

What is your law school's level of maturity regarding the integration of social responsibility into the organisation?

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1. Personal background

- ▶ Lawyer (Doctor Juris & LL.M. in European Law degrees, Hungarian Bar exam, working experience as tax lawyer at the Hungarian Tax Administration)
- ▶ Teaching in business schools & law school (teaching law, ethics, business and management in Hungary and in the United Arab Emirates; teaching legal ethics in Hungary) → previous presentations at NLS CLE: advocating for experiential legal ethics education in Hungary (use of simulations), and for inclusion of management into the law curriculum
- ▶ Experience in quality enhancement & accreditation (HAC, QAA, BAC, ACBSP, AACSB)
- ▶ Researching ethics (PhD from NTU on legal ethics education, member of research group focusing on sustainability & social responsibility education)

This presentation is related to the latter 2 elements of my expertise

2. Rationale: international accreditation of law schools

- ▶ Regarded as an inevitable consequence of globalisation (Latrup-Pedersen 2001), more specifically and recently as follows: commodification, competition and diversification of legal education led to multi-disciplinary collaborations, including quality assessment and the development of a variety of skills (Hammerslev 2022)
- ▶ Welcomed as instrumental in embedding clinical education into law curricula everywhere (Evans 2012)
- ▶ Accreditation of foreign law schools by ABA was recommended in the USA (Schiller 2012), as well as more innovative, integrated solutions involving, among others, internationalisation (Tokarz et al. 2013)
- ▶ Concerning internationalisation of the curriculum, an accreditation of integration of foreign law was also advocated for (Ziegler 2020)
- ▶ The International Association of Law Schools (IALS) is working on some kind of certification, with a pilot project started in 2019, linked with global standards and outcomes of legal education: IALS Singapore Declaration 2013 & IALS Madrid Protocol 2016 (Williamson 2017, IALS 2022)

My conclusion: no consensus, a variety of arguments, separate and sporadic efforts

3. An integrated conceptual framework for the assessment of the level of integration of social responsibility and sustainability in higher education institutions

- ▶ Recommendations for developing professional identity include ethical operation of the whole institution, so students can witness a “moral milieu” (see e.g. Bebeau and Monson, 2008)
- ▶ An aspect of such ethical operation is the commitment towards social responsibility and sustainability at institutional level → Pizzutilo and Venezia (2021) proposed an integrated conceptual framework for the assessment of the level of integration of social responsibility (SR) and sustainability in higher education institutions:
 - 12 maturity criteria belonging to three dimensions: Culture, Mission and People
 - and a measurement scheme in relationship with these criteria

3. Maturity criteria

CULTURE

- ▶ **GOVERNANCE.** Values, mission, policies, internal rules, codes, organisation, and processes are long standing and in a coordinated way committed to high standards, socially responsible and sustainable principles, and best practices and include sustainable language.
- ▶ **STRATEGY.** Short- and long-term sustainability policies and plans are discussed within the community, approved by the competent bodies, and put into place; adequate resources support the strategy.
- ▶ **INCLUSIVE CONTEXT.** Campuses and other university buildings are located in regions and edifices of intense and widespread sustainable engagement and participation in social responsibility and sustainability initiatives.
- ▶ **MEASUREMENT.** Periodic self-assessments, continuous monitoring, regular reporting, and external auditing of SR/sustainability actions and results prompt the integration of SR/sustainability into HEIs.

3. Maturity criteria (cont.)

MISSIONS

- ▶ **CURRICULA.** SR/Sustainability issues are integrated into and discussed in all courses with a transdisciplinary approach to develop sustainability understanding in the context of the disciplines and of the programme and bridging perspectives across disciplines.
- ▶ **RESEARCH** that advances sustainable development and a comprehensive and transdisciplinary SR research agenda develops expertise, increases HEI recognisability, empowers stakeholders' awareness, and spreads SR culture inside and outside the institution.
- ▶ **OUTREACH.** Dissemination of SR/sustainability related educational and research outcomes, promotion of initiatives and debates on critical SR/sustainability issues and transfer of SR/sustainability knowledge and skills, foster academia stakeholders' responsible and sustainable behaviour and mutually enrich.
- ▶ **FUNDING.** Adequate internal and external funds provide incentives for work and innovativeness in SR/sustainability teaching, research and outreach, and sustain the cultural, organisational and infrastructural change.

3. Maturity criteria (cont.)

PEOPLE

- ▶ **IDENTIFICATION** of an institution's stakeholders permits to measure gaps, understand needs and deliver proper actions to achieve intended sustainable development goals.
- ▶ **CONSULTATION** of stakeholders and implementation of their suggestions permit to answer their demand for a sustainable future and to support a more effective integration of social responsibility and sustainability processes at all levels of the HEI.
- ▶ **INVOLVEMENT** reduces resistance to change, stimulates dialogue and bottom-up initiatives, facilitates the sharing of aims and strategies, enhances the sense of belonging to an SR/sustainable community, encourages innovations, spreads best practices and fosters new ideas.
- ▶ **CO-CREATION** for sustainability, as a paradigm to inform cooperation with stakeholders, community and society, delivers permanent sustainable development in a specific location, region or societal sub-sector and fosters HEIs' transformation.

3. Measurement scheme: stages of maturity integration

- ▶ **Laggard** HEIs have no organisational interest in SR. Activities, if any, are sporadic, not coordinated
- ▶ In the second stage, a large number of the HEIs' stakeholders are **aware** of the importance of SR. No official SR structures and policies are in place nor is SR projected in the HEI's long-term strategy.
- ▶ **Implementer** HEIs consider strategic SR. The first sustainability related strategies and policies are put into place; although, they are not central in the overall HEI's planning.
- ▶ **Exploiter** HEIs have SR as part of their culture; continuously audit SR activities, measures results and envisions strategies for improving performance.
- ▶ **Pioneer** HEIs foster societal co-transformation while addressing stakeholders' demand for a sustainable world. Leaders commonly have a visionary perspective, and SR is envisaged as a common purpose.

In line with the concept of sustainable development, SR integration is envisioned as a continuous, not finite, multi-dimensional and long-term process.

4. A new approach to international accreditation of law schools

- ▶ Better incorporation of regulatory / legal studies into the business school curricula (Lowenstein 2013, Levy 2019)
- ▶ Even the integration of law, strategy, and sustainability, coupled with experiential learning opportunities is recommended (Bagley et al. 2020)
- ▶ Major international business accreditation standards focus on SR: "business schools are a force for good", "accredited business schools demonstrate a positive impact on society" (AACSB 2022, p.7); "The expanded coverage of Ethics, Responsibility & Sustainability reflects the need of business schools to contribute to the resolution of societal challenges and to act as 'good citizens' in the environment in which they operate." (EFMD 2022, p.6)

Proposed new approach: the focus of international accreditation of law schools should rather be on institutional commitment to SR, instead of 'legal education', due to the high level of national and institutional differences.

Law schools could use Pizzutilo & Venezia's model / join forces with business schools and business accrediting bodies.

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Thank you

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