FUSIONS: INTEGRATING VALUES IN HIGHER EDUCATION

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By: Jane Govoni, Ph.D., Valerie Wright, Ph.D., and Peter Wubbenhorst, J.D.
Saint Leo University
Saint Leo, FL

fusion (fyoo ‘shen) n. 1. the merging of different elements into a union. 2. the state of fact of being so united. 3. joining together.

INTRODUCTION
At Saint Leo University, educating students means giving them the tools to awaken their highest potential, to recognize the importance of values in their lives, and to empower them with the knowledge that they need not ‘to take the world as it comes’ but to use a values-defined education to change the world-and themselves-for the better. The concept of infusing core values was initiated by our President, Dr. Arthur F. Kirk, Jr. who envisioned Saint Leo as a university of individuals, united by values, and dedicated to a student-centered teaching mission. With Dr. Kirk’s guidance, six core values were identified and infused into our academic programs. The core values, although unique to Saint Leo University, are universal. These core values are excellence, respect, responsible stewardship, personal development, community, and integrity.

FUSIONS
Our values-infused model recognizes that it is a fusion of the entire community that provides for an effective college life experience where students, faculty, and staff can become more aware of their own values and begin to examine and live these values. This approach is used as a means to attract and retain our students, as well as identify Saint Leo as a university of international consequence of the 21st Century. In our programs, extensive, multiple opportunities for intellectual development and discovery is provided so that students may have the opportunity to learn to understand, judge, and live these values based on their commitment to their studies and personal goals. Students may find themselves focusing on excellence in math class, integrity in English, respect in criminal justice, community in teacher education, or responsible stewardship in sociology.

The process of values education involves clarifying, modeling, teaching, and asking students to role model values, and to apply them in their educational, personal, and professional lives. Based on our Benedictine traditions and heritage, the core values are thoroughly integrated to have a lasting affect on students from the onset of their studies as freshmen. It is hoped that they will begin to re-think values in relation to their own educational experiences, and personal and professional lives.
Saint Leo University is one university where living core values is integral to its school mission, and ultimately to the success of each and every individual on campus or as an on-line learner. Over twenty faculty members joined together to design values-based activities to foster student learning around the six university core values. Reflection questions, discussion topics, activities, and online assignments were developed so that professors, instructors, and adjuncts on the university campus, the regional Centers across five states as well as online instructors have multiple opportunities to infuse values across disciplines and teaching styles.

*Fusions* was designed to be an accessible, versatile text that gives students another way to connect with the history and the culture of a values-based institution while providing practical, concrete paths to test out the values in their learning. Ultimately, the goal is to provide opportunities for students to actively engage in thinking how values inform, deepen, and distinguish their lives. The activities in *Fusions* come in a variety of formats. For example, at the beginning of each chapter in Part II of the textbook are a handful of reflection questions to introduce the core value, and to get the students thinking about this specific value. Other activities involve the students collaborating or creating something in their textbook or online. Still others require the students to critically think independently. Everything the students need to complete the activities are provided, such as passages to read, places to respond to in their textbook, as well as websites for Internet searches. It is important to note that these activities are not loaded with heavy content. This is not the purpose of this text. The purpose is to complement the content already taking place in courses and to infuse the six core values. Some of the activities may take only 5-10 minutes. Others may take 30 minutes or more, depending on how they are used. It is expected that all students will better understand what a values-centered education is all about as they actively engage in thinking about values. Discussion questions include items such as ‘what does it mean to be a student of excellence? what ways have you identified for yourself to lead you on the path of excellence? how does integrity fit into your college community? how can you build a sense of community within your university? how does respect influence your learning?’ Overall, the exercises, activities, and questions may even fuse into a greater whole—a body of knowledge working in harmony that will guide and inspire students and faculty to think, to act, and to lead a more fulfilling and successful life.

**CURRICULUM EXAMPLE**

An example to demonstrate the infusion of values is provided by the Criminal Justice program. As a foundational underpinning of a values-based Criminal Justice curriculum, graduates who go into law enforcement or corrections take with them the values learned in higher education. This has a direct and sometimes lasting effect on the society they serve. This “value” to society has its origins in, among other influences, the curricula and faculty.

