

**Indiana University Northwest
Audit of Civic Engagement
American Democracy Project, May 2004**

Introduction: Indiana University Northwest is one of eight Indiana University campuses, all of which are engaged in the American Democracy Project for the next three years. IU Northwest is well suited to undertake this project. We have for the past four years undergone a broad-based shared vision and strategic planning process consonant with our mission as a regional university that has resulted in two strategic areas of focus and a number of campus-wide strategic initiatives that complement the goals of the American Democracy Project. These strategic foci are Unique Identity, under which we have designated two strategic areas of academic excellence in cultural discovery and learning and sustainable regional vitality, and Campus Climate, a commitment to be a student-centered university that not only sustains academic excellence but also provides supports for student learning that will prepare our graduates for life-long learning, ethical practices, successful careers, and effective citizenship, values explicitly stated in our primary documents, included below. We have also made a commitment to collaborate and cooperate with other educational institutions, external partners, and the surrounding communities to enhance our overall quality of life. We have established two centers to realize these strategic priorities, The Center for Cultural Discovery and Learning, and the Center for Sustainable Regional Vitality, with faculty-driven governing boards. Our nine Strategic Outcomes for 2010 include timelines for achieving the strategic goals and relate directly to goals of the American Democracy Project. Our 1995 general education goals include outcomes for understanding the “major physical, geographic, economic, biological, psychological, political, social, religious, philosophical, ethical, and environmental realities pervading our world and social events,” and understanding the diversities of human experience. We are already engaged in a myriad of relevant academic pursuits. These are included in their entirety in Part I, the Institutional Intentionality Section. Part II describes the Indiana University Northwest ADP team. Part III lists partnerships with IUN for the American Democracy Project. Part IV describes the range of activities underway and under consideration for the next academic year 2004-05.

I. Institutional Intentionality: (evidence)

A. Commitment from the Chancellor: A Letter to the Campus Community

Date: December 8, 2003
To: Campus Community, Indiana University Northwest
From: Bruce Bergland, Chancellor
Subject: American Democracy Project and the Center for Sustainable Regional Vitality

I am writing to share information regarding two initiatives that will be pursued on campus over the course of the next year: the American Democracy Project and our Center for Sustainable Regional Vitality.

First, the academic officers of all campuses in the Indiana University system have agreed to participate in the American Democracy Project, which was developed by the American Association

of State Colleges and Universities in collaboration with the *New York Times*. This three-year national initiative has been embraced by more than 166 universities with 1.6 million students involved. It addresses the increasing need for deep learning about complex social issues and involvement in solving civic and social problems amid “decreasing rates of participation in the civic life of America in voting, in advocacy, in local grassroots associations, and in other forms of civic engagement that are necessary for the vitality of our democracy.” The two-fold goals of the American Democracy Project are central to our goals for academic excellence: first, to increase the number of undergraduates who understand civic theory, history, and contemporary issues, and who as graduates are committed to ethical and meaningful civic actions; and second, to focus the attention of policy makers and opinion leaders on the civic value of the college experience. Thomas Erlich and Ann Colby’s book, *Educating Citizens*, will figure prominently. The American Democracy Project’s goals for increased student learning in the history of democracy and the complexities of contemporary issues are in close alignment with IUN’s AQIP projects as well as to our strategic plan outcomes about ensuring that our graduates are prepared for lifelong learning, ethical practices, successful careers and effective citizenship.

Institutions that participate in the ADP begin with an audit of the campus climate and the various curricular and extracurricular activities and programs already in place that reflect the concept of “civic understanding and engagement.” IUN will rank high in this; for example, we already have a strong commitment to service learning among IU campuses, the central ADP strategy. We also have already designated areas of academic excellence in cultural discovery and learning and sustainable regional vitality; general education goals for understanding the “major physical, geographic, economic, biological, psychological, political, social, religious, philosophical, ethical, and environmental realities pervading our world and social events,” and in understanding the diversities of human experience. We are already engaged in a myriad of relevant academic pursuits.

Shortly the campus ADP team will make available on the web and send to you via email a form requesting information about your own work in teaching, research, and service relevant to ADP objectives. Because many of you are already preparing annual reports, we ask that you complete this informational form at the same time and that you send the form electronically to Pam Kindred, pkindred@iun.edu, no later than February 1, 2004 for use by the ADP team. Information included on the form will not become a part of your annual report. It will only be used by the team to guide it in developing ADP conversations and activities for the next two academic years. After the team has a better understanding of current faculty and staff involvement in civic engagement, it will conduct a series of campus conversations in March and April. Input received in these conversations will then be used to design projects in academic years 2 and 3 that will focus on curricular and co-curricular change consistent with ADP goals.

Second, we have been considering how to institutionalize our second area of academic excellence, sustainable regional vitality, to parallel our new Center for Cultural Discovery and Learning. Coincidentally and happily, we have responded to a relevant request for proposals recently circulated by the Lilly Foundation. The Foundation is greatly concerned about creating sufficient jobs in Indiana for our college graduates. Recent analyses of this issue suggest that a “push” strategy – an initiative that would help graduates find jobs – makes little sense if the jobs that they seek do not exist in the economy. In Northwest Indiana, a “pull” strategy – an initiative that more fully marshals the resources of the University toward the region’s revitalization – is needed. Further, an effective “pull strategy” will necessarily address a broad set of concerns, including, at a minimum, concerns that will enhance our region’s sustainability: jobs and other economic development, the environment, education, and civic engagement. We are optimistic that our proposal to Lilly for support to create a “Center for Sustainable Regional Vitality” will be welcomed by the Lilly Foundation.

There is considerable overlap among all these projects, AQIP, the strategic plan, ADP, Cultural Discovery and Learning, and Sustainable Regional Vitality. The concept of citizenship based on a deep understanding of civic issues and ethical civic engagement on which the American Democracy

Project is based is fully reflective of our shared commitment to sustainable regional vitality and cultural discovery and learning.

In fact, the prospect of Lilly funding and the invitation to participate in the American Democracy Project suggest that the time is right to move forward in a more formal way with our second area of academic excellence: sustainable regional vitality: an IUN partnership with the northwest Indiana Community to develop solutions that promote and produce sustainable regional vitality. Our challenge will be to align our commitment to academic excellence with our working definition for sustainable regional vitality (i.e., a diverse community, a thriving economy, a community of opportunity, a community in balance with its environment, a learning community, a community of open and viable neighborhoods, an accessible community, a safe community, a community that appreciates the arts and celebrates life, and a community of engaged and caring citizens). The model used in launching our Center for Cultural Discovery and Learning has worked well: a faculty executive director with a governing board, intentionally broad rather than narrow, inclusive rather than exclusive, and taking into consideration teaching, research, scholarship, creative activity, and service.

James L. Perry, Ph.D., Associate Dean and Chancellor's Professor of Public and Environmental Affairs in the School of Public and Environmental Affairs at IUPUI, and a distinguished scholar in this area, will direct the American Democracy Project on the IU system level. Patti Lundberg, Executive Director of the Center for Cultural Discovery, and Dan Lowery, Assistant Professor of Public Administration, will co-coordinate the IUN ADP, with a working team of Linda Anderson, Ed Charbonneau, Richard Hug, Lou Ann Karabel, who attended the initial workshop in Kokomo last month. Others have since been invited to participate and have joined the team: Karen Evans, Chuck Gallmeier, Earl Jones, Scooter Pegram. If you want to become a part of this planning team, call any one of these colleagues.

