

**Millersville University
American Democracy Project
Campus Audit (Final Draft – January 26, 2006)**

Part 1 – Institutional Intentionality

What are the intentions of Millersville University regarding civic engagement? What would an outsider perusing the public statements of the institution discern regarding its commitment to community service, educating an informed citizenry, and instilling a spirit of civic-mindedness in its graduates? This sections attempts to answer these questions.

- University’s Mission: It is part of the Mission of MU “to prepare its students to live in an increasingly diverse, multicultural, and technologically complex society.” In preparing an “educated and productive person,” it seeks to develop “the capacity for leadership and decision-making in order to make the fullest possible contribution to society.”
- University’s Vision: The University’s updated Vision Statement says that “Through academic and student life programs, the University will prepare students for productive careers and community leadership roles.”
- Academic Affairs’ Strategic Goals: One of the four goals relates directly to civic engagement. It reads: “Advance civic engagement through expanded partnerships and community outreach to contribute to the well being of the state, nation, and the world.” Actions within this goal are organized into three separate groupings as follows:
 - Service-Learning: Continue expansion of Millersville University’s service-learning initiative.
 - Collaborative Partnerships: Build collaborative partnership efforts through an array of creative approaches.
 - Community Outreach: Expand community linkages in fulfillment of University’s mission.
- General Education Objectives (Current): Currently, the General Education objectives address civic engagement indirectly in two subcomponents of the 16th Objective. These subcomponents state: “MU students will be able to:
 - a) articulate and rationally support personal, moral, and civic values” and “d) manifest a commitment to core values such as wellness, honesty, and civic responsibility.”
- General Education Objectives (Proposed): Within the new proposed General Education objectives, civic engagement is more widely reflected. Firstly, most of the skills and competencies embedded throughout the objectives are to be developed in part to fulfill “civic purposes.” Secondly, one of the foundational dispositions to be developed and demonstrated involves an appreciation for “community participation” [Objective 1d]. The third objective (part a) states that “students will use social science evidence and theories

to become participating and informed citizens in a democracy that exists within an increasingly complex global society.” Lastly and quite similar to the language of the current objectives, Objective 6b states that “students will be able to articulate and rationally support personal, moral, and civic values and manifest a commitment to these values through personal, academic, career, and civic endeavors.”

- Support from Administration: President McNairy organized her inaugural address on the theme “we need community.” She challenged the university to inculcate civic engagement into our culture: “...knowing the value of a community approach to higher education, how will you reach out, using your individual gifts? Where will you invest your time and talents?” Institutional support is reflected in the following commitments:
 - **The American Democracy Project Initiative** is designed to improve civic engagement at Millersville University and the surrounding community and enjoys the support of the Administration.
 - Participation in **Campus Compact**, a national coalition of college and university presidents who are committed to the civic purposes of higher education.
 - **Lancaster Partnership Program** provides mentoring and scholarships to students from the city of Lancaster.
 - **Migrant Education/America Reads** provides tutoring and educational services to migrant and low income children.
 - **The Office of Community and Academic Partnerships** facilitates service learning.
 - **The Office of Professional Training and Education** endeavors to meet the needs of businesses for training.
- Curricular Initiatives:
 - Freshman Year Programming – Freshman seminars as part of learning communities have become a more prevalent and important element for incoming students at Millersville in the past few years. These seminars typically require service learning as one component of their pedagogy. This component has been integrated even further into the new three-credit First Seminars being offered on a pilot-test basis in fall 2005.
 - Capstone-Type Experiences – Several departments require or encourage their students to engage in field experiences, internships, and the like, often as part of a senior seminar or other capstone-like courses. These involve partnerships with community agencies and represent an important form of service provision along with students acquiring skills and dispositions that will serve them in their civic and professional lives. Descriptions of capstone-type experiences are provided in Part 2.

Student Affairs: The Vision Statement of the Student Affairs Division calls for “focusing primarily on efforts intended to bring about high levels of student engagement in learning and personal growth activities.” In addition, the Vision Statement calls for “Offering programs and services that help students achieve competencies and emotional maturity, become autonomous, establish identities, develop communication and interpersonal skills, clarify purpose and make career choices in their lives and develop integrity.” Also, the statement calls for “providing opportunities for students to learn the value of social responsibility, diversity, civility and inclusiveness.” The Student Affairs Division goals include the expansion of living-learning opportunities for the Freshman Year Experience, increasing the breadth and number of opportunities for student leadership training, increasing the numbers of student in voluntary community service activities, and investing in diversity workshops for students, among other goals.

Part 2 – Academic Focus on Civic Engagement

Where is civic engagement found in the academic areas of campus?

Curricular Focus on Civic Engagement

- Freshmen Year Experience
- Centers on Campus
- Recent Curricular Changes
- Community Based Projects
- Service-Learning
- Internships
- Capstone Courses & Seminars

Freshmen Year Experience

The Freshmen Year Experience, which was put into place within the last few years, is designed to enhance the experiences of freshmen students in academic and co-curricular settings and to engage students during the first year of their university experience. There are three chief components of the FYE program:

- **A Living/Learning Community.** Freshmen students are housed in one residence hall, and these students participate in freshmen seminar courses and grouped courses/learning communities.
- **Freshmen Seminar courses.** Freshmen students are enrolled in freshmen seminar courses offered in their departments; these courses contain engagement activities and community-linked service learning components.
- **Enhanced Advisement.** Advisors serve to enhance advisement for the students and upper class students serve as peer mentors and tutors to students in the FYE.
- **3 Credit Seminars.** Focus on an interdisciplinary theme:
 - **1. Dream of America**
 - **2. Homes and Homelessness**
 - **3. Facing Fear**
 - **4. Why We Hate**
 - **5. Why Don't They Speak English**

Some Centers Involving Civic Engagement

- Center for Academic Excellence
- Center for Disaster Research and Education
- Center for Economic Education
- Center for Environmental Sciences

Center for Academic Excellence

The Millersville University Center for Academic Excellence (CAE) is dedicated to the advancement of teaching and learning among all members of the university community. The Center's mission is to serve this community of learners through teaching enhancement, collaborative inquiry, curriculum development, and technology resources. In addition, the Center provides a focal point for collaboration with groups and institutions outside of Millersville, including other colleges and universities, the business sector, schools, and community organizations (CAE Website).