The undergraduate Criminal Justice courses examine values from the perspectives of both the criminal offender and the law enforcement officers. In “criminal offense” courses, the focus is on the crimes, the perpetrators, and the methods and ethics of
apprehension and prosecution. Here are some examples from three representative courses, demonstrating the integration of the Saint Leo University core values on White Collar Crime, Organized Crime, and Terrorism:

1. White Collar Crime

   a. Excellence: Do those who commit White Collar Crime—be it corporate crime, environmental crime, governmental fraud, etc.—really strive for excellence to develop character and responsible leadership? What are their real goals and purposes?

   b. Community: Do those who commit and profit from White Collar Crime foster trust and work to create a responsible environment in the community in which they live and work?

   c. Respect: Do the criminal and immoral acts we study in this course impact on our nation’s unity and diversity?

   d. Personal Development: What impediments to personal development do the criminal and immoral acts cause? against individuals? against societal development?

   e. Responsible Stewardship: As we are all guardians of the resources which God has provided, to what extents do those who commit White Collar Crime abandon or destroy those resources? We often think in terms of environmental crime in particular, but consider economic crime, fraud against taxpayers that deplete our treasuries, health crimes and similar types of crimes.

   f. Integrity: From the corporate board room to false advertising and celebrity endorsements to fraudulent schemes, consider issues of integrity and honesty in both words and actions.

2. Organized Crime

   a. Excellence: Do those who commit profit by Organized Crime –

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1 The Enron, WorldCom, and Martha Stewart cases have been fertile ground for contemporary case studies.
2 We study not just the traditional Italian Mafia, but also modern urban street gangs, Colombian cartels, and immigration-related Russian and Asian organized crime groups.
be it traditional, drug/non-drug, violent or non-violent, etc. – really strive for excellence to develop character and responsible leadership? *(The answer is not as simple as you may think!)* What are their real goals and purposes? More appropriately for us, apply this same question to those who investigate and fight Organized Crime, and the application of various investigative techniques.

b. Community: Do those who commit and profit from Organized Crime foster any sense of community or a just society? What about in lawless societies, where traditional Organized Crime may have been the only enforcer of social order?

c. Respect: Do the criminal and immoral acts we study in this course impact on our nation’s unity and diversity? Does the application of counter-terrorism tools to Organized Crime cases (e.g. the Patriot Act) accomplish the greater good of protecting our society, even at the cost of some individual liberties or privacy?

d. Personal Development: What impediments to Personal Development do Organized Crime families, gangs, or individuals cause against individuals? Against societal development? (e.g. proliferation of drugs and guns by Organized Crime gangs destroys lives and communities)

e. Responsible Stewardship: As we are all guardians of the resources which God has provided, to what extent do those who commit acts of Organized Crime abandon or destroy those resources, even while sometimes acting in the name of God? (e.g. many Mafia chiefs gave very generously to religious and charitable institutions; does this excuse their activities?)

f. Integrity: From the Organized Crime leaders and supporters, to governments that make compromises or are compromised, to democratic governments who seek honest and free commerce, we will consider issues of integrity and honesty in both words and actions.
3. Terrorism

a. Excellence: Do those who commit Terrorism – be it international, domestic, political, religious, etc. – really strive for excellence to develop character and responsible leadership? *(The answer is not as simple as you may think!)* What are their real goals and purposes? More appropriately for us, apply this same question to those who investigate and fight terrorism.

b. Community: Do those who commit and profit from terrorism foster any sense of *community* or a just society? Or, is it an arbitrary secular or religious order imposed on others by brute force?

c. Respect: Do the criminal and immoral acts we study in this course impact on our nation’s unity and diversity? Do counter-terrorism initiatives (e.g. the Patriot Act) accomplish the greater good of protecting our society, even at the cost of some individual liberties or privacy?

d. Personal Development: What impediments to *personal development* do terrorist acts cause against individuals? against societal development? (e.g. hardships on international travel due to security concerns)

e. Responsible Stewardship: As we are all guardians of the resources which God has provided, to what extent do those who commit terrorism abandon or destroy those resources, even while sometimes acting in the name of God?

f. Integrity: From the terrorist leaders and supporters, to governments that play both sides, to democratic governments who seek a just and peaceful world, we will consider issues of *integrity* and honesty in both words and actions.