Watch for more communication from the ADP team, from requests to collect information to complete our campus audit, to invitations to design projects for meeting ADP goals. IUN will design its own ADP, but there are many ideas that have arisen in communications with other universities engaged in this project. Our own might include an even greater focus of resources on service learning, which has been demonstrated to lead to increased civic understanding and engagement. Thematic approaches might include strengthening our general education goals, which date to 1995, to be more explicit about learning in civic awareness and achievement in a pluralistic democratic society. New curricula would evolve from current or revised goals. The 2004 national elections give us a terrific opportunity to focus our research and creativity, teaching, learning, and service on informed civic engagement. Other ideas abound, and we would like to hear yours. Many other resources, including those considerable resources of the *New York Times*, are available at the ADP home page, <http://www.aascu.org/programs/adp/default.htm>, which links to impressive resources available at the College page of the *New York Times* at <http://www.nytimes.com/college/collegespecial2/>.

Join us now in this American Democracy Project. As we develop our structure for the Center for Sustainable Regional Vitality and secure anticipated funding from Lilly, I will write again.

B. Indiana University Northwest's Mission Statement (2002-04). The mission of Indiana University Northwest, one of the eight Indiana university campuses, is to provide higher education to the people of the seven counties in Northwest Indiana. Quality and relevance are the hallmarks of IU Northwest's programs. These programs serve the needs of the most diverse, urban, and industrialized area of the state. Out of this diversity, IUN strives to create a community dedicated to the pursuit of knowledge and the value of education. We provide a friendly community in which faculty, staff, and students interact in an energetic and positive environment. Mutual respect and the development of the full potential of each person are essential parts of our educational philosophy. IUN believes that freedom of inquiry, reason, and honesty are necessary to the pursuit of knowledge. The faculty, staff, and administration are

committed to excellence in teaching, research, community service, and the management of university resources.

Indiana University Northwest accomplishes its mission through:

- A fully qualified faculty, whose responsibilities are teaching, research, and service; who as good teachers take responsibility for enhancing student learning; who pursue research that contributes to the expansion of knowledge, enlivens their teaching, and gives form to their service in the community.
- Fully accredited programs that provide a strong foundation in the arts and sciences; offer a range of degrees in both the arts and sciences and in the professional schools; offer classes throughout the day, evening, and weekend.
- A continuing commitment to Northwest Indiana through campus involvement in the region's continuing dialogue about its economic, social and cultural future; faculty research and expertise; university/community projects.

In summary, IUN is an urban commuter university providing Indiana University programs to a diverse student body. IUN is committed to preparing its students to live and work successfully in the pluralistic society of the twenty-first century.

C. Indiana University Northwest's Vision Statement, 2000. We, the students, faculty, staff, and alumni of IUN, take pride in our unique identity as Indiana University serving the seven-county region of Northwest Indiana. As a student-centered campus, we commit ourselves to academic excellence characterized by a love of ideas and achievement in learning, discovery, creativity, and engagement. Because we value the complete richness of the human family, we embrace diversity in all its facets and aspire to the full nobility of our shared humanity. We interact in caring and competent ways to support individual and community aspirations and growth. We honor and value the contributions of all our members. We promote well-being through an attractive and convenient environment conducive to learning. Our graduates are prepared for life-long learning, ethical practices, successful careers, and effective citizenship. Indiana University Northwest collaborates and cooperates with other educational institutions, external partners, and the surrounding communities to enhance our overall quality of life.

D. Indiana University Northwest's Strategic Plan, 2004. All nine **Strategic Planning Outcomes for 2010**, as well as their intermediate outcomes, are related to Civic Engagement:

1. **Outcome 1** IUN's value for academic excellence as defined by a love of ideas, and achievement and engagement in learning, scholarship, discovery, creativity, and service is clearly reflected in its performance, in its curricula, and in its recognition, reward, and tenure practices.
 - By 2004, IUN faculty, staff, and administration agree on the student profile of academic excellence through achievement and engagement in learning and each constituency knows its role in producing that profile in all IUN graduates.
 - By 2005, IUN has a shared definition of a love of ideas, and achievement, and engagement in learning, scholarship, discovery, creativity, and service for students, faculty, and staff/administration.

- By 2007, recognition, reward, and tenure processes have been reviewed and aligned with academic excellence as defined by a love of ideas, and achievement, and engagement in learning, scholarship, discovery, creativity, and service.
2. **Outcome 2** All academic programs and relevant support programs have implemented teaching and learning experiences that ensure they will prepare their 2014 graduates for lifelong learning, ethical practices, developing successful careers, and effective citizenship.
 - By 2005, academic programs and relevant support programs have identified criteria to judge student preparation for lifelong learning, ethical practice, developing successful careers, and effective citizenship.
 - By 2006, academic programs and relevant support programs have assessed student preparation for lifelong learning, ethical practice, developing successful careers, and effective citizenship to collect baseline data.
 - By 2010, all academic programs and relevant support programs have implemented teaching and learning experiences that ensure they will prepare their 2014 graduates for lifelong learning, ethical practices, developing successful careers, and effective citizenship.
 3. **Outcome 3** IUN students, faculty, staff, and administrators value and demonstrate respect for each other, and support individual and campus community aspirations and growth.
 - By 2004, campus community has created a shared code of professional conduct.
 - By 2006, behaviors specified by the code of professional conduct have been integrated in the recognition, reward and evaluation processes.
 4. **Outcome 4** IUN values and is recognized for its commitment to diversity as a critical component of excellence in higher education as demonstrated through recruitment and retention of students, faculty, staff and administrators, employment practices, professional development, and its academic programs.
 - By 2004, IUN has a shared definition and understanding of diversity as a critical part of academic excellence.
 - By 2004, the Director of Equity and Diversity is in place.
 - By 2006, employment practices, professional development and mentoring processes that enable us to recruit and retain a diverse body of faculty, staff, and administrators to enhance academic excellence have been approved.
 5. **Outcome 5** IUN demonstrates fiscal responsibility and flexibility in collaborative ways to sustain excellence in its programs and services, and to respond to new opportunities for funding or programs that support the Vision.
 - By 2004, the program prioritization process will have established a way to address introduction of new programs.
 - By 2006, IUN will have developed a budgetary process that allows for funding new collaborative opportunities, while sustaining excellence in existing programs and services.

6. **Outcome 6** IUN sets priorities and allocates resources to academically excellent programs and services that clearly foster sustainable regional vitality and/or cultural discovery and learning.
 - By 2004, IUN has a shared understanding of the definitions of “sustainable regional vitality” and “cultural discovery and learning.”
 - By 2006, IUN has a shared understanding of what it means for a program or service to be academically excellent and has a process in place for determining whether or not academically excellent programs and services are aligned with sustainable regional vitality and/or cultural discovery and learning.
7. **Outcome 7** Campus decisions, including the allocation of resources, follow and support applicable IUN student-centered principles.
 - By 2004, IUN will have reviewed and updated (as appropriate) the student centered principles and have in place a mechanism for ongoing review and updating of the principles.
 - By 2006, all administrators from the level of department chair up will have a shared understanding of the implications of the student centered principles for decision making.
8. **Outcome 8** IUN successfully collaborates and cooperates in the seven counties it serves on issues relating to sustainable regional vitality and cultural discovery and learning.
 - By 2004, IUN will have implemented one collaborative program/project in Newton County (based on a prior needs assessment) and will have completed at least one additional needs assessment in one of the other counties in the service area.
9. **Outcome 9** IUN is a recognized leader in Northwest Indiana in using technology to support excellence in learning, scholarship, and student services
 - By 2004, action plans based on the AQIP technology project will have been developed.
 - By 2006, the first set of action plans based on the AQIP technology plan will have been implemented and a second cycle of action plans based on the AQIP technology project will have been developed.

