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2019

Personal, Professional & Social Responsibility Rubric

California State University, Monterey Bay

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ULO2 Personal, Professional & Social Responsibility Rubric
California State University, Monterey Bay

Personal, Professional and Social Responsibility: *CSUMB graduates engage in **ethical reasoning** and **public action** that are informed by historical, multicultural, global, ecological and equity-oriented perspectives." (Approved, 12/10/2018)*

This rubric was created to help educators design activities and assignments that better help students demonstrate their growing understanding of social responsibility. It is not expected that a single activity or assignment address all components of the rubric. Rather, educators should select the most relevant components and language when designing specific assignments or assessment activities. Note that the rubric levels are developmental, describing student development over a 4-year undergraduate program. The rubric is intended to be used for a comprehensive review of student learning at or near graduation and to support the academic program review process. However, the rubric can also be adapted for specific course grading purposes.

The rubric has three core concepts, which build on each other: 1) Ethical Reasoning; 2) Personal and Professional Public Identities; and 3) Public Action. At the base of the model is one's framework for **Ethical Reasoning**. One's Ethical Reasoning then informs, or is embedded in, one's **Personal Public Identity and one's Professional Public Identity**. And finally, those Personal and Professional Public Identities are expressed through one's **Public Action.**

The figure below demonstrates the developmental nature of the rubric: **Ethical Reasoning** informs **Personal and Professional Public Identities**, which in turn are expressed through one's **Public Action**. The rubric provides a detailed framework for the various dimensions of each of the core concepts. Based on the Vision Statement of CSUMB, we have decided to frame Ethical Reasoning through the following 5 dimensions: historical, multicultural, global, ecological and equity-oriented. Personal and Professional Public Identity has two dimensions: Breadth and Sense of Commitment to Social Responsibility. Finally, Public Action has three dimensions: Ethically-Informed, Scope of Goals and Collective Action.

In general, movement across the levels is from singular to multiple perspectives, from self to others, and from an individual focus to an emphasis on communities and systems. Within Ethical Reasoning, movement is from a single to multiple dimensions of ethical reasoning. Within Personal and Professional Public Identities, movement demonstrates an embrace of multiple dimensions of ethical reasoning and a deeper and more coherent commitment to social responsibility. Within Public Action, movement across the rubric levels is expressed through greater consistency with the stated ethical framework, movement from individual to systemic change as the goal, and from individual to collective action.

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	4 – Advanced	3 – Proficient	2 – Developing	1 - Beginner
	Expectations for some students at or near graduation.	*Expectations for all students at or near graduation.*	*Expectations for students advancing towards proficiency.*	*Expectations for students initiating development towards proficiency.*
Ethical Reasoning				
Historical Dimension	Recognizes, explains in detail and analyzes the current impact of the historical dimension relevant to the ethical issue.	Recognizes and explains in detail the historical dimension relevant to the ethical issue.	Recognizes and briefly describes the historical dimension relevant to the ethical issue.	Recognizes that there is a historical dimension relevant to the ethical issue.
Multicultural Dimension	Recognizes, explains in detail and analyzes the current impact of the multicultural dimension relevant to the ethical issue.	Recognizes and explains in detail the multicultural dimension relevant to the ethical issue.	Recognizes and briefly describes the multicultural dimension relevant to the ethical issue.	Recognizes that there is a multicultural dimension relevant to the ethical issue.
Global Dimension	Recognizes, explains in detail and analyzes the current impact of the global dimension relevant to the ethical issue.	Recognizes and explains in detail the global dimension relevant to the ethical issue.	Recognizes and briefly describes the global dimension relevant to the ethical issue.	Recognizes that there is a global dimension relevant to the ethical issue.
Ecological Dimension	Recognizes, explains in detail and analyzes the current impact of the ecological dimension relevant to the ethical issue.	Recognizes and explains in detail the ecological dimension relevant to the ethical issue.	Recognizes and briefly describes the ecological dimension relevant to the ethical issue.	Recognizes that there is an ecological dimension relevant to the ethical issue.
Equity-Informed Dimension	Recognizes, explains in detail and analyzes the current impact of the equity-informed dimension relevant to the ethical issue.	Recognizes and explains in detail the equity-informed dimension relevant to the ethical issue.	Recognizes and briefly describes the equity-informed dimension relevant to the ethical issue.	Recognizes that there is an equity-informed dimension relevant to the ethical issue.