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*The study encompasses the causes of terrorism, historical and contemporary terrorist groups, and America’s response to the “War on Terror”.*
WHY VALUES - BASED TEACHING?

1. Mirrors Law Enforcement Agencies

Students studying Criminal Justice will encounter values-based training throughout their law enforcement careers. Following their college courses, students planning a law enforcement career will enter a police or corrections academy. These institutions are either run by the agency, or often by a community college, under an agreement with the state. The teaching of agency and profession core values has become a standard part of many academy curriculums. This is the one common ground of education that prospective officers will share. It is considered critical that values and ethics be taught.

Police and corrections in-service training is an area of continued ethics and values emphasis. Officers are faced with stresses and temptations every day. Whether the problem is the use-of-force issues, or bribery or favoritism, officers are continually in a position of making ethical decisions. It is imperative that continual refresher training be given officers to maximize their adherence to necessary values.

One problematic area in focusing on values and ethics is the “blue wall of silence” used to describe the environment where officers do not “rat out” other police for legal or ethical transgressions, it negates the benefit of a values-based program in an agency. Officers who consider themselves to be ethical, nevertheless are hesitant to “turn-in” or inform on a colleague. This behavior is caused by peer pressure, agency custom, and self-doubt. The only effective counter is an affirmative values-based program of agency training to continually reinforce the benefit of “doing the right thing, all the time.” Clearly, a values-based college education will serve as an important foundation for the continual reinforcement that is to follow.

2. Visibility of Law Enforcement Activity

The values-based curriculum in Criminal Justice education cannot exist in a vacuum. Otherwise, it would be ineffective. It is the relevance to the “real world” that gives it meaning and life. Students are taught that law enforcement is a highly visible activity. Among the examples of this are:

a. Citizen contacts with the police result in either positive or negative opinions. These opinions can have far-reaching effects, whether it be providing information on crimes or criminals, or supporting municipal budget agendas that directly affect the police function.

b. The proliferation of “cop shows” makes “experts” of many viewers. As a result, police are being second-guessed more than ever. This critical review may come from the media, politicians, or special interest groups. But the net effect is that the police are under greater scrutiny—including their ethics and values—than ever.

c. Community policing is a concept that is popular across the nation. More than ever, police agencies are sending officers back into the communities, up close
and personal. Once the communities get to know the officers, they will learn both their strengths and weaknesses. Officers lacking ethical foundations will lose credibility and be rendered ineffective.

3. Internal Self-Policing

Somewhat unique among business and government entities is the degree to which law enforcement agencies engage in self-policing. This concept, again rooted in the desire and necessity to embody and adhere to agency core values, makes good practical sense. Nothing will more quickly destroy the public’s confidence in their law enforcement agencies than perceptions of corruption or bad behavior. Two of the common methods of addressing this are:

a. **Internal Affairs Units**: Almost all law enforcement agencies of any significant size have Internal Affairs (IA units). Usually constituted with one or more experienced detectives, the mandate is to assure the public’s confidence and adherence to agency rules and policies.  

b. **Police Commission or Citizens Review Boards** exist in some jurisdictions. Somewhat more controversial, and not universally favored by police or communities, these entities are composed of citizens who sit in judgment of police actions. Either established as an ongoing oversight and policy board, or triggered by some highly-publicized and controversial police use-of-force incident, these citizen panels evaluate and make recommendations about policies and actions of the jurisdiction’s law enforcement agency.

