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Defining Civic Mindedness: A Study of the Butler Community Arts School

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Defining Civic Mindedness: A Study of the Butler Community Arts School

A Thesis

Presented to the Department of Creative Media and Entertainment

College of Communication

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of the Requirements for Graduation Honors

Emma Nicole Edick

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Link to Defining Civic-Mindedness: A Study of the Butler Community Arts School documentary –

<https://www.youtube.com/watch?v=dHSJ4UtpcUk&feature=youtu.be>

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Abstract

The term “civic-mindedness” is broad, but it relates to specific experiences and behaviors we, as citizens and members of communities across the country, live out in our daily lives. But what does the term’s definition boil down to? I conducted a study to complete my thesis for the Butler University Honors Program, starting with the question: how is “civic-mindedness” defined in our culture and in what ways do the arts, specifically, impact an individual’s development of civic-mindedness? To answer this question, I focused on the dual mission statement of the Butler Community Arts School (BCAS), which reads, “...providing quality arts instruction at an affordable price while also developing community involvement and civic-mindedness in Butler University students.” I surveyed former and current BCAS Teaching Fellows (undergraduate students who teach BCAS lessons) to find how their personal experiences impacted their development of civic-mindedness, allowing them to define the term first for themselves and then to read this definition: civic-mindedness is actions, activities, or individuals that are motivated by or that show concern for the public good or humanity as a whole. In addition, I surveyed other Butler University music students to compare their perceived development of civic-mindedness as an undergraduate, separate from those students who are also Teaching Fellows. I combined the results of my thesis with on-camera interviews to create a short documentary. This media project allowed me the opportunity to blend all of the various components of my thesis into one final, visual product.

Background

I grew up in a dance studio, spending most of my time in pointe shoes from the age of 12 to when I graduated high school. For many reasons, I decided not to pursue dance professionally, but I always knew dance left a huge impression on my character

and my perspective of the world, but it was not until a few years after I quit dancing that I came to understand the incredible depth to the impact it left.

As a journalism major for the first two years of my college career, I reported on arts and entertainment in Carmel, Indiana, and it was through the relationships I built with various arts leaders and administrators at local arts organizations that I learned how the arts affect everyone in the community, in one way or another. My experience was no longer just personal. These relationships also proved to me that spending a quarter of my life in a dance studio was not time wasted; people use the lessons learned from the arts and apply them in their daily lives.

Now, as a digital media production major, I combine my two interests of storytelling and research. In the fall of 2015, I interned at WFYI and worked on a story about the local non-profit, Kids Dance Outreach. Seeing the students' and the school's enthusiasm about the program sparked an interest to learn more. I then interned with the multimedia team at The John F. Kennedy Center for the Performing Arts in Washington D.C. during the spring semester of 2016. This exposure to the ins-and-outs of a performing arts center that also serves as a national symbol and is a leader in arts education opened up my eyes to the challenges and celebrations that go hand-in-hand with arts education and community engagement. On a large scale, I witnessed the power of the arts and how communities come together to support the arts.

This exposure has led to new curiosities and topics of interest in my own personal life. I wonder what makes each employee of The Kennedy Center passionate about their work? Why are schools across America implementing various arts education programs? Why are students of all ages actively seeking out arts education? Moving my thoughts

from the nation's capital to Indianapolis, I wonder what forces in the area impact the general well-being of the Greater Indianapolis community? Even closer: how does participation in the arts on Butler University's campus compare to the overall involvement of the city and in what ways does Butler University foster an environment for arts education and community engagement?

Butler Community Arts School

In tandem with Butler University's goal to help undergraduate students realize their role in today's society, the university established the Butler Community Arts School (BCAS) in 2002 as an arts education and outreach program. According to their website, the school has a "dual mission of providing quality arts instruction at an affordable price while also developing community involvement and civic-mindedness in Butler University students." Both faculty and students of the Jordan College of the Arts provide music, dance, theater, and visual arts education to young people in Indianapolis, who would not otherwise have access to such classes due to financial constraints or other reasons. The school offers private music lessons, group classes, and summer camps located on Butler's campus and off-campus community sites. BCAS has active, year-round collaborations with fifteen community partners including: community centers; public, private and charter schools; United Way agencies; after school programs; and the Metropolitan Youth Orchestra. BCAS works with these community partners when developing programs and projects to address specific needs and offer logistical solutions.

Instructors for the school are trained Butler University students, called Teaching Fellows, majoring in the arts. It is a mission of BCAS to prepare the students involved in

the program for careers in the arts, but also as active members of the community, whether that is here in Indianapolis or across the globe.

BCAS is supported by the Christel DeHaan Family Foundation, the Indianapolis Foundation, the Indiana Arts Commission, the National Endowment for the Arts and the Summer Youth Program Fund. In-kind services are provided to BCAS from Butler University, which include space rental fees, office expenses, marketing services, and insurance, among other administrative costs.

Thesis Description and Method/Documentation

Beyond the positive effects of arts education on students, there are many lessons learned by the instructors themselves, especially at a young age. I studied these effects by focusing on the Butler Community Arts School and following the development of “civic mindedness” in those that participate in the program as Teaching Fellows. To begin, I had countless conversations with Karen Thickstun, BCAS Director, asking her about the school’s history and mission. From there, I worked to get in touch with all current Teaching Fellows and as many former Teaching Fellows as I could to ask them to take a survey. I then conducted interviews with 13 individuals on-camera and edited their responses into a 16-minute documentary.

