

What We Say and What We Do

Jumpstarting the Conversation on Our Values



Values Integration Task Force

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University of North Florida

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Acknowledgements



At the outset, I wish to commend the leadership of Dr. Mauricio Gonzalez, Vice President for Student and International Affairs, for his vision in convening this task force. We have taken the challenge to heart and with due diligence. I am especially grateful for the faculty, staff, administrators and students who contributed to the work of this endeavor.

When task force members were asked why they agreed to participate in this project, they said they did so because they felt they could make a difference. They underscored that the “process” was more important than the “product” (this report) and that they deeply appreciated the opportunity to engage in dialogue with colleagues about our values, often citing that they have rare opportunities to engage this sort of conversation.

This report is couched in the interpretation of those who walked this largely uncharted journey, grounded in our own passion as educators and members of the UNF learning community. We have found that the process of “values talk” is messy and imperfect. Nonetheless, it is an essential conversation if we are to understand and demonstrate organizational integrity. In many ways, the medium (dialogue) is the message that is at the heart of this report. The very process of “talking values” in our deliberations is illustrative of the challenge we face at UNF if we are to better integrate these values across our organizational culture. The task force provided a venue for a meaningful conversation that was life-giving to those who participated in it. Ultimately, the key to further integration will be continued processes of dialogue and reflective practice on the values across all sectors of the university.

This report is but an overture to move that conversation forward. What follows is by no means definitive or prescriptive. We simply wish to share what we have learned about our core values and what they seem to mean to the UNF community. We posture some recommendations as to how the values might be further integrated across UNF’s organizational culture. In doing that, we identify a number of emerging “best practices.” We also suggest several “early adopter” units within the university that might play a leadership role in advancing and modeling the values.

We underscore that our efforts represent only a beginning point as we attempt to paint broad parameters that might frame the conversation and move it forward. It is our hope that this report serves to be an opener to a sustained and vibrant conversation across the university. That conversation must surely be modeled at the highest levels of leadership but should also percolate up from the grassroots across the entire organization. Ultimately, it is our hope that this report can motivate and inspire others to take appropriate action.

Respectfully submitted,

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Chair, UNF Values Integration Task Force
June 2010

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A. Executive Summary

More and more institutions of higher education are adopting standards that define campus values that they hope will influence the day-to-day actions and culture of the campus community. The values we hold in common are critically important to shaping the identity of the *University of North Florida*. Our shared values speak to core principles that define the foundation of who we are and all that we do. Whether we are student, faculty, staff or administrator, we are a community precisely because we come together around these values. Our values also frame how we respond to the challenge of global citizenship in an ever-changing world.

The University of North Florida is committed to values that promote the welfare and positive transformation of individuals, communities, and societies. Those values are: (1) the pursuit of truth and knowledge carried out in the spirit of intellectual and artistic freedom; (2) ethical conduct; (3) community engagement; (4) diversity; (5) responsibility to the natural environment; and (6) mutual respect and civility. These values were officially adopted by the Board of Trustees in 2007 and inform the vision, mission and goals of the university.

This report begins with an historical overview of how the values were first identified and the commission charged to the *Values Integration Task Force* and how it structured its work. After defining values integration and a discussion of how values are integral to higher education, we present a general discussion of each of the six values, including illustrative best practices of how those values are operationalized in diverse units across the university. We then go on to make 23 recommendations to further integration of our values. We also cite particular units that might serve as early adopters in efforts to further that work. We note that the final recommendation is the production of a user-friendly summary brochure that might highlight key ideas of this report.

We hope this report serves to stimulate continued “values talk” across all sectors of the university. We believe the primary target audiences for this discussion are our leaders within the university, in particular the Board of Trustees, the President, the Provost and the Vice President for Student & International Affairs. Beyond that, we hope that this document will stimulate vibrant conversation across all sectors of the university.

We confidently embrace the notion that it is our collective responsibility as students, faculty, staff and administrators to inspire and motivate one another in pursuit of the common good. Our shared values present a roadmap for doing that. As we grow and develop as a University, we aim to see these values internalized and operationalized across all elements of UNF’s organizational culture. The desired end is development of institutional character that has capacity to transform us individually and collectively, and to facilitate the transformation of all social institutions with the aim of building a better world. Doing so frames the purpose of our educational enterprise in the long tradition of building democracy.

B. Introduction

How UNF's Core Values Were First Identified:

The germination of the six values was in context of strategic planning to prepare for the re-accreditation of the University. The impetus came from the Board of Trustees who raised the question: *What core values inform the vision, mission and goals of the University?* The deliberation moved through several stages, initially under the leadership of Vice President Thomas Serwatka, Chief of Staff in the President's Office. That early process began in the context of a Leadership Retreat held in the fall of 2006 involving some 120 chairs and department heads across all sectors of the University. The retreat began with an introductory discussion about UNF values. From there, two focus groups were formed to draft an initial rendering of the values. That draft was then circulated in the form of a survey, inviting feedback from faculty, staff, students and administrators. Approximately 700 persons responded to the survey.

The draft values and survey data were subsequently passed to the *Strategic Planning Task Force*, operating under the leadership of the Provost, Dr. Mark Workman. The values were revised somewhat by members of that body, reflecting the input from the survey. No definitions were put forth describing the six values. They were perceived as being "self-evident" and having "tacit meaning" within the UNF culture. The statement of "Core Values" was subsequently adopted by the Board of Trustees and is now a component framing UNF's official identity, along with corollary statements on the University's Vision, Mission and Goals. These statements have since been posted to the UNF website:

<http://www.unf.edu/mainpages/unfmission.html>; The statement on values is as follows:

The University of North Florida is committed to values that promote the welfare and positive transformation of individuals, communities, and societies. We value:

- (1) The pursuit of Truth and Knowledge Carried Out in the Spirit of Intellectual and Artistic Freedom;***
- (2) Ethical Conduct;***
- (3) Community Engagement;***
- (4) Diversity;***
- (5) Responsibility to the Natural Environment; and***
- (6) Mutual Respect and Civility;***

The Purposes of the Values Integration Task Force (VITF):

The *Values Integration Task Force* (VITF) came about under the leadership of Dr. Mauricio Gonzalez, Vice President for Student and International Affairs, and with support of the Provost, Dr. Mark Workman. In January of 2009, Dr. Gonzalez appointed Dr. John Frank to investigate how the values might be promoted across the University. Dr. Frank recommended that a task force be appointed in order to facilitate a more collaborative process that might engage a wider constituency within the University community. A task force was subsequently appointed by Dr. Gonzalez in March, with Dr. Frank serving as Chair. As authorized by Dr. Gonzalez, the purposes of the VITF were as follows:

- (1) To identify ways in which the values are practiced, evidenced and/or operationalized across the organizational culture of UNF;
- (2) To identify best "value practices" at UNF;
- (3) To begin to articulate developing meaning of the "six" UNF values;
- (4) To identify themes that inform how and why the values may or may not be effectively integrated within the organizational culture;
- (5) To put forth specific recommendations and action steps to further the integration of the values across the University culture;

Core Members of the Task Force:

- Dr. Annabel Brooks (Student Affairs);
- Dr. Mark Falbo (Director, Center for Community Based Learning);
- Dr. John Frank (Chairperson, Values Integration Task Force);
- Dr. David Kline (Director, *Ethics Center*);
- Mr. John Lucas (Student Affairs Community Advisory Council);
- Dr. Anne Lufrano (Student Affairs Community Advisory Council);
- Dr. Latara Osborne-Lampkin (Dept of Leadership, Counseling & Inst Tech/COEHS);
- Dr. Henry Thomas (Dept. of Political Science/Pub Adm /COAS & Pres., Faculty Union);
- Dr. Sharon Wilburn (Dept, of Public Health/COH);
- Dr. Carolyn Williams (Dept. of History/COAS);

Several other faculty and administrators participated in one or more workshops convened by the Task Force, providing invaluable input to the content of this report. They include the following:

- Dr. Mary Borg (Dept. of Political Science & Public Adm/COAS & Dir., UNF Honors Program)
- Dr. Kristine Webb, (Director, UNF Disabilities Resource Center);
- Dr. David Schwam-Baird, (Dept. of Political Science/Public Adm/COAS)
- Dr. Bart Welling (Dept of English/COAS);
- Dr. Tom Serwatka (VP and Chief of Staff);
- Dr. David Jaffee (Asst. VP for Undergraduate Studies)
- Dr. Marnie Jones (Associate Dean, COAS)

The Work of the Task Force: *What We Did and How We Did It*

The Task Force met monthly from March through August in 2009. Our initial focus was to gather history as to how the values were adopted and to develop a strategy to act on the purposes for which the task force was convened. During that time the Chair also interviewed several key persons involved in the development of the values, including the Provost (Dr. Workman), the Chief of Staff in the President's Office (Dr. Tom Serwatka) and the chair of the UNF Board of Trustees (Mr. Bruce Taylor). Early on, the Task Force came to an awareness of several premises that informed its developing process:

- (1) Our purpose is not to evaluate the values or change them; the values have been previously identified and were established in the foregoing strategic planning process;**
- (2) Though they have been officially adopted by Administration, they are not defined per se; they are nonetheless pregnant with meaning and need to be unpacked;**
- (3) "Buy-in" by faculty, students, and staff cannot be assumed; though the values in and of themselves do not seem to be inherently controversial, if they are to be more effectively integrated, it will be necessary to find ways to increase their ownership at all levels of the University;**
- (4) The heart of the Task Force's challenge is not to define the values per se, nor to promote the values through some form of marketing or PR campaign; rather, we are challenged to understand how the values might be demonstrated in concrete behaviors and actions, to identify emerging best practices, and to put forth recommendations that might advance "value practices" across the university culture;**
- (5) A critical question emerged: *How are these values operationalized across various units of the University? In other words: What do "value practices" look like? Would we know the values in practice if we saw them?***

In late spring and early summer (2009), the Task Force chose to conduct an informal questionnaire administered to department chairs and key administrators. In the questionnaire, we invited voluntary respondents to reflect on how their units "practice" each of the six values in the context of their respective role and function within the UNF community, and *as they understand that*.

The purpose of the questionnaire might be stated like this: *We sought to gain information about how the values are perceived across various organizational units at UNF, by identifying examples of programs, practices, policies, learning outcomes and the like, and in hopes of identifying emerging best practices.* It is essential to note that the questionnaire did not in any way solicit the **personal** values of respondents, but rather invited respondents to reflect on how the **organizational values** of UNF may be evidenced in the practice of respondents' leadership and within their respective units.

The task force opted for a simple series of "open-ended" questions that might stimulate reflection and yield robust illustrations of what our "value practices" might look like. The questionnaire consisted of one and the same open-ended question for each of the six values:

"Please comment on what your organizational unit at UNF may be doing that demonstrates and reinforces this particular value as you understand it. To the extent that each value is applicable to your particular unit, please identify specific programs, policies, procedures, curricula, student learning outcomes, and/or other practices and behaviors within current and/or recent practice of your particular college, division or department."

We note that the questionnaire was not designed as research per se, and certainly does not purport to capture a representative sample. It simply sought to solicit voluntary anecdotal *meaning* from those who wished to participate in the questionnaire.

The initial invitation to participate in the questionnaire was circulated in early May (2009) via an email from Dr. Gonzalez and distributed to key leaders of all administrative units. This included 130 administrators at all levels including deans and associate deans, chairs of all academic departments, library department heads, directors of academic institutes and centers, department heads in related units within Academic Affairs, VPs and department heads within Student Affairs, VPs and department heads within Administration and Finance and VPs and department heads within Institutional Advancement. That communiqué was followed-up with reminder emails from the Chair of the Task Force in late May and again in mid June. The questionnaire closed on June 30th, garnering 62 respondents -- an impressive 48% response rate.

Task Force members then spent the months of July and August compiling the questionnaire responses and developing a conceptual framework to interpret the data. Those efforts led to the design of a matrix template for each of the six values and used to isolate "data chunks" across the constructs of the developing conceptual framework. In September, the Task Force convened the first of two half-day workshops to further unpack the data. Together, we sought to extract the following from the questionnaire data:

- Identification of categories, themes and big ideas;
- Emerging meaning for each value;
- Identification of "best practices" for each value, to the extent they might exist;
- Indicators that might foreshadow forthcoming recommendations;

In October 2009 the Task Force had an opportunity to solicit student input on the values through participation in an hour-long breakout session during the *Student Leadership Summit* sponsored by the Division of Student Affairs. That session, presented and facilitated by Dr. Frank, was titled *Transformational Leadership: How Leaders Talk Values*. Using a process known as "World Café," the highly interactive session engaged 35 student-leaders in dynamics of "values talk" about UNF's six core values, i.e. what the values mean and how they might be more effectively integrated across our university community. We note the generous assistance of six senior student volunteers from the

College of Health who served as facilitators and recorders of those vibrant student conversations. Data from those dialogues are reflected in this report.

In November, the Task Force met for the second of its half-day interpretive workshops. The focus at that session was to review the data from the *Student Leadership Summit*, to consider a draft outline of the forthcoming report, and to posture specific recommendations.

The data from both the questionnaire and the *Student Leadership Summit* provided rich fodder to stimulate vibrant discourse among task force members during the two workshop sessions. We note that the substantive dialogues among task force members that took place in those sessions provided an occasion for sustained “values talk” that served to unpack values meaning and frame the major themes and categories put forth in this report. In retrospect, those sessions illustrate the very kind of sustained values conversation called for in our recommendations. In effect, the medium became the message.

C. Framing the Conversation

Our discussion begins by addressing several themes that paint the parameters of what we mean by values integration, a consideration of the role of values education in higher education, the relationship between valued education and transformational learning and the important distinction between personal values and organizational values.

Defining Values Integration: We address this in light of our early deliberations regarding the naming of the task force. Various phrases had been used to name the task force, using such terms as values “infusion” and “inculcation.” We concluded that those terms are perceived as autocratic and controlling. Our task is rather to consider how the values are interpreted and practiced across the university, the degree to which they may be internalized, and to posture recommendations as to how they can be more effectively integrated across the culture of UNF.

