

Building QA Systems: The Engaged and Responsible Label (ERL)

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1. INTRODUCTION: UNIVERSITY ENGAGEMENT & SOCIAL RESPONSIBILITY

The Higher Education (HE) ecosystem is constantly under pressures for changes.

- Universities are expected to be engaged and socially responsible
 - Plethora of evidence: publications by regulatory bodies, agencies, organizations, such as:

1. INTRODUCTION: UNIVERSITY ENGAGEMENT & SOCIAL RESPONSIBILITY (2)



- Universities are expected to have a responsibility to make a greater economic, social, and cultural impact (ACEEU, 2016).
- Universities would be ranked based on Impact Rankings developed based on the UN SDGs (THE, 2018).
- EUA Conference (2018) on Engaged & Responsible Universities Shaping Europe: emphasized the pivotal role of universities in fostering civic engagement through their core missions.



2. DEFINING **ENGAGED** AND RESPONSIBLE UNIVERSITIES

University
Engagement

Public
Engagement

Civic
Engagement

Engaged
University

- ‘A direct, two-way interaction with communities and other external constituencies through the development, exchange and application of knowledge, information and expertise for mutual benefit’.

(American Association of State Colleges And Universities)

- ‘The collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity.’

(Carnegie Foundation)

2. DEFINING ENGAGED AND RESPONSIBLE UNIVERSITIES (2)

Social
Dimension

Civic
Engagement

Third
Mission

University
Social
Responsibility

- ‘The strategic commitment to considering wider society as a stakeholder of the university, and to acting accordingly’
(*UNIBILITY, 2015-2017*)
- The responsibilities of universities for the impacts of their decisions and activities on society and the environment through transparent and ethical strategies’
(*EU-USR 2015*)

3. MODELS/TYPOLOGIES/STANDARDS FOR ENGAGED AND RESPONSIBLE UNIVERSITIES IDENTIFIED



ACEEU
ACCREDITATION COUNCIL
FOR ENTREPRENEURIAL &
ENGAGED UNIVERSITIES



Newcastle
University



EU-USR
UNIVERSITY SOCIAL RESPONSIBILITY IN EUROPE



ASSOCIATION OF
PUBLIC &
LAND-GRANT
UNIVERSITIES



INQAAHE
INTERNATIONAL NETWORK FOR QUALITY ASSURANCE
AGENCIES IN HIGHER EDUCATION



**SUSTAINABLE
DEVELOPMENT
GOALS**



National
Co-ordinating
Centre for
Public Engagement



EUA
European University Association

UNIBILITY
university
meets
social responsibility



Council of the
European Union

3. MODELS/TYPOLOGIES/STANDARDS FOR ENGAGED AND RESPONSIBLE UNIVERSITIES IDENTIFIED (2)

1. ACEEU

(Accreditation Council for Entrepreneurial and Engaged Universities.)

Five Standards for Engagement **OR** Entrepreneurship

1. Orientation and Strategy
2. People and Organisational Capacity
3. Drivers and Enablers
4. Education, Research and Third Stream Activities
5. Innovation and Impact

2. The EU-USR Project

University Social Responsibility: A Common European Reference Framework

Four Benchmark standards for Social Responsibility

1. Research, Teaching, Support for Learning and Public Engagement
2. Governance
3. Environmental and Societal sustainability
4. Fair practices

3. MODELS/TYPOLOGIES/STANDARDS FOR ENGAGED AND RESPONSIBLE UNIVERSITIES IDENTIFIED (3)

3. UNIBILITY

Universities Engaging in Social Responsibility
(2015 – 2017)

Six Guidelines for Social Responsibility

1. USR needs to be established as a management model working from the top to the bottom
2. Not reducing USR to an administrative unit
3. To know and evaluate the impact produced by the university
4. Dialogue with stakeholders
5. To clearly emphasise specific parts of USR and know how to prioritize
6. University transparency and evaluation of the results of the dialogue with stakeholders

4. The National Forum on Higher Education for the Public Good

(ex. Kellogg Forum on HE for the Public Good)

Ten Dimensions of Engagement

1. Access to Learning
2. Enhanced Diversity
3. Civic Leadership
4. Public Scholarship
5. Social Well-Being
6. Trusted Voice
7. Public Spaces
8. Community Partnerships
9. Self-Governance
10. Public Accountability

⁹ 3. MODELS/TYPOLOGIES/STANDARDS FOR ENGAGED AND RESPONSIBLE UNIVERSITIES IDENTIFIED (4)

5. QS STARS

University Rankings System

Four Criteria for assessing University Engagement

1. Community Investment & Development
2. Charity Work and Disaster Relief
3. Regional Human Capital Development
4. Environmental Impact

