



III GLOBAL SYMPOSIUM UNISERVITATE

SERVICE-LEARNING AND GLOBAL COMPACT ON EDUCATION:
EDUCATING FOR FRATERNITY IN HIGHER EDUCATION

27TH-28TH OCTOBER 2022
UNIVERSITÀ LUMSA - ROME (ITALY)

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III GLOBAL SYMPOSIUM UNISERVITATE

Service-learning and University Social Responsibility in the Newman Benchmarking Framework

by Dr. Montserrat ALOM, Director of CIRAD



International Federation of Catholic Universities (IFCU)



International Centre for Research & Decision Support (CIRAD)

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1. UNDERSTANDING THE CONTEXT





A higher education (HE) landscape marked by contending dynamics



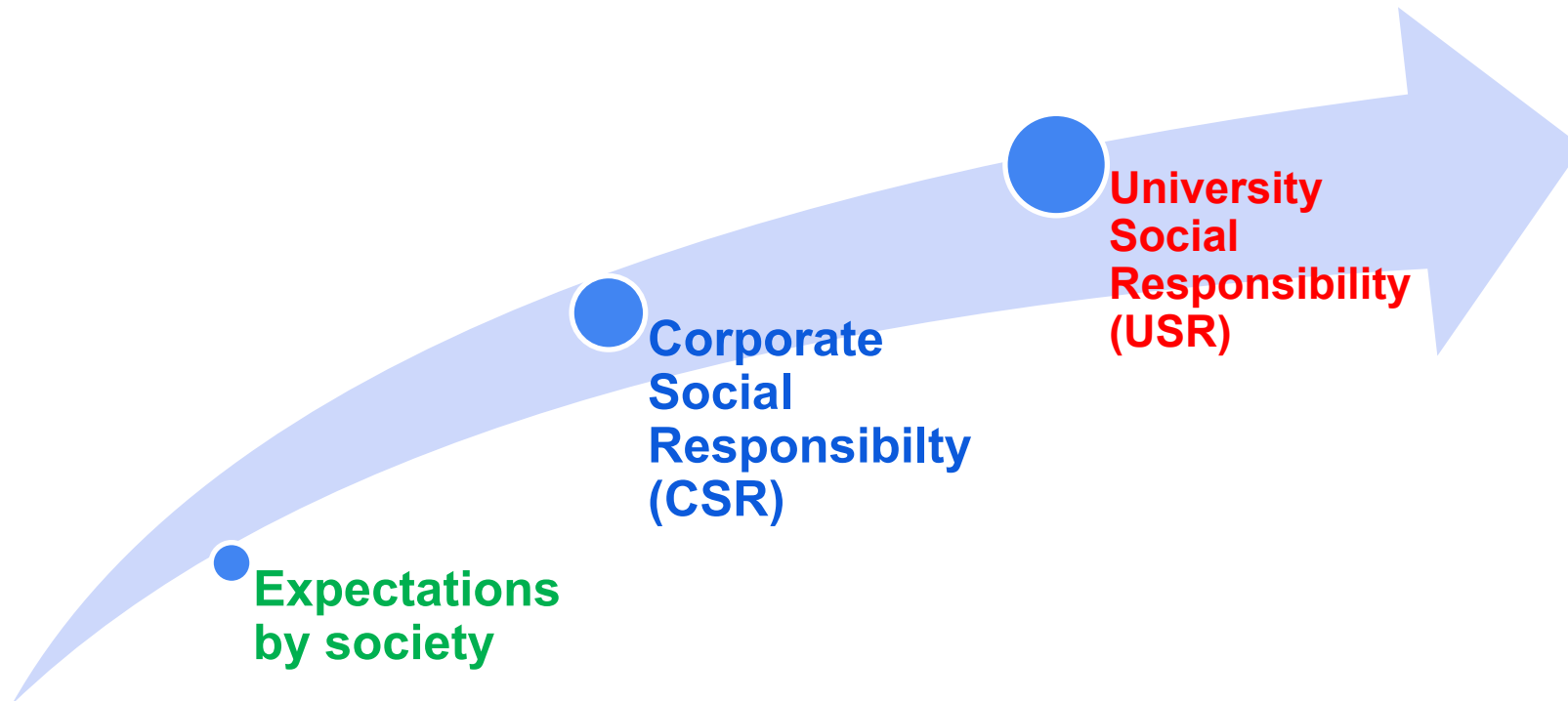
Higher education general context seems to be caught amidst two main contending trends today:

