INTERNATIONAL PERSPECTIVES ON POLICIES, PRACTICES & PEDAGOGIES FOR PROMOTING SOCIAL RESPONSIBILITY IN HIGHER EDUCATION

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

Senior Series Editor: Patrick Blessinger, St John's University and Higher Education Teaching and Learning Association, USA

Associate Series Editor: Enakshi Sengupta, Higher Education Teaching and Learning Association, USA

Published Volumes:

INTERNATIONAL PERSPECTIVES ON POLICIES, PRACTICES & PEDAGOGIES FOR PROMOTING SOCIAL RESPONSIBILITY IN HIGHER EDUCATION

EDITED BY

ENAKSHI SENGUPTA

Centre for Advanced Research in Higher Education, New York, USA
International HETL Association, New York, USA

PATRICK BLESSINGER

St. John's University, New York, USA
International HETL Association, New York, USA

CRAIG MAHONEY

University of the West of Scotland, UK

Created in partnership with the International Higher Education Teaching and Learning Association

https://www.hetl.org/

ISOQAR certified
Management System,
awarded to Emerald
for adherence to
Environmental
standard
ISO 14001:2004.

ISOQAR
REGISTERED
Certificate Number 1985
ISO 14001

INVESTOR IN PEOPLE

CONTENTS

**PART II
CURRICULAR APPROACHES**

LIST OF CONTRIBUTORS

Anuoluwa Maria Ajala	Lead City University, Nigeria
Karin De Angelis	United States Air Force Academy, CO, USA
Aggie Ebrahimi Bazaz	Georgia State University, GA, USA
Elizabeth Blair	United States Air Force Academy, CO, USA
Patrick Blessinger	International Higher Education Teaching and Learning Association, NY, USA
Jessica Denke	Muhlenberg College, PA, USA
Kinga Anna Gajda	Jagiellonian University, Poland
An Thi Ha	University of Dalat, Vietnam
Rosemarie Hunter	Gonzaga University, WA, USA
Ryan Kelty	United States Air Force Academy, CO, USA
Craig Mahoney	University of the West of Scotland, UK
Susan Falciani Maldonado	Muhlenberg College, PA, USA
Stephane Martineau	Université du Québec à Trois-Rivières, Canada
Gayle Morris	Auckland University of Technology, New Zealand
Kathryn Ranieri	Muhlenberg College, PA, USA
Felicity Reid	Auckland University of Technology, New Zealand
Laura Selmo	University of Milano-Bicocca, Italy
Enakshi Sengupta	International Higher Education Teaching and Learning Association, NY, USA
Divya Sharma	Indian Institute of Teacher Education, Gujarat, India
Aster S. Tecle	University of Utah, UT, USA
Lazarina N. Topuzova	Robert Morris University, PA, USA
Stephane Trudel	Hearst University, Canada
S. Pee N. Vululleh	TechPros Initiatives, Inc, WA, USA

This page intentionally left blank

SERIES EDITORS' INTRODUCTION

INNOVATIONS IN HIGHER EDUCATION
TEACHING AND LEARNING

The purpose of this series is to publish current research and scholarship on innovative teaching and learning practices in higher education. The series is developed around the premise that teaching and learning are more effective when instructors and students are actively and meaningfully engaged in the teaching–learning process.

The main objectives of this series are to:

(1) present how innovative teaching and learning practices are being used in higher education institutions around the world across a wide variety of disciplines and countries;
(2) present the latest models, theories, concepts, paradigms, and frameworks that educators should consider when adopting, implementing, assessing, and evaluating innovative teaching and learning practices; and
(3) consider the implications of theory and practice on policy, strategy, and leadership.

This series will appeal to anyone in higher education who is involved in the teaching and learning process from any discipline, institutional type, or nationality. The volumes in this series will focus on a variety of authentic case studies and other empirical research that illustrates how educators from around the world are using innovative approaches to create more effective and meaningful learning environments.

Innovation teaching and learning is any approach, strategy, method, practice, or means that has been shown to improve, enhance, or transform the teaching–learning environment. Innovation involves doing things differently or in a novel way in order to improve outcomes. In short, innovation is a positive change. With respect to teaching and learning, innovation is the implementation of new or improved educational practices that result in improved educational and learning outcomes. This innovation can be any positive change related to teaching, curriculum, assessment, technology, or other tools, programs, policies, or processes that lead to improved educational and learning outcomes. Innovation can occur in institutional development, program development, professional development, or learning development.

