













In the adopted approach, the **USR Benchmark Standards**, presented next, are the focus for **voluntary self-assessment** by institutions, according to designed guidelines, with an off line version of the self-assessment toolkit (section 5), producing a **diagnostic profile** that the institution can use as the basis of an **action plan** for improvement and enhancement of its social responsibility efforts.

The **USR Benchmark Standards** were founded from a fairly comprehensive review of the existing schemes and the realization that none of these took as holistic approach as the USR project, or the sector, requires. **ISO 26000** became the foundation of this, but, over the course of further development of the Standards, this was added to by drawing on the work of the Commission itself, on the relevant activities of the **Council of Europe** and on the **UNESCO World Declaration on Higher Education 1998**, which still serves as a pivotal document in terms of Higher Education in the early 21<sup>st</sup> century.

#### **ISO 26000**

**ISO 26000** is a voluntary guidance standard on **social responsibility** designed for use by any organization. It can be used by organizations' leaders to plan and implement actions to improve their sustainability – economically, socially, and environmentally.

Though the International Standards Organization has decided not to pursue an accreditation scheme for this particular ISO, unlike for most of its other standards, we are looking at the desirability and feasibility of developing such a scheme for the HE sector in the EHEA (European Higher Education Area) countries, given the increasing emphasis that Europe's universities seem to place on their "social responsibility" credentials.

**ISO 26000** provides broad guidance, but does not offer specific instructions or require specific outcomes. Universities that implement **ISO 26000** have opportunities to identify and act on their own priorities, and to build stronger organizational models in the spirit of "continuous improvement." Implementers of **ISO 26000** will develop their unique corporate social responsibility programs and become models for others.

**ISO 26000** was created by a diverse group of experts, representing many different countries, stakeholder groups<sup>1</sup>, and points of view. Work began in 2005 and was completed in 2010. Creation of the standard was organized by the International Standardization Organization, ISO, based in Geneva Switzerland. Since 1947 ISO has developed over 17,000 standards to encourage world trade and quality production. Previous well-known ISO standards include ISO 9000 (quality control) and ISO 14000 (environmental management systems). Unlike ISO 9000 and 14000, however, **ISO 26000 is a voluntary guidance standard and is not intended for certification.**

**ISO 26000** identifies **seven core subjects** that socially responsible businesses should address. Implementers of **ISO 26000** should evaluate their actions in each of the core subjects, to identify what they are doing in their current practices, and to set priorities for improvements.

1. **Organizational governance:** practicing accountability and transparency at all levels of your

<sup>1</sup> The Working Group on Social Responsibility (WGSR) that created ISO 26000 included six stakeholder groups: industry, government, labor, NGO, consumer, and SSRO (service, support, research and others).











- 7.1 Explicit incorporation into curricula of the values and principles of transparency, accountability, human rights, democracy, citizenship, cultural diversity, justice, equality, the rule of law and sustainability
- 7.2 Explicit commitment to Lifelong Learning and active strategy for this
- 7.3 Research underpinning teaching and providing foundation for evidence-based decision-making and practice
- 7.4 Attention to employability issues and active promotion of future employability amongst student population
- 7.5 Active commitment to and support for student and staff mobility
- 7.6 Social responsibility in all its dimensions incorporated into all curricula
- 7.7 Student-centred teaching

The testing and the application of the outcomes from this proceeded incrementally and adjustments were made to the Draft Benchmark Standards in light of evidence accessed and feedback received over the course of the series of Visits. Thus, as result, the following **USR preliminary model** was proposed for subsequent validation:

**1. Trust, Transparency, Accountability and Disclosure:** The institution counts on policies or strategies stating the practices on USR in place, showing the commitment to apply them but, also, the means of reporting and evaluating them.

**2. Governance:** The principles of social responsibility are respected throughout institutional policy, strategy, procedures and processes. They permeate all levels, as an integral element of management accountability and stakeholder engagement.

**3. Ethics, Rights, Respect and Justice:** The institution follows the international Human Rights legal framework in every daily activity, ensuring freedom, justice and non-discrimination among users.

**4. Labour & Fair Operating Practices:** The institution ensures equality and fairness for its staff, students and others as appropriate and its policies and procedures are intended to avoid discrimination or inequity.

**5. Environmental Responsibility:** The institution is committed to environmental sustainability and biodiversity in all aspects of its operations, including in its use of goods, services and works and its evaluation of decisions. It takes appropriate action to ensure that its commitments are realised.

**6. Democratic Citizenship, Development and Community Involvement:** The institution's activities respect and promote social development, democratic values, citizenship and the community involvement, in the framework of the European and International regulatory references.

**7. Social Responsibility in Teaching, Support for Learning and Research:** The institution's core academic activities are underpinned by the values and principles of social responsibility.

Once it was used evidence and feedback gathered during the course of the Benchmarking Visits to inform the further development of the Benchmark Standards, the final version of these Preliminary Standards (as they were reviewed in the last Visit) were subjected to a

processes of comprehensive summative review involving key informants who had participated in the Benchmarking Visits and others at European level. The outcomes of this validation process are analysed in this report.

#### 4. METHODOLOGY

As it has been presented above, the objective of the USR preliminary model, consisting in a comprehensive set of Benchmark Standards on University Social Responsibility is to promote the reflection of the European Universities about their social responsibility strategies and activities, helping them to identify, analyse, structure the information in order to achieve and implement a responsible management.

The **validation of the Benchmark Standards** and the relevant areas of social responsibility have been achieved through a process of consultation, coordinated by the **Fundación General Universidad de Granada Empresa**, carried out with experts and key stakeholders in partners' Universities, other European Universities and other Higher Education Institutions.

The rationale of this process of consultation has been based in the need to agree a **generic framework for reflection and improvement on University Social Responsibility in Europe**. Thus, the consultation has been founded in three key elements of the preliminary model:

- The **Preliminary Model Coherence** with University missions, values and activities;

This section was directed to understand the **notion and specificities of the Social Responsibility** for Universities and incorporated questions such as:

- **... What do you mean when referring to Social Responsibility in Universities?**
- *...In your understanding, what are the current priorities and key issues of policy and practice in the area of Social Responsibility in your University*
- *...In your understanding, is Social Responsibility a strategic priority for your University? Is it a social need? Why?*

- The **Preliminary Model Areas** based on the seven core subjects of the ISO 26000 – adapted- and other key sources:

This section was oriented to support the explanation and **validation of the areas/core subject** in the EU-USR proposed set of standards as well as the identification of the most relevant **Standards** within them and included questions such as:

- **...In your understanding, do you think the proposed set of standards is inclusive in terms of the areas/core subjects of Social Responsibility that it considers for Universities?**
- *...In your understanding, which are the most relevant and the least relevant areas/core subjects in the proposed set of standards?*
- *... Would you include other different areas/core subjects? Which ones?*

- ... Within each areas/core subject, which standards you consider the most relevant? (please check the EU-USR Matrix of University Social Responsibility Preliminary Standards above)
- ... According to your experience, could you provide with 3 examples of good practices in these areas/core subjects of University Social Responsibility?
- ... In your understanding, what factors are most important for the success of these practices of University Social Responsibility?
- ...In your understanding, what 3 barriers you believe could affect the success of these practices?

- The **Preliminary Model Usability:**

This section helped to identify the perceptions on the **benefits/added value** of: a) the preliminary model as framework for University self-assessment as well as identify **recommendations and practical guidelines** for stakeholders' engagement in SR, action plan for improvement in SR and public reporting of SR activities, and included questions such as:

- ... In your understanding, could the EU-USR Matrix be a useful tool for self-evaluating your University's social responsibility? Why?
- ...In your understanding, what are the main challenges faced by your University to implement Social Responsibility?
- ...According to your experience, is communication with stakeholders (professors, students, employees, government, local/regional community, suppliers/contractors, etc) important for your University? Why? How stakeholder engagement can help/benefit the/your University?
- ...Could you provide with real examples of stakeholder engagement of your University?
- ...In your understanding, do you think public reporting of your University Social Responsibility activities is important? Why? In your opinion, what should this public report on the/your University's social responsibility include?
- ...According to your experience, does this reporting should be subjected to external control procedures? Who authority/organization should act as verification agency of the social responsibility of Universities? Do you think it should operate at national/European or transnational level?

The methodology of the process of was based on:

- **Face to face interviews and focus groups** with experts and key stakeholders in University social responsibility involved by partners in activities in the partners their own Universities (UGR/UCA, UNIR, Porto, Edinburgh and Bucharest), other European Universities and other Higher Education Institutions. Every university's partner selected to implement:
  - **1 focus group** (with at least 5 experts/stakeholders in HE sector) or
  - **5 face to face interviews** to experts/stakeholders in HE sector.

The interviews and focus groups were developed between November 2013 to March 2014. All interviewers circulated in advance a document with a summary of the USR Preliminary Model/Benchmark Standards as well as the questions.

In the next table the institutions (and Units within them) from which the interviewees were drawn are presented:

List of Interviewed Organizations (20)
<ul style="list-style-type: none"> <li>- Vice-chancellor of Social Responsibility of the University of Cadiz.</li> <li>- Social Council of the University of Cadiz.</li> <li>- Equality Unit of the University of Cadiz.</li> <li>- Work Committee of the University of Cadiz.</li> <li>- Student Association of the University of Cadiz.</li> <li>- University of Évora.</li> <li>- University of Lisbon.</li> <li>- Lisbon Polytechnic Institute.</li> <li>- University Institute of Lisbon.</li> <li>- Polytechnic Institute of Setúbal.</li> <li>- Scottish Trades Union Congress.</li> <li>- Universities Scotland Federation.</li> <li>- National Union of Scotland.</li> <li>- Quality Assurance Agency of Scotland.</li> <li>- Scottish Government’s Responsibilities in include health, education, justice, rural affairs, housing and the environment.</li> <li>- National Distance Education University.</li> <li>- International University of La Rioja.</li> <li>- University of Castilla La Mancha.</li> <li>- European University of Madrid.</li> <li>- Complutense University of Madrid.</li> </ul>

## 5. ANALYSIS OF VALIDATION RESULTS OF THE USR BENCHMARK STANDARDS

The process of consultation with the Universities and Higher Education Institutions for the validation of the USR Preliminary Model has been focused in three key elements: **the preliminary model coherence, the preliminary model areas and the model usability**. In the following sections, the results of the analysis, performed by the **Fundación General Universidad de Granada Empresa**, are presented below for each area.