- On the one hand, the dominance of the "excellence" discourse and of traditional rankings (like the *Times Higher Education* or the *Shanghai Ranking*), both of which are based on narrowly-defined scientific criteria. The biases of traditional rankings have been stressed out by many scholars. Still, they are largely used to evaluate higher education institutions, researchers and the academic community as a whole.
- On the other hand, fortunately we do observe growing efforts to put forward values, meaning and social responsibility in HE, which are giving rise to alternative evaluation systems across the world.





Emergence of University Social Responsibility (USR)





Emergence of USR. International organisations' view



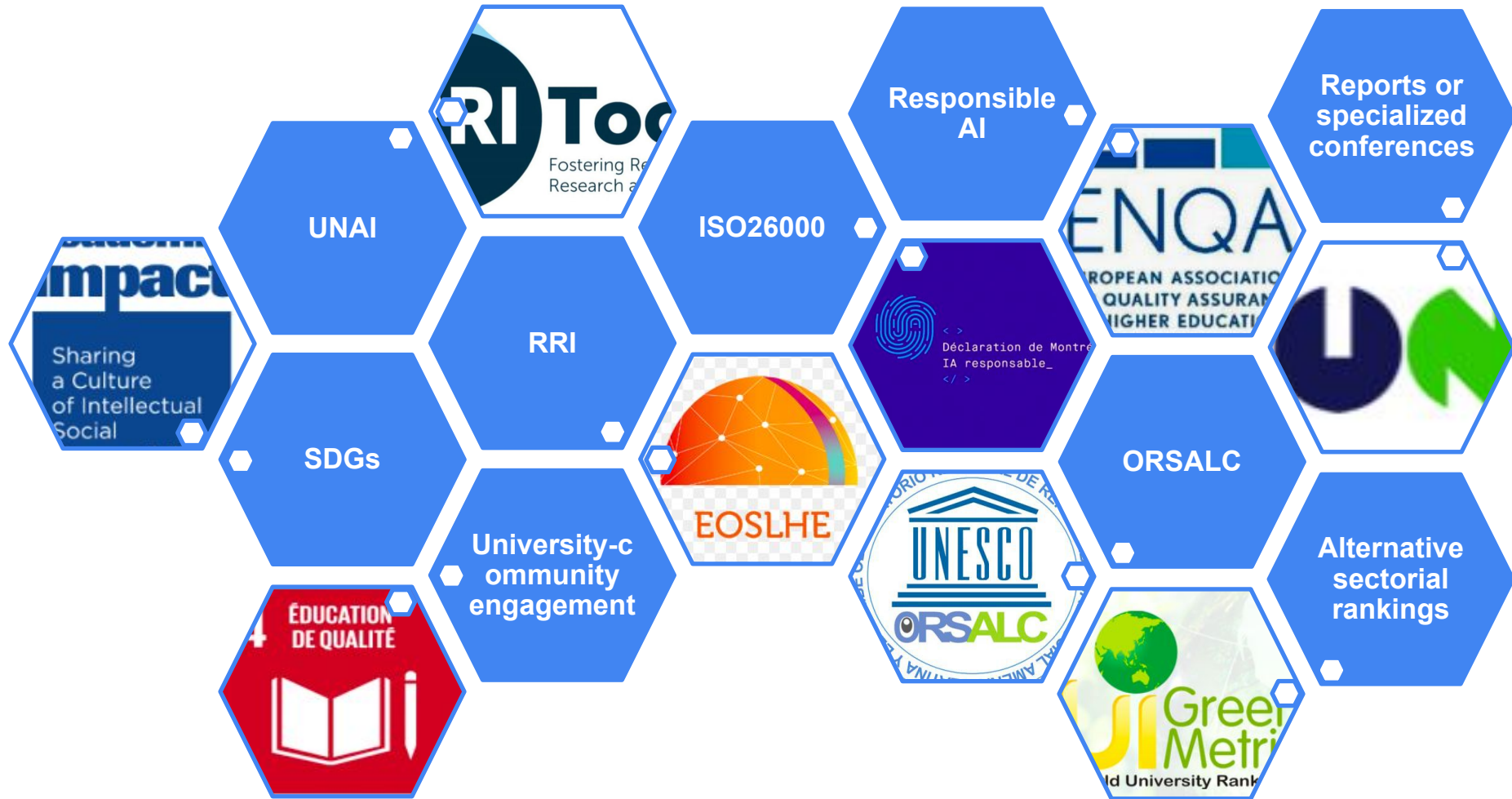
« World Declaration on Higher Education for the Twenty-first Century » (UNESCO, 1998)

