

UNIBILITY

university
meets
social responsibility

Guidelines for Universities Engaging in Social Responsibility

*University Meets Social Responsibility (UNIBILITY) –
2015-2017*
Grant Agreement No.: 2015-1-AT01_K203-005033



Co-funded by the
Erasmus+ Programme
of the European Union

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

IMPRINT

University Meets Social Responsibility (UNIBILITY) – 2015-2017

Grant Agreement No.: 2015-1-AT01_K203-005033

Website: www.postgraduatecenter.at/unibility

Coordinator: Katharina Resch, email: katharina.resch@univie.ac.at

Authors

José Pedro Amorim (University of Porto), Alina Borcos (University Politehnica of Bucharest), Tanja Božič (Public University of Ptuj), Márcia Coelho (University of Porto), Joaquim Luís Coimbra (University of Porto), Teresa Dias (University of Porto), Gabriel Dima (University Politehnica of Bucharest), Judith Fritz (University of Vienna), Isabel Gomes (University of Porto), Petja Janžekovič (Public University of Ptuj), Jordi Marti Miret (University of Barcelona), Isabel Menezes (University of Porto), Katharina Resch (University of Vienna), Fernanda Rodrigues (University of Porto), Maria Slowey (Higher Education Research Centre, Dublin City University), Francesca Uras (eucen), Isabel Vidal (University of Barcelona), Mark Wallace (Higher Education Research Centre, Dublin City University), Christina Weißenböck (University of Vienna).

Edited by Mark Wallace (Dublin City University, Higher Education Research Centre) and Katharina Resch (University of Vienna, Postgraduate Center).

Layout and Design: Tanya Božič (Public University of Ptuj).

Published by the UNIBILITY project, www.postgraduatecenter.at/unibility

ISBN 978-3-200-05328-1

© The UNIBILITY consortium, 2017

An electronic version of this document can be obtained on the project's website:

www.postgraduatecenter.at/unibility

This document may be freely used and copied for non-commercial purposes, provided that the source is acknowledged.

Table of contents

1. Introduction to USR and its relevance	1
2. Key principles of the USR process.....	5
3. Training key staff members	8
3.1. Introducing the concept of USR for universities.....	9
3.2. Studying existing USR processes and practices	10
3.3. USR Strategic Planning and Action Planning.....	10
3.4. Reporting and structuring USR activities	13
4. Reaching out to relevant stakeholders	16
4.1 University Meets Business.....	16
4.1.1 Challenges for successful university-business partnerships.....	16
4.2 University Meets NGO	20
4.2.1 Mutual needs and overlapping fields of work.....	20
4.2.1 Types of cooperation.....	23
5. Involving students in USR.....	25
5.1 Action.....	26
5.2 Reflection on service learning	29
5.3 Institutional support	30
5.4 Time	31
5.5 Impact.....	31
6. Conclusions	33
7. References and resources.....	34

1. Introduction to USR and its relevance

The following *Guidelines for Universities Engaging in Social Responsibility* are designed to offer a selection of recommendations and instructive examples of good practice for universities as they respond to their changing social role in a variety of contexts: regional, national, European and global. Universities are increasingly expected to be responsive to the needs of society and to engage with a wide variety of external stakeholders. The increasing importance of this social dimension of higher education calls for a concerted effort to devise strategies and implement measures, which will establish universities as drivers of societal well-being.

The *Guidelines* are the final output of the **Erasmus+ UNIBILITY: University meets social responsibility project (2015-2017)**. This project was dedicated to the promotion of University Social Responsibility in a cross-European setting. The UNIBILITY partners were: University of Vienna (Austria); University Politehnica of Bucharest (Romania); Public University of Ptuj (Slovenia); University of Porto (Portugal); University of Barcelona (Spain); Higher Education Research Centre, Dublin City University (Ireland); and the European University Continuing Education Network (eucen).

In the course of the **UNIBILITY project**, it quickly became clear that there is little agreement about terminology in the relevant field. The terminology which is used to describe universities with regard to their relationship with and impact on wider society is particularly varied: social dimension, civic engagement, third mission, and so on. The current *Guidelines* adopt the phrase **University Social Responsibility (USR)** to refer to all aspects of universities' impacts on society, both in terms of direct engagement and of internal strategic practices. The **concept of USR derives from Corporate Social Responsibility (CSR)**, which offers a rich theoretical background. Theoretically, USR itself is still at an early stage of development. While it is not suggested that USR should develop in an identical manner to its corporate forebear, the linkage is deliberate: universities are no longer independent from the corporate sphere, and cooperation with this sphere is a necessity for the contemporary university (for reasons outlined below). USR can be broadly defined as the strategic commitment to considering wider society as a stakeholder of the university, and to acting accordingly. USR also relates to the identification of more specific groups of external stakeholders, and the pursuit of policies which benefit them, as well as internal stakeholders.

Within an EU context, the importance of the social dimension has been stressed by the Council of the European Union, which has identified "the promotion of equity, social cohesion and active citizenship as one of its four strategic objectives" (Council of the European Union, 2013). At the same time, the EU's research and innovation program Horizon 2020 names "industrial leadership" and "tackling societal challenges" as two of its three key goals. This recognizes that universities cannot fulfil their social responsibilities in isolation from the business sector and that universities, businesses, policy-makers and civil society organizations must continue to strengthen their working relationships in a changing social and economic environment.



Responses to this changing emphasis in policy have emerged from the university sector. The EU-USR project, which was the first to be funded in this area, produced *University Social Responsibility: A Common European Reference Framework* in 2015, and this document provides the first framework to support the process of implementing social responsibility in universities across Europe (Dima, 2015). In 2015, the EU-USR project brought forth another project idea, focussing on outreach to the community, which became the UNIBILITY project. In early 2017, the Global University Network for Innovation (GUNi) produced *Towards a Socially Responsible University: Balancing the Global with the Local* as the sixth in their *Higher Education in the World* series of reports. This international report focused on the challenges and opportunities which globalization offers to the university sector, noting also that universities need to conform to “a more recent perception [of them] as agents of social change” (GUNi, 2017, p. 42).

As it currently stands, university engagement with their mission of social change often tends to be more advanced in practice than it is in strategy. Universities provide their expertise to the local community, and collaborate with businesses and non-governmental organizations (NGOs), on a widespread but often informal basis. Frequently, this work is undertaken with little support from management. It has been part of the UNIBILITY project to bring together in a more systematic form the various ways in which universities across the EU provide examples of good practice in the area of USR. There is a need to carry this systematization further, allowing universities to classify, document and report on their USR

activities, and ensuring that the commitment to the social dimension is not simply an optional add-on to university research and education activities, but is embedded in institutional strategy and supported by management. Only management can provide the support and resources which will allow university staff to devote their time and expertise to USR on a long-term basis.

The concept of USR entails an awareness at every level of the effects of university actions and policies on third parties and the progressive implementation of an integrated model founded in the principles of social responsibility. It is not limited only to activities which would be categorized (particularly in the Anglophone world) as “civic engagement”, though such activities form an essential part of a USR approach. USR is a broader concept, which should ultimately cut across all activities and become structurally and culturally central to the operation of the university. It is understood also that as each university operates in a specific location and social context, there is no universal approach, so these *Guidelines for Universities Engaging in Social Responsibility* aim to provide a starting point which then can be adapted for the particular purposes of each individual institution.

This introduction comprises the **first chapter** of the *Guidelines*. The **second chapter** gives a detailed conceptual introduction to USR and contains information and recommendations on ways in which universities might get started with the USR process. The **third chapter** takes a particular emphasis on the key initial stage of training staff, including an outline of a possible USR training schedule for universities. In the **fourth chapter**, some pointers are given with regard to universities reaching out to the community, concentrating on university interactions with businesses and NGOs. The **fifth chapter** deals with involving students in USR, and builds on the documented experience of involvement in community work by students in the UNIBILITY partner universities. Each chapter also includes several brief accounts of USR projects undertaken by partners over the course of the UNIBILITY project. These accounts may help readers in coming up with ideas for their own universities. Further information about all UNIBILITY projects can be found at the project website.¹

The Guidelines have been created specifically for a university readership. First and foremost, teachers and researchers will find practical and straightforward guidance on implementing and strategizing their USR while students will find inspiration and examples of good practice to help get them started or deepen their commitment. The general strategic element of the guidelines will also render them of interest to university management, administration and student support.