In addition to the survey sent to both current and former Teaching Fellows, I also sent a survey to current Butler University undergraduate students who are studying music. The questions on the two surveys were different, but focused on the same themes. The music major survey concentrated on the individual’s personal interpretation of civic-mindedness and the effects studying at Butler University has had on their level of civic-mindedness. In contrast, Teaching Fellows were asked to define civic-mindedness and

note the effects working with BCAS has had on their understanding of the term and ways they are civic-minded community members. Both Teaching Fellows and non-Teaching Fellow music majors were also asked questions revolving around their participation in the arts, participation in the community, and what they learned about the city of Indianapolis through their experience either working with BCAS or studying at Butler University.

*Surveys attached, see appendix.

For the filmed interviews, Teaching Fellows were asked to identify certain moments in their work experience that exemplify for them what they have learned through their job. I asked each interviewee to define civic-mindedness again, though this time not on paper, and to describe the role arts have played in their life. Thickstun was asked about the history and operating functions of BCAS in addition to the ways in which she has witnessed Teaching Fellows develop. The remaining interviews were with Bob Burnett, Regional Services Director for Region 7 of the Indiana Arts Commission, Courtney Trachsel, a former BCAS administrative assistant, and Julianne Blunt, a former BCAS summer administrative intern. *Interview questions attached, see appendix.

With the quantitative data I received from the surveys and the qualitative information archived during the filmed interviews, I laid out all the pieces in efforts to try and put the puzzle together, a puzzle that is not finished. Instead, it is a work in progress for each and every one of us.

Literature Review

Civic-mindedness is not often thrown around the dining room table or a word heard in line at Starbucks, but we hear it in organizations' purposes, values, and missions. But no matter its presence, or lack thereof, in society's colloquial conversations, its value

is weighed heavily in the actions of each of us; every day we leave our front doors and interact with others. If you look in a dictionary (or search on Google) you will find a definition for it, in fact, you will find lots of definitions. Plus, this study is not the first trying to nail down a definition for the term.

So, what is civic-mindedness?

- www.yourdictionary.com tells us, “The definition of civic-mindedness is actions, activities or individuals that are motivated by or that show concern for the public good or humanity as a whole.”
- The Civic Education Project based out of Gütersloh, Germany, defines the term as, “an expression of individuals’ reliance on the community. Through civic-mindedness, individuals can establish a relationship with the community and a balance between their individual aspirations and those of the other members of society. In other words, civic-mindedness serves as a mediator between the individual and the community.” This publication also lists criteria individuals have to meet in order to be civic-minded. These include: a sense of belonging to a community, an orientation to the common good, and a willingness to work for the community (Bertelsmann Foundation, 25-26).
- The International Baccalaureate Diploma Programme defines academic civic-mindedness as “student knowledge of the U.S. system of government, public policy, and effective advocacy techniques,” (Saavedra, 2).

- Similar to Butler University’s institutional mission, Indiana University-Purdue University Indianapolis (IUPUI) is dedicated to civic engagement and facilitating students’ civic learning. The IUPUI Center for Service and Learning (CSL) defines a civic-minded graduate as "a person who has completed a course of study (e.g., bachelor's degree), and has the capacity and desire to work with others to achieve the common good." More broadly, the CSL defines civic-mindedness as "a person's inclination or disposition to be knowledgeable of and involved in the community, and to have a commitment to act upon a sense of responsibility as a member of that community," (Steinberg).
- The Center for Leadership Development in the Civil Service College of Singapore notes the term is often associated with different concepts by different people, perpetuating its vagueness. Even so, it provides us with another definition. It argues civic-mindedness is interchangeable with the term social capital, “a multifaceted construct which includes social trust, social altruism, equality, tolerance, humanitarianism, civic participation, civic responsibility, and civic engagement,” (Hua and Wan).
- Peter Alexander, founder of BCAS and former dean of the Jordan College of the Arts said, “I think civic-mindedness means the affinity people have for being involved in their community, their society, and something that takes them outside of their narrow self-interest and the interests of their family to participate in any number, of hundreds of ways, in their town, city, state, or country.”

So, what is a community?

The Indiana Arts Commission defines a community as “a collection of people, places, and organizations that are connected through some external factor, such as geographic location or cultural affinity,” (*Community Engagement*). The Civic Education Project argues this collection of people, known as a community, is crucial to the individual as people are fundamentally dependent on the community. This dependence also comes with tension between individual autonomy and social integration.

“Civic-mindedness has its roots in the social nature of the individual. The experience of evolving and growing within a context of communities--rather than living as an autonomous, isolated entity--is fundamental and existentially critical to every human being. This experience helps individuals relate to their community. Hence civic-mindedness, as an expression of the individual’s reliance on the community, is an anthropological category describing a person’s ability to live and survive,” (Bertelsmann Foundation, 22-31).

A common thread throughout the academic essays written on this subject is the idea of participation. To be civic-minded is to take action. A second common denominator found woven through these various definitions, like how the word has two parts, is the idea that the meaning of civic-mindedness has two dimensions: emotional and practical. The third idea is that of community. These all flow together, as an individual’s sense of belonging to a community translates to their emotional dimension of civic-mindedness while an individual’s acceptance of responsibility, which permeates into working for the good of the community, is the practical dimension (Bertelsmann Group, 26-28). On one end of the spectrum is the individual’s need to be recognized by

others; on the other is the individual's desire to make a positive impact. The Civil Service College splits the practical, or behavioral aspect, into two categories: political engagement and civic engagement. Democratic societies could not function without civic-minded people with community-oriented skills. People in the group must have a desire to do good by and for everyone so relationships can develop between individuals and their community at large. It is through involvement that democratic societies operate; "the key to integration is participation," (Bertelsmann, 9).

