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**Educating for Personal and Social Responsibility:  
Deepening Student and Campus Commitments  
October 1-3, 2009 ~ Minneapolis, Minnesota**

*Infusing Personal and Social Responsibility throughout the Curriculum and Co-Curriculum*

**Faculty and Staff Development: capacity building**



**Applying Learner-Centered Teaching Practices for Curricular and Co-Curricular Learning**

In support of students' achievement of the University Learning Outcomes, the BGSU community employs learner-centered activities and innovative methods to assess learning. "Applying Learner-Centered Teaching Practices" will support members as they develop and deliver learner-centered activities; therefore, individuals who want to incorporate more learner-centered activities in their curricular and co-curricular teaching should apply for membership and collaborate in this interdisciplinary environment.

**Effective Pedagogies: experiential**

**The Compass Group** ~ "Community Organizing for Meaningful Personal and Social Stewardship"

Core Commitments 5 Dimensions:

**Striving for excellence ~ Cultivating personal and academic integrity ~ Contributing to a larger community ~ Taking seriously the perspectives of others ~ Developing competence in ethical and moral reasoning**

The COMPASS Group is a learning community (07-08) that brings together students affairs professionals (4), faculty members (4), and students (4) to help strengthen the integration of the five key dimensions into the core culture of the university as part of a Community Organizing for Meaningful Personal and Social Stewardship (COMPASS).

Twelve student organizations will be selected to work with the COMPASS Group and create activities and events for the academic year which address the five key dimensions and contribute to the ongoing dialogue about how to create a campus community that exemplifies the very best elements of meaningful personal and social stewardship. They will be challenged to develop projects that promote community engagement and/or focus students' attention on critical local, national, and international issues. Participating organizations will showcase their projects via a web-based Core Commitments e.Portfolio and campus-wide publicity, including a poster session in the Student Union during spring semester.

Members will have the opportunity to contribute to the strengthening of a campus culture that exemplifies the very best elements of meaningful personal and social stewardship. Members will have the opportunity to work across areas to build alliances and partnerships between student affairs and academic affairs and between faculty and staff and students.

## **Assignments: learning outcomes & portfolios**

### **Learning Outcomes ~ Assessment Central**

<http://www.bgsu.edu/offices/assessment/index.html>

University Learning Outcomes, Departmental and Program Learning Outcomes AND  
2009-2010 Student Affairs Learning Outcomes (SEE NEXT PAGE)

### **E. Portfolios**

#### **Excerpt BGSU Learning Outcomes:**

##### **Integrate, Apply, and Reflect**

Synthesis and advanced accomplishment across general and specialized studies as evidenced in project-based work systematically collected throughout the duration of the student's enrollment. A BGSU education provides the foundation for a lifetime of continued learning, self-awareness, career success, contribution to community, and purposeful living. Evaluating the achievement of these University Learning Outcomes is critical and may take many forms, including the use of electronic portfolios and proposed national metarubrics (see <http://www.bgsu.edu/offices/provost/value/index.html>). Demonstrating quality performance on each of the learning outcomes is the hallmark of a BGSU graduate.

AAC&U designed the Valid Assessment of Learning in Undergraduate Education (VALUE) initiative to define, document, assess and strengthen student achievement of essential learning outcomes important for all of today's undergraduate students. These learning outcomes are part of the AAC&U initiative called Liberal Education and America's Promise (L.E.A.P.). BGSU revised the University Learning Outcomes in June 2009 to better fit within the L.E.A.P. outcomes.

BGSU adopted the Epsilon electronic portfolio software in 2003, and now hosts well over 30,000 portfolio accounts. Students can place a variety of artifacts (e.g., papers, spreadsheets, presentations, video and audio recordings) and accompanying reflections into both a year-by-year matrix for assessment purposes and also into a "showcase" version of the portfolio that might be viewed, for example, by potential employers or graduate/professional schools.

**BGSU – University Learning Outcomes**  
**Excerpt: <http://www.bgsu.edu/offices/assessment/page31434.html>**

**Personal and Social Responsibility**

BGSU recognizes and intentionally fosters a learning environment in which students strive for excellence, cultivate personal and academic integrity, contribute to a larger community, take seriously the perspectives of others, and develop competence in ethical and moral reasoning, as shown by:

- Interacting with and understanding diverse perspectives.
- Engaging communities as a participant and leader using civic and professional knowledge as a basis for values-driven action.
- Giving full consideration to ethical integrity and actions consistent with one’s principles as part of each individual’s exploration of purpose. A balanced approach to questions of meaning also includes preparation for students' multiple and changing roles, including work, citizenship, family, and membership in multiple communities.