¹ <http://www.postgraduatecenter.at/unibility>

Each university has autonomy to decide the degree of USR it wishes to implement. However, a deep commitment to USR will provide many benefits for the institution. These include:

- increasing the university's impact within society and contributing to tackling societal challenges
- increasing public understanding of the university's research
- increasing cooperation with industry or public bodies
- increasing the impact of university research on the social and cultural life of the local community
- promoting university participation in policy-making
- potential helping to align the university with trends in policy and funding

In short, a strategically implemented USR approach will ensure that universities operate for the good of all of their stakeholders, as well as creating goodwill towards the university from those outside it. While each university will go about this in its own way, it is also essential that we outline some common values and methods, and that good practice is shared. A common USR framework will prepare universities to meet societal needs and contribute to solving societal problems, while taking a full and active part in their communities.



2. Key principles of the USR process

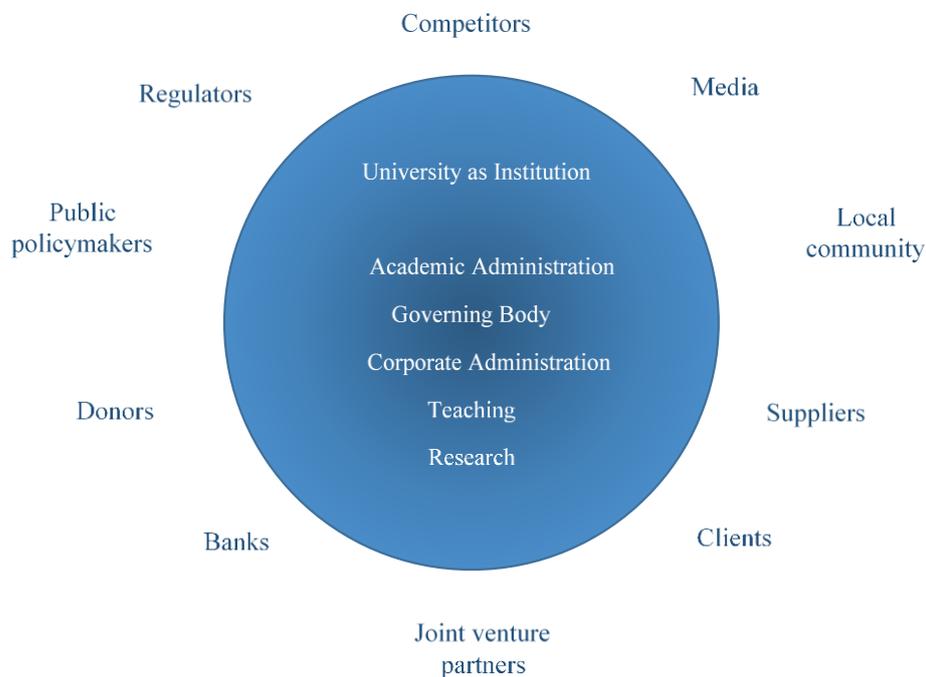
Universities contribute to the well-being of society as educational institutions with a public responsibility, and through the efforts of their staff members, researchers, and students. They take part in social action, volunteering, food drives and other initiatives that undoubtedly help to improve the surrounding areas, but that do not necessarily have to be considered as a part of a USR strategy.

To consider that an institution fully engages in USR, a number of principles are required.

These principles are:

- **USR needs to be established as a management model working from the top to the bottom:** Contrary to the vision, still too widespread, that links USR with charity or reduces it to community action exclusively, we argue that USR ultimately needs to be seen as a way of understanding the university's management. It must be part of the heart of the university and influence it in all areas, from strategic decision making to human-resource management. This model must start from the top (university management), but also has to permeate all university staff, influencing their day-to-day performance and interaction with external stakeholders.
- **Not reducing USR to an administrative unit:** It makes sense to start a USR policy through an administrative unit, but it would be a mistake to think that this department is "solely responsible for USR" in the university. The administrative unit coordinates, communicates, performs and even leads, but USR has to be a transversal issue that involves everybody. USR refers to the way professors, researchers, administrators and others treat and interact with their students, the way they conduct research and manage the ethical conflicts that can result from it, the way the human resources of the university are managed, relationships with stakeholders, etc. Consequently, the creation of an administrative unit to take charge of USR only discharges a small part of the university's responsibility.
- **To know and evaluate the impact produced by the university:** USR basically consists in knowing, monitoring and evaluating the impact on society and specifically on the university stakeholders, of the different programmes, actions and activities performed by the university. The evaluation of these impacts helps the university to set new goals and to move on to a management model that respects the expectations of stakeholders. The elaboration of a good map of stakeholders allows the institution to discover which stakeholders they have and their expectations about the university. With a map of stakeholders we can answer the question: *What are the expectations that each stakeholder has regarding the university?* It has to be noted that the stakeholder map is a management tool that has to be reviewed periodically. The elaboration of this map is the beginning of the formalisation of a continued dialogue with the different stakeholders or at least with those that the university prioritizes.

Example of a university map of stakeholders:



- **Dialogue with stakeholders:** The formalisation of a continuous and fluid dialogue with stakeholders is another management tool that helps the university with the implementation of its USR policy. Good management of the dialogue with the stakeholders allows the university to know and keep up with the expectations of these groups. This dialogue can take different forms. It is recommended to carry out a joint dialogue with different stakeholders (“multi-stakeholder dialogue”). The creation of a **Planning Committee** or **USR Committee** with representatives of the main stakeholders and university management is an excellent tool to manage the multi-stakeholder dialogue.

This Committee would be responsible for designing and ensuring the implementation of USR in a transversal way throughout the university. The Committee would be the place to take commitments linked to USR implementation and to evaluate the implementation and impacts of these commitments periodically.

This Committee would also be in charge of approving the different strategic USR documents like:

- ❖ A USR charter stating the vision
- ❖ Action plans and strategic projects
- ❖ USR annual reports

- **To clearly emphasise specific parts of USR and know how to prioritize:**

USR has two dimensions, the internal and the external. It is common for people to understand USR as relating to external relationships, but the internal is equally important.

The two main areas of USR internal practices are human-resource management and safety and occupational risk prevention. Internal practices in the environmental area are linked to reducing consumption, promoting recycling and reusing, and other policies to reduce the waste produced.

The external dimension, on the other hand, includes those practices that involve stakeholders from outside the organization (for example, business people, suppliers or the local community).

It is evident, therefore, that USR covers practically everything and universities should know how to prioritize the most important areas according to their situation.

- **University transparency and evaluation of the results of the dialogue with stakeholders:** If USR is understood as a management tool, as a way of governing that will make the university work better, it makes no sense to be afraid of transparency, as it will be exactly this that will allow improvement. At present, the evaluation tool most commonly used by universities is the Global Reporting Initiative (GRI) guide. This guide, however, applies to organizations of all sizes and kinds and, consequently, sometimes does not provide an appropriate answer to the particularities of the university field. For this reason, it is advisable to keep adapting the indicators to achieve a more accurate image of the university impacts. Logically, this process requires time and only experience will allow universities to make this adaptation successfully.

