

AAC&U 2018 Annual Conference
The Global Perspective on Local-Global Engagement
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Panel

Sandra Milena Herrera (sandra.herrera@laureate.mx), Director of Corporate Social Responsibility for Laureate Mexico, including the Universidad del Valle de México and the Universidad Tecnológica de México; *José Palomares* (josemaria.palomares@universidadeuropea.es), Associate Professor of Business at the Universidad de Europea Madrid and Director of Laureate communications, social responsibility, and public affairs for Spain and Portugal; *Julie Hatcher* (jhatcher@iupui.edu), Associate Professor of Philanthropic Studies and Director of the Center for Service and Learning at IUPUI; Matthew Johnson (mathew_johnson@brown.edu), Director of the Swearer Center for Public Service at Brown University and co-leader of the Carnegie Community Engagement Classification international pilot; and William Plater, moderator, Director of Laureate's Global Citizenship Project (william.plater@laureate.net) and Professor Emeritus at IUPUI.

Context

As U.S. political forces withdraw from global leadership, American higher education must reinvent its relationship to the rest of the world, which is no less interdependent than it was before 2017. This presentation offers the perspective on global citizenship of two non-U.S. institutions (Mexico and Spain) with responses from two American universities deeply involved in community engagement and civic learning—as well as the new Carnegie Community Classification's international pilot. American higher education leaders need to understand the perspective of other nations with regard to issues of civic learning, community engagement, and a renewed commitment to a global common good no longer dependent on U.S. leadership.

This panel addresses a global higher education network's efforts to develop *transnational civic learning outcomes* specifically designed to ensure that graduates are globally-minded civic problem solvers, who are effective locally because they understand and are prepared to prosper in an interdependent global environment and economy. This panel is intended to offer one important way for American institutions to retain their balance and their leadership by understanding how other nations are rising to the challenge and seeking partnerships with US counterparts.

Laureate's development of a transnational framework for civic learning intended to develop globally competent citizens as graduates of a worldwide network of universities along with the Carnegie Foundation's ambitious plan to develop transnational

indicators of civic engagement through a pilot of the Carnegie Community Engagement Classification offer an unusual opportunity to think globally about the role of higher education in advancing the global common good.

Resources:

The template for the Laureate Transnational Civic Learning Outcomes for the Global Common Good is attached as a general resource and reference. Additional resources related to the panel presentations are listed following:

Universidad del Valle de Mexico:

About UVM:

<https://www.laureate.net/ournetwork/latinamerica/mexico/universidaddelvalledemexicouvm#t1> and <https://universidaduvm.mx/>.

About UNITEC: <https://www.laureate.net/OurNetwork/LatinAmerica/Mexico/UniversidadTecnologicadeMexicoUNITEC#t1> and <http://www.unitec.mx>

About Social Service In Mexico: UVM: <https://www.universidaduvm.mx/servicio-social> and UNITEC: <https://www.universidaduvm.mx/servicio-social>

Universidad de Europea Madrid:

About UEM: <http://universidadeuropea.es/en/about>

About social responsibility:

Indiana University Purdue University Indianapolis:

About IUPUI: <https://www.iupui.edu/about/index.html>

About the Center for Service and Learning: <https://csl.iupui.edu/>

Brown University:

About Brown University: <https://www.brown.edu/about>

About the Swearer Center: <https://www.brown.edu/academics/college/swearer/>

Carnegie Community Engagement Classification:

About the classification: <https://www.brown.edu/academics/college/swearer/carnegie-community-engagement-classification>

About the international pilot: <https://www.brown.edu/academics/college/swearer/international-pilot>

Laureate International:

About Laureate's mission: <https://www.laureate.net/AboutLaureate/Mission>

About Laureate's Here for Good commitment: <http://laureatehereforgood.net/>

About Laureate's Global Impact report: <https://www.laureate.net/Global-Impact>

About Laureate's Public Benefit Corporation status: <https://www.laureate.net/AboutLaureate/B-Corp>

About Laureate's certification by B Lab: <https://www.bcorporation.net/community/laureate-education>

Laureate Global Citizenship Project (GCP)
Laureate Transnational Civic Learning Outcomes for the Global Common Good
January 2018