We agreed that the phrase *values integration* was appropriate to our purposes, as it communicates a more collaborative tone that aims to build unity and community around an emerging synthesis of UNF’s identity framed around its six institutional values. We underscore that *values integration* is not *values promotion*. Members of the task force suggested that there may in fact be an inverse correlation between efforts to overtly publicize the core values and actually achieving the goals of that publicity. Rather, through *values integration* we seek to encourage the UNF community and its various organizational units to reflect on the meaning of the values, to identify what we are doing that resonates those values (or contradicts them), and to develop strategies for change that better demonstrate our values in concrete actions, policies and practices.

Values Education as a Legitimate Function of Higher Education: Values education in higher education has come a long way in the last 30 years. A generation ago, internationally recognized scholar in higher education Burton Clark (1983) suggested that values education was both the best and worst of topics. For all its capacity to inspire commitment and real change in education, he concluded that its real impact was rather dismal, at best relegated to the high rhetoric of university presidential inaugurations and commencement addresses, but in the end, having the effect of putting folks to sleep in an unreal world of daydreams and utopia with little application to everyday life on college campuses.

But things have changed for sure. Any attempt to engage students about real world problems will require that effective teaching to that end evoke from students a personal response if they are to be engaged with those problems. That engagement must surely deal with questions of values (Collier, 1988). Research in the late 1980s increasingly demonstrated that understanding the value priorities of undergraduate and graduate students and the meaning that those values have for students can provide faculty with insights that inform strategies for effective teaching (Linder, 1989).

Around the same time, challenges came from both conservatives and liberals. Prompted on the left by student activism condemning immoral university investments in apartheid South Africa as well as those on the right who were concerned with a “rising tide of mediocrity” in education (Gardner, 1983), the early 1990s spawned a hesitant though sustained re-focus on the role of values education on college campuses (Thompson, 1991). Thompson and his colleagues representing diverse perspectives were nonetheless united in their challenge that universities must not only teach values and moral behavior, but they most themselves perform with “moral duty” and promote “social morality.” In most recent years, the challenge has become increasingly cast in the context of the call to prepare students for lives of civic engagement and responsible citizenship (Colby, Ehrlich, Beaumont, & Stephens, 2003; Hoy & Meisel, 2008).

These same themes were later picked up in the business community with an increased focus on corporate social responsibility and the role that values play in the workplace. This was surely reflected at UNF last fall when a panel of top local business executives at the Student Leadership Summit presented a surprising but fortuitous focus that underscored the legitimacy of values talk in higher education. They spoke of the pivotal role of values in their professional careers and its foundational role in leadership development (Gore, 2009).

We can no longer think of values solely as a personal matter. Institutional and organizational values are increasingly shaping up to be the conduit for real change in the world and have a power role to play. Private values must be transformed into public values in an interdependent world, all of which greatly impacts higher education and how we prepare students to be change agents in the world (Joseph, 2002).

If we claim certain values are integral to our organizational identity at UNF, it is essential that we nurture those values among all who share in our community. To do that, we must recognize that values education has a legitimate place within higher education. Lee Schullman, President of the *Carnegie Foundation for the Advancement of Teaching* underscores the role that higher education plays in the development of students’ values and the impact that has on students as they take their place in democratic society. He argues that a democratic society calls for an “educated citizenry blessed with virtue as well as wisdom.” This will require a resolute commitment to values education accompanying “the pursuit of truth and knowledge.” This doesn’t happen by accident, says Schullman, nor can it be shrugged off to the responsibility of parents and prior teachers in formative years before the college experience. On this point, he argues:

“there may well be a critical period for the development of these virtues, and that period could be the college years ... defined as much by educational opportunity as by age, (when) students develop the resources they need for their continuing journey through adult life.” (Schulman, 2003)

Our approach to values education must be more encompassing than simply individual “character education” and is surely not meant to imply values indoctrination of any sort. Integrating our values

across the curricula and culture of UNF will require that we confidently embrace the collective notion of public values. It will also require that we come to see that values education is not only appropriate to the university mission, but it is our responsibility as educators to *inspire* and *motivate* students and one another to higher moral aims.

All this is foundational to transformational learning. It will require that we meld together both *cognitive* and *affective* approaches to education (Bellah et al 1991; Neumann, J. & Forsyth, D. 2008). When we do that, we demonstrate the interface between “facts” and “values” in and out of the classroom and advance a holistic approach to education that incorporates personal development within the pursuit of “truth and knowledge” (Value #1).

We recognize that values cannot be legislated, but they can be acculturated. If we are to nurture Bellah’s notion of the “good society,” we are challenged to innovate and reinvent the function of education so that it equips students with not only scientific-cognitive skills, but moral-evaluative ones as well. The moral dimension of the educational enterprise legitimates affective knowledge that enables human beings to contextualize their learning within life experience and to communicate that reality in meaningful ways. That process creates bonds of commitment that build community and organizational solidarity. That same process models the dynamics of citizenship needed to sustain civil society, democracy, and building a better world, all of which is absolutely at the heart and core of the educational enterprise (Harkavy, 2006). It enables students to make sense of their expanding cognitive knowledge base as it equips students with process skills in moral reflection. It enables them to interpret knowledge in ways that connect with the real world as well as their own developing life story. In the absence of that, we risk infecting our students (and one another) with a crisis of meaning that threatens not only education, but all social institutions as they deconstruct into an atomism of utilitarian individualism.

Values and Transformational Learning: Our values play a pivot role in how we advance UNF’s recently adopted QEP initiative --*Community Based Transformational Learning* (University of North Florida, 2009). Beyond the overt reference to one of the six values (Value #3-Community Engagement), the very concept of transformational learning is imbued with values education. It is concerned with how we interpret our life experience and how we make meaning through that process. It employs “perspective change” as the means to become critically aware of how and why our presuppositions often filter the way we perceive the world. Through transformational learning, our assumptions are reformulated in a way that opens us to a more inclusive and integrative perspective, one that makes sense out of disorienting dilemmas or experiences that cannot otherwise be resolved using former ways of thinking. The aim is to make connections between our own life experience and the collective experience of others in the world around us, and thereby come to a new understanding of our relationship with society (Mezirow, 1991).

If values are central to transformational learning, it is particularly telling to note the significance of the pivotal “preamble” statement to the listing of UNF’s Core Values: “*The University of North Florida is committed to values that promote the welfare and positive transformation of individuals, communities, and societies.*” This surely contextualizes the purposefulness of our values, and aligns them to the desired ultimate outcome of *transformation*. Doing so frames the values within the larger context of transformational learning and grounds them in a long tradition of the ultimate purpose of higher education to build a better world.

Distinction between Personal values and UNF Organizational Values: We recognize that values are critically important to shaping the identity of any organization, and the same applies to the University of North Florida. Like metaphors, organizational values are pregnant with meaning and speak to core principles that define a common belief system that stands at the foundation of who we are. They serve as a common baseline, a creed of sorts that establishes the shared ground of our corporate identity. However, we are careful not to confuse personal values with organizational values. This is an important distinction that can be confused in the minds of some and be the occasion of conflict if not properly understood. It begs a number of questions, including the following:

- How can we advance UNF’s values while still respecting individual freedom, especially if one cannot subscribe to our organizational values or if one holds very different personal values?
- There is of course a difference between one’s individual beliefs and one’s actions. But what if one acts in such a way that is fundamentally in conflict with the values of the community? Is there a point at which one’s individual values, if acted upon, may so contradict the organization’s values that one is not and should not be part of the UNF community?
- What are the consequences and what steps should the University take to address that disconnect?
- How does this impact our efforts toward inclusivity and diversity and what are the consequences?

To consider one’s appropriation of an organization’s values, one must first know and own one’s own values. Without knowing and being clear about one’s own personal values, it becomes difficult to positively engage an organization’s values. Congruity between the two makes for positive work attitudes, increased job performance, and more ethically responsible work practices (Posner & Schmidt, 1993). One is better able to work collaboratively with colleagues when one is attuned to the values that undergird the organization’s mission.

We surely can’t dictate personal values nor should we try. However, what we can do is recognize our mutual responsibility to stimulate our students and one another in getting clear about own personal values. As we do that, we build the foundation to better engage one another in the challenging process of interfacing personal values with our organizational values. That will require that we negotiate the delicate balance between respecting personal freedom while at the same time calling one another to be responsible and accountable to the UNF community.

D. General Observations

Before addressing each of the six values, we wish to make posture some general observations that inform the forthcoming analysis of each individual value as well as our recommendations to advance further values integration:

(1) **Getting Buy-In:** At our initial meeting, members of the task force raised the question: *Does the UNF community really own these values?* Many members expressed concern that the adoption of the six values appears to have been promulgated from “on top” or among a relatively small group, with limited effort to engage the larger community in the deliberation process that produced the values statement. In this light, it behooves us to recognize the challenge that the University faces in efforts to gain larger ownership on the core values. It may be somewhat presumptuous to suggest that they are simply “self evident” and “tacitly” subscribed by members of the UNF community (terms repeatedly heard in our

investigation of the processes that led to drafting of the values). The problem is complex. Nonetheless, it is the sense of the task force that if we pursue deliberate efforts to nurture our organizational values, our collective ownership of them may come about over time.

(2) Awareness and Perception of Our Organizational Values: Values integration begs values awareness in the first place. By that, we mean a conscious awareness that the University does indeed purport to have these six organizational values and that there is a deliberate effort to embrace them in day-to-day operations. We cannot speak conclusively on this, as we did not conduct a bona fide sampling of the university to assess perception of the organizations values. However, on the basis of the anecdotal data we did collect, that evidence suggests a significant lack of awareness regarding the values, no less how they might be applied in day-to-day living. This was particularly pronounced among students in the Leadership Summit. Though they were quite enthusiastic and willing to reflect on the values once presented with them, the majority indicated that they were unaware of the values in the first place, despite the fact the values are actually printed on the back of their student ID cards.

This phenomenon was further reflected in many of the responses to the questionnaire administered to organizational units within the university. Many responses were vague and did not demonstrate sufficient particularity in the form of concrete “value practices.” Instead, many responses were theoretical and abstract, framed in language drawn from official statements within a respective unit, such as mission statements, bylaws, professional standards and the like.

It is also evident that when members of the UNF community are made aware of the values, they are perceived in variable ways, with variance across organizational units and even differently within the same unit. It may be that this is part and parcel of the very diversity we seek in Value #4. We note that in some units, clarity of “value practices” may be richer at lower levels, i.e. chairs and heads of individual departments may provide richer context than the more theoretical commentary from deans and higher-ups. It is also evident that values integration may need to be pursued in diverse ways at various levels within the university. Strategies to expand integration involving deans and chairs may need to be different from those with faculty who are focused in classroom settings. Approaches will have to be customized to the unique missions of various units across the university. Further, “values talk” may mean different things among diverse UNF units that may not share a common vocabulary. For instance, the language of “civility” for faculty in the classroom may have to do with issues of classroom decorum, while for units involved in direct service, i.e. Auxiliary Services, the notion of civility may have more to do with “customer service.”

(3) Toward an Emerging Typology of Value Practice: As we analyzed the questionnaire data in an attempt to understand how values are “operationalized” at UNF, the task force identified several categories of *value practices*. We found that values are practiced in the context of two primary domains: (1) the *medium*, which is the communicative means used to demonstrate the value practice; and (2) the *function*, which demonstrates the value in the context of particular activities aligned within the larger purposes of the university. In many cases, value practices overlap multiple media and functional categories.

The Medium Domain: Value practices can be demonstrated in the following four media categories:

- *Written:* The value practice is evidenced or communicated as a written protocol, such as a policy statement (organizational bylaws, syllabi, mission statements, etc.), a publication (print and electronic), or *correspondence* (print and electronic);
- *Verbal:* The value practice is evidenced or communicated in the form of verbal articulations;

- *Action/Event*: The value practice is evidenced or communicated in the form of an action or occurrence in time, such as a particular behavior, an activity, or a program event;
- *Symbolic/Ritual*: The value practice is evidenced or communicated through a non-cognitive affective means such as a visual sign, symbol or artistic expression;

The Functional Domain: Value practices can also be demonstrated in the following four functional categories;

- Teaching/Pedagogical/Curricula Practices; these can be "in" or "out" of the classroom;
- Research/Scholarship Practices;
- Service Practices; these can be on-campus or off-campus;
- Organizational System Practices, i.e. administration, management and leadership;

(4) Pre-Eminence of Value #1: It is noteworthy to recognize that Value #1 (*Pursuit of Truth and Knowledge carried out in the spirit of Intellectual and Artistic Freedom*) is listed first among the six values. In the official rendering of the six values and how they appear on the University website and other publications of the values, this is the value that is most explicated and qualified. We should note that in our investigation of the history of how the values were first adopted, there was no apparent explicit intention to imply a hierarchy of importance as to the order in which the six values are listed. Nonetheless, the task force wishes to underscore the primacy of Value #1 and its pre-eminent relevance to the mission of the University. We need to keep that value front and center.

(5) Hierarchy of Values: Aside from the pre-eminence of Value #1, it may be that some of the six values are in fact more important and more central to the mission of the university than others, and at various times in the University's history. For instance, given the current focus on *Community Based Transformational Learning*, Value #3 (Community Engagement) may have a particular importance at this time. Likewise, some of the data we looked at suggests that some in the UNF community believe Value #5 (*Respect for the Natural Environment*) ranks lowest in importance and some suggest that it does not warrant status as an official organizational value. Yet, at the same time, there were other indicators that Value #5 is perhaps the most unique of the six values when compared to the values of other universities. That distinction may hold some promise of a forthcoming niche around "education for sustainability" that could emerge as a hallmark of the University of North Florida.

