

Sustainability: Preparing Citizens

January 18, 2007

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Sustainable Development:

“Meeting the needs of the present without compromising the ability of future generations to meet their own needs.”

World Commission on Economic Development. (1987). Our Common Future. England: Oxford University Press.

Does HE Have an Obligation to Develop Citizens?

“College and university communities are in the special position of deciding what responsible citizenship requires in a democratic society and the skills that are required for it.

...Colleges and universities can help students to refine and expand their notions of citizenship and the common world through the classroom and how it is structured, by providing opportunities for experiential learning, and in creating a campus community where all constituencies can think together about their shared lives... It is about finding ways to solve the problems that face the world we share. ”

From: “Renewing Civic Capacity: Preparing College Students for Service and Citizenship” by Suzanne W Morse

On Your Campus:

- Who is responsible for the education of students?

Current Literature:

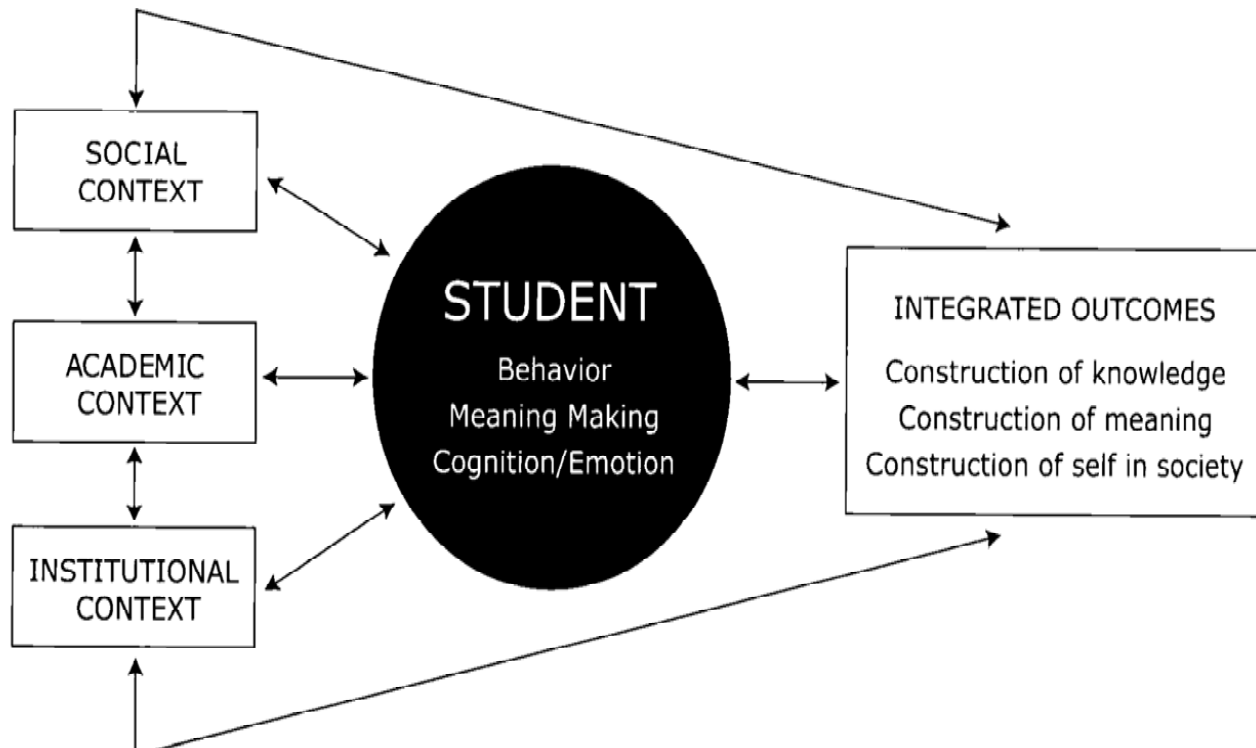


Figure 1: Interconnectedness of Student Learning,
Learning Reconsidered, p. 14

Current Literature (cont.):

- Those of us working to educate students outside the classroom make significant contributions to the educational accomplishments of students.
 - *Learning Reconsidered* “defines *learning* as a comprehensive, holistic, **transformative** activity that integrates *academic learning* and *student development*, processes that have often been considered separate, and even independent of each other” (p. 4).
 - *Learning Reconsidered* states that identifying “competencies and skills, describing the context within which they can be acquired, mapping the process through which students will gain them, and specifying ways in which their incremental development will be tracked and evaluated, will help students make sense of the institution’s curriculum and academic requirements and provide an important guide to the institution’s goals and commitments” (p. 17).

Current Literature (cont.):

How we make these contributions is crucial:

- At the 1996 Student Learning Institute, Lee Ward, Director of The Center for Leadership, Service & Transitions at James Madison University, asked the audience what would happen if a student affairs department created a curriculum committee to review curricula created to articulate “intentional, planned, and structured” learning experiences. His premise was that just as faculty members design courses, focusing on “content, rationale, and methodology” (Bloland, Stamatakos, & Rogers; 1996, p. 222) so should those of us working with students outside of the classroom (L. Ward, presentation, June 15, 1996).
- Bloland, Stamatakos, and Rogers state that “whereas faculty members have wrestled to defend their course content within the context of competition from other courses, curriculum committee reviews, and the limitations imposed by students taking a set number of credit hours, the content of out-of-class learning has not had to withstand an equivalent form of focused scrutiny” (1996, p. 222).