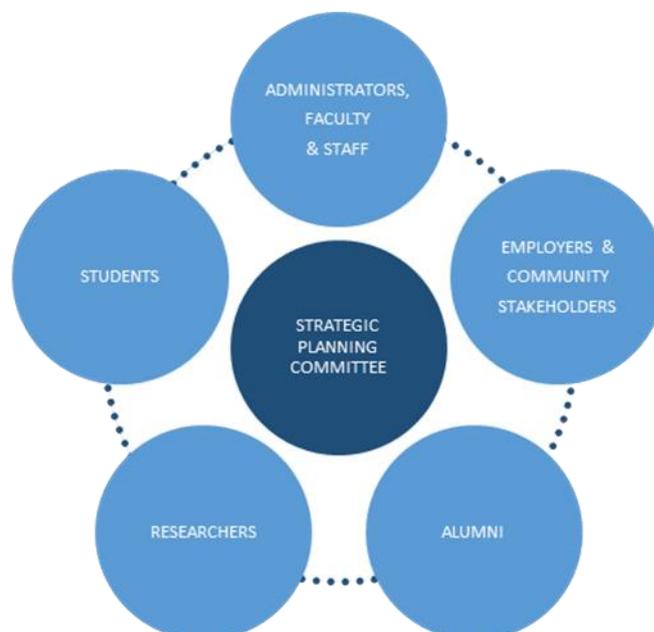
The above principles represent one possible vision of a perfected USR approach. This may not be immediately practical for all universities. For example, management may not be the initial driving force in implementing USR practices, so a model working from the top to the bottom may not be possible. In such cases, increasing management familiarity with USR principles and their relevance may prove effective in the medium to long term. In the short term, it offers falls to a few dedicated staff to drive USR forward. Thus, the training of key staff is of primary importance, and this will be dealt with in the next chapter.

3. Training key staff members

Key staff responsible for USR

- management, researchers, marketing departments, organizational developers, social responsibility offices, (technology) transfer office, staff development and human resource departments

Before universities start with the USR process, strong commitment is needed. One of the first steps is to train key staff members. This might involve establishing a new department, extending an existing department, or nominating an independent USR project team and building on existing knowledge of key staff members. The essential **starting point** is the **nomination of a Planning Committee** made up of individuals from within the university. Members of management, research and administration should be invited into the planning group (see box: key staff). Stakeholders from the community should also be identified and invited to take part in the strategic planning process.



Training material on USR is still rare, but has been developed in the course of the UNIBILITY project.² During the training period, key staff members should become acquainted with the concept of USR, should set up a strategy and an action plan to transfer research results to the local context of the university, and should discuss institutional profile-building through USR.

Trainings can vary in length and depth depending on time and previous knowledge of USR. We recommend a training schedule with the following key contents and working sessions:

Session 1:	Introducing the concept of USR for universities	Half day
Session 2:	Studying existing USR processes and practices	Full day
Session 3:	USR Strategic Planning and Action Planning	Full day
Session 4:	Reporting and structuring USR activities	Half day

3.1. Introducing the concept of USR for universities

In the first content session, USR as a term and concept should be introduced and discussed. Existing literature and especially the limitations of USR should be explained. The challenges for implementing USR at university level are often similar, no matter where the university is situated. Some of the problems encountered during the UNIBILITY project were as follows:

- ❖ Opposition from researchers who see their core activities in research and teaching and have no time for anything else.
- ❖ People who argue that USR is not a priority because the university is mainly concerned with research and technological performance.
- ❖ The standard indicators of success in universities are the number of funded projects and peer-reviewed publications. As long as the societal or economic impact of research is not an indicator that counts, motivation might be low.
- ❖ Other barriers can be financial in kind, a lack of knowledge about the subject, prejudice towards USR as another concept “without meaning” or a lack of trust in the Planning Committee. Following the CSR concept (Shawyun et al 2012), which applies to companies, the risk that USR is seen as an insignificant management strategy can also be discussed.
- ❖ Also, in different trainings and planning sessions, we discovered an ambiguity which should be discussed with trainees: USR is not a new phenomenon, it is already being implemented in every university, but it might be a new heading for activities and there might not yet be a systematic approach to USR.

² <http://www.postgraduatecenter.at/en/lifelong-learning-projects/lifelong-learning-projekte/university-meets-social-responsibility-unibility/unibility-products/usr-training-material/>

- ❖ Another huge challenge for USR is commitment. Individual staff members may initially volunteer their time; however, a strategic decision has to be made to give specific time and resources to the USR department or team to make USR a sustainable action.

No pressure can be put upon researchers to engage in USR due to its voluntary nature, but it is important to create a culture of engagement. This should include incentives for researchers.

3.2. Studying existing USR processes and practices

Session 2 could be used to look at existing USR processes in other universities and to study their success.

Also, existing USR projects or initiatives should be studied in depth. Some existing good practice can be found in the *UNIBILITY: USR-Toolkit of Practices*.³ This document includes a variety of examples of good USR practice across Europe. These include a Junior University reaching out to children in the community, Learning Parks for youth, architectural projects with buildings in the community, lectures for business partners, tutoring or mentoring programmes, but also more institutional examples, such as awards for social engagement by the university, etc.

3.3. USR Strategic Planning and Action Planning

In Session 3, members of the Planning Committee and relevant staff members should draft action plans for their university.

Such an action plan will commonly take account of three general stages:

- ❖ The planning stage: this is the necessary first stage when the university has never set up a systematic process for USR.
- ❖ The implementation stage: this stage takes place when USR activities are already up and running.
- ❖ The evaluation stage: USR activities need to be reported on and documented.

In this Session, participants analyse the current situation at their home university and work on a common definition of USR. Also, they identify strengths within the university and the needs of stakeholders in their community.

³ <http://www.postgraduatecenter.at/en/lifelong-learning-projects/lifelong-learning-projekte/university-meets-social-responsibility-unibility/unibility-products/usr-toolkit-of-practices/>



Action planning can happen in different parallel workshops, as follows:

WS 1: A vision for USR

In the first workshop, participants develop a vision for USR. They describe the essential "what" of the university's mission for USR (the areas on which the university can aim to have an impact) by reviewing the core functions of the university, current research and innovation potential. The University of Manchester in the UK, for example, has done this by focusing on 4 topics in their vision for USR (see box below). Participants should also discuss the essential "why" of the university's mission for USR (objectives, effects). Then they frame the mission statement as a single sentence that captures the common purpose (what and why).

Vision for USR: Manchester University – Research with impact

- “At the University of Manchester we conduct a wide range of high-quality research [...]. Our Research beacons in the areas of addressing global inequalities, cancer, energy and industrial biotechnology show how this approach is improving the lives of people around the world. These areas of investigation feature a unique concentration of high-quality research activity. They allow us to bring the best minds together to find new ways forward. [...] As part of our commitment to social responsibility we are keen to ensure these areas of research help to improve lives of people across our city region.”
- “*Our research is making a positive difference to society.*”
- <http://www.socialresponsibility.manchester.ac.uk/strategic-priorities/research-with-impact/>

According to our experience, it is easy to start the workshop with what USR is not (i.e. single events without a connection to strategic goals of the university, such as a museum visit or a health promotion service). The key benefit of USR is to make visible many (valuable) activities that take place at the university. However, there is also the danger of increased bureaucracy, administration and in accounting in quantitative terms when starting the USR process. Also, the importance of communication has to be stressed: internal communication with potentially affected people and via the university’s website.

The question of resources will arise when action planning starts. It has to be made clear whether or not there are resources and revenue streams for USR.

WS 2: Stakeholders’ needs

In the second parallel workshop, participants should discuss the stakeholder groups pertaining to each faculty, institute, etc. They can brainstorm main stakeholders and existing communication flows with them. From our experience, we know that different universities have different structures, stakeholders and needs, and this can influence the level of engagement in USR as much as different institutional frameworks and resources. It helps to identify the different stakeholders relating to each department, faculty or project, and those relating to the whole university. Categorizing stakeholders can be done via the following criteria:

- Degree of formalization (formal vs. informal)
- Degree of connectivity (forms of collaboration)
- Different needs and expectations
- Power of stakeholders (level of impact)
- Orientation of the university (internal vs. external stakeholders)

WS 3: Meeting challenges: barriers and arguments/counterarguments

In the third workshop, participants should work on a communication strategy for USR, examining the main barriers for USR and the main counterarguments.

The first step involves making a list of arguments against USR which participants have come across in their practice and then to collect good counter-arguments for USR as answers to the above collected ones. Brainstorming about driving forces for USR can also help to establish ownership for the topic within the university.



3.4. Reporting and structuring USR activities

In **Session 4**, trainees should get an overview of the different possibilities for reporting on USR (e.g. in annual USR reports) and how this process can be structured.

