

Institutional Learning Outcome (ILO) Foci: Social Responsibility

A TRU graduate should be able to critically evaluate and apply socially responsible, sustainable, and ethical behaviours.

TRU graduates strive to live within the means of the planet. They apply ethical principles to decision-making by considering social, economic, and ecological side effects of everyday actions. Their entrepreneurial spirit motivates them to tackle modern issues for the benefit of future generations. Graduates practice compassion and value human rights, reinforcing fairness, equity, and equality in their daily lives.

	1 Beginning	2 Approaching	3 Meeting	4 Exceeding
Foci	(entry level, insufficient at the end of first ILO course)	(minimally sufficient after first ILO course)	(well-developed, sufficient at graduation)	(Exceptional at end of undergraduate degree)
1. Theoretical Principles: Students explore foundational knowledge of social responsibility, civic engagement, and/or sustainable and ethical practices and issues (for example: systems thinking ¹ and its associated competencies).	Describes concepts and issues with simple definitions. Compares and contrasts key concepts.	Articulates the significance of concepts and their implication generally. Begins to integrate concepts and describe interconnections between concepts. Begins to apply the concepts, for example, to interpret a scenario, analyze case studies, make an argument or evaluate the applicability of the concepts.	Identify implications with precision and for a specific audience. Sufficiently integrates and discusses the interconnections and relationships between concepts of social responsibility, civic engagement, and/or sustainable and ethical practices. Applies the concepts, for example, to interpret a scenario, analyze case studies, make an argument or evaluate the applicability of the concepts.	Sufficiently integrates and applies the concepts. Identifies the flaws and gaps in the theories to contribute new knowledge or novel, original or exceptional interpretation of the foundational concepts to a disciplinary or professional field. (plus meeting criteria)
2. Emerging Knowledge: Students explore contemporary issues related to ethics, civic engagement and/or sustainability	Names and describes stated contemporary issues in ethics, civic engagement and/or sustainability.	Articulates the significance of the issues and their relationship with the disciplinary or professional field. Begins to integrate connections between issues.	Sufficiently discusses the contextual factors of the contemporary issues (historical, social and cultural). Articulates relevant elements of the foundational concepts to the issues with consideration of the interconnections between issues and implications for the	Contributes a novel perspective, resolution, or interpretation of underlying causes that extends disciplinary or professional thinking in the field. Identifies emerging issues origins, or solutions by combining theories and

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			disciplinary or professional field. Consider and articulate different perspectives as they relate to contemporary issues.	concepts in a novel way. plus, meeting criteria).
3. Critical Reflection: Students examine and critically reflect on ethical principles, and decision-making processes (for example power dynamics, roles, responsibilities, and privileges in society).	Names and describes stated ethical principles and decision-making models related to the discipline or profession. Through a guided or structured reflection, considers the principles and decision-making processes within the context of the field.	States how decisions are made, communicated, and influenced by power and privilege in society. States how their own or others' position in society is influenced by physical, cultural, historical, and social factors. Describes how roles and power dynamics in society impact individuals, including who benefits from positions of power and decisions, and who does not.	Critically evaluates and discusses the interconnections and relationships between physical, cultural, historical, and social factors, benchmarks or paradigms, and their influence on ethical principles and decision-making. Examines how decisions are made (for example who benefits from those decisions, who has responsibility, or relevant power dynamics).	Critically evaluates how decisions are made and who benefits from those decisions and who does not. Reflects on own or others' position and role in perpetuating, understanding, and/or deconstructing power relationships. Contributes to new ideas to critical discussions within disciplinary or professional field.
4. Application: Students apply sustainable, ethical, and/or socially responsible behaviours (for example, demonstrating respect, compassion, and social responsibility)	Names and describes sustainable, ethical, and/or socially responsible behaviours.	Begins to plan or apply sustainable, ethical, and/or socially responsible behavioural.	Sufficiently prepares and applies sustainable, ethical, and/or socially responsible behaviours.	Prepares, applies, and evaluates exceptionally well-planned and well-executed application of sustainable, ethical, and/or socially responsible behaviours.

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<p>5. Strategic Action: Students engage in action with communities to promote ethical, socially responsible, and/or sustainable action (for example: through projects, research, work-integrated learning, service-learning). <i>[growing sphere of influences; connection to something bigger]</i></p>	Describe strategic action and engagement with communities in ethical, socially responsible, and/or sustainable ways within the context of your disciplinary or professional field.	Identifies effective engagement strategies to engage with community to promote action.	Uses strategic and effective engagement strategies to promote ethical, socially responsible, and/or sustainable actions that account for the larger context and their disciplinary or professional field.	Engagement leads to ethical, socially responsible, and/or sustainable strategic action their communities, disciplines, or professional field, or takes a novel or original approach to engagement to promote action. (plus meeting criteria)
<p>6. Collaboration: Students collaborate with faculty, peers, and/or community members to build a relationship to tackle modern issues for the benefit of future generations (for example: reinforcing fairness, equity, equality, and/or sustainability).</p>	Names and describes ways that ideas could connect with local, global, peers, and/or community. Defines collaboration. Identifies stakeholders. Name relevant protocols.	Research appropriate ways to reach out to stakeholders and plan ways to engage with stakeholders. Engages in basic collaborative behaviours.	Strategically identifies partners valuable to the collaboration. Engages respectfully and effectively in collaborative behaviours to build and maintain relationships and address modern issues for the benefit of future generations.	(Meeting plus) Co-creates original novel collaborative partnership, initiative, or opportunity. Critically reflects and evaluates their decision for partners and the process. Identifies gaps.