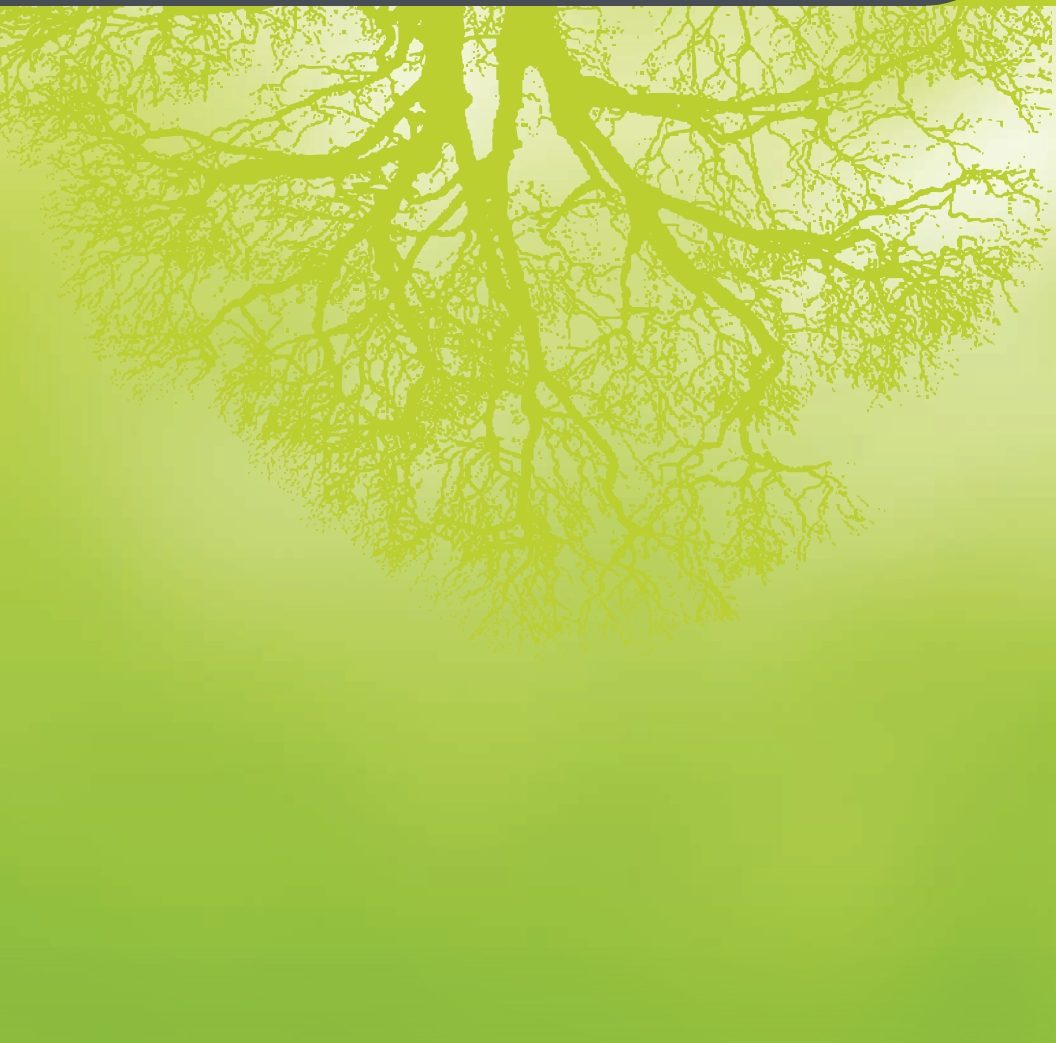


RESPONSIBILITY

A GUIDE TO USING THIS IMPORTANT **NEW ILO**



Courtesy of your friends on the
GREENING THE
CURRICULUM
COMMITTEE
FALL 2017

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RESPONSIBILITY: THE MOST IMPORTANT ILO

ICC's Greening the Curriculum Committee (GTC) supports you in your work to lead students to their best futures. We encourage you to strongly consider assessing the Institutional Learning Outcome (ILO)* of Responsibility in your courses to further that mission.

When our students are led to understand, appreciate, and practice aspects of responsibility, they become more productive citizens, more capable individuals, and more likely to reach their personal goals. While many faculty assessing the Responsibility ILO will be inclined to track basic classroom behaviors such as attendance, punctuality, and academic integrity, a far more robust and powerful way to instill an intrinsic sense of responsibility in our students is to focus on the other key components of this ideal (see "Employability Power").

Two of the three goals stated within the Responsibility ILO are also especially compatible with teaching through the lens of sustainability. When you implement the Responsibility ILO in your courses by specifically integrating sustainability concepts, you can both profoundly enrich your students' competencies, and additionally earn the Sustainability-Related designation for your course.

**ICC is in the process of instituting three core Institutional Learning Outcomes (ILO's) to replace our previous General Education Goals. These ILO's are Communication, Reasoning, and Responsibility, and are the competency areas that all Associate Degree graduates should attain by the time they leave Illinois Central College.*

EMPLOYABILITY POWER

The RESPONSIBILITY ILO is described as follows:

STATEMENT OF INTENT:

*Associate degree graduates **understand the implications of choices and actions**, demonstrate appropriate behaviors in academic/professional contexts, and **contribute constructively within the context of community**.*

Note the two highlighted goals found within the responsibility ILO. These two goals heavily overlap key soft skills sought by today's top employers such as leadership, maturity, and conviction. By fostering these goals in our students, we can help pave the way for their personal success through greater competitiveness in the job market.