The volumes in this series will not only highlight the benefits and theoretical frameworks of such innovations through authentic case studies and other empirical research but also look at the challenges and contexts associated with implementing and assessing innovative teaching and learning practices. The volumes

represent all disciplines from a wide range of national, cultural, and organizational contexts. The volumes in this series will explore a wide variety of teaching and learning topics such as active learning, integrative learning, transformative learning, inquiry-based learning, problem-based learning, meaningful learning, blended learning, creative learning, experiential learning, lifelong and life-wide learning, global learning, learning assessment and analytics, student research, faculty and student learning communities, as well as other topics.

This series brings together distinguished scholars and educational practitioners from around the world to disseminate the latest knowledge on innovative teaching and learning scholarship and practices. The authors offer a range of disciplinary perspectives from different cultural contexts. This series provides a unique and valuable resource for instructors, administrators, and anyone interested in improving and transforming teaching and learning.

<div align="right">

Patrick Blessinger
Founder, Executive Director, and Chief Research Scientist,
International HETL Association

Enakshi Sengupta
Associate Editor, International HETL Association

</div>

PART I

INTEGRATING INTO CURRICULUM

This page intentionally left blank

CHAPTER 1

INTRODUCTION TO INTERNATIONAL PERSPECTIVES ON POLICIES, PRACTICES AND PEDAGOGIES FOR PROMOTING SOCIAL RESPONSIBILITY IN HIGHER EDUCATION

Enakshi Sengupta, Patrick Blessinger and
Craig Mahoney

ABSTRACT

We are living in challenging times when the world is fighting to survive the impact of climate changes, growth of pandemics, an unprecedented flow of migrant population, war and destruction. We are also witnessing the phenomena of globalization, economic and technological growth, which are also leading to various opportunities for growth. The desire for inclusive education, equality in accessibility and sustainability has led to responsible and accountable organizations of higher education. Business houses, along with international agencies and institutions of higher education, are now putting their heads together to find a solution to societal and environmental problems. They are often engaged in debating, drafting policies and involving in active research while investing in implementing and communicating issues pertaining to corporate social responsibility (CSR) and sustainability (Vogel, 2005). The concept of CSR has grabbed the attention of media, academia, national governments, intergovernmental organizations and non-governmental organizations. Universities are no longer

functioning in isolation but are getting prepared to accommodate and be a part of social change by actively involving students in community life and not confining them to classroom teaching as the only means of teaching–learning method (Sengupta, Blessinger, & Yamin, 2019). This book aims to explore scientific literature pertaining to the subject of social responsibility (SR) and theoretical positions on social ethics and the value orientation of the institutions of higher education. Policies and practices used in various institutions are cited as case studies which give us an insight into the cultural environment of the organization, which is essential to embed SR into the curriculum. Policies and pedagogies that are based on inculcation of SR can lead to the social and economic benefit of students and society at large. While no one approach is prescribed as the benchmark, the chapters help us to understand the practices that academics are implementing in India, Nigeria, Canada, New Zealand and the United States.

Keywords: Social responsibility; sustainability; inclusive education; teaching–learning methods; pedagogy; classroom; cultural environment; curriculum; integration; social ethics; value judgment; social and economic benefit

INTRODUCTION

Universities have been a vital part of society. As society is undergoing radical changes so are universities. These institutions of higher education are catering to the ever-changing environment in which they function and the challenges that they are currently facing have been identified by Felt and Glanz (2003) and are as follows: mass population expansion; reduction in public expenditure and allocation of funds for universities; diversification of financial resources in both teaching–learning and research; internationalization of curriculum; commercialization of institutions and entrepreneurial nature of institutions; the inculcation of information and communication technology; and integration of curriculum to accommodate and cater to labor market requirements (Vukasovic, 2008). The ever-changing environment will have a greater impact on the quality of education meted out to students, the autonomy of universities and their ability to exercise academic freedom, the changing focus of curriculum development and a university's responsibilities toward society (Vasilescu, Barna, Epure, & Baicu, 2010). Corporatization of universities and the demand for universities to become economically self-sufficient call for citizenship behavior (Nagy & Robb, 2008). Universities are now practicing stakeholder management and community service and adopting the concept of social responsibility (SR).