### 5.1 The Preliminary Model Coherence

#### 5.1.1 Concept of University Social Responsibility

According to the definition agreed in the framework of the project, University Social Responsibility (USR) is understood as **“a heterogeneous range of policies, strategies and practices undertaken voluntarily by universities in order to contribute to social, cultural,**

***economic and environmental well-being. It is focused on positive outcomes for and positive impacts on community and society”.***

From this point of view, USR is the set of actions carried out by the University community (managers, professors, students and administrative staff) to offer educative, research and knowledge transfer’s services following principles of ethic, good governance, respect to the environment and efficient management.

Moreover, according to some stakeholders, it is clear that a definition of USR can help Universities to improve their practices: *“a good definition is not a perfect definition, but if these principles are explained very clearly, it will be easier for each one to work these issues”* (University of Évora Stakeholder).

We asked the various stakeholders to comment on the above definition in terms of its likely usefulness and coherence to the Higher Education Sector and they complemented this definition by distinguishing some new dimensions and particularities within the USR that it is important to highlight:

- USR as **promotion of citizenship values** from the University community to the general society: from this perspective the USR actions are directed to modify values, attitudes and behaviours of the social groups by making them aware of the different issues such as the sustainable development, the gender equality, the energy saving, etc.
- USR as **sustainable growth**: from this point of view, USR is conceived as a philosophy whose core is in defining the type of relationships that the University must establish with the society in general. The University should be oriented to be an open institution, situated in the centre of the society to serve, not only to recognize and accredit qualifications and titles, but as an axe of integration of the society and the productive and culture sectors of its nearest territory, by transferring values, promoting employment, solving social problems and conflicting, generating wealth, etc.
- USR as diverse but **coherent range of policies and practices**: from this point of view, the USR affects to the internal University strategy itself and it is away from being a *“set of marginally relevant things without thinking through strategy”* (Scottish Trades Union Congress – STUC - Stakeholder). Universities need to integrate and coordinate all social responsibility practices and make reports that tell about the practices they perform.
- USR as a **mandatory mission** for the Universities: this perspective assumes that since the education is a public good and the education institutions should be accountable for the public, USR should not be regarded as wholly voluntary and some aspects should be mandatory.
- USR as **Quality Threshold** that Universities should meet in this area related to its central mission and core activities.
- USR as an **equality impact** alongside *“economic, social and enviromental impact”*.
- USR as the **management of the University**: in this regards, stakeholders considered that Universities should be responsible in managing resources.
- USR as a **educational responsibility**: from this point of view, USR is a priority area of study in the masters and business studies. However, USR should be also a cross-

education matter, and teachers should introduce USR components in their research and in their classes as part of their core activities. For stakeholders, USR should be included, not only in University but also in primary and secondary education. From their point of view, the education in social values should begin at that level.

- USR as a **social commitment** in response to a increasing social demand: according to participants, society demands a more ethical, social, economic and political system. The University should respond to that need and be more involved in society. As some stakeholders pointed out, *“the social responsibility of a University is towards its stakeholders, the rest doesn't matter”* (University of Évora Stakeholder).
- USR as a **competitiveness resource and reputation** for Universities. Some participants pointed out that the self-evaluation of institutions can be used as a market value: *“We only evaluate ourselves if we are required to do that or if that creates market value. USR may have market value particularly in attracting students”* (University of Évora Stakeholder).
- USR as **democracy and transparency** as *“in a socially responsible university processes are democratic, transparent and participatory, where everyone participates and have opinion, and where there is accountability to the community and society at large”* (University Institute of Lisbon Stakeholder).

### 5.1.2 Priorities and key issues of policy and practice in the area of University Social Responsibility

Stakeholder participants in the focus groups and interviews distinguished **three key steps in the implementation of a USR strategy**:

- First step: **Knowing.**
- Second step: **Raising Awareness and Convincing.**
- Third Step: **Compromising and Involving.**

According stakeholders, most of the European Universities find themselves in the **second stage** of raising awareness and convincing, as most of them have already recognised the relevance of being socially responsible. In this stage, the social responsibility has reached the **internal management** of the University and it usually coincides with the creation of a specific **organizational structure for the coordination and implementation of the SR policies, strategies and actions** (such as a Vice-rectorate of USR, a USR Unit, etc).

The **third stage**, compromising and involving, is reached when USR becomes a **transversal issue**, and the above specific organizational structures works collaboratively with the rest of Vice-rectorate and collegiate centres and units to carry out USR actions. In this phase, University managers are convinced that the **internal management** of their respective collegiate organs must be socially responsible and the global University community (professors, students, administrative staff, etc) are also involved in these actions.

In the Spanish case, only 5 Universities, between them the University of Cadiz, have a specific Vice-rectorate of Social Responsibility. Traditionally, the collegiate unit in charge of the

integration of the University with the society in Spain had been the Social and Economic Council.

The model of Social and Economic Councils is a particularity of the Spanish Higher Education System. The main mission of the Social and Economic Council is to approve the University budget as well as the academic plans. It is composed by the president, the vice-president and 20 people representing different social sectors (such as companies, unions, political parties, culture organizations, etc). Social responsibility is only a part of the activities of the Social and Economic Council, mainly oriented to the social groups outside of the University. With the creation of the Vice-rectorate of Social Responsibility, some Spanish Universities have given a further step in the consolidation of a USR model, by providing resources (physically, human and economic) for the implementation of these actions.

On the other hand, stakeholders discussed the **priorities in relation to the policies and strategies of USR**. They mentioned that the priority of universities should be the **social change**. According to the interviewees the essence of the university is to support the transformation of society and train people to be able to live, work and participate effectively and responsibly. Therefore, **students** should be the priority of the university. From a holistic point of view, all practices of university should be focused on positive values. Thus, respondents mentioned several values that should be central to the university:

- Inclusion of persons with special needs.
- Support for the developing countries.
- Gender equality.
- Sustainable development.
- Volunteering.
- Employability of students and graduates.

Stakeholders highlight the importance of working closely with the **local communities** for designing, implementing and assessing the impact of the USR actions in these areas. For example, the University of Cadiz, through its Equality Unit, is cooperating with the Jerez city to apply new research based instruments to reduce the discrimination of gender in this territory. Also, the Equality Unit publishes the Annual Report of activities in its web page and the report is disseminated between the university community through the internal system of university communication (TAVIRA). It publishes annually the Report on Improvements and Recommendations based on the diagnosis analysis of the situation of the University in relation to equality opportunities. Specific gender education is implemented and recognised formally in the academic curriculum. Finally, the University is recognized externally by its exhaustive protocol of action in case of gender violence.

### 5.1.3 Main drivers and barriers of University Social Responsibility

Stakeholders were also asked about their opinions in relation to the main drivers and barriers for the implementation of a University Social Responsibility Strategy in their institutions. In relation to the **main drivers**, stakeholders emphasized the importance of establishing permanent **cooperation and communication channels** with the enterprises of the territory to focus specifically in their needs and demands.

Also, they highlighted that **personal willingness and involvement** to engage in USR small actions usually is more important than economic resources to reach a positive impact on the community and society.

Other stakeholders showed the need to **coordinate all practices of social responsibility** at the University in a single Department or Vice-Chancellor as well as to produce annual reports that review all practices of social responsibility of Universities.

Introducing the social responsibility in the periodical **Strategic Plans** of the University (affecting to the totality of University dimensions: academic curriculum, knowledge transfer, etc.) was remarked as a relevant driver together with facilitating the **access to information** on recruitment, environmental policies, student employability rate, and in general, the activities of the Universities to the general public: *“it is necessary to integrate it as a strategic area, make it part of the strategic plan, in order to spread all over the community as an area that has to be developed, with activities, actions, planning, scheduling, and monitoring process”* (University Institute of Lisbon Stakeholder). Finally, stakeholders remarked the importance of counting with **an institutional framework** that supported, through legal and economic incentives, starting up programmes of social responsibility in Universities.

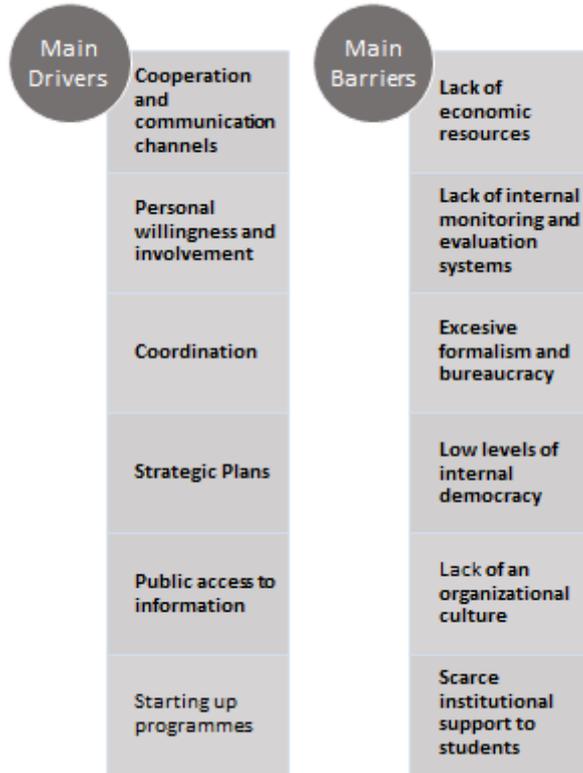
Respect to the **main barriers**, most stakeholders emphasized the limitations that the **lack of economic resources** has to implement the planned SR activities, design new actions and communicate and report on social responsibility. Also, they remarked as principal barrier the **lack of internal monitoring and evaluation systems** to assess the impact of the social responsibility actions to reduce inequality, discrimination, etc.

Most partners also pointed out that in a context of economic crisis like most European countries are experiencing now, social responsibility actions are more oriented to **defend the current status** of University workers rather than implement added value or improvement actions.

Another remarked barrier detected during the focus groups and interviews was the excessive **formalism and bureaucracy** of some University structures as well as the **low levels of internal democracy** or representation of the academic community in the political government of the University. According to some stakeholders, Universities are, in general, little flexible organisations. Therefore, it is very difficult to introduce changes in their functioning as, for example, socially responsible activities. It is very related to the **lack of an organizational culture** by teachers, leaders and staff of the Universities. From this point of view, it is very difficult to create a responsible culture from a commonly accepted point of view.