E. Indiana University Northwest’s Two Academic Areas of Excellence: Cultural Discovery and Learning, and Sustainable Regional Vitality. As part of its shared vision process, Indiana University Northwest identified two strategic areas of academic excellence to define its unique identity: cultural discovery and learning, and sustainable regional vitality. Strategic Planning Outcome 6 calls for shared definitions of these concepts in 2004. The definition for “Cultural Discovery and Learning” is the outcome of several years’ effort that in July 2003 resulted in the creation of the Center for Cultural Discovery and Learning and its governing body, the Curatoriate. Neil Goodman, Professor of Fine Arts, is Chair of the Curatoriate. Patricia Lundberg, Associate Professor of English and Women’s Studies, is Executive Director. (www.iun.edu/~culture). The Center for Sustainable Regional Vitality and its governing body was established early in 2004. Don Coffin, Associate Professor of Economics, is chair of the governing board. Dan Lowery, Assistant Professor of Public Administration, is Executive Director. The

Centers have no physical boundaries: the entire campus becomes a free-flowing study center with hands-on, interactive learning in a variety of spaces. The Centers promote the good health and well-being of the community as a place to enjoy, learn, discover, create, and renew and refresh, a place where students, faculty, staff, alumni, and local residents can participate in wide-ranging explorations of the region's multi-faceted culture as a lifelong endeavor, and in developing programs and projects to promote and sustain our region's vitality. The definition of "Sustainable Regional Vitality" has grown out of the work a group that has met off-and-on since last October. Both definitions give prominence to our belief that activities designed to enhance Sustainable Regional Vitality and Cultural Discovery and Learning must grow out of the scholarly activities of the faculty. In advancing this belief, we rely on Ernest Boyer's argument (in *Scholarship Reconsidered* and other works) that scholarship must pervade all the activities of higher education, and we specifically intend to incorporate his taxonomy of four types of scholarship:

- The Scholarship of Discovery,
- The Scholarship of Integration,
- The Scholarship of Teaching, and
- The Scholarship of Application.

It is by bringing our abilities as scholars to these issues that we can, as members of a University, make a major contribution.

Sustainable Regional Vitality. Indiana University Northwest's commitment to the seven counties it serves has led it to identify Sustainable Regional Vitality as a Strategic Area of Excellence. In doing this, Indiana University Northwest recognizes its responsibility to make Sustainable Regional Vitality an essential aspect of the University's academic mission. Faculty will be encouraged, where appropriate, to incorporate issues related to Sustainable Regional Vitality in their research and creative activities, in order to produce high-quality, professionally-recognized research and creative products. Faculty will be encouraged, where appropriate, to find ways to bring regional issues into the classroom in academically sound, challenging, and pedagogically stimulating ways. Faculty will be encouraged, where appropriate, to see Northwest Indiana as a location in which they can use their professional skills in service to our communities.

People create the characteristics of regions in which they live, often in response to larger socio-economic forces. These characteristics exist in combination with each other, creating a system of inter-related institutions, practices, and social relations that, ideally, can be studied and approached as systems rather than as independent pieces of a larger puzzle. Regions that develop in ways that provide sustained vitality will tend to display the following characteristics or dimensions:

- 1) A diverse region.
- 2) A thriving region (urban development planning and policies, business and economic development, etc).
- 3) A region of opportunity.
- 4) A region in balance with its environment.
- 5) A region that facilitates learning and intellectual growth.

- 6) A region whose residents are healthy in body, mind, and spirit.
- 7) A region of open and viable neighborhoods.
- 8) An accessible region.
- 9) A region whose residents and visitors are safe.
- 10) A region that appreciates the arts and celebrates life.
- 11) A region of involved and caring neighbors.
- 12) A region of engaged citizens and with an effective and ethical public sector.

No single institution or agency can, by itself, create a vital, dynamic region. Indiana University Northwest, in its faculty, brings strengths to the objective of creating such a region, however, and these strengths center on the faculty's scholarly activities. By bringing some of the intellectual contributions of the University community to bear on the problems of this region, the University can make a contribution. By encouraging cooperation and collaboration between organizations, agencies, and institutions (public and private) in the region, the University can assist in making this place a vital, dynamic, and thriving place for its residents.

Cultural Discovery and Learning. Founded in 2003, the Center for Cultural Discovery and Learning is a university and community partnership to explore our regional cultures and history through diverse perspectives and forms of expression, with Indiana University Northwest as its base. As a designated IU Northwest Area of Academic Excellence, it promotes a "culture of creativity" through support of research and creative projects that serve and tell the story of the seven-county region of northwest Indiana, in six broad areas: Art and Artifacts Exhibits, Education and Exchange Programs, Humanities and Cultural Studies, Public Works Commissions, Research and Consulting Services, and Theatrical and Performance Art. The Center's success will be measured by its ability to build on IU Northwest's excellent cultural programs, to capitalize on the region's growing appreciation and celebration of diversity in all its dimensions, to forge alliances with other cultural loci, and to establish a site for lifelong learning in the cultures and history of northwest Indiana. The partnership calls for leadership in interdisciplinary cultural studies and in community and academic collaborations, accomplished through a governing body, a Curatoriate.

An example of a major project realized by University Advancement from concepts developed in the Center is a Public Art proposal that has resulted in development of one of the most significant public art projects in Indiana in forty years, the IU Northwest Sculpture Garden (see <http://www.iun.edu/~garden/>), now in production phase. It links an ambitious faculty creativity project of sculptures echoing the industrial landscape of the region with landscape architecture that recreates plantings indigenous to the region in a space accessible by campus and community alike. It offers donors to the IU Foundation a way to contribute to the aesthetics of the region, and the campus the opportunity to use the Garden as a learning environment.

F. General Education Goals (Outcomes) 1994-95

1. Students will write, read, speak, and listen effectively for a variety of purposes, effectively for a variety of purposes, using multiple methods. They will be able to
 - Demonstrate the skills identified as Basic Writing Competencies. In addition, they will be able to use writing as a means of generating, clarifying, and organizing ideas, and apply these skills in discipline-specific writing.