There are different reporting systems for Social Responsibility, such as Global Compact, PRIME Network or **Global Reporting Initiative**. The latter is the most popular one, used by many companies and also by universities.

Universities must take into account the advantages of writing a social responsibility report. These include:

- ❖ To transparently render accounts to society and the stakeholders concerning the impact of the university's activities
- ❖ To obtain a complete picture of the university's social commitment
- ❖ To facilitate comparison with other universities
- ❖ To improve the university's performance through the establishment of objective

The process of preparing a report on social responsibility is not easy and has to be structured well. A possible step-by-step process could go as follows:

- ❖ The managers of the university decide the general guidelines and the timetable for publication of the report on social responsibility (or this task could be managed by the Committee for Social Responsibility or the Planning Committee).
- ❖ The office or team in charge of writing the USR report requests information on USR from the researchers and administrators.
- ❖ The office or team in charge of writing the USR report uses the information provided to write the document according to its objectives and inclusion criteria.
- ❖ The office or team in charge presents the draft annual report on social responsibility to university management and they approve the document or ask for changes.

Some common problems and difficulties linked to preparing a report on USR are that the information might not be delivered at the agreed date or the information is inaccurate. Also the difficulty in adapting the information to the needs of reporting (brevity, clarity, or interest) might be hard work. The person(s) in charge of writing the report needs a holistic knowledge of the university and of USR.

Our recommendations to face these and other problems are to secure the active support and approval of management. Having fluid communication with the researchers and administrators in charge of providing the information is crucial: this requires an easy-to-use data-management system and a smooth process for requesting information.

There are different ways of reporting USR, but most likely a data-driven approach and an additional narrative approach work best.

Good practice: USR annual reporting

- The annual report on Social Responsibility produced by the University of Barcelona follows the indicators proposed by the Global Reporting Initiative.
- <http://www.ub.edu/responsabilitatsocial/en/memoria.html>

The impact of the USR report should also be planned. What impact will the USR report have (is it an internal or a public report)? Where and how will it be announced and for which stakeholders? The results of the report should also be transferred back to researchers so that they have an overview of the diversity of USR activities taking place in the university.

Recommendations for documenting USR

- Organize a strict schedule for collecting data with tables or online
- Set the reporting process up like a project
- Set up a communication process internally
- Schedule meetings with senior staff in time
- Secure the relevance of the USR report

Concluding this chapter, we would like to stress that professional development of key staff members cannot be seen as a one-time training activity only, but should be continuous. Training departments can offer this (adapted) training with great flexibility throughout the year. However, it is crucial to build up leadership for USR within these trainings.



4. Reaching out to relevant stakeholders

When the objectives of strategic planning and training key staff members have been achieved, action can be taken to reach out to relevant stakeholders. Each university makes their own decisions about which stakeholders to reach, according to their stakeholder map. Here, we exemplify stakeholder cooperation with local NGOs and business partners.

The development of a sustainable outreach strategy to relevant stakeholders is a necessary element of USR, and requires three fundamental elements:

- ❖ A clear vision of why community outreach and stakeholder engagement is important and how it should link with the identity, resources, context and mission of the university (see Chapter 2).
- ❖ A well selected team of core people, in charge of transforming the vision into an operational project, able to mobilize resources and to synthesize the different points of view and the technical/specific competences required (see Chapter 3).
- ❖ A strong determination and capacity to involve stakeholders from inside the University and from the local/national context in all the phases of planning, implementation and assessment.

The remainder of this section will be divided into two subsections: The first deals with university interaction with business partners; the second deals with university interaction with local non-governmental organizations (NGOs) around the university.

4.1 University Meets Business

The interaction between academia and business is a potential driving force in meeting societal needs and providing solutions to pressing societal problems. Therefore, such interaction should be considered a top priority for both sectors. It is key that each sector feels a mutual respect for the other, and that academic freedom co-exists alongside a commitment to working with business. Under the Horizon 2020 funding program, a policy shift towards greater cooperation between university and business is signalled. The field of university-business cooperation remains underdeveloped and in need of greater strategic direction (Davey et al. 2011). A number of challenges must be met in order to develop the field.

4.1.1 Challenges for successful university-business partnerships

Connecting education and academic research to business sector needs

Universities should be able to identify ongoing business needs in order to address topics that add value to the business communities they serve.

Actions for facing this challenge:

- Running labour market and technological trends surveys, interviews, focus groups.
- Setting up university joint advisory committees with the participation of relevant community and business representatives.
- Organizing open days/education & research fairs for presenting university offers to community and business.

Good practice: “University Meets Industry” at the University of Vienna (Austria)

- At a workshop in the beginning of 2016, a university researcher and app. 30-35 partners from the local IT industry joined for a half day workshop to talk about IT development research, app development, and information technology. The university researcher prepared and presented his latest research in this area followed by several apps for mobile phones he and his team had developed and marketed recently. After the workshop, one business partner talked to him about possible cooperation in this area. Six months later they founded a new start-up company together.

Building long-term strategic partnerships with business partners

Building on initial partnerships – based on a single research project run within a given university research team – universities management should look to create long-term strategic partnerships that are embedded within the university’s mission and the relevant company’s development strategy.

Actions for facing this challenge:

- Setting up a governance structure and inviting business representatives to play a pro-active role in shaping the university mission with special regard to university-business interaction.
- Nominating a business liaison officer with the motivation, capacity and experience to work with business partners.
- Motivating relevant business actors to get involved in a sustainable partnership by identifying their long-term goals/interests and propose actions that may contribute to these goals.

Motivating academics to engage in collaborations with business

Considering the currently rather low level of involvement of European academics in university-business collaborations (Davey et al. 2011), university management should encourage academic engagement with the business sector.

Actions for facing this challenge:

- Including a dedicated indicator within the academic staff assessment scheme related to their involvement in contracts/agreements/actions with the business sector.
- Providing financial incentives for staff involved in research contracts with the business sector.
- Recognizing successful collaborations through annual awards for university-business interaction.

4.2.2 Types of co-operation

University-business cooperation is already taking place in many European universities. Some of the most commonly found forms of cooperation are:

Courses in university curricula taught by experts from business

Courses taught by top-level professionals from the business sector, mainly for master and PhD programmes, are seen as an important way to assure that students are exposed to up-to-date content, especially for fast evolving subjects.

Training courses for companies' employees taught by academics

Many small and medium-sized companies, i.e. the ones that cannot afford their own training department, choose to outsource on-the-job staff training to universities rather than to specialized training companies.

Internships for university students organized within companies

Some companies offer internships for university students as part of their HR strategy. This constitutes a first step in their effort to identify valuable human resources within the student population to be recruited as full-time employee after graduation. There are several ways to organize internships: within the compulsory practical stages over the summer break, part-time assignments during the lifetime of MSc and PhD programmes, or even full-time positions where the academic program/national regulations allow.

MSc/PhD thesis subjects provided by business sector

The business sector may also provide MSc/PhD thesis subjects for university students in order to solve a given research need. This kind of cooperation can be organized as a standalone activity through individual MSc/PhD sponsored programmes or can be embedded within a given joint research project with various funding scheme.

Joint research projects funded by (inter)national funding bodies and/or by the business sector

It is common practice for the business sector to cooperate in joint research projects with universities in order to solve a given research need. This is particularly useful for small and medium-companies without their own research & development department.

Access to educational/research facilities for university staff and students

There are two ways in which business aids universities in accessing up-to-date infrastructure: giving access to their own facilities, and sponsoring the building of specific facilities within universities (laboratories, lecture halls or acquisition of equipment, software, books). It is generally acknowledged that, besides the need for a common research infrastructure for joint projects and educational activities, this is also a way through which companies promote their products and try to familiarize students with them.