Stakeholders also pointed out that **students** do not have enough culture of social responsibility. Therefore, they do not claim the fulfilment of the universities commitments on environmental, social and responsible economic management. Other stakeholders added that normally this absence of culture is accompanied by a **scarce institutional support** to their projects and initiatives. The next figure (figure 3) summarizes the main drivers and barriers to University Social Responsibility marked by stakeholders.

**Figure 2. Main drivers and barriers to University Social Responsibility**



### 5.1.3.1. Stakeholders Engagement

Participants in the focus groups and interviews considered **stakeholder engagement** as a **key driver** for University Social Responsibility. Between some of the benefits of this engagement, stakeholders remarked that:

- Working closely with **local communities**, for example in the area of gender equality, help managers and decision makers within the University to gain greater insight into the community, enabling to work more effectively and produce better results, in terms of adapting the strategies and tools of intervention.
- The initiatives developed in cooperation with stakeholders outside of the University are more likely to be **sustainable** because they build on local capacity and knowledge, the stakeholders have “ownership” of them and they are more likely to be compatible with long-term development plans.
- Working closely with local communities and stakeholders can help managers and decision-makers within the University to gain greater insight into the communities they serve, enabling them to work more effectively and produce **better results**. In turn, the local communities and stakeholders can learn how the decision-making process works and how they can influence it effectively.
- The process of working with local communities and stakeholders can **reinforce local organizations**; build up confidence, skills and capacity to cooperate, consciousness, awareness and critical appraisal. In this way it increases stockholder’s potential for reducing their vulnerability. It empowers social groups more generally by enabling them to tackle other challenges, individually and collectively.
- Finally, the process of engaging of stakeholders may take longer than conventional processes but may be more **cost-effective** in the long term than externally driven initiatives, partly because a stakeholder process is more likely to be sustainable and because the process allows the ideas to be tried, tested and refined before adoption.

## 5.2 The Preliminary Model Areas

### 5.2.1. Inclusiveness of the Preliminary Model in terms of USR areas and Benchmark Standards considered

Generally, most of the stakeholders consider that the Preliminary Benchmark Standards presented above cover all relevant aspects of the University Social Responsibility and, in this sense, the USR set of standards seems fairly inclusive and comprehensive in terms of coverage. As a stakeholder declares *“We want to ensure that HEIs take seriously their responsibility to individuals, to communities and to global social justice and educational development. We also want everyone to be able to access post-compulsory education at any point in their life and to ensure that the educational experiences that HEIs provide to help people to become democratic actors, citizens who can make a difference in the world, and yes, economic actors with creative, satisfying jobs. The Draft Standards seem to align with these priorities, for the most part”* (Scottish National Union of Students – NUS – Stakeholder).

However, new areas and topics emerged during the focus groups and interviews that should be taken into account. Moreover, some other stakeholders perceived that certain areas or subjects included in the Preliminary Model should be given more relevance and preminence:

New areas and subjects to be covered in the Preliminary Benchmark Standards:

- **Academic Freedom:** according to some stakeholders, this subject should be defined and interrogated more rigourously. As a stakeholder declared *“Academic freedom is not identical with autonomy and individual staff who exercise social responsibility rather than prioritise research publication – especially in ‘research-led’ HEIs – require protection and encouragement. But I can’t think of any key areas omitted”* (Scottish Trades Union Congress – STUC - Stakeholder).
- **Accountability:** some participants considered that the issue about how institutions should be held accountable for how they collaborate to serve the public good instead to respond to market and competition forces should be considered in the Preliminary Model.
- **Civilising contribution:** some stakeholders perceived the need to include the issue about how to evidence the main purpose of the Universities as a civilising force with a major influence on creating the countries and the societies.
- **Geographical area:** according to some participants, the Preliminary Model lacks of a clearer distinction between the University and the specific geographical area in which it is located.
- **Economic Support** to students with fewer economic resources: taking into account the great difficulties faced by many students in the current economic situation, some stakeholders considered important to include this new requeriment for being socially responsible.

More relevance and prominence of certain included areas and subjects in the Preliminary Benchmark Standards:

- Within the Standard 7. Social Responsibility in Teaching, Support for Learning and Research, some stakeholders perceived that more emphasis should be given on a requeriment to ensure genuinely **Flexible Pathways** into and out of various forms of Higher Education and on widening access to higher education to expand educational opportunities.
- Moreover, within the above Standard 7, a new requerimient oriented to engage students as partners in their **Learning** seems necessary for some stakeholders. This commitment for more involvement of students in their learning trajectories and experiences goes beyond the inclusion of the satisfaction surveys, but a meaningful engagement in course design and assessment.
- In the same Standard 7, more reference should be done to the dimension of **Quality**, in the sense of providing high quality teaching and high quality support for student learning, which seems to be a prominent area of social responsibility for publicly funded Universities in the opinion of some stakeholders.

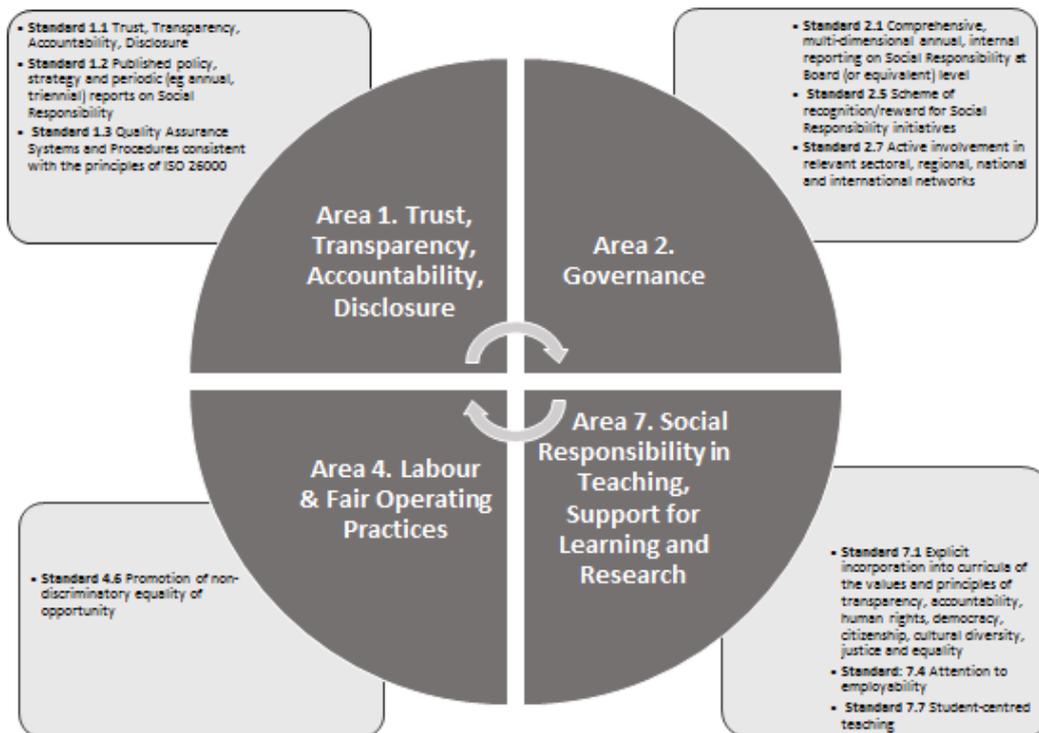
- Within the Standard 1. Trust, Transparency, Accountability, Disclosure some stakeholders considered necessary to include the need to minimising **Negative Impacts** when it is related to reporting and transparency requirements. According to these participants *“Universities are not always as transparent as they could be about instances when things go wrong and can tend to hide behind the barrier of academic freedom”* (Scottish National Union of Students – NUS – Stakeholder).
- Finally, some stakeholders considered that areas related to **External Social Responsibility** should have more weight. They think that the areas of education and government are over-represented compared to the areas of engagement with stakeholders and society at large.

Finally, there was clearly some ambivalence regarding the inclusion of support to the most disadvantaged students as a component of USR area 3. Ethics, Rights, Respect and Justice, that appears in some HEIs. According to some stakeholders, the support to the student with financial difficulties is *“a terrible practice”*, because, with that justification, *“policymakers evade responsibility to support students in need, since we are creating internally another parallel structure to help those who should be supported by the state”* (University of Lisbon Stakeholder).

### 5.2.2. Core of the USR Standards

Stakeholders interviewed in Rumania, Spain, Portugal and United Kingdom agreed that the most relevant USR areas or subjects, understood as those where the more University focus seems necessary for their positive impact on community and society are the following (see figure 1):

- **Area 1. Trust, Transparency, Accountability, Disclosure** (Standard 1.1 Trust, Transparency, Accountability, Disclosure/ Standard 1.2 Published policy, strategy and periodic (eg annual, triennial) reports on Social Responsibility/ Standard 1.3 Quality Assurance Systems and Procedures consistent with the principles of ISO 26000).
- **Area 2. Governance** (Standard 2.1 Comprehensive, multi-dimensional annual, internal reporting on Social Responsibility at Board (or equivalent) level/ Standard 2.5 Scheme of recognition/reward for Social Responsibility initiatives/Standard 2.7 Active involvement in relevant sectoral, regional, national and international networks in the sphere of social responsibility).
- **Area 4. Labour & Fair Operating Practices** (Standard 4.6 Promotion of non-discriminatory equality of opportunity).
- **Area 7. Social Responsibility in Teaching, Support for Learning and Research** (Standard 7.1 Explicit incorporation into curricula of the values and principles of transparency, accountability, human rights, democracy, citizenship, cultural diversity, justice, equality, the rule of law and sustainability/ Standard: 7.4 Attention to employability issues and active promotion of future employability amongst student population/ Standard 7.7 Student-centred teaching).