6. NCCPE

National Coordinating Centre for Public Engagement

Four Dimensions for an Engaged University

1. Public Engagement with Research
2. Engaged Teaching
3. Knowledge Exchange
4. Social Responsibility

3. MODELS/TYPOLOGIES/STANDARDS FOR ENGAGED AND RESPONSIBLE UNIVERSITIES IDENTIFIED (5)

7. Newcastle University Typology of University Engagement

Typology for Engagement based on **Four** areas

1. Engaged Research
2. Knowledge Sharing
3. Services
4. Teaching

8. APLU Council on Engagement and Outreach: Dimensions for Institutionalization of Engagement (Association of Public and Land – Grand Universities)

Five Dimensions for Engagement

1. Philosophy and Mission of Community Engagement
2. Faculty Support for and Involvement in Community Engagement
3. Student Support for and Involvement in Community Engagement
4. Community Participants and Partnerships
5. Institutional Support for Community Engagement

3. MODELS/TYPOLOGIES/STANDARDS FOR ENGAGED AND RESPONSIBLE UNIVERSITIES IDENTIFIED (6)

9. Typology for Engagement

Bennerworth and Osborne (2013)

Four Modes of Delivery for Engagement

1. Research
2. Knowledge Exchange
3. Service
4. Teaching

10. The Times Higher Education University Impact Rankings (2018)

Eleven Criteria for University Impact Rankings
Based on the UN Sustainable Development Goals (SDGs)

1. Good Health & wellbeing
2. Quality Education
3. Gender Equality
4. Decent work and Economic growth
5. Industry, innovation and infrastructure
6. Reduced inequalities
7. Sustainable cities and communities
8. Responsible consumption and production
9. Climate action
10. Peace, justice and strong institutions
11. Partnerships for the Goals

4. THE CHALLENGE OF MEASURING ENGAGEMENT & USR: THE NEED FOR A NEW TOOL

- **Need to be engaged and socially responsible**
- **Need to be able to evaluate their engagement & social responsibility.**
 - realignment of goals
 - assists in intensifying efforts for engagement & responsibility.
- **Need to prove commitment to engagement and responsibility**
 - as a response to the pressures for engagement and social responsibility.

4. THE CHALLENGE OF MEASURING ENGAGEMENT & USR: THE NEED FOR A NEW TOOL (2)

The *ERL* (Engaged and Responsible Label) aims to serve as a tool :

- For the implementation **and** assessment of the engagement and social responsibility of universities.
- For the validation of an engaged and responsible university

5. THE DEVELOPMENT OF THE ERL MODEL

PHASE ONE

LITERATURE SEARCH

Identified and critically analyzed what others have contributed on the subject

PHASE TWO

“GENERAL ANALYTICAL PROCEDURE” MODEL

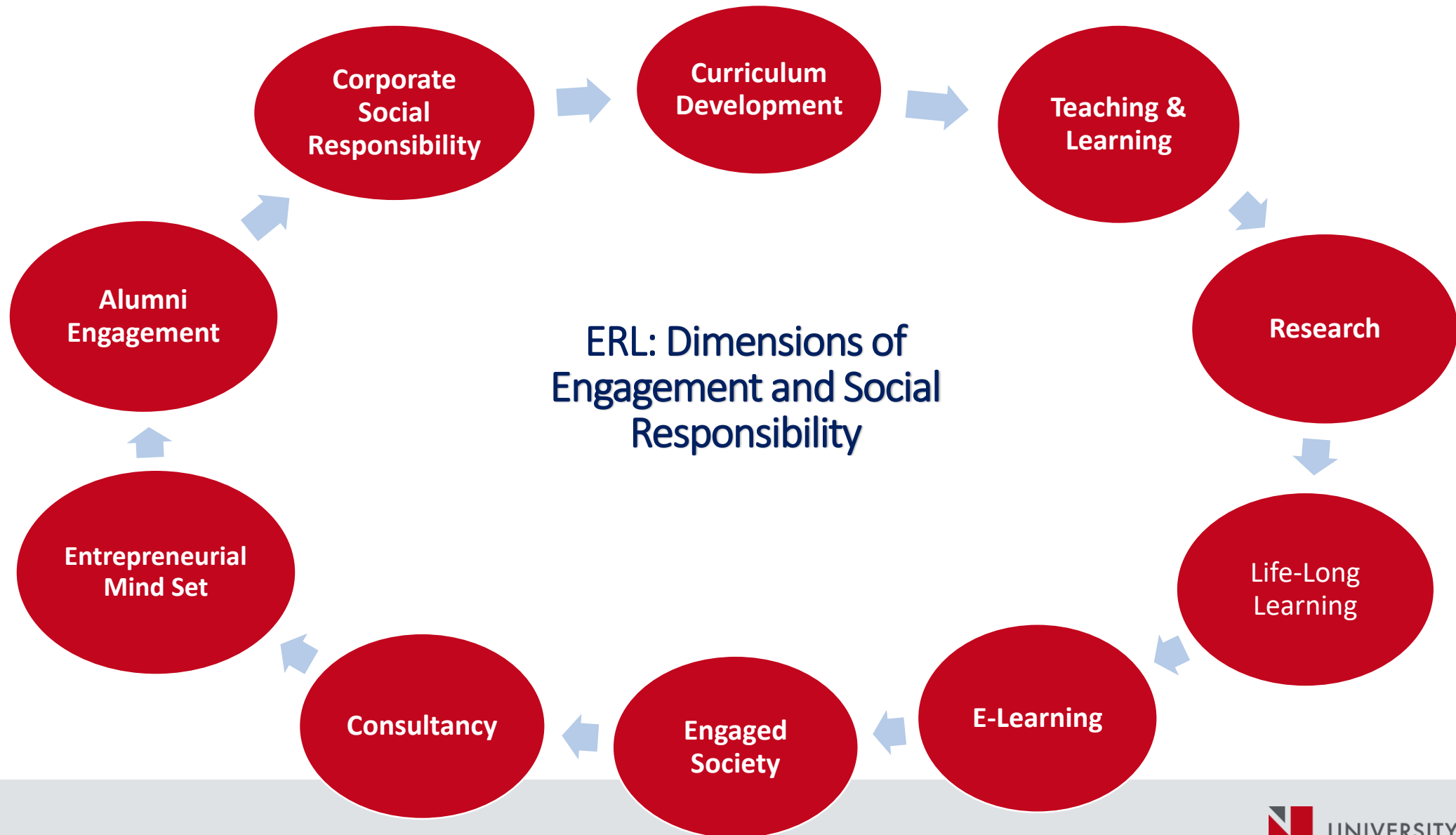
- Tool for identifying patterns and themes
- Ten Thematic Areas (TA) were identified
- TA serve as main pillars for an engaged and responsible university
- Various Quality Indicators (QIs) were further identified for each TA