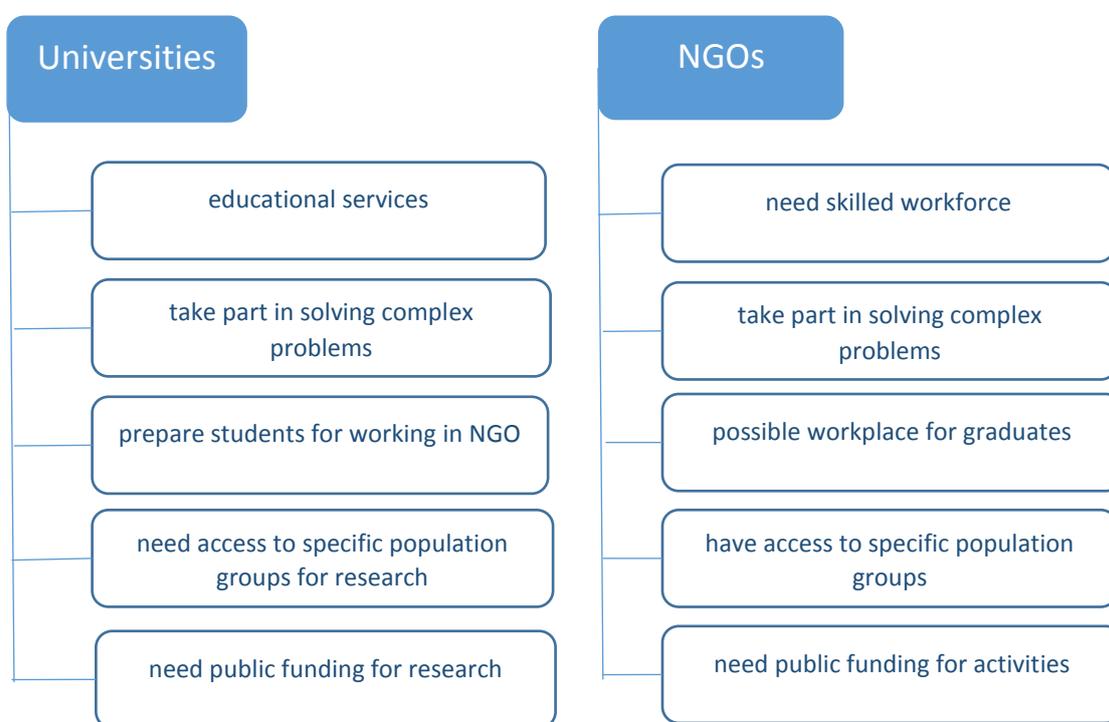


4.2 University Meets NGO

Both NGOs and universities face challenges that can be met by mutual support and exchange of various services and know-how.

4.2.1 Mutual needs and overlapping fields of work

What are universities' needs and what can NGOs offer? What are the problems faced by NGOs that universities can provide solutions for?



Educational services and skilled workforce

On the one hand, low budgets for continuing education or training might make staff development difficult and therefore pose a problem for the NGO's work. One of the major services universities can provide is knowledge transfer to NGOs. They can offer specially geared training and workshops for the NGO staff – at an organizational, theoretical, and practical level.

On the other hand, universities might lack a practical approach in their research. Practitioners from NGOs can provide insights into practice, field work or applied science, depending on the NGO's field of work.

Good practice: "University Meets NGO" at the University of Vienna (Austria)

- The University of Vienna approached Diakonie, an NGO in the field of social work with a limited budget for training their staff members. The workshop by the University of Vienna was held in April 2017 over a half day and attended by 12 staff members of the Diakonie. It dealt with the themes of intercultural skills and diversity. Participants all worked with refugees, in care, support, counselling, or middle management positions, and often encountered intercultural conflicts. They learned about a specific method called "critical incident method" which staff members can use to deal with intercultural conflicts.

Taking part in solving complex problems

Complex problems like poverty reduction, environmental sustainability, or health inequalities cannot be solved by one stakeholder or one scientific discipline alone. Effective change demands interdisciplinary collaboration. However, not only inter- but transdisciplinary cooperation and partnership, in particular between NGOs and universities, are necessary to combine theoretical and practical knowledge and transform it into concrete actions. As a result, not only are "real world" problems addressed and solutions for them suggested, but collective theoretical and practical expertise is made available for all stakeholders.

Human resources

NGOs are a major source of employment for university graduates (social science graduates in particular). However, graduates often lack special skills required by NGOs. Students from social sciences need business, organizing, and project management skills. To address NGOs' needs for specialized employees, it is crucial that universities offer special programs and courses. These should include specific NGO content as well as organizational and legal matters, from project management to fundraising to monitoring and evaluation. NGOs must be involved in the development and realization of these programs to ensure that the programs fit their requirements.

Good practice: “University Meets NGO” at the University Politehnica Bucharest (Romania)

- The workshop took place on a single day divided into two sessions, reaching 30 participants in total and 11 from NGOs specifically. In the first session, participants discussed the topic of volunteering, and in the second session, the topic of service learning was introduced as a specific didactic approach. The need to match community needs and the volunteering potential of the university (staff and students) was agreed on during the workshop. The university will now develop a clear strategy to go about integrating volunteering into curricula and other processes.

Access to specific population groups for research

One essential for researchers and students is access to a certain field of research and/or to specific data. NGOs can facilitate fieldwork for researchers, e.g. in a particular population group. NGOs can draw from the research results and use it for organizational improvement or for other aspects of their work, in particular when they do not have internal resources to conduct studies.

Need of public funding

Both researchers and NGOs depend on funding for their research and work. Collaborations often secure finance from public funds, foundations, research councils or private donors. NGO-researcher partnerships promote a win-win situation where NGOs provide access to empirical data and experience, while researchers offer theoretical and methodological knowledge.

4.2.1 Types of cooperation

Which types of formal cooperation, collaboration and partnerships between NGOs and universities exist?

Sending researchers or students to NGOs

To establish relationships between universities and NGOs, direct personal exchange and collaboration is one of the most important factors. University teachers can provide training and/or mentoring for NGO staff. This cooperation may be scientific (i.e. a research collaboration); alternatively, it may be more organizational or supportive (i.e. mentoring, counselling).

Researcher level: Research collaborations might be particularly useful as NGOs might not have the capacities to collect data or evaluate it. Roper (2002) identified several types of research collaboration: In the expert-consultant and expert-trainer models, the academic is consulted by the NGO to provide a solution for a specific problem at the NGO, either in an advisory function or by providing a special training. In the joint-learning model, both sides contribute their expertise to answer a research question or solve a particular problem. The resulting improvement of practice and creating new knowledge is seen as an ongoing process.

In Ireland, a large number of research collaborations were recently collected in the *Engaged Research* report (Campus Engage 2017), one of the largest of its kind so far in Europe. This report also set out a number of principles for research conducted with community partners.

Student level: Students can contribute to the work of NGOs by realizing their ideas in service learning projects integrated into the curriculum or as independent projects. This can be either theoretical or applied work, i.e. during research for their diploma/doctoral thesis, etc. Also, many young students volunteer in NGOs and therefore have access to these organizations.

Good practice: Student - NGO project

- One example is the improvement of rural water service in Same, Tanzania. Several professors and a student of Civic Engineering participated in a water supply program developed by the Spanish NGO ONGAWA. The student provided technical skills for the improvement of the water supply system and trained local staff members.
- see Sanchez-Ramos, et.al. 2016

Bringing NGOs to universities

Cooperation also works vice versa: NGOs can be invited to universities. Universities can arrange or host workshops, conferences, exhibitions, job fairs, or other events, which are either exclusive for one or more NGOs, a specific sector of NGOs or mixed for different stakeholders.

Good practice: Job Fair at the University of Vienna

- Uni Success is a job fair, where the employment website ngojobs.eu and different NGOs offer information about occupational profiles and job prospects at NGOs in Austria and abroad
- see www.uni-success.at

NGO staff members can also be invited into classrooms as practitioners, as they can provide practical experience and knowledge as well as insights into current projects and case studies.

Direct cooperation

Other forms of partnerships between universities and NGOs include the establishment of joint ventures, technology transfer projects, or concrete applied research projects.