- Comprehend, interpret, respond to, and appreciate ideas presented in written texts and spoken language. They will apply these skills in their disciplines.
 - Process, deliver, and interpret verbal and nonverbal, personal and public messages. They will be able to identify and analyze messages situationally and adapt them to specific audiences and for specific purposes.
2. Students will think critically. They will be able to:
 - Conceptualize, apply, analyze, synthesize, and/or evaluate information in order to formulate and solve problems.
 - Generate information by observation, experience, reflection, reasoning, or communication.
 - Explore creative alternatives and transfer information and experience to different settings.
 3. Students will reason quantitatively. They will be able to:
 - Understand probability and evaluate statistical statements from a variety of content areas.
 - Read and construct tabular and graphical representations of numerical information.
 - Explain and calculate descriptive statistics including measures of central tendency and variability.
 - Analyze and solve problems in arithmetic, algebra, and geometry.
 - Identify data and operations needed to solve everyday problems in consumer mathematics.
 4. Students will understand the methods of science. They will be able to:
 - Recognize and understand how scientific theories are formulated, tested, and validated.
 - Approach problems using scientific methods, which include (1) defining parameters of problem, (2) seeking relevant information, (3) subjecting proposed solutions to rigorous testing, and (4) drawing conclusions based on the process.
 - Evaluate scientific information and discussions presented in various media.
 - Recognize similarities and differences between scientific knowledge, common sense, and other forms of knowledge.
 5. Students will understand the value of the past and recognize the relationship of the past to the present and to the future. They will be able to:
 - Demonstrate knowledge of the major physical, geographic, economic, biological, psychological, political, social, religious, philosophical, ethical, and environmental realities pervading our world and social events. (The extent to which any student surveys knowledge in a variety of fields will differ depending upon the degree or problem, but all students will grasp the range of multiple perspectives embodied in these disciplines.)
 6. Students will gather, synthesize, process, disseminate, ethically use, and create information through the use of library resources, computers, telecommunications, and other technologies. They will be able to:
 - Identify information needs and evaluate and use relevant library and other resources available through print and electronic media.
 - Use a variety of software, including discipline-specific software packages.
 - Use telecommunications and network technologies to communicate, share, and retrieve information.

7. Students will recognize the many diversities of human experience, including the variety of cultures within America and across the world, and the many other ways in which communities are made up of diverse individuals. They will be able to:
 - Demonstrate an understanding of the way in which respect for diverse peoples and cultures can facilitate human relations and can guide decision and behavior in workplaces and on local, national, and global communities.
 - Critically analyze information to identify content that is racially or sexually discriminatory or presents racial, ethnic, or sexual stereotypes.
8. Students will demonstrate familiarity with and appreciation of the arts, including literature, music, and the fine, applied, and performing arts.
9. Students will integrate the general education knowledge and skills described in the preceding paragraphs with discipline-based knowledge and skills.

II. Indiana University Northwest American Democracy Project Team:

Co-Directors: Daniel Lowery, Executive Director of the Center for Sustainable Regional Vitality and the Northwest Indiana Quality of Life Council and Assistant Professor of Public and Administrative Affairs; Patricia Lundberg, Executive Director of the Center for Cultural Discovery and Learning and Associate Professor of English and Women's Studies.

Linda Anderson, Director of Student Life; Robin Hass Birky, Associate Professor of English and Women's Studies; Edward Charbonneau, Director of the Northwest Indiana Local Government Academy; Karen Evans, Associate Professor of Public and Environmental Affairs; Mary Ann Fischer, Associate Dean of the College of Arts and Sciences and Associate Professor of Psychology; Charles Gallmeier, Associate Professor and Chair of Sociology; Richard Hug, Dean, SPEA; Thandabantu Iverson, Lecturer in Labor Studies; Earl Jones, Associate Professor of African-American Studies and adjunct in SPEA; Lou Ann Karabel, Coordinator of Service-Learning and Senior Lecturer in English; Keith Kirkpatrick, Director of the Leadership Institute; Henrietta Moore, Director of Multicultural Affairs; Scooter Pegram, Assistant Professor of French and adjunct in Minority Studies; Anna Rominger, Dean of Business and Economics; Geoff Schultz, Professor of Education; Marilyn Vasquez, Interim Vice Chancellor for Academic Affairs and Vice Chancellor for Fiscal and Administrative Affairs.

The Team meets monthly and met on February 4 with statewide IU Director Jim Perry.

III. IU Northwest Partnerships Working with ADP:

A. Northwest Indiana Local Government Academy. Housed at IUN, its purpose is to promote excellence in both government and governance by providing educational opportunities that will enhance the leadership and decision making skills of local elected officials, public employees and citizens. Its objectives are:

- To develop in elected and appointed public officials the skills needed for effective leadership and responsible, responsive policy making

- To cultivate and foster in our governing culture, an ethos of public service for our elected and appointed public officials as well as public employees
- To develop in public employees the skills needed for professional management, supervision and the efficient and effective delivery of public services
- To promote, wherever possible, the concepts and methods of intergovernmental cooperation including resource sharing and coordinated planning
- To foster expansion of the concept of excellence in government to include good citizenship and provide educational opportunities aimed at encouraging citizen involvement in local government

All of these objectives are to be reached in the context of upholding the seminal ideals of self government and American democracy.

B. IU Service-Learning and Campus Compact participation. Members of the ADP are leaders in both Service-Learning opportunities on campus and also active in Campus Compact.

C. IU FACET: IUN's ADP will partner with IUN's FACET group; at an April IU Forum, IU Northwest FACETS project team proposes to study our general education outcomes in terms of how they promote civic and moral understanding and engagement.

D. NSSE. IUN participates in the National Student Survey of Engagement yearly, and the 2003 results have been studied by ADP Team member Rick Hug. He found that at least 29 questions on the annual NSSE survey seemed important to the deliberations of the American Democracy Project team. On 19 of the selected questions our students' responses were comparable to (or higher than) the other Master's degree granting institutions and the NSSE field in general. On ten questions our responses were lower. The questions and responses are addressed in turn.

Questions On Which IUN Responses Were Comparable or Higher

Academic and Intellectual Experiences

- Asked questions in class or contributed to class discussions
- Included diverse perspectives in class discussions or writing assignments
- Worked with other students on projects during class (NSSE – FR .19)
- Had serious conversations with students of a different race or ethnicity than your own

Mental Activities

- Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components
- Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
- Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
- Applying theories or concepts to practical problems or in new situations

Institutional Environment

- Encouraging contact among students from different economic, social, and racial or ethnic backgrounds (Masters --SR .22, NSSE -- SR .21)

Educational and Personal Growth

- Acquiring a broad general education
- Writing clearly and effectively
- Speaking clearly and effectively
- Thinking critically and analytically
- Analyzing quantitative problems
- Voting in local, state, or national elections
- Learning effectively on your own
- Understanding yourself
- Understanding people of other racial and ethnic backgrounds (Masters – SR .24, NSSE – SR .24)
- Solving complex real-world problems

Questions On Which IUN Responses Were Lower

Academic and Intellectual Experiences

- Made a class presentation (Masters – FR, -.23 SR, -.37; NSSE – FR -.20, SR -.30)
- Worked with classmates outside of class to prepare class assignments (Masters – FR -.54, SR -.43; NSSE – FR -.63, SR -.45)
- Tutored or taught other students (paid or voluntary) (Masters – FR -.28; NSSE – FR -.33, SR -.18)
- Participated in a community-based project as part of a regular course (Masters -- FR -.18; NSSE – FR -.17 **but NSSE SR +.18**)

Enriching Educational Experiences

- Community Service or volunteer work (Masters – FR -.60; NSSE-- FR -.64)

Time Usage

- Participating in co-curricular activities (organizations, campus publications, student government, social fraternity or sorority, intercollegiate or intramural sports, etc.) (Masters FR -.54, SR -.29; NSSE FR -.62, SR -.38)

Institutional Environment

- Attending campus events and activities (special speakers, cultural performances, athletic events, etc.) (Masters FR -.73; NSSE FR -.83)

