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**Why faculty should use this guide**

This guide was developed by and for faculty in all Cal State East Bay academic colleges to support us in our efforts as effective and efficient instructors. By applying the suggestions contained in this guide, we are better able to craft assignments that help students demonstrate their achievement of institutional Social Responsibility learning outcomes as they apply to our particular disciplines and programs. Some of these assignments will be used as part of the assessment process to improve university-wide student learning.

**ILO Social Responsibility Description (From Rubric)**

Social responsibility describes the understanding and aptitudes of students to fully participate in the social, political, and economic life of our communities. It involves the ability to recognize critical factors, perspectives, and personal agency to affect change in both self and the community.

**Considerations for designing ILO Social Responsibility assignments**

**Language and Stance/Modeling**

- This assignment involves pedagogy that enhances the ability of our students to positively affect change within the social, political, economic, environmental and other aspects of the life of our communities from the local through the global level. It can/should focus on their present and future contexts - what can they do now and in the future they expect/imagine they will have.
- As you create the assignment, be aware of how you will operationalize student work and that it maps onto the Social Responsibility Rubric.

- An assumption of the assignment is that it adopts the premise that inaction/silence/neutrality is antithetical to acting responsibly/working towards positive social change, i.e. that being socially responsible is about being part of a solution not a bystander.
- Determine how engaging students with the community can enhance the assignment.
- Use words in the assignment such as: Participate, Observe, Assess, Survey, Reflect, Identify.
- Be clear and consistent on what kind of change is meaningful in the context of your assignment.
- Whenever possible, frame language to create an open dialogue (e.g. avoid language such as positive/negative, right/wrong).

### **Orienting Students**

- Consider developing a glossary of terms to establish shared understanding - e.g. “bias/biased”, “self-empowerment”, “agency.” Be explicit and consistent with terminology throughout the assignment.
- Intentionally address the relationship between personal resilience and community resilience.
- Provide guidance to students that social responsibility does not necessarily immediately lead to successful social change.
- Provide students with research, evidence based resources, case studies, examples, guidelines, and tools as needed (e.g. campus resources, specific examples from each category below, tools on how to measure the influence of action, etc.).
- Be clear on how the student can track/assess their or other’s action(s) and the effect or projected effect that action has on the broader community.