So what does it take to engage, to participate?

The Civic Education Project describes civic skills as the ability to communicate and cooperate with others. These skills are not like technical skills; they require cognitive, emotional, motivational, and normative aspects including the ability to articulate feelings, become actively involved in groups, self-discipline, tolerance skills, and the reliable assumption of responsibility. Strictly political engagement includes voting or campaigning. Civic engagement is closely related, but includes actions that benefit others beyond someone's family or friends, such as community service, obeying the law, and respecting the rights of others.

Related to this behavior is the belief that you can and should make a difference in your community--to work for the "good of the community." Similar to the missions of IUPUI and Butler University, this has been a topic for universities across the country: the role the academic experience extends beyond preparing students for careers. Universities should "encourage and prepare students to be informed, caring, and responsible citizens who are actively involved in tackling social issues," (Steiner and Watson, 423).

So, it appears we have come full circle, but instead of the latter part of the word reading ‘mindedness’, it is engagement. Civic-mindedness is the attitude and belief system that must be in place for civically-engaged work to be done. It is important to note that the primary focus of civic-mindedness is the individual’s choice to determine the best and most effective ways to take action, so the definition will not be the exact same from person to person. “One sign of individual freedom and personal dignity is the opportunity for the individual to define himself or herself, and not to have definitions simply imposed from outside by a collective. Hence, if civic-mindedness is to comply with the fundamental ethical criterion of human dignity, it must embrace self-determination,” (Bertelsmann Foundation, 22).

So, how are these skills learned?

This question is answered by the Civic Education Project, which labels the promotion and education of civic skills as the “pedagogy of participation,” (Bertelsmann Group, 39). There is proof that early encouragement leads to early engagement; research conducted in Germany on civic-engagement confirms adults’ civic engagement levels are rooted in their childhood and adolescence (Bertelsmann Group, 34). It is not something we are born with, or develop automatically. It is learned through experiences over time that force us to see life through another’s perspective. Civic values are internalized since strong emotions cause the brain to retain information and the events that prompted them (Steiner and Watson, 425).

In the college setting, civic-mindedness can be promoted through formal curriculum, teaching methods, extracurricular activities, formal community service programs, peer culture, and intergenerational mentoring through relationships with

teachers and adults in the community, lending faculty to become potential role models of civic-engagement (Persell and Wenglinsky, 349). In their essay, “For-Profit Post-Secondary Education and Civic Engagement,” Persell and Wenglinsky asked the question: Do students who attend for-profit post-secondary schools show lower levels of civic-engagement than students who attend non-profit community colleges, either at the beginning of their study or two years later? They found having high levels of interaction with their faculty, student leadership roles, and majoring in the social sciences related to higher levels of civic-mindedness. Student engagement also played a role. In their study, they surveyed students who attend for-profit post-secondary schools and students who attend non-profit, public community colleges, concluding that the latter show higher levels of civic engagement. The levels of civic-mindedness of these students were evaluated using ten criteria: voter registration status and whether the student had voted in the last election, participated in political meetings, written letters to public officials, participated in community service, and more. These criteria were incorporated into the surveys conducted in this study.

Arts & Community Engagement

Civic-engagement, as discussed above, is the act of being civic-minded. A similar concept used in arts organizations is community engagement. As the Indiana Arts Commission’s definition of community was stated previously, their definition of engagement is “an active, two-way and long-term relationship in which one party motivates another to get involved or take action--and both parties experience change,” (*Community Engagement*). Through these relationships, arts providers are able to target specific community needs and address those issues through developing programming

through community partnerships. Similar to the terms already defined, community engagement is active in nature and its goals boil down to improving the community as a whole, not just for artists and those already interested in the arts. What this looks like on paper is much different when it comes to the day-to-day work depending on the community's needs and community members' starting points with arts engagement. As civic-mindedness embraces and relies on self-determination, so does community engagement. And how civic-mindedness develops individuals to push themselves to grow in new ways to therefore impact the community at large, the same goes for arts organizations and non-profits. Community engagement is a component of their work that improves their organization and furthers their mission, but also serves to develop better, healthier communities (*Community Engagement*).

The Indiana Arts Commission (IAC) updated their Evaluation Criteria Rating Sheet in 2017. The Community Outreach component arts organizations previously described in grant applications is now under the title, Community Engagement. The rating sheet lists ways community engagement can be demonstrated, including: the applicant will involve the community and build relationships through the planning, participation, and evaluation of this project; the applicant describes and includes community inclusion efforts such as ensuring access, diversity of participants, accommodations to address physical challenges, and other underserved populations; the applicant describes the changes it wishes to see as a result of the project.

Changes the IAC are looking for have research evidence behind them that support the concept that participating in the arts leads to people working towards bettering the community. In November of 2006, the National Endowment for the Arts (NEA)

published *The Arts and Civic Engagement: Involved in Arts, Involved in Life*, a research brochure that reported arts participants are more active and civically-engaged than most non-participants (Nichols, 1). In this brochure, Dana Gioia, chairman of the NEA at the time, wrote:

“Something happens when an individual actively engages in the arts--be it reading a novel at home, attending a concert at a local church, or seeing a dance company perform at a college campus--that awakens both a heightened sense of identity and civic awareness. We must banish the stereotype that reading books or listening to music is passive behavior. Art is not escapism but an invitation to activism,” (*The Arts and Civic Engagement*).

