

Educated & Engaged Local/Global Citizens

Faculty Combined Raw Data from 2y2d Focus Groups in 2010-11

Starting in the summer of 2009, the Two Years to Two Decades (2y2d) Initiative asked nearly 1000 faculty, students, staff and community stakeholders for input on where they want the UW to be in 20 years and what matters most to them in light of current challenges.

Based on initial findings, 2010-11 focus groups identified six of society's major issues they felt the UW should work to solve in the coming decades: Environmental Sustainability & Clean Energy, Education, Health, Social Justice & Inequality, Educated & Engaged Local/Global Citizens, and Economic Vitality.

Combined raw data of Educated & Engaged Local/Global Citizens-related comments from Faculty groups are listed below.

Participant responses fell under the following headings:

Government and Citizenship

Shrinking of Public Space for Thoughtful, Informed Debate

Political Policies

Political Discourse and Policy

Political Climate

Role of Intellectuals and Education (K-higher ed.) in Civic Society

Cultural Cohesiveness, Responsible Citizenship, Civility, Conflict Resolution

Global Issues

Cross-Cultural Issues

International Issues

The Common Good

Civic Engagement

Citizenship, Social Good

Critical Thinking, Knowledge Skills

Global Development (Urban)

Citizenship

Individual responses, roughly grouped by topic, appear below:

- civil discourse and democracy
- how to sustain (genuinely) democratic political cultures
- ability to talk/deliberate across difference, that supports democratic participation
- Can democracy work?
- link between democratic revolution and economic failure
- creating space for balanced thoughtful, informed debate
- need for civic engagement/public deliberation
- engaging in civic discourse
- Civil discourse in a politically polarized age

- Humanity & respect humanity - need better understanding of what it is to be human
- humanism - altruism

- civility
- wisdom
- civility
- civil society, civility - across small & large groups

- citizenship, developing citizenship, ethics of transparency and accountability rights
- global citizenship
- global/local
- citizenship literacy

- establishing better relationships across disciplines and communities
- bridging
- constructive communication, unity vs. division
- transparent communication
- over-simplification of issues - "sound bites" and anti-intellectualism
- shaping the way, not reacting to the way

- information for...betterment of...OR Profit! (*original comment partially illegible*)
- privatization of public goods
- lack of investment in the "Commons"
- competitiveness of students in the world marketplace
- address disconnect between economic, political and technical drivers of social decisions
- distribution of resources

- information/data-based decision making
- evidence-based policy-making
- short-sighted politics
- policy > science > implementation

- creating an effective non-partisan government
- sane/effective political systems
- trust in government
- government becoming increasingly transnational

- political stability
- leadership gap in civic society
- leadership in hard times
- loss of regard for and understanding of the public (public realm)
- faith in the "public" - public sector
- political climate is foundational for other issues (e.g. health, medical care, clean water, etc.)
- Tea Party

- ethics/decision making
- ethics judgment
- personal responsibility and ethics
- corruption
- decreasing corruption, U.S. and abroad

- idea of the Common Good
- ensuring a political/legal structure that can address major societal issues like healthcare & climate change
- critical, multidimensional understanding of social issues

- our hope is...increased education leads to increased political function and policies, then we will get to effective/innovative policies for health and environment (*original comment partially illegible*)
- social services, profit-driven education, health
- increasing human needs
- disparity between haves and have-nots

- international role
- internationally how to interpret understand to collectively find solutions (*original comment partially illegible*)
- foreign relations (how the US is perceived in the world, our role in the world)
- globalization (trade)
- global conflict
- international awareness for both education and research
- world politics
- world knowledge
- Pacific Rim issues
- a geopolitical disaster emerging from Pakistan/India/Iran
- the changing position of the US in the world, the rise of China, etc., how do you prepare students
- understanding the world and its different cultures
- globalization issue

- immigration
- immigration policy
- national security
- individual and national security

- conflict resolution
- isolation and conflict and power
- constructive conflict resolution
- conflict resolution in countries with long history of fighting & injustice
- conflicting ideologies vs. rational & pragmatic
- inter-faith dialogue

- tolerance for alternative and opposed points of view
- cultural sensitivity
- cultural understanding
- intercultural understanding
- ignorance
- fear of the foreign, expose students to other cultures
- critical/comparative cultural values
- language acquisition and fluency
- foreign language learning

- preservation of diversity
- diversity - ethnic, national, socio-economic
- skills in racial/national multiculturalism
- promoting inclusivity - embracing diversity
- language and cultural diversity in a globalizing world
- bring diversity research to business, schools, law firms

- learning How to Think

- critical thinking
- knowledgeable citizens
- learning to think critically
- understanding what science is and how it works
- politics and an informed society
- education citizenry that can evaluate options rationally
- literacy - read, write, critical thinking, too

- how to build civic engagement among youth
- interdisciplinary: programs across all UW schools and colleges
- interdisciplinary
- access to liberal arts college education
- needs: educated citizenry/workforce, moral and ethical formation
- ensuring access to excellent public education for all

- a country that values education and intellectualism
- our role models are athletes not intellectuals
- appreciation for both art and science
- respect for hard work, rigorous study not native genius
- anti-education discourse (gap in understanding between those with and without education)
- reinstate reason as a value
- dangers of anti-intellectualism
- role of intellectual in society
- restore university in the role of impartial aggregations and creations
- persuasion of public on value of (higher) education

- knowledge of evidence, delay of information (*original comment partially illegible*)
- knowledge creation as the preeminent natural objective
- scientific and mathematical literacy - broadly in society
- knowledge of physical reality, material things (not just digital) "hands on" - e.g. how cars work, mechanical, basic technical, hands on
- appreciation of history - "those who forget the past" problem of "presentism"
- access to education
- quantitative thinking

- problem-solving and innovation must be done in collaboration, across stakeholders and communities
- engage relevant business community in research
- need to bring in community educators/policy makers
- engagement isn't necessarily letting the public tell us what to research - it's helping researchers to learn what's important to the public
- civic engagement includes industry
- research and education need to be translated to the community
- coordinate social-emotional research on campus-then connect to policy makers - psychology is trying this
- public \$s are not a given so need to build community stakeholders for all University missions
- must find new sources of funding - state money cannot suffice
- most competitive universities will not just rely on Fed \$s for research
- build stakeholders in the broader community: advocates, money for education and research
- streamline administrative processes involved in collaboration with outside organizations (industry, medical systems, state agencies, tribal governments, and other community agencies)