Ethical Reasoning Framework	Recognizes an ethical public or social issue, its stakeholders and dimensions; explains in detail **and analyzes** the connections between those dimensions.	Recognizes an ethical public or social issue, its stakeholders and dimensions; and explains in detail the connections between those dimensions.	Recognizes an ethical public or social issue, its stakeholders and dimensions; and describes the connections between those dimensions.	Recognizes an ethical public or social issue, its stakeholders and dimensions; but does not explain the connections between those dimensions.
Personal and Professional Public Identity				
Breadth The extent to which the five dimensions have been considered in forming one's public identity, recognizing that some dimensions may be accepted and others rejected.	Personal and professional public identities are richly expressed, contextualized and informed by consideration of four to five of the dimensions of ethical reasoning.	Personal and professional public identities are expressed, contextualized and informed by consideration of two to three of the dimensions of ethical reasoning.	Personal and professional public identities are expressed and informed by consideration of one or two of the dimensions of ethical reasoning.	Personal and/or professional public identities are expressed but not informed by any of the dimensions of ethical reasoning.
Sense of Social Responsibility The depth and clarity of commitment to social responsibility in both personal and professional identity.	Articulates a distinctive sense of social responsibility that emerges from the integration of one's particular personal and professional public identity informed by a thorough awareness of one's positionality within wider social contexts.	Articulates a distinctive sense of social responsibility that emerges from one's particular personal and professional public identity informed by a limited awareness of one's positionality within wider societal contexts.	Minimally articulates a sense of social responsibility that emerges from both their personal and professional public identity.	Minimally articulates a sense of social responsibility from either a personal or professional standpoint.
Public Action				
Ethically-Informed The extent to which actions are consistent with articulated ethical reasoning.	Critically analyzes the connection of public action to one's ethical reasoning framework and one's personal and professional public identity.	Describes in detail the connection of public action to one's ethical reasoning framework and one's personal and professional public identity.	Minimally describes the connection of public action to one's ethical reasoning framework and one's personal and professional public identity.	Minimally connects the public action to one's ethical reasoning framework or one's personal and professional public identity.
Scope of Goals	Description of the goals of the public action includes a thorough	Description of the goals of the public action includes an	Description of the goals of the public action focuses on individual	Description of the goals of the public action is limited to a focus

(From individual to systemic change)	analysis of the influence of wider societal contexts on individual needs, beliefs and behaviors, and presents clear strategies to bring about systemic change.	understanding of the influence of wider societal contexts on individual needs, beliefs and behaviors, and presents insights into potential systemic change.	needs, beliefs and behaviors, and shows some awareness of the influence of wider societal contexts.	on individual needs, beliefs and behaviors.
Collective Action (From individual to collective action)	Works with others in community to address social challenges while actively strengthening coalitions for collective action.	Works with others in community to address social challenges while recognizing the need to increase capacities for collective action.	Works with others in community to address social challenges without attention to increasing capacities for collective action.	Works as an individual to address social challenges.

Some operational definitions/benchmarks for using the rubric:
- "Recognizes:" States the dimension with a short descriptive label. Example: "Fishing stocks are being depleted."
- "Briefly Describes:" States the dimension and provides some details about it. Example: "Fishing stocks in Monterey Bay have been depleted at a rate of 10% per year since 2000." [note: this statement is for grammatical illustration only, and is not meant to be taken as accurate fact]
- "Explains in Detail:" States the dimension and explains the situation and why it's happening or what the ramifications are. Example: "Fishing stocks in Monterey Bay have been depleting at a rate of 10% per year since 2000, not due to overfishing anymore, but from continued runoff pollution entering the bay. [more needed from a real assignment, but stopped here in the example for brevity]" [note: this statement is for grammatical illustration only, and is not meant to be taken as accurate fact].