Educational and Personal Growth

- Working effectively with others (NSSE FR -.16)
- Developing a personal code of values and ethics (NSSE FR -.18)
- Contributing to the welfare of your community (Masters FR -.30; NSSE FR -.33)

Analysis Notes. Although our senior scores were better than other institutions with respect to “ethnic/racial contact and understanding,” our freshman scores were not. This testifies, we believe, to the value of opportunities provided to students over the course of their undergraduate experience. (We do, however, get our freshmen to work on projects during class more than other institutions). In general, our senior scores are better than our freshman scores relative to the competition. This is true for both strong

and weak areas. For five of the 10 areas of weakness (contributing to the welfare of the community, developing a personal code of values and ethics, working effectively with others, attending campus events and activities, and community service or volunteer work) the deficits appear only at the freshman level. In these cases some fairly substantial deficits (e.g. -.64 in community service or volunteer work. and -.83 on attending campus events) changed to being comparable to the other institutions by the senior year. In one case (participated in a community-based project) a freshman deficit became a strength at the senior level. In four areas (made a class presentation, worked with classmates outside of class, tutoring, and participation in co-curricular activities) deficits appeared at the freshman level and continued to the senior level.

E. The American Democracy Team Conducted a Survey of Engagement among Indiana University Northwest Faculty and Staff, February and March 2004. The results are ongoing, and will be used to design projects for the next academic year.

**Summary of 33 ADP Surveys as of March 22, 2004, AMERICAN DEMOCRACY PROJECT
REQUEST FOR INFORMATION FROM ALL FACULTY AND STAFF
AND ADMINISTRATORS FOR THE IUN CAMPUS AUDIT**

As Chancellor Bergland announced in his letter to all of us on December 8, 2003, in this and the next two academic years, IUN will join with all other IU campuses in this national project that involves 166 universities and 1.6 million students. It addresses the increasing need for deep learning about complex social issues and involvement in solving civic and social problems amid “decreasing rates of participation in the civic life of America in voting, in advocacy, in local grassroots associations, and in other forms of civic engagement that are necessary for the vitality of our democracy.” The two-fold goals of the American Democracy Project are central to our goals for academic excellence: first, to increase the number of undergraduates who understand civic theory, history, and contemporary issues, and who as graduates are committed to ethical and meaningful civic actions; and second, to focus the attention of policy makers and opinion leaders on the civic value of the college experience. The American Democracy Project’s goals for increased student learning in the history of democracy and the complexities of contemporary issues are in close alignment with IUN’s AQIP projects as well as to our strategic plan outcomes about ensuring that our graduates are prepared for lifelong learning, ethical practices, successful careers and effective citizenship.

We ask that you help us complete our campus audit. The purpose of the campus audit is to identify places and programs on campus where learning and activities about civic engagement are already underway and places where activities might be started. The audit is organized in three parts: academic focus; co- or extra-curricular focus; and an issue-based focus.

The campus audit will allow participants to celebrate civic engagement that is already occurring, link sometimes unconnected efforts to one another, and identify opportunities to begin work in areas where civic engagement activities should occur. The campus audit is a critical tool of campus planning for American Democracy Projects. Parts involving campus mission and other information categorized under “Institutional Intentionality” will be completed by the ADP team. We seek information on teaching, research and creativity, and service.

PLEASE SUBMIT THIS INFORMATION electronically to Patti Lundberg, plundber@iun.edu, by February 1, 2004 if at all possible. Questions concerning the survey can be addressed to Patti Lundberg (980-6970 or plundber@iun.edu) or Daniel Lowery (981-5629 or dlowery@iun.edu). This information will not become a part of annual reports but will be used by the ADP team to complete its audit and design projects.

ACADEMIC FOCUS ON CIVIC ENGAGEMENT:

This portion of the survey addresses both curricular focus on civic engagement and teaching and learning.

A. Curricular Focus on Civic Engagement

1. The following programs I am involved in or courses I teach foster civic engagement (number of respondents):

First-year experience	5
General Ed	10
Major	20
Capstone	4
Ethical, civic or social	9

2. The following courses I teach explore foundations of democracy, core principles of American democracy, key American documents, contemporary issues of American life:

SPEA V263, V366, V540 & V502

English W130, 131, 321

Anth 104 & 304

Psychology 102, 319, B309, & 336

French 380

Afro 204 Topic

J301 Substantive Criminal Law

SPEA Environment Mediation/Alternative Dispute Resolution, Environment Law, Environmental Planning

SPEA V500 Quantitative Tools for Public Affairs (service learning), V525 Management in the Nonprofit Sector, V554 Human Services Administration, SPEA V171 Public Policy Process Sociology S501 Immersion

American Labor History, Unions and Ethics, Union Representation and Leadership, Union Government and Organization, Labor and the Political System, Contemporary Labor Problems, Labor Law, Fair Employment and Workplace Discrimination, Women and Work, The Organization of Work, Leadership Development and Mentoring and Race, Class and Gender Sociology of the Community (service learning), Introduction to Sociology, Juvenile Delinquency, Sociology of the Family, Sociology of Work, and Sociology of Sport

L201 Legal and Social Environment of Business

Art Appreciation – Architecture segment

H340 Education and the American Culture, H520 Education and Social Issues and H637 Critical Issues of Race, Class and Gender in Education

A201 Introduction to Accounting

Public Human Resources Management, Public Budgeting & Finance and Human Resources Management in the Public Sector

Managing Government Operations

A363 History of Indiana

Ed K 205 Exceptional Children

B. Teaching and Learning:

1. I use the following democratic teaching styles (number of respondents):

29	critical thinking skills
25	encourage independent positions
23	challenge w/ respect
23	explore diversity
18	develop leadership
20	problem-solving learning

2. I have received training in using the pedagogic strategies named in query B1.

Yes	17	Received at U of TX-Austin, Louisiana State University, Harvard Medical School, Southern Illinois University School of Medicine, Northwestern U. School of Medicine, Alverno College Institutes, IUN Faculty Development Opportunities, schools in Brazil and Canada, the Highlander Folk School, FACET, conferences, workshops, professional seminars and various Union Education Programs, Virginia Tech, Indiana State University, Purdue University, American Accounting Association workshops, Coalition for Youth Services workshops, BBBS, various conferences, and Lilly Endowment Conference on College Teaching
No	12	

3. I use the following student experiential learning strategies (number of respondents):

16	service learning component
10	other experiential – reflective journal, group projects, & role-playing
7	student internships/practicum

CO- OR EXTRA-CURRICULAR FOCUS ON CIVIC ENGAGEMENT:

Regarding co-curricular or extra-curricular activities that involve civic understanding and learning, over the past two years, I have been involved in or encouraged student involvement in:

Community Engagement Activities Listed by Respondents:

- Center for Workforce Innovation
- CITE
- COPC
- CPWD
- Calumet Regional Archives
- Central Neighborhood Association
- e-Community website
- Habitat for Humanity
- Indiana Harbor Canal Clean Up Project
- IU's Economic Outlook Panel
- IUN's Institute for Innovative Leadership
- Junior Achievement
- Lake County Integrated Service Delivery Board
- Leadership Northwest Indiana
- Northwest Indiana Forum / Small Business Development Center
- NIRPC
- Northshore Health
- Northwest Gallery for Contemporary Art
- Northwest Indiana World Trade Council

Portage Township Schools
 Porter County Community Foundation
 Porter County Government
 Quality of Life Council
 Race Relations Council of NWI
 Read and Rise Program
 The Times' Board of Economists
 Guest speaker at various events or for various organizations
 Board memberships
 Executive Directorships
 Volunteer Judge or Coach for various events
 Conference presentations
 Articles and/or Books
 Various service learning activities
 Co-op course development
 Consulting or advising
 Commissions or review panels
 Columnist w/ local paper
 Involvement in various local and regional organizations
 Develop tests for State of Indiana Department of Education

ISSUE-BASED ANALYSIS OF CIVIC ENGAGEMENT ACTIVITIES:

The table that follows has been developed to secure more specific information about the issues that are now being addressed on campus and in the community through a wide variety of community engagement strategies. Your participation on this portion of the survey will enable us to construct a “conceptual map” of the broad range of activities that are now underway.