It is the intention of Laureate International that graduates of degree programs delivered by Laureate network institutions will demonstrate the integrated knowledge, skills, and attitudes necessary to be successful and competent civically-oriented graduates and professionals in a globally interconnected and interdependent world. As the Laureate Global Citizenship Project is implemented over the next several years, graduates will be able to show how they are prepared to respond to civic, social, environmental, and economic challenges at the local, national, *and* transnational¹ levels by applying the knowledge and experiences they have acquired through their educational programs. The highest priority of the GCP is to ensure that graduates of Laureate institutions can be effective local and national citizen-leaders because they are *also* aware of global interdependence and shared transnational responsibilities. There can be no guarantees that graduates will be global citizens but in keeping with Laureate's commitment to its mission of Here for Good, participating network institutions will strive to achieve the objectives described in this template.

Outcomes may be assessed at two levels: (1) general, transnational competencies expected of all graduates--regardless of discipline or program--across the Laureate global network and (2) additional competencies related to specific fields of study, to institutional missions and priorities, and to national context--as determined by each institution.

The following core competencies associated with the behaviors appearing in red type will (eventually) be expected of *all* graduates of degree programs from network member institutions following a phased implementation over several years. Meeting this expectation for transnational civic learning will distinguish and empower graduates of Laureate network institutions. Additional competencies may be added at the discretion of each institution.² Hence, each institution may require additional competencies that

¹ The term "transnational" often carries connotations. It is used here to reflect the reality that many economic, social, cultural, and political interactions are regional while others can also be global. It is intended to address global or more limited bilateral or multinational interactions as context and circumstance suggest.

² Recognizing national, cultural, social, economic, religious, and political differences from across the global Laureate network (as well as accommodating institutional autonomy and mission differences) is critical to the successful implementation of transnational civic learning outcomes; however, to promote comparability and to reduce proliferation of expected competencies, network policies will guide institutional additions to the template.

support transnational civic learning drawn from the graduate’s discipline or profession, from the national or cultural context, or from institutional and program priorities.

The behaviors in black type are highly recommended and ideally will be adopted by many institutions. Each institution defines, assesses, and records the *evidence* required from students to demonstrate *competency* at the threshold level for associate and sub-degree recipients, at the intermediate level for baccalaureate recipients, and at the advanced level for masters, doctoral, and post-baccalaureate professional degree recipients. Each level is cumulative and incorporates the learning expectations of the preceding academic degree level(s). Evidence of competence at the advanced level is expected to be tailored to program objectives and offered at a level of rigor expected of practicing professionals in the area of study.

As the Laureate Professional Assessment (LPA) is implemented across the network, there will be areas of overlap in expected learning outcomes between the LPA and the GCP, especially regarding cognitive and non-cognitive skills that are the foundation for both workforce education and civic learning. Every effort will be made to coordinate and integrate the LPA and GCP so as to reduce burdens on network institutions and their students. Through these measures, Laureate worldwide has the opportunity not only to distinguish itself from competitors but to assume a major global leadership role by showing how graduates of programs can earn credentials that certify their work and citizenship readiness both locally and globally.

Because the core competencies associated with the core behaviors noted in red represent threshold attainment based on academic learning and are expected to be shared among all Laureate institutions regardless of mission, their implementation will evolve over years for some institutions. Accordingly, the template for civic learning will begin with each institution’s current capacity to assess the highlighted core competencies and move as quickly as possible to develop the infrastructure necessary to support assessment of all of the core outcomes—plus whatever additional outcomes an institution may wish to add. The beginning point for all students in all institutions is an emphasis on civic knowledge acquired through learning. Eventually, most institutions will wish to augment knowledge with experience gained through actual participation in civic organizations. Those institutions that already have well-developed community engagement programs may begin to report evidence of attainment through experience and community engagement immediately.