(6) Values Overlap and Qualify One Another: The six values are not mutually exclusive. They overlap, impinge upon, and even constrain each other in creative tension. For instance, Value #1, which affirms intellectual freedom, is nonetheless bound by the constraints of ethical conduct. Other illustrations:

- *Community Engagement* must be informed by honoring the value of *diversity*;
- Classroom discourse in the *Pursuit of Truth and Knowledge* must be carried out in a way that honors *mutual respect and civility*;
- *Responsibility to the Natural Environment* might qualify the appropriate selection of community partners (*Community Engagement*) to assure that such engagements demonstrate a commitment to environmental sustainability;

(7) Subsidiary Values: We also note that the six values imply a number of subsidiary values. For instance, *Creativity* is overtly identified as a subsidiary value within Value #1 (*Pursuit of Truth and Knowledge*). Other values are implied such as *citizenship* in Value #3 (*Community Engagement*) and *equality* in Value #4 (*Diversity*). It is likely that further unpacking of the "six" will yield an expanding inventory of other implied values.

(8) Conflict as Opportunity for Values Clarification: The manner in which we deal with internal conflict at UNF can create vibrant opportunities for meaningful “values talk” and values clarification. Conflict situations present opportunities within crises that serve as teachable moments to advance organizational learning and effectiveness. More than merely striving to “resolve” conflict, we can aim toward “conflict transformation” that paves the way for systemic cultural change impacting our practices so that they better reflect our values (Lederach, 2003). A good example of this in UNF’s recent history was the 2004 controversy prompted by members of the LGBT community who confronted administration with charges that they were marginalized and discriminated against. That conflict eventually spawned the creation of a task force (Equity and Civility Committee) which investigated and put forth recommendations that impacted UNF policy and the establishment of a campus LGBT Resource Center.

(9) Engaging the Unspoken and Contradictory Values: It is important to note that universities express what they value in countless ways, most of which are less conscious and explicit than formal mission statements or the officially declared “core values.” A university’s *unspoken values* can have a powerful impact on the quality of the academic experience, particularly when faculty members and students perceive dissonance between what universities say they believe and what they actually do. There is a need to demonstrate consistency between our rhetoric and our actions. Research at Florida State University suggests that there may be a chasm between the two (Lilly & Schwarz, 2009), and when that is the case, a university’s values may not transfer to students due to the disconnect. Further, the study suggests that contemporary college students are more self-focused than previous generations, and that can be reinforced through the university’s unspoken and contradictory value practices that underscore individualism and competition. Simply stating the “official” values and promoting them will not translate into practice and internalization. Our organizational values may have little influence on students if the actions and policies of our university reflect conflicting values. This poses a critical challenge to values integration.

(10) The need for Ongoing Assessment and Identification of Value Gaps: Coming to terms with how the values are operationalized is a key to assessing whether or not we are effectively integrating the values across our organizational culture. We need to devise methods to assess and evaluate our practices and behaviors in the context of their “values” import. How else can we know a good “values practice” when we see it? To that end, we may need some system of “benchmarking” in order to assess ongoing values integration. Doing so can provide an external reference and “best practice” on which to base evaluative assessments.

We should not be naïve to think that UNF is immune from the impediments faced at most universities when it comes to advancing values and integrating them in real practice that impacts the way we do business at UNF. The literature demonstrates numerous obstacles. Alexander Astin, Director of the Higher Education Research Institute at UCLA, suggests that universities often belie their mission to educate citizens for democracy through organizational systems and procedures that contradict that mission, evidenced by placing priority on enhancing their own resources and reputations, thus reinforcing students’ values of “materialism, competitiveness and individualism,” with little regard to the loftier values defined in official renderings of “core values.” (Astin, 1997)

Assessment must also consider any disconnect between rhetoric and action that demonstrates a “values gap.” Addressing these gaps openly and finding ways to bring our practices into closer alignment with our values will improve “buy-in” to the institutional values. It would be an interesting exercise to consider each of the six values and systematically identify such “value gaps” and overt contradictions

between the stated values and our collective actions. But such an effort is beyond the scope of this report. Nonetheless, we mention several “value gaps” here for illustrative purpose:

- It will be hard for adjunct faculty members to take UNF’s institutional commitment to *ethical conduct* (Value #2) seriously as long as they are poorly compensated and marginalized;
- UNF has stated that it values *responsibility to the natural environment* (Value #5), and though recognizing the University’s visible support for the Nature Sanctuary, the Environmental Center, and the Coastal Biology flagship program, among other efforts, it has not yet launched a comprehensive sustainability initiative to address its massive carbon footprint;
- Based on input we received from some students in some academic programs, there is ample evidence of a “disconnect” between their experience and UNF’s commitment to the *pursuit of truth and knowledge carried out in the spirit of intellectual and artistic freedom* (Value #1); students cited limited opportunities to engage faculty and students in classroom discussion as well as a limited opportunities for creative leaning;

E. Unpacking Meaning for Each of the Six Values

We remind the reader that since their adoption, the university has not put forth any official explanation or definition of these values. They were identified as our values because there are “tacitly understood” and are “self-evident.” Yet, these values do surely warrant commentary that gives meaning to each in the context of the overall vision, mission and goals of the University.

We now present a limited discussion of each of the six core values, informed in the light of the deliberations of the task force and the data we have looked at. Given the limitations of this report, we only wish to paint some broad strokes that may stimulate further reflection and dialogue on each of the values. In what follows we address the following:

- A brief discussion that attempts to unpack some of big ideas, themes, caveats, nuances and possible contra-indicators of the value;
- To the extent we found them, a listing of sample “best practices” of each value;

Value #1: THE PURSUIT OF TRUTH AND KNOWLEDGE CARRIED OUT IN THE SPIRIT OF INTELLECTUAL AND ARTISTIC FREEDOM

Discussion: We have already mentioned that this value is generally perceived as primary to all the others as it is central to the heart of UNF’s educational mission. The juxtaposition of “truth and knowledge” is significant, suggesting that though the two concepts are related, they are none-the-less distinct dimensions of learning. Where *knowledge* may generally be perceived as “facts,” the inclusion of *truth* evokes some mix of “values” in the process of meaning-making that accompanies the learning experience.

This was evident in comments at the Student Leadership Summit. Though they look to UNF for knowledge, students told us that they do not expect to encounter “truth” in the classroom, except perhaps in philosophy classes where there is an overt discussion of values. They say emphatically that they are more likely to find truth in the context of out-of-classroom “life experience.” As one student put it:

“I form my own truth based on (classroom) knowledge in conjunction with my life experience ... Extracurricular activities like clubs, sports, Greek life, political activism, etc., are the places where I might learn or experience truths.”

College and Universities have begun to explore ways to document such co-curricular learning (Miller, 2009). This clearly highlights the relevance of current efforts by Student Affairs to develop an *Experiential Learning Transcript* as well as similar advancements underway in Academic Affairs to assess *Transformational Learning* in the context of community-based learning experiences.

Students also say that they do not want UNF to “impose” its ideas of what “truth” is, suggesting that “truth” is a deeply personal integrative process and one that engages values clarification. Two related ideas are evoked:

- Students deeply value the second portion of the value statement that qualifies the pursuit of truth and knowledge to assure that it is “*carried out in the spirit of intellectual and artistic freedom;*”
- They strongly desire that their academic learning engage real world experience;

Both these points warrant further nuance.

(1) *Intellectual and Artistic Freedom*: As compelling as it sounds in the value statement, from the perspective of the students we heard from, there was near unanimity attesting to the lack of sufficient opportunities in typical classroom experience that advance self-directed learning driven by students’ freedom, creativity and innovation. These students desire far greater opportunities for open discussion and dialogue in the classroom. They insisted that some professors are far too rigid and simply don’t allow for creativity. They claim that some professors simply try to impress upon students their own ideas or stick to the textbook. Some were also critical of advisors who “don’t let students be individuals, and should really listen to students more.”

The notion of “academic freedom” poses an interesting counterpoint in that it primarily serves to justify faculty intellectual freedom (not the student’s). In the perception of some students, their teacher’s “academic freedom” risks coming across as “imposing” truth. This prompts another problem. As one member of the task force asked, “given academic freedom and different positions that may be taken on legitimate academic grounds, how do students choose ‘truth and knowledge’ among competing positions, i.e. abstinence only vs. abstinence-based sex-education curriculum, or Evolutionary Theory vs. Intelligent Design Theory, etc? As the task force dealt with this problem, it became evident that what is often lacking in the classroom experience is faculty’s willingness to engage students in the substance of “values” talk that is the arbiter for meaning-making amidst such complexity, i.e. “truth-making.” That problem is compounded in a contradiction we found in the perspectives of some students. On one hand, they complain about the lack of sufficient opportunities for reflective classroom dialogue which can be the very vehicle to facilitating the “truth-making.” At the same time, they state that they don’t look for nor expect the fruit of that sort of process (truth-making) to unfold in their classroom experience.

(2) *Integrating Pursuit of Truth and Knowledge with Real World Experience*: With some exceptions, most of the students we heard from cite this as a shortcoming in their educational experience at UNF. As one student explained it, all she is exposed to is “learning book theories and principles, with no application or ideas of ways to apply the material.” These students are craving for the opportunity to be heard and be productive members of society. They truly feel they have important and original ideas to contribute. They desire the pursuit of “truth and knowledge” in a way that engages real-world practice relating to

real world problems (Moore & Elverum, 2009). Among others suggestions, they called for more community partnerships for engagement opportunities as well as assistance in finding these experiences. These students also request more guest speakers with real world experience as well as more focused opportunities to consider career opportunities that are relevant to their specific majors.

As mentioned previously, we are mindful that all the values impinge on one another and none stand alone, unaccountable to one another. As central as Value # 1 is to the core mission of the university, values integration cannot allow this value to be the sole arbiter of student learning. The pursuit of truth and knowledge must be grounded in the world of practice and engagement, lest our educational mission rest in an elitist realm of pure theory and pure science, succumbing to the “disciplinary fallacy” (Harkavy, 2006). If values integration is to happen, we must move beyond the shortsightedness of academics who maintain that faculty are bound only to honor the academic interests of their own scholarly pursuits, without regard to any responsibility to make their students into morally and civically responsible participants in democracy (Fish, 2003).

Finally, and most curiously, these same students were absolutely puzzled by the notion of *Transformational Learning*, though they had seen numerous signs on campus and the impressive website banners on the same theme. They had little understanding of what they referred to as “that fancy name.” In their language, they said, “Oh, you mean the *Un-Classroom Experience!*” The prospect for the CBTL initiative is promising and may be well-jockeyed to meet students’ keen desire for that “un-classroom experience.”

Illustrations of some UNF Best Practices of *The Pursuit of Truth and Knowledge Carried Out in the Spirit of Individual and Artistic Freedom*:

- In fall 2010, the *General Education Task Force* will launch the first semester of the *Venture Studies* program; the initiative offers students a choice of first year seminars designed to help students understand the connections among foundational requirements, apply theory to practice, and provide the tools necessary to make a successful transition to college life and to become reflective thinkers as they integrate knowledge across disciplines and apply it to real world problems. (*College of Arts and Sciences/ Division of Academic Affairs*)
- The Library endorses the tenets of the *Library Bill of Rights of the American Library Association* and the *Freedom of Information Act (P.L. 89-487, 80Stat.250)* and will resist any attempt to prevent the acquisition of and ready access to materials based on an objection to the content of that material or to any ideas or opinions expressed therein. (*Library/Reference Dept.*)
- Weekly student discussion group, *Friday Lounge*, each Friday afternoon that provides an opportunity for students to meet and discuss topics of interest and/or concern to them. (*Women’s Center/Division of Student Affairs*)
- The course *Methods for Health Ed* has a strong community-partnership component; students get to go into the community and teach and are given multiple opportunities for extra credit for work they do in the community setting, all completely separate from internship. (*Student Leadership Summit*)

Value #2: **ETHICAL CONDUCT**

Discussion: In a certain sense, Value #2 acts as the guardian of all the values and is the glue that holds them all together. Ethical conduct holds us accountable to the pact we make to respect, honor and live by the values that frame our organizational identity.

When considering ethical conduct, the task force underscored its primary focus in the context of the academic enterprise. These are the values shared and cherished. It cannot be over emphasized that UNF is first of all an academic institution. Apart from that, when discussing *ethical conduct*, we can distinguish among several contexts:

- *Professional Ethics* in the context of particular academic disciplines & professions, i.e. nursing, engineering, etc.;
- *Research Ethics*, i.e. demonstrated in the function of the *Institutional Review Board*;
- *Teaching Ethics* in the Classroom;
- Institutional policy statements in the form of *Codes of Conduct* that are applicable to faculty, staff and students;
- *Personal Ethics* in the context of day-to-day activities impacting all members of the UNF community;
- *Community/Social Ethics*;
- *Organizational Ethics*;

Despite this complexity, questionnaire responses demonstrated a myopic focus on *personal ethics* and *professional ethics*, a lesser focus on *research ethics* and scant reference to the other categories. In particular, we note that the questionnaire responses demonstrate a conspicuous absence of value practices in the areas of *community ethics* and *organizational ethics*. We pose some caveats as we attempt to unpack some of the distinctions and implications.

Personal Ethics: We are ever mindful that the aim of UNF's core values is not by any means to impose "personal values," though this is sometimes misunderstood as such. Personal ethics can be misconstrued if it is understood in a restrictive and narrow view. If not properly framed, it can be perceived as unduly moralistic and judgmental. For instance, certain enthusiasts of character education can assume a limiting approach to virtue that is overly individualistic and privatized. Such approaches might narrowly aim to inculcate character that "counts" as if it is a fixed, externalized human condition apart from any social and environmental context. The inference is that virtue is a deposit of quantifiable and absolute dispositions of character that serve as the bank of moral principles from which individuals draw as they exercise free choice.

