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RESPONSIBILITY IN HIGHER
EDUCATION**

INNOVATIONS IN HIGHER EDUCATION TEACHING AND LEARNING

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INNOVATIONS IN HIGHER EDUCATION TEACHING AND
LEARNING VOLUME 21

**CIVIL SOCIETY AND SOCIAL
RESPONSIBILITY IN HIGHER
EDUCATION: INTERNATIONAL
PERSPECTIVES ON CURRICULUM
AND TEACHING DEVELOPMENT**

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CONTENTS

List of Contributors vii

Series Editors' Introduction ix

PART I LEARNING EXPERIENCES

**Introduction to Curriculum and Teaching Development:
International Perspectives on Civil Society and
Social Responsibility in Higher Education**
Enakshi Sengupta, Patrick Blessinger and Craig Mahoney 3

**Chapter 1 Proposal for a Global Agenda to Eliminate
Racism in Nursing and Nursing Education**
Kechinyere C. Iheduru-Anderson and Monika M. Wahi 17

**Chapter 2 Pay Attention to What is Behind the Curtain:
Interrogating whiteness using Contemplative Practices in
Graduate Management Education**
Rosemary C. Reilly 45

**Chapter 3 Pushing Beyond the Protest: Teaching Writing
for Advocacy and Active Citizenship**
Danny Wade and Muffy Walter 61

**Chapter 4 Integrating Social Responsibility into the
Curriculum through the Service-Learning Methodology:
The Case of the Complutense University of Madrid in
the Area of Social and Legal Sciences**
*María R. Belando-Montoro and María Aranzazu
Carrasco Temiño* 77

**Chapter 5 It Takes a Village: Service Learning as our
Social Responsibility in Higher Education**
Eva M. Gibson and Mariama Cook Sandifer 93

Chapter 6 Teaching Business Ethics to Students in Uganda – Exploring its Significance in an African Context: A Case Study of St Lawrence University <i>Andrew Ssemwanga and Enakshi Sengupta</i>	109
--	-----

Chapter 7 Service-Learning in Allied Health Education: Developing Ethical Practitioners Through Community-engaged Teaching and Learning <i>Michelle Veyvoda, Thomas J. Van Cleave and Laurette Olson</i>	133
--	-----

Chapter 8 Engagement in Higher Education: Building Civil Society through Campus Activism <i>Will Miller and Kyle Gunnels</i>	163
--	-----

PART II PRINCIPLES AND APPROACHES

Chapter 9 Work-based Learning for Enabling Social Responsibility: The Benefits of University-to-Business Partnerships – A Case Study <i>Vic Boyd</i>	183
--	-----

Chapter 10 Fostering Engagement with Human Sustainability: The Cultivation of Care Among Business Students <i>Sheldene Simola</i>	195
---	-----

Chapter 11 A Theoretical Framework for Teaching and Learning for Sustainability in Higher Education <i>Jessica Ostrow Michel</i>	209
--	-----

Chapter 12 Universities in the Early Decades of the Third Millennium (Saving the World from itself?) <i>George Richard Lueddeke</i>	229
---	-----

Chapter 13 “Social Responsibility” and the Curriculum in Higher Education: The Influence of Teachers’ Values – A Case Study <i>Digby Warren</i>	267
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<i>About the Authors</i>	283
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<i>Name Index</i>	291
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<i>Subject Index</i>	305
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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 is 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 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 leads 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 lifewide 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.

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PART I

LEARNING EXPERIENCES

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INTRODUCTION TO CURRICULUM AND TEACHING DEVELOPMENT: INTERNATIONAL PERSPECTIVES ON CIVIL SOCIETY AND SOCIAL RESPONSIBILITY IN HIGHER EDUCATION

Enakshi Sengupta, Patrick Blessinger and
Craig Mahoney

ABSTRACT

There has been growing concern among international agencies and the corporate world regarding the question of sustainability and how long we can preserve our planet and ensure just and balanced development for all. Non-governmental organizations, labor leaders, faith-based organizations, religious leaders, and other civil society representatives play a crucial and diverse set of roles in societal development. At the same time, institutions imparting higher education are engaging in debates and quality research work to gauge the need of our current generation with a vision to meet the need of the future generation. Such lofty dreams can only be achieved if we respect the natural systems and the international standards designed to protect the core social and environmental values. Sustainability education is becoming crucial, mainly for students so that they are aware of concepts such as economic prosperity, resource equity, energy uses, and environmental health and concerns (Sengupta, Blessinger, & Yamin, 2019). In this context, the role of higher education along with civil society