SUSTAINABILITY AS A TOOL

The same highlighted goals within the Responsibility ILO are particularly well-suited for implementation through teaching concepts of sustainability. While sustainability may not immediately seem to fit your specific discipline, it can and it should. The broader economic, social, and environmental realms of sustainability touch aspects of all academic disciplines. Today's employers are ever mindful of economic sustainability, and additionally increasingly mandated to be aware of social and environmental sustainability issues as well. Our students who understand these connections find themselves at competitive advantage in their careers and in their lives.

ILLINOIS CENTRAL COLLEGE DEFINES SUSTAINABILITY AS:

An attempt to meet present needs, avoid human actions that threaten the natural environment, and conserve resources without compromising future generations' ability to meet their needs.







HIGHLIGHTING ASPECTS OF SUSTAINABILITY IN OUR COURSES FOSTERS:

- » Systems understanding (recognizing the interrelatedness of the world)
- » Long-range perspective building
- » Complex thinking
- » Ability to synthesize social, financial, and natural dynamics.

ADDING RESPONSIBILITY IDEALS TO THE CLASSROOM

WE CAN INTEGRATE RESPONSIBILITY INTO OUR COURSES BY:

(note the  symbol accompanies sustainability-related items)

- » Visiting www.icc.edu/green and explore the ways ICC is acting on sustainability
- »  Inviting a member of the Greening the Curriculum Committee to brainstorm about how your discipline fits within the scheme of sustainability and developing assignment ideas.
- » Giving an assignment requiring participation in a campus community event such as a  Student Association for the Environment (SAFE) community work day.
- »  Assigning supplemental reading that explores a discipline-specific sustainability related issue.
- »  Discussing the impact of discipline-related businesses or industries on the long-term economy, on individuals, on society, and on facets of the environment.
- » Taking a field trip to see a discipline-related business or industry and learn about its place in the community.
- »  Giving an assignment to develop a discipline-related public service announcement with a requirement to highlight an aspect of sustainability. Display the assignments on a hallway wall, on a webpage, on YouTube, etc.
- » Offering service learning assignments where students volunteer in the community.
- »  Collaborating with other courses on a project with a sustainability theme (a GTC template for this is in progress).

ASSESSING RESPONSIBILITY

FACULTY CAN GATHER MEASURABLE INDICATORS OF THE IMPACT OF PROMOTING RESPONSIBILITY BY:

- » Asking questions related to evaluating the implications or permutations of different choices and actions in your discipline
- » Asking students to evaluate, rank, or rate how responsibility-geared assignments, discussions, or activities aided their understanding of course material
- » Asking students to rank or rate how they view their own role in the community before and after responsibility-geared assignments, discussions, or activities
- » Tallying the number of completed service hours in the community
- » Tallying the number of service hours students completed beyond the course requirements

SKILLS/ABILITIES	COMPETENT (3)	DEVELOPING (2)	BEGINNING (1)
UNDERSTAND IMPLICATIONS OF CHOICES/ACTIONS	Student demonstrates an understanding of both the immediate and expansive implications of choices/actions.	Student demonstrates an understanding of the immediate implications of choices/actions.	Student demonstrates partial understanding of the immediate implications of choices/actions.
DEMONSTRATE APPROPRIATE BEHAVIORS IN ACADEMIC /PROFESSIONAL CONTEXTS	Student consistently demonstrates appropriate behaviors.	Student inconsistently demonstrates appropriate behaviors.	Student rarely demonstrates appropriate behaviors.
CONTRIBUTE CONSTRUCTIVELY WITHIN WITHIN THE CONTEXT OF COMMUNITY	Student contributes in a constructive way that adds value to a community.	Student attempts to contribute in a constructive way that adds value to a community.	Student rarely contributes in a way that adds value to a community.

THE RESPONSIBILITY MISSION AND INVITATION

We in the Greening the Curriculum Committee hope you will consider adding the Responsibility ILO to your assessment plan for this semester. We especially hope that you will think about how topics within the broad arena of sustainability can help you to develop our students into more responsible and successful citizens. Let us help you! Reach out to the Greening the Curriculum Committee member in your department, or to jennifer.scoby@icc.edu for more information.

OTHER RESOURCES

SEE ALSO BOOKS FOCUSED ON SUSTAINABILITY TEACHING:

Bardaglio, Peter. 2009. *Boldly Sustainable: Hope and Opportunity for Higher Education in the Age of Climate Change*.

Blewitt, John. 2004. *The Sustainability Curriculum: The Challenge for Higher Education*.

Orr, David. 2004. *Earth in Mind: On Education, Environment, and the Human Prospect*.

Rappaport, Anna. 2007. *Degrees that Matter: Climate Change and the University*.

Timpson, William. 2006. *147 Practical Tips for Teaching Sustainability: Connecting the Environment, the Economy, Society*.