Center for Disaster Research & Education

The CDRE is currently comprised of 15 faculty members and several student research assistants who conduct research into various issues related to disasters and terrorism. According to their website, the Center's work includes, but is not limited to, investigation of behavioral and organizational issues related to mitigation, planning, and response to disasters and terrorism, and the Center engages in research and educational activities aimed at serving the Commonwealth of Pennsylvania, the region, the nation and beyond. Specifically, the Center aims to develop educational and training opportunities directed toward public policy makers, emergency personnel, the mass media, and average citizens (CDRE Website).

Center for Economic Education

The Millersville University Center for Economic Education seeks to prepare students to use economic ways of thinking and problem solving and to have a solid grasp of the nature and structure of the national and global economy, as producers, consumers, and citizens. According to their website, the MUCCEE aids educators in their preparation to teach students how to become productive members of the labor force, responsible and informed voters, prudent savers and investors, knowledgeable consumers, and lifelong decision makers--through seminars, workshops, course offerings, and instructional resources (MUCCEE Website). Some 77 teachers attended workshops with a potential impact of 6900 students in the region this year.

Center for Environmental Sciences

MUCES is dedicated to research and education related to the natural resources of the lower Susquehanna region. Their goals include promoting the conservation of natural resources and enhancing the quality of life of all citizens by being a resource to the community and an active partner in environmental protection.

Recent Curricular Changes Involving Civic Engagement

- Master of Social Work
- Proposed Master of Science in Disaster Management
- BSE Citizenship Education Major
- Environmental Hazards & Emergency Management Minor
- E.S.L. Certificate

Master of Social Work

Millersville and Shippensburg universities are jointly offering a Master of Social Work (MSW) degree program, a program designed for students who want to further their education in social work or join the social work profession. Students enrolling in the Regular Program must complete 60 credits of graduate study including: 12 credit hours of field practicum, nine credit hours of electives, and 39 credit hours of required coursework. Students enrolled in the Advanced Standing Program (available starting Summer 2007) must complete 36 credit hours of graduate study including: six credit hours of field practicum, nine credit hours of electives, and 21 credit hours of required coursework including a summer “bridge” course.

Proposed Master of Science in Disaster Management

A new Master's of Science Degree in Emergency Management (MSEM) has been proposed. The MSEM Proposal Approval Process Began on March 16, 2005, and the Program expects to begin offering courses in the Fall of 2006. The degree includes four core courses, five electives, a capstone course, and a field experience/internship.

BSE Citizenship Education Major

Millersville has recently added a BSE in Social Studies with certification in Citizenship Education to its curriculum (MU Website). The degree includes 30 credit hours of required courses, 30 credit hours of BSE concentration, 27 credit hours in professional education, and 18 required related courses. According to Millersville's website, students wishing to teach anthropology, psychology or sociology in the secondary schools are required to complete the B.S. Ed. in citizenship education. As part of that program, the students select courses in anthropology, sociology, and psychology to prepare for the certification exams in the social sciences. Upon receiving the Citizenship Education Certification students take the test for Social Sciences Certification, which allows them to teach anthropology, psychology and sociology.

Environmental Hazards & Emergency Management Minor

According to the CDRE website, the multi-disciplinary EHEM curriculum (18 s.h. drawn from four departments-Earth Sciences, Geography, Industry and Technology, and Sociology, from each of the three schools within the university) consists of four required courses (12 s.h.) and two electives to be selected from a list of three options (6 s.h.). Two courses are at the 100-level, two courses are at the 200-level, two are at the 300 level, and one is at the 400 level. The four required courses and the third elective (an internship or independent project in emergency management) may be contracted with a faculty member in any of the four participating departments.

E.S.L. Certificate

According to the Graduate Catalog, Millersville University is an approved provider of a Program Specialist-ESL certificate program. Persons who have a valid Pennsylvania Instructional I or Instructional II certificate and have completed the Millersville University ESL program are eligible to receive a signed copy of the ESL Training Completion Form. Courses include the following: EDUC 561 Second Language Acquisition: Theory, Programs and Assessment; EDUC 562 Methods for Teaching English Language Learners; EDUC 563 Linguistic and Cultural Diversity in the Classroom; EDUC 564 Current Trends and Policies in the Teaching of English Language Learners: Seminar and Community Service.

Community Based Projects

In 2004, 10% of MU freshmen and 18% of MU seniors reported participating in community-based projects for a course (NSSE).

- **Some Community Based Research Projects**
 - West Nile Virus Project (John Wallace)
 - Lancaster Crime Commission Study (Mary Glazier)
 - Archaeology dig (Tim Tressel)
 - Underground Railroad Project (Tracy Weis)
 - High Risk Drinking in Millersville Borough Study (Kim Mahaffy)

- **Some Community Based Writing Projects**
 - students engage in projects and write papers *such as proposals, reports, letters, editorials, articles, flyers, brochures, memos, and newsletters* to resolve issues in the university and in surrounding communities (Kerrie Farkas).