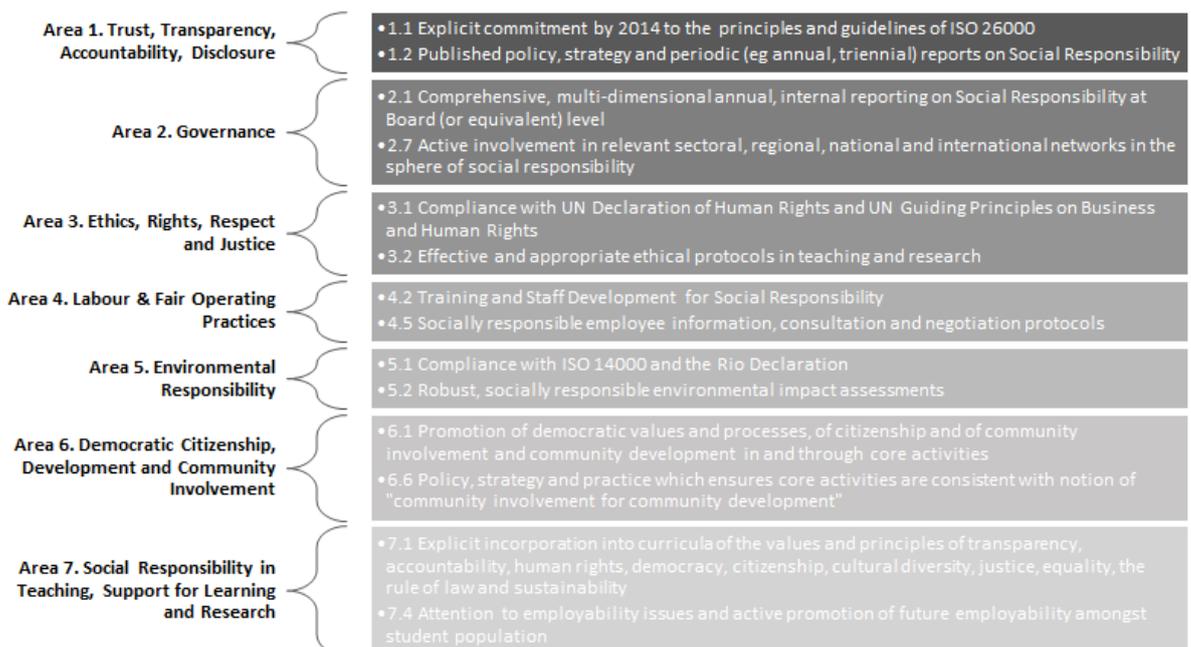
**Figure 3. USR Preliminary Model Core Areas**

Moreover, stakeholders were asked to point out the two most relevant elements within of each of the seven areas covered by the Benchmark Standards in order to identify the **Preliminary Model's core**. The results are presented below area by area as well as graphically in the figure 2:

- **Area 1. Trust, Transparency, Accountability, Disclosure:**
  - o 1.1 Explicit commitment by 2014 to the principles and guidelines of ISO 26000.
  - o 1.2 Published policy, strategy and periodic (eg annual, triennial) reports on Social Responsibility.
- **Area 2. Governance:**
  - o 2.1 Comprehensive, multi-dimensional annual, internal reporting on Social Responsibility at Board (or equivalent) level.
  - o 2.7 Active involvement in relevant sectoral, regional, national and international networks in the sphere of social responsibility.
- **Area 3. Ethics, Rights, Respect and Justice:**
  - o 3.1 Compliance with UN Declaration of Human Rights and UN Guiding Principles on Business and Human Rights.
  - o 3.2 Effective and appropriate ethical protocols in teaching and research.

- **Area 4. Labour & Fair Operating Practices:**
  - o 4.2 Training and Staff Development for Social Responsibility.
  - o 4.5 Socially responsible employee information, consultation and negotiation protocols.
  
- **Area 5. Environmental Responsibility:**
  - o 5.1 Compliance with ISO 14000 and the Rio Declaration.
  - o 5.2 Robust, socially responsible environmental impact assessments.
  
- **Area 6. Democratic Citizenship, Development and Community Involvement:**
  - o 6.1 Promotion of democratic values and processes, of citizenship and of community involvement and community development in and through core activities.
  - o 6.6 Policy, strategy and practice which ensures core activities are consistent with notion of "community involvement for community development".
  
- **Area 7. Social Responsibility in Teaching, Support for Learning and Research:**
  - o 7.1 Explicit incorporation into curricula of the values and principles of transparency, accountability, human rights, democracy, citizenship, cultural diversity, justice, equality, the rule of law and sustainability.
  - o 7.4 Attention to employability issues and active promotion of future employability amongst student population.

**Figure 4. USR Preliminary Model Core Benchmark Standards**





### 5.3. The Preliminary Model Usability

#### 5.3.1. Usability of the USR Matrix of Benchmark Standards as a Self-Assessment Tool

Generally, stakeholders agreed that the **USR Matrix of Preliminary Benchmark Standards** provides a useful framework for taking the next steps in social responsibility: to think more deeply and to act more thoroughly. Stakeholders also remarked that the Matrix can help the Universities to organize their social responsibility's efforts systematically, evaluate the progress and effectively tell others about the achievements.

They visualised the Matrix as a useful public reporting tool, which can help to improve the communications between the University and the different stakeholders, becoming in an “accounting to the society”. Also, they remarked that through this tool University managers can identify key areas of concern or models of best practice. Also, they can benchmark their progress against their own internal goals. By making the results of this self-assessment public, stakeholders can also identify which Universities have the best or safest/sustainable work environments and academics and other researchers can extract data on current and past performance.

However, when asking them about the main barriers and/or challenges to securing “buy-in” from Universities to the use of the Draft Standards as a tool for self-assessment, some key elements emerged in the discussion.

Some stakeholders remarked that in order to make the Matrix more usable, the **indicators** should be much more specific. They also considered that the Matrix should take into account the **national differences** and be adapted to the different national organisational cultures somehow.

Other stakeholders pointed out that the actual salary and incentive systems and structures under reward staff who takes social commitment as part of a balanced academic agenda seriously, which can suppose a main **barrier for the application** of this Matrix by the University managers. Also, it was detected a perception by some stakeholders that voluntary self-assessment may be a precursor to the emergence of a **reporting requirement** in the area of social responsibility. This may cause reluctance to use the proposed tool, as some Universities (not all) are reluctant to any additional regulatory or public reporting requirements. It is much related to the fact that, according to some stakeholders, Universities are currently over-evaluated and held to too much accountability (which is supported by the increasing number of assessment tools, reporting requirements and accreditation imperatives which are imposed to Universities in the last years). Therefore, it was defended that integrating the Matrix into existing evaluation regimes, instead to generate a new specific one for social responsibility, would help significantly.

Most of stakeholders agreed that the adoption and promotion of the tool will depend very much on its **validation and endorsement** by the relevant Higher Education authoritative bodies at European/national/regional levels more than their approval by own Universities (such as the Student Associations at European and member state levels or the European Association For Quality Assurance –ENQA-).

Finally, stakeholders pointed out some necessary conditions that need to be met to make the Matrix a useful tool:

- Going beyond documenting only community relations activities.
- Providing detailed information on both policies/strategies and actual practices.
- Reporting data in a systematic way.
- Reporting performance according the goals previously established.
- Presenting failures and successes respect to the goals.
- Integrating social responsibility reporting with financial reporting and presenting a cost-benefit analysis.
- Discussing thoroughly and honestly those issues that most deeply impact the University strategies and their implications for a just society and sustainable environment.

In general, most stakeholders were aware of the benefits of a self-assessment tool for European Universities in the area of social responsibility. They unknown, however, any other efforts to develop a similar self-assessment tool in Europe. Some stakeholders mentioned that together with this tool, a process of monitoring and independent evaluation of the social responsibility processes, activities, results and impacts by certificate external organizations is really necessary. In this sense, they remarked the work of the **European Association For Quality Assurance (ENQA)** and in particular its periodically revised Standards & Guidelines as well as the three reporting standard on **Corporate Social Responsibility (CSR): “Accountability”, “Global Reporting Initiative” and “Sustainability”**. Together, with these initiatives, there are two agencies that give annual awards for best CSR reports – ACCA-CERES and CorporateRegister.com. These standards and awards criteria can help readers gain a familiarity with best practices in CSR reporting, although not specific for Higher Education.

## **6. INTEGRATION OF THE RESULTS OF THE COLLABORATIVE BENCHMARKING (WP3) TO THE RESULTS OF THE USR PRELIMINARY MODEL DEFINITION AND VALIDATION (WP4): THE REVIEWED EU-USR BENCHMARK STANDARDS**

In addition to the validation process described in the section 5 of this Report, the Benchmark Standards were subject to trialling and testing during the Integration Workshop (University of Edinburgh) and Benchmarking Visits (University Polytechnic of Bucharest, University of Porto, University of Cadiz, Open University of Catalunya and University of Edinburgh) developed in the framework of **WP3 – Collaborative Benchmarking** – led by Partner 7, University of Edinburgh - Joint Unions. Results of the WP3 can be found in the Final Report on that Work Package.

The outcomes from the Collaborative Benchmarking exercise have been used for the refinement of the Benchmark Standards. Next, a reviewed version of the **USR Matrix of USR Benchmark Standards** as integration of the results of WP3 and WP4 is presented:

## EU-USR MATRIX OF BENCHMARK STANDARDS (REVIEWED VERSION)

<p><b>1. Research, Teaching, Support for Learning and Public Engagement</b></p> <p><i>The institution's core academic activities are underpinned by the values and principles of social responsibility. In order to ensure this, the institution:</i></p> <ol style="list-style-type: none"> <li>1.1. Guarantees academic freedom for its staff and students.</li> <li>1.2. Widens and diversifies access to education within a commitment to lifelong learning.</li> <li>1.3. Manages student admissions in a transparent and equitable way, using explicit criteria to inform selection decisions, providing formative feedback to unsuccessful candidates.</li> <li>1.4. Ensures that public funds provided to support teaching and student fees are used for the purpose for which they are provided</li> <li>1.5. Requires that its curricula are informed by socially responsible, ethical research and that its graduate attributes incorporate evidence-based thinking and decision-making, active citizenship and employability.</li> <li>1.6. Adopts a learner-centred approach to teaching and student support, ensuring assessment and feedback is used to promote learning.</li> <li>1.7. Facilitates collaborative and independent learning that goes beyond the classroom and into the community.</li> <li>1.8. Enables international collaboration and supports student and staff cross-national mobility.</li> <li>1.9. Enforces ethical protocols for research, teaching and related activities.</li> <li>1.10. Facilitates dialogue between the research community, the public and policy makers to link research to 'real world' issues.</li> <li>1.11. Improves its contribution to society through open access to research outcomes and its public engagement activities.</li> </ol>
<p><b>2. Governance</b></p> <p><i>The principles of social responsibility are respected throughout institutional policy, strategy, procedures and processes. They permeate all levels, as an integral element of management accountability and stakeholder engagement. The institution:</i></p> <ol style="list-style-type: none"> <li>2.1. Encourages a culture of social responsibility with high ethical and professional standards and clear protocols to avoid conflict of interest.</li> <li>2.2. Formally recognises staff and student unions and involves them as partners in governance and decision-making, providing for their representation on the Board (or equivalent) and on its advisory committees.</li> <li>2.3. Ensures that social responsibility is treated as a core commitment by the Board and senior management and that the institution's social responsibility performance is the focus for annual evaluative reporting.</li> <li>2.4. Exercises due diligence by assessing the risk and impact of all activities. Action is prioritised to ensure compliance with the law, norms and standards.</li> <li>2.5. Conducts ethical and socially responsible investment and procurement, with comprehensive public reporting of criteria and decisions.</li> <li>2.6. Is a responsible neighbour, working in partnership with and investing in the local community.</li> <li>2.7. Recognises its staff and student social responsibility initiatives through an internal reward scheme.</li> <li>2.8. Actively participates in relevant social responsibility networks.</li> <li>2.9. Reports on its progress towards clear and independently verified social responsibility and sustainability goals.</li> <li>2.10. Publishes the outcomes of internal and external reviews, complaints, academic appeals and the source and use of all funding.</li> </ol>
<p><b>3. Environmental and Societal Sustainability</b></p> <p><i>The institution is committed to environmental sustainability and biodiversity in all aspects of its operations, including in its use of goods, services and works and in its evaluation of decisions. It takes appropriate action to ensure that its commitments are realised.</i></p> <ol style="list-style-type: none"> <li>3.1. Ensures its policies and practices minimise any negative impact on the environment caused by its activities or supply chain.</li> <li>3.2. Promotes sustainable development.</li> <li>3.3. Delivers a continuous improvement programme that works towards cleaner, sustainable, eco-efficient, resource efficient, zero waste and ethical operations including procurement.</li> <li>3.4. Publishes regular environmental sustainability reports, incorporating risk and action assessments covering environmental, societal and supply chain risks.</li> <li>3.5. Encourages the use of environmentally friendly technologies, and of energy efficient, reusable and biodegradable materials.</li> <li>3.6. Practices socially responsible and sustainable procurement, publishes a code of ethical behavior for procurement decision making that includes workers' rights and fair trade principles and promotes social responsibility and sustainability wherever it has influence over the supply chain.</li> <li>3.7. Ensures respect for and compliance internationally proclaimed human rights, the rule of law and national and International anti-corruption requirements</li> <li>3.8. Ensures that all its International activities promote human and societal development and, where possible, help address the issues of poverty, quality of life, advance peace and promote conflict resolution.</li> </ol>
<p><b>4. Fair Practices</b></p> <p><i>The institution ensures equality and fairness for its staff, students, and others as appropriate and its policies and procedures are intended to avoid discrimination or inequity. The institution:</i></p> <ol style="list-style-type: none"> <li>4.1. Promotes and celebrates pluralism and diversity, and ensures equality regardless of age, culture, ethnicity, gender or sexuality.</li> <li>4.2. Practices open, transparent, fair and equitable recruitment and promotion of staff, using affirmative action where appropriate, providing comprehensive staff development that incorporates social responsibility.</li> <li>4.3. Establishes through negotiation with staff Unions comprehensive employee communication, consultation and negotiation protocols and implements these.</li> <li>4.4. Promotes the health, safety, physical social and mental well-being of staff and students beyond minimum legal requirements.</li> <li>4.5. Promotes equality of opportunity. It guarantees equal, fair and just pay, equitable conditions, and pro-actively works to avoid inequality through flexible working and career development and progression opportunities.</li> <li>4.6. Ensures that working conditions at least comply with relevant national laws, collective agreements and applicable International Labour Organisation standards and makes every effort to avoid casualisation of the workforce..</li> <li>4.7. Guarantees freedom of association, collective bargaining and union recognition.</li> <li>4.8. Has transparent, fair and equitable complaints and disciplinary procedures and ensures that complaints and disciplinary matters are addressed swiftly and fairly.</li> <li>4.9. Publishes the possible sanctions for a proven breach of ethical or related requirements and protects whistleblowers.</li> <li>4.10. Provides professional support services to meet specific additional needs of students and staff as arising from a disability, for example.</li> <li>4.11. Communicates with suppliers about its procurement policy and uses research to inform its procurement decisions.</li> </ol>

## 7. IMPLEMENTATION TOOLKIT FOR UNIVERSITY SOCIAL RESPONSIBILITY MATRIX OF BENCHMARK STANDARDS

Based on the research performed, it was proposed the following three phases as a basis for a toolkit that could be developed in order to enable the introduction of the Benchmark Standards in a University.

This **toolkit** should be completed by your University’s management team, working as a group. It will not be effective if it is filled out by one individual, because the success of the USR Benchmark Standards depends on team efforts.

There are **three stages** in the process:



### 7.1 Your current view



**First, describe your University:**

a) What are the main characteristics of your University (year of creation, size, disciplines’ specialization, main mission, localization, etc.)?

b) Who are your key University partners?

**Second, explore what social responsibility means to your University:**

a) What does a “social responsible University” look like in your eyes?

**What should it pursue in addition to providing education, generating research and transferring knowledge? What are its principles and actions?**

b) Does your University strive to meet that ideal?

If yes, how do you do that specifically?

If not, what obstacles prevent you from pursuing that ideal?

**Your Ideal and the USR Benchmark Standards: What’s the Connection?**

Your answers on this page may indicate that your University already practices social responsibility, perhaps without ever giving it this name. In fact, Social Responsibility in practice often grows out of human instincts to be fair and helpful to neighbors. The USR Matrix of Benchmark Standards provides a framework for you to take the next steps in your University: to think more deeply and to act more thoroughly. This Matrix will help you to organize your University Social Responsibility efforts systematically, evaluate the progress and effectively tell others about the achievements. Therefore, the USR Matrix of Benchmark Standards is supportive of and complementary to your efforts for your institution to become a “socially responsible University” in the world.

**7.2 Self-Assesment against the Benchmark Standards**



In this section, you will assess the situation of your University for each of the Benchmark Standards of the four areas. Again, for some Benchmark Standards, you will identify what you are already doing. For the other Benchmark Standards, you can examine suggestions for future actions.

Fill in Table 1, “Importance of the Benchmark Standards for Our University”.

How important is each of the Benchmark Standards to your University and its social responsibility? Check the Benchmark Standards in which your University is already taking actions.

**Table 1. Importance of the Benchmark Standards for our University**

## EU-USR Matrix of University Social Responsibility Benchmark Standards

Benchmark Standards	Important	Not very important	Already in action
<b>1. Research, Teaching, Support for Learning and Public Engagement</b> <i>The institution's core academic activities are underpinned by the values and principles of social responsibility. In order to ensure this, the institution:</i>	<b>Important</b>	<b>Not very important</b>	<b>Already in action</b>
1.1. Guarantees academic freedom for its staff and students.			
1.2. Widens and diversifies access to education within a commitment to lifelong learning.			
1.3. Manages student admissions in a transparent and equitable way, using explicit criteria to inform selection decisions, providing formative feedback to unsuccessful candidates.			
1.4. Ensures that public funds provided to support teaching and student fees are used for the purpose for which they are provided..			
1.5. Requires that its curricula are informed by socially responsible, ethical research and that its graduate attributes incorporate evidence---based thinking and decision- making, active citizenship and employability..			
1.6. Adopts a learner---centred approach to teaching and student support, ensuring assessment and feedback is used to promote learning.			
1.7. Facilitates collaborative and independent learning that goes beyond the classroom and into the community.			
1.8. Enables international collaboration and supports student and staff cross---national mobility.			
1.9. Enforces ethical protocols for research, teaching and related activities.			

1.10. Facilitates dialogue between the research community, the public and policy makers to link research to 'real world' issues.			
1.11. Improves its contribution to society through open access to research outcomes and its public engagement activities.			
<b>2. Governance</b> <i>The principles of social responsibility are respected throughout institutional policy, strategy, procedures and processes. They permeate all levels, as an integral element of management accountability and stakeholder engagement. The institution:</i>	<b>Important</b>	<b>Not very important</b>	<b>Already in action</b>
2.1. Encourages a culture of social responsibility with high ethical and professional standards and clear protocols to avoid conflict of interest.			
2.2. Formally recognises staff and student unions and involves them as partners in governance and decision-making, providing for their representation on the Board (or equivalent) and on its advisory committees.			
2.3. Ensures that social responsibility is treated as a core commitment by the Board and senior management and that the institution's social responsibility performance is the focus for annual evaluative reporting.			
2.4. Exercises due diligence by assessing the risk and impact of all activities. Action is prioritised to ensure compliance with the law and norms.			
2.5. Conducts ethical and socially responsible investment and procurement, with comprehensive public reporting of criteria and decisions.			
2.6. Is a responsible neighbour, working in partnership with and investing in the local community.			
2.7. Recognises its staff and student social responsibility initiatives through an internal reward scheme.			
2.8. Actively participates in relevant social responsibility networks.			

2.9. Reports on its progress towards clear and independently verified social responsibility and sustainability goals.			
2.10. Publishes the outcomes of internal and external reviews, complaints, academic appeals and the source and use of all funding.			
<b>3. Environmental and Societal Sustainability</b> <i>The institution is committed to environmental sustainability and biodiversity in all aspects of its operations, including in its use of goods, services and works and in its evaluation of decisions. It takes appropriate action to ensure that its commitments are realised.</i>	<b>Important</b>	<b>Not very important</b>	<b>Already in action</b>
3.1. Ensures its policies and practices minimise any negative impact on the environment caused by its activities or supply chain.			
3.2. Promotes sustainable development.			
3.3. Delivers a continuous improvement programme that works towards cleaner, sustainable, eco--efficient, resource efficient, zero waste and ethical operations including procurement.			
3.4. Publishes regular environmental sustainability reports, incorporating risk and action assessments covering environmental, societal and supply chain risks.			
3.5. Encourages the use of environmentally friendly technologies, and of energy efficient, reusable and biodegradable materials.			
3.6. Practices socially responsible and sustainable procurement, publishes a code of ethical behavior for procurement decision making that includes workers' rights and fair trade principles and promotes social responsibility and sustainability wherever it has influence over the supply chain.			
3.7. Ensures respect for and compliance internationally proclaimed human rights, the rule of law and national and International anticorruption requirements			
3.8. Ensures that all its International activities promote human and societal development and, where possible, help address the issues of poverty, quality of life, advance peace and promote conflict resolution.			