What may be lacking in such approaches is an understanding of character that is more social, interactive, dialogic and fluid. The values that underscore the former approach are often limited to personal self-development that emphasize individualism, economic success, status quo patriotism, and a notion of personal integrity that frames one's own moral disposition with minimal regard to one's social embeddedness within the larger culture. Such methods fail to validate the more "public" virtues that promote civility (value #6), critical thinking (implicit in Value #1), appreciation for diversity (Value #4), and the role of legitimate dissent to authority and majority opinion as well as a willingness to listen, negotiate and compromise with fellow citizens in a democracy (Value #3). Without these public virtues, the outcome is all too often rigid as one stands the ground of one's own perspectives as a matter of principle and conscience, with little interest or skill in how to promote dialogue that pursues common

ground that can illuminate alternate solutions to complex ethical problems and the ensuing polarization among conflicting viewpoints.

Such short-sightedness can allow personal ethics to morph into moral righteousness and arrogance that ultimately judges others (i.e. the case of UNF's *Preacher on the Green*). Extreme positions can fuel hatred and violence and are fundamentally antithetical to democracy and our educational aims. The result is a devolution of personal ethics that frames a false notion of "integrity" that is self-serving and lacks compassion and solidarity with the experience of others. The better meaning of integrity is about making "wholeness" amidst diversity through the transformation of disparity and conflict.

Social and Organizational Ethics: Community ethics are grounded in community mores and address the University's responsibility to inform the social ethics of the community around us, whether that is the local, national or international community. Surely UNF demonstrates this in many ways, yet it was not at all evident in the questionnaire responses. A case in point is the very recent role UNF played in supporting the controversial nomination of a Muslim faculty member to the Jacksonville Human Right Commission.

There is a big difference between professional ethics and *organizational ethics*. Professional ethics are for the most part focused on the behavior of *individuals* in the context of the workplace, and deal with administrative and managerial concerns impacting the performance of individuals within the organization. As valuable as that is to building successful organizations, it doesn't address the evaluation of systems, structures, and processes, or the ends that organizations serve. That is precisely the domain of organizational ethics (Rost, 1991). Given the increased focus on corporate social responsibility in the private sector, we as a public institution are all the more challenged to assure that our ends serve to build up the betterment of society in general. Our means of doing that must ultimately serve those ethical ends. This requires ethical systems that go well beyond personal responsibility, codes of conduct, and professional ethics. Our approach to ethics will need to also demonstrate a genuine commitment to social ethics that advance the common good.

A deeper probing might also address how we at UNF can make collaborative moral decisions that inform actions (ethical conduct) and in ways that affirm the common good of the university community and the larger society. To do that will require an understanding of both social and organizational ethics that engages categories of corporate virtue and organizational character. Leadership that invokes social ethics and organizational ethics will need to be concerned with more than simply raising the morality of its employees. It should concerns itself with raising the moral expectations of organizations and the wider society. (Rost, 1991)

On the basis of questionnaire responses, the context of organization ethics appears to be elusive, suggesting that there hasn't been much focus and scrutiny on just what it is and how to go about nurturing it. All too often, organizational ethics is seen to come into play only in the context of crises or when problems surface. Yet we are challenged to work toward what Wilcox calls an "ethics of ethos" where responsibility for our individual and collective welfare is part of the everyday institutional fabric of UNF and is daily manifested in decision-making at all levels of the university. Ethics needs to permeate the very culture of the organization and impact the interconnectedness of all elements, regularly and consistently calling to mind the complexity of the institution's moral life in the context of its mission (Wilcox & Ebbs, 1992).

As important as it is, it would appear that the organizational context of ethical conduct may be out of mind and neglected. It goes beyond ethical codes of practice governing administrative practice that assure justice and fairness, for instance, in the area of due process. It fosters a cultural ethos that drives us to consistently ask if the modes of practice in running the “business” of the university really do reflect its values. It gets to the heart of organizational integrity and challenges the aforementioned “values gap” that can create chasms between what we say and what we do, i.e. the gap between rhetoric and practice. For instance, marketing campaigns sometimes flaunt UNF’s “national reputation” in ways that may be somewhat over-inflated. Likewise, some students we spoke with scoffed at the motto “no one like you,” stating that it hardly rings true for those students who are frustrated by the lack of individual freedom and creativity afforded in their pursuit of “truth and knowledge.” This sort of lack of incongruence between rhetoric and reality can fester an unhealthy cynicism that can be harmful to organizational morale.

Ethics in the Classroom: Aside from formal classes on ethics in philosophy, business and other professional applications, we must ask to what degree ethics should be a constitutive thread that cuts through the entire curriculum. There is a compelling argument in the literature for a more deliberate approach to “Ethics across the Curriculum” driven by comprehensive approaches that see values education as constitutive of all higher education (Matchett, 2008). Such a commitment would surely help to provide more opportunity for students to engage “values talk” in the classroom as they pursue the interface of “truth and knowledge.” This would seem to address the deficiency cited by students in the discussion of the Value #1 and validated by research that concludes that though most students want to talk values in the classroom, few faculty are willing to do so (Higher Education Research Institute, 2006).

Task force members concluded that students need a certain skill-set to think ethically. Often, we are not providing them with those skills. Students need tools to develop the language and verbal skills to articulate their values, to think critically, and to practice reflective thinking that integrates knowledge and experience in ways that yield new perspectives. In the absence of such, there is little medium for transformational learning. This gets to the very heart of the challenge posed by Bellah and his colleagues when they say that the “cognitive complex” outcomes of higher education must be complemented with a comparable focus on outcomes demonstrating the “moral/evaluative” complex of student learning (Bellah et al., 1991). To develop these skills, it will be important to challenge more faculty to promote dialogue and classroom discussion in meaningful ways. That will require that we equip students with dialogic competency in all disciplines and help learners acquire skills to transition from monological to dialogical thinking, and so impact the discursive development of our students (Grayson, 2004).

Illustrations of some UNF Best Practices of *Ethical Conduct*:

- When a student comes through the Conduct process, part of the process will include a Hearing; During the Hearing, we speak to the student about his/her role as a member of the university community and how one’s behavior affects the university community; depending on the nature of the behavior and violation that is being addressed in the Hearing, we talk about the specific university value that applies and why as a student and member of the UNF community it is important to uphold these values; (*Student Conduct Office/Student Affairs*)
- Both in training and in practice, our staff learn that all stakeholders in a story should be considered and that all viewpoints have value when a reporter decides how to construct a story, and that fairness dictates

that when a person is mentioned in a story, that person should have a chance to speak for him or herself; to that end, the student media advisor sends out questionnaires to story subjects to gauge how they feel they were treated; (*Student Media Center/Division of Student Affairs*)

- The Ombudsman works directly with students who have been accused of violations of the Academic Integrity policy and assists those students in developing an understanding of the policies, reasons those policies exist, how their behavior may have been in violation of those policies, and what appropriate means might be taken to resolve conflicts in an honest and ethical manner; (*Ombudsman; Division of Student Affairs*)
- Our faculty are all healthcare professionals and take seriously the call to model ethical behavior; ethics is a curricular thread for most, if not all our programs; students on clinical experiences are evaluated by their supervisors relative to ethical behavior; (*Dept of Athletic Training & Physical Therapy, College of Health*)
- Faculty are engaged in conducting ethical research, service, and teaching; in their teaching, they are expected to identify ethical practice related to their content expertise and assigned instructional duties; they are required to identify in their classrooms and in field settings positive ethical conduct by students, and where appropriate, report and provide for remediation if unethical conduct is exhibited by pre-service or in-service teachers; (*Dept of Fndtns & Secondary Ed/College of Education & Human Services*)

Value #3: COMMUNITY ENGAGEMENT

Discussion: There is an expanding body of literature arguing that higher education, especially teaching universities, need to reclaim a primary mission to educate students for participation in democracy and civic engagement and that this should be a core value in all universities (Harkavy, 2006; Lilly & Schwarz, 2009). Though this value is not overtly stated as one of UNF's "six" core values, it is surely implied in Value #3 (Community Engagement) as well as in the *preamble* to the values statement. This notion of educating students for democracy is further enunciated in the University's strategic goals (Goal # 5) which states: "(to) affirm the university's public responsibility through civic engagement and community-based learning and research."

In the matter of civic engagement, Harkavy suggests that universities typically pay lip service. Despite the rhetoric about their civic missions and preparing students for citizenship and active engagement in democracy, it's rare to find top administrators with a genuine commitment to that mission as well as faculty who see it as central to their role. Despite the words of civic engagement, when community groups ask for assistance, they often don't get it in effective ways. The university is more apt to be "a place for professors to get tenured and students to get credentialed." (Gibson, 2001)

It is evident that UNF has had a sustained level of community engagement over the years, but the bar of expectation has surely been raised by naming it a core value. At the same time, UNF would appear to be primed to put the rubber to the road on this value to the extent it is able to effectively implement its QEP and commitment to Community-Based Transformational Learning (University of North Florida, 2009). The jury is still out and time will tell, but the *Center for Community Based Transformation Learning* (CBTL) holds promise of emerging as the lead agency for this value, charting the path toward more effective community engagement.

A central component of that initiative includes building partnerships with local community organizations in both the public and private sector. Barbara Jacoby and her colleagues (Jacoby, 2003) underscore that such partnerships are the foundation of service learning and are an integral element of the larger picture of community based transformation learning. She challenges us to focus our attention on the local community, echoing John Dewey's maxim: "Democracy must begin at home, and its home is the neighborly community." (Dewey, 1954 [1927])

The emphasis should be on developing deeply invested personal relationships built on face to face human interactions with real players in the local community and focused on real problems impacting the local community. Accordingly, "community based transformation learning" should engage both students and faculty in academic courses and research that directly address social, political and economic issues impacting the lives of real people in Jacksonville and the surrounding area. Though not as "glitzy" as overseas international learning experiences, the literature suggests that the emphasis on transformation learning, if it is to be truly community based, should be increasingly focused on *local* issues.

We note multiple dimensions of "community engagement" unfolding in the early advances underway at the CBTL: outreach, apprenticeships, student immersion experiences, service learning and community-based research (Center for Community-Based Transformational Learning, 2010). Community engagement can also be understood within the wider context of civic engagement, where there may be a more overt focus on student political involvement that aims to equip students with skills to be active participants in public policy discourse and democratic political processes (Colby, Beaumont, Ehrlich, & Corngold, 2007; Hoy & Meisel, 2008). Other dimensions focus on international experiences that expand global perspective and understanding in areas of cultural diversity, impacting Value #4.

We note, too, the recent work of the *Institute for Values, Community and Leadership* within the Division of Student Affairs which has recently launched the *Experiential Learning Transcript* (ELT) to document co-curricular student learning for the *Leadership Certificate Program*. The ELT includes specific outcome indicators for citizenship and community engagement, many of which overlap and complement the focus of the CBTL.

In its deliberations, the task force devoted considerable attention to the need for mutuality when approaching community engagement. That notion was first prompted in an interview with the Provost, who suggested that Value #3 might have been better phrased as "community collaboration." The nuance is telling. To be effective, the engagement must be mutually beneficial to both UNF and the community. We ought to be about the task of transforming the community, not just our students. Best practices in community engagement should achieve a balance of benefits for our students and benefits for community groups.

Subtle influences and dynamics are ever present whether we bring them out into the open or not. We may need to shift the genesis of the collaboration. Do we first engage the community as partners from the beginning, in order to understand its real needs, and then construct community-based student learning around those needs? Do we recognize that there are multiple and different communities in Northeast Florida with which we might engage? Do we give equal footing to both powerless and powerful communities? When engagement is with a powerful community, are we too accommodating or careful not to offend? When the community is powerless, are we not accommodating enough? Are we giving our community partners who have less to offer us the same kind of respect, attention and resources that we might give partners who may be major donors? There needs to be an awareness of such dynamics if we hope to have a positive impact on both the community and our students. Time will

tell if our renewed focus on “community engagement” will not only yield transformational learning for our students, but for the community as well.

The students we spoke with picked up on this idea of mutuality. Surprisingly and without prompt, they captured this critically important notion that should mark our community engagement. In the words of one, “the community should feed off our experiences and knowledge and we students should feed off of what we can learn from the community.”

Of all the values, this one seemed to be most clearly understood by students. They clearly recognize its relevance to their desire for an education grounded in real- world experience engaging real-world problems. Though they clearly did not understand the notion of transformational learning, they did however see clearly how such experiential learning in the community can help them define their career goals, develop their leadership skills, as well as develop “empathy for their fellow man.”

The students we spoke with clearly see the community context as a venue to exercise their frustrated desire for creative self-directed learning and real world experience. However, resonating similar concerns raised in the discussion of Value #1, from their point of view and experience, they are disappointed in the way UNF facilitates community outreach. Though most students stated that they had heard of a few programs that foster community engagement, they believed them to be limited to nursing and business students. In their perception, most other programs do not afford those opportunities. As they put it, UNF needs to implement more programs to get students involved in the community and then more effectively market those opportunities. At the time of our engagement with these students, they were unaware of the CBTL and never mentioned it. Time will tell if the CBTL and related initiatives will change that perspective.

Illustrations of some UNF Best Practices of *Community Engagement*:

- As a department, we encourage our students to undertake internships, most of which are in our local community, though some are available nationally or even globally; several faculty pursue research with students on the history of the Northeast Florida community; (*Dept. of History/COAS*)
- In MHS 6700 (*Legal and Ethical Issues in Mental Health Counseling*), students are required to write a "letter to the editor" with an emphasis on improving mental health in Jacksonville and surrounding communities; (*Mental Health Counseling Program/College of Health*)
- The School of Computing regularly enrolls students in cooperative education opportunities with local businesses; it recently engaged a TLO to involve students in the design and development of a computer system to support the *Math Super Stars* program in local public schools. (*School of Computing/CCEC*)
- The ICP regularly collaborates with community organizations: Duval County Schools, Gandhi Memorial Society, Art Galleries, INROADS WorldFest (Cultural Organizations), African community, African American community, Asian community, Hispanic community, and religious groups; (*Intercultural Center for PEACE/Division of Student Affairs*)
- The LGBT Resource Center is active in the Jacksonville community; we co-sponsor events with the Jacksonville Area Sexual Minority Youth Network (JASMYN), Parents, Families & Friends of Lesbians and Gays of Jacksonville (PFLAG), Gay Lesbian Straight Education Network (GLSEN) of Jacksonville; (*LGBT Resource Center/Division of Student Affairs*)

- Since it's founding in 1996, UNF's *Northeast Florida Center for Community Initiatives (CCI)* has provided research and evaluation support to community, local, state and federal programs affecting community life in Northeast Florida; (*Dept. of Sociology & Anthropology, COAS*)
- Though it occurred some time ago, a good example of a successful community partnership occurred when former Governor Ruben Askew stayed in a residence hall and made himself available to students in what became very meaningful dialogues about democracy, power, politics and policy; (*Submitted by Task Force member*)

Value #4: *DIVERSITY*

Discussion: In many respects, this value is a something of a *fait accompli*. Long before UNF adopted its Statement of Values, the aims of diversity have been a standing principle engrained in our collective identity. It can be traced in numerous policy statements over the years and is reflected in varying degrees within most every organizational unit with the university. However, it is another matter when we consider the degree to which we have attained diversity.