PHASE THREE

DELPHI METHOD

- Involvement of external quality experts and key stakeholders
- Feedback was embedded into the drafted ERL
- ERL was revised and sent back for comments
- Comments received were incorporated
- Model was finalized

5. THE DEVELOPMENT OF THE ERL MODEL (2)



6. ERL ASSESSMENT AND LABEL CLASSIFICATION

The assessment system:

A scale of 1-5 is used to assess the degree to which a QI is satisfied:

- **1 -> not satisfied well at all**
- **2 -> not satisfied well**
- **3 -> well Satisfied**
- **4 -> very well satisfied**
- **5 -> satisfied extremely well**

The final score is in the range of 100 to 500 points.

The ERL is awarded only if ALL Thematic Areas are satisfied.

- **A Thematic Area is satisfied if all QI's have a minimum value of 3 (well satisfied).**
- **Thus the minimum condition for the award of the ERL is an overall score ≥ 300 .**

6. ERL ASSESSMENT AND LABEL CLASSIFICATION (2)

ERL Award classifications [*Pass, Merit, and Distinction*]

If the overall score is 300 – 374.99 (60% - 74.99%), then the classification is ***PASS***

If the overall score is 375 – 449.99 (75% - 89.99%), then the classification is ***MERIT***

If the overall score is 450 – 500 (90%-100%), then the classification is
DISTINCTION

7. ERL AND OTHER ASSESSMENT & LABEL CLASSIFICATIONS

Other QA Labels in HE developed by the *Institute of the European Higher Education Area Reforms and Quality Assurance (IEHEARQA)* (affiliated with the University of Nicosia).

- a. **THEQL (Teaching in Higher Education Quality Label)**: serves for measuring Teaching Quality
 - b. **E-LIQAL (E-Learning Institutional Quality Assurance Label)**: serves for measuring the extent to which an institution offers quality e-learning education
 - c. **RQL (upcoming) the Research Quality Label.**
- All four Labels can be awarded individually, after assessment by IEHEARQA assessors/validators.
 - Each label is intended to be valid for three years.
 - The simultaneous award of three of the Labels (**THEQL, ERL, and RQL**) will lead to the award of the ***Higher Education Institute Quality Label (HEIQL)***.

8. CONCLUSIONS: THE VALUE OF THE ERL

The proposed ERL model comes to complement and enhance current work identified, in the following key ways:

The ERL provides criteria for both an engaged and responsible university

The ERL provides a model for assessing and validating an engaged and responsible university

The Thematic Areas and QI's were finalized with the use of the Delphi method ensuring input from experts and from key stakeholders

8. CONCLUSIONS: THE VALUE OF THE ERL (2)

Is a vision for a common approach to the assessment and validation of a HEI for its engagement & SR.

It may serve as a road map guiding Universities in their pursue for engagement and social responsibility

It can be used as a tool for assessing engagement and social responsibility (for self-assessment too)

It can be used by a team of experts for the validation of a HEI for its engagement and social responsibility

8. CONCLUSIONS: THE VALUE OF THE ERL (3)

Currently

We are finalizing an Excel application that will automate ERL and will result in an automated tool namely ERLTool.

We aim to present ERLTool to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, and other HE key players, for an open discussion with the aim to enhance and finalise it before piloting locally.

After testing, the intension is to make it available internationally

THE ERL PIV 2018.xls

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Thank you

Questions ?