

Universities As Sites of Citizenship and Civic Responsibility
Interview Questionnaire and Survey for Faculty

Fourth Draft

1. Does the university house any institute, centers or programs whose purpose is the study or promotion of democracy or democratic practices? (If “no”, go to question 3.)

Yes	No

2. These centers primarily serve the interests of:

- The community
- The university
- The faculty and staff of the center
- Students

Yes	No

3. Students get involved in local (off-campus) elections.

Yes	No

4. Are there multiple venues or channels for students to participate in university governance?

Yes	No

5. If a student finds his or herself accused of violating university rules concerning academic integrity (e.g., cheating), are there institutional resources (individuals and/or departments) available to help the student understand their rights and access to procedural due process?

Yes	No

6. Have you offered any course that promotes engagement of civic responsibilities?

Yes	No

7. Does the university’s administration regularly consult students in its decision-making processes?

Yes	No

8. Are students encouraged to conduct research projects in connection with classroom assignments that are field-based, or to draw upon the surrounding community or region for data or cases?

9. Do students create and manage their own organizations apart from those sponsored by the university?
- | Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
10. Are community residents with special expertise ever invited to lecture or teach at the university?
- | Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
11. Do students expect the university to hold regularly scheduled meetings or hearing in order to solicit input or feedback on matters of university governance?
- | Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
12. Is one of the university's primary purposes to be the support of local and national goals?
- | Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
13. Do students have any of their own political organizations?
- | Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
14. Do student-run organizations sponsor political events?
- | Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
15. Does the university schedule public hearings and solicit input and feedback on matters of university governance from the university community at large?
- | Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
16. Mechanisms exist to allow faculty, staff, or students to raise questions on how the university is run with the administration.
- | Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
17. The university provides sufficient information concerning the espoused goals of the education it provides.
- | Yes | No |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |

18. Does the university consult students on matters beyond issues limited to student life?
- | | |
|------------|-----------|
| Yes | No |
| | |
19. The university encourages students to take an active role in designing their course of study.
- | | |
|------------|-----------|
| Yes | No |
| | |
20. Does the university sponsor regularly scheduled, publicly accessible events that address political issues from various perspectives?
- | | |
|------------|-----------|
| Yes | No |
| | |
21. What are the two most important ways students learn about their rights? (Check only two).
- University publications
 - Other students
 - Administrators
 - Faculty and Advisors
 - Internet Web pages
22. How would you assess the effectiveness of student participation in University governance?
- | | | | |
|----------------------|---------------------------|------------------|-----------------------|
| Not Effective | Somewhat Effective | Effective | Very Effective |
| | | | |
23. University administration does not do enough to inform students of their rights as students.
- | | | | |
|--------------------------|-----------------|-----------------------|--------------|
| Somewhat Disagree | Disagree | Somewhat Agree | Agree |
| | | | |
24. Community government, organizations, and groups welcome student voting in local elections.
- | | | | |
|--------------------------|-----------------|-----------------------|--------------|
| Somewhat Disagree | Disagree | Somewhat Agree | Agree |
| | | | |
25. The administration and faculty actively encourage students to participate in or observe meetings regarding university governance issues.
- | | | | |
|--------------------------|-----------------|-----------------------|--------------|
| Somewhat Disagree | Disagree | Somewhat Agree | Agree |
| | | | |

26. Students take full advantage of the information available to understand their rights.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

27. The university is committed to work with the surrounding community on issues and problems.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

28. The university provides incentives for students to participate in community projects.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

29. The curriculum fosters the social and political skills students will need to assume the duties of citizenship upon graduation.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

30. Most students at our university are aware of what offices and personnel are responsible for student life.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

31. The administration promotes the teaching of democratic values and philosophy necessary for the promotion of civic duty and responsibility.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

32. During the past few years, my institution has become more open in its decision-making.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

33. If a student or group of students feels excluded by existing structures, the university provides a way for students to organize and finance new means of student participation in campus life.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

34. The university works with the surrounding community on issues and problems that stem from the university's presence in that locale.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

35. Students as a whole have a general concern for their rights as students.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

36. The university tends to accept the agenda of government agencies and other sources of financial support.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

37. Decision-makers at the university are held accountable for their decisions.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

38. There are sufficient avenues for all students to participate in the life of the university or in student activities they wish to pursue.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

39. The university provides sufficient advance announcement and publication of events to allow students opportunities to attend.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

40. There are institutional obstacles to the inclusion of a wider spectrum of students in university life and decision-making.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

41. There are groups on-campus that are excluded from university life and governance.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

42. Decision-making is too concentrated in the university.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

43. Students would get involved in the community if they received some tangible reward for doing so (such as course credit).