- **Some Community-University Collaborations**
 - Small Business Institute
 - VITA
 - Nursing Clinic
 - Artists Now

Service-Learning

Faculty and students are involved in service-learning courses--those courses that contain a credit-bearing educational experience where students participate in an organized service activity that meets identified community needs and reflect on the service activity to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility.

- **25% of faculty** taught a service-learning course (from 2003-2005)
- **3,504 students** participated in service-learning (from 2004-2005)
- **109,016 hours** volunteered by students to **248 agencies** in the community (from 2004-2005)
 - Some sites: Boys & Girls Club, YMCA, Keep Lancaster Beautiful Campaign, Lebanon Reading Council, Marine Science Consortium, and the Millersville Fire Company (CAP Office).

Internships

From Summer 2004-Spring 2005, 322 students participated in an internship: 264 from the School of Humanities and Social Sciences, 29 from Education, and 29 from Science and Math (CAP Office).

Students are also given the opportunity to participate in the Harrisburg Government Internship Semester Program. Each semester of the academic year, an academically outstanding undergraduate student from Millersville has the opportunity to participate in an internship, working for the government in Harrisburg and earning fifteen credit hours (Undergraduate Catalog). Finally, students have the opportunity to participate in international internships through the CAP Office.

Also, certain departments offer their own internships; Occupational Safety & Environmental Health and Nursing are among two of these departments.

Capstone Courses and Seminars

The examination of the *Undergraduate Schedule of Classes* and the *Undergraduate Catalog* for undergraduate courses whose titles or brief catalog description contain “civic,” “citizenship,” or “citizen” over the last academic year revealed that only one course at Millersville containing one of these terms in the title or brief catalog description was offered. In the Spring of 2005, Millersville offered two sections of a Citizenship Seminar through the Education Department as part of the preparation for future Social Studies teachers. (*Undergraduate Schedule of Classes*; *Undergraduate Catalog*).

The examination of the *Undergraduate Schedule of Classes* and the *Undergraduate Catalog* for undergraduate capstone courses offered at Millersville over the last academic year revealed that four capstone courses were offered:

- *Communication & Theater: Public Relations Campaign* (COMM 452: 3 s.h.). According to the online Undergraduate Catalog, this capstone course offers hands-on practice in public relations problem solving and involves work in student-run “agencies” to develop and implement a public relations campaign for a nonprofit organization. This course is offered in both the fall & spring.
- *Environmental Studies: Environmental Clinic* (ENVI 495: 3 s.h.). According to the online Undergraduate Catalog, this capstone course is devoted to the definition and assessment of an environmental problem from watershed, air shed, biodiversity, and human health perspectives. In such a course, case studies are used as models of how environmental problems can be defined/documented and solutions can be implemented. Moreover, student teams define a problem and implement a solution using interdisciplinary approaches while working with a faculty team. This course is offered periodically.
- *Industry & Technology: Nanofabrication Manufacturing* (ITEC 261, NFMT 311, 312, 313, 314, 315 and 316: 21 s.h.). According to the online Undergraduate Catalog, the six NFMT courses comprise a capstone semester of hands-on experience for this associate’s degree in state-of-the-art equipment and clean room laboratories in the Nanofabrication Facility at Penn State University in State College.
 - NFMT 311: 3 s.h.: Materials, Safety and Equipment Overview for Nanofabrication
 - NFMT 312: 3 s.h.: Basic Nanofabrication Processes
 - NFMT 313: 3 s.h.: Thin Films in Nanofabrication
 - NFMT 314: 3 s.h.: Advanced Lithography and Patterning Techniques
 - NFMT 315: 3 s.h.: Materials Modification in Nanofabrication
 - NFMT 316: 3 s.h.: Characterization, Packaging, Testing of Nanofabricated Structures
- *Social Work: Senior Seminar* (SOWK 404: 3 s.h.). According to the online Undergraduate Catalog, this is a capstone course for social work majors, taken with SOWK 401-402. Serving as a bridge between the roles of student and practitioner, the course examines issues and concerns facing social workers entering professional practice, synthesizes and integrates knowledge, value and method components with field experiences. This course is offered in the spring.

Part 3 – Co-Curricular Focus on Civic Engagement

What civic engagement activities and opportunities may be found in the co-curricular life of Millersville University? The following provides a summary of the major civic engagement efforts, activities, and opportunities available at Millersville University.

Student Government

The University administration participates in shared governance with students in providing significant civic engagement opportunities for the faculty, staff, and students at Millersville University and the surrounding community. The Student Senate allocates over \$1 million dollars each year to fund the events, activities, speakers, and philanthropic efforts of approximately 120 student clubs and organizations.

Student government has established and continues to maintain a high school mentorship program in which members of the Student Senate at Millersville University interact and share experiences with members of student governments from local high schools.

Student Government at Millersville University regularly sends representatives to the annual meeting of the Conference on Student Government Associations (COSGA). COSGA offers student leaders across the country the opportunity to meet others like themselves with whom they can exchange information, experience other points of view, and establish contacts that will continue well into the future. Annual meetings of COSGA regularly feature distinguished speakers, workshops, and roundtable discussions, all designed with the aim of improving the leadership skills of student government leaders.

In April 2004, representatives of the Student Senate co-sponsored and participated in “Play Fair,” a children’s carnival event featuring fun and games for the Millersville campus and community.

Student Government representatives were also very active in conducting voter registration and “get out the vote” drives during the 2004 presidential election.