Proposed Template for Assessing Civic Learning Outcomes Achieved Through Applying Academic Learning

Competency	Behavior	Threshold Level (Sub-baccalaureate)	Intermediate Level (Baccalaureate)	Advanced Level (Master's and Professional)
<i>Demonstrates self-awareness and self-assessment of one's own social and cultural self as part of a larger society, both local and transnational: Social Self-awareness</i>	A. <i>Articulates one's own multiple layers of identity (e.g., religion and systems of belief, culture, ethnicity, gender, citizenship, language) and articulates changes in identity as a result of experience</i>	<i>Describes</i> own cultural background, including origins and important defining characteristics as a member of one or more groups (i.e., social, religious, ethnic, linguistic, etc.) and explains how residence or citizenship in a nation affects identity	<i>Assesses</i> multiple identities as a member of two or more groups, distinguishing differences among defining characteristics of each and explaining how it is possible to be a member of more than one group, including those whose membership is not limited by geographic borders	<i>Explains</i> how own civic identity is affected by and in turn affects the application of professional knowledge drawn from academic discipline or field of study
	B. <i>Acknowledges</i> the basis for personal differences of others by explaining the impact of those differences	<i>Defines</i> the basis of identity for a group different from own	<i>Explains</i> the perspective of a group different from own on a contested issue	<i>Explains</i> how application of professional cognitive skills or expertise transcends or overrides different group identities

Competency	Behavior	Threshold Level (Sub-baccalaureate)	Intermediate Level (Baccalaureate)	Advanced Level (Master's and Professional)
Demonstrates awareness of social diversity and of different constituent elements in society and foundations of collective identity: Diversity Awareness	A. <i>Explains</i> the potential for shared actions for the common good based on a collective identity	<i>Understands and explains</i> why persons with different identities coming from different groups might agree to be part of a larger, collective group	<i>Explains</i> diverse positions representing different perspectives on a contested civic issue and evaluates evidence to draw conclusions about how collective action can be taken despite differing personal identities	<i>Explains</i> how a collective action (based on application of professional or disciplinary expertise) involving two or more groups with different identities transcends (or overrides) identity as an element of resolution
Understands civic issues based on acquired knowledge by drawing on own disciplinary or professional learning (i.e., area(s) of in-depth learning, including interdisciplinary fields of study): Civic Knowledge	A. <i>Defines</i> several important facts, concepts, principles, and forces that shape civic life at local, national, and transnational levels of community	<i>Describes</i> a significant transnational problem or issue confronting one's own academic institution, local community, or nation	<i>Explains</i> how local perspectives on the best action(s) to be taken to resolve the issue are similar or dissimilar depending on national, cultural, religious, or political perspectives	<i>Proposes</i> complex solutions for multiple transnational civic problems based on professional knowledge
	B. Can synthesize and apply acquired knowledge to explain several transnational civic challenges that are beyond a single nation's capacity to address	<i>Identifies</i> at least three global challenges related to one's discipline or career goals and describes own nation's role in responding to each of them	<i>Describes</i> a specific contested civic problem or issue affecting more than one nation or region and explains different positions of at least two nations and their rationales for differences	<i>Proposes</i> a multinational solution/response to a current transnational challenge citing evidence from sources drawn from two or more different nations in own area of professional expertise and demonstrating how these sources redefine the solution
	C. <i>Defines and explains</i> several universal civic values (e.g., justice,	<i>Explains</i> the importance and complexities of universal values in a	<i>Explains</i> own position on the problem or issue based on conclusions drawn from	<i>Identifies and analyzes</i> some of the current practices that protect universal civic values

Competency	Behavior	Threshold Level (Sub-baccalaureate)	Intermediate Level (Baccalaureate)	Advanced Level (Master's and Professional)
	equity, diversity, respect, tolerance, rule of law) and universal human rights as the common foundation of human dignity	globalized world, identifies basic constituent human rights, and names some of the major threats to assuring human rights for all	evidence and the application of universal civic value(s)	and describes how recognition and protection of human rights can affect the exercise of professional or disciplinary responsibilities
	D. <i>Identifies</i> civic issues between dominant and subordinate groups in own local community or nation	<i>Identifies</i> the basis of differences and the power relationships between groups' perspectives on one or more key civic issues	<i>Explains</i> the means for (how) dominant and subordinate groups to interact with each other and possible consequences of interactions	<i>Proposes</i> possible solution(s) for contested civic issue between dominant and subordinate groups that reflect professional or disciplinary knowledge and practices
Works collaboratively with others in understanding the role of civic actions by drawing on own disciplinary or professional learning (i.e., area(s) of in-depth learning including interdisciplinary fields of study): Civic Collaboration	A. <i>Demonstrates</i> knowledge of social movements/political systems and levers of change	<i>Identifies</i> credible sources of knowledge (origins, development, and status) of social movements/political systems	<i>Explains</i> composition of leadership and membership of social movement/political system	<i>Analyzes</i> how social movements/political systems use levers of change to enact values or goals
	B. <i>Demonstrates ability to work with others in analyzing how applying one's own discipline can address the civic dimensions of complex problems at the local, national or</i>	<i>Demonstrates</i> the ability to work with others to analyze a significant local or national social or political organization connected with civic issues, defines the issue(s), and expresses insights gained about self	<i>Collaborates effectively with</i> others from different disciplines to identify how one's own discipline can address the civic dimensions of complex problems at the local, regional, national or transnational level	<i>Demonstrates</i> the ability to work effectively with others in analyzing systemic, complex root causes that underlie a significant civic issue and proposes alternative multidisciplinary solutions based on applying the knowledge, skills, and values of

