

ACCREDITATION SERIES – 2021 CORE COMPETENCY FORUM

Personal, Professional, and Community Responsibility

Making It More Explicit, Intentional, and Robust

March 5, 2021 9-11

Thank you for signing up for the Friday, March 5 forum on Personal, Professional and Community Responsibility (9-11 AM).

This document is meant to help you prepare for the Open Forum.

The goal of the forum is for participants to leave with 1-3 strategies they will pursue next year to make student learning opportunities in Personal, Professional, and Community Responsibility more intentional and robust.

We will conduct two exercises during the forum, an individual reflection on your program/service area and a small group discussion to share ideas and strategies to offer opportunities and improve student learning in this competency.

Exercise #1: Individual Reflection

Give some thought *before the March 5 forum* as to:

- (1) which elements (see list below) of Personal, Professional, and Community Responsibility are important to your program/service area (e.g. teambuilding)? Not all will be important to your particular program or service, so you will want to focus on those that are important.
- (2) What learning opportunities in your program/service area promote those elements of Personal, Professional, Community Responsibility?
- (3) How might you make those learning opportunities more intentional and robust?

The first exercise of the forum will give you time to reflect individually on your program/service area in light of the questions above. Personal, Professional, and Community Responsibility is a very broad constellation of knowledge and skills (including affective skills) so while not every service, course, or assignment will promote it, many will in some way. Here is a non-exhaustive list of elements of Personal, Professional, and Community Responsibility identified by UAA faculty, staff, students, and alumni.

- Ethical judgment and decision-making
- Effective teamwork
- Self-motivation and the ability to take initiative and proactive in offering ideas and solutions
- Civic knowledge and engagement, both local and global
- The ability to work independently in setting priorities, managing time, and meeting deadlines
- Foundations and skills for lifelong learning

- Staying current on changing technology and its application to the workplace
- Resilience
- Self-assessment, self-awareness, self-knowledge
- Advocacy (self-advocacy, professional, for others)
- Community engagement
- Leadership
- Self-Reliance
- Preparing for the professional world/development as a professional or professional development
- Transition to alumni

Example: Mapping Personal, Professional, and Community Responsibility in Philosophy

This is an example of one way one might do this exercise. You need not make a map or use your program student learning outcomes in your work—just think about where you are promoting learning opportunities in *Personal, Professional, and Community Responsibility* and where you might move the needle to make them stronger.

Program Student Learning Outcome (This column might not be applicable to nonacademic programs.)	Personal, Professional, and Community Responsibility Elements Important to Program/Service Area	Learning Opportunities	Moving the Needle
Identify, comprehend, analyze and evaluate complex philosophical arguments in oral and written discourse	Reasoned decision-making Advocacy Leadership	Courses, especially PHIL 101, 201, 490. Philosophy Club, Conference Ethics Bowl Campus Events Big Question Series Faculty in Residence	Promote more transparent and structured student participation and leadership of philosophy conference (e.g. require as part of Spring senior seminar?)
Understand, analyze, interpret and apply major works in the areas of the History of Philosophy, Ethics and contemporary topics	Self-Awareness, Self-Knowledge Community Engagement Ethical Decision-Making	Courses, especially PHIL 201, 211, 212, 301, 302, 303, 305, 350, 400, 406, 490 Philosophy Club, Conference (esp. presenting) Ethics Bowl Big Question Series Campus Events Faculty in Residence	Promote more transparent and structured participation and leadership in Ethics Bowl (e.g. offer extra credit, require as part of Fall capstone course).

Exercise #2: Small Group Discussion—sharing strategies on moving the needle.

Once you have reflected on your program/service area (whether in map or narrative form) you will be broken into small groups to share ideas and strategies on how to enrich your student learning opportunities in this core competency and how you would know if student learning has occurred. For example, philosophers might be interested in hearing from others who have designed co-curricular events as intentional and transparent student learning experiences. At the end of forum, participants should have a good sense of 1-3 strategies to pursue to make student learning opportunities in their program/service area more robust.