The concept of SR is gaining ground and is a much-discussed and debated topic around the world (Vasilescu et al., 2010). World Business Council for Sustainable Development (1998) defined it as the commitment of business to be ethical and while working toward economic progress of the organization, it should have adequate focus on the quality of life of its workers and their families while improving the local community and society to which it belongs. This concept is applicable

to modern-day institutions of higher education which functions as a profit-making organization while prioritizing the need of its stakeholders and behaving in a responsible and accountable manner. Universities require to have policies and teaching practices that develop a relationship with its immediate community and believe in being fair and accountable to all its stakeholders. Similar to the Green Paper of the European Commission (2001) which defines the concept of SR in the context of an organization, universities are expected to address social and environmental concerns and build a strong relationship with its stakeholders, create a motivating and stimulating atmosphere for its students, faculty and staff, and work toward the progress of the institution by increasing its efficiency and thereby increase its value in the world of academia being recognized for its contribution and growth.

Global University Network for Innovation (GUNi) (2017) produced a report called "Towards a Socially Responsible University: Balancing the Global with the Local." This international report focused on the myriad of challenges and opportunities that globalization offers to a university and that the role of universities should confirm as a, "a more recent perception [of them] as agents of social change" (GUNi, 2017, p. 42). It is often noticed that universities focus on social change as advanced practice and don't prioritize it as a part of their strategy. These institutions of higher education partner with local civil organizations like non-governmental bodies on an informal and one-off basis whereas participation is not embedded in the culture or strategy of the organization. Erasmus+ UNIBILITY: University meets SR project (2015–2017) has been working with various universities to produce a more unified and systematic way in which university social responsibility (USR) can be integrated with the functioning of the organization.

UNIVERSITY SOCIAL RESPONSIBILITY (USR)

University social responsibility, or USR as it is popularly known as, is a policy that should permeate at every level of university and the actions associated with it have a profound effect on the third party. The concept demands that awareness should be created at all levels through policies and approaches of the institution. The concept of USR is derived and based on theories of corporate social responsibility (CSR). USR is still in its early stage of development and it is desired that USR should not follow an identical manner like a corporate body. However, such linkage is deliberate and is often difficult to segregate. Universities are treated as entrepreneurial and corporate ventures and therefore follow the pattern of being a corporate body to an extent. USR when broadly defined considers the strategic commitment of the institution to wider society and to its stakeholders. USR must prioritize its internal and external stakeholders and hence should draft its policies and practices accordingly.

USR involves different dimensions and paradigms and includes the need to strengthen its civil commitment, behave as a responsible citizen, promote social welfare along with economic and social development, conduct its teaching–learning practices in an ethical manner, encourage its student and teaching community to render service to the community and make it an integral part of their

curriculum and promote ecological or environmental concerns (Vasilescu et al., 2010). Universities along with their teaching responsibility should encourage active research to create knowledge and contribute toward the progress of the nation. Resier (2008) defines the concept of USR as a policy that promises ethical commitment toward its stakeholders and is accountable for the performance of the university community that is responsible in nature and produces interactive dialogue with society and its civil organizations to promote sustainable human development. Mendez (2012) elaborates that USR is not just a policy but an approach to science, technology and research, which will help the economically disadvantaged where they will be given their due value and attention.

Autonomy has been given to every university to implement its own USR. Universities are expected to have a deep commitment to the concept as it will benefit them in several ways (UNIBILITY, 2015–2017, p. 8):

- increasing the university's impact within the society they belong to and therefore contribute to tackling of societal challenges and increase public understanding of the university's research implications;
- increasing cooperation and help build a relationship with industry or public bodies;
- increasing the impact of university research agenda mainly on the social and cultural life of the local community and thereby promoting university participation in policy-making; and
- potential helping to align the university with trends in policy and sourcing funds for the institution.

USR approach needs a strategic implementation of the process as it is beneficial for both its stakeholders and in creating good will for the institution. Most institutions have their own guidelines and policies although some common values can be found among them and one of them being actively participating in societal needs and solving issues that are currently plaguing society in which the universities are situated.

Some of the common principles that any university implementing USR needs to comply are listed below (UNIBILITY, 2015–2017):

- USR needs to be percolated throughout the organization as a management model encompassing all hierarchical levels from top to bottom. Many leaders of these institutions still view USR as a part of charity giving and hence the practice of USR is not embedded in the organization, but bolted upon. USR must involve all levels of strategic decision-making from teaching to human resource and other support functions. While USR is a top-down approach the voice of the stakeholders at all levels should be considered while designing and implementing the concept.
- USR or the department looking after the implementation should not be considered as a separate administrative unit. The department or official need to work in connection with the other staff members, coordinate and communicate with them as well as involve them in the decision-making and implementation

of the program. USR also takes into consideration the way teaching staff and students interact with each other and how the university is ultimately managed. Confining USR to a mere department with a handful of officials will only alienate the process and lead to ethical conflict between them and the other stakeholders.