« (...) higher education institutions and their personnel and students should (...) be able to speak out on ethical, cultural and social problems completely independently and in full awareness of their **responsibilities**, exercising a kind of intellectual authority that society needs to help it to reflect, understand and act »

« Higher education institutions should educate students to become well informed and deeply motivated citizens, who can think critically, analyse problems of society, look for solutions to the problems of society, apply them and accept **social responsibilities** »



USR on the rise





2. UNDERSTANDING THE CONCEPT





USR. What are we talking about?

« There is generally **confusion** between the concept of « university social responsibility » and that of « serving society », which is one of universities' three main roles »

USR « is based on a **set of principles and values** drawing on the social role of universities in teaching, academic research, social partnership, and institutional mangament... »

USR « is a **broader and deeper concept** of the service rendered by the university to society and the result of its role to train the competent individuals of tomorrow... »



3. IFCU PROJECT ON UNIVERSITY SOCIAL RESPONSIBILITY (USR)



<https://www.rsu-fiuc.org/>



The IFCU USR Project: Towards more responsible universities

- To contribute to making visible and thus valuing the responsible policies and practices implemented by Catholic universities;
- To offer an alternative evaluation system to the competitive logics governing higher education today that puts forward essential values for the society and the Church.

1) Creation of a comprehensive Reference Framework on USR for the Catholic world



2) Build-up of an Assessment System awarding accreditation labels in the field of USR