Good practice: university-NGO joint venture

- The real-time water quality data provider “Water Canary” succeeded in setting up an arrangement between UNICEF and the New York University after the earthquake in Haiti in 2010. Water Canary provides a new, cost-efficient technology for measuring and reporting water quality in real time (Creative Technology, LLC 2015, Water Canary 2016).
- see www.watercanary.com

Further cooperation projects include forms of international networking platforms, e.g. inter- and transdisciplinary platforms can be designed and established where university, business and NGO personnel can exchange ideas, knowledge, job offers, and so on.

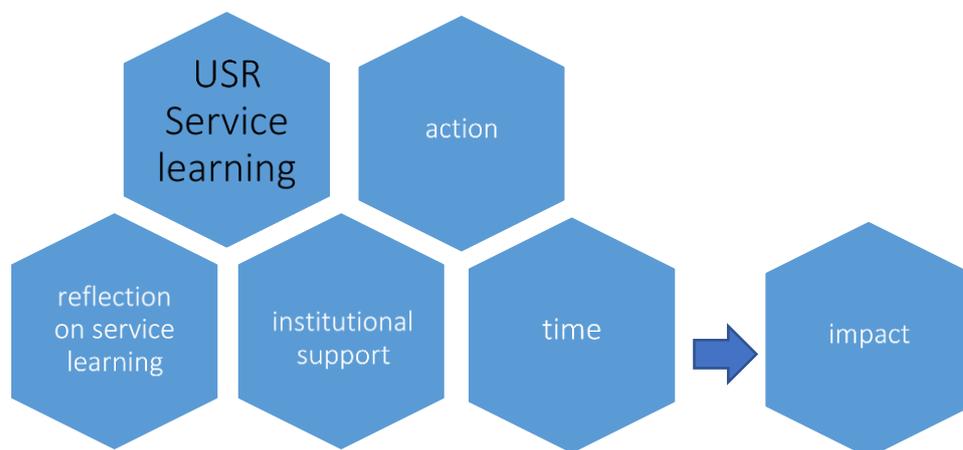
5. Involving students in USR

USR needs the active involvement of students, not only through the volunteering they do, but also through service learning projects, participation in research activities and even “as partners in governance and decision-making, providing for their representation on the Board (or equivalent) and on its advisory committees” (Martin, 2015, p. 12).

Service learning entails the active involvement of students in solving a “need” identified in the community, the clarification of skills or knowledge to be developed, and the provision of spaces intentionally organized for reflecting upon the experience. In other words, these projects encompass the implementation of the action-reflection conditions set by Norman A. Sprinthall (1991) through his strategy of deliberate psychological education: an opportunity for taking significant roles in real contexts, balanced with systematic occasions for the careful integration of the meanings of experience, in a context of support provided by professors and colleagues, with temporal continuity.

Under the UNIBILITY project, we have identified a set of USR practices that have students as the main recipients and/or participants (see Resch et al., 2016). Subsequently, service learning projects have been carried out in UNIBILITY’s six partner universities. For the purposes of the UNIBILITY project, service learning was considered to involve both curricular and extra-curricular activity in the community.

Relying on UNIBILITY’s service learning projects, this section will draw on the five main dimensions of the involvement of students in USR:



During these service learning projects, students were encouraged to document their experiences using a logbook: that is, a personal registration of activities, feelings and thoughts. It is from these documents that the students’ quotations reproduced below are taken.

5.1 Action

1. Students must have opportunities to use their skills and knowledge in their own communities, have a significant role in real contexts, and develop plans and strategies for the resolution of specific problems.

"I would like to emphasize the importance of obtaining work experience which is essential to achieve a consolidated vocational training." (21-year-old male student from Spain).

"It was an opportunity to put into practice competencies that I did not know I had. (...) it seems to me an excellent opportunity for students to learn in a real context." (28-year-old female student from Portugal).

2. There are many and various forms of community outreach, such as the following: academic knowledge transfer, community-based and engaged learning and research, partnerships with the community. These may be direct or indirect, short- or long-term, on- or off-campus.
3. The students should, if possible, actively participate at all stages of these projects: exploration of problems/resources, selection of participants and/or recipients, determination of activities and initiatives to be developed, ongoing assessment, and follow-up.
4. Begin with small steps, to gradually increase the investment in USR projects.

"There are multiple ways in which USR is being ingrained into the university at present which are not labelled as such. I would recommend that the initial focus of the university is to home in on these projects and configurations of USR that are already in place. This would be a suitable gateway where subtle changes could occur." (21-year-old female student from Ireland)

"We should begin with the smallest projects, for example by involving university students from disadvantaged backgrounds to work in university, so they can earn additional income." (22-year-old male student from Romania).

UNIBILITY's service learning projects covered a wide range of experiences, mainly related to three different axes:

1. Course content, meaning that the curriculum formally included activities or topics related to USR, as in the examples below:



Austria's service learning project "To a healthy neighbourhood" deals with the integration of senior citizens into community life through neighbourhood activities like hiking tours, regular lunch tables, discussion rounds, and sports activities. This project is integrated into the curriculum and is discussed in plenary in the sociology class each week, when students and staff meet.



At the University Politehnica of Bucharest, in Romania, Aerospace Engineering students are given the opportunity to visit companies, organizations, and institutions in the area of Aerospace Engineering.

2. Existing outreach projects in the university that support the community, as in the examples below:



Slovenian "Parentiation" is a non-formal educational program for parents of children with special needs who attend educational programs at the Public University of Ptuj (PUP).



In Spain, ClinHab provides free information on housing to people who need it, while contributing to the training of law students and occasionally students of social work. It also promotes and provides free mediation for residential conflicts, as an alternative to judicialisation.



Within the Romanian “Blood Donation” service learning project students had the opportunity to be part of a large-scale project focused on an information and public awareness campaign (addressed to students as main target audience) about the importance of blood donation.

3. Extracurricular projects directed at deprived communities, as in the examples below:



In Ireland, Dublin City University’s student-run Raising and Giving (RAG) Society has cultivated extensive links with the local community. Student volunteers have provided cookery classes, sports training sessions, intergenerational coffee mornings, and music, arts and drama events. They have worked with various local groups, from small children to the elderly. Students also have the option to integrate their volunteering activities into their academic work and receive academic credits for extra-curricular activities.



In Portugal, the project “O neighbours... come here!” aimed to foster good relations between the Faculty of Psychology and Education Sciences of the University of Porto and the residential quarters in the surrounding areas. Diverse activities were undertaken: medical screenings, vocational and career guidance, music, face painting, community garden, chess, conflict management, and Zumba class.

5.2 Reflection on service learning

1. It is important to include a reflection on USR in the academic curriculum.
2. This involves not only a cross-curricular approach to USR in various courses, but also the provision of courses specifically devoted to this topic. Specific courses should involve a systematic reflection over experience.
3. As a result, accreditation of engagement in these topics must be considered.

“USR at our university could be improved by sensitizing teachers to conduct service learning projects in their disciplines. Another important issue would be that this experience be recognized by the university in diplomas.” (28-year-old female student from Portugal)

4. Reflection should consider both the emotional (such as a first impression related to the service learning experience) and the instrumental (for instance, a description of the context of the project) dimension of learning.

12-week Logbook for service learning

Sample script for a 12-week service learning project

This logbook is an example that students may follow to register the activities during their service learning experience, as well as the feelings and thoughts they have on a weekly basis.

- **Week 1:** As regards your service learning experience, what was your first impression? Please describe it. What did you like best? And least?
- **Week 2:** Please describe the organization/community where you are based and its main activities.
- **Week 3:** Please describe the “best” experience that you have had this week. And what was the least positive experience? What have you learned?
- **Week 4:** What have you done this week? With whom did you interact?
- **Week 5:** Do you feel this experience is relevant from a personal point of view? Why/ why not?
- **Week 6:** Do you consider that your work is having a positive or negative impact on the community or organization where you are working?
- **Week 7:** Have you had any strong feelings during this time? Why/ why not? What have you learned about yourself? And about other people with whom you are in contact?
- **Week 8:** What have you learned about the way the world/society works? What implications does that have for you as a person, as a citizen and a future professional?
- **Week 9:** Do you feel you have had the opportunity to make a real contribution? Why/ why not?
- **Week 10:** Have you had the opportunity to develop a personal perspective regarding “university social responsibility” (USR)? Do you feel that this experience is a way of putting that idea into practice? Why/ why not?
- **Week 11:** What do you feel about the way your university is developing USR? What changes would you recommend?
- **Week 12:** Please describe in detail an episode that you consider to be the “best” experience you had during this project. Why is this the “best”? Additionally, please describe in detail an episode that you consider to be the “worst” experience you had during this project. Why is this the “worst”?