<p><b>This column contains the definition of the rubric category, tips and guiding questions when designing an assignment</b></p> <p><b>“Perspectives” definition:</b> <i>Recognizes and balances own and other perspectives to acknowledge potential for influence</i></p> <p><b>Tips for “Perspectives”</b> Tip: Does your assignment enable or require:</p> <ul style="list-style-type: none"> <li>• Recognizes: identifies &amp; articulates/describes one’s own and others’ perspectives.</li> <li>• Balances: recognizes if there’s a difference and identifies the nature of the difference using appropriate criteria (which promotes change/ status quo, scale of difference, etc.)</li> <li>• Potential for influence: identifies where influence is possible, what kind of influence and what is required (e.g. moving things to a new “better” state, maintaining when there are forces for detrimental change). This requires assessing needs and desires of society which is different depending on the context.</li> </ul> <p><b>Guiding questions for developing assignments focused on “Perspectives”</b></p> <ul style="list-style-type: none"> <li>• Can students reflect on their own experiential bias and social expectations? Does the assignment require that marginalized (hidden, silenced) perspectives are described?</li> <li>• Can the assignment activate or facilitate students’ expression of empathy with people whose lived experiences are different?</li> <li>• Can the assignment facilitate that we’re simultaneously reconciling individual</li> </ul>	<p><b>This column contains examples of language and approaches that instructors might use in the assignment.</b></p> <p><b>Example assignment instructions/prompts for “Perspectives”</b></p> <p><b>General examples assignment instructions for “Perspectives”</b></p> <ul style="list-style-type: none"> <li>• Identify prevailing perspectives related to a topic of interest. Who is promoting these perspectives and what is their goal? What is your first impression and after your research, how has your impression changed?</li> <li>• Find two articles to compare and contrast on how serving a community has reinforced or changed perspectives.</li> <li>• Do an act of kindness and consider the reaction you expect vs the actual reaction. What various perspectives are at play?</li> <li>• Conduct an open-ended interview with someone whose lived experiences are related to an issue applicable to the assignment. Listen to their perspectives without inserting your own. Compare what the research says to what you heard.</li> <li>• Select a current topic of debate or contention in your discipline. What are the prevailing perspectives, and which are historically silenced or dismissed?</li> </ul> <p><b>Discipline-specific assignment instructions examples for “Perspectives”</b></p> <ul style="list-style-type: none"> <li>• Explain the complexity of sexual violence and harassment in sports and the manner in which it is denied under the veil of an ideal masculinity.</li> <li>• Explain how individuals on the autism spectrum are increasingly seen as neuro diverse and how this is a form of inclusion that is beneficial.</li> <li>• Describe reproductive justice within the context of the lucrative industry of surrogacy and power relations of society.</li> <li>• Analyze the bail system which is a for profit industry. Although Gov. Brown signed a bill eliminating money bail, this did not become law because it is a \$2 billion</li> </ul>
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<p>responsibility with shared and collective responsibility?</p> <ul style="list-style-type: none"> <li>• Does your assignment require engaging honestly and genuinely with one's and others' perspectives?</li> <li>• Do you ask students to consider who is promoting these perspectives and what their goals are? Do you encourage students to think about biased perspectives and challenge them to seek out extreme(ish) positions?</li> <li>• Do you ask students for a concrete number of perspectives to consider?</li> <li>• Do you provide examples of role models and the perspectives that inform their actions?</li> </ul>	<p>industry nationwide. How do both the privatization of prisons and bail requirements impact the poor and perpetuate wealth inequality?</p>
<p><b>Considerations for developing assignments focused on "Context"</b></p> <p><b>"Context" definition:</b>  <i>Recognizes inter-relationship of various historical and contemporary influences in shaping social responsibility (e.g. social, political, economic, technological factors).</i></p> <p><b>Tips for "Context"</b></p> <ul style="list-style-type: none"> <li>• To operationalize this rubric category, the assignment needs to identify and describe how historical and contemporary forces inhibit or enhance students' ability to be socially responsible and effect change in both self and community (e.g. how technology like Google search algorithms reinforce one's own perspective, how political forces inhibit speech, etc.).</li> <li>• Consider disciplinary boundaries</li> <li>• Clarify what is meant by "political," "social," etc.</li> <li>• Clarify degree of complexity &amp; nuance you want from students.</li> </ul>	<p><b>Example assignment instructions/prompts for "Context"</b></p> <p><b>General Example for "Context"</b></p> <ul style="list-style-type: none"> <li>• How has social responsibility been perceived differently during a specific time period and geographic setting?</li> </ul> <p><b>Discipline Specific Examples for "Context"</b></p> <ul style="list-style-type: none"> <li>• Identify policies that impact social responsibility (e.g. obstructing pipeline construction is now a felony in some states).</li> <li>• How are the transforming forms of technology affecting us and what responsibility is there for us to regulate change? What ethical issues do these topics raise?. Examples of topics in this area: the use of robots and other forms of assisted technology, embodied cognition, interactive technology. How will this impact learning? What steps would you suggest to prevent abuse?</li> <li>• Find an integrative healthcare practice that has been marginalized (such as chiropractic, massage, acupuncture, mindfulness, meditation, herbal medicine, etc.). How are these practices viewed in mainstream health care? How has it helped people and how long has the practice been around?</li> </ul>

<ul style="list-style-type: none"> <li>• Clarify when context makes responsibility difficult to exercise.</li> <li>• Consider whistle-blower for extreme examples.</li> <li>• Recognize and understand what structural obstacles prevent responsible action. How does one unlearn and imagine new contexts (e.g. knowledge is contextualized)?</li> <li>• Recognizing where beliefs, habits, norms, etc. have come from; this is necessary to overcome/change.</li> <li>• If we don't understand the forces and processes that have brought about the current situation or perpetuate it, how can it be changed?</li> <li>• Role of economics and politics are key (e.g. public versus private goods, internal versus external costs, individual versus collective rights).</li> </ul>	<ul style="list-style-type: none"> <li>• Examine future trends of mind and body medicine and integrative health practice and how this can impact healthcare.</li> <li>• Why has the homeless population increased recently? What can we learn about social responsibility from proposed solutions?</li> <li>• How do businesses and corporations approach social responsibility?</li> <li>• Describe how communities and individuals are experiencing and responding to climate change in Northern California.</li> </ul>
<p><b>Considerations for developing assignments for “Impact”</b></p> <p><b>“Impact” Definition:</b>  <i>Recognizes the scope or range of the impact of social responsibility. (e.g. individual, local, national, global)</i></p> <p><b>Guiding questions for developing assignments focused on “Impact”</b></p> <ul style="list-style-type: none"> <li>• Do you provide examples of scope and range of impact of student's action/change? (Tip: It's not enough to be aware of one's impact, but know that the impact needs to inform action and change.)</li> <li>• Does the assignment require a specific temporal impact of change/action (i.e., short-term, long-term)? If so, do you provide specific guidance on the time-frame?</li> </ul>	<p><b>Example assignment instructions/prompts for “Impact”</b></p> <p><b>General Examples for assignment instructions examples for “Impact”</b></p> <ul style="list-style-type: none"> <li>• Assign students to engage in an activity. Identify the impact your action has had on the community. Be sure to clearly define “community.” <ul style="list-style-type: none"> <li>• Discuss if there were any unintended consequences of this action.</li> </ul> </li> <li>• Use provided tool/guideline/case study to evaluate the impact of the action at the appropriate level (e.g. individual, local, global).</li> <li>• Attend an event at which you can affect or observe change. Identify the impact, the actors responsible, and the scale of change.</li> <li>• Conduct a self-assessment or complete interviews/surveys of change agents and determine how they have affected change in the field.</li> </ul>

