

Core Commitments Personal and Social Responsibility Institutional Matrix

AAC&U staff developed the Personal and Social Responsibility Institutional Matrix for the Core Commitments initiative. It is designed to help campus leaders map where their institution offers opportunities for students to learn about and practice ethical responsibility to self and others.

We are sharing it more broadly at this symposium because we think the matrix can be a valuable tool to spark further dialogue and organize change strategies to enhance this important dimension of a 21st century liberal education.

The matrix, especially when it is filled in collectively through cross-divisional dialogues, offers a dramatic visual representation of just how pervasive – or spotty – education for personal and social responsibility is on a given campus.

Please keep this handout with you throughout the day. The plenary speakers and workshop leaders will periodically be asking symposium participants to connect issues and themes raised in their sessions to elements in the matrix.

Page 3 of this handout summarizes the main elements of the matrix—**five dimensions of personal and social responsibility and five markers of campus culture**. Page 4 describes the **degree of institutional pervasiveness**—that is, the breadth and depth of campus efforts to educate for personal and social responsibility.

The full matrix can be found at www.aacu.org/core_commitments/resources.

We encourage you to use the matrix when you return to your campus. We welcome your feedback about how useful it turns out to be and what recommendations you might have to improve it. Please send those comments to Michèle Leaman at leaman@aacu.org.



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Symposium: *No Longer Optional: Educating for Personal and Social Responsibility*

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Core Commitments Institutional Matrix – Summary Sheet

Summarize the scope of your institution's efforts to educate for personal and social responsibility

		Five Dimensions of Personal & Social Responsibility					
		Dimension 1	Dimension 2	Dimension 3	Dimension 4	Dimension 5	
<i>List sample programs, procedures, and practices</i>		Striving for excellence	Cultivating personal & academic integrity	Contributing to a larger community	Taking seriously the perspectives of others	Developing competence in ethical & moral reasoning	Overall deg. of pervasiveness <u>of all 5 dimensions</u> vis-à-vis this marker of campus culture (Low, Medium, High)
Markers of Campus Culture	Mission & Educational Purpose						
	Campus Life						
	Curriculum						
	Community & Campus Partnerships						
	Incentives & Rewards						
Overall deg. of pervasiveness <u>across the 5 markers</u> for this dimension of PSR (L, M, H)							

Matrix Elements

Five Dimensions of Personal and Social Responsibility

- 1. Striving for Excellence**—developing a strong work ethic and consciously doing one's very best in all aspects of college
- 2. Cultivating Personal and Academic Integrity**—recognizing and acting on a sense of honor ranging from honesty in relationships to principled engagement with a formal academic honors code
- 3. Contributing to a Larger Community**—recognizing and acting on one's responsibility to the educational community (classroom, campus life), the local community, and the wider society, both national and global
- 4. Taking Seriously the Perspectives of Others**—recognizing and acting on the obligation to inform one's own judgment; engaging diverse and competing perspectives as a resource for learning, for citizenship, and for work
- 5. Developing Competence in Ethical and Moral Reasoning**—developing one's own personal and social values and being able to express and act upon those values responsibly; developing a mature sense of moral sensitivity and personal character; being able to identify and evaluate moral dilemmas and act appropriately

Five 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. Campus Life

- a. civic engagement as a regular aspect of campus life
- b. diversity and equity in 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

3. Curriculum and Pedagogy

- a. teaching and learning related to the five dimensions
- 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

4. Community and Campus Partnerships

- a. work toward shared goals that incorporate the five dimensions
- b. consistent institutional support
- c. reciprocal and meaningful for each party involved
- d. attention to building relationships, to mission and educational purpose, and to sustainability
- e. willingness to evolve as needs change
- f. represent diversity of individuals and groups on- and off-campus

5. Incentives and Rewards

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

Matrix Elements, con't.

The matrix is designed to help campus leaders answer a central question of the Core Commitments initiative:
How pervasive are the institution's attempts to educate students for personal and social responsibility?

Breadth

Breadth describes the degree to which efforts are connected throughout the institution.

Isolated Initiatives

Initiatives are in place within individual units of the institution and function in isolation from one another. For example, both the sociology department and the student affairs office may have initiatives focusing on social responsibility, but they occur without an overarching plan to connect them or to link them with other campus initiatives to make education for PSR pervasive.

Integrated Initiatives

Integrated initiatives form a campus-wide effort that systematically and appropriately connects different units and attends to how effectively these units function together to ensure high levels of learning across all five dimensions of PSR.

Guiding question:

To what extent is education for all five dimensions of PSR systematically integrated across all academic affairs, student affairs, and administrative operations (e.g. financial affairs, academic programs, human resources, curriculum, co-curricular programs, admissions)?

Depth

Depth captures the degree to which the efforts are embedded vs. superficial.

Superficial

Superficial initiatives are cosmetic actions that are ineffective in moving education for PSR from the margins to the core values of the institution (e.g., instituting an honor code without programmatic reinforcement or instruction on how the code will be enforced). Such initiatives represent isolated opportunities to address PSR that ignore student development over time.

Embedded

Education for PSR has become systematically embedded throughout institutional structures, so that it is reflected as a core value in all aspects of daily operations and campus culture. Considerations of student development and the need for assessing student learning in this area define and centrally shape various units' functions at every level within the university's structure. Education for PSR is an essential concern underlying institutional decision-making and resource allocation.

Guiding question:

Is education for PSR embedded so that student development over time is taken into account and assessment of these outcomes is allotted the necessary resources?

Significant breadth and depth is demonstrated through effective, sustainable, and comprehensive institutionalization of programs, policies, and procedures that support education for PSR.

Additional questions to ask about pervasiveness

1. How well-connected are programs, activities, and courses? What integrative structures exist?
2. How do individuals' efforts build on the work of colleagues?
3. How are efforts "scaffolded" so that students become more sophisticated in these areas over time?
4. At what level are efforts taking place? (personal, departmental, institutional)
5. Is there an expectation of students' integration and development along all five dimensions, and of institutional integration across academic and student affairs?
6. Is there congruence between reward systems and students' development along the five dimensions?
7. How many students, faculty, or administrators (percentage of overall) are affected by efforts?
8. How will individuals know that efforts are making an appreciable difference to campus culture and student learning and development?