**BGSU - Division of Student Affairs**  
**Student Learning Outcome Domains and Sub-Domains**

Excerpt :<http://www.bgsu.edu/offices/sa/vp/page68959.html>

| <b>Personal and Social Responsibility</b> |  |
|---|--|
| <b>DOMAINS</b>                            | <b>SUB-DOMAINS</b>   |
| <b>Personal Development</b>               | <u>Exploration of Purpose</u> <ul style="list-style-type: none"> <li>- Understand the consequences for one’s actions on local, state, national and global levels</li> <li>- Act with diplomacy and respect for oneself and others</li> <li>- Develop meaning and purpose through self-exploration</li> </ul>   |
|   | <u>Ethics and Values Exploration</u> <ul style="list-style-type: none"> <li>- Improve cultural competence through the interaction and inclusion with others different from oneself</li> <li>- Explore one's strengths and weaknesses as they relate to values and ethics</li> <li>- Develop character through the explorations of personal values and ethical decision making.</li> </ul>  |
|   | <u>Wellness</u> <ul style="list-style-type: none"> <li>- Explore and apply wellness across the lifespan</li> <li>- Learn and practice preventative health behaviors</li> <li>- Demonstrate responsible practices that contribute to environmental wellness</li> <li>- Appreciate balance in all aspects of wellness</li> </ul>   |
|   | <u>Self-Leadership</u> <ul style="list-style-type: none"> <li>- Develop financial literacy for self and organization</li> <li>- Accept responsibility for one's own actions (understanding deadlines, punctuality, take initiative, keeping one's word)</li> <li>- Develop and assess personal plans for growth and development</li> <li>- Commit to life-long learning by challenging self to higher standards.</li> <li>- Demonstrate ethical integrity</li> </ul> |

## Personal and Social Responsibility

| DOMAINS                               | SUB-DOMAINS  |
|---------------------------------------|--|
| Civic and<br>Community<br>Involvement | <u>Values-Driven Decision Making</u> <ul style="list-style-type: none"> <li>- Work with other to make decisions for the greater good of the community</li> <li>- Show understanding of the value of committed involvement in local, state, national, and global opportunities</li> <li>- Promote sustainability through environmentally conscious decision making</li> </ul>   |
|                                       | <u>Community Involvement</u> <ul style="list-style-type: none"> <li>- Demonstrate active and civic involvement by giving back and sharing knowledge</li> <li>- Identify and implement the practices of sustainability</li> <li>- Appreciate and model the importance of volunteerism in achieving shared objectives</li> <li>- Practice good citizenship by holding active membership, ownership, and commitment to community groups, programs, BGSU, etc.</li> <li>- Become an advocate for important social issue that relates to personal and community values</li> </ul> |
|                                       | <u>Understanding Diverse Perspectives</u> <ul style="list-style-type: none"> <li>- Acknowledge, respect, and be open to difference</li> <li>- Make an effort to understand the ideas, values, and beliefs of others</li> <li>- Advocate for social justice</li> <li>- Understand one's own personal identities and appreciate that of others</li> <li>- Learn to seek similarities to bridge differences between self and others</li> <li>- Build multicultural competence through developing intercultural relationships</li> </ul>   |

**Association of American Colleges and Universities**  
***Educating for Personal and Social Responsibility: Deepening Student and Campus Commitments***  
***Network for Academic Renewal Conference ~ October 1-3, 2009 ~ Minneapolis, Minnesota***

Workshop 1: Infusing Personal and Social Responsibility throughout the Curriculum and Co-Curriculum

**PLANNING WORKSHEET – backward design**

**SECTION I: ASSETS AND NEEDS**

**What would my work (insert your focus here) look like if teaching & programmatic activities for personal and social responsibility were infused throughout my campus?**

**What outcomes/behaviors/attitudes would be the markers of success?**

**What do we already do that is successful and how is success demonstrated?**

**What assets do my students bring?**

**What assets do my colleagues bring?**

**What assets does my institution's mission offer?**

**What areas could be strengthened to achieve greater success?**

**Notes:**

## **SECTION II: DRAFTING AN ACTION PLAN**

**How can we connect work across the curriculum and co-curriculum to create a culture of personal and social responsibility?**

**What kind of pedagogies and/or assignments might contribute to a culture of personal and social responsibility?**

**What kinds of faculty and staff development are needed to infuse personal and social responsibility throughout our campuses?**

**What resources do we have to support change?**

**What barriers will we need to overcome?**

**Notes:**

**SECTION II: DRAFTING AN ACTION PLAN (cont.)**

**What stakeholders already support the goals of our program?**

**What stakeholders do we still need to support us to move our work to the next level?**

**What strategies can we use to involve all stakeholders? (*Consider, too, “forgotten” stakeholders, such as trustees, support staff, advancement/development, marketing/communication, community connections*)**

**What are the resources and expertise that I bring to the table?**

**Why am I passionate about making this change and what do I need to maintain my enthusiasm and momentum?**

**Notes:**

### **SECTION III: FEEDBACK ON ACTION PLAN**

**What new assets have you identified?**

**What new resources have you identified?**

**What new strategies have you identified?**

**What new opportunities for collaboration have you identified?**

**What questions remain unanswered?**

#### **GETTING STARTED ON YOUR ACTION PLAN**

**ACTION ~ what is one concrete strategy I can initiate when I get back to my campus?**

**RESEARCH ~ what is the one thing I need to learn about my campus or my program that I don't know already?**

**COMMUNICATION AND MENTORSHIP ~ what is one thing that I want to find out about during the rest of the conference or one person/institution that I would like to learn from?**

**Notes:**