Competency	Behavior	Threshold Level (Sub-baccalaureate)	Intermediate Level (Baccalaureate)	Advanced Level (Master's and Professional)
	transnational level by defining and finding common ground and goals	and others from experience		own discipline/profession and explains own role in relation to others in acting for the global common good
	C. Explains the value of being able to place the common good ahead of one's own personal interest	Explains and defines similarities and differences between the local common good and the global common good with at least three specific examples	Identifies both positive and negative examples of global common good practices that align with or differ from one's own personal interest	Based on application of discipline/professional knowledge, analyzes critically how adherence to the global common good with regard to a key issue impacts own local community, and considers whether the end justifies the means in adhering to the global common good
Understands complexities of transnational civic actions based on an understanding of the global common good: Global Common Good	Can demonstrate ability to analyze and reflect on transnational civic actions based on understanding the global common good and the impact of actions (intended and unintended) on others	Identifies a contested significant transnational civic issue or challenge, explains the basis for different perspectives on the resolution of the issue, and provides a rationale for accepting the position of one of the disputants as the most effective means to enhancing the common good locally	Assesses the effectiveness of personal action and how (whether)personal knowledge, experience, and application of professional/disciplinary civic responsibilities (duties) made a difference locally and transnationally	Demonstrates the ability to identify a significant transnational civic issue or challenge, assess qualitative and quantitative evidence related to the issue, identify the key actors (governmental agencies, nongovernmental organizations, corporations) and propose a rationale for accepting the position of one of the disputants as the most effective means of enhancing

Competency	Behavior	Threshold Level (Sub-baccalaureate)	Intermediate Level (Baccalaureate)	Advanced Level (Master's and Professional)
				the common good locally, nationally, or transnationally
Cognitive skills including problem solving, critical thinking and inquiry, creativity, quantitative reasoning, multi-perspective approach to issues (open-mindedness), respect for evidence and ability to distinguish evidence from opinion and fact from belief, ethical reasoning: Validated Information	Overall skills are to be assessed as a part of the Laureate Professional Assessment competencies. Civic learning focuses on the use of validated information	<i>Able to apply</i> academic learning to participating in civic, political and community actions by identifying sources of relevant information, assessing their validity, and explaining the basis for relying on information from one or more sources	<i>Able to synthesize, integrate, and explain</i> information based on application of multiple perspectives and methodologies and able to defend actions taken on the basis of the information	<i>Able to identify, verify, and correct/counter</i> effectively false or misleading information applied to a contested civic issue or challenge of global significance
Non-cognitive skills including empathy, conflict resolution, cooperation, collaboration, communication, listening, integrity, taking responsibility, adaptability: Personal Responsibility	(To be assessed as a part of the Laureate Professional Assessment competencies). Civic learning focuses on personal responsibility	See LPA	See LPA	See LPA

Definitions:

Behavior: Within defined competencies, or levels of mastery of knowledge and/or skills, there are specific behaviors that when combined demonstrate overall competence. Behaviors are the specific knowledge or skills necessary for overall competence and may be assessed individually to assist learners in understanding where they are in their progress toward attaining overall competence. A behavior is important by itself but it may not by itself be sufficient to demonstrate competence.

Civic Issue: A civic issue is a problem, condition, or circumstance affecting the larger community and society of which an individual citizen is a part. Civic issues may be local, national, regional, or global (or all of these at the same time) and may exhibit a variety of different characteristics at these varying levels. Regardless of level, a civic issue, in contrast to a personal issue, depends on collective action to define the issue and to act on its resolution.