<b>4. Fair Practices</b> <i>The institution ensures equality and fairness for its staff, students, and others as appropriate and its policies and procedures are intended to avoid discrimination or inequity. The institution:</i>	<b>Important</b>	<b>Not very important</b>	<b>Already in action</b>
4.1. Promotes and celebrates pluralism and diversity, and ensures equality regardless of age, culture, ethnicity, gender or sexuality.			
4.2. Practices open, transparent, fair and equitable recruitment and promotion of staff, using affirmative action where appropriate, providing comprehensive staff development that incorporates social responsibility.			
4.3. Establishes through negotiation with staff Unions comprehensive employee communication, consultation and negotiation protocols and implements these.			
4.4. Promotes the health, safety, physical social and mental well---being of staff and students beyond minimum legal requirements.			
4.5. Promotes equality of opportunity. It guarantees equal, fair and just pay, equitable conditions, and pro--actively works to avoid inequality through flexible working and career development and progression opportunities.			
4.6. Ensures that working conditions at least comply with relevant national laws, collective agreements and applicable International Labour Organisation standards and makes every effort to avoid casualisation of the workforce.			
4.7. Guarantees freedom of association, collective bargaining and union recognition			
4.8. Has transparent, fair and equitable complaints and disciplinary procedures and ensures that complaints and disciplinary matters are addressed swiftly and fairly.			
4.9. Publishes the possible sanctions for a proven breach of ethical or related requirements and protects whistleblowers.			
4.10. Provides professional support services to meet specific additional needs of students and staff as arising from a disability, for example.			
4.11. Communicates with suppliers about its procurement policy and uses research to inform its procurement decisions.			

Filling out Table 1 should have helped your entire management team to be more comfortable with the importance of the Benchmark Standards for your University. If you have not achieved a consensus on these topics, take time to discuss this further, before moving on to Table 2.

2) Next, in Table 2, write what you are already doing for each of the 4 core areas.

**Table 2. Social Responsibility Programs and Activities Already Established in our University**



## EU-USR Matrix of University Social Responsibility Benchmark Standards

Benchmark Standards	Social Responsibility programs and activities already established <b>IMPORTANT: These can be obvious or not-so obvious</b>
<p><b>1. Research, Teaching, Support for Learning and Public Engagement</b> <i>The institution's core academic activities are underpinned by the values and principles of social responsibility. In order to ensure this, the institution:</i></p>	
1.1. Guarantees academic freedom for its staff and students.	
1.2. Widens and diversifies access to education within a commitment to lifelong learning.	
1.3. Manages student admissions in a transparent and equitable way, using explicit criteria to inform selection decisions, providing formative feedback to unsuccessful candidates.	
1.4. Ensures that public funds provided to support teaching and student fees are used for the purpose for which they are provided..	
1.5. Requires that its curricula are informed by socially responsible, ethical research and that its graduate attributes incorporate evidence---based thinking and decision- making, active citizenship and employability..	
1.6. Adopts a learner---centred approach to teaching and student support, ensuring assessment and feedback is used to promote learning.	
1.7. Facilitates collaborative and independent learning that goes beyond the classroom and into the community.	

1.8. Enables international collaboration and supports student and staff cross---national mobility.	
1.9. Enforces ethical protocols for research, teaching and related activities.	
1.10. Facilitates dialogue between the research community, the public and policy makers to link research to 'real world' issues.	
1.11. Improves its contribution to society through open access to research outcomes and its public engagement activities.	
<b>2. Governance</b> <i>The principles of social responsibility are respected throughout institutional policy, strategy, procedures and processes. They permeate all levels, as an integral element of management accountability and stakeholder engagement. The institution:</i>	
2.1. Encourages a culture of social responsibility with high ethical and professional standards and clear protocols to avoid conflict of interest.	
2.2. Formally recognises staff and student unions and involves them as partners in governance and decision-making, providing for their representation on the Board (or equivalent) and on its advisory committees.	
2.3. Ensures that social responsibility is treated as a core commitment by the Board and senior management and that the institution's social responsibility performance is the focus for annual evaluative reporting.	
2.4. Exercises due diligence by assessing the risk and impact of all activities. Action is prioritised to ensure compliance with the law and norms.	
2.5. Conducts ethical and socially responsible investment and procurement, with comprehensive public reporting of criteria and decisions.	
2.6. Is a responsible neighbour, working in partnership with and investing in the local community.	
2.7. Recognises its staff and student social responsibility initiatives through an internal reward scheme.	
2.8. Actively participates in relevant social responsibility networks.	
2.9. Reports on its progress towards clear and independently verified social responsibility and sustainability goals.	

2.10. Publishes the outcomes of internal and external reviews, complaints, academic appeals and the source and use of all funding.	
<b>3. Environmental and Societal Sustainability</b> <i>The institution is committed to environmental sustainability and biodiversity in all aspects of its operations, including in its use of goods, services and works and in its evaluation of decisions. It takes appropriate action to ensure that its commitments are realised.</i>	
3.1. Ensures its policies and practices minimise any negative impact on the environment caused by its activities or supply chain.	
3.2. Promotes sustainable development.	
3.3. Delivers a continuous improvement programme that works towards cleaner, sustainable, eco---efficient, resource efficient, zero waste and ethical operations including procurement.	
3.4. Publishes regular environmental sustainability reports, incorporating risk and action assessments covering environmental, societal and supply chain risks.	
3.5. Encourages the use of environmentally friendly technologies, and of energy efficient, reusable and biodegradable materials.	
3.6. Practices socially responsible and sustainable procurement, publishes a code of ethical behavior for procurement decision making that includes workers' rights and fair trade principles and promotes social responsibility and sustainability wherever it has influence over the supply chain.	
3.7. Ensures respect for and compliance internationally proclaimed human rights, the rule of law and national and International anticorruption requirements	
3.8. Ensures that all its International activities promote human and societal development and, where possible, help address the issues of poverty, quality of life, advance peace and promote conflict resolution.	
<b>4. Fair Practices</b> <i>The institution ensures equality and fairness for its staff, students, and others as appropriate and its policies and procedures are intended to avoid discrimination or inequity. The institution:</i>	
4.1. Promotes and celebrates pluralism and diversity, and ensures equality regardless of age, culture, ethnicity, gender or sexuality.	
4.2. Practices open, transparent, fair and equitable recruitment and promotion of staff, using affirmative action where appropriate, providing comprehensive staff development that incorporates social responsibility.	

4.3. Establishes through negotiation with staff Unions comprehensive employee communication, consultation and negotiation protocols and implements these.	
4.4. Promotes the health, safety, physical social and mental well---being of staff and students beyond minimum legal requirements.	
4.5. Promotes equality of opportunity. It guarantees equal, fair and just pay, equitable conditions, and pro--actively works to avoid inequality through flexible working and career development and progression opportunities.	
4.6. Ensures that working conditions at least comply with relevant national laws, collective agreements and applicable International Labour Organisation standards and makes every effort to avoid casualisation of the workforce.	
4.7. Guarantees freedom of association, collective bargaining and union recognition	
4.8. Has transparent, fair and equitable complaints and disciplinary procedures and ensures that complaints and disciplinary matters are addressed swiftly and fairly.	
4.9. Publishes the possible sanctions for a proven breach of ethical or related requirements and protects whistleblowers.	
4.10. Provides professional support services to meet specific additional needs of students and staff as arising from a disability, for example.	
4.11. Communicates with suppliers about its procurement policy and uses research to inform its procurement decisions.	



3) With your management team, identify and highlight the Benchmark Standards where your University does not have any practice at this time, but might want to include in strategic plans for the future. Be realistic about what your University can accomplish with its resources.

Leave unmarked, or cross out, any Benchmark Standard which do not apply to your University which you feel your University cannot implement.

4) Begin outlining your internal confidential working documents about your University Social Responsibility actions.

Your first step is to conduct a “gap analysis”. Use the information in Table 1, “Importance of the Benchmark Standards for our University”, and Table 2, “Social Responsibility Programs and Activities Already Established in our University”.

1. Identify core areas and Benchmark Standards where your University can address missed opportunities to improve its USR practices.
2. Identify core areas and Benchmark Standards where your University is exposed to risks that have not been properly planned for.
3. Refer back to Table 1. Using your gap analysis, identify and highlight any core areas and Benchmark Standards where you have noticed room for improvement.

After you have identified places where your University has these gaps, you and your team can decide how and when to address them.

This process may also help you to anticipate how your stakeholders and the public will engage with your University. That is why this internal self-assessment step comes before the following section on action plan for improvement.

**A gap analysis focuses on the “gap”, or distance, between what your University is presently doing and what it intends or needs to do.**

### 7.3. Action Plan for Improvement



After you have evaluated your current situation you will have many ideas about new ways to build on your achievements. Creating plans for action is your next step toward improving your University Social Responsibility.

## Step 1: Identify key issues and core areas for your USR improvements

When doing this, consider the following three factors:

1. The impacts of the changes you are considering.
2. The capability and resources to carry out the changes.
3. The visibility of the changes you are considering.

### Impact:

- Which impacts of the current activities are most urgent and important for your University to address?
- Consider the needs of your stakeholders, the potential benefits to your University of addressing these needs, and the potential risks and costs to your University of not addressing these needs.

### Capability:

- Human resources - identify University staff and/or potential partners with expertise to address your specific USR issues
- Financial resources - determine sources and amounts of funding to support these efforts. Whatever you plan, make sure that you allocate enough resources to carry it out well. It is better to start small, and be successful, than to be too ambitious for your University current resources.
- Community resources - consider involving partners in your neighborhood organizations, community infrastructure, territory's industry, etc.