Student Clubs and Organizations

Student Media Organizations

Representatives from *The Snapper* regularly attend the annual meeting of the College Media Association. It is the largest college student journalism convention and features keynote speakers, networking opportunities, learning sessions, workshops, a newspaper career fair, displays of student media and on-site critiques, and awards for various categories of student journalism.

Student members of Millersville University's radio station, WIXQ (91.7), and cable television station, MU Cable, are involved in the National Broadcast Society and regularly attend their annual conferences.

Student Senate

The Student Senate is currently working with "Better World Books" to collect unwanted textbooks which will be donated to the National Center for Family Literacy, an organization that is concentrating its efforts this year on relief efforts for those affected by Hurricane Katrina. The Student Senate also sponsored and conducted voter registration and get-out-the-vote drives in recent elections and on Constitution Day.

Fraternities and Sororities

Fraternities and sororities sponsored and participated in philanthropic and community service events nearly every weekend of the 2004 academic year. Perhaps the greatest philanthropic event of the year for the Greek community is the Charity King and Queen event (held in conjunction with Homecoming), an event that has in recent years raised approximately \$50,000 for local and national charities. Greek organizations host blood drives, run in marathons to raise money for various causes, volunteer at retirement homes and schools, collect and donate items for the homeless and those less fortunate. A number of Greek organizations also regularly participate in "Into the Streets," a program in which participants venture into the community to clean up a neighborhood, paint a mural, or renovate a shelter for families in transition.

Helping Other People

"Helping Other People," is a student organization whose mission is "to provide an outlet for Millersville students to volunteer on the campus and surrounding communities."

"Helping Other People" is involved with Milagro House (an organization that provides assistance to children with homework and also provides a positive role model for children living in a transitional women's shelter). "Helping Other People" also participates in Play Fair (described above), and Lancaster Teen Home (a program in which participants work with potentially at-risk teenagers), and Alpha Club (a program in which participants work with the elderly).

Other Student Clubs and Organizations Involved in Civic Engagement

Other student organizations whose activities provide significant civic engagement opportunities include: George Street Carnival, Slip Score Society, Millersville University Reserve Officer Training Corps (MURUTC), Technology Education College Association (TECA), Ocean Science Club, Art Club, American Meteorological Society, Bible Campus Ministries, All Greek Council, Helping Paws, Black Student Union, College Republicans and College Democrats, the Political Science Organization, Pi Sigma Alpha (the political science national honor fraternity), and the Millersville University Chapter of the N.A.A.C.P.

Events in Which Student Clubs and Organizations Have Participated

Student organizations at Millersville University sponsor and participate in a wide range of activities designed to foster civic engagement. Below is a summary of some of the more prominent community service activities in which student clubs and organizations regularly participate and either sponsor or cosponsor:

- **Angel Tree- (150 gift bags donated, 2004)**
Every Christmas season, Millersville University receives at least one hundred tags with the names of less fortunate children. The Angel Tree program accepts donated gifts from faculty, staff, and students in the Millersville University Committee, so that less fortunate children may be able to open gifts on Christmas day.
- **Easter Baskets (220 baskets donated, 2005)**
Participants in the Easter Basket program create gift baskets for children living in a family infected - or affected - by AIDS. The baskets are stuffed with pens, pencils, toys, socks, blocks, balls, and other age-appropriate items.
- **Empty Bowls- (62 student volunteers, 176 student volunteer hours, 2004-2005)**
In the fall, hundreds of MU students, staff, faculty, and community members gather for the "Bowl-a-Rama" to make original ceramic bowls. These bowls are glazed and fired over winter break in preparation for the Empty Bowls Dinner in the spring.

At the Dinner, guests received a keepsake bowl and a simple dinner of bread and soup - more than many people eat each day. Musical entertainment and an educational program detailing how the Empty Bowls project directly affects lives was featured. A raffle of nearly \$ 1,000 in prizes helped to raise additional funds.

Over the past seven years, MU has donated nearly \$15,000 to the Central Pennsylvania Food Bank, the Spanish American Civic Association, Milagro House, and Transitional Living Center, The Gathering Place, and other organizations providing hunger relief.

- **Into the Streets- (250 student volunteers, 1,340 student volunteer hours- 2004)**
See description above
- **Play Fair- (75 student volunteers, 200 student volunteer hours, 2004)**
See description above
- **Second Mile (450 student volunteers, 1800 student volunteer hours, 2004-2005)**
Second Mile serves 50 school-aged children in the Lancaster area. Children are matched with college friends and attend monthly on-campus events. Events are packed with games, contests, crafts, and challenges designed to make learning fun for everyone. College friends also help their young friends with personal and academic goals and chart their progress throughout the year.

Civic Engagement Activities in the Residence Halls

Housing and Residential Programs maintains a theme housing program for students living in Hobbs Hall. Students residing in Hobbs Hall live and work together in a service learning and leadership environment. The goals of this program are to challenge students to extend themselves in a spirit of social engagement. This involves direct, meaningful, and necessary service to the community, increasing students' civic and citizenship skills, providing cross-cultural experiences for students, and exposing students to societal inadequacies and injustices and empowering students to remedy them.

Student Leadership Development Opportunities

Maraudership

Maraudership, a leadership enhancing program sponsored by the Department of Housing and Residential Programs, is designed “to empower campus leaders to become organizational and personal change-agents by adopting a vision-based approach to leadership.” Conducted on April 11-12, 2004 by a number of facilitators along with selected MU faculty, Maraudership motivated the 37 students participating in the program to “discover the leader inside.” The group of students consisted of members from an array of campus organizations. The two-day leadership conference was well received, and is planned to become an annual event.