Part of the challenge is coming to a mutual understanding of what we mean by diversity. As we review questionnaire responses and feedback from students, it is evident that diversity means different things across the organization and is evidenced in different ways. A number of questions surface:

- How do we know diversity when we see it?
- How do we frame its meaning in a way that shapes common ground?
- How are specific units challenged to change in order to better reflect diversity?
- To what extent should the university have clearly defined diversity goals?
- How might those goals be adopted or adapted by various units within the organization?
- What are the performance indicators aligned to those goals?

A full expose is beyond the scope of this brief commentary. However, we can cite several maxims that frame our understanding of this value:

- Diversity surely implies the subsidiary values of *equity* and *inclusion* for all so-called "protected groups" defined by race, class, gender, age, religion and sexual orientation;
- Our pursuit of diversity reflects our understanding of diversity on the macro level, when we consider our efforts in the context of the larger challenge of social justice for all persons in both our local community and around the world;
- The nature of a university is to bring together a diverse body of scholars (teachers, researchers and students) from diverse places (geographical diversity) in common pursuit of truth and knowledge;
- Diversity informs that pursuit of "truth and knowledge" because it opens scholars to a broader worldview that informs the learning experience;

As we considered this value and the limited data we had to work with, we offer several observations:

Tenured Faculty: As we have said repeatedly, there is often a difference between "valuing" something, actually acting on it and achieving its aims. Diversity among tenured faculty may be a case in point. From a performance perspective, faculty diversity is the most critical diversity gap at UNF and is currently the focus of the newly formed *Commission on Diversity (COD)*. The need was clearly evident in responses to

our questionnaire from academic units across the university. Most all academic units recognize the value, affirm it, and yet appear to be frustrated in their ability to achieve it. As one respondent put it, “our hiring of faculty has simply not brought us the desired level of diversity.” Curiously, this perspective is augmented by the views of the students we talked with, who suggest that that the cup may be more “half full” than “half empty.” Students cite their overall appreciation for diverse faculty, particularly in the College of Business. It is evident that some units may have sufficient faculty diversity while others do not. There were several indications that hiring African American adjuncts, though well intentioned, may be a contrived means of solving the problem. The reasons for the gap are complex and beyond this report. We commend the COD for its focused efforts to scrutinize the practices impacting the hiring of faculty and to find effective remedies to the problem.

Student Recruitment: The record appears to be mixed, with some setback in recent years on prior gains, perhaps influenced by changes in public policy impacting affirmative action. Some colleges and academic programs may have more or less minority student enrollment. What explains that? To what degree are career tracks and related education more or less disposed to racial/gender diversity? Does this suggest that minority enrollment initiatives need to be focused in particular programs that have low diversity? How can this be done? Is it going on already? Where?

Focused scrutiny can lead to intensive and individualized (race-plus) student recruitment policy in particular programs where there is insufficient diversity. By way of illustration, we note an initiative undertaken by the College of Health in the early 90s when it was discovered that while over-all ethnic representation in the undergrad nursing program was appropriate, the majority of diversity was in the RN-to-BSN track, while there was little diversity in the pre-licensure track. Admission to both was based primarily on GPA. However the major feeder for the RN-to-BSN track was Florida Community College (now Florida State College at Jacksonville), which had a large minority population to recruit from. The College of Health subsequently developed an interview process for the pre-licensure track that included an algorithm that weighed interview scores at approximately 60%, with GPA and other requirements making up the rest of the score. The result was an increase in minority representation and without a drop in quality of students or in their success rate on national licensing examination.

Valuing Diversity in Diverse Ways: Different units see diversity in different ways, particularly when considering non-academic units at UNF. For instance, the Dept. of Facilities Planning and Construction understands diversity as “willingness to listen to divergent opinions and seriously consider the merit of these opinions in a genuinely professional spirit ... to reduce the influence of preconceived ideas by giving equal consideration to the opinions and ideas regardless of their origin.” This idea was echoed by the Dept. of Auxiliary Services that seeks to acknowledge and appreciate a diversity of personality types.

This illustrates the need for a more robust understanding of *diversity* and one that challenges us to honor *intellectual* diversity, a point demonstrated in comments by several students. Diversity has to do with being open to experiencing other people, their ideas, and belief systems, “so that we will have a more well-rounded idea of the world,” as one student put it. Said another, “It even opens us to influence the way we understand our own values, change them, and develop new ones.”

Getting below the surface: We need to be asking the hard questions. Questionnaire responses by many departments indicate a superficial understanding of diversity. We need to promote a greater consciousness of diversity that emphasizes the universality of global diversity in our daily lives. Our best practices tend to be surface-level activities. To affect real change, we need to find ways for deep systemic learning that has a transformational effect. We need to engage the conversation on this value

more directly and intentionally. This will require deliberate efforts to talk about our differences, what they are, what they mean, and how they challenge and change each of us. We need to identify with great exactitude where diversity is evident and where it isn't, and to name how it benefits us and how it diminishes us when we don't have it. We need to articulate our experiences of power and powerlessness in the face of diversity or the lack of it. One of our practices should be helping students comprehend, analyze and understand what marginalizing behavior is in any context.

Illustrations of some UNF Best Practices of Diversity:

- The recent establishment of the *Commission on Diversity*, whose primary mission is to make recommendations regarding the recruitment and retention of faculty, staff and students of color, as well as to address other inequalities based on race, gender, disability, sexual orientation, age, national origin and other protected group categories; (*Office of the President*)
 - Students are required to take courses in cultural diversity, incorporating a significant amount of comparison and contrast with students' own cultures; (*COAS*)
 - Maintaining statistics and sharing information across units when it appears that a policy or procedure of the university is disproportionately impacting a particular race, ethnicity, gender, sexuality, age and ability group of students; (*Ombudsman/Division of Student Affairs*)
 - Monthly International Dinners and *Food For Thought* dinners that engage diverse cultural, faith/no faith-based, racial, and ethnic mix of students by being a community of hospitality that welcomes all; (*Interfaith Center/Division of Student Affairs*)
 - Collaborative programs with local community organizations to create opportunities for access to music making and personal growth for at-risk members of our community; (*Music Dept/COAS*)
 - Workshops and training for the campus community on diversity issues and sensitivity awareness, i.e. faculty and staff diversity training workshops, the annual Residence Life Diversity Retreat, and the Special Summer Graduate Program; (*Counseling Center/Division of Student Affairs*)
 - Minority health professionals are recruited to serve as guest lecturers, internship preceptors and student mentors; (*Dept. of Public Health/COH*)
 - Undergraduate teacher education students are required to take the course *Teaching Diverse Populations*; (*COEHS*)
 - *On-Campus Transition Program*, an innovative community-based program that helps developmentally disabled students get an authentic college experience; (*Partnership between President's Office, the Disability Resource Center and the COAS*)
 - A special effort is made in all university publications to assure that text and photos represent the diversity of the UNF campus; (*Office of Communications/Institutional Advancement*)
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Value #5: *RESPONSIBILITY TO THE NATURAL ENVIRONMENT*

Discussion: From its inception, UNF has demonstrated a commitment to the environment through a number of programs and practices. One of the first was the establishment of the Nature Preserve which has been expanded in more recent years with the addition of the Wildlife Sanctuary and the Eco Program serving young people throughout the Jacksonville community. Another innovation was the creation of the Environmental Center. Through its courses, institutes, and collaborative projects with the wider community, it demonstrates the university's commitment to respect the natural environment. A fairly new practice in recent years has been the use of xeriscape landscaping methods that minimize the need for water irrigation. Most recently, there has been a focused effort to use green technology in the design and construction of new buildings. The presence of certified LEED buildings is to be applauded.

Other practices have attempted to impact transportation by encouraging bike riding and the introduction of a campus shuttle bus program. However, these seem to have had limited impact as they need to be more effectively promoted and better integrated with other systems including public transportation. Given the focus on community engagement, UNF might pursue collaborative efforts with local governments to promote public transportation.

We must ask too, what are we doing to reduce not only our own carbon footprint, but that of the surrounding community? Our science, technology, engineering and public policy programs may need to be more aggressive in pursuing collaborative research and innovative projects with community partners, with the aim to reduce energy consumption and engage real-world problems of climate change and global warming.

We note that when this value was first drafted, and when compared to the other five values, there were concerns expressed by some who saw this value as having secondary consequence. A good number of respondents in the early survey of 2007 suggested that "responsibility for the natural environment" did not have direct bearing on the educational mission of UNF and did not warrant placement as a core institutional value. Data from our own questionnaire to UNF units suggest that this value risks being perceived in a minimalist way limited to minor external and politically correct acts of recycling paper and the like. Some students we spoke with stated that this value "doesn't seem vital to UNF students and faculty." Yet in the deliberations of the task force, it was suggested that that this value has potential to emerge as a "calling card" of sorts, one that not only warrants further mining as to its implications, but that also might, in time, emerge as a particular niche for UNF, distinguishing it from most other universities.

We may need to reframe how this value is interpreted in order to demonstrate its applicability to the larger notion of environmental *sustainability* and how that "mega-issue" is relevant to most all academic disciplines and how it impacts the historical reality of the current college generation that must engage real-world problems like global warming (Moore & Elverum, 2009). Its one thing to be responsible for the natural environment, but quite another to recognize one's inter-dependence with it. We may need to underscore the notion that this value begs a fundamental restoration of our personal and collective relationship with the earth.

All this has far reaching implications for the future of humankind and all social institutions, including education. How does sustainability inform and challenge the educational mission of our university? There has been a growing body of literature that challenges universities to re-vision their mission in the context of what Thomas Berry calls the "The Great Work" of re-conceiving our cosmology and the

necessary realignment of educational and research roles to serve global transition in a new era of earth-consciousness, and one that restores humanity's fundamental relationship with the natural world (Berry, 1988; 1999; Morgan, 2003). As Berry reminds us, "the earth community is our primary educator."

That movement toward comprehensive and transformative education for sustainability has made some definite inroads on a few campuses across the country. But on most campuses, including UNF, most of those advances, with few exceptions, have been utilitarian actions like recycling, conservation, green construction and isolated awareness-raising events like "Garbage on the Green." In responses to our questionnaire, there were seemingly countless references to participating in paper recycling programs, but not much beyond that. Similar tactics were reflected among the students we spoke with, including suggestions that we shift to electronic books, add campus gardens, and provide greater availability of organic foods.

As constructive as all these actions are, we are struck that there doesn't seem to be a "sustainability" consciousness underlying them nor impacting broad constituencies and across disciplines on our campus. What hasn't happened at UNF is the fuller integration of education for sustainability that might percolate across the curriculum and research agenda. David Orr, Professor of Environmental Studies Center at Oberlin College, captures the challenge:

All Education is Education for Environmental Sustainability. By what is included or excluded in our curriculum, we teach students that they are part of or apart from the natural world. To teach economics, for example, without reference to the laws of thermodynamics or those of ecology, is to teach a fundamentally important ecological lesson: that physics and ecology have nothing to do with the economy. That just happens to be dead wrong. The same is true throughout all of the curriculum. (Orr, 1991)

Illustrations of some UNF Best Practices of Responsibility to the Natural Environment:

- Introduction of the "Green Building" movement in 2005 by delivering the first Green Building to the campus, to Jacksonville and to Northeast Florida; (*Facilities Planning & Construction/ Administration and Finance*)
- The new Student Union has had a focus of responsibility to the natural environment from its inception; the facility is on track to be LEED certified and includes such features as proper management of utilities (electric and water), use of local resources in construction, and xeriscape landscaping; (*Student Union/Division of Student Affairs*)
- Collaboration with Campus Rangers, Florida Wildlife Commission and the Department of Environmental Protection regarding enforcement and education of state and federal laws concerning the natural environment; (*University Police Department/Division of Student Affairs*)
- The Biology Master of Arts and Master of Science degrees, where the focus is coastal ecology, as well as the proposal for a Professional Science Masters degree program in Environmental Management; (*The Graduate School/Division of Academic Affairs*)
- Undergraduates study organic food production and distribution methods, as well as the packaging and marketing of food in food service management classes; (*Dept of Nutrition and Dietetics/College of Health*)

- A faculty member whose specialty is environmental history, who teaches a course on the topic, as well as courses on urban environmental history; (*Dept. of History/COAS*)
- The Coastal Biology Flagship program, with collaborative support from faculty in the English Dept who incorporate elements of the program into freshman course assignments; (*Biology Dept/COAH*)
- The elimination of OfficeMax deliveries on Mondays in an effort to reduce greenhouse gas emissions and positively impact the environment; (*Purchasing Department/Division of Administrative and Finance*)

Value #6: *MUTUAL RESPECT AND CIVILITY*

Discussion: We find it most appropriate that our set of values ends with this one. As we pursue “values talk” to gain greater clarity on what our values mean and how we might more effectively integrate them, it is essential that we conduct that conversation and all conversations with the utmost mutual respect and civility. This value necessarily qualifies the other five, is central to all academic discourse, and has particular relevance to Value #1.