### Visibility:

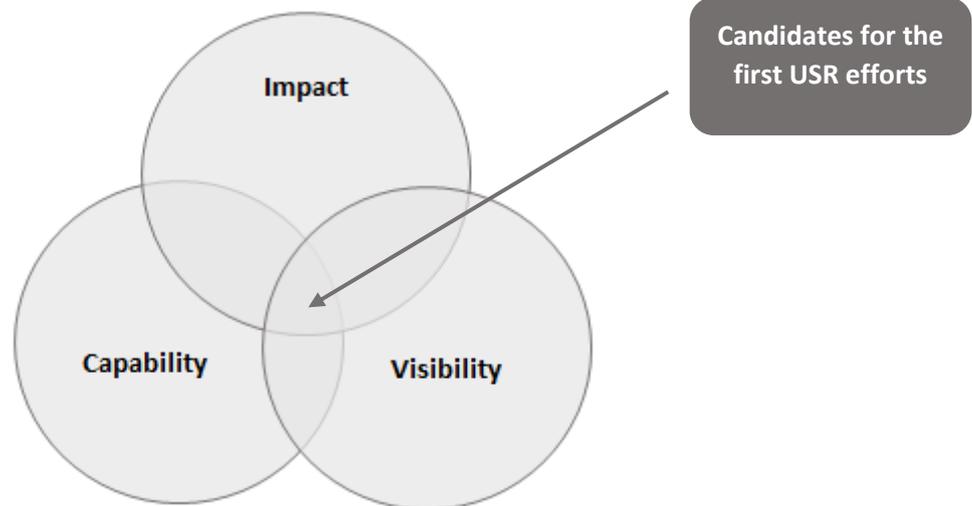
- How much visibility will the first USR efforts receive? People are often inspired to join in once they see something new and interesting underway and have the chance to learn about it. Visible improvements can inspire confidence of stakeholders, gain support from within your University, and build momentum for future steps. Effective use of visibility will encourage continuous and sustainable improvement of USR in the long run.
- Note: Visibility is different from public relations. Simply labeling some projects as "USR" and promoting them for advertising purposes is not a true USR effort, and thus will not achieve the desired outcomes.

## Step 2: How to choose the first USR changes

When choosing the first USR changes, keep in mind that some changes may have substantial impacts but are beyond the current University resources. Other changes may be highly visible to the public yet bring little impact. For the USR efforts to be sustainable in their impact, funding and support, it is important to consider all three factors of impacts, capability and visibility.

For the first USR changes, consider choosing one or two issues from the center where the three criteria overlap. In this way, the first efforts will deliver impacts, be within the University capability, and achieve sufficient visibility to publicize and gain support.

Figure 1. Choosing the first USR efforts



### Step 3: Draw up your action plan

When you draw up your plan of improvement, be sure to:

1. Identify the core areas/Benchmark Standards you are addressing.
2. Explain the goals (impacts) you want to achieve with the plan.
3. Keep the plan realistic.
4. Allocate enough resources (money, time, people with authority within your University) to make it work.
5. Set a deadline for plan completion and evaluation, including reporting back to your stakeholders.

This plan will become part of future public reports. Your management team and stakeholders can use this to evaluate your commitment to continual progress in implementing principles of University Social Responsibility.

## 8. CONCLUSIONS

This report summarizes the results achieved in the framework of WP4 – USR Model Definition and WP3 - Collaborative Benchmarking for the definition of a **European University Social Responsibility Preliminary Model**, based on a set of **reference standards** that can be applied as a **diagnostic/self-assessment tool** for development purposes in Universities. The Benchmark Standards validated in the framework of the WP4, through a process of consultation with 20 European Universities and HEIs were refined and reformulated after

comparing them against the policies and practices in the case Universities selected for the Integration Workshop and Benchmarking Visits carried out during the WP3.

Stakeholders involved in the consultation and testing process have valued and recognized the significance of the areas and criteria of USR included in the Preliminary Model, and considered that they are nowadays central for HEI. They also felt that this Preliminary Model might be very helpful in supporting and generating policies and practices, but they emphasised specially its usefulness as a self-assessment tool which Universities can use as the basis of an action plan for improvement and enhancement of its social responsibility efforts. For that purpose, USR must be acknowledged as a central and strategic goal of Universities.

## 9. ANNEXES

### 9.1 Interview's Guide and Questionnaire (WP4)

<b>Organization/University</b>	
<b>Interviewee</b>	
<b>Interviewer</b>	
<b>Date</b>	

#### Interview's Guide and Questionnaire

##### 1. Introduction:

- b. Presentation of the interviewer.
- c. Presentation of the EU-USR project.
- d. Objective of interview.

##### 2. Information about the organization/University:

- a. Basic data of the interviewee.
- b. General data of the organization/University.

##### 3. Model definition and validation:

- a. Brief explanation of the model rationale and the proposed model areas based on the ISO 26000.

##### 4. Questionnaire:

- a. Model areas.
- b. Model coherence.
- c. Model usability.

#### 1. Introduction

##### a. Presentation of the interviewer

This presentation should be adapted in case the questionnaire is applied in focus groups or face to face interviews.

##### b. Presentation of the EU-USR project

The **USR-EU project** aims to design, through an approach *bottom up*, led by some of the higher education institutions, non profit and private organizations more advanced in the field of SR, a European model that promotes social responsibility of Universities from a long term perspective. The main objectives of the project are as follows:

- Identify and analyse **good practices** in the field of university social responsibility in Europe.
- Design a system for **benchmarking** aimed at identifying the skills related to social responsibility should have the authorities and university managers and improve the capacity of higher education institutions to meet the needs of their communities in a socially responsible manner.
- Develop a **European model** to promote social responsibility among university and community outreach professionals in the field of Higher Education.
- Create a **European network** of university social responsibility to share and discuss the main results of the project.

**c. Objective of the focus group/face to face interview**

- Explanation and validation of the proposed model **areas and standards** and try to define the model **coherence** (social responsibility's specificities for Universities) and **usability** (framework for self-assessment, stakeholders' engagement, action plan and public reporting guidelines).
- **Not** to check out the situation about the social responsibility of the interviewed organizations.

**2. Information about the organization:**

The experts/stakeholders involved in focus groups/face to face interviews can belong to the **academic community in the partners' universities** or to other associated **organizations in the HE sector**.

**a. Basic data of the interviewee**

<b>Position</b>	
<b>Address</b>	
<b>E-mail</b>	
<b>Phone Number</b>	
<b>Website</b>	

**b. General data of the organization/University**

<b>Sector</b>	
<b>Main activities</b>	
<b>Employees number</b>	
<b>Partners number</b>	
<b>Annual budget</b>	

**3. Model definition and validation**

**Social dimension** of higher education, which was absent in the genesis of the Bologna Declaration in 1999, became a central issue in the Ministerial declarations of London (2007) and Leuven (2009). Even if much of the current discussion surrounding university social responsibility presents it as a “new” topic, it emerged from the work around **Corporate Social Responsibility (CSR)** (Bowen, 1953; Votaw, 1972) and for that reason, the EU-USR project considers the recent renewed EU strategy 2011-2014 for CSR, where the European Commission presents an even wider definition of **CSR as “the responsibility of enterprises for their impacts on society”, including “maximizing the creation of shared value” and “identifying, preventing and mitigating their possible adverse impacts”**.

Universities, as public services, have a **social function** and they should include CSR references in their mission, vision and strategy, in a way that it has a real impact on all their activities: teaching, research, transfer, and management (Larrán et al, 2012). Many Universities’ managers have begun to consider CSR as a **differentiating factor and a competitive advantage**.

In order CSR can be included in the strategy of higher education institutions, the proposed **EU-USR model aims to promote the reflection on the Universities Social Responsibility (USR), helping them to identify, analyse, structure the information in order to achieve and implement a responsible management**. The objective is not to design a specific model valid for every University but a generic framework for reflection and improvement.

The model will not start from scratch, but from **integrating and adapting** to the HE initiatives that are already being implemented in other organizations (see sub-section 3.1) and it would be composed by the following elements:

- **Model Coherence** with University missions, values and activities.
- **Model Areas** based on the adapted seven core subjects of the ISO 26000.
- **Model Usability** consisting in:

- **Framework for self-assessment:** to identify what Universities are doing in their current practices.
- **Stakeholders' engagement:** to establish recommendations for communicating with groups affected by the University actions in a socially responsible way.
- **Action plan for improvement:** to define a set of actions/priorities for improvement.
- **Public reporting:** to define a set of guidelines to help Universities to report their social responsibility's activities.

The definition and validation of the model and the relevant areas/standards of social responsibility will be achieved through **field work** (focus groups and face to face interviews) carried out with key experts/stakeholders in partners' Universities and in EU Higher Education Sector.

### 3.1 Brief explanation of the preliminary model areas based on the ISO 26000

**ISO 26000** is a voluntary guidance standard on **social responsibility** designed for use by any organization. It can be used by organizations' leaders to plan and implement actions to improve their sustainability – economically, socially, and environmentally.

**ISO 26000** provides broad guidance, but does not offer specific instructions or require specific outcomes. Universities that implement **ISO 26000** have opportunities to identify and act on their own priorities, and to build stronger organizational models in the spirit of "continuous improvement." Implementers of **ISO 26000** will develop their unique corporate social responsibility programs and become models for others.

**ISO 26000** was created by a diverse group of experts, representing many different countries, stakeholder groups<sup>2</sup>, and points of view. Work began in 2005 and was completed in 2010. Creation of the standard was organized by the International Standardization Organization, ISO, based in Geneva Switzerland. Since 1947 ISO has developed over 17,000 standards to encourage world trade and quality production. Previous well-known ISO standards include ISO 9000 (quality control) and ISO 14000 (environmental management systems). Unlike ISO 9000 and 14000, however, **ISO 26000 is a voluntary guidance standard and is not intended for certification.**

**ISO 26000** identifies **seven core subjects** that socially responsible businesses should address. Implementers of **ISO 26000** should evaluate their actions in each of the core subjects, to identify what they are doing in their current practices, and to set priorities for improvements.

1. **Organizational governance:** practicing accountability and transparency at all levels of your organization; using leadership to create an organizational culture which uses core values of social responsibility when making business decisions.
2. **Human rights:** treating all individuals with respect; making special efforts to help people from vulnerable groups.

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<sup>2</sup> The Working Group on Social Responsibility (WGSR) that created ISO 26000 included six stakeholder groups: industry, government, labor, NGO, consumer, and SSRO (service, support, research and others).

