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.)

2. These centers primarily serve the interests of:
   - The community
   - The university
   - The faculty and staff of the center
   - Students

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

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

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?

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

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

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

10. Are community residents with special expertise ever invited to lecture or teach at the university?

Yes  No

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

12. Is one of the university’s primary purposes to be the support of local and national goals?

Yes  No

13. Do students have any of their own political organizations?

Yes  No

14. Do student-run organizations sponsor political events?

Yes  No

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

16. Mechanisms exist to allow faculty, staff, or students to raise questions on how the university is run with the administration.

Yes  No

17. The university provides sufficient information concerning the espoused goals of the education it provides.

Yes  No
18. Does the university consult students on matters beyond issues limited to student life?  

19. The university encourages students to take an active role in designing their course of study.

20. Does the university sponsor regularly scheduled, publicly accessible events that address political issues from various perspectives?

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.

24. Community government, organizations, and groups welcome student voting in local elections.

25. The administration and faculty actively encourage students to participate in or observe meetings regarding university governance issues.
26. Students take full advantage of the information available to understand their rights.

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

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

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

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

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

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

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.

34. The university works with the surrounding community on issues and problems that stem from the university’s presence in that locale.
35. Students as a whole have a general concern for their rights as students.

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

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

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

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

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

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

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

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

44. The curriculum enables students to adapt their learning to later experiences in life.
45. Increasing the number and types of community-based program and projects will increase student voting in local elections.

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

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

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.

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

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:

<table>
<thead>
<tr>
<th>Administration</th>
<th>Faculty</th>
<th>Students</th>
<th>Staff</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th>Inconsequential</th>
<th>Too few</th>
<th>About right</th>
<th>Excessive</th>
</tr>
</thead>
</table>

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:

<table>
<thead>
<tr>
<th>Poor</th>
<th>Fair</th>
<th>Good</th>
<th>Excellent</th>
</tr>
</thead>
<tbody>
<tr>
<td>democracy?</td>
<td>pluralism?</td>
<td>political participation?</td>
<td>citizenship?</td>
</tr>
<tr>
<td>civic responsibility?</td>
<td>political psychology?</td>
<td>political philosophy?</td>
<td>value of contending views?</td>
</tr>
<tr>
<td>ideology?</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Little Benefit</th>
<th>Much Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>The faculty researcher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students (as learner or researcher)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The community</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The university</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

63. Student participation in community-based projects:

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

64. Students participate in community projects via:

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

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  Significant

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

Yes  No