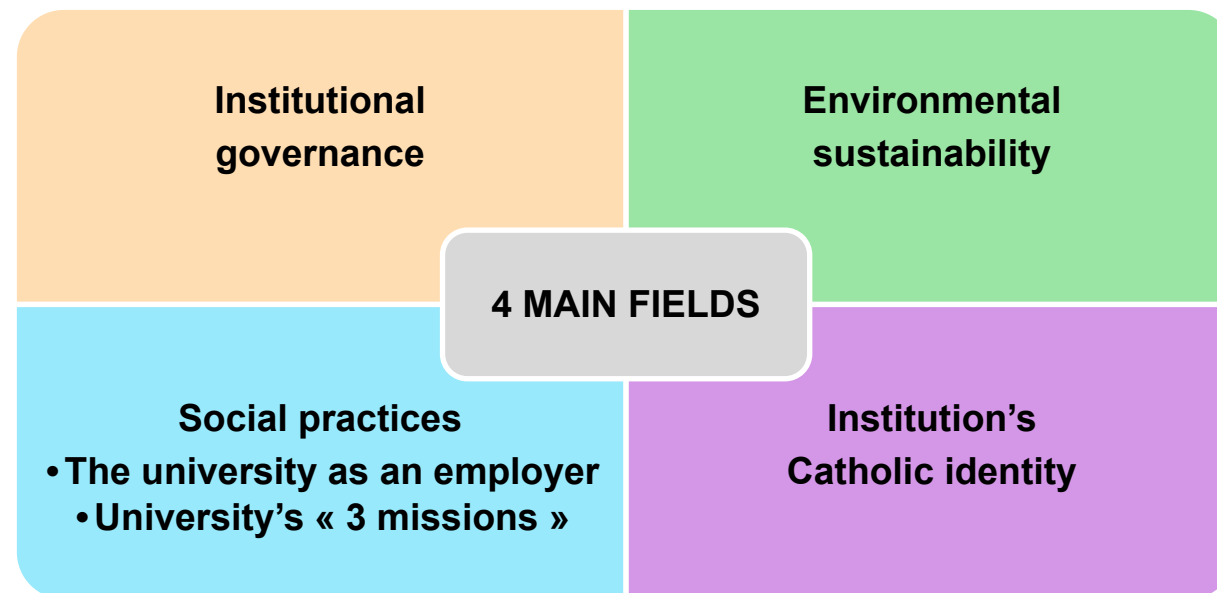


The NEWMAN Framework

The USR Framework for the Catholic world



The Framework is made up of 4 main fields,
22 criteria and around 160 indicators





The NEWMAN Framework.

Example of criteria covered

AREA	CRITERIA	
Governance	GOV1	Promoting the balance of power and effectiveness of the governance body
	GOV2	Promoting the effectiveness of control and audit systems
	GOV3	Preventing fraud

AREA	CRITERIA	
Social practices <i>The university's "three missions"</i>	SOC9	Ensure students' health and safety
	SOC10	Respecting the interests of the students
	SOC11	Promoting the economic and social development of local communities
	SOC12	Promoting social responsibility in student's education
	SOC13	Promoting social responsibility in research activities
	SOC14	Guaranteeing access to courses of study



The NEWMAN Framework

A framework rooted in the Catholic intellectual tradition and social doctrine



IMPORTANCE OF VALUES

Apostolic Constitution *Ex corde Ecclesiae*:

"the education of students consists in combining academic and professional development with formation in the moral and religious principles, and the social teachings of the Church »



GLOBAL COMPACT
QV EDUCATION

INTEGRAL EDUCATION

Pope Francis calls upon Catholic universities to articulate « **head, heart and hands** » and Catholic universities have been implementing integral education for decades

RETHINKING UNIVERSITIES' « RAISON D'ETRE »

Pope Francis' exhortation to become « **outgoing** » institutions, to become **Universities of Sense**



POPE'S ENCYCLICALS

Pope Francis' Encyclical *Laudato Si'* calls upon ecological conversion whereas *Fratelly Tutti* reminds us of how much solidarity is needed nowadays



The NEWMAN Framework.

What's the place of service-learning in USR?

- They are both rooted in the same vision and sources
- SL is part of USR
- SL contributes to making our universities more socially responsible
- SL is one of the learning approaches that embodies USR best
- SL conveys a set of values linked to the notion of responsibility
- SL is both a responsible teaching approach and an approach that transmits responsible values to students



The NEWMAN Framework.

How does the Newman framework promote approaches like service-learning?

- The Newman Framework not only revisits the way in which teaching should be understood in a Catholic higher education setting, but also how such a new look on pedagogical policies and practices affects all the other fields and, more in particular, the university's third mission.
- The Newman Framework allows for changing the understanding institutions may have about the teaching function and the role that students should be playing in university life as well as in society. On the one hand, it invites us to critically reflect upon the role of the professor in institutions that are being called up to transform at a steady speed; on the other hand, it leads us to review both the aim and the structure of educational paths as they have been understood and designed until now.
- The Newman Framework contributes to identifying and thus making more visible responsible policies and practices, including those related to service-learning, with a view to ultimately institutionalizing them within a coherently articulated corpus.



