Federal Rules of Evidence." Additional seminars have been scheduled for the upcoming year.

●With partial funding from the Tennessee Department of Transportation, the Center for Business and Economic Research published an expansion of the basic National Transportation Study which included an in-depth examination of the inter-city bus industry's managerial and policy needs. The Center also continued publication of its *Tennessee Pocket Data Book* with support from the Institute for Public Service, as well as its many other research and service activities.

●College of Communications faculty members have been involved in a joint project with the Institute for Public Service and College of Law to determine if laws can be written in a manner that is easier to read and understand. Other projects in the College included writing a section on the media for a book on Knoxville to be published as a part of the city's Bicentennial Celebration and distributing a quarterly newsletter on communications research which has practical implications to the day-to-day practitioner.

●The College of Engineering continues to deliver public service in a variety of ways. Through its Engineering Services Division, the College addresses the needs of industry and governmental organizations in solving problems which they are unable to handle through their own technical staffs. These projects offer special opportunities for engineering students to work on "real world" problems, and some of the students working as research assistants develop theses and dissertations based on the engineering studies carried out under this program.

●Among the many service programs of the College of Home Economics is the Child Development Center. One aspect of the Center's program is designed to provide opportunities to work with "new careers" mothers who are training for jobs as aides in day care centers. A continuing program of high visibility in the College is the Summer Craft Workshop in Gatlinburg. In addition to providing advanced instruction in designer-creative crafts through classes taught by nationally known craftsmen, the workshop has grown to a full-fledged program serving as a training center for artists and craftsmen from throughout the country. The workshop is a cooperative effort between the Related Arts, Crafts and Interior Design Department and the Pi Beta Phi Arrowmont School of Crafts.

●The College of Liberal Arts continues to conduct a variety of service functions through individual faculty efforts, as well as through organized units such as the Bureau of Public Administration, Psychological Clinic, and Speech and Hearing Center. Perhaps the most widely visible public service unit at UTK is the UT Theatre, a part of the Department of Speech and Theatre. In addition to its academic division, the department also includes a production division which serves the public through a variety of groups, including the Forensic Team; Readers Theatre; Theatre II; Children's Theatre Program; Clarence Brown Scholars Troupe, which is composed of both professionals and students; and the Clarence Brown Theatre Company, a professional equity company. The Clarence Brown Theatre Company has been designated as the state's resident company by the Tennessee Arts Commission.

●The UTK Library System devotes thousands of man-hours annually to providing information requested by governmental, industrial and community leaders and groups.

●Other academic units, such as the School of Nursing and School of Social Work, continue to recognize public service as major functions and inherent parts of their programs. Faculty members and students must seek clinical experiences, field practice and internships through health delivery organizations and others involved in the public interest. A large volume of service is rendered through these practicum experiences.



... founded

in 1900

as Hall-Moody

College

... dedicated

to excellence

in undergraduate

education

Public service is receiving increasing attention from the faculty and increasing support on the campus of The University of Tennessee at Martin (UTM). New opportunities and additional requests are being received from the public, and the administration and the faculty are making public service a higher priority in the allocation of time and resources.

The Division of Extended Services at UTM is responsible for public service in addition to continuing education and conferences/institutes. Public service functions of the division include serving as the campus liaison with the various units of the Institute for Public Service, arranging for leadership and facilities for various public activities, participating in the Title I State-wide Consumer Education Program and the Tennessee Local Government Training Delivery Network, and promoting public service projects by UTM faculty and staff.

By the end of the 1975 fiscal year, UTM will have hosted more than 150 public groups involving approximately 7,000 people. The faculty and staff have engaged in more than 150 public service projects other than those through the Institute of Agriculture and continuing education.

Representative examples of UTM public service activities include the following:

- The administrative staff has been responsible for advising law enforcement organizations and assisting in training law enforcement personnel; assisting in budgetary and financial operation of the Happy House Day Care Center; conducting workshops for other educational institutions in guidance and counseling, financial aid, library services, budgeting, planning and law enforcement; serving on visiting accreditation teams; providing assistance in business management; and sharing information with consumers.

- The School of Business has provided information for West Tennesseans, given management assistance to business and industry, and worked with lower economic groups in family finances and consumer rights.

- School of Education faculty members have served as consultants and visiting speakers in special projects for the public schools, conducted special reading programs for teachers, and served as volunteers in community projects to help persons in times of crises. Faculty of the Department of Health and Physical Education have conducted water safety training for the Red Cross, wrestling clinics for the Memphis City Schools, driver

safety education, coaches conferences, cheerleader clinics, and sports camps.