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is critical. Being a part of society, they need to contribute by addressing the common problems so that they make our younger generations aware of the issues and help them create and flourish in an environment and ecosystem which is healthy. There has been a growing appetite among the educational institutions to receive information, examples, and case studies mainly from the environmental and economic perspective which could help the faculty to impart knowledge to the students. The purpose of this book is to explore different angles from sustainability corporate social responsibility and the role of civil society in the context of education. The chapters in this book gives us an insight into the prevalent literature as well talk about interventions and case studies that have contributed toward the growth of this genre. This book will help in reorienting curriculum, develop programs and modules, implement innovative teaching methods, and integrate such topics in their educational programs.

Keywords: Sustainability; sustainable developments; corporate social responsibility; business ethics; curriculum; teaching methods; modules; environmental concerns; development; civil society

INTRODUCTION

The world has been reeling under crisis on several fronts. On the one hand, we have the financial crisis; on the other hand, we have environmental disasters coupled with mass migration and incessant war and destruction. In this time of crisis and global challenges, one keeps asking questions like how do we achieve equitable distribution of our natural resources? Can we ever achieve a sustainable planet or is just a myth? How do we get the younger generation involved and promote sustainability among them and break the global barriers? Business houses, international agencies, and institutions of higher education are engaged in finding solution to these problems. They are debating, drafting policies engaging in research, and actively investing in implementing and communicating issues pertaining to corporate social responsibility (CSR) and sustainability (Vogel, 2005). Constant engagement and work in this area has led CSR to become a focus of attention of media, academia, national governments, intergovernmental organizations, and non-governmental organizations (NGOs).

The role of civil society in bringing about a change in society is undoubtedly regarded as paramount. Civil society is not defined narrowly as a mere “sector” for any longer comprising NGOs but consisting of vibrant organized and unorganized groups that are working toward bringing a global change. Civil society actors are now facilitators, conveners, and innovators who are taking an active step toward tackling and finding solutions toward societal challenges. Technology is disrupting traditional models of management and there has been a dramatic shift in social engagement creating opportunities for younger generations who are adapting to this vibrant and evolving space. Going forward the role of civil society will undergo radical changes to shape opportunities and achieve impact in relation to education, society, and business. In such turbulent times, actors need

the support of both traditional and non-traditional sectors in order to adapt to a successful work environment ushering a positive change in society.

Civil societies are embracing concepts of sustainability and social responsibility and are trying to add value to the existing definition of these terms. We are often confused with terms like CSR and sustainability which are used interchangeably. There lies a subtle difference in these two terms when we refer to an organization's alignment and participation with regard to their sustainability agenda. CSR is generally explained with the help of ethical relationship and transparency that an organization practices in relation to its stakeholders and has a compatible goal toward developing a sustainable society, preserving the natural resources and cultural heritage of society, and respecting diversity among people (de Filho, Wanderley, Gomez, & Farache, 2010). The goal in short can be summarized as one that believes in reducing and removing all social problems and making this world a better place to live. The word CSR with its connotation toward the business world helps companies to gain a true competitive advantage and build resilience and positive reputation for itself (Porter & Kramer, 2006; Smith, 2007).

