E. CONTRIBUTE TO COMMUNITY Overview

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Red River College graduates engage responsibly, respectfully, and ethically in their communities. They value the interdependence of social justice, sound economics, and meaningful environmental practices. They embrace global perspectives and lifelong learning.

1. **Definition/description.**

    Community is defined as people or groups with a common interest who collaborate to share ideas, information and other resources.
    - People or groups implies formal or informal.
    - "Common interest who collaborate" – self-organized network is implied.
    - Virtual community is included as there is no physical component in the definition.
    - Community members can play an active or passive role.

    Individual contribution to communities of various types and for a range of purposes is key to the continuation and success of any group or organized 'structure' of and for people. It is also a key component in continued progress related to social justice, economics, the environment and human health and well-being in local and global communities.

2. **Importance of this competency for academic, personal and professional life.**

    Most individuals cannot fulfill their own personal needs and goals without some contribution to community. Research shows that by giving and caring, individuals can feel a sense of belonging and are happier, healthier and more fulfilled. Individual learning is

enhanced through involvement in and contribution to groups, and through community learning beyond the formal classroom. One cannot aspire to be a global citizen who takes actions to create a more just and sustainable world without having the knowledge, skills and abilities to contribute to community.   Contributing to community fulfills individual as well as community needs. Strong communities create a more stable and supportive society. The sense of a community is also important in fostering a feeling of intra-national as well as international sharing and caring.

3. **Listing of <u>levels</u> for *Contribute to Community* along the continuum of development in college programs.**

Level 1 *Practice Good Citizenship*
Graduates contribute to their communities with integrity and cultural sensitivity. They are aware of the impact their actions have on the social, economic, and environmental well-being of local and global communities.

Level 2 *Engage in the Community*
Graduates engage in community to build positive relationships, broaden learning, and enhance their personal and social responsibility for sustainable practices. They demonstrate strong intercultural skills.

Level 3 *Model Leadership within Community*
Graduates lead by example in the community. They work collaboratively, think critically, act responsibly, and communicate respectfully. They demonstrate intercultural competence and a commitment to sustainable practices.

4. **<u>Interaction/connectivity</u> with other college-wide learning outcomes.**

Contribution to community is a demonstration of collaboration for common interests, and requires good communication and interpersonal skills in all environments. It can also utilize leadership, critical thinking, and innovation to support the group in making progress or meeting goals.

The concept, aim and methods of contributing to community should be integrated into all programs. In fact, through providing support for and opportunities for participating in communities, and from there contributing to communities within and beyond the college

environment, many of the other college-wide learning outcomes can be applied and practiced.

5. **Rubric for mastery of *Contribute to Community* and incorporation of the learning outcome in programs.**

   See rubric chart.

   a. The rubrics provide the indicators for the outcome, plus a rubric descriptor for each indicator at each level.

   b. The rubrics provide benchmarks for programs to reference their own program outcomes when developing or revising a program.

   c. The rubrics provide detailed information for faculty to incorporate into their program/course assessment rubrics for student assessment. They are not intended for grading individual students.

   d. The rubrics also provide a measurement for the evaluation of program and college-wide attainment of meeting the stated college-wide learning outcomes – on a composite basis.

6. **Faculty Resources.**

   Faculty resources have been gathered to assist faculty in:

   a. Increasing their knowledge about learning outcomes at various levels (institutional outcomes, program outcomes and course outcomes), and of how programs and courses relate to institutional outcomes.

   b. Reflecting on the meaning and indicators of each of the college-wide learning outcomes.

   c. Referencing some sample student assessment rubrics related to the outcome (competency) or some component of it. These resources may assist faculty to develop their own course rubrics for assessment of students.

   d. Accessing some teaching resources related to the outcome (competency) or components of it.

E. CONTRIBUTE TO COMMUNITY Rubric

Red River College graduates engage responsibly, respectfully, and ethically in their communities. They value the interdependence of social justice, sound economics, and meaningful environmental practices. They embrace global perspectives and lifelong learning.