Glossary
- **Ethical reasoning:** From AAC&U Ethical Reasoning VALUE Rubric: Ethical Reasoning is "reasoning about right and wrong human conduct. It requires students to be able to assess their own ethical values and the social context of problems, recognize ethical issues in a variety of settings, think about how different ethical perspectives might be applied to ethical dilemmas and consider the ramifications of alternative actions."
- **Culture:** A group that shares a common set of knowledge, values, and behaviors.
- **Ethical Reasoning Framework:** A synthesis of the relationships between the following five dimensions of an ethical issue:
  - **Historical Dimension:** Recognizes past events that effect/set the stage for the current state of affairs.
  - **Multicultural Dimension:** Capacity to identify one's own cultural patterns (rules, communication patterns, behaviors, values; etc.); be able to compare and contrast one's own culture with the cultural of others; recognizes the diverse cultural dimensions of the various stakeholders involved in the ethical issue; includes an awareness of the dominance and marginality
  - **Global Dimension:** Recognizes how events and situations occurring in the local area are in communication with events and situations elsewhere in the world.
  - **Ecological Dimension:** Recognizes the connection of the ethical issue to the natural environment.
  - **Equity-Informed Dimension:** Recognizes how social systems confer power to some social/cultural groups or aspects of identity; Recognizes the power differential between the stakeholders relevant to the ethical issue.

- **Personal Public Identity:** Recognizes one's own positionality and own sense of privilege/marginalization within societal contexts, sees her / himself as an active participant in our global community with a strong sense of responsibility to work with others towards public purposes.
- **Professional Public Identity:** Recognizes how one's professional role engages with social or public challenges; awareness of how one's professional role contributes to greater equity/inequity and justice/injustice. Develops a sense of responsibility emerging from one's role as a professional in their field.
- **Public Action:** An action that engages with people in the community outside of the classroom that addresses an identified ethical social or public issue.
- **Wider Societal Contexts:** Social structures and systems that confer privilege or marginalize different aspects of one's identity (race, class, gender, sexual orientation, age, ability status, nationality, first language, etc.)
- **Coalitions for collective action**: An alliance or partnering of groups in order to achieve a common purpose or to engage in joint activity; recognizes the need to develop allies and allyship in the collective action process.
- **Positionality:** The social and political context that creates one's identity in terms of race, class, gender, sexuality, nationality, migration status, language, ability status, and other factors from a person's culture. Positionality also describes how one's identity influences, and potentially biases, one's understanding of and outlook on the world.
- **Social issues vs. ethical issues:** All social issues have an ethical component, but not all ethical issues are social issues. An ethical issue arises when there are competing conceptions about what is good. This rubric is focused on ethical public action.

Examples of public action (adapted from AAC&U Civic Engagement VALUE Rubric)
- Engage in community service with an existing organization that addresses an ethical social issue.
- Participate in a political campaign or process.
- Participate in a campaign to bring about tangible changes in the public's awareness or education on a particular ethical social issue;
- Conduct research and provide decision-makers with insights to bring about change in public policy
- Gather information on community perspectives and community needs related to ethical social issues.
- Produce a tangible product (piece of legislation or policy, organization or business, study or research paper, service program or curriculum) that addresses a specific ethical social issue.
- Contribute to a collaborative effort to address ethical social issues (such as: participating in a beach clean-up; addressing the digital divide; etc.).
- Make a tangible contribution to improve the quality of services offered by an organization or business that addresses ethical social issues (set-up a new computer software program; design a website; develop a curriculum or training program; design an approach to evaluation; support training and effectiveness of future volunteers; etc.).