Sustainable development is a creation of harmony between the social, environmental, and the economic alignment which also states that economic prosperity alone cannot guarantee a sustainable future (Harribey, 2006). Certain academics are of the opinion that the words "sustainable development" and "sustainability" are interchangeable and hence refrain from making a distinction between the two concepts (Reid, 2013, Sartori, Latrónico, & Campos, 2014). To others "sustainability" is similar to an old wisdom and researchers have "devoted year to pursuing the Holy Grail of the robust definition, with diverse and often conflicting results" (Gibson, Hassan, & Tansey, 2013, p. 39). Gibson (2006) emphasis that there are debates"

about whether it is best to conceive of sustainability resting on two intersecting pillars (the ecological and the human) or three (social, ecological and economic) or five (ecological, economic, political, social and cultural), or more. (p. 173)

The definition given by Brundtland Commission about sustainable development holds true for many academics: "development that meets the needs of the present without compromising the ability of future generations to meet their own needs" (World Commission on Environment and Development (WCED), 1987, p. 9). The definition although general in nature is broad and involves a creative and constructive ambiguity. The Brundtland Commission consider that sustainable development concept has to "bring together equity between generations and equity within generations" (WCED, 1987, p. 9). In the European Union, sustainable development has been integrated into the Europe 2020 strategy (European Commission, 2011), "built around education and innovation ('smart'), low carbon emissions, climate resilience and environmental impact ('sustainable') and job creation and poverty reduction ('inclusive')" (European Commission, 2006, p. 2). In the United Nations Millennium Declaration, there are a set of a specific, declared values, identified and highlighted as "fundamental values" in the twenty-first century: freedom, equality, solidarity, tolerance, respect for nature, and shared responsibility (UN, 2000, p. 2). The European Commission emphasis that

CSR practices “can play a key role in contributing to sustainable development while enhancing Europe’s innovative potential and competitiveness” (European Commission, 2006, p. 24). CSR has been further defined as “corporate citizenship, sustainable business, environmental responsibility, the triple bottom line; social and environmental accountability; business ethics and corporate accountability” (Moon & Orlitzky, 2011, p. 2).

In this era of competition, educational institutions have realized the necessity to stay abreast of the recent trends and developments in the world and the concept of sustainability is one such issue. They have acknowledged the fact that educational institutions are charged with legitimate duties of educating the masses, advancing knowledge through research and contribute to economic development in a sustainable manner. Through implementing CSR strategies institutions are making it a part of their competitive strategy to progress beyond classroom teaching and create an awareness of contemporary issues among their students. It is argued and agreed by educationists that there exists an urgent need to educate students and enable them to understand sustainability matters so that while growing up they assume the role of pro-sustainability citizens, caring for their planet and surrounding with a futuristic view toward conserving and preserving the planet for future generations (Sengupta, Blessinger, & Yamin, 2019).

LITERATURE REVIEW

With growing complexities in social, economic, and environmental realms, educational systems need to be equipped to address such complexities – this is the call of the twenty-first century. Nations have been creating diverse education systems with different types of educational systems, technical colleges, liberal arts colleges, and research-based universities. These are created to transform the existing society into a sustainable one, to create awareness about social responsibility and a carbon-based economy into a green economy – the educational institutions are now ever more burdened to educate their students and teach them how societies should function (Blessinger, Sengupta, & Makhanya, 2019). This transition is imperative and cannot be avoided as there are increasing cases of global warming, deforestation, chemical warfare, uprooting of humans which have created a huge impact on our interconnected ecosystem, food chain, and the overall quality of life (Blessinger et al., 2019). Rapid growth of urbanization has led to a choking effect on cities with harmful and degrading quality of life. Such situations require innovative solutions and a new humanistic way of thinking that can be imparted through institutions of higher education.

Civil society is providing the required resilient dynamism by being involved with government, business, and educational institutions. The power of civil society ought to be harnessed to create trust and enable action across various sectors. The core mission of civil society is integrity and purposefulness and trust that is created through integrating concepts of sustainability and social responsibility toward betterment of society. As an enabler and constructive challenger, the contributions of civil society toward collective good is worth mentioning.