The rows on the table reflect the eleven issues included in a working definition of “regional vitality” that has been tentatively adopted by a campus committee charged with this task: a diverse community; a thriving economy; a community of opportunity; a community in balance with its environment; a learning community; a healthy community; a community of viable and open neighborhoods; an accessible community; a safe community; a community that appreciates the arts and celebrates life; and a community of engaged and caring citizens. The columns reflect various kinds of community engagement activities.

Please place a “X” in each cell in which you have engaged in one or more significant activities during the 2002-2003 academic year or the 2003-2004 academic year. Do not be concerned if a particular activity can be recorded in more than one cell. It is more important to locate a community engagement activity at some point on the grid than it is to record it in a particular location.

Topic	Type of Community Engagement					
	Research or Creative Activity	Experiential Learning (e.g., service learning, practicum, internship, etc.)	Public Presentations and Lectures	Consulting	Other Volunteer Services (e.g., Board or other volunteer activity)	Other
Social Equity	1 10	2 10	3 10	4 5	5 10	6
Economic Development	7 7	8 1	9 7	10 3	11 6	12 1

	13	14	15	16	17	18
Poverty and Income Distribution	6	6	6	2	5	
	19	20	21	22	23	24
The Environment	5	3	3	1	4	2
	25	26	27	28	29	30
Education	12	9	12	8	12	3
	31	32	33	34	35	36
Health	6	2	6	1	3	
	37	38	39	40	41	42
Housing	4	4	4	1	4	2
	43	44	45	46	47	48
Transportation	2	1	3		4	1
	49	50	51	52	53	54
Public Safety	2	3	2	3		
	55	56	57	58	59	60
Culture and the Arts	8	3	5	2	3	2
	61	62	63	64	65	66
Public Policy, Government and Philanthropy	8	3	6	2	9	
	67	68	69	70	71	72
Other	3	2	3	2	2	2

Signed _____ Email _____
IUN Unit _____ Date _____

Thank you. We will be having follow-up discussions on such topics as:

- How well our General Education goals address civic understanding and engagement;
- How various academic, co-curricular and extra-curricular programs make civic engagement effective;
- The potential value of departmental focus on civic understanding and engagement;
- Whether curriculum change is appropriate;
- The integration with institutional rewards structures; and
- Other issues identified in our campus audit.

IV. Indiana University Northwest American Democracy Projects Underway. Each project has a core team and leadership from the American Democracy Project Team and seeks group members from across the disciplines. Groups will meet from Summer 04 to February 05, and create position papers with recommendations for implementation in subsequent academic years. A campus convocation on American Democracy Projects will be held in March 2005.

A. Using the *New York Times* in Academic Work (Linda Anderson, leader). As part of the IUN American Democracy Project, beginning Spring Semester 2004 and continuing into 2004-05, Marilyn Vasquez, Interim Vice Chancellor for Academic Affairs and Vice Chancellor for Fiscal and Administrative Affairs, and Linda Anderson, Director of Student Life, have contributed special but limited funds to purchase 200 copies of the daily *New York Times* for substantive use by faculty and students in coursework. These are not free papers for faculty and staff reading enjoyment, but rather for use by our students in structured coursework. The papers are delivered to a convenient location for faculty pickup.

The American Democracy Team has published the following information about online access to a number of national and local newspapers, including the *New York Times*.

For example, university-wide access is available to several hundred full-text newspapers from the US and the rest of the world through Lexis-Nexis Academic University. This access is limited to text, and the text represented is pre-selected and does not include some articles or the page-image of newspapers. For more details on this and other news access issues, please consult a librarian.

Important information about how you might use the paper edition of the *NYT* in coursework is available at the NYT Knowledge Network website, www.nytimes.com/college/collegespecial2/, which has excellent free resources. This new opportunity is designed to put the papers in the hands of the students for enriching coursework on current social and civic issues. Some faculty teaching English composition courses may use the daily *New York Times* in lieu of a reader. Other courses might have important uses for the *NYT* daily or frequently. If more than one faculty in the same department wants to use the paper as part of daily coursework, perhaps a sharing arrangement can be worked out.

B. Student-sponsored Current Events Discussions (Linda Anderson, Leader).

Complimentary copies of the *New York Times* contributed by the Office of Student Life are delivered daily to stands in the Library and Hawthorn lobbies. The IUN Student Government is sponsoring a *New York Times*/Current Events Discussions on Tuesdays and Wednesdays, 11:30-1:00 PM, in the Women's Center, Savannah Student Life Center, 207. The campus community is invited to bring lunch and thoughts on current events, such as the presidential election, the latest novels, life on Mars, new health trends, or whatever newsworthy topic participants feel like discussing. These conversations will continue into the next academic year, 2004-05, probably from 11-1 on Tuesdays and Wednesdays.

C. Voting Initiative (Scooter Pegram, Linda Anderson, Keith Kirkpatrick, and Student Government, leaders).

One of the goals of the American Democracy Project is to engage students as much as possible. In keeping with this theme, we propose to hold a voter registration drive throughout the fall semester. The ADP team here at IUN will work directly with student and faculty clubs and organizations on campus as to spread the word about the upcoming US national elections and the overall need to register to vote. One way in which we hope to engage students is to work hand-in-hand with the IUN Student Government Association. We are hoping to have a “Rock the Vote” or other similar voter registration event during the Student Organizational Fair that is traditionally held during the fall semester. We also plan on working with IUN SG to engage as many students in the democratic process as possible regarding this matter. Furthermore, selected students will also be able to work with a local television (WYIN Channel 56) station during their ongoing coverage of the forthcoming US national and Indiana state elections.

D. A Yearlong Conversation on Service Learning (Lou Ann Karabel, Leader). Under the auspices of the American Democracy Project, the Center for Sustainable Regional Vitality and the Center for Cultural Discovery and Learning are soliciting interest from faculty and staff willing to participate in a year-long conversation pertaining to the following topic: Should we take additional steps to infuse high-quality service-learning experiences into parts of the curriculum that can benefit from this pedagogy? The team will be provided with staff support. “It will be expected to produce a “position paper” addressing the above question for further consideration by the entire campus community. The interdisciplinary group is currently being formed. One meeting will be held in Summer 2004 to provide direction to research that will be conducted on behalf of the team over the course of the summer. Monthly meetings will then be held through the 2004-05 academic year or until the project is completed.