Nichols uses an analogy to compare arts activism to Isaac Newton’s physics principle: bodies in motion remain in motion (Nichols, 5). If civic-mindedness was tacked onto this theory, it could therefore become: civic-minded bodies (individuals) in motion (participating) remain in motion (participating). This momentum that builds as time passes within individuals across the spectrum of arts engagement, from a first-time concert-goer to a lifelong dance teacher, only continues to grow; therefore, proving it is a worthwhile investment of time and resources for all parties involved.

Moving on from the idea that arts participants are not passive, isolated, or self-absorbed, but instead contributors to communities, there is evidence for how arts participants, more generally, active citizens, “play an irreplaceable role in producing both [healthy] citizens and communities,” (*Arts and Civic Engagement*).

So how is a community's health measured?

The National Endowment of the Art's Survey of Public Participation in the Arts (SPPA) conducted in 2008 shows a positive correlation between U.S. adults' self-reported levels of arts engagement and civic and social behaviors. This research follows suit of the previous research conducted by the NEA, proving Americans who attend arts performances, visit art museums or galleries, or read literature are particularly active members of their communities. Three main conclusions came from the 2008 survey. First, American adults who attend art museums, art galleries, or live arts performances are far more likely than non-attendees to vote, volunteer, or take part in community events. Second, their relatively high rates of volunteerism continue to prevail, even after adjusting for the effects of education, gender, age, parental status, and other demographic factors. And thirdly, arts participants and literary readers show a greater likelihood of community involvement in a variety of other ways, including sports participation, collaborative art-making, and taking their children to out-of-school performances. (*Art-Goers in Their Communities*, 1-2)

Additionally, Americans who create or perform art are more civically active than the general U.S. adult population. "For example, 32 percent of the U.S. adult population volunteered in 2008; 23 percent attended community meetings. But in the case of adults who did filmmaking or photography, those rates climbed above 50 percent," (*Art-Goers in Their Communities*, 6). This trend also runs true for adults who created paintings, did creative writing, played a musical instrument, or performed dance. The stand-out seemed to be the choir-singers. This information proves that the high rates associated with arts attendees only grow higher with arts creators or performers. These reports prove that it

does not matter what an individual is invested in as part of their personal life; the arts are for all and affect the quality of life in many respects.

“Arts participants volunteer, attend community meetings, and vote in presidential elections at rates considerably higher than those of Americans who do not participate in the arts. In 2008, for example, 57 percent of *performing arts attendees* volunteered or did charity work at least once over a 12-month period. This rate was more than 35 percentage points greater than the volunteer rate for adults who did not attend arts performances. Similarly, the volunteer rate for *art museum visitors* was 58 percent -- a rate more than double that of adults who did not visit art museums,” (*Art-Goers in Their Communities*, 2).

Perhaps one of the greatest finds from these studies is that literary reading and arts participation rates can be regarded as sound indicators of civic and community health. To close out *The Arts and Civic Engagement* brochure, Henry Fogel, former President and CEO of the League of American Orchestras states, “These findings demonstrate that arts enthusiasts are civically minded people who enjoy a range of personally and socially rewarding activities. But perhaps the real lesson is that arts participation can register the pulse of an entire community, and be used with other factors to measure civic health.”

Hypothesis

So, is civic-mindedness a fad? A phenomena? What sorts of behavior does such an attitude or mindset elicit? After digging through the above definitions, I believe we have a better grasp of the term’s meaning in our society. I also think it is a definition each of us have to put together for ourselves in order for its meaning to translate appropriately and effectively into our day-to-day actions. For such an intrinsic aspect of our society --

because in many ways our communities rely on those civic-minded individuals to continue making civic-minded decisions -- it does not seem to have a universal, concrete definition. It has various interpretations, categories, and effects, and a broad array of definitions. I believe this variety gives the term more power than it takes away. It allows individuals the freedom to recognize where they can make a difference. This brings us to the question: does working for BCAS elicit civic-minded behaviors? Yes, due to the work BCAS does in and around the community surrounding Butler University, Teaching Fellows are granted the opportunity to step out of their comfort zone and face the realities of others beyond the "Butler Bubble." This exposure, on top of the collegiate experience provided by Butler University as an institution, inspires and instills patterns of civic-minded work that becomes part of Teaching Fellows' approach to more than teaching arts lessons.

Data Results

Due to Teaching Fellows' responses on the survey to questions regarding level of arts participation and involvement in the community, BCAS has clearly and positively impacted their level of civic-mindedness and day-to-day actions that are born in civic-minded thought. To illustrate this, here are a few examples: 80% of respondents said their understanding of the role the arts in communities, specifically Indianapolis, increased as a result of working with BCAS. In terms of planning for a career and future, whether that means they changed their major or pursued different jobs, 65% said working with BCAS had an impact.

In terms of arts participation, over 90% said they are active in dance, choir, teaching music, a graduate school program in the arts, non-profit work, and many other

arts avenues. Over 78% of both former and current Teaching Fellows said they participate in arts-related activities a few times per week. With civic skills and civic engagement, the survey participants were asked questions about their habitual patterns of following the news, volunteering, voting and more. Over 90% follow news issues on a regular basis (at least once per week), 80% said they have spent time participating in a community activity since working with BCAS (this includes volunteer work, community groups, school activities), 93.3% are registered to vote and 88.3% voted in the last election in which they were registered.