- USR is not only about implementing the policies but evaluating and monitoring the impact it creates on society and university stakeholders. The periodic evaluation helps the university to rectify their current programs, initiate any mid-course correction and set new goals. Stakeholder mapping facilitates understanding of current expectations and formalization of continued dialogue with stakeholders.
- Continued dialogue with stakeholders is a tool that supports the university in implementing and success of its USR program. A multistakeholder dialogue spearheaded by the USR committee facilitates an on-going success of USR and the progress of the university.

CONCLUSION

USR can become effective under the able leadership of a visionary who emphasizes the public and ethical behavior needed to put into effect a good citizenship practice. The leaders are role models to protect societal and environmental issues and raise awareness through student participation in community service and active research. Universities with the help of multistakeholder platform can involve other civil organizations and industries to form partnerships and joint committees to address such concerns. Internationalization of universities calls for greater accountability and active participation in the development and sustainability of science, economics, technology and research in other related fields. Research should be tailored according to the need of society and one that is capable of addressing the current issues both economic and social in nature (Turk-Bicakci & Brint, 2005). The government also plays an active role in facilitating and sponsoring such activities, mainly research. Grants and special facilities can be meted out to students through government-sponsored loans and scholarships for pursuing activities that help the nation to progress and is in the best interest for those who are marginalized or vulnerable. Importance of social dimension and involving and engaging students with community service should become a part of the integrated curriculum. Such strategic inputs will help students to build a sustainable future and an efficient operational environment.

CHAPTER OVERVIEWS

Curriculum Development and Individual Social Responsibility in Nigeria: Exploring the Manitoba Art Education Curriculum Development Strategy, authored by Anuoluwa Maria Ajala, describes that the importance of academic curriculum in higher education cannot be overemphasized. This explains the scrutiny to which the various models employed for the development of higher education programs

curriculum are subjected. In spite of the numerous scrutiny's, higher education curriculum development is still infested with downsides. Solutions to these problems have been proffered by the strategy employed by Curriculum Development and Implementation Branch, Manitoba Department of Education in the development of the curriculum for Canadian Art Education in Manitoba. The inability to incorporate SR into curriculum of higher education programs has been a major setback in the actualization of SR in higher education in Nigeria. The tertiary institutions therefore need to look beyond just issuing degrees and diplomas but inculcate in their students the need to think beyond individual interest to societal interest. Based on this backdrop, this chapter explores the strategies employed by the Manitoba Department of Education in the curriculum development and how these strategies can be implemented in Nigeria for the inclusion of SR into the curriculum of higher education. It focuses on identifying the variables integral to the construction of curricula of higher education programs in the south-west geopolitical zone Nigeria.

Integrating Social and Educational Responsibility: Concept, Model and Challenges, by Divya Sharma, talks about educational Institutions that have long been considered a prerogative of charity with an aim to illuminate the human being with the light of knowledge and an SR for working toward developing a better society. In this era of SR contribution of educational institutions, beyond transaction, appears to be ignored. This chapter proposes an "Integrated Model for Educational Social Responsibility" and highlights need of giving due recognition to an important section of curriculum in education – The Community Work, named variously as co-curricular activity, extension work, volunteer work, social activity, etc. The chapter has presented a vision for comprehensively uniting the varied social charity efforts that are being put up by various entities in doing the similar kind of work. The chapter discusses historical perspective on SR, concept of CSR and educational SR, importance of educational SR, need for corporate educational SR, planning and strategizing corporate educational SR, process for developing corporate educational SR, areas of integration for corporate educational SR, approaches for integrating socially responsible curriculum, embedded model for educational SR and finally the challenges of integration. The corporate educational SR model if envisioned in the right manner can go a long way in not only building a sustainable society but also in developing socially responsible people. There is a need of comprehensive efforts on the same footing where the organizations need to work in parallel rather than opposite to each other.

Making an Impact: Transforming Undergraduate Business Education, by Gayle Morris and Felicity Reid, explores the redevelopment of an undergraduate business degree in a large Australasian university as a case study of the systematic embedding of SR into the curriculum. The chapter discusses the drivers for curriculum change including the converging desires of both employers and students for business education to not only equip graduates with thinking skills for a fast-changing future but also provide guidance to students on becoming ethical leaders. The design-thinking process that underpinned the curriculum re-development is outlined and the graduate profile and curriculum structure that emerged from the process discussed. The graduate profile includes an aspirational goal for