5.3 Institutional support

1. Student engagement must be promoted and supported by teachers, staff, USR departments and student unions.

"(...) the support of the project members and the professor was always good." (22-year-old female student from Austria).

2. USR must be acknowledged and prioritized in strategic plans and other institutional documents.

"University Social Responsibility should be a priority for each strategic development plan as it empowers individuals and groups to foster partnerships and strengthen relationships between higher education and society to tackle societal issues and shape the future of higher education." (23-year-old female student from Romania).

3. Trust has to be cherished, be it related to teachers, staff and peers, community members, employers, etc.

"On this Thursday, I was paired to work with an elderly woman named Lorraine who wore hairclips and a sly smile. We talked, cooked and laughed throughout the class, exchanging stories and thoughts. Afterwards, she told me that her granddaughter had been referred to a clinic that day for drug abuse after an incident at home. Her mother had apparently had a similar experience, and since has refused to see Lorraine. She thanked me for spending my time with her and for the work RAG does (one of the few moments of stability in her week). Lost for words, I simply thanked her in return for this moment, how special it was to me I could not articulate. It was the greatest honour and not only one of the 'best' experiences of RAG, but of mine in life." (21-year-old female student from Ireland).



5.4 Time

1. The duration and intensity of the projects must be flexible and appropriate to the objectives defined.
2. Consider not only short-term but also long-term projects.

"I noticed that the participants liked our visit but for a real contribution, the time we spend with them was too short." (22-year-old female student from Austria).

"I think it might have been the beginning of something. It was a door that opened to both sides. I believe there will be more openness to a better relationship on the part of both the university and the community. However, I think that in order to see great changes we would have to continue working at this level. Social changes take time. Perhaps it is possible that this work will be continued." (28-year-old female student from Portugal).

5.5 Impact

1. The promotion of soft skills: communication skills, flexibility and adaptation, conflict management.

"Honestly, the best experience I've had during this project is being able to discuss ideas and methods with my fellow students and my teachers every time we've gathered together." (21-year-old male student from Spain).

"I have learned that the most important fact when you work with different people who have different needs and expectations is simply communication." (24-year-old female student from Austria).

2. Students' personal change, featuring a significant diversity of competencies and learning domains, such as patience, flexibility, realization, worldview, awareness, recognition, responsibility.

"I found out that such participation contributes to personal development (...). Implementation of the program contributed to my self-esteem and also additionally motivated me to engage on these and other projects." (26-year-old female student from Slovenia).

"My work (...) has from day one shaped my worldview and personal opinions but as of now, that work has come to a certain lull. That being said, from this standpoint I personally have become more willing to push and remain stubborn in the face of adversity. (21-year-old student from Ireland).

3. The reinforcement of students' commitment and effort.

"And the thought that we or someone close to us might find ourselves in such a situation helped us to dedicate even more time and commitment to this project, such that the students, professors and the population in general realize the importance of donating blood." (23 year-old female student from Romania).

4. The students experience positive feelings and a sense of accomplishment.

"It was really nice to see people reacting so well to our activities, and participating" (22-year-old female student from Portugal).

"This is of course a positive influence on my self-esteem and motivation and I got confirmation that our engagement and work have a positive influence on others." (26-year-old female student from Slovenia).

5. In addition to the very important impacts on students, USR and the service learning projects may also impact positively on the communities and contribute to the improvement of higher education institutions.

"Students should get the chance to work on cooperation like this once during their studies. Students, companies and the university can benefit from it." (29-year-old female student from Austria).

"I think that this experience was really important to me and to our neighbours because we got to know each other better (...). I felt really empathetic towards some of the participants as they told me some of their life stories. There was this particular elderly lady that cried as she told me her problems, her story, I felt really touched by all that she said to me. At the end of the day she was laughing and smiling, just that one smile made me feel like everything up until then was already worth it, that we had had a positive impact in our community with this event." (22-year-old female student from Portugal).



6. Conclusions

There is clearly a growing emphasis on the social responsibility of universities, and universities across Europe are responding to this by increased action in the sphere of social responsibility and increased attention to the need to strategize their USR. There is also a growing volume of useful materials to aid this transition. The foregoing guidelines are intended to comprise a useful starting point, while the list of resources below provide further orientation for working with external stakeholders and for the development of USR. The full development of USR depends both on the enthusiasm and effort of relevant people within and outside of the university, as well as on the existence of a strategic investment at management level.



7. References and resources

- Aniekwe, C. C., Hayman, R., Mdee, A., Akuni, J., Lall, P. & Stevens, D. (2012). Academic-NGO Collaboration in International Development Research: a reflection on the issues.
- Arthur, J. & Bohlin, K. E. (Eds.) (2005). *Citizenship and Higher Education: The Role of Universities in Communities and Society*. Oxon: RoutledgeFalmer.
- Barnes, M. E. (2016). The Student as Teacher Educator in Service-Learning. *Journal of Experiential Education*, 39, 3, 238-253.
- Bennett, D., Sunderland, N., Bartleet, B.-L. & Power, A. (2016). Implementing and sustaining higher education service-learning initiatives: Revisiting Young et al.'s organizational tactics. *Journal of Experiential Education*, 39, 2, 145-163.
- Brail, S. (2016). Quantifying the value of service-learning: a comparison of grade achievement between service-learning and non-service-learning students. *International Journal of Teaching and Learning in Higher Education*, 28, 2, 148-157.
- Butin, D. W. (2010). *Service-learning in theory and practice: the future of community engagement in higher education*. New York: Palgrave Macmillan.
- Butin, D. W. (Ed.) (2005). *Service-Learning in Higher Education: Critical Issues and Directions*. New York: Palgrave Macmillan.
- Chen, S., Zhang, Q. & Zhou, Y.-P. (2015). Impact of Supply Chain Transparency on Sustainability Under NGO Scrutiny. SSRN <http://dx.doi.org/10.2139/ssrn.2590152>
- Coimbra, J. L. (1991). *Estratégias cognitivo-desenvolvimentais em consulta psicológica interpessoal*. Porto: Universidade do Porto.
- Council of the European Union. Council conclusions on the social dimensions of higher education. 329th EDUCATION, YOUTH, CULTURE, and SPORT Council meeting. Brussels. 16-17 May 2013. http://www.consilium.europa.eu/uedocs/cms_data/docs/pressdata/en/educ/137144.pdf [28 April 2017].
- Deeley, S. J. (2015). *Critical Perspectives on Service-Learning in Higher Education*. Hampshire: Palgrave Macmillan.
- Dima, G. (Coord.) et al. (2015). *University Social Responsibility: A Common European Reference Framework*. Final Public Report of the EU-USR Project (pp. 10-13). [Available in English, Portuguese, Spanish, French and Romanian. <http://www.eu-usr.eu/?p=607>].
- EACEA/Eurydice (2011). *Modernisation of Higher Education in Europe: Funding and the Social Dimension*. Brussels: EACEA P9 Eurydice.
- Gottlieb, K. & Robinson, G. (Eds.) (2002). *Integrating Civic Responsibility into the Curriculum*. Washington, D.C.: American Association of Community Colleges.