<ul style="list-style-type: none"> <li>• Do you provide case studies/examples at multiple levels (i.e., local, state, tribal, global) in which the presence/absence of socially responsible actors/actions led to beneficial/detrimental outcomes?</li> <li>• Do you require students to reflect upon or consider unintended consequences of their socially responsible actions?</li> </ul>	
<p><b>“Self-Empowerment” Definition</b>  <i>Recognizes personal agency/empowerment to affect change(s) in self and the community.</i></p> <p><b>Guiding questions for developing assignments focused on “Self-Empowerment”</b></p> <ul style="list-style-type: none"> <li>• Do you define self-empowerment and/or agency to affect change in the context of your assignment? (Students’ agency in broader community and/or with respect to self).</li> <li>• Do you address the issue of motivation? (The rubric calls for explaining <b>how</b> students were self-empowered to affect change in self or other.)</li> <li>• Do you provide examples about actions, attitudes, dispositions that reflect self-empowerment?) (Tip: Discuss how personal ethics applies to self-empowerment?)</li> <li>• Do you challenge your students to be proactive leaders regarding their self-empowerment?</li> <li>• Do you provide enough space, time, and resources for students to reflect about self-empowerment? (Tip: provide opportunities for students to discuss personal experiences of self-empowerment and engage in experiential and lifelong learning)</li> <li>• Tip on how to operationalize this category: Identify/use examples in which individuals act(ed) collectively.</li> </ul>	<p><b>Example assignment instructions/prompts for “Self-Empowerment”</b></p> <p><b>General:</b></p> <ul style="list-style-type: none"> <li>• Reflect on what self-empowerment and/or agency means to you in the context of the assignment/course.</li> <li>• Reflect on your role in the community and how you can use your role to promote positive change.</li> <li>• Discuss your potential actions as an agent of positive change in self and community.</li> <li>• Reflect on how your perspective on your own agency has changed during the assignment.</li> <li>• Ask students to bring to class case studies that reflect their own understanding of sense of self empowerment.</li> </ul> <p><b>Discipline specific:</b></p> <ul style="list-style-type: none"> <li>• Discuss the pitfalls of being seen as a ‘savior’ or ‘outsider’ of the community and explain how to overcome this view of how people see you. Explain to students about the “savior syndrome,” and “oppression olympics” (e.g. trying to one-up one’s own oppression) or criminalization of the poor.</li> <li>• Identify arenas of collective action and learn how individuals have brought about change with effective leadership and organizing (e.g. MLK, Greta Thunberg, Winona LaDuke, Pualani Case, Tokata Iron Eyes, Sylvia Mendez, Larry Itliong, co-founders of Black Lives Matter (A Graza, O Tometi, P Khan-Cullors).</li> </ul>

**ILO Social Responsibility Rubric**  
*Approved by Academic Senate March 9, 2020*

Description: Social responsibility describes the understanding and aptitudes of students to fully participate in the social, political, and economic life of our communities. It involves the ability to recognize critical factors, perspectives, and personal agency to affect change in both self and the community.

Category	4	3	2	1
Perspectives: Recognizes and balances own and other perspectives to acknowledge potential for influence.	Thoroughly analyzes various perspectives and influences in relation to own.	Adequately analyzes various perspectives and influences in relation to own.	Provides limited analysis of various perspectives and influences in relation to own.	Little or no analysis of perspectives and influences in relation to own.
Context: Recognizes inter-relationship of various historical and contemporary influences in shaping social responsibility (e.g. social, political, economic, technological factors).	Comprehensively identifies the inter-relationship of relevant influences.	Mostly identifies the inter-relationship of relevant influences.	Somewhat identifies the inter-relationship of relevant influences.	Little or no identification of the inter-relationship of relevant influences.
Impact: Recognizes the scope or range of the impact of social responsibility. (e.g. national, global, individual, local)	Clearly and thoroughly explains relevant connections that illustrate the broad impact of social responsibility.	Adequately explains relevant connections that illustrate the broad impact of social responsibility.	Somewhat explains connections that illustrate the impact of social responsibility, but does so in a more narrow or personal way.	Little or no explanation of the impact of social responsibility.
Self-Empowerment: Recognizes personal agency/empowerment to affect change(s) in self and the community.	Clearly and thoroughly explains how they were self-empowered to affect change(s) in self and the community.	Adequately explains how they were self-empowered to affect change(s) in self and the community.	Somewhat explains how they were self-empowered but mostly to affect change(s) in self.	Little or no explanation of self-empowerment.