The NEWMAN Assessment System at a glance



- ✓ Independent evaluation system
- ✓ Based on Artificial Intelligence (AI) - Mileva
- ✓ Respectful of the geographical and institutional context
- ✓ Evaluation of current performance and foresight
- ✓ Online evaluation process



Evaluation schedule:

1 session per year

Opening of the online evaluation
platform: **from April 1st to August 31st**



The NEWMAN Assessment System. The online evaluation process

1) Filling in the online evaluation platform

	Yes	Uncertain	No
Existence of a formalised commitment to economic and social development of local communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existence of programmes and service-learning courses aimed to involve students and students associations in social outreach activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existence of outreach measures and activities targeting marginalized communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existence of measures and resources for supporting students' social projects (including innovation initiatives)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existence of measures contributing to the creation and development of businesses in areas where the university operates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Existence of measures contributing to the professional integration of local persons excluded from employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please provide data available on means and budgets allocated to skills development and employability over the last 3 years

Please write your answer here:

2) Provision of supporting documents



The NEWMAN Assessment System. Accreditation Labels & Seal of Recognition





The NEWMAN Assessment System.

A complete interactive Dashboard

A global score (covering the 4 fields)

Your results for each of the 4 fields, the 22 criteria and the indicators grouped by topic (current situation and future trends)

Your results about your communication strategy on USR

Access to average world score and regional score (own region)

Customized suggestions for improvement

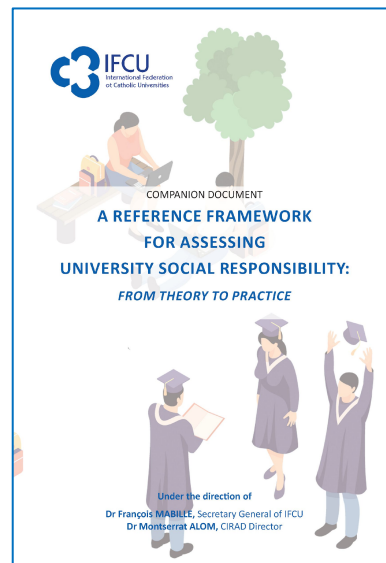


The NEWMAN Assessment System. Making the most of the evaluation





4. PUTTING THE NEWMAN FRAMEWORK INTO ACTION





FIELD: Social Practices

Option for
the poor

INDICATOR: SOC11_03

Promoting economic and social development of local communities

« Existence of outreach measures and activities targeting marginalized communities »

Question(s):

- ❖ Do some of your programmes target marginalized communities ?
- ❖ If so, can you provide us an example? If not, why do you think this has not been done yet?



FIELD: Social Practices

Head,
hands
and heart

INDICATOR: SOC11_12

Promoting economic and social development of local communities

« Systems in place to evaluate the behaviour changes in students having participate in outreach activities »

Question(s):

- ❖ Are there mechanisms in place in your institution to assess behavioural changes of students participating in service-learning programmes?
- ❖ If not, why have they not yet been implemented? If yes, can you give us an example of the process followed?



FIELD: Social Practices

INDICATOR: SOC12_5

Promoting social responsibility in students' education

« The partnerships and agreements with companies for internships and employment include clauses for the respect of USR standards »

Question(s):

- ❖ Which unit/department chooses partner organisations you cooperate with in the framework of service-learning programmes?
- ❖ What criteria are taken into account when choosing these organisations?
- ❖ Are the same institutions that cooperate in service-learning equally accessible to students for internships or jobs?
- ❖ Are lasting links created with these institutions?

Education to
rebuild a
network of
relationships



FIELD: Social Practices

The person
at the centre
of the
educational
process

INDICATOR: SOC12_10

Promoting social responsibility in students' education

« Existence of initiatives aimed to allow students to actively participate in improving the content of syllabus »

Question(s):

- ❖ Are students involved in any way in the improvement of service-learning courses?
- ❖ If so, how is this done in your institution?