Current Literature (cont.):

- In a learning paradigm...a college's purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems" (Barr & Tagg, 1995, p. 15).
- Policies, programs, and services of these student affairs units [at educationally effective colleges and universities] reflect a sustained commitment to achieving the institution's desired educational outcomes. There is no debate or confusion about this nor bemoaning perceived second-class citizenship. Student affairs staff members at these colleges and universities are partners in the educational enterprise, engaging in enriching educational opportunities for students, team teaching with faculty, and fostering student success (Whitt, 2006, p. 3).

UD's Educational Priorities:

As articulated by the ten goals of General Education...

- #4 Engage questions of ethics and recognize responsibilities to self, community, and society at large.
- #7 Develop the ability to integrate academic knowledge with experiences that extend the boundaries of the classroom.
- #8 Expand understanding and appreciation of human creativity and diverse forms of aesthetic and intellectual expression.
- #9 Understand the foundations of United States society including the significance of its cultural diversity.
- #10. Develop an international perspective in order to live and work effectively in an increasingly global society.

UD-Residence Life

Mission Statement:

1. To create a living-learning environment characterized by a variety of programs and services that foster the integration of students' personal and academic development.
2. To promote independence and maturity by offering students opportunities to develop individual responsibility; leadership skills; ethical behavior; and physical and emotional wellness.
3. To instill in students a sense of community and belonging by providing programs and activities that promote an appreciation of diversity and teach social responsibility.
4. To develop services and practices that are “student-friendly” so that successful learning can occur.

UD-Residence Life

Educational Priority:

Citizenship:

Become an engaged and active citizen by understanding how your thoughts, values, beliefs, and actions affect the people with whom you live and recognize your responsibility to contribute to society at a local, national, and global level.

This will be accomplished through an exploration of self, connections, and community:

Self Awareness:

Critically examine your values, beliefs, and social identities within the context of social responsibility.

Connection:

Interact with others, build relationships, develop a sense of belonging, and achieve personal and academic success in order to contribute to society.

Community:

Actively engage in the creation of a socially just; and economically and environmentally responsible community.

Competencies – Self Awareness:

Competency	First Year	Second Year	Third Year	Fourth Year
SELF				
Critically examine your values, beliefs, and social identities within the context of social responsibility. Each student will:				
1. Learn how to be responsible for self.	X			
2. Be able to identify and explore your social identities.	X			
3. Know how to critically examine your individual contributions to groups to which you claim membership.		X		
4. Understand the perspectives of other social identities.			X	
5. Understand your congruence with citizenship values.			X	

Competencies – Connection:

Competency	First Year	Second Year	Third Year	Fourth Year
CONNECTION				
Interact with others, build relationships, develop a sense of belonging, and achieve personal and academic success in order to contribute to society. Each student will:				
6. Understand how others influence you.	X			
7. Learn how to connect personal passions to vocational options in order to be able to contribute to society.		X		
8. Know the resources and the skills needed to pursue your vocational interests.		X		
9. Learn how to develop a peer group that is supportive of your personal and academic success.		X		
10. Learn how to develop and sustain individual relationships which are beneficial to you or your community.			X	

Competencies – Community:

Competency	First Year	Second Year	Third Year	Fourth Year
COMMUNITY				
Actively engage in the creation of a socially just; and economically and environmentally responsible community. Each student will:				
11. Learn how to contribute to the creation and actualization of community expectations.	X			
12. Be able to care for individuals and the community.		X		
13. Understand the power of an individual in a community.		X		
14. Understand the knowledge necessary for the development of a sustainable society.		X		
15. Understand the implications of your decisions.			X	
16. Be able to contribute to the creation and maintenance of a sustainable community.			X	
17. Learn the skills necessary to be a change agent.			X	
18. Demonstrate civic engagement toward the development of a sustainable society.				X

Required Elements of a Residential Curriculum:

- Residential Complex Focus - Who are the students in the residential area; what is the overriding focus and why.
- Learning Outcomes – Measurable knowledge, skill or ability that each student will learn.
- Learning Goals – What students need to do or learn in order to achieve the learning outcomes.
- Sequence of Learning – The order in which the goals are achieved.
- Strategies – What students need to do in order to achieve the goals.
- Lesson Plans with Learning Objectives - The step-by-step plans for implementing strategies.
- Assessment Plan – How you will know what's working.

Sustainability Student Learning Outcomes

ACPA's Sustainability Taskforce, 2006

1. Each student will be able to define sustainability.
2. Each student will be able to explain how sustainability relates to their lives and their values, and how their actions impact issues of sustainability.
3. Each student will be able to utilize their knowledge of sustainability to change their daily habits and consumer mentality.
4. Each student will be able to explain how systems are interrelated.

Sustainability Student Learning Outcomes (Cont.)

ACPA's Sustainability Taskforce, 2006

5. Each student will learn change agent skills.
6. Each student will learn how to apply concepts of sustainability to their campus and community by engaging in the challenges and solutions of sustainability on their campus.
7. Each student will learn how to apply concepts of sustainability globally by engaging in the challenges and the solutions of sustainability in a world context.

The Intersection:

Synergy and Educating for Sustainability

- Not just one more topic.
- An essential lens through which all learning should be viewed if we believe that it is the responsibility of institutions of higher learning to produce good citizens.
- Necessary learning outcomes can be best achieved through collaborations that involve the administration, academic affairs, and student affairs – knowledge, skills, and abilities. For example, the Provost's Academic and Student Affairs Council.
- Problem Based Learning experiences are powerful.

The background is a solid blue color with a repeating pattern of white, stylized snowflakes. The snowflakes are of various sizes and orientations, creating a subtle, textured effect. The word "Questions?" is centered in the middle of the image.

Questions?