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

44. The curriculum enables students to adapt their learning to later experiences in life.

	Somewhat Disagree	Disagree	Somewhat Agree	Agree

45. Increasing the number and types of community-based program and projects will increase student voting in local elections.

Disagree	Somewhat Disagree	Somewhat Agree	Agree

46. The university provides forums for unpopular viewpoints to be expressed.

Disagree	Somewhat Disagree	Somewhat Agree	Agree

47. The university shapes the political and social life of the community in which it resides.

Disagree	Somewhat Disagree	Somewhat Agree	Agree

48. There are sufficient opportunities to attend events (lectures, symposia, workshops, or performances) at the university that explore major issues of society and economy from a political perspective.

Disagree	Somewhat Disagree	Somewhat Agree	Agree

49. At my university, research projects have fostered university-community cooperation.

Disagree	Somewhat Disagree	Somewhat Agree	Agree

50. Are the rules for appointment clearly followed in:

	Yes	No
Administration:		
Faculty positions:		

51. In sharing information, the administration is generally:

	Never						Always
	0	1	2	3	4	5	
Secretive							
Restrictive							
Cooperative							
Open							

52. In which areas is information readily available from university sources? Please rank order From 1- 5.

- Finance/budgeting
- Social/cultural matters
- Academic (evaluations;performance)
- Public safety
- Recruitment, Admissions, Enrollments

53. Legal or judicial mechanisms exist to facilitate the review and accountability of decisions and behavior of:

Administration Faculty Students Staff

54. What courses offered have a significant component of the class pertaining to civics, citizenship or individual social responsibility? Please list two or three.

55. The number of public events on campus that promote the understanding of democratic processes and political participation are:

Inconsequential Too few About right Excessive

56. In what programs or departments at your university would one most likely to find courses that explicitly address issues of democracy? Please list two or three.

57. How would you rate a typical graduate of this university's knowledge of:

Poor Fair Good Excellent

democracy?
 pluralism?
 political participation?
 citizenship?
 civic responsibility?
 political psychology?
 political philosophy?
 value of contending views?
 ideology?

58. Who is best qualified to assess and define the needs and priorities of the community and society?

- Government
- Universities
- Private social and political organizations
- Citizens

59. Community residents with special expertise are invited to lecture or teach at the University.

Frequently Sometimes Infrequently Never

60. Can you cite examples of joint programs between the university and community?
 Check all that apply:

- Course-related field experiences (internships; jobs; training)
- Course-related practicum
- Credit-earning service-learning
- Sharing of faculty expertise
- Field or action research involving and benefiting community participants
- Symposia or lectures jointly sponsored by community group and university
- Conferences jointly sponsored by community and university
- Volunteer activities
- Business development
- Other _____

61. Are there any on-going research projects devoted to civics, civic responsibility or democracy education that foster student learning through interaction with the community? Please list.

62. Community-based research benefits:

	<u>Little Benefit</u>	<u>Much Benefit</u>
The faculty researcher		
Students (as learner or researcher)		
The community		
Government		
The university		

63. Student participation in community-based projects:

	<u>Never</u>	<u>Sometimes</u>	<u>Always</u>
Encourages civic-mindedness			
Promotes democratic attitudes			
Increases political participation			
Helps connect theory to practice			
Educates students about “real world” problems			
Dilutes the curriculum			
Takes time away from other studies			
Increases their political cynicism			
Results in apathy			

64. Students participate in community projects via:

	<u>Always</u>	<u>Sometimes</u>	<u>Never</u>
Classroom assignments			
Student clubs and organizations			
Faith-based organizations			
Personal membership in non-university organizations			
Political party affiliation			
Faculty research projects			
University-sponsored projects			
Personal relationships with members of the community			

65. Students participate in community projects:

Never Sometimes Frequently Always

- Because of their political consciousness
- To better the environment in which they live
- Because of course requirements
- For unique research opportunities
- To gain access to information and data
- To build their resume
- To gain experience
- To earn credit toward graduation
- To support particular political agenda

66. Does the university offer courses on the community or region in which the university is located?

Yes No

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67. How good a job does the university do of making university facilities accessible to the community?

Poor Fair Good Excellent

68. How significant do you think that community access to university facilities is in promoting university-community partnerships?

Not significant Little Some Very Significant

69. Is the administration democratic in its relations with the faculty?

Yes No

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