We must acknowledge the intense relevance of this value in light of the fact that contemporary political discourse of late has been marked with entrenchment of ideas, much polarization within the body politic, and numerous incidents that demonstrate incivility and lack of mutual respect. The fact that our students are exposed to this makes it all the more important that we provide them learning opportunities that emulate mutual respect and civility in and out of the classroom.

Civility is far more than good manners and serenity. The Latin root "civilitas" means "community" or "city" and is at the heart of citizenship in a democracy. In this sense, the word only has meaning in the context of engagement. It is action driven, participatory and having to do with the way we relate with others, particularly in the context of conflicting ideas and agendas. It is fundamentally about speech and discourse and raises the ante for the critical need to teach our students how to engage in constructive dialogue that engages each person at a deep level while always respecting the other. Its object is truth seeking, hence its critical role in the context of value #1. Simply put, and in the context of the educational mission of UNF, civility is about promoting active engagement in the learning community. (Pavela, 2007)

Unfortunately, we tend to think of it more in terms of the *via negativa*, that is, identifying uncivil behavior when we see it, marked with disrespect, rudeness and self-righteous arrogance that intended or not, has the effect of belittling the other. If civility is about engagement, dialogue and collaborative learning, incivility then is simply that which inhibits those aims. But incivility can also be construed as other more passive forms of dis-engagement and noninvolvement under the guise of politeness and a reluctant tolerance of the other, a sort of incivility by abstention.

As one student put it, if you want the respect of others, you need to give respect to others. Reciprocity is the result as respect breeds more respect, both respect of others and self-respect. Without it, there can be no civility to hold us together when faced with opposing points of view. Mutual respect and civility is necessary if we are to do more than tolerate those who differ with us. A genuine appreciation of diversity (value #4) will require an honest effort to embrace and acknowledge difference, especially when it is marked by passionate disagreement in the public sphere.

With respect and civility we are better able to negotiate the waters of difference to find common ground on which to build civil society. Teaching students to become civil citizens and modeling a civil society in the classroom is of prime importance. Our classrooms should model civility. Even in classes where the content is not directly relevant to civic education, the manner and style of handling disagreements provide teachable moments in the practice of citizenship marked with civility. Like ethics, it needs to run across the curriculum.

That said, the task force identified several themes that give particular focus to this value at UNF. We mention a few of them here:

Relationships and Teamwork: Positive working relationships are critical to the university environment and are the threads of how we experience and practice this value. The basis of “mutual respect and civility” is informed by the quality of those threads among all participants within the university community including faculty, students and all university employees. When those threads are marked by engaged respect for one another, we can build constructive teams and work collaboratively together. Those threads must extend beyond the confines of the siloization of our immediate departments and in ways that open us to appreciate and respect the contributions of all players across the university community.

Classroom Decorum: Of late, there has been considerable focus on the problem of incivility in the classroom. The charge cuts both ways. Faculty increasingly cite the inappropriate behaviors by students, while the latter often complain that certain faculty do not give students the respect they deserve. We commend the initiative recently put forth to advance what is called a “Student-Faculty Bill of Rights and Responsibilities” and is meant to facilitate a contractual agreement of sorts between students and faculty, and one that is uniquely negotiated in each classroom. The project is based on models in other universities (Nilson & Jackson, 2004) and has been put forth by *the Undergraduate Studies Council* and the *Office of Faculty Enrichment*. It is currently under consideration in several colleges and holds promise in addressing the problem of classroom incivility, building on a prior effort within the Division of Student Affairs that produced a “Disruptive Student” brochure in September, 2007. But this newer initiative is broader in scope in several ways. For one, it suggests that in classroom discourse, there is dialectic between respecting personal freedom while also being “responsible” to the larger common good, i.e. the aims of the course. The dynamic is further qualified by the *mutual* role that both faculty and students must play in promoting classroom civility.

Freedom of Speech Rightly Understood: This presents something of a thorn, considering free speech as a fundamental right in all democracies. Yet that right must be qualified with responsibility to the community and honor the respect of all. In democracy, free speech presupposes the context of a participatory community assembly of political discourse, with open access to all players. Apart from that, it can corrupt. By way of example, we note the difficulties in dealing with the so-called “Preacher on the Green,” where one person’s exercise of free speech has been without context “in community” and has been perceived as violating the dignity and respect of others, to the point that some students have expressed feelings of being intimidated and verbally assaulted. We cannot address the legal ramifications of this dilemma, but we note it as being illustrative of the challenge to balance personal freedom with responsibility to the community.

Modeling Respect and Civility and Honoring Those Who Do So: Perhaps the best way to integrate this value across our organizational culture is to model it in our personal behaviors. Individuals who practice

this value become the symbolic best practitioners of the “best practices” of this value and warrant public recognition as such. Their speech and interactions are always engaging, saying “yes” when they mean “yes,” and saying “no” when they mean “no,” but always with the deepest respect for the other. Whether in agreement or disagreement, they demonstrate civility that is marked by respectful active engagement, to use the definition cited above. We intuitively recognize the value when we see it modeled in our departments and colleges. One questionnaire respondent captured this notion well:

It is often said that a team or group reflects its leader. This adage is particularly true in matters of respect, fair treatment, etc. Our dean never fails to treat us with respect. She allows us to disagree with her, and does not then “retaliate” because we didn’t agree with her. She expects, and rightly so, to be treated with civility; however there are those who consider it uncivil to disagree – she isn’t one of them. What can I say? We’re lucky!

It is appropriate that UNF has a rich tradition of giving recognition and awards for best practices among its employees and students. Such public accolades present opportunity to “teach our values” when we acknowledge and celebrate those who so clearly and consistently practice them. We must continue to find ways to celebrate those who are the best example of exercising “Mutual Respect and Civility.”

Illustrations of some UNF Best Practices of *Mutual Respect and Civility*:

- We received a Quality Service Award in testament to the effectiveness of our policy to treat everyone who contacts us with the utmost courtesy and respect; we have instituted a feedback system to ensure that we do; (*Graduate School/Academic Affairs*)
- Students are coached in mock conversations and advised how to ask questions rather than accuse or blame others so that an amicable relationships can be retained; (*Ombudsman/Division of Student Affairs*)
- Excellent customer service is identified as a number one priority for both our internal and external customers; we lead by example as well as hold our associates accountable for how they interact with our customers, fellow associates, and vendors; (*Auxiliary Services/Administration and Finance*)
- Faculty, staff and students who do not behave in this manner are counseled individually, and in some cases are referred for professional counseling; (*College of Health*)
- We hold monthly staff trainings that teach composure at work and with the children, encouragement and perception of others, how to be assertive without aggression and frustration, seeing the best in others, how to reframe the situation, demonstrate empathy, and accept consequences; (*Child Development Research Center/Student Affairs*)
- The value for mutual respect and civility is incorporated into stories about students and faculty in on-campus and off-campus academic pursuits; (*Communications / Institutional Advancement*)
- We hold customer service training for all staff on an annual basis to ensure that staff members treat all constituents with respect and civility; (*Career Services/Student Affairs*)
- We hold an annual retreat with staff, have celebration activities after reaching milestones, and conduct regular staff meetings to promote good communication, respect and civility; (*Dept of Contracts & Grants/ORSP*)

F. Recommendations

In the foregoing discussion on each of the six values, there are a number of implied suggestions for action. Beyond those, the task force now postures concrete recommendations for how UNF might achieve better integration of its values across its organizational culture. Some cut across all six values, while others are specific to one or another value. We offer these recommendations not in a prescriptive sense, but rather as fodder to keep the conversation going and moving forward.

(1) Create Venues for *Values Talk*: Integrating values requires talking (dialoging) about them. During the closing evaluative comments at one of its sessions, members of the task force stated that their experience that day illustrated the benefits of such dialogue, and how “meaning” of the values unfolds in the context of vibrant conversation and shared reflection. Most significantly, they commented that they rarely have the opportunity to reflect upon the values in dialogue with colleagues. In this light, we wish to underscore the critical need for UNF to promote ongoing dialogue about its values across all sectors of the university.

We recommend that appropriate offices find ways to create venues for that conversation. For instance, the *Office of Faculty Enhancement* might establish an ongoing monthly series of Friday faculty dialogues on some aspect of the values. Forums could be sponsored by and for various constituencies within UNF, i.e., faculty forums sponsored by the *Faculty Association*, student forums sponsored through *Student Government* and the *Division of Student Affairs*, as well as forums for staff sponsored by the *Center for Professional Development and Training*. Dialogues might also be worked into departmental planning days, annual retreats and other ongoing programs that can create the space for meaningful *values talk*.

(2) Advance Academic Affairs and Student Affairs Collaboration vis-à-vis the Values: The task force notes a critical need for more intentional collaboration between Student Affairs and Academic Affairs in order to more effectively integrate our values across the institution. Before making our recommendations in this regard, we find it helpful to first understand the changing relationship between these two divisions within a historical context.

At its founding as a two-year “senior college” nearly 40 years ago, UNF was a small campus community that fostered close relationships among all components. Set in an isolated location with little around it, the campus was a self-contained hub of activity. It was completely a commuter campus largely made up of young faculty, staff and administrators and a non-traditional student body. That situation facilitated enriching and intensive campus interactions between faculty and students, both in and out of the classroom. Many students had significant life experience (professional, military, etc.) that provided them insights to enhance classroom instruction. Opening in the early 1970s amidst the aftershocks of the 60s, the University served to generate extensive discourse about local, national and global issues, i.e. civil rights, the women’s movement, the Vietnam War, etc. Faculty were inspired to bring the world to the classroom and make connections to the community in order to engage students in issues that directly touched their lives. Boundaries were far more amorphous between faculty and students, staff and administrators, and between Student Affairs and Academic Affairs.

But today, UNF is in a very different space. We cannot go back to that earlier time and place. UNF is now a much larger institution in a much larger metropolitan community. We have evolved into a state

university that “aspires to be a preeminent public institution of higher learning that will serve the North Florida region at a level of national quality.” (*UNF Vision Statement*)

With a more traditional student body and a more mature and accomplished faculty, there is a larger gap between students and faculty in both age and life experience. There are also far more activities that compete for audiences and resources. The consequence points to a diminishment in human interaction and sense of community on campus, particularly in terms of cross-division interaction and faculty-student interaction. The latter dynamic is demonstrated to some degree in the recent report on UNF’s participation in the *National Survey of Student Engagement* (Office of Institutional Effectiveness, 2009). These dynamics can fragment our corporate identity, diminish our sense of community and blur the perception of the common ground that holds us together.

All this has bearing on the challenge to recognize our shared values and to integrate them across our organizational culture. Given the “soft” nature of values discourse, human interaction is critically important to that process. If we are to better integrate our values, we have already cited a critical need to create more venues for vibrant “values talk” across divisions and between faculty and students. This presents particular challenges regarding the relationship between Academic Affairs and Student Affairs.

Accordingly, the task force recommends that deliberate steps be taken to explore that interface, particularly in the context of how those two divisions can better collaborate to advance values integration among both faculty and students. We identify several strategies to facilitate that effort:

- Collaboration must be practiced at the top. Therefore, we recommend that the Vice-President of Student and International Affairs and the Provost of the University set aside time to review the opportunities to form closer ties between their respective divisions and to forge these ties with a focused objective on advancing integration of UNF values.
- Acknowledge and build upon some of the positive relationships and collaborations that have already been established across the two divisions. For example, the *Bette Soldwedel Gender Research Center* that is housed in the *Women’s Center* is jointly sponsored by Student Affairs and Academic Affairs. Student Affairs has played a major role in providing funding and other resources to support this very important entity. Faculty, students and staff have been able to benefit from opportunities to fund research (supported by stipends awarded by the Center) and share their research with the UNF community. The products of partnerships such as this need to be showcased.
- Student Affairs professionals at UNF should increase their effort to engage faculty as they share responsibility to enhance student learning in ways that integrates UNF’s core values. Their greatest opportunity is to serve as catalysts to involve faculty and students in deeper and holistic learning (ACPA, 2008). An excellent example of this sort of collaboration was demonstrated in the involvement of faculty in the recent Student Leadership Summit (Fall, 2009). The beautiful new complex where the Student Union is located provides the venue for many activities that can enhance that collaboration, particularly those that promote the values of the university.
- From the experience of faculty, part of the historical shift has involved an increased demand upon them for research and scholarship, especially if they are to attain tenure. In that context, faculty involvement with students and initiatives emanating from the Division of Student Affairs

has become a far lesser priority and as a result has lessened over time. When it does occur, it is seen as service, receiving a lesser rating in faculty evaluations than in the past, so that faculty are less motivated to see it as integral to the work they do. Further, there is a vein in the literature that suggests that scholarship and the true function of faculty should be somewhat suspicious of “holistic education” and any responsibility to nurture values in their students. We recommend that Academic Affairs assess this consideration in the way in which faculty are evaluated and find ways to create new incentives for faculty to engage with students outside the classroom as well as through increased involvement in Student Affairs programs and activities.

- The problem of student retention presents a context for collaboration between Academic Affairs and Student Affairs. UNF's strategic plan identifies student retention as both an institutional objective and performance measure. The best available evidence suggests that the key to improving student retention is to enhance social integration and student engagement. These necessary conditions require a collaborative effort between Academic Affairs and Student Affairs that approaches student development from a holistic perspective. We commend the creation of a new position, *Director of Retention and Transition Programs*, and recommend that this office work to more tightly integrate the two units in order to address the academic and social factors that contribute to student institutional attachment and academic success.

(3) Promote Greater Faculty Buy-In: It may be counterproductive for administration to try to force faculty to promulgate UNF's institutional values directly via their syllabi, or to reorganize their reading and assignment schedules around them. Nonetheless, faculty members in many disciplines are already incorporating value-laden discourse in the classroom, even if they use different labels than those laid out in UNF's list of institutional values. For instance, every time a faculty member provides a class with standard definitions of plagiarism, along with guidelines for conducting effective and appropriate research, she is telling her students something important about ethical conduct.

