CORE COMMITMENTS:
Educatng 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 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.


** 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.