4. External Policing

Law enforcement agencies are subject to a number of external controls that exert significant impact on the policies and practices of the agencies:

a. **Grand Jury/Criminal Prosecutions**: Violations of the criminal laws by law enforcement personnel can range from corruption to excessive use-of-force resulting in death or serious injury, to civil rights violations.

b. **Civil Suits**: Violations of state and federal laws can result in both agency and individual employee liability to plaintiffs who have been injured.

c. **Legislative Oversight**: The “power of the purse” held by legislative appropriations can result in significant legislative oversight of law enforcement agencies. Public legislative hearings, budget issues, and leadership changes that affect agencies are all continual issues.

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4 See, e.g., the Tampa, Florida Police Department at [http://www.tampagov.net/dept_police/](http://www.tampagov.net/dept_police/)

5 See, e.g., the model of the Los Angeles Police Department at [www.lapd.org](http://www.lapd.org), and search for “Police Commission”.
PRACTICAL EXERCISES

A number of practical exercises have been developed to challenge the students to apply the Saint Leo University core values to common situations. Based on actual case studies, the students analyze the pertinent facts, know and apply the relevant law (both statutory and case law), and render a decision consistent with the values. Below you will find examples of Case Studies from the *Legal Issues in Police Administration*.

INSTRUCTIONS: Your small group will be assigned one or more fact situation for discussion. Evaluate the facts in light of the core values listed below; appoint a spokesperson to sum up the relevant facts and discuss your recommendation(s) in light of the values.

YOUR ROLE: You are a Senior Assistant to the Chief of Police of Saint Leo University (for the purposes of this exercise only you may assume that the University Police Department has full public police powers). As such, you are a very trusted and dependable aide. The Chief relies on you for your good judgment, experience, and analytical abilities.

The Chief is fairly new to the Saint Leo Police Department (SLPD). There are many problems in the Department, not all of which are the fault of this Chief. However, the Chief wants to address some of the more pressing problems and resolve them, without litigation if possible.

The Department’s General Counsel is involved in ongoing litigation and is not available to provide guidance; and outside counsel is expensive and premature at this point. The Chief knows you are not an attorney, but you are an experienced educator and administrator, and the Chief frequently relies on you for guidance. Therefore, the Chief needs your analysis of the facts and your values-based recommendations on the below-listed situations (NOTE: The General Counsel will provide the Chief a separate legal analysis, so do not concern yourself with what the law may or may not be at this point).

INSTRUCTIONS: Evaluate the situations below in light of the following Saint Leo University core values:

**Excellence**-Saint Leo University is an educational enterprise. All of us, individually and collectively, work hard to ensure that our students develop the character, learn the skills and assimilate the knowledge essential to become morally responsible leaders. The success of our University depends upon a conscientious commitment to our mission, vision and goals.

**Community**-Saint Leo University develops hospitable Christian learning communities everywhere we serve. We foster a spirit of belonging, unity and interdependence based on mutual trust and respect to create socially responsible environments that challenge all of us to listen, to learn, to change and to serve.
Respect-Animated in the spirit of Jesus Christ, we value all individuals' unique talents, respect their dignity and strive to foster their commitment to excellence in our work. Our community's strength depends on the unity and diversity of our people, on the free exchange of ideas and on learning, living and working harmoniously.

Personal Development-Saint Leo University stresses the development of every person's mind, spirit and body for a balanced life. All members of the Saint Leo University community must demonstrate their commitment to personal development to help strengthen the character of our community.

Responsible Stewardship-Our Creator blesses us with an abundance of resources. We foster a spirit of service to employ our resources to university and community development. We must be resourceful. We must optimize and apply all of the resources of our community to fulfill Saint Leo University's mission and goals.

Integrity-The commitment of Saint Leo University to excellence demands that its members live its mission and deliver on its promise. The faculty, staff and students pledge to be honest, just and consistent in word and deed.

CASE STUDIES
1. When the Chief took office, a general reorganization of the SLPD was undertaken. In so doing, 9 command-level officers were demoted, including the second-ranking command officer to Sergeant. The Deputy Police Chief was demoted to Lieutenant. The demoted officers are contending that they have a protected property interest in their positions, and can only be removed for misconduct. They are threatening litigation if they are not reinstated.
   To make matters worse, the affected employees, and their supporters, are circulating petitions throughout the department and Saint Leo, seeking the dismissal of the Chief and the reinstatement of the status quo. You have proof that several employees have used Department equipment, paper, copiers, etc. to print these petitions. You think that an Internal Affairs (IA) investigation for misconduct should be initiated, but the Chief thinks this will appear to be a vendetta.