	Levels		
Competency Levels	**1. INTRODUCTORY learning** RRC graduates will be able to…	**2. COLLABORATIVE learning** RRC graduates will be able to…	**3. INTEGRATIVE learning** RRC graduates will be able to…
Level descriptors	**Level 1** *Practice Good Citizenship* **Graduates contribute to their communities with integrity and cultural sensitivity. They are aware of the impact their actions have on the social, economic, and environmental well-being of local and global communities.**	**Level 2** *Engage in the Community* **Graduates engage in community to build positive relationships, broaden learning, and enhance their personal and social responsibility for sustainable practices. They demonstrate strong intercultural skills**	**Level 3** *Model Leadership within Community* **Graduates lead by example in the community. They work collaboratively, think critically, act responsibly, and communicate respectfully. They demonstrate intercultural competence and a commitment to sustainable practices.**

Notes:

Indicators (on table below):

- Indicators provide examples of the types of behaviours expected to demonstrate the competency and the level.
- These indicators need to be viewed as defining the broad college-wide outcomes - but also form the basis from which programs can identify more specific and detailed expectations of the outcome related to the field and their specific program. Discipline specific aspects of the outcome may be greatly enhanced and detailed in program outcomes.
- Programs/courses do not need to include all the indicators of a particular level (and indeed may have their own additional indicators for their program or course based outcomes), but it is expected that they would incorporate the majority of the indicators of the CWLO at that level.

Indicators	Level 1 *Practice Good Citizenship*	Level 2 *Engage in the Community*	Level 3 *Model Leadership within Community*
1. **Personal values, ethics**	a. Demonstrate honesty, integrity and personal ethics in the workplace and community.	b. Build and maintain trustworthy relationships within work and community environments.	b. Incorporate ethical reasoning into all learning, planning and application of learning in personal, community and global considerations and decisions.
	b. Respect other people, cultures and nationalities.	c. Listen to opinions of others and take into consideration what they have to say. Demonstrate readiness to help others, including those less fortunate.	c. Mentor and coach others, modeling honest and ethical behaviour in the workplace and community. Stand up for the rights of others.
2. **Sustainability**	a. Explore the three pillars of sustainability.	a. Examine global citizenship through connecting sustainability issues to own occupation/profession and the larger discipline.	a. Demonstrate global citizenship by debating sustainability issues and possible solutions. Apply good practices in sustainability in own communities, with consideration of global connections and implications.

3. Workplace protocols and professional standards	a. Adhere to protocols, policies and procedures in the workplace.	a. Act as a role model in the effective use of protocols, policies and procedures.	a. Motivate and assist others to work towards effective use of protocols, policies and procedures.
	b. Follow professional standards of practice for profession/ occupation.	b. Network with others in the profession/ occupation to discuss standards and protocols and their application in a range of situations.	b. Participate in professional networks involved in development and continuous improvement of workplace protocols, and professional/occupational standards.
4. Intercultural competence	a. Demonstrate cultural sensitivity. Respect and honour all forms of diversity, other cultures and perspectives.	a. Demonstrate cultural and diversity awareness and apply intercultural skills, through interpersonal actions that accept differences in values and attitudes.	a. Demonstrate intercultural competence, through interpersonal actions that value differences and the benefits they can bring to all members of the community.
	b. Describe own culture and values as a benchmark for identifying differences in others' cultures. Identify one's own prejudices and biases.	b. Demonstrate respectful interest in learning about other cultures and worldviews to gain an increased understanding of how culture affects perceptions, thoughts, and actions.	b. Interpret intercultural experience from perspectives of own and other worldviews. Interact with others in own and external communities to learn more of other cultures and to assist individual and collective intercultural competence.
	c. Seek out answers to questions about diverse groups and cultures.	c. Demonstrate a basic knowledge of elements important to members of another culture in relation to its worldview (history, values, politics, communication	c. Interprets intercultural experiences from the perspective of own and other worldviews. Adapts to include cultural differences to strengthen group