Collegiate Leadership Development Program

The Collegiate Leadership Development Program (CLDC), sponsored by the Student Programs Office and cosponsored by the Office of Social Equity and Diversity, is designed to enhance leadership opportunities by educating students of color in the process of university structure, organization and involvement. The CLDP will familiarize student leaders with key university administrators and create a better understanding and greater respect between students and the University administration. Upon completion of the program, students will provide University officials with a new reservoir of student talent available for appointment to boards, commissions, search committees, and other forms of service.

EXCEL: On Target with Student Leadership

The EXCEL program, also sponsored by the Student Programs Office, is designed to prepare students for the challenges of leadership in college and beyond. The program explores the student's level of self-awareness and offers skill building experiences in many areas of leadership development. EXCEL is also designed to inspire a diverse student population to develop relationships on campus, get involved on campus and the community at large, seek and assume leadership roles, and most importantly facilitate positive change on campus. Our commitment is to provide a foundation on which students may build other leadership experiences. The EXCEL program is divided into three tracks to appeal and meet the needs of a variety of students (Excel Emerging Leaders, Excel Seasoned Leaders, and Excel Lead Consultants).

Leadership Retreats, Conferences, and Workshops

- ***Millersville University Leadership Summit***
 The Millersville University Leadership Summit was a one-day conference held on November 5, 2005. The Summit was designed for student leaders or any student seeking to enhance their leadership skills in order to become more effective in their leadership roles; now and in the future. Student leaders participating in the conference learned about their personal leadership style, issues of leadership in a diverse community, group dynamics, conflict resolution, time management, how to run effective meetings, ethics and the role of student leaders, effective communication and many other leadership development tools.
- ***The Six O'clock Hour***
 The Six O'clock Hour consists of a series of workshops designed to educate students who are interested in developing and enhancing their leadership skills. The series focuses on leadership and management issues to help students develop both as individuals and as active members of student organizations. The workshops sponsored by Six O'clock Hour are scheduled to take place between September 20, 2005, and January 31, 2006 and focus on the following topics: Self Awareness and Leadership, Spirituality and Leadership, Gender and Leadership, Leadership and Service, and Leadership and Students of Color
- ***Women's Leadership Retreat***
 This program demonstrates Millersville University's commitment to women's leadership development and is designed to provide students with the opportunities to develop, enhance, and practice a personal philosophy of leadership. Women attending are challenged to explore self-awareness, understanding of others, and acceptance of responsibilities inherent in community membership. Students learn basic concepts and historical perspectives of leadership, gain a greater understanding of ethics, values, diversity, women's history, and learn about the relation of self to others and the community. The Women's Leadership Retreat will be held March 25-26, 2006.

Civic Engagement Events and Activities at Millersville University

Patriot Act Forum

On September 22, 2004, the Pennsylvania Newspaper Association, the Millersville University American Democracy Project, and the Lancaster County League of Women Voters sponsored a public forum and panel presentation on the merits and demerits of the Patriot Act, entitled: "The Right to Know: Accessing Public Information in the Patriot Act Era."

Campus Dialogue On Race

On February 6, 2005, Millersville University conducted a "Dialogue on Race, Gender, Ethnicity." The Dialogue on Race provided opportunities for students, faculty, and staff to talk about contemporary race relations openly and honestly.

2005 Martin Luther King, Jr. Celebration

On January 20, 2005, students, faculty, and staff were invited to view the film, "The Untold Story of Emmitt Till." Filmmaker Keith Beauchamp discussed the film following its presentation. Beauchamp's film played a major role in the reopening of the Emmitt Till Case and the indictment of two more suspects. This case is believed to be a major catalyst for the Civil Rights Movement.

2006 Martin Luther King, Jr. Celebration

On January 19, 2006, the Millersville University Chapter of the N.A.A.C.P. sponsored distinguished speaker Myrlie Evers-Williams, civil rights activist and former chairperson of the NAACP.

25th Annual Holocaust Conference

In April 2005, Millersville University sponsored the 25th Annual Holocaust Conference. Among the topics introduced and discussed by distinguished guest speakers who attended the event were: What have we learned from the holocaust? Why was the twentieth century "The Century of Genocide"? What is the nature of genocide in the contemporary world?

26th Annual Holocaust Conference

In April of 2006 Millersville University will sponsor the 26th Annual Holocaust Conference centered around the theme: "Confronting the Other: The Holocaust and Contemporary Issues of Racism and Xenophobia."

No Child Left Behind Town Hall Forum

On Wednesday, February 9, 2005, a panel of distinguished guests discussed significant issues surrounding the implementation of NCLB policies that affect persons involved in education- including teachers, parents, and students. The event was attended by Millersville students, faculty, staff, and the public.

"Debate and Dialogue: Status of Civil Rights in the New Millennium"

On February 3, 2005, Millersville University conducted a "Debate and Dialogue: Status of Civil Rights in the New Millennium," a frank and open exchange on the history and future direction of the American Civil Rights Movement.

Point/Counterpoint: Dr. William Bennett and Dr. Richard Riley

On March 17, 2005, Distinguished guests Dr. William Bennett and Dr. Richard Riley took part in the Anna Funk Lockey Education Lecture. Entitled "Point/Counterpoint," Dr. Bennett and Dr. Riley debated a wide range of social, political, and moral issues in an event attended by Millersville University students, faculty, staff, and the public.

Environmental Stewardship Conference

There will be an environmental conference on April 8, 2006: "Practical Approaches to Environmental Stewardship," will be presented as a series of talks and workshops inspired by the theme "think globally, act locally."