However, we do believe that UNF's faculty are open to a more explicit university-wide conversation or even debate) about the University's institutional values than has yet occurred. Such a dialogue could lead faculty to take on a greater sense of ownership over the UNF values, which in turn could help make our classrooms “greener,” more creative, more ethically sound, more civil, more diverse, more engaged in the larger community, and so on.

This kind of transformation will not happen without strong demonstration of institutional support *at the highest levels* for such a dialogue. If UNF's professors are to regard the institutional values as something more than empty slogans, they will need to see compelling evidence that the administration is willing to do the following:

- Encourage open dialogue about the values, even when it may not cast a favorable light on the administration (or, for that matter, on faculty or students);
- Recognize the efforts that faculty members and students are already making to incorporate the values in their academic work;
- Do more to foster awareness of the values among UNF community members within extracurricular contexts, i.e., in places where faculty members hold less influence than in the classroom, but where the values they try to teach are reinforced, or undermined, in subtle but powerful ways;

In short, faculty members will have to be persuaded that UNF truly values its own values and isn't just paying lip service to them. This begs the question of funding to advance this sort of dialogue. Money talks. We note that the FIGS program was dropped due to budgetary cutbacks, yet FIGS had much to do with collaborative learning informed by values.

(4) Encourage Value-laden Discourse in the Classroom:

We have already cited student dissatisfaction with inadequate opportunities for dialogue and creativity in their learning experiences at UNF. This is not unrelated to the need for students to expand their skill sets for moral reasoning and critical thinking. Such dialogue creates venues for values talk among students and can stimulate transformational learning as students' minds are opened to new perspectives and meaning. If we are to stimulate this discourse in the classroom, it is critically important that faculty come to see it as part of their role as teachers. To that end, we need to find ways that encourage faculty to incorporate value-laden discourse in the classroom that promotes discussion about meaning and purposefulness in life (Higher Education Research Institute, 2006). Suggestions might include the following ideas:

- Add discussion sections to large lecture classes;
 - Establish a core curriculum within General Ed that gives emphasis to values education, including a required course: *What everyone needs to know about the role of values in education*; (see recommendation #6)
 - Backup the commitment with funding for Transformational Learning Opportunities that incorporate values talk;
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(5) Convene an Annual Institutional Colloquia on the Values, sponsored by the President's Office:

In order to demonstrate leadership and accountability "from the top," the President's Office might convene an annual program series of colloquia or dialogues on each of the six values, perhaps titled as *"What Does UNF Really Value?"* This might spark lively discussions about the ways in which UNF is currently living up to its values, where it is falling short, and where it may actually be subverting them. We are confident that many faculty members would be willing to participate in these conversations as panelists. Faculty might also incorporate corollary discussions of the values into their class sessions and encourage their students to attend the colloquia events. Success will require that faculty be assured that the administration actively supports the dialogues and will pay attention to the recommendations that may be forthcoming from them.

These conversations could generate an informal annual institutional "report card" of sorts. That process would not be constrained by the legalities and opacities of the formal accreditation review process, but would rather be defined by a spirit of collaboration, honesty, openness and transparency for purposes of garnering input from members of the UNF community at every level. Everyday members of the UNF community would be able to contribute unique insights into the progress that UNF is making in living up to its stated values and how it might do even better. It would make sense to then document the annual "report card" and keep these conversations going via online blogs, discussion boards, and other venues.

(6) Incorporate a Values Component in the General Education Program: Our students need to be exposed to the values early and often. Implementing a freshman seminar (perhaps a half-semester class) that centers on the values will take more work than simply setting aside some time for “values talk” during freshman orientation. We note forthcoming plans for the *Venture Studies* program in the fall of 2010 which presents one approach for doing this. Such initiatives could impact the General Education program in a number of ways. When students are about to graduate, such programs could be followed up with a required capstone project, perhaps a “values practicum” where seniors might work with a faculty advisor to plan and carry out a course of action at UNF or in the larger community in which they would demonstrate deep understanding of one (or more) of the values.

(7) Acknowledge Spiritual Development as Part of Our Educational Enterprise: In a recent national survey of over 4000 faculty across diverse colleges and universities in the US (Higher Education Research Institute, 2006), 81% of faculty consider themselves spiritual persons (64% say they are “religious”), yet only 30% agree that “colleges should be concerned with facilitating students spiritual development.” Yet the same study documents that most college juniors report that their professors never encourage discussion of spiritual or religious matters, and *never provide opportunities for discussing the meaning or purpose of life*. Other trends show that spirituality on private and public campuses has become increasingly vibrant and relevant to students and that spirituality can positively impact student engagement outcomes. This is also demonstrated in UNF data from the *National Survey of Student Engagement* (Office of Institutional Effectiveness, 2009). At the same time, the experience of religion and spirituality on campuses has become increasingly diverse. That diversity includes demands for individual freedom that respect and welcome those who subscribe to a humanist or secularist worldview without regard to religion and/or spiritual categories.

All this is relevant to the challenges we face in promoting the integration of our six core values among faculty and students. The domain of values is often framed in the context of belief systems which inform one’s spirituality. At UNF we have come to recognize and give legitimacy to the role of religion and spirituality as part of the “mix” that develops the whole person. Events such as the annual *InterFaith Awareness Week*, the existence of UNF’s Interfaith Center, as well as plans for a non-denomination worship space reinforce that claim. Though these developments may be seen as controversial in some circles, they nonetheless give evidence to the role of spirituality in higher education. In and of themselves, they are not counter-productive to the “pursuit of truth and knowledge carried out in the spirit of intellectual and artistic freedom.” To the contrary, they can enhance that quest, particularly in the context of values integration. In this light, we recommend the following:

- Faculty at UNF should be more responsive to incorporating dimensions of spirituality within the “values talk” in their teaching practice, giving legitimacy to that discourse for their students;
- Student Affairs should find more effective means to engage faculty in that discourse. For instance, they could seek out greater faculty involvement in the events of *Interfaith Awareness Week*, sponsored through the *Interfaith Office within Student Affairs*;

(8) Emphasize Our Values in Orientation Programs for New Students: The task force applauds recently announced plans to incorporate UNF’s core values into the 2010 Summer Orientation program for new students, culminating in the *Week of Welcome* (WOW). Orientation represents an important “teachable moment” to impress upon new students the centrality of our institutional values. For instance, elements of the orientation program include the following:

- An active learning component where incoming first year students discuss what the UNF Values mean and create a visual representation of the values on a small banner;
- A “convocation” where students are given a card with a UNF pin and the values printed on it;
- A symbolic action where a large banner will be raised with the text “Class of 2014” and around it will be stitched banners of each of the six values created by students during Orientation Week;

This initiative should be supported, encouraged and become a regular part of all future new student orientation programs.

(9) Incorporate the Values into Awards, Contests and Scholarships: These might include essay and story contests, student scholarships and award programs for students, faculty and staff. Our values are advanced when they are modeled in the actions of members of our community. We need to call attention to those persons who best model the values and who demonstrate the integration of our values in their work, service and scholarship at UNF. By recognizing such persons and calling attention to how they model our values, we hold up those persons and our values for emulation by others. It is appropriate to include the values as criteria in various award programs that honor such persons. This would include the following award programs among others:

- Faculty Awards and Recognitions administered through Academic Affairs;
 - Excellence Awards administered through the President’s Office and Office of Human Resources;
 - Awards Administered by the UNF Foundation;
 - Awards Administered through Division of Student Affairs;
 - Awards by the Faculty Association;
 - Awards by the United Faculty of Florida (Faculty Union) at UNF;
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(10) Demonstrate the Values in the Budgeting Process: We say much about what we really value by how we spend our dollars. The idea that budgets are value-laden and function as “moral documents” sets the foundation to consider how the University’s budget reflects and/or supports its institutional values. Nearly two decades ago, Marshall, Mitchell and Wirt (1989) proposed basic values and school policy linkages that broaden our understanding of how policymakers use public resources to realize values. Among these instrumental values are quality, efficiency, equity, and choice (Wirt, F. & Kirst, M., 2001). The processes by which budgets are formulated and funds allocated serves are a vehicle by which the University’s communicates what it values.

Ideally, the budgeting process should be reflective of strategic and rational decision-making. With the adoption of a new five-year strategic plan, UNF has demonstrated its commitment to assure that its strategic plan will guide the actions and resource allocations of the university. Consequently, budget policy should be aligned with and reflect the same goals and values that undergird its strategic plan. Budgetary decisions during “good times” and “lean times” may differ substantially. In the current era of diminishing resources, decisions about the allocation of resources should be, even more so, reflective of the university’s overall goals and values. We recommend that in the development of all UNF program budgets, we identify values linked with line items in the budget, also showing how each item is aligned with the strategic plan.

(11) Apply the Values to Management of the University's Endowment Fund: The task force notes the absence of full disclosure on how the university invests its endowment funds. To assure full integration of its values, the University should establish more transparent investment practices and hold those practices accountable to the values it subscribes.

(12) Incorporate the Values into Policy Documents and Procedural Handbooks: Our values need to be reflected in these official statements and related publications in order to demonstrate the University's commitment to our values. These would include policy statements adopted by the Board of Trustees, all Codes of Conduct, the Academic Catalog, and the various handbooks published annually for students, parents, employees and faculty. Codes of Conduct should be updated to reflect the six institutional values and address them in a pro-active fashion, going beyond the punitive aspect. Rather than simply state what is *not* acceptable behavior, the codes might also describe what is desirable behavior relevant to each of the values.

(13) Interpret Student and Faculty Values through Analysis of the NSSE: The report on UNF's most recent participation in the *National Survey of Student Engagements* (Office of Institutional Effectiveness, 2009) warrants further interpretation with an eye to mining the data for its relevance to themes impacting values integration. The NSSE is used extensively by institutions of higher education to elicit responses from both students and faculty regarding a number of outcomes, many of which deal with values. Many of the survey items deal with themes discussed in this report, including making judgments, understanding oneself, developing a personal code of values, spirituality, and faculty-student interaction. Often, results reveal similar indicators for faculty in regard to their values and the emphasis they place on values. An inherent assumption within the NSSE is that values shape student learning and in order to determine the level of student engagement and learning, one must look at underlying values. The inference is that values are strengthened or not by the shaping of the educational experience.

(14) Incorporate the Values in Admission, Hiring and Evaluation Protocols: We have previously noted that congruity between personal values and organizational values is positively correlated with personal satisfaction in the workplace and job performance. It is likely that the same applies to the relationship between students and the organization where they pursue their education. The inference is that values assessment may have a legitimate role to play in student applications to the university, the hiring of faculty and staff, as well as performance evaluation of all university employees. To this end, we offer several suggested actions:

- In the application process, the Admissions Office might consider asking students to write a reflective essay on one of UNF's six core values;
 - Similar questions might be asked in all employee applications or during interviews;
 - Faculty might be asked to respond to a question, in interview or writing, relevant to the role of values in higher education, and to specifically address UNF's six core values and how they might reflect those values in their teaching and research;
 - Orientation of new faculty might include a component on UNF's Values;
 - Students evaluations of faculty might include questions framed in the context of the values;
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(15) Communicate the Values in Symbolic Signs and Rituals:

We have previously noted how the values are being worked into a symbolic action that is currently planned for the Student Orientation Convocation. Similar actions might be undertaken in other ceremonies including:

- Graduation commencements;
- Leader Induction ceremonies for Student Government, UPSA, A&P and the Faculty Association;
- Student events such as *Homecoming* and *Greek Week*;
- Academic Convocations;
- Special events celebrating the history and mission of UNF;

(16) Participate in Professional Associations, Conferences and Training Programs that Address Values:

UNF units should seek out participation and membership in organizations that promote values integration in higher education in various ways. For instance, several administrators in Academic Affairs and Student Affairs recently participated in the *Dalton Institute on College Student Values* at Florida State University. We have included a number of these organizations and their related websites in a list of Resources at the end of this report.

(17) Expand Efforts to Develop E-Portfolios to Track Student Learning Outcomes: We note the increasing use of student E-portfolios in higher education and their benefits as an aid toward transformational learning (Miller, 2009). At the center of these methods is documentation of the student's reflective process on learning experiences both in and out of the classroom. The current initiative by Student Affairs to develop an *Experiential Learning Transcript* (ELT) for students enrolled in the *Leadership Certificate Program* is commendable and underscores the importance of this co-curricular transcript that is designed to augment the academic transcript by documenting concrete outcomes in the context of particular learning experiences. The ELT attempts to assess learning outcomes that incorporate values integration, along with a host of other learning outcomes modeled on recommendations by the *Council for the Advancement of Standards in Higher Education* (Dean, 2009). The ELT provides evidence of "real world" learning and can be an important document for students when they seek admission to graduate school or engage prospective employers in pursuit of their career goals. We also commend similar efforts that may be forthcoming from the *Center for Community-Based Transformation Learning*, as well as related efforts in Academic Affairs that may incorporate a portfolio component in new software designed to assess student learning outcomes aligned with the QEP.

(18) Seek Grants that Further Education and Integration of UNF's Core Values. Units within both Academic Affairs and Student Affairs, in collaboration with the Office of Research and Sponsored Programs, should collaboratively pursue grant funding to underwrite programs and initiatives that may advance values integration at the university. For instance, "Bringing Theory to Practice" is a grant program sponsored by the *American Association of Universities and Colleges* that seeks to support campus-based initiatives that demonstrate how uses of engaged forms of learning, actively involving students both within and beyond the classroom, can directly contribute to students' cognitive, emotional, and civic development (American Association of Colleges and Universities, 2009). This illustration is particularly applicable to Value #3 (Community Engagement) and the aims of the QEP initiative on CBTL.

(19) Grow an Urban Planning Unit: The task force recommends that steps be taken to explore the development of an Urban Planning program that involves appropriate units across colleges impacting public policy, construction and engineering, and in ways that incorporate our values, particularly Value #5 (*Responsibility to the Natural Environment*) and Value #3 (*Community Engagement*). Such a program has particular relevance to “real-world” application for our students and presents fertile context for Community-Based Transformation Learning. Such a program might involve innovative research and application for solar energy, water conservation, public transportation, as well as matters impacting environmental justice. The program could build on relationships with community partners, including the City of Jacksonville, the Northeast Florida Regional Planning Council, JEA, and similar entities.