	Demonstrate knowledge and consideration of aboriginal culture as a part of Manitoba and global citizenship.	styles, economy or beliefs and practices)	or community activities. Value and demonstrate flexibility to include different perspectives reflective of working in multi-cultural societies in Manitoba, in Canada and within the global society.
	d. Identify cultural differences in verbal and nonverbal communications and describe how misunderstanding can occur based on those differences.	d. Participate in diverse groups with cultural differences in verbal and nonverbal communication, and begin to negotiate shared understanding.	d. Apply a broad knowledge of cultural differences in verbal and non-verbal communication with diverse groups and individuals. Support and negotiate a strong shared understanding while recognizing differences.
	e. Participate in diverse groups in open and respectful fashion.	e. Collaborate respectfully and honestly in diverse groups in work and personal communities. Overcome own challenges in working with diversity through self-assessment, critical thinking, and reflective action.	e. Encourage diversity in groups, and engage all in meaningful ways. Lead through demonstrating the value and positive aspects of adapting to and including diverse perspectives.
5. Community engagement and active citizenship	a. Articulate a personal philosophy of social justice and community involvement.	a. Advocate for and contribute to sustainability practices related to social justice, sound economics and meaningful environmental practices.	a. Model good sustainability practices and share examples of exemplary sustainability practices.
	b. Explore community engagement through participation in various groups and organizations.	b. Participate in collaborative manner within the workplace and own communities using social	b. Work collaboratively across and within community contexts and structures. Lead others using

		organizing skills and abilities.	critical reasoning, moral behavior, good communication and research skills, and democratic decision-making to achieve community engagement and social justice aims.
	c. Participate in community engagement and volunteer activities.	c. Participate in community engagement activities such as service learning and/or other community activities that construct further understanding of course/program content, and an enhanced sense of personal values, civic responsibility, and social justice related to sustainability.	c. Contribute to community engagement activities such as service learning and other community activities in an ethical manner to become part of the civic life of one's communities and global citizenship. Participate in governance of community groups and organizations.
	d. Acknowledge individual impact and responsibility for economic, political, and social and environmental processes in own community and globally.	d. Participate in discussions and collaborative activities related to economic, political, social and environmental processes in own field of study.	d. Initiate, plan or lead activities within communities of practice involved in economic, political, social and environmental processes and practices in new and complex contexts connected to own field of study and beyond.
6. **Global learning**	a. Demonstrate knowledge of the interconnectivity and interdependence of global systems and legacies and implications to local and global sustainability.	a. Demonstrate personal and social responsibility for sustainable practices in a global environment, analyzing interconnections and implications of local and global systems.	a. Applies knowledge of the intertwined economic, political, and social processes that heighten and complicate contemporary global interdependencies and conflicts.

	b. Explains connection between diverse cultures and the complexities of individual identities in a multi-national and global environment.	b. Collaborate with others to increase social responsibility for sustainability in ongoing actions and activities.	b. Encourage meaningful participation of diverse individuals. Evaluates and applies diverse perspectives, and takes informed and responsible action with others to complex sustainability issues with a global perspective.
	c. Describe how individual involvement and intervention can have an impact on a global social or economic issue.	c. Describe how social problems can be addressed through collective remedies across national borders.	c. Act as a global citizen, being actively engaged in promoting – and improving equity, justice and the well-being of the world's communities.
	d. Learn about some perspectives, systems and standards in other cultures and nations.	d. Engage in learning opportunities with individuals from other cultures and nations.	d. Encourage and value strengths through diversity. Demonstrate new insights and greater adaptability related to diversity and global issues from both a local and a global perspective.
7. Lifelong learning	a. Take advantage of learning opportunities in personal, social and professional environments.	a. Take initiative for ongoing professional development as part of lifelong learning plan Participate in collaborative and group learning. Relate new learning to prior learning in constructivist manner.	a. Participate in various forms of lifelong learning related to personal, community and global engagement and responsibility. Relate new learning to broad contexts and community issues. Assist with ongoing informal learning and professional development of colleagues and community members.

	b. Determine the limits of own knowledge and skills, and acknowledge the methods and techniques that one is <u>not</u> qualified to employ.	b. Accept the limits of own knowledge and skills and determine how this might influence analysis, interpretations and decisions. Collaborate with others to produce results.	b. Anticipate where limits to own knowledge and skills confine reaching goals and anticipated outcomes. Develop teams and partnerships with the needed skills and abilities to achieve goals.