- Faculty of the Music Department have conducted programs on creation of electronic and folk music and served as consultants for the Nashville Sound Laboratory. Personnel in the Department of Occupational Education have served as consultants for programs at Mankato State College in Minnesota, public school systems in Tennessee, and the Tennessee Department of Vocational Technical Education.

- The Department of Engineering and Engineering Technology assisted a student in designing and building an instrument for training electrical maintenance employees of a local factory in electrical trouble shooting.

- The School of Home Economics has presented a number of programs on care of children, food and nutrition, and family grocery buying.

- The Department of Biology conducted environmental impact studies for business and government, demonstrated audio-tutorial programs for public schools, presented programs on ecology, and provided genetic stock of flies for experiments and instruction in schools. The Department of Chemistry has furnished information and advice for health departments in the disposal of waste.

- Dr. Charles Ogilvie of the Department of History is conducting an interdepartmental study of area culture sponsored by the National Endowment for the Humanities.

- The Department of Physical Science conducted an environmental impact study for the development of Interstate Highway 155 near Dyersburg and a geological study of the Reelfoot Lake area for the Southeastern Section of the Geology Society of America.

- The Department of Sociology and Anthropology assisted law enforcement agencies with training in management and supervision, in testing officers, and in the selection of a police chief. Other activities included programs on drug abuse; courses on marriage counseling for clergy and mental health personnel; a course on marital living; and technical assistance efforts for the Easter Seal Center of Northwest Tennessee, the Northwest Tennessee Family Planning Council, the Tennessee Department of Public Welfare, and the Weakley County Department of Public Welfare.

UTN Nashville

*... established
as a UT Center
in 1947 and
made a primary
campus in 1971*

*... committed
to an education
for working adults*

The public service mission of The University of Tennessee at Nashville (UTN) was fulfilled in numerous ways during FY 75. Consultant services were provided both directly to the community and on request through Institute for Public Service units. Non-credit instruction and conferences and institutes were utilized in continued service to the community, and the aggregate effort taxed the physical limitations of the University's relatively new physical plant.

Direct consultant services, non-credit classes, and conferences and institutes were not only developed and delivered in the Nashville and Middle Tennessee area, but also, by invitations and contracts in other cities including Memphis, Jackson, Chattanooga, Clarksville, Columbia, Gallatin and Knoxville. Each effort was closely coordinated with other colleges and universities. To partially illustrate this overall service effort, conference attendance grew to nearly 30,000 participants in more than 300 events (not counting IPS unit efforts), and non-credit course enrollments exceeded 4,000 during the peak Fall enrollment.

Significant to the service success of UTN is the fact that each academic division has a least one professional designated as the public service coordinator to work in cooperation with the UTN Division of Public Service Activities. The public service division, therefore, does not have a primary delivery capability but works closely with UTN's administrative and academic personnel in enhancing the campus' public service mission.

During 1974-75, the Division of Public Service Activities continued to emphasize objectives which have guided the service growth of the University. New objectives were developed and accomplished in service to an expanded clientele. Some examples follow:

- A traffic engineering course was developed and delivered by the Division of Engineering in cooperation with Northwestern University of Chicago, Illinois. Present plans are to repeat the course, which had not been offered previously in this area.

- The Division of Business Administration, in cooperation with the Education Foundation of the Tennessee Association of Realtors, standardized a course in real estate designed for affiliate brokers. With assistance from the delivery network of UT's Center for Government Training, this instruction was initiated at 10 universities across the state.

- Following pilot testing in 1973-74, the Division of Nursing, with cooperation from the State of Tennessee and representatives from the local healing arts community, initiated an advanced, standardized training program in the area of emergency medical care. This program was placed within the University's Critical Care Program and is projected as a needed service required over an indefinite time period.

- The Division of Education, in cooperation with Student Personnel Services at the University, initiated a Counseling Center designed to meet personal counseling needs of students. A testing component is included in this concept which is designed to service community needs as requested and required.

- The Center on Aging, which was conceptualized and planned in 1973-74, became operational within the Division of Arts and Sciences through financial assistance from the Tennessee Commission on Aging. Training services were delivered throughout the State on behalf of the Commission and through support services of the Center for Government Training. Additionally, the Center on Aging initiated other needed community services and is presently planning a more comprehensive state-wide service for 1975-76.

These examples illustrate the continuing working relationship between the public service division and academic affairs which is the organizational arrangement for service at UTN.