E. A Yearlong Conversation on How Well our General Education Outcomes from 1995 Prepare Students for Citizenship and How We Can Improve Them(in partnership with FACET; Geoff Schultz, Dan Lowery, and Robin Hass Birky, leaders). Goals include creating a **Freshman Experience using Citizenship School Concept.**

This is a joint project with the IU Faculty Colloquium on Excellence in Teaching, with Geoff Schultz as the IU Northwest coordinator for the FACET project, to study our current general education outcomes, adopted by the campus in 1995, in light of FACET goals for citizenship in a global society. The ADP team is also interested in creating a first-year experience furthering civic awareness, but will defer to FACET to lead in setting goals, process and timelines.

F. A Yearlong Conversation on Race Relations and Diversity (Dan Lowery, Ken Coopwood, Ruth Needleman, in partnership with Northwest Indiana Race Relations Council, J. Allen Johnson).

A workgroup has been established to undertake a co-curricular initiative focused on race and ethnicity. Study circles, a well-respected strategy developed by the Topsfield Foundation, will be used for this purpose. A study circle engages a diverse group of individuals in a series of five sessions in which various perspectives on race and ethnicity and its implications for society are examined. Each study circle produces an action agenda which can be pursued in subsequent meetings. An initial study circle comprised of faculty, staff, and students who may be interested in serving as facilitators will be conducted during the Fall 2004 semester. Formal facilitation training will then follow. During the Spring 2005 semester, the University's Center for Sustainable Regional Vitality and Center for Cultural Discovery and Learning will then coordinate eight to twelve study circles on campus. At the end of the semester, action agendas developed in these several sessions will be shared at an on-campus retreat for all participants."

These particular projects are in addition to many school- and college-based programs already in place. For example, the **Division of Social Work** participated in COPC Focus Groups and in Pathways: a transitional living program for the homeless and mentally ill.

The **School of Business and Economics** participated in the **"We the People" program** during the 2003-04 academic year. As a part of this program the Dean of the School of Business and Economics brought the following legal programs to campus. Dr. Rominger worked with the Lake County Bar Association, the Indiana State Bar Association, and the Lawyer's Auxiliary to bring the "We the People" program to the IUN campus. This program provides a curriculum on the Constitution and the Bill of Rights for elementary, middle school, and high school students. After studying the curriculum, the students compete on teams at mock Constitutional Hearings to testify and be examined about what they have learned about the nature of our government and the rights and freedoms guaranteed to the American people. At the high school hearing held on campus on November 21, 10 area high schools competed to go to the State competition. Last year Andrean High School won the competition and Munster High School came in second. This year Munster High School won the competition and Andrean High School came in second, but Andrean was selected as a Wild Card Second place winner and will get a chance to compete in Indianapolis as well. At the Elementary School Hearing on December 5, eleven local elementary schools transported fifth grade students, teachers, and parents to campus for the elementary exhibition hearing. More than 350 people participated in or attended the hearing. Before the competition, Dr. Rominger journeyed to local schools to coach an elementary team from Peifer Elementary School in Schererville, a high school team from Munster High School and the high school team from Andrean High School in Merrillville. Dr. Rominger served as a Judge for the District High School and Middle School Hearing on November 21 and a Judge for the District Elementary Hearing on December 5. All three of these teams competed in Indianapolis. Dr. Rominger acted as a Judge for the State hearing on December 15 at IUPUI and judged the high school contestants for the State winner. The State winner was Munster High School and will go to Washington, D.C. in May 2004 to compete in the national "We the People" competition. This is first time the State winner was a northwest Indiana high school. Traditionally the large Indianapolis high schools have dominated the competition.

The **Department of Communication, College of Arts and Sciences**, sponsors projects which foster civic learning and responsibility, including:

--**Fall and Spring Speech Forums**, held at the end of each Fall and Spring semester and featuring participants from all SPCH S121 sections. It is a contest, and all speakers are required to speak on topics and issues of social and cultural import; and

--the **IUN Redhawk Debate Tournament** for high school debate teams. This year, debate teams from nine high schools across northern Indiana participated in the event that was held on the IUN campus on January 17, 2004.

The **Department of History and Philosophy, College of Arts and Sciences**, sponsored

--a **Brown vs Board of Education project** in April that was open to the NWI community, with members of the faculty and community who experienced segregation in the South before and after Brown. It was a wonderful program, and attracted both students and community members.

--Anja Matwijkiw participated in **programs related to business ethics**, which could also be regarded as contributing to citizenship or civic learning.

--Paul Kern and Jim Lane's **History of IUN** certainly contributed to an understanding of the place of a university in the civic life of a community.

--Roberta Wollons has a **Campus Compact Grant to help secondary teachers use public monuments, exhibits, and other public sites to understand history**. This, too, would be considered part of teaching citizenship and civic learning. The project looks at what events or people deserve public recognition, what ideas do public monuments represent, who decides, what interest groups get involved, and how do they end up, etc. The Campus Compact project is in line with the American Democracy Project goals.

There are numerous other relevant academic and co-curricular initiatives; for example, the Leadership Institute, a non-degree program for students to develop leadership skills, served as the campus sponsor for the Habitat for Humanity Build to marshal volunteers to build two homes in close proximity to the campus in Gary. In subsequent reports, the American Democracy Team will elaborate on more of these initiatives.

APPENDIX

- A. **As a Guide for Designing Projects for 2004-05, the ADP is Using a Summary of *Educating Citizens: Preparing America's Undergraduates for Lives of Moral and Civic Responsibility*, by Anne Colby, Thomas Ehrlich, Elizabeth Beaumont and Jason Stephens.**

1. What do the authors mean by “civic and moral education”?

“Few would dispute that colleges’ educational and scholarly missions entail a core set of values, such as intellectual integrity, concern for truth, and academic freedom. By colleges’ very nature it is also important for them to foster values such as mutual respect, open mindedness, the willingness to listen to and take seriously the ideas of others, procedural fairness, and public discussion of contested issues... Educational philosopher Eamonn Callan (1997) argues that a liberal democracy based on free and equal citizenship requires not only certain social rules and political institutions, such as legal protections for free speech, but also moral and civic education grounded in democratic ideals. These ideals include ‘a lively interest in the question of what life is truly and not just seemingly good, as well as a willingness both to share one’s answer with others and to heed the many opposing answers they might give; an active commitment to the good of the polity, as well...competence in judgment regarding how that good should be advanced; a respect for fellow citizens and a sense of common fate with them that goes beyond the tribalisms of ethnicity and religion yet is alive to the significance these will have in many people’s lives” (p. 13).

“Throughout this discussion we have referred to both *moral* and *civic* values, development, and education. We do so to underscore the point that the moral and the civic are inseparable. Because we understand the term *morality* to describe prescriptive judgments about how one ought to act in relation to other people, it follows that many core democratic principles, including tolerance and respect, impartiality, and concern for both the rights of the individual and the welfare of the group, are grounded in moral principles. Just political systems require citizens with ‘the capacity for moral reciprocity – the predisposition to create and abide by fair rules for cooperation” (p. 15).

“At least half of the twelve (case study) schools are very explicit about what they mean by moral and civic development, and these definitions have a lot in common... Not surprisingly, they always include some student learning outcomes that are central to higher education in general and also play an important role in moral and civic maturity, such as critical and integrative thinking, communication, and problem solving. Other common elements include various versions of these capacities:

- Self-understanding or self-knowledge;
- Understanding of the relationship between the self and the community;
- Awareness of and willingness to take responsibility for the consequence of one’s actions for others and society;
- Informed and responsible involvements with relevant communities;

- Pluralism; cultural awareness and respect; ability to understand the values of one's own and other cultures; and
- Appreciation of the global dimensions of many issues" (p. 53).