Terminology usage in rubric

Civic engagement: "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes" (Excerpted from Civic Responsibilities and Higher Education, edited by Thomas Ehrlich, published by Oryx Press 2000, Preface, page vi). In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.' (Civic Engagement VALUE Rubric AACU).

Civic responsibility: the moral responsibility to participate to support and improve community and human health and wellness. It is comprised of actions and attitudes associated with democratic governance and social participation.

Community: people or groups with a common interest who collaborate to share ideas, information and other resources.
- People or groups implies formal or informal
- "Common interest who collaborate" – self-organized network is implied
- Virtual community is included as there is no physical component in the definition
- Community members can play an active or passive role

Community Engagement: any activity in which students and faculty interact with any group, agency, or business enterprise as part of a program at Red River College.

Culture: the knowledge, values, beliefs and customs shared by a group which can result in differences in thinking, behaving or working.

Diversity: The dimensions of diversity include but are not limited to race, ethnicity, culture, nationality, language, gender identity, sexual orientation, socio-economic status, age, physical and cognitive abilities, spiritual beliefs, marital/parental status.

Global learning: A critical analysis of and an engagement with complex, interdependent global systems and legacies (such as natural, physical, social, cultural, economic and political) and their implications for people's lives and earth's sustainability. (VALUE Rubric for Global Learning. AACU).

Global citizen: a global citizen is aware of the interdependent nature of the world, understands how local and global issues affect people around the world, and commits to taking actions to create a more just and sustainable world.

Intercultural competence: Intercultural Competence is the ability to interact effectively and appropriately with people from diverse cultural backgrounds. It is the ability to recognize, acknowledge, respect and incorporate an understanding of world views and the impact on relationships. "Culture" is defined broadly and not limited to national or ethnic affiliations, but may also represent race, language, gender identity, sexual orientation, socio-economic status, age, physical and cognitive abilities, spiritual beliefs, marital/parental status.

A progression of intercultural competence is sometimes described as:
Cultural Sensitivity (the first step to intercultural competency)
- Knowing that cultural differences as well as similarities exist, without assigning values (i.e. better or worse, right or wrong) to those cultural differences.(National Maternal and Child Health Center on Cultural Competency, 1997)

Cultural Awareness
- Developing sensitivity and understanding of another ethnic group. This usually involves internal changes in terms of attitudes and values. Awareness and sensitivity also refer to the qualities of openness and flexibility that people develop in relation to others. (Adams, 1995)

Cultural Knowledge
- Familiarization with selected cultural characteristics, history, values, belief systems, and behaviours of the members of another ethic group. (Adams, 1995)

Cultural Competence (also called Cultural Intelligence)
- the ability to engage in a set of behaviours that uses interpersonal skills and qualities (for example, tolerance for ambiguity, flexibility) that are tuned appropriately to the cultural values and attitudes of the people with whom a person interacts. (RRC Intercultural Skills Program "Managing Cross-Cultural Differences in Canada")

- "the ability to think and act in interculturally appropriate ways"
- enables individuals working with diverse cultures to maximize positive and productive interactions

Service Learning: Uses a pedagogical model that integrates classroom learning with community engagement. The classroom/community partnership provides structured opportunities to apply academic theories, principles, and constructs to solve real world problems, and enhances students' analytical, creative, and problem solving skills.

Sustainability: Meeting the needs of the present without compromising the ability of future generations to meet their own needs. Sustainability is an evolving process to improve the economy, the environment and human health & well-being for the benefit for current and future generations. Sustainability requires a long- term perspective, a systems approach (systems that connect space and systems that connect time), fairness, and creativity & innovation.

Key References for Development of the Rubric:

- VALUE Rubrics for Civic Engagement, Global Learning, Intercultural Knowledge and Competence, and Ethical Reasoning. AACU at http://www.aacu.org/VALUE/rubrics/
- RRC Diversity resources at http://www.rrc.ca/files/file/diversity/ManagingCrossCulturalDifferences.pdf
- Sonja Knutson, Memorial University of Newfoundland blogs on Canadian Bureau for International Education
- Texas A&M University Student Leader Learning Outcomes Project at http://sllo.tamu.edu/
- *Core Competencies in Civic Engagement*. Centre for Engaged Democracy's Policy Papers Series