Civic Learning Outcomes: Civic learning means acquisition of the knowledge, the intellectual skills and the applied competencies and aptitudes that citizens need to have to be informed and effectively participate in civic life; it also means acquiring an understanding of the social values that underlie civic structures and practice. Learners can demonstrate integration of knowledge and skills by engaging with and responding to civic, social, environmental and economic challenges at local, national and global levels.

Common Good/Public Good: The public good reflects a commitment to civic and social responsibility, to serving and protecting the social welfare, and it implies a moral obligation on the part of both individuals and organizations to attend to social issues. The goal is to make society better through education. The term common good is more frequently used by UNESCO and other regions of the world. For purposes of the GCP, the terms are used interchangeably. (See also “global common good below.)

Community/Civic Engagement: Engagement is demonstrated through collaboration between institutions and their larger local, regional/state or province, national or transnational communities for the mutual beneficial exchange of knowledge and resources in a context of partnership and reciprocity. Community engagement encompasses institutional actions and activities wherein faculty,

students, or staff participate in activities of personal and public concern that through experience co-create knowledge that is both individually life enriching and socially beneficial to the community.

Competency: Competency is demonstrated by evidence that a learner has mastered the knowledge, skills, and aptitudes necessary to perform at a specified level of expertise or proficiency in a defined subject area or field of practice. In contrast to learning certified by earning credit hours in courses, by following a set curriculum, or by devoting an amount of time to learning, competence may be attained in many ways but is demonstrated by a capacity to act at a predetermined level of proficiency. Within broad competencies or levels of skill and knowledge, there may be specific *behaviors* that combine to establish competency.

Disciplinary Knowledge (or professional knowledge or learning): In most instances, degree and sub-degree programs of study require learning in depth and lead to certifications in recognized fields of study (sometimes called “majors” or “courses”), often aligned with professions resulting in licensure by external, third-party organizations or governmental agencies. Increasingly, fields of study are interdisciplinary or multidisciplinary and may not be similarly organized or defined among nations or even institutions within the same nation. However, some regions, notably the European Higher Education Area, are seeking to define specific disciplines or fields of study in terms of expected outcomes necessary for defined levels of competence shared among nations in a region.

Evidence: Evidence of successful completion of a learning objective may vary by objective or even the preferences of an institution, but evidence of learning is based on assessed (evaluated) student work that can be verified by third parties (i.e., beyond the learner and teacher) such as a written essay, a performance, experimental results, or a project that is summarized and analyzed. (Also see “reflection” below.)

Global Challenges: Global challenges are those which transcend national or regional political and geographic borders and require the collective actions of citizens from around the world to address because they are not within the control of a single nation or state, such as climate change, pandemics, terrorism, trade, monetary exchange, food production, or immigration. Global challenges may also be seen as local issues with different definitions and related but different local actions depending on the perspective one takes. There can be conflicts between the local common good and the global common good. A purpose of global civic learning is to reconcile these differences.

Global Learning Outcomes: Global learning is a critical analysis of and engagement with complex, interdependent, natural, physical, social, cultural, economic, and political global systems and their implications for people’s lives and earth’s sustainability. Learners

become informed, open-minded, capable, and responsible people who understand how their actions affect both local and global communities.

Global Common Good: The *global* nature of a common or public good indicates that it affects and involves all nations and people, as opposed to local, national, or regional definitions of what may be in the best interests of only part of humanity. The United Nations and other organizations (and regions of the world) have further delineated the global common good, as UNESCO has in its 2015 report on *Rethinking Education*: “knowledge and education [should] be considered *common goods*. This implies that the creation of knowledge, as well as its acquisition, validation and use, are common to all people as part of a *collective societal endeavor*. The notion of common good allows us to go beyond the influence of an individualistic socio- economic theory inherent to the notion of ‘public good’. It emphasizes a participatory process in defining what is a common good, which takes into account a diversity of contexts, concepts of well-being and knowledge ecosystems. Knowledge is an inherent part of the common heritage of humanity. Given the need for sustainable development in an increasingly interdependent world, education and knowledge should, therefore, be considered *global common goods*.” The GCP, however, considers the common good and the public good as interchangeable terms; in both instances, the global nature of the societal good is what is being addressed.

National/Cultural Context or Perspective: In addressing the global or transnational common/public good and relevant civic learning competencies, institutions must take into account the laws and customs of the nations and regions of which they are a part. Global or transnational learning outcomes may differ from national or cultural norms, and these differences need to be explained and understood.