Women's Film and Lecture Series

The Women's Film and Lecture Series (Voices of Change) has sponsored in 2005, and will sponsor in 2006, a number of films open and free to the public:

- **Academic Year, 2005**

September 18- Perspectives on International Activism I: *Voices of Change*

October 9- Perspectives on International Activism II: *New Directions*

November 6- Perspectives on Mixed Cultures: *First Person Plural*

November 13- Perspectives on Mixed Cultures: *Afro-Argentines*

November 20- Perspectives on Arts and Activism I: *The Righteous Babes*

- **Academic Year, 2006**

February 5- Perspectives on Feminism: *The F-Word: A Video about Feminism, A Place of Rage, Women Organize!*

February 19- Remembrance Day: *History and Memory, Rabbit in the Moon*

March 5- Perspectives on Arts and Activism II: *Beah: A Black Woman Speaks*

March 26- Perspectives on War Activism: *Afghanistan Unveiled, Calling the Ghosts*

April 11- Perspectives on Gender, Ethnicity and History, *A Family Gathering, Unfinished Business: The Japanese American Internment Cases*

Japanese-American Internment Symposium

The Japanese-American Internment Symposium is a year-long multidisciplinary symposium commemorating the internment of Japanese Americans during World War II and other internments around the world. The year-long symposium will culminate in a formal two-day symposium on April 11 and 12, 2006, featuring scholarly lectures, presentations by former internees, film screenings, and theatrical presentations.

Student representation on Millersville Borough Council

In addition to its regular elected positions, the Millersville Borough Council maintains a seat for a student representative from Millersville University.

Hotel Rwanda: A Lesson Yet to Be Learned

On October 19, 2005, the Millersville University Chapter of the N.A.A.C.P. sponsored a lecture by Paul Rusesabagina. Rusesabagina is the focus of the movie, *Hotel Rwanda*, which tells the story of how, as a hotel manager, he sheltered over a thousand refugees from certain death as the country of Rwanda descended into war.

U.S. Foreign Policy and the New Middle East

On October 5, 2005, Robin Wright, foreign correspondent for the *Washington Post* and author of "The Last Great Revolution: Turmoil and Transformation in Iran" discussed American Foreign Policy and the Middle East in the Harriet Kenderdine Lecture.

Robert Hager Lecture

On October 25, the Center for Disaster Research and Education sponsored a lecture by former NBC News correspondent, Robert Hager. Hager shared stories from his more than 35 years of experience in covering a wide range of world events for NBC News.

Latino Celebration Lecture

On November 10, 2005, the Latino Celebration Committee sponsored a lecture by Suzanne Oboler, “Latinos in the USA: Social Justice and the Struggle for Rights in the Post 9/11 Period.” Suzanne Oboler is Associate Professor of Latin American and Latino Studies at the University of Illinois at Chicago. She is also founding Editor of the forthcoming academic journal, *Latino Studies*.

Women’s History Celebration Lecture

On March 2, 2006, Michaela Angela Davis, executive fashion and beauty director for “Essence” magazine will deliver the Women’s History Celebration Lecture.

Constitution Day

On Friday, September 16, 2005 Millersville University commemorated National Constitution Day with four main events; a presentation and discussion on the U.S. Constitution, a panel debate on issues of campus interest related to the U.S. Constitution, “Conversations with Supreme Court Justices,” from “Justice Talking” on National Public Radio, and “Justice Talking” Debates and Video from National Public Radio: “Free Speech in the Digital Age.”

Millersville University’s commemoration of Constitution Day featured a number of other activities, including t-shirt giveaways, voter registration tables, a contest of knowledge of the U.S. Constitution, purchasing and distribution of pocket copies of the Constitution, essay and speech contests on topics related to the Constitution, and a library display focusing on the U.S. Constitution.

Hurricane Katrina Relief Effort

The Millersville University Chapter of the American Meteorological Society organized a fundraiser for victims of Hurricane Katrina. Student members were stationed at the Student Memorial Center and in the lobbies of dormitories to collect contributions from Millersville University students, staff, and faculty. The fundraiser spanned two weeks and collected \$4,004.73. The officers, led by the 2005-06 president, Michael Williams, handed a check in this amount over to the American Red Cross of the Susquehanna Valley.

The Art Department collected boxes of art supplies for elementary schools and private artists as part of the Katrina relief effort.

On September 29, 2005, an interdisciplinary forum was held focusing on Hurricane Katrina. Participants in “Beyond the Relief Effort: The Impact of Hurricane Katrina” discussed issues and concerns related to the relief effort and the recovery of communities affected by Hurricane Katrina.

Part 4 – Evaluation of Civic Engagement

This section reports how MU has assessed its level of civic engagement. It does so first by examining results from the National Survey of Student Engagement for the last three years. Relevant responses from the Higher Education Research Institute's (HERI) faculty survey are then reported. Lastly, data from surveys of student voting patterns during the 2004 presidential election are summarized.

Millersville University Students and Civic Engagement According to National Survey of Student Engagement (NSSE) Data for 2003, 2004, and 2005:

For several years Millersville has participated in the National Survey of Student Engagement (NSSE) survey which samples first-year students and seniors in the spring of each year. A number of the questions asked each year are relevant to civic engagement. Additionally, a series of additional questions focused specifically on civic engagement were used as experimental items in 2004. These data help us to assess the status of civic engagement efforts at Millersville.

The charts below and the brief textual summaries present three-year trends and comparisons between Millersville students and their peers in Master's-level (Carnegie classification) comprehensive universities like ours. The first chart displays sample sizes, rates of response, and sampling error estimates.