FIELD: Social Practices

INDICATOR: SOC14_01

Guaranteeing the access to courses of study

« Existence of a formalised commitment to the accessibility of courses of study »

Question(s):

- ❖ Do you offer inclusive service-learning programmes?
- ❖ If so, what arrangements are in place in your institution?

Reaching
the
peripheries



FIELD: Catholic Identity

INDICATOR: CATHOID1_03

Coherence between university identity and proposal

« The campus ministry officers work in close collaboration with faculty »

Question(s):

- ❖ Does your institution involve campus ministry in service-learning?
- ❖ If so, can you give us an example of this?

Education
to serve,
education
as service



5. SOME TESTIMONIES TO CONCLUDE



Testimonies. Universidad Católica Silva Henríquez (Chile)

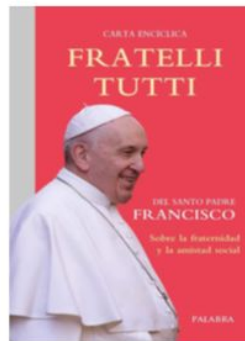
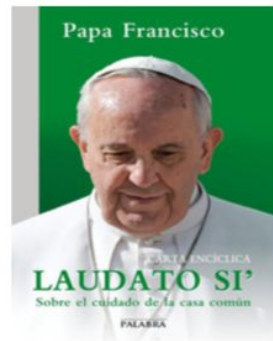


<https://www.youtube.com/watch?v=0JCdvBOskms>



Testimonies. Universidad Católica de Manizales (Colombia)

¿CÓMO CONSTRUIMOS CAMPUS VITAL EN LA UCM?



Plataforma Estratégica
Marco filosófico de la UCM

PEU
PDI
SIG
SCGA
PMOF



ORGANIZACIÓN DE
UNIVERSIDADES CATÓLICAS
DE AMÉRICA LATINA Y EL CARIBE

Observatorio
Laudato si'



Acreditación de
Alta Calidad
del Consejo de la Educación
No. 02007-19-01-2019-vg-4 año

How do we build up a vital campus at UCM?

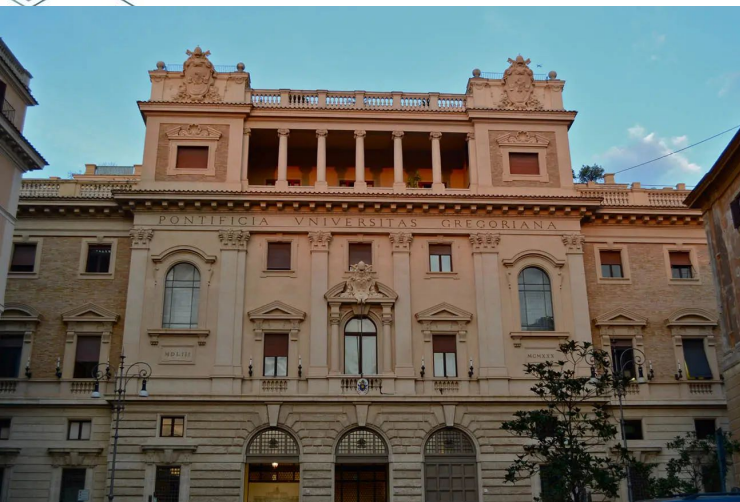


Testimonies.

Pontificia Università Gregoriana (Italy)

« When the academic authorities became aware of this evaluation they enthusiastically welcomed the opportunity to participate because it was an initiative different from the others, whose objective was to promote criteria and values in harmony with the identity of a Pontifical University such as ours »

« The evaluation has made us reflect on the added value that our University can offer to the world and to society, and (...) gives us the opportunity to communicate this to others »





Thank you for your attention!

DON'T HESITATE TO VISIT THE DEDICATED WEBSITE :

<http://www.rsu-fiuc.org/>

OR WRITE TO US:

Montserrat.alom@bureau.fiuc.org

