

## CORE COMMITMENTS:

Educating Students for Personal and Social Responsibility

### Ten Markers of Campus Culture\*

#### 1. Mission and Educational Purpose

- a) clarity concerning the dimensions as an important aspect of the institution's comprehensive educational mission
- b) college catalog
- c) policy statements/handbooks (such as honor codes)
- d) educational programming/orientation concerning the dimensions for students, faculty, and staff
- e) public communications (web sites, public letters, press releases, official publications)

#### 2. Institutional Leadership and Advocacy

- a) statements/official communications by campus leaders
- b) clarity concerning the dimensions as goals and outcomes of a college education
- c) degree of community awareness of the dimensions as educational outcomes
- d) comprehensiveness of scope of the dimensions across multiple aspects of the campus culture
- e) congruence of reward systems for the dimensions

#### 3. Policies and Procedures

- a) existence of public policies and procedures for students, faculty, and staff
- b) consistencies of education and enforcement of policies and procedures (such as academic honor codes and student codes of conduct)
- c) attention to diversity and equity for community members
- d) congruence of reward system for development along the dimensions
- e) an integration of expectations of development along all five dimensions across academic and student affairs

#### 4. Expectations for Competency and Growth

- a) regular and consistent systems of feedback
- b) ongoing evaluation and assessment
- c) opportunities for reflection and demonstration of competency
- d) education about and clarity of expectations in multiple aspects of campus life
- e) reward systems consistent with competency and growth

#### 5. Campus Activities and Organizations

- a) civic engagement as a regular aspect of campus life
- b) diversity and equity hi training and membership in organizations
- c) expectation of civil behavior
- d) emphasis on active learning, reflection, and feedback
- e) diverse opportunities for leadership and growth

#### 6. Scholarly Activities

- a) teaching and learning related to the five dimensions
- b) opportunities to apply knowledge in practical ways
- c) research related to the dimensions
- d) assignments/tasks that: require development of competency in the dimensions
- e) reward and reinforcement for scholarly work that relates to the dimensions

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### 7. Curriculum and Pedagogy

- a) diversity in ways of teaching and learning (pedagogies of engagement and integration)
- b) clear expectations and requirements for excellence and integrative work
- c) wide range of intellectual opportunities in courses, programs, majors
- d) systematic feedback about progress in intellectual and ethical development
- e) expectations of personal and academic integrity

### 8. Campus-Community Involvement

- a) ongoing, collaborative projects and programs between community and campus leaders
- b) recognition of scholarship and pedagogy that focus on the community
- c) community-based projects and programs have ongoing assessment and feedback for student learning
- d) community leaders serve as consultants for curriculum, programming, assessment design and evaluation
- e) there are designated offices for community involvement and learning and/or faculty and staff who have dedicated responsibilities for community-based learning

### 9. Evaluation and Assessment\*\*

- a) focus on key learning outcomes to be assessed
- b) development of plans of study for all students
- c) provision of diagnostic, milestone, and culminating assessments of key learning outcomes
- d) assessment of student achievement in context of academic and citizen work
- e) publicizing learning outcomes and expectations and how they can be achieved

### 10. Reward Systems

- a) clarity of expectations for rewards across campus units
- b) reward systems consistent and clear across campus units and campus populations
- c) equity within the system
- d) systems of consistent feedback and opportunity for improvement
- e) recognition of individual differences and contributions to the larger community

Overall, the campus climate is assessed in two ways:

- a) by each dimension and the consistency with which the dimension is addressed in multiple aspects of the campus; and
- b) by a sense of how well the campus is doing in addressing all five dimensions of personal and social responsibility and how clearly the dimensions are a part of the comprehensive educational mission of the institution.

\* Acknowledgement goes to Donna Talbot and her work summarizing stages of multicultural organizational development. See D. M. Talbot. (2003). Multiculturalism. In S.R. Komives, D.B. Woodard, Jr. and Associates, *Student Services: A Handbook for the Profession*, 4<sup>th</sup> ed. San Francisco: Jossey-Bass.

\*\* Taken from *Our Students' Best Work: A Framework for Accountability Worthy of Our Mission* (AAC&U 2005), with outcomes intended to span all five dimensions of personal and social responsibility.