Sample sizes, response rates, and sampling errors for NSSE							
		2004			2005		
		N	Response Rate	Sampling Error	N	Response Rate	Sampling Error
Freshman	MU	223	21%	6.2%	287	27%	5.2%
	Masters	17,537	35%	0.7%	19,891	33%	0.7%
Seniors	MU	152	15%	7.5%	345	33%	4.6%
	Masters	18,436	38%	0.7%	21,826	37%	0.6%
Total	MU	375	18%	4.8%	632	30%	3.4%
	Masters	35,973	37%	0.5%	41,717	35%	0.6%

- In 2003, freshman reported participating in slightly fewer **community-based (or service learning) projects as part of a regular course** than their peers at other institutions. By 2005, however, rates of participation among freshman at MU had surpassed their peers at other institutions. Similarly, seniors reported lower rates of participation in 2003 and 2004 than their peers but had roughly equal participation in 2005. (1k)

Participated in a community-based project (e.g. service learning) ^a as part of a regular course (Item 1k)		2003	2004	2005
Freshman	MU	28%	36%	44%
	Masters	35%	38%	39%
Seniors	MU	38%	43%	53%
	Masters	45%	49%	52%

a: The words in parenthesis were added in the question in 2005

- In both 2004 and 2005, freshman reported **attending art exhibits, galleries, plays, or other theatre performances** less often than peers at other institutions. Seniors also reported lower rates of attendance in 2004 than their peers but reported much higher rates in 2005 when they slightly exceeded their peers. Information for this question was not available from 2003. (6a)

Attended an art exhibit, gallery, play, dance, or other) theatre performance ^b (Item 6a)		2003 ^c	2004	2005
Freshman	MU		67%	68%
	Masters		73%	76%
Seniors	MU		61%	73%
	Masters		66%	70%

b: In 2004 the question was: Attended an art exhibit, gallery, play.

c: No comparable question in 2003

- In both 2003 and 2005, seniors reported more participation in **practicums, field experiences, co-op experiences, or clinical assignments** than peers at other Master's universities. Rates were similar in 2004.(7a)

Done or plan to participate in a practicum, internship, field experience, co-op experience or clinical assignment (Item 7a)		2003	2004	2005
Freshman	MU	81%	85%	79%
	Masters	80%	80%	82%
Seniors	MU	79%	74%	85%
	Masters	72%	74%	77%

- Seniors reported comparable levels of **community service and volunteer work** as their peers at other institutions across the three years, while freshman were comparable in 2004 but slightly lower than their peers in 2003 and 2005.(7b)
 - o In 2005, 39% of freshman and 66% of seniors had participated in community service, compared with 41% and 62% of Master’s freshman and seniors, respectively. An additional 34% of freshman and 9% of seniors at MU had plans to do so.

Done or plan to do community service or volunteer work (Item 7b)		2003 ^d	2004	2005
Freshman	MU	69%	75%	73%
	Masters	74%	76%	79%
Seniors	MU	63%	67%	75%
	Masters	63%	70%	75%

d. 2003 responses to question 7b were yes, no, or undecided.

- Across all years, both freshman and seniors reported far fewer **study abroad experiences** (either planned or actual) than peers at other institutions. (7f)
 - o In 2005, 2% of freshman and 9% of seniors at Millersville had studied abroad, compared with 2% and 13% of Master’s freshman and seniors, respectively. An additional 23% of freshman and 4% of seniors at MU had plans to do so.

Done or plan to study abroad (Item 7f)		2003 ^e	2004	2005
Freshman	MU	33%	26%	25%
	Masters	33%	38%	40%
Seniors	MU	6%	10%	13%
	Masters	14%	18%	21%

e. 2003 responses to question 7f were yes, no, or undecided

- In all years, both freshman and seniors reported spending much less **time caring for dependents living with them** than peers at other institutions. (9f)

Providing one or more hours of care for dependents living with you (parents, children, spouse, etc.) (Item 9f)		2003	2004	2005
Freshman	MU	12%	14%	19%
	Masters	27%	26%	27%
Seniors	MU	31%	24%	26%
	Masters	41%	39%	40%

Experimental Items surveyed in 2004 only

- Millersville University students overall reported comparable levels of civic engagement as peers in the NSSE sample (comparisons were made with the Master's institutions). Participation rates on the five relevant items were mostly similar to peers except for a couple of instances where MU students lagged slightly behind their counterparts. These instances were generally found among the first-year students. However, one trend that may be encouraging is the increase across the board in civic engagement from freshman year to senior year.
- 13.8% of freshman and 20.1% of MU seniors reported having often or very often **expressed an opinion about a political or community issue in a public forum** as compared to 19% of Master's freshman and 21% of Master's seniors.(1a)
- 57.1% of MU freshman and 64.5% of MU seniors reported often or very often **using media to stay informed about local political or community issues** as compared to 59% of Master's freshman and 69% of Master's seniors. 7.3% of MU freshman (as compared to 10%) and 8.7% of MU seniors (as compared to 8%) reported never having used media in the last year to stay informed. (1b)
- 14.2% of freshman and 18.7 % of seniors reported having often or very often **participated in a fundraising event** as compared to 15% and 21% of the Master's sample respectively. (1c)
- 3.4% of MU freshman and 7.2% of MU seniors report having often or very often **attended a rally, vigil, or protest** about an issue that is important to them as compared to 7% and 8% of the Master's sample respectively. 85.9% of MU freshman (as compared to 76%) and 70.5% of MU seniors (as compared to 71%) reported having not attended any rallies, vigils, or protests in the last year. (1d)
- 5.4% of MU freshman and 15.8% of MU seniors report having often or very often **led meetings or activities for a local community organization or religious group** as compared to 9% and 15% of Master's peers. (1e)

HERI Survey of Faculty Behavior and Attitudes:

The following results are based upon 133 total responses from MU faculty to the 2004-2005 HERI Faculty Survey. Comparisons are made in reference to the Public 4-Year College sample which is based upon over 11,000 responses.