When asked: *To what extent did or does your BCAS experience contribute to your level of civic-mindedness as a member of the Butler community?* 78.4% said their level of civic-mindedness was positively impacted. 75% said BCAS contributed to their level of civic-mindedness as a member of the community in which they live now.

When asked to define civic-mindedness, many of the respondents' ideas run parallel to the academic definitions described earlier. That being said, no two definitions were the exact same. Common words and phrases written by Teaching Fellows include: awareness; desire to improve and benefit the community; concern for the public good and humanity; responsibility one has to their community and contributing to the greater good. Although they vary, it is obvious that Teaching Fellows understand the baseline premise of the term and how it is lived out in society. Many civic skills described above were mentioned and there was a clear emphasis on spending time doing, acting, helping -- helper verbs -- moving beyond having a mindful and conscious thought.

When asked to describe how working with BCAS shaped their college experience, many Teaching Fellows wrote how it influenced their decision to continue

teaching, it was a great way to make money while also growing as a teacher and artist, and it allowed them to become a community member of Indianapolis, not just Butler's campus. This was also shown in their responses to: *What have you learned about the Indianapolis community through your experience as a Teaching Fellow?* Gaining empathy and understanding were the themes for the answers to this question.

To share demographic information about the Teaching Fellows who filled out the survey: 60 respondents, 61.7% female, 90% Caucasian, 40% current Butler University students, 43.4% current Teaching Fellows, those former Teaching Fellows are now spread out across 12 states and Washington, D.C.

For the music majors who took the survey, similar data was collected in terms of arts participation, community involvement, and levels of civic-mindedness. This proves that many variables affect an individual's decision-making in relation to one's community, including their undergraduate experience. These respondents wrote a similar array of definitions of civic-mindedness, including similar patterns of the definitions written by Teaching Fellows. Words such as awareness, involvement, the greater good, good citizen, and civic duty were mentioned. One response was to the point: "I don't know," while others were more in depth, "I would describe civic-mindedness as one's perspective towards society, and how that is displayed in one's day to day life." Other important statistics to note include: 100% of respondents said their understanding of the role that arts play in communities increased as a result of their experience as a music student at Butler University. Students wrote that participating in the arts got them out of the "Butler Bubble" and into the community. Over 90% participate in arts-related activities at least once a week. They were asked how often they spent time volunteering

before attending Butler University and while studying at Butler University and 32% of respondents' involvement increased. 90% are registered to vote; 80% of those people voted in the last election in which they were registered (national, state, or local).

When asked: *To what extent has your experience at Butler University contributed to your level of civic-mindedness?* 50% said somewhat, 45.5% said to a great extent.

Therefore, over 95% said it had a positive impact. The demographics of this survey population: 22 music majors completed the survey, 50% female, 45.5% first-year students, 81.8% Caucasian.

When looking at both surveys collectively, the responses for the prompt: *Please list any ways you work towards social change in your community* are telling of the day-to-day actions of these individuals. "By being an accepting member of this campus and not excluding anyone," to having conversations and discussions with peers about current events, community service work, working to educate the next generation, learning to converse with others who may have different points of view to creating art with groups of people. The one component of these responses that is not clearly defined in the academic resources evaluated above is the value of conversation. By talking about issues, are these individuals inspiring civic-mindedness in others as a result? Is conversation an act of civic-mindedness or an extension of a civic-minded attitude? There are many questions that can be posed after reading what the participants had to say. These questions are a result of the study's limitations.

In terms of responses recorded on film, many of the interviewees' definitions for civic-mindedness had within them the words and phrases seen on the survey. The documentary shares a history of BCAS and describes its community partnerships and the

grant-giving organizations that support it. Bob Burnett, Regional Services Director for Region 7 of the Indiana Arts Commission, echoed the concept of how individuals must first understand their circumstances before attempting to help those around them. In his interview he said, “In order to be good providers, we have to take care of ourselves. We have to feed our imaginations, our creativity, so that we can, in turn, can pass that on to others.” Other individuals who have ties to BCAS, but who are not included in the documentary, shared their experiences and perceptions of BCAS with me over the phone. Melynn Klaus, director of the Christel DeHaan Family Foundation, said, “BCAS is a multiplier: it serves both those that are teaching and learning.” In addition, she mentioned the in-kind services provided to BCAS by Butler University. “The relationship Butler has with BCAS is an important one, it shows strong organizational structure and the multiplier impact again.”

The founder of BCAS and former Dean of the Jordan College of the Arts, Peter Alexander, said in a phone interview: “We needed to somehow find an opportunity to get students out of the Butler Bubble and into the city in some way and take advantage of their passion and energy for the arts and to provide arts access to kids in the city of all economic and social strata, and that’s what we did.” The first student to receive a scholarship in 2002 and take classes with BCAS, Kennon Ward, shared his experience over the phone:

“I want to express how much it has had a positive impact on my life. Working where I’m at now has helped me realize that even more. Because when you’re going through programs like this and when your parents get you involved with these things when you’re young - you take advantage of it but don’t think about it

long term - looking back and being involved in a similar program really lets me see what I was exposed to that a lot of kids aren't exposed to and that discipline it brought into my life as far as practicing and preparing and also being prepared for college and performance. It has exposed me to a lot that I wouldn't have had otherwise.”

