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

To the respondent: Thank you for taking time to participate in this important study. We appreciate your candor and care in answering the questions in this survey. Please keep in mind that this is not an opinion survey, but an effort to gather information about the university and the surrounding community. There are no right or wrong answers. You may skip a question though it is not preferred: an answer, even if it does not perfectly fit your thinking, is better than none at all. All information will be treated confidentially and no personal identification will be attached to the survey or your answers.

1. Does the university regularly schedule hearings or meetings that are open to the public in order to solicit input and feedback on matters of university governance?  
   Yes  No

2. Does the university sponsor regularly scheduled, publicly accessible events that address political issues from various perspectives?  
   Yes  No

3. Is the university making a meaningful (not perfunctory) effort to make university facilities accessible to the community?  
   Yes  No

4. Does your university intentionally support the policy objectives of local government?  
   Yes  No

5. My university makes a conscious effort to encourage students to get involved in politics and policy.  
   Yes  No

6. My university consults with students on more matters than just student activities.  
   Yes  No

7. Is student government effective in adjudicating conflict between competing student interests?  
   Yes  No

8. Are there courses in your university that promote an understanding of civic duty and responsibility?  
   Yes  No
9. Are you aware of any joint projects involving the university and the local community’s cooperation?  

10. Do students believe that voting in local elections (in the university town) is a good example of student civic-mindedness?  

11. Do students believe it is important to vote in local (the university town’s) elections?  

12. Do students believe that the university should encourage or facilitate your ability to vote in local (the university town’s) elections?  

13. Faculty, staff, or students may easily raise governance issues with the administration.  

14. Students are allowed to give input into the configuration of their education program?  

15. Do students have adequate choice in choosing or changing their course of study?  

16. Does the faculty encourage students to consider options to study at other campuses or in another country as part of their program of study?  

17. Do students have sufficient knowledge of political organizations on campus?  

18. Does the university house any institutes, centers or programs whose espoused purpose is the study or promotion of democracy?  

19. Do students believe that student government represents their interests?
20. Are students consulted on matters and decisions that affect how the university is run?

21. If “yes,” have you personally been involved?

22. Does the presence of students from other countries change the way problems are addressed by the university’s administration?

23. Does your university provide special services for student minorities or different racial or ethnic groups or from other countries?

24. Are there courses in your university that explicitly address democracy?

25. Have student minorities (or different racial/ethnic groups or from other countries) developed their own ways of participating in university life independent from established venues?

26. Do student-run organizations sponsor political events?

27. Do students have a seat or role in judicial and/or disciplinary bodies that oversee student behavior and academic integrity?

28. Are there courses at your university that include opportunities for students to work, conduct research, or interact with local community political, civic, or religious organizations as part of the learning experience?

29. There are opportunities for participation in different levels of decision-making at this university.

30. The university administration’s consultation with students in its decision-making is satisfactory.
31. Students are adequately informed about their rights.

32. When necessary, students can take full advantage of the information available to them in understanding their rights.

33. Students as a whole care about their rights as students.

34. The university does an inadequate job of providing services and information to students from other countries that allows their full participation in university life.

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

36. Students from other countries participate in student activities and university life as much as indigenous students do.

37. The allocation of financial and other institutional resources (space, supplies, etc.) around the university is done on a fair and equitable basis.

38. The means of communicating different views on campus are adequate.

39. A small or exclusive group of students dominates student opinion on campus.

40. During the past few years, my institution has become more open and transparent in its decision-making.
41. If a student or group of students feels unrepresented by existing structures, the university provides a mechanism for students to organize and finance new means of student participation in campus life.

42. There are student groups that are always excluded from participation in student life.

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

44. Major decisions at my university are made by very few people.

45. There are satisfactory means available within the campus community to hold decision-makers accountable for their actions at my university.

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

47. At this university, students acquire skills necessary to understand and deal with conflict.

48. The university provides forums to express unpopular viewpoints.

49. 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.

50. The administration and faculty allow students to participate in or observe meetings regarding university policy.
51. The promotion of civic duty and responsibility is a fundamental objective of my university.

52. University relations with established social and political interests serves to perpetuate the existing order.

53. My university is active in shaping the political and social life of the local community in which it is located.

54. The university actively promotes student involvement in the community.

55. Students at my university are encouraged to participate in community-based projects.

56. My university should encourage students to vote in local elections.

57. Increasing the number and types of community-based program and projects will increase student voting in local (university town) elections.

58. Community government, organizations, and interest groups would welcome an increase in student voting in local (university town) elections.

59. The university is too concerned with responding to the immediate demands of student protests.

60. My university is supportive of activities promoting democracy and civic responsibility.
61. The university is very cooperative in sharing information

62. How would you assess the effectiveness of student participation in university governance?

63. The university’s ability to encourage public debate of major societal political issues is:

64. The university’s efforts and programs specifically geared toward issues of civic responsibility or citizenship are:

65. The number of public events that promote the understanding of democratic processes and political participation is:

66. Is it your impression that students vote in local (university town) elections as often as national elections?

67. From which of the following do students learn most about their rights as students?
   (Choose one)
   - University publications
   - Other students
   - Administrators
   - Faculty
   - Advisors
   - University web page
68. What describes the leadership in student governance groups?

<table>
<thead>
<tr>
<th>Not very</th>
<th>Very Much</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Motivated</td>
<td>Ambitious</td>
</tr>
<tr>
<td>Ideological</td>
<td>Exclusionary</td>
</tr>
<tr>
<td>Public-spirited</td>
<td>Intellectual</td>
</tr>
<tr>
<td>Incompetent</td>
<td>Self-sacrificing</td>
</tr>
<tr>
<td>Manipulative</td>
<td>Self-serving</td>
</tr>
<tr>
<td>Inclusionary</td>
<td>Irrelevant</td>
</tr>
</tbody>
</table>

69. Students participate in community projects via:

- Course requirements
- Student clubs and organizations
- Fraternities/Sororities
- Personal membership in non-university organizations
- Political party affiliation
- Faculty research projects
- University-sponsored projects
- Personal relationships in the community
- Faith-based organizations

70. Academic projects that incorporate a community-based learning experience (research, work, teaching, etc.) tend to be:

- Graded the same as regular courses
- Well-integrated with other lecture and course material
- Time-consuming
- Personally rewarding
- Complement other learning experiences at the university
71. Student participation in community-based projects,

- Encourages civic-mindedness
- Promotes democratic attitudes
- Increases political participation
- Helps connect theory to practice
- Educates students about real problems
- Dilutes the curriculum
- Increases their political cynicism
- Results in apathy
- Is rewarded appropriately
- Takes too much time away from the rest of my life
- Takes too much time away from other studies

<table>
<thead>
<tr>
<th>Always</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

72. Please rate yourself on the degree to which you are actively involved in the community. Circle one number on the scale below.

Indifferent or inactive | very involved or active
---|---
1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10

For the Respondant:

Age: _____  Sex: Male  Female  Year of Study (Class): _____

Race/Ethnicity (optional; self-identified): ________________________

Major field of study: ________________________

Citizenship: ________________________

Registration Status: Full-time:_____ Part-time: _____ Non-traditional student: _____