"Despite the value of unique adaptations, we believe that moral and civic education is incomplete if it does not somehow take account of all three: virtues and character, systemic social responsibility, and engagement with and response to communities of various sorts" (p. 70).

"Fully effective citizenship requires a well-developed capacity for effective communication, including moral and political discourse; skills in political participation; the capacity to work effectively with people; including those who are very different from oneself; and the ability to organize other people for action" (p. 100).

2. Why should we be concerned about civic and moral education?

"If today's college graduates are to be positive forces in this world, they need not only to possess knowledge and intellectual capacities but also to see themselves as members of a community, as individuals with a responsibility to contribute to their communities. They must be willing to act for the common good and capable of doing so effectively. If a college education is to support the kind of learning graduates need to be involved and responsible citizens, its goals must go beyond the development of intellectual and technical skills and beginning mastery of a scholarly domain. They should include the competence to act in the world and the judgment to do so wisely" (p. 7).

"*Student moral relativism*, as Ricks (1999) has called it, includes elements of cultural relativism (moral standards are relative to culture), ethical subjectivism ('right' means 'right for me'), moral skepticism (nothing can ever be *proven* in ethics), and (surprisingly) an overriding concern for moral tolerance and respect for others' views. This position may reflect an unwillingness to think hard about challenging ethical questions or at least a limited understanding of what should count as convincing evidence and argumentation in the moral domain, a related reluctance to have one's own views and actions subjected to serious scrutiny by others, and an inability to distinguish between making reasoned judgments about the moral legitimacy of actions or views on the one hand and being judgmental, intolerant, or disrespectful toward other individuals or cultural groups on the other" (p. 110).

3. Should institutions of higher learning be about the business of teaching moral values?

"The irony in the well-intentioned fear that moral and civic education might impose arbitrary values on students is that achieving the values-based goal of liberal education is students' best *protection* against indoctrination, and it can continue to protect them throughout their lives. Helping students develop the capacity for critical thinking and the habit of using it, teaching them to be open-minded and interested in pursuing ideas, requiring them to back up their claims and to expect others to do the same, and

encouraging them to be knowledgeable and accustomed to thinking about moral, civic, and political issues will put them in a strong posture to think about their positions and commitments” (p. 17).

4. How broad is support in the academic community for efforts of this kind?

“(I)n 1999 the more than fifty college and university presidents attending a Campus Compact Compact-sponsored Aspen Institute invitational conference issued a bold declaration of responsibility for enhancing their campuses’ civic engagement and offered an assessment tool to measure success in this endeavor” (p. 45).

5. What risks does a focus on civic and moral development entail?

“Faculty at several of the case study schools spoke of tensions around the question of institutional hypocrisy and the educational potential of these tensions if they are handled well” (p. 93).

“Creating a strong moral and civic culture on campus carries both benefits and risks. On the one hand, when curricular or co-curricular programs are disconnected from the surrounding campus culture, they can meet powerful resistance that makes it difficult for students to live out the ideals they may develop in the context of those programs. On the other hand it is imperative that colleges and universities stand for intellectual and moral open-mindedness; cultures that are so powerful as to be coercive have no place in programs or moral and civic education” (p. 93).

B. Indiana University Northwest American Democracy Projects under Consideration Using *Educating Citizens: Preparing America’s Undergraduates for Lives of Moral and Civic Responsibility*, by Anne Colby, Thomas Ehrlich, Elizabeth Beaumont and Jason Stephens. Dan Lowery proposed the following for consideration at the Team’s March 31, 2004 meeting:

1. Faculty study groups in which “a self-selected collection of faculty representing at least five disciplines pursue a topic of mutual intellectual interest for a year and produce a public product at the end of the year” (p. 82; p. 205).
2. Student orientation programs that focus on moral and civic virtues (p. 226ff).
3. Vision statements (p. 90).
4. Honor codes (p. 231).
5. Graduation pledges (e.g., Notre Dame’s pledge concerning the environmental consequences of employment choices and Humboldt State University’s widely-adopted Pledge on Social and Environmental Responsibility).

6. University learning requirements to focus on such concerns as “ethics, democratic participation, community participation, culture and equity, and U.S. histories” (pp. 66-67).
7. Interdisciplinary courses that “foster integrative capacities” (p. 196).
8. Capstone courses that “integrate faith, values, and service in (the student’s) major area of study” (p. 64).
9. The screening and advance approval of courses that purport to address general education requirement courses that pertain to civic and moral virtues (p. 172).
10. Core curricula that address moral and civic concerns (e.g., freshman seminars) (p. 174 ff; p. 177).
11. Outcome-based education in which students are required to “demonstrate mastery of outcomes, outside the context of any particular course, through portfolios of student work, presentations, and other assessed performance.” Alverno College has identified eight “abilities” that must be demonstrated, including valuing and decision-making, social interaction, global perspective, and effective citizenship” (p. 183).
12. Learning communities that “create close, ongoing fellowship among students and faculty and ensure that day-to-day interactions reinforce classroom learning” (p. 197).
13. Service learning (p. 134) including logistical support (p. 213).
14. Half-credit courses that are required in advance of participation in service learning courses or internships (e.g., Duke University’s “Civic Participation/Community Leadership” course) (p. 154).
15. Experiential learning (p. 135).
16. Problem-based learning in which “students’ work, occurring either individually or in groups, is organized around studying, evaluating, and often proposing possible solutions to concrete, usually real-world problems...” The problems are typically “rich, complex, and relatively unstructured” (p. 135).
17. Collaborative learning in which “students work together in teams on projects, group investigations, and other activities aimed at teaching a wide range of skills and improving students’ understanding of complex substantive issues” (p. 135).
18. Ethics courses organized around the examination of “difficult cases” (p. 143).

19. Courses that focus on moral argumentation (e.g., Stanford’s web resource *Arguing About Ethics*) (p. 145).
20. Writing assignments that focus on Nobel Prize winners (p. 156).
21. Analyses of organizations from the perspective of democratic practice (e.g., a course at Providence College which requires that students develop a “Democratic Organizational Biography”) (p. 159).
22. Historically-informed political projects (e.g., ecology, personal values, political action, etc.) (p. 161).
23. Volunteer or community service requirements (p. 243).
24. Structured projects involving political engagement (i.e., “activities intended to influence social and political institutions, beliefs, and practices and to effect processes and policies relating to community welfare, whether that community is local, state, national, or international” (p. 19)).
25. Structured projects that focus on social and environmental justice (p. 65).
26. Intermittently-scheduled forums or campus conversations that address “teachable moments” that present themselves to a campus community (p. 237).
27. Leadership programs in which civic and moral concerns are featured (p. 250).
28. Visiting mentor programs (p. 257).
29. Student mentoring programs (p. 69).
30. Political clubs or organizations (p. 247).
31. Religious organizations and activities (p. 248).
32. Extracurricular programs that reflect the institution’s commitment to moral and civic values (p. 222), in particular, the value of diversity (p. 226).
33. Faculty orientation and development materials (e.g., Kapi’olani Community College’s *Teaching Equitably* training materials) (p. 91) for both full-time and part-time faculty (p. 215).
34. Integration of identified values and institutional perspectives on civic engagement into faculty recruitment policies and procedures (p. 216).