Ward is now the Assistant Music Director of the Phil Ramone Orchestra for Children, a program of the Salvation Army in New York City.

Limitations

Due to the nature of the open-ended questions in the survey and the subject of the research, there are countless ways to interpret one's personal civic-mindedness. This was only broadened by the absence of crucial definitions of words included in the survey questions. For example, volunteering or volunteer work was not given boundaries, so what may be volunteer-work or service to one person would not qualify for another. The same goes for art-related activities. The participants had a chance to fill in what activities they do habitually, so the scope of that question was provided by the results, but civic-mindedness was the only term to be explicitly defined, as it is the focus of this study.

Conclusion

If you consider the definitions of civic-mindedness and community engagement as checkboxes, BCAS fills each one. BCAS works directly with its year-round community partners to address the wants and needs of the community and to create solutions to those holes in ways that promote involvement from across the board. An example of this collaboration is evident through a suggestion from community partners;

an early drop-off option for campers was added to facilitate transportation issues for the String Scholars program.

Civic-mindedness is developed in childhood and adolescence. As Teaching Fellows and undergraduate students at a liberal arts university, the subjects of this study reflect the importance of exposure and community work during times of growth. Both groups of people surveyed consider their level of civic-mindedness to have increased since moving to campus or since starting with BCAS. Arts attendees, creators, and participants are proven to be more civically engaged compared to the general U.S. adult population and the surveys proved students and Teaching Fellows are highly involved and participatory members of the community at Butler University and in Indianapolis.

Most importantly, BCAS grants Teaching Fellows the opportunity to continue to try and define civic-mindedness for themselves. It is a self-determined quality all of us measure in our own accord, with waves of change redefining the term for us as we continue to grow and become more invested in our communities as adults. Participation is key and that inclination has clearly molded itself into these individual's normal behavior. And as they say: What you do every day matters more than what you do once in awhile.

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Appendix

DEFINING CIVIC-MINDEDNESS TEACHING FELLOWS SURVEY

*Some questions on this survey are modified from the Boston Youth Arts Evaluation Project (BYAEP). (2012). Boston Youth Arts Evaluation Project Handbook and Workbook. Boston, MA.

Survey Questions:

1. What is your gender?

- Female
- Male
- Non-binary/ third gender
- Prefer not to say
- Other: _____

2. What is your age?

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 to 74
- 75 or older

3. What best describes your ethnicity/race? Check all that apply:

- African-American
- Asian
- Caribbean/West Indian
- Caucasian
- Haitian
- Latino/Hispanic
- Middle Eastern
- Native American
- Multi-Racial
- Other _____

4. What is the highest level of education that you have completed?

- Less than high school
- High school
- 2-year college/technical/associate degree
- 4-year college degree
- Master's degree
- Doctoral degree

5. Are you a current Butler student?

- Yes
- No

6. Are you a current Butler Community Arts School Teaching Fellow?

- Yes
- No

7. What do/did you study at Butler University? _____

8. How long TOTAL have you worked/ did you work with the Butler Community Arts School (referred to hereafter as BCAS)? (Please indicate in years, months, or semesters)

9. Please select the option(s) that best describe your relationship to Butler University during the time(s) you have been working with BCAS. Select all that apply.

- Undergraduate Student
- Graduate Student
- Alumni

10. Please select each type of location you have taught:

- On-Campus
- Off-Campus
- Other: _____

11. Please select each BCAS category in which you have served as a Teaching Fellow. Select all that apply.

- Private Lessons
- Group Classes
- Summer Camps
- Other: _____

If Private Lessons is checked, this appears:

11-A. Select the PRIVATE LESSONS you have taught at the following locations. Select all that apply:

	Brass or Woodwind	Piano	Percussion	Voice	Theatre	Dance	Strings	Guitar	Other
Off-Campus Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-Campus Private	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Off-Campus Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
On-Campus Group	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please name any TYPE of PRIVATE LESSONS you have taught that were not listed above:

If Group Classes is checked, this appears

11-B. Select the GROUP CLASSES you have taught at the following locations. Select all that apply:

	Piano for Little Bulldogs (formerly Music for Little Mozarts)	Butler Children's Orchestra	Butler Youth Orchestra	Butler Youth Jazz Program	Creative Acting Workshop	Adult Beginning Piano Class	Guitar for Young Bulldogs	Butler Youth Composition Program	Other
On-Campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Martin Luther King Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Christel House Academy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
International School	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tindley Schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IPS 70	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IPS 43	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
IPS 60	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
St. Matthews	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Metropolitan Youth Orchestra	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Avondale Meadows Academy (formerly Challenge Foundation Academy)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Auntie Mame Child Development Center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School for Community Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Off-Campus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please name any OFF-CAMPUS LOCATIONS or GROUP CLASSES you have taught that were not listed above:

If Summer Camps is checked, this appears:

11-C. Select the SUMMER CAMPS at which you have taught:

Select all that apply:

Adult Big-Band Workshop	<input type="checkbox"/>
Arts Camp 1 & 2	<input type="checkbox"/>
Ballet Summer Intensive	<input type="checkbox"/>
Bass Camp (Upright Bass)	<input type="checkbox"/>
Brass Camp	<input type="checkbox"/>
Jazz Camp	<input type="checkbox"/>
Percussion Camp	<input type="checkbox"/>
Piano Camp 1	<input type="checkbox"/>
Piano Camp 2	<input type="checkbox"/>
Snare and Tenor Camp	<input type="checkbox"/>
Strings Camp	<input type="checkbox"/>
String Scholars Camp	<input type="checkbox"/>
Theatre Camp 1	<input type="checkbox"/>
Theatre Camp 2: Focus on Shakespeare	<input type="checkbox"/>
Voice Camp	<input type="checkbox"/>
Other Summer Camp	<input type="checkbox"/>

Please name any SUMMER CAMP(S) you taught at that were not listed above:

12. Where do you live now? (City, State) _____

13. How would you define the term “civic-mindedness”? _____

14. Where does arts education fall on a scale of 1 to 5 in terms of your priorities?

1 – Not a priority

2 – Low priority

3 – Neutral

4 – High Priority

5 – Essential Priority

15. To what extent do you believe your experience working with BCAS added to impacted your understanding of the role arts play in communities, specifically Indianapolis?