2. The prior Chief had instituted a strict uniform and grooming policy for SLPD officers. Included in this policy is a rule forbidding the wearing of ear studs, even off-duty; and no facial hair, except those undercover or with medical justification. The Chief would like to maintain these strict standards, but has heard that the trend is away from such enforcement, and these rules may not be upheld in court. The Chief believes that there are research studies about how strict grooming standards enhance esprit de corps and morale, and would like to know of these, as well as relevant case law.

3. A Police Cadet at the SLPD Training Academy was observed smoking a cigarette while on his unpaid lunch break from the Academy. He was fired that afternoon by his supervisor on the ground that he had violated the terms of an agreement he signed as a precondition of employment with the SLPD: that he would not smoke a cigarette, either
on or off duty, for a period of one year from the time he began work. His attorney has now written the Chief, threatening a lawsuit if the Cadet is not reinstated. The Chief wants a healthy force, and supports the no smoking hiring contract provision, but does not want to lose a court case and thereby the whole policy.

4. A police applicant was denied employment by the Human Resources (HR) Department because of his high intelligence test scores. HR contended that there is a correlation between very high test scores and high employee turnover. Therefore, the city has established high and low cutoff scores, which are enforced uniformly. The applicant contends that this denies him Equal Protection under the law. Astounded, the Chief wants to know about these test scores, any research supporting HR’s conclusions, and if establishing such cutoffs is constitutionally permissible.

5. HR has received citizen and employee complaints, and requested an IA investigation, of two officers who consistently, despite prior warnings, give each other the Nazi salute and click heels in the police station. One is a Sergeant, the other a Patrol Officer. The officers have loudly maintained that they have a First Amendment right to express themselves in the station, and if someone has a problem, that is their problem, and that they “do their job”. The Chief thinks discipline, up to and including dismissal, is warranted, but does not want to violate the First Amendment and be sued.

6. A female officer, who has been having a difficult pregnancy, has exhausted all her leave, including annual, sick, advance, and donated. She has been turned down for leave without pay. Nevertheless, she has continued calling in sick. HR has proposed her removal due to excessive absences. She is contending that she is protected by the Pregnancy Discrimination Act and threatens to sue if she is not accommodated.

7. The Training Division has recommended dismissal of a male officer for repeated failure to qualify with his firearm. The memo from Training notes that “being able to shoot straight is a bona fide essential function of being an SLPD Officer”. The Department is aware that the officer has a muscular tremor condition, and has tried to make some reasonable accommodations in other areas. However, firearms qualification is non-waivable. Although the Chief is sympathetic, it is not feasible to create a special unarmed police officer position within the SLPD. For personal reasons, the Officer will accept neither medical retirement nor a civilian position. He is claiming protection under the ADA and a violation of the Reasonable Accommodation provision.

**CONCLUSION**

The infusion of values into the Saint Leo University curricula provides a guiding beacon for our students. Values are important in contemporary society. The decline of ethical standards in many sectors of our society can be attributed to a lack of learning or understanding of values. The relevance and importance of values cannot be overstated. The emphasis that Saint Leo University places on its core values as an integral part of the curricula serves as a demonstrable showing of the University’s commitment to a value-based society. Take a moment and reflect on the following questions: (a) what values do
you hold in highest esteem? (b) how can you best integrate values in your life? (c) how will you live these values in a way you hadn’t thought about before? (d) how would your life be different if values had no meaning? Saint Leo is one University where living core values is integral to its school mission, and ultimately to the success of each individual.

For questions regarding our values-infused model or faculty textbook, please contact Jane Govoni, ESOL/Education Department at jane.govoni@saintleo.edu, Valerie Wright, Education Department at valerie.wright@saintleo.edu, or Peter Wubbenhorst, Criminal Justice Department at peter.wubbenhurst@saintleo.edu