With the help of dynamic activism of civil society, the concept of CSR and sustainability has gained ground in today's society. Educational institutions along with business and other organizations should approach CSR as a process of continual improvement being vigilant about new issues and societal problems. We can call this age as the age of sustainability and to fit the new realities along with managerial competencies students need a 360° understanding of business, society, and environment. In the Age of Sustainable Development (Sachs, 2015), we don't need mere graduates but students as future employees who possess sustainability skills. Universities imparting undergraduate or graduate education should be "a key place where these employees can gain this new skill" (von der Heide, & Lamberton, 2011, p. 671). Education that teaches sustainable development and social responsibility and involves themselves with civil society that are closely tied together. The combination of these types of education:

provide people with not just the knowledge and understanding to engage with sustainable development issues but also the skills and capacity to plan, motivate and manage change towards sustainability and social responsibility within an organization, community or industry. (Tilbury, Crawley, & Berry, 2004, pp. 103–104)

Often academics are of the opinion that management and business education "do not sufficiently takes into account complex problems, tendencies of chaos and uncontrollable business behavior, and the lack of mutual trust in transactions" (Kobza, Schaefer, Glawar, & Brandt, 2016). Academic institutions especially those imparting business and engineering education "need to have a proactive strategy in shaping the perspectives of future leaders through sustainability related management education, research, management, and training programmes" (Park, Sarkar, & Bunch, 2012, p. 4). Higher education needs to be in sync with this profound transformation toward a sustainable future. Education is acting as a catalyst of change and equipping students to understand and promote the concept of a better planet and a preserved planet. These challenges require educational institutions to transform their curriculum and their teaching learning techniques (Barth, 2014). Education should develop programs and modules and use innovative teaching methods that will help in fully integrating concepts like sustainability, sustainable development, CSR into courses and curricula.

CONCLUSION

The strategic change in academia is ensuring that every institution who are looking at adapting to new realities are acting strategically (Gioia & Thomas, 1996). These universities are ushering in reform to make themselves more adaptive to the sustainable realities. The management and faculty at higher education institutions are finding themselves in a highly competitive environment, dealing with financial realities looming large along with the pressure to consider resource commitments and changes in their structure and delving in hitherto unknown knowledge areas (Gumport, 2000). The cooperation of civil society and hands on approach for the students will help to usher in such changes where the students will have the

required skills to adapt themselves to the changing societal and environmental pattern of today's world.

CHAPTER OVERVIEWS

This book has a collection of chapters that highlights the commitment of higher education institutions toward integrating social responsibility and involving civil societies to train, educate, and create an awareness among young learners.

Chapter 1: "Proposal for a Global Agenda to Eliminate Racism in Nursing and Nursing Education" authored by Kechinyere C. Iheduru-Anderson and Monika M. Wahi proposes a global agenda to eliminate racism in nursing by targeting reform at nursing education administration internationally. First, the history of racism in nursing is reviewed, along with two models – the diversity model and the cultural competence model – that were applied unsuccessfully to counteract racism in nursing. Second, a description of how racism is entrenched in nursing leadership globally is presented. Third, the recalcitrant structures that serve to maintain institutionalized racism (IR) in the international nursing education system are carefully examined. Specifically, the components and constructs involved in IR in nursing education are delineated, and the way in which these negatively impact both ethnic minority (EM) students and faculty are explained. Based on this, a global agenda to eliminate racism in nursing education internationally is proposed. Five actionable recommendations that are made to eliminate racism in higher education are summarized as follows: (1) components of nursing programs which are designed to eliminate racism in nursing education should be governed at the country level, (2) to design and implement a system of surveillance of the global nursing community to enable standardized measurement to ensure nursing education programs in all countries are meeting anti-racism benchmark targets, (3) nursing education programs should be established worldwide to provide individual pipeline and mentorship programs to ensure the career success of EM nursing students and faculty, (4) nursing education programs should be conducted to reduce barriers to EM participation in these individual support programs, and (5) nursing education programs are required to teach their nursing faculty skills in developing anti-racist curricula that seeks to eliminate implicit bias.

Chapter 2: "Pay Attention to What Is Behind the Curtain: Interrogating whiteness Using Contemplative Practices in Graduate Management Education" by Rosemary C. Reilly details the instructional experiences of a group of graduate students who are emerging Human Systems Intervention practitioners – men and women who self-identify as white and work in organizational, community, and educational leadership settings. The author outlines a series of learning experiences that supported a group of MA students to uncover white supremacist thinking in their work – their approaches to intervention and their mental models regarding effective organizational or community functioning. Using contemplative practices to dig out oppressive, invisible dimensions of white identity, the author examined how is whiteness shaped and warped how they enacted their