3. **Labor practices:** providing just, safe and healthy conditions for workers; engaging in two-way discussions to address workers' concerns.
4. **Environment:** identifying and improving environmental impacts of your operations, including resource use and waste disposal.
5. **Fair operating practices:** respecting the law; practicing accountability and fairness in your dealings with other businesses, including your suppliers.
6. **Consumer issues:** providing healthy and safe products, giving accurate information, and promoting sustainable consumption.
7. **Community involvement and development:** getting involved in the betterment of the local communities that your organization operates in; being a good neighbour.

Next, the **matrix of USR standards by each ISO 26000 core subject** is presented.

<b>EU-USR Matrix of University Social Responsibility Standards</b>
<b>1. Trust, Transparency, Accountability, Disclosure</b>
<p>1.1 Explicit commitment by 2014 to the principles and guidelines of ISO 26000</p> <p>1.2 Published policy, strategy and periodic (eg annual, triennial) reports on Social Responsibility</p> <p>1.3 Quality Assurance Systems and Procedures consistent with the principles of ISO 26000</p> <p>1.4 Publication of Quality Profile</p> <p>1.5 Mechanisms to support and extend social dialogue</p> <p>1.6 Reporting of outcomes from robust internal and third-party reviews and evaluations</p> <p>1.7 Comprehensive reporting regarding Complaints, Legal Actions, Appeals etc</p> <p>1.8 Comprehensive disclosure/reporting of all funding received and its use</p> <p>1.9 Comprehensive disclosure/reporting of environmental sustainability performance</p> <p>1.10 A robust system of USR monitoring and evaluation and of (publicly) reporting the outcomes of this</p>
<b>2. Governance</b>
<p>2.1 Comprehensive, multi-dimensional annual, internal reporting on Social Responsibility at Board (or equivalent) level</p> <p>2.2 Exercise of due diligence, risk and impact assessment, avoidance of complicity and compliance with relevant laws, norms and standards</p> <p>2.3 Board and Senior Management engagement with Social Responsibility</p> <p>2.4 Permeation of Social Responsibility throughout policy, strategy, procedures and processes at all levels</p> <p>2.5 Scheme of recognition/reward for Social Responsibility initiatives</p> <p>2.6 Socially responsible and ethical investment and comprehensive reporting of investments</p> <p>2.7 Active involvement in relevant sectoral, regional, national and international networks in the sphere of social responsibility</p> <p>2.8 Provision for staff and student representatives being elected to the Board, or equivalent, as full members</p> <p>2.9 Provision of representatives of local community/ies and other relevant external stakeholder groups on the Board (or equivalent), or its advisory committees</p>
<b>3. Ethics, Rights, Respect and Justice</b>
<p>3.1 Compliance with UN Declaration of Human Rights and UN Guiding Principles on Business and Human Rights</p> <p>3.2 Effective and appropriate ethical protocols in teaching and research</p> <p>3.3 Explicit commitment to widening access and active strategy for this</p> <p>3.4 Proactivity in providing adequate support services to address specific additional needs and to combat inequalities</p> <p>3.5 Mechanisms to ensure grievances (internal and external) are addressed and transparent promotion and reporting in respect of these</p> <p>3.6 Avoidance of discrimination</p> <p>3.7 Respect for academic freedom</p> <p>3.8 Due process in respect of discipline, grievance etc</p>
<b>4. Labour &amp; Fair Operating Practices</b>
<p>4.1 Socially responsible recruitment and selection of staff</p> <p>4.2 Training and Staff Development for Social Responsibility</p> <p>4.3 Promotion of social responsibility dimension of health, safety and welfare in the workplace</p> <p>4.4 Freedom of association and collective bargaining</p> <p>4.5 Socially responsible employee information, consultation and negotiation protocols</p> <p>4.6 Promotion of non-discriminatory equality of opportunity</p> <p>4.7 Compliance with ILO Standards, as a minimum</p>

- 4.8 Ensuring conditions of work comply with relevant national laws, collective agreements and the applicable international labour standards, as a minimum
- 4.9 Equal pay for work of equal value
- 4.10 Promotion and maintenance of health, safety and social well-being of the workforce
- 4.11 Socially responsible procurement, including with regard to workers' rights
- 4.12 Promotion of social responsibility throughout the sphere of influence eg in terms of anti-corruption policy and practice, responsible political involvement and the value chain
- 4.13 Compliance with UN Guidelines for Consumer Protection and International Covenant on Economic, Social and Cultural Rights
- 4.14 Compliance with ISO 10001 - 3 inclusive

#### **5. Environmental Responsibility**

- 5.1 Compliance with ISO 14000 and the Rio Declaration
- 5.2 Robust, socially responsible environmental impact assessments
- 5.3 A pro-active programme of continuous improvement of clean, eco-efficient and environmentally sound operations
- 5.4 Prevention of pollution, sustainable resource use and climate change mitigation and adaptation
- 5.5 Protection of the environment and bio-diversity

#### **6. Democratic Citizenship, Development and Community Involvement**

- 6.1 Promotion of democratic values and processes, of citizenship and of community involvement and community development in and through core activities
- 6.2 Promotion of democracy, human rights and the rule of law as a defence against the rise of violence, extremism (eg racism, xenophobia), discrimination and intolerance
- 6.3 Promotion of social cohesion in line with the European Social Charter
- 6.4 Alignment of policy, strategy and activities with Millennium Development Goals (to 2015)
- 6.5 Explicit recognition and promotion of the organisation as a stakeholder in its local community/ies
- 6.6 Policy, strategy and practice which ensures core activities are consistent with notion of "community involvement for community development"
- 6.7 Pro-active social investment, in partnership with others where appropriate
- 6.8 Provision of learning opportunities for the vulnerable and/or discriminated

#### **7. Social Responsibility in Teaching, Support for Learning and Research**

- 7.1 Explicit incorporation into curricula of the values and principles of transparency, accountability, human rights, democracy, citizenship, cultural diversity, justice, equality, the rule of law and sustainability
- 7.2 Explicit commitment to Lifelong Learning and active strategy for this
- 7.3 Research underpinning teaching and providing foundation for evidence-based decision-making and practice
- 7.4 Attention to employability issues and active promotion of future employability amongst student population
- 7.5 Active commitment to and support for student and staff mobility
- 7.6 Social responsibility in all its dimensions incorporated into all curricula
- 7.7 Student-centred teaching

#### **4. Questionnaire:**

The questions should be adapted taking into account if they are directed to experts/stakeholders belonging to the academic community in the partners' universities or to other associated organizations in the HE sector.

##### **Model coherence**

<b>What do you consider as a socially responsible University?</b>
<b>In your opinion, what are the current priorities and key issues of policy and practice in the area of Social Responsibility in the/your University?</b>
<b>Is Social Responsibility a strategic priority for the/your University? Is it a social need? Why?</b>

##### **Model areas**

<b>Do you think the proposed model is inclusive in terms of the areas/core subjects of Social Responsibility that it considers for Universities?</b>
<b>Would you include other different areas/core subjects? Which ones?</b>

<b>Could you please indicate which 3 areas/core subjects you consider the most important and the least important in the proposed model?</b>
3 most important areas:  3 least important areas:
<b>For every identified area/core subject (Organizational governance/Human rights/Labor practices/Environment/Fair operating practices/Consumer issues/Community involvement and development):</b>  <b><i>Which 3 ambits do you consider the most important? (please check the EU-USR Matrix of University Social Responsibility Standards above)</i></b>
Organizational governance:  Human rights:  Labor practices:  Environment:  Fair operating practices:  Consumer issues:  Community involvement and development:
<b>Could you provide with 3 examples of good practices in these areas/core subjects of University Social Responsibility?</b>

<p><b>In your opinion, what 3 factors are most important for the success of these practices of University Social Responsibility?</b></p> <p><i>Examples: University leadership, innovative character of University, intrinsic social commitment, social recognition and legitimacy, etc</i></p>
<p><b>In your opinion, what 3 barriers you believe could affect the success of these practices?</b></p> <p><i>Examples: lack of incentives, lack of financial and human resources, lack of time, lack of training, complexity of the organizational structure, lack of performance indicators, political costs of the reporting of social/environmental activities, etc</i></p>

**Model usability**

<p><b>Do you think the EU-USR Matrix can be a useful tool for self-evaluating the/your University's social responsibility? Why?</b></p>
<p><b>In your opinion, What are the 3 main challenges faced by the/your University to implement Social Responsibility?</b></p>
<p><b>Do you think communication with stakeholders (professors, students, employees, government, local/regional community, suppliers/contractors, etc) is important for</b></p>

<b>the/your University? Why?</b>
<b>How stakeholder engagement can help/benefit the/your University?</b>
<b>Could you provide with 3 real examples of stakeholder engagement of the/your University?</b>
<b>Do you think public reporting of the/your University Social Responsibility activities is important? Why?</b>
<b>In your opinion, what should this public report on the/your University's social responsibility include?</b>
<b>Do you think this reporting should be subjected to external control procedures?</b>
<b>In your opinion, who authority/organization should act as verification agency of the social responsibility of Universities? Do you think it should operate at national/European or transnational level?</b>

## 9.2 Interviewed Organizations by Partners and Dates (WP4)

### 9.2.1 Partner 3: International University of La Rioja – UNIR

<b>Date</b>	28/01/2014
<b>Partner</b>	International University of La Rioja
<b>Interviewees (focus groups)</b>	University/HE Sector Organization: The National Distance Education University (UNED)
	Website: <a href="http://portal.uned.es/portal/page?_pageid=93,724638&amp;_dad=portal&amp;_schema=PORTAL">http://portal.uned.es/portal/page?_pageid=93,724638&amp;_dad=portal&amp;_schema=PORTAL</a>

<b>Date</b>	28/01/2014
<b>Partner</b>	International University of La Rioja
<b>Interviewees (focus groups)</b>	University/HE Sector Organization: University of Castilla La Mancha (UCLM)
	Website: <a href="http://www.uclm.es/fundacion/postgradoRSE/2013/index.asp">http://www.uclm.es/fundacion/postgradoRSE/2013/index.asp</a>

<b>Date</b>	28/01/2014
<b>Partner</b>	International University of La Rioja
<b>Interviewees (focus groups)</b>	University/HE Sector Organization: European University of Madrid (UEM)
	Email: <a href="mailto:anamaria.ovejero@uem.es">anamaria.ovejero@uem.es</a>
	Website: <a href