Reflection: Reflection is the intentional consideration of an experience in light of particular learning objectives. The presumption is that a course (or community service project) does not necessarily, in and of itself, produce learning. Reflection activities provide the bridge between the activity and the academic content of the course or certificate. Reflection activities direct the student’s attention to new interpretations of events and provide a means through which the learning experience can be studied and interpreted, much as a text is read and studied for deeper understanding. The products of reflection (e.g., essays, journals, artistic works, designs) provide evidence for assessing competencies.

(Drawn from <https://citl.indiana.edu/teaching-resources/teaching-strategies/reflection-service-learning/>)

Sub-degree: Degrees are typically awarded for courses of study that span several topics over several months or years, most often awarded as associate degrees (typically requiring two years of study), baccalaureate degrees (typically requiring three to five years of study), and masters or professional degrees that reflect study beyond the baccalaureate degree. Sub-degree programs are more

narrowly focused on specific skills, knowledge and capacities and may be completed in days or weeks often resulting in a credential such as a certificate, badge, diploma, or other credential recognizing specific learning attainment.

Threshold Level: Threshold level expectations are the minimum levels of assessed learning outcomes that are acceptable for recognition and are essential for all graduates of all degree programs delivered by Laureate network institutions to have attained as a requirement for the awarding of a degree or credential.

Transnational: A transnational action or concept is one that crosses two or more national borders. It may be global, affecting all nations and peoples, or it may be specific to a region. In all cases, the action or concept affects the citizens of more than one nation. A **transnational competency** is one expected of a citizen regardless of the laws, religions, or cultural contexts of the nation(s) of which they may be a citizen, such as information or quantitative literacy or capacity for reflection. Basic human rights are transnational.

Development of Civic Learning Template:

Internal Review and Development

The Laureate template for *Civic Learning Outcomes for the Global Common Good* was developed over multiple iterations through discussion with the Laureate Global Citizenship Project Advisory Council, whose members reviewed and revised the template to ensure that the competencies and associated behaviors could be developed and assessed across many different cultures, languages, and academic environments. The core competencies were given special consideration and emphasis as the expected outcomes for graduates of Laureate network institutions worldwide. Members of the Advisory Council: Bronwyn Dugtig (Head of Community Engagement, Monash University South Africa), Lashvinder Kaur (Laureate Senior Advisor for Communications Asia Pacific, Middle East, and Africa region), Craig L. Lundsten (Executive Director Continuous Quality Improvement Laureate Network Office), Rosa Maria C. Moraes (Director of Communications and Social Responsibility for Laureate Brazil), Nadina F. Mazzoni Pizzati (Corporate Social Responsibility Director UNITEC Honduras), Ana Maria Ovejero Puente (Vice Dean, Universidad Europea Spain), Terrence Peet-Lukes (Vice President Market and Business Insights Laureate Network Office), Maria Olivia Rivas (Director of Community Relations AIEP University Andrés Bello Chile), William C. Schultz (Director of Academic Initiatives Walden University United States). William Plater was the coordinator of the development of the template in his role as director of the Global Citizenship project.

External Review and Development

The core competencies of the template were reviewed externally by leading experts with extensive experience in developing and using civic learning rubrics. Their comments and revisions augmented and helped validate the template as proposed by the Laureate Advisory Council. Their contribution is gratefully acknowledged. External reviewers were: *Robert Bringle* (Indiana University Chancellor's Professor of Psychology Emeritus and founding director of the IUPUI Center for Service and Learning), *Julie Hatcher* (Associate Professor of Philanthropy Studies at the Indiana University Lilly Family School of Philanthropy and Director of the IUPUI Center for Service and Learning), *Hilary Kahn* (Director of Indiana University Center for Global Change), Susan Sutton (Bryn Mawr Senior Advisor for International Initiatives), and *Dawn Whitehead* (AAC&U Senior Director for Global Learning and Curricular Change).

External Use of the Laureate Transnational Civic Learning Template

The civic learning template has been designed for use within the Laureate global network. However, the template may be used by other institutions or educational networks under the terms of the Creative Commons license. Laureate make no claims for the results of using the template for any individual student or graduate of a Laureate institution or any other institution that may use or adapt the template.