## **Social Responsibility and Community Engagement**

The [Center for Community Engagement](#) is available to support faculty interested in community engagement. Community engagement is one method for realizing Social Responsibility as an Institutional Learning Outcome. Community engagement is a broad term that classifies the many ways the university and surrounding community may collaborate. Community-engaged learning at Cal State East Bay is defined as assignments that integrate course learning with social responsibility learning outcomes through community-based activities. These assignments positively impact the community, most commonly within arts, community health/wellness, community/economic development, education, equity, recreation, or sustainability. We define courses as community engaged or service learning based on the student learning experience and community impact, not course title.

### **Implementing Community Engagement in the Classroom:**

There are a variety of models for integrating community engagement assignments and activities within a class. Faculty can choose to implement a community engagement project/assignment in any type of course; a course does not need to have been formally identified as “service learning” or “community engagement” or as a field-based course.

More specific resources are listed below. In brief, the essential aspects of community engagement for faculty to consider when planning are:

- The collaboration and communication with community partners
- The connection between course learning and community activity/assignment
- The related assignments (especially reflections) that will integrate course learning and community activity
- The support materials and information students will need to participate successfully

### **Resources Available through the Center for Community Engagement:**

The [Center for Community Engagement](#) is available to support faculty who are interested in implementing a community based project. Any course can be loaded into the [CalStateS4 system](#) to assist faculty with student placements and community partnerships. Below are resources that faculty at all levels of community engagement familiarity may find useful when thinking about implementing a community engagement project or assignment in a course. More information for faculty on implementation, course management, syllabi, and scholarship is available on the [Center for Community Engagement’s faculty page](#).

Designing a community-engaged course or project:

- [Models of Implementation](#)
- [Course Planning](#)
- [Types of Engagement and Curriculum Design Options](#)

Community Engagement Syllabus Design:

- [Overview](#)
- Sample Syllabus Language –
  - [Sample 1](#)
  - [Sample 2](#)

Managing student placements and community partnerships:

- [Guidelines for Off Campus Learning](#)

Faculty interested in a “deeper dive” into service learning pedagogy may find the following resource useful:  
Seifer SD and Connors K, Eds. Community Campus Partnerships for Health. Faculty Toolkit for Service-Learning in Higher Education. Scotts Valley, CA: National Service-Learning Clearinghouse, 2007.  
[https://ccph.memberclicks.net/assets/Documents/FocusAreas/he\\_toolkit.pdf](https://ccph.memberclicks.net/assets/Documents/FocusAreas/he_toolkit.pdf)

## Assignment Essentials Relevant to All Assignments

Students complete assignments to:

- practice applying skills, content, and concepts learned, demonstrate their achievement, and
- to be assessed and receive feedback on the achievement of assignment, course, and program learning outcomes.

- How will my assignment prompt students to show what content they have learned and/or demonstrate their skills?
- Does the array of assignments in this class address students with varied learning preferences multiple means of demonstrating knowledge and skill acquisition?

Students need *clear and transparent expectations* and instructions documented in *writing*:

- Assignment instructions should clearly identify tasks, provide the required format elements, and describe the final product.
- Assignment descriptions should help students clearly understand the main purpose.
- Assignment descriptions should also demonstrate the connections to how their work meets learning outcomes, builds on their knowledge and skills for future assignments, relates to graduation, and has professional relevance.
- A grading rubric that expresses expectations and aligns with the outcomes will assist students as they complete the assignment.



- How will assignment instructions clarify what tasks to do, how they are connected, how to get started, and how to complete the tasks?
- How will you know if students met the assignment expectations; how will students be assessed?

*Chunk and scaffold assignments:* Students perform better on assignments when instructors break them into manageable chunks. Presenting students with smaller assignments that build into a larger one creates the opportunity for early feedback and improvement.

Example of smaller assignments that build toward a research essay that meets expectations:

Course timing	Week 6	Week 8	Week 10	Week 12	Week 14
Developmental Assignment Due	Thesis statement	Annotated Bibliography	Outline	Essay Draft	Final essay

*Reflection Aids Retention:* Students' learning improves and sticks when they *reflect* on their process and their completed assignment:

- Ask students to report what they learned from the assignment or what they would do differently in a future assignment.
- Student reflection on assignment process and performance may also help you shape the next version of the assignment.