Faculty Member's Direct Involvement with Community

- 51% of faculty members use their scholarship to address local community needs (vs. 54%).
- 23% have published op-ed pieces or editorials (vs. 21%).
- 57% have collaborated with the local community in research/teaching (vs. 50%).
- While most faculty (69%) report doing at least some community or public service (vs. 66%), they spend less time doing so than their counterparts at other institutions. Only 6% work more than 4 hours vs. 13% nationally. (MU faculty members spend considerably more time teaching, preparing to teach, advising, and doing committee work than their counterparts nationally.)

Direct Encouragement of Students' Civic Engagement

- 25% have taught a service learning course during the past two years (vs. 20%).
- 44% have advised student groups involved in service/volunteer work (vs. 45%).
- 13% use community service as a part of coursework as a teaching method (vs. 8%).

Indirect Encouragement of Students' Civic Engagement

- 39% feel it is very important or essential to instill in students a commitment to community service (vs. 38%).
- 61% feel it is very important or essential to prepare students for responsible citizenship (vs. 62%).

Perceptions of MU Campus Climate

- 34% agree (strongly or somewhat) that most students are strongly committed to community service (vs. 25%).
- 19% feel that helping students learn how to bring about change in American society is a high or highest priority of the University (vs. 32%).
- 35% feel that providing resources for faculty to engage in community-based teaching or research is a high or highest priority of the University (vs. 34%).
- 46% feel that creating and sustaining partnerships with surrounding communities is a high or highest priority of the University (vs. 50%).

Perceptions of Role of Higher Ed

- 65% feel somewhat or strongly that colleges should be actively involved in solving social problems (vs. 66%).
- 84% feel somewhat or strongly that colleges should encourage students to be involved in community service activities (vs. 85%).
- 82% feel somewhat or strongly that colleges have a responsibility to work with their surrounding communities to address local issues (vs. 83%).
- 26% feel somewhat or strongly that including community service as part of a course is a poor use of resources (vs. 20%).

Key Differences between MU Faculty and the Normative Group

- Overall, levels of direct faculty involvement with the community were comparable to national norms with two minor exceptions. They were slightly more likely to collaborate with the community in research/teaching, but less likely to spend higher amounts of time involved in community service. Spending fewer hours on such endeavors seemed to be easily explained by the more extensive time commitment MU faculty made to their teaching and advising functions relative to their counterparts.
- MU faculty were more likely to use service learning and other forms of community service as part of their classroom activities than their counterparts. No differences in the more indirect measures of encouraging civic engagement were detected.
- While MU faculty felt that students here are more committed to community service, they were much less likely than their counterparts nationally to feel that helping students learn how to change society was a high priority on this campus.
- For the most part, the faculty's perceptions of the mission of higher education were very much in line with faculty at similar colleges and universities with one exception. Quite ironically given the greater use of service learning and community service as pedagogy by MU faculty, MU faculty were more likely than their counterparts to view community service as a poor use of resources. One possible explanation for these contradictory findings might be that as MU has grown quickly to embrace service learning and community service; it has caused some backlash, if you will, among other faculty creating a more polarized campus climate regarding this issue. Clearly, such an interpretation is highly speculative, but may be worth further investigation.

Gender Differences in Faculty Responses

- Overall, there were quite large differences between male and female faculty perspectives. Most of these differences were larger at Millersville than they were nationally.
- In most cases, female faculty members' attitudes or behaviors were more supportive of civic engagement, especially in their commitment to collaboration with the community and in their support of students' civic engagement.

- The only areas where men’s responses showed more support for civic engagement than women’s were:
 - Publishing op-ed pieces or editorials in newspapers
 - Advising student groups involved in service/volunteer work
 - Feeling that colleges should be actively involved in solving social problems

- The only areas where there were no meaningful differences between men’s and women’s responses were:
 - Doing their own community or public service
 - Priority given to helping students learn how to bring about change in American society
 - Feeling that colleges should be actively involved in solving social problems

Voting Behavior Reports:

- In a survey of 100 MU students (convenience sample) conducted by student researcher Rachel Marshall, 63 percent reported that they had registered and voted in the last election (2004). Of the non-voters, slightly over one-third had registered but not voted. Borough voting records were also examined. Only about 400 students who live on campus are registered to vote in the Borough and of those, only 2 percent were recorded as having voted in the 2004 election. Survey results suggested that timeliness of registration and lack of information about the processes of registration and voting were the key issues interfering with voting participation. [The author cites lack of transportation as another key issue but this seemed speculative and not based on survey results].

- In a second survey of 138 MU students conducted by student researcher Adam Trone, 61 percent reported that they had voted in the last election (2004), lending credence to the results of Marshall’s survey. This contrasts with the national figure of 24 percent reported by the Center for Information and Research on Civic Learning and Engagement. Of the non-voters, only about 11 percent in Trone’s sample had registered but not voted. Again, knowledge of the registration and voting processes was cited as the foremost factor inhibiting voting. Some students reported that they were registered at home but were not able to get home to vote.

- In sum, it appears that Millersville students may be more likely to fulfill their civic obligation to vote than others in their age group, but that more could be done to increase participation through education and pragmatic efforts (e.g., transportation, absentee ballots).