(20) Expand Development of UNF’s Certificate Programs in Leadership and Conflict Transformation: We note the emergence of several certificate programs in recent years that are particularly value-laden and present intensive opportunities to integrate UNF’s core values within student learning. These programs should be expanded as they present fertile context to engage students in the dynamics of values education and values clarification and in ways that might incorporate the universities six institutional values. In particular, we cite two such programs:

Conflict Transformation Program: Conflict is omnipresent, emerging from many sources with intrapersonal, interpersonal and systemic antecedents. The management, resolution and transformation of conflict is integral to real-world problem solving. The certificate program in Conflict Transformation, currently housed in the *Department of Leadership, Counseling and Instructional Technology* within the College of Education and Human Services, should be more effectively marketed. This graduate certificate seeks to facilitate transformational learning grounded in a supportive learning community that emphasizes reflection, self knowledge, cross-cultural understanding, nonviolent communication and proactive conflict transformation. At the same time, steps should be taken to develop an undergraduate minor in Conflict Transformation Studies, building on the work of some faculty who have been addressing this prospect in recent years.

Leadership Certificate Program: This program is housed in the *Institute for Values, Community and Leadership* within the Division of Student Affairs and has a strong partnership with the College of Education and Human Services, modeling the cross-division collaboration described in recommendation #2 above. The program aims to educate undergraduate students on how to become strong, ethical and value-based leaders with a commitment to excellence, focus, relevance, and accountability. It provides an in-depth study of leadership from a theoretical perspective balanced with practical application grounded in a community-based setting. In a related initiative, we commend the recent creation of a minor in Leadership Studies in the COEHS. Both programs should be supported, expanded and marketed to students across all colleges in the university.

(21) Promote Bicycling as a mode of Transportation on Campus: UNF might consider funding a program that provides free bicycling as a means for energy efficient cross-campus and local transportation, similar to programs that exist in other communities. Brightly colored rebuilt, simple and inexpensive bicycles could be left at various locations around campus and be available to anyone who needs to use one to get somewhere on campus or in the immediate surrounding area. Though a few may be stolen initially, similar programs in other communities demonstrate that people eventually get behind the program, particularly when it is marketed in the vein of environmental sustainability and its

relevance to our 5th value (Responsibility to the Natural Environment). Such a program might be popular for students who need to get from the north parking lot or nearby apartment complexes to campus in a hurry. A number of students have reported to us that they would make use of bicycles for on-campus transportation, but simply can't afford a reliable bike.

Additional bike lanes and related infrastructure are an important corollary to this recommendation. This might include additional racks and related support services such as bike awareness signs, safety mirrors and simple bike repair stations with pumps and basic tools. Other suggestions might include: financial incentives to bike to campus by offering free or reduced-rate auto parking passes for those who bike to campus at a defined minimum frequency; award or raffle quality bikes for faculty or staff who declare that they will stop buying the annual pass and bicycle to campus for the most part; sponsor a "UNF Bikes" day where everyone who rides five or more miles to get to campus receives a premium gift, perhaps a T shirt promoting Value #5 (*Responsibility to the Natural Environment*).

(22) Pursue Greater Energy Efficiency in Food Services: UNF might undertake a "food audit," comparable to the trash audit conducted by the program called *Garbage on the Green*. How much energy are we using to ship food to UNF and prepare it? How much energy and water are used to wash plates, trays, etc.? Several universities have gone "trayless" to cut down on such waste, including the waste encouraged by all-you-can-eat dining halls where students regularly pile more food on their trays than they can actually consume. How much food is thrown away before and after it's served? University community members who wish to buy local, organic, and/or vegetarian food on campus, unlike their counterparts at many other institutions in the U.S., have a very limited range of options. From an ecological perspective, it is more sensible to make local, organic, and vegetarian foods the standard rather than the exception to the rule.

(23) Develop User-Friendly Brochure of this Report: We recognize the complexity of the presentation of this report. The task force recommends that the highlights of this report and its recommendations be summarized in an easy-read brochure for wide circulation. We also recommend that the full report be posted online in tandem with recommendation #5 and that the full online report be referenced in the summary brochure.

G. Early Adopters for Implementation

Our recommendations in the previous section cite a number of specific applications to various units within the university community. Beyond that, we feel it important to identify units that are particularly poised to act on these recommendations. Our list is hardly conclusive, but it is our hope that these entities not only see values integration as a constitutive component of their work, but that they also recognize their unique role as potential “early adopters” of the values integration agenda. As such, they may have capacity to exercise more leverage than other units. They are the “low hanging fruit” that may have the best opportunity to move the conversation forward. We mention them here with a brief commentary and the opportunities they have to advance values integration.

Academic Affairs

- **Center for Community-Based Transformational Learning:** This new initiative, which co-reports to Student Affairs, lies at the heart of UNF’s QEP and is jockeyed “front and center” to make values education an integral component of the transformational learning experience, particularly within the context of Value #3 (Community Engagement). We look forward to its leadership in advancing values integration in its work with both students and faculty.
- **Office of Faculty Enhancement:** This entity is particularly poised to engage faculty regarding the practice of “values talk” in the classroom, as well as the role that values development may play in the pursuit of “truth and knowledge carried out in the spirit of intellectual and artistic freedom.”
- **Office of Institutional Research & Assessment:** This entity may wish to consider to what extent it might assess values integration and identify learning outcomes aligned with our values.
- **Office of Undergraduate Studies:** Several initiatives that emanate from this office impact student learning in ways that can dynamically incorporate elements of our organizational values. These include *Transformational Learning Opportunities* (TLOs), and the *American Democracy Project*. In particular, the *Honors Program* holds promise of developing students who might become shining lights of the values that define our organization.
- **Ventures Studies Program/College of Arts and Sciences:** This new initiative that debuts in the fall of 2010 holds promise as a launching pad to expose new undergraduates to the important role that values play in the college experience. The program presents fertile context for “values talk” in hopes that students can become reflective thinkers, able to articulate what they know, how their perspective of themselves and the world may be transformed, and how to integrate knowledge across disciplines and in ways that apply to real world problems.

Student Affairs:

- **Career Services:** This office might review its role in helping students clarify their own values and the values of potential employers, so that students might learn how to assess values congruity in developing their career goals.
- **Institute for Values, Community & Leadership:** This office is the natural custodian of “values development” on the Student Affairs side of the house. The Institute’s *Leadership Certificate Program* and the related *Experiential Learning Transcript* hold particular promise as a model for integrating values in the educational process.
- **InterCultural Center for PEACE:** Through a variety of co-curricular programs and events, this office has had a long track record for promoting diversity, respect, civility, and other dimensions of UNF’s values. The recent addition of an inter-cultural art gallery adds to the potential that this office has to further advance UNF’s core values not only on campus, but within the larger surrounding community.

- **Interfaith Center:** For many students, there is an interface between personal values, religious faith, and spirituality. This office and much of its programming presents a natural venue for “values talk.”
- **Office of Student Conduct:** This office has opportunity to stimulate student’s thinking about values in the context of his interventions dealing with issues of misconduct.

Other Entities:

- **Commission on Diversity:** This new agency, operating directly under the President’s Office and building on the work of prior related initiatives, gives an important focus on the challenge to make UNF a more diverse organization. In particular, its current focus on faculty diversity underscores a recognized need across most colleges.
- **The Environmental Center:** This entity, operating under the Department of Chemistry and Physics, has particular capacity to promote inter-disciplinary approaches to advance education for sustainability. Its work it’s particularly relevant to Value #5 and can impact not only UNF, but the surrounding community as well.
- **Center for Professional Development and Training:** This office may wish to explore how it can incorporate a focus on UNF’s six values in the design of educational programs and trainings for UNF staff.
- **Flagship Academic Programs:** Our “flagship” programs in Coastal Biology, Nursing and Logistics carry a heightened UNF “branding” of our identity. It may be particularly incumbent on these programs to explore how they incorporate our institutional values. They carry high “value” import in the way we market our institution. We have given them a priority claim on the University budget. But more than where we put our money, they may also be programs where we can give priority focus to our values.

Beyond these units, UNF might also consider the prospect of identifying a LEAD AGENCY to advance values integration, either through an existing office or the creation of a new office dedicated to the work of values integration. This presumes that funding makes such appointment viable, productive and meaningful. We must ask, “How much is UNF willing to spend on Values Integration?” Donald Kirby, who spearheaded values integration at LeMoyne College, makes the charge that it will take a passionate educator to lead this effort at any institution (Kirby, 2007). Already overworked faculty and staff won’t likely be the first to raise their hand. Kirby suggests that universities that are seriously committed to this undertaking may need to create and fund a dedicated office and program to serve as a sort of “Values Ombudsman.” In much the same way, the university might go the route of assigning certain offices to monitor one or another value that is a particular forte within their domain. The caveat in the latter scenario, however, is that accountability for the values might be mistakenly displaced to those entities, instead of across the entire organizational culture.

H. Concluding Remarks: *A Matter of Leadership*

We recognize the opportunity to act and move forward on values integration in a real and concerted way. We may be at a particularly ripe moment in the history of UNF to make this sort of emphasis and at a time when students may be open to it and yearning for it as they seek to make their mark on the world. Paul Hawken's stirring commencement address before the 2009 graduates of Portland State University underscores the historical moment and the challenge to contemporary students to engage the myriad of problems and challenges with confidence and healthy optimism, without denying the enormity of the challenges that lie ahead in dealing with real-world problems. As he put it in his address:

There is invisible writing on the back of the diploma you will receive: ... You are brilliant, and the Earth is hiring! ...The living world is not "out there" somewhere, but in your heart. This extraordinary time when we are globally aware of each other and the multiple dangers that threaten civilization has never happened, not in a thousand years, not in ten thousand years.

Each of us is as complex and beautiful as all the stars in the universe. We have done great things and we have gone way off course in terms of honoring creation. You are graduating to the most amazing, stupefying challenge ever bequeathed to any generation. The generations before you failed. They got distracted and lost sight of the fact that life is a miracle every moment of your existence. Nature beckons you to be on her side. You couldn't ask for a better boss. The most unrealistic person in the world is the cynic, not the dreamer. Hope only makes sense when it doesn't make sense to be hopeful. This is your century. Take it and run as if your life depends on it. (Hawken, 2009)

All this has great bearing on the challenge to those who are the leaders of our University, from the Board of Trustees, to the President, to the Provost, to every Vice President, every Dean and every Department Chair or Department Head. What leaders believe and value is central to who they are as persons and how they influence others. Leaders know what matters and evidence it "front and center" in the values that frame their goals and actions.

We cannot underscore enough the critical role played by leaders at the University's highest levels (Bogue, 2007). It is not the leader's role to overtly "teach values" per se, as much as to invite our students, faculty, and staff to participate in them. The best way they can do that is through their leadership style and their own modeling of the values in their actions and behaviors. In doing so, they give prominence to values that matter and inspire and motivate others to emulate those values. This is the heart of the leadership challenge. MacGregor Burns, considered by most as the father of Transformational Leadership theory, underscores the moral context of leadership:

Transformation Leadership occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality... It is a relationship of moral mutual stimulation and elevation that converts followers into leaders and may convert leaders into moral agents. ...followers & leaders are inextricably bound together. (Burns, 1978)

I. Resources

Barrett Values Center: <http://www.valuescentre.com/index.php>

Created in June 1997 to support leaders in building values-driven organizations, the Barrett Values Center has created a series of Cultural Transformation Tools[®] (CTT) for mapping values, measuring cultural capital, and implementing cultural transformation. At the heart of the Cultural Transformation Tools[®] lies the *Seven Levels of Consciousness Model* developed by Richard Barrett. The model is used to map the personal values of employees and their perception of the current and desired culture values of the organization.

Campus Compact: <http://www.compact.org/>

Campus Compact is a coalition of college and university presidents committed to helping students develop the values and skills of citizenship through participation in public and community service. It is the only national higher education organization whose primary purpose is to support campus-based public and community service.

CollegeValues.Org: <http://www.collegevalues.org/>

The special focus of this organization is character development in college, addressing how colleges and universities influence, both intentionally and unintentionally, the moral and civic learning and behaviors of college students.

DiversityWeb: <http://www.diversityweb.org/>

Designed by AACU and University of Maryland at College Park, this helpful source offers a compendium of recommended resources which include syllabi, models for faculty development and other materials to help campus practitioners create an environment where diversity is considered part of an on-going commitment to excellence.

Hardee Center for Leadership & Ethics in Higher Education (FSU): <http://www.fsu.edu/~elaps/hardee/>

This helpful model supports the academic study and professional development of graduate students in the higher education program at Florida State University and promotes the “Life Net” of students, alumni, faculty, and friends. The Center sponsors educational programs, research, and service activities that promote leadership and ethics in the field of higher education. The Center also conducts educational seminars, hosts national meetings and workshops, sponsors research projects, and provides consultation on issues related to higher education leadership and ethics

Institute on College Student Values (FSU): <http://www.collegevalues.org/institute.cfm>

This organization provides an opportunity to learn about the most current issues, research, and educational activities pertaining to character education and valued development in higher education. The Institute is designed to be a “think tank” for individuals who have particular interests in exploring more effective ways to promote civic education and the ethical development of college students.

Life Languages Institute: <http://www.lifelanguages.com/>

This is a research and training institute for professionals in the art and technology of developing character and communication skills in individuals and organizations, resulting in greater personal and corporate effectiveness. It assists in developing ethical and transformational organizations, with a particular focus grounded in a real understanding of diversity issues.

Society for Values in Higher Education: <http://www.svhe.pdx.edu/>

This is a fellowship of teachers and others who care deeply about ethical issues such as integrity, diversity, social justice and civic responsibility, seeking to address these issues higher education and the wider society.

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