- Global University Network for Innovation [GUNI]. (2017). Towards a Socially Responsible University: Balancing the Global with the Local [6th Higher Education in the World report]. Eds. Grau F. X., Escrigas, C., goddard, J., Hall, B., Hazelcorn, E., Tandon. R. Girona: GUNI.
- Jacoby, B. et al. (2009). Civic engagement in higher education: concepts and practices. San Francisco: Jossey-Bass.
- Laker, J., Naval, C. & Mrnjaus, K. (2014a). Citizenship, Democracy and Higher Education in Europe, Canada and the USA. Hampshire: Palgrave Macmillan.
- Laker, J., Naval, C. & Mrnjaus, K. (2014b). Civic Pedagogies in Higher Education: Teaching for Democracy in Europe, Canada and the USA. Hampshire: Palgrave Macmillan.
- Larrán Jorge, M., López Hernández, A. Y. & Márquez Moreno, C. (2011). La comunidad universitaria andaluza ante la responsabilidad social: un estudio de opinion. Foro de los Consejos Sociales de las Universidades Públicas de Andalucía.
- Martin, B. (2015). Benchmark Standards for University Social Responsibility across the EHEA. In G. Dima (Coord.) et al., University Social Responsibility: A Common European Reference Framework. Final Public Report of the EU-USR Project (pp. 10-13). [Available in English, Portuguese, Spanish, French and Romanian. <http://www.eu-usr.eu/?p=607>].
- McIlrath, L. & Mac Labhrainn, I. (Eds.) (2007). Higher Education and Civic Engagement: International Perspectives. Hampshire: Ashgate
- McIlrath, L., Lyons, A. & Munck, R. (Eds.) (2012). Higher Education and Civic Engagement: Comparative Perspectives. New York: Palgrave Macmillan.
- Menezes, I. (2003). A intervenção para a resolução de conflitos ao nível da escola e da comunidade. In M. E. Costa (Ed.), Gestão de conflitos na escola (pp. 257-299). Lisboa: Universidade Aberta.
- Munck, R., Kelly, U. & Ozarowska, J. (2015). The value of civic engagement in higher education: An Irish case study. DCU in the community papers no. 1. <https://www.dcu.ie/sites/default/files/community/pdfs/Value.pdf>
- Resch, K. et al. (2016). UNIBILITY: USR-Toolkit of Practices. [Available in English, Portuguese, Spanish, German, Slovenian and Romanian. See <http://www.postgraduatecenter.at/en/lifelong-learning-projects/lifelong-learning-projekte/university-meets-social-responsibility-unibility/unibility-products/usr-toolkit-of-practices/>].
- Roche, C. (2013). Effective partnerships between NGOs, civil society organisations and universities. Beyond 2015. 2. 12 2013. <https://beyond2015.acu.ac.uk/submissions/view?id=47> (4. 5 2017).
- Roper, L. (2002). Achieving Successful Academic-Practitioner Research Collaborations. Development in Practice 12, 3-4, 338-345.
- Saltmarsh, J. & Zlotkowski, E. (Eds.) (2011). Higher Education and Democracy: Essays on Service-Learning and Civic Engagement. Philadelphia: Temple University Press.
- Sanchez-Ramos, D., Sánchez-Emeterio, G., de la Hoz, E., Pérez-de-los-Reyes, C., Rodriguez-Benitez, L. & Garrido, I. (2016) Educational potential of development cooperation: a university-NGO

collaborative experience. INTED2016 Proceedings: 10th International Technology, Education and Development Conference. Valencia: IATED. 2271-2278.

- Sprinthall, N. A. (1991). Role taking programs for high school students: New methods to promote psychological development. In B. P. Campos (Ed.), *Psychological intervention and human development*. Porto: Instituto de Consulta Psicológica, Formação e Desenvolvimento e Louvain-La-Neuve: Academia. 33-38.
- Traver, A. E. & Katz, Z. P. (Eds.) (2014). *Service-Learning at the American Community College: Theoretical and Empirical Perspectives*. New York: Palgrave Macmillan.
- Venkataiah, N. (2006). Linkage between Universities and Non-Governmental Organisations: Present Status and Future Directions. In *Universities and NGOs*, P. A. Reddy und M. C. Reddy (eds). New Delhi: Discovery Publishing House. 25-35.
- Vidal, I. (2013). Reflexión sobre la responsabilidad social universitaria. DOI: 10.13140/RG.2.1.4422.6009
- Watson, D. (2007). *Managing Civic and Community Engagement*. Maidenhead: McGraw-Hill.

Relevant online resources

- USR Network: <http://www.usrnetwork.org/>
- Responsible Research and Innovation <https://www.rri-tools.eu/>
- Talloires Network: <http://talloiresnetwork.tufts.edu/>
- Campus Compact, USA: <http://compact.org/>
- National Co-ordinating Centre for Public Engagement, UK: <https://www.publicengagement.ac.uk/support-it/planning-change/students>
- Campus Engage, Ireland: <http://www.campusengage.ie/>
- Pascal International Observatory <https://pascalobservatory.org/>

UNIBILITY Products

- IO1 Reader: Dima, G. /Resch, K. (2016). From Corporate Social Responsibility (CSR) to University's Social Responsibility (USR). A Reader.
- IO2 Toolkit: USR Toolkit of Practices (2016). www.postgraduatecenter.at/unibility
- IO3 Training Material: University Meets Social Responsibility Training Material (2016).

Acknowledgements

We owe a special Thank you to the following supporters, critical friends, students, volunteer trainers or experts who contributed to our project and made our work more relevant:

- From Austria: Dr. Laura Brandt, Mag. Elke Gornik, MBA, Agnes Raschauer, MA.
- From France: Jean-Marie Filloque.
- From Germany : Edith Kröber.
- From Ireland: Trudy Corrigan, Orla Delaney, Paul Downes, Patrick Flood, Ruth Lynam, Danielle Montgomery, Scout Mitchell, Ronaldo Munck, Julie O'Donnell, Caoimhe O'Rourke, Joanna Ozarowska, Bernie Quilligan, Nao Ukai, Laurence Van der Haegen, Máirín Wilson, Rhonda Wynne, Tanya Zubrzycki.
- From Portugal: Alexandra Sá Costa, Lucilia Santos, Ana Rodrigues, Bruna Vieira, Cátia Costa, Joana Ribeiro, Leonor Brito and Patrícia Vasconcelos; Ana Almeida, Ana Caldas, Ana Pinto, Catarina Brandão, Eugénio Levandeira, Filomena Jordão, Ivo Fernandes, João Araújo, Pedro Gomes, Teresa S. Dias, Junta de Freguesia de Paranhos; but also the *Núcleo de Ação Social AEFUP*, Xequete Mate (a chess school), Ana Castro, Byanca Carvalho, Euclésia Silva, Paula Soares and Susana Santos.
- From Romania: Oana-Daniela Calarașu, Andra Gabriela Luca, Aniella-Mihaela Vieru, Ioana Surdu.
- From Slovenia: Iztok Slatinek, Joana Bertonec, PhD, Dario Felda, Nastja Glušič, Jana Simonič, Mateja Hlupič, Dušan Šilak.
- From Spain: Dr. Dídac Ramirez, Dr. David Ceballos, Dr. Maria Callejón, Dr. Carme Panchón, Dr. Manuel Viader, Dr. Elisenda Paluzie, Dr. Cristina Poblet, Dr. Jordi Serra, Dr. Jaume Valls, Dr. Mireia Esparza, Dr. Antonio Madrid, Dr. Miriam Anderson, Dr. Francesca Gallego, Xavier López, Cristina Oliveros, Mateo Castilla, Enrique Peruga, Dr. Angel Pes, Julio Martínez, Miquel Vidal, Montserrat Morera, Miquel Aragón, Ramón Torra
- From Switzerland : Ahidoba De Franchi Mandscheff.

IMPRINT

University Meets Social Responsibility (UNIBILITY) – 2015-2017

Grant Agreement No.: 2015-1-AT01_K203-005033

Website: www.postgraduatecenter.at/unibility

Coordinating institution: University of Vienna, Postgraduate Center

Coordinator: Dr. Katharina Resch, email: katharina.resch@univie.ac.at

This document is IO8 Guidelines for universities engaging in social responsibility.

POSTGRADUATE
CENTER



universität
wien

This project has been funded with support from the European Commission. This guideline reflects the views only of the authors, and the Commission cannot be held responsible for any use, which may be made of the information contained therein.

ISBN 978-3-200-05328-1