Understanding greatly decreased

Understanding decreased

Neither increased nor decreased

Understanding increased

Understanding greatly increased

16. To what extent do you believe your experience working with BCAS contributed to your planning for a career and future? (For example: Did you change your major or career path as a result of working with BCAS? Did it influence or solidify your plans or goals?)

- Not at all
- Slightly
- Moderately
- Very
- Extremely

17. Describe how working with BCAS is shaping/shaped your college experience at Butler. _____

18. What have you learned about the Indianapolis community through your experience as a teaching fellow? _____

19. Are you still involved in the arts now?

- Yes
- No

If Yes is checked, this appears: What type of arts-related activities do you participate in now? _____

If Yes is checked, this also appears: How often do you participate in arts-related activities now?

- Less than once/month
- 1-3 times a month
- Once a week
- Few times/week or more

20. Please read the following statements and indicate whether you agree or disagree
(MATRIX for following questions)

My experience with BCAS contributed to me working to solve problems in my current community.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

My experience with BCAS contributed to me building relationships with students, peer and adults in Indianapolis and/or my current community.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

My experience with BCAS encouraged me to become more interested in following news events and issues.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

My experience with BCAS helped me to become involved in some type of community activity.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

21. Do you currently follow news issues on a regular basis (at least one day per week)? This can include any newspaper, broadcast, radio, television or online news outlets.

- Yes
- No

22. Since your time working with BCAS or since you began as a fellow, have you spent time participating in any community activity? (This includes volunteer work, community groups, school activities, etc.).

- Yes
- No

23. How often do/did you spend your time volunteering?

(MATRIX for following questions)

Before attending Butler University, I spent this amount of time volunteering:

- Almost never
- Less than once/month
- 1-3 times a month
- Once a week
- Few times/week or more
- Inapplicable

While attending Butler University, I spent this amount of time volunteering:

- Almost never
- Less than once/month
- 1-3 times a month
- Once a week
- Few times/week or more
- Inapplicable

Following graduation from Butler University, I spent this amount of time volunteering:

- Almost never
- Less than once/month
- 1-3 times a month
- Once a week
- Few times/week or more
- Inapplicable

24. Are you registered to vote?

- Yes
- No

If yes, did you vote in the last election for which you were registered (national, state or local)?

- Yes
- No

25. Please list any ways in which you work towards social change in your community:

PAGE BREAK

For the following, please use this definition of civic-mindedness (provided by yourdictionary.com) to help you answer the questions. *The definition of civic-mindedness is actions, activities or individuals that are motivated by or that show concern for the public good or humanity as a whole.*

26. To what extent did your BCAS experience contribute to your level of civic mindedness as a member of the Butler community?

- To a Great Extent
- Somewhat
- Very Little
- Not at All

If 'not at all', how could the "BCAS experience" be re-designed to contribute to your level of civic mindedness as a member of the Butler community?

27. To what extent has your experience with BCAS contributed to your level of civic mindedness in the community in which you live now?

- To a Great Extent
- Somewhat
- Very Little
- Not at All

If 'not at all', how could the "BCAS experience" be re-designed to contribute to your level of civic mindedness as a member in the community in which you live now?

28. To what extent does BCAS help connect Butler University to the greater Indianapolis community?

- To a Great Extent
- Somewhat
- Very Little
- Not at All

29. Regardless of the impact that BCAS did or did not have in YOUR life, please indicate your opinion on the following statements about the impact of BCAS on others.

(MATRIX for following questions)

BCAS provides valuable community engagement experience for Butler students.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

BCAS provides a positive impact on the students involved in its programs.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

BCAS provides a positive impact in the greater Indianapolis community.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Any further comments can be shared here:

DEFINING CIVIC-MINDEDNESS
MUSIC MAJOR SURVEY

*Some questions on this survey are modified from the Boston Youth Arts Evaluation Project (BYAEP). (2012). Boston Youth Arts Evaluation Project Handbook and Workbook. Boston, MA.

Survey Questions:

1. What is your gender?

- Female
- Male
- Non-binary/ third gender
- Prefer not to say
- Other: _____

2. What is your age?

- 18 to 24
- 25 to 34
- 35 to 44
- 45 to 54
- 55 to 64
- 65 to 74
- 75 or older

3. What best describes your ethnicity/race? Check all that apply:

- African-American
- Asian
- Caribbean/West Indian
- Caucasian
- Haitian
- Latino/Hispanic
- Middle Eastern
- Native American
- Multi-Racial
- Other _____

4. What year are you at Butler University?

- First-year
- Sophomore
- Junior
- Senior
- Senior +

5. What degree are you pursuing? _____

6. How would you define the term “civic-mindedness”? _____

7. Where does arts education fall on a scale of 1 to 5 in terms of your priorities?

- 1– Not a priority
- 2 – Low priority
- 3 – Neutral
- 4 – High Priority
- 5 – Essential Priority

8. To what extent do you believe your experience as a music student at Butler University has impacted your understanding of the role arts play in communities, specifically Indianapolis?

- Understanding greatly decreased
- Understanding decreased
- Neither increased nor decreased
- Understanding increased
- Understanding greatly increased

9. What have you learned about the Indianapolis community through your experience as a Butler student? _____

10. How often do you participate in arts-related activities?

- Less than once/month
- 1-3 times a month
- Once a week
- Few times/week or more

11. Please read the following statements and indicate whether you agree or disagree

(MATRIX for following questions)

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

My experience as a music student at Butler has contributed to me working to solve problems in my current community.

My experience as a music student at Butler contributed to me building relationships with students, peer and adults in Indianapolis.

My experience as a music student at Butler has encouraged me to become more interested in following news events and issues.

My experience as a music student at Butler has helped me to become involved in some type of community activity.

12. Do you currently follow news issues on a regular basis (at least one day per week)?
This can include any newspaper, broadcast, radio, television or online news outlets.

- Yes
- No

13. Have you spent time participating in any community activity since becoming a Butler student? (This includes volunteer work, community groups, school activities, etc.).

- Yes
- No

14. How often do you spend your time volunteering?

(MATRIX for following questions)

- Almost never
- Less than once/month
- 1-3 times a month
- Once a week
- Few times/week or more
- Inapplicable

Before attending Butler University, I spent this amount of time volunteering:

While attending Butler University, I spend this amount of time volunteering:

15. Are you registered to vote?

- Yes
- No

16. If yes, did you vote in the last election for which you were registered (national, state or local)?

- Yes
- No

17. Please list any ways in which you believe you work towards social change in your community: _____

PAGE BREAK

*For the following, please use this definition of civic-mindedness (provided by yourdictionary.com) to answer the questions.

The definition of civic-mindedness is actions, activities or individuals that are motivated by or that show concern for the public good or humanity as a whole.

18. To what extent has your experience at Butler University contributed to your level of civic mindedness?

- To a Great Extent

- Somewhat
- Very Little
- Not at All

19. To what extent are you familiar with the Butler Community Arts School (BCAS)?

- To a Great Extent
- Somewhat
- Very Little
- Not at All

20. Based on your knowledge of the Butler Community Arts School (BCAS), to what extent does BCAS help connect Butler University to the greater Indianapolis community?

- To a Great Extent
- Somewhat
- Very Little
- Not at All
- Inapplicable - I have never heard of BCAS

21.

Based on your knowledge of the Butler Community Arts School (BCAS), please read the following statements and select the answer that best describes your attitude. *

	To a Great Extent	Somewhat	Very Little	Not at All	Inapplicable - I have never heard of BCAS
BCAS provides a valuable community engagement experience for Butler students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BCAS provides a positive impact on the students involved in its programs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
BCAS provides a positive impact in the greater Indianapolis community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Any further comments can be shared here:

Interview Questions:

Questions for Karen Thickstun, Director of BCAS:

- What led to the dual mission statement of BCAS?
- How does this make BCAS unique?
- How is civic-mindedness related to working in the arts?
- What have you found to be the biggest challenge for the Butler students who become teaching fellows?
- How do you believe the fellows learn “civic-mindedness”?
- What is the value of civic-mindedness in our society today? In Indianapolis? In the arts?

Questions for current BCAS Teaching Fellows, coordinators and assistants:

- What does your involvement mean to you?
- Why do you participate?
- In what ways do you believe it is making a difference?
- What drives you to teach?
- What role do you play in your student’s development of self-awareness, confidence and discipline?
- How do you predict you will be involved in the arts in ten, twenty years?
- How have your attitudes towards the arts (or specific art form) changed since you began to teach?
- How has this affected your overall undergraduate college experience?
- Where does arts education fall on a scale in terms of your priorities?
- What have you learned about the Indianapolis community through your experience?
- How has your experience with BCAS changed your perspective on the role arts play in communities across the country?

Questions for former BCAS teaching fellows, coordinators and assistants:

- How is your current community engagement compared to how you expected it to be when you were in college?
- In what ways has your involvement with BCAS impacted your decision-making and participation in the arts as an adult?
- In what ways did your undergraduate exposure to community engagement shape your future?
- How do you think your community engagement would be different if you had not worked with BCAS?
- What is the biggest challenge you faced during your time with BCAS? How did you overcome this challenge?
- How would you describe your perspective on the role arts play in communities before and after working with BCAS?
- How do you participate in your community? In what ways would you like to?

Names of those featured in documentary:

Sasha Biagiarelli - Current Teaching Fellow

Julianne Blunt - Administrative Intern Summer 2016

Bob Burnett - Indiana Arts Commission, Region 7 Coordinator

Amy Chee - Current Teaching Fellow

Frank Duarte - Current Teaching Fellow

Emily Farrer - Current Teaching Fellow

Catherine Jue - Former Teaching Fellow

Cade Leinbach - Current Teaching Fellow

Sean Meaden - Former Teaching Fellow

Rosa Prigan - Current Teaching Fellow

Nick Roman - Former Teaching Fellow

Karen Thickstun - Director of the Butler Community Arts School

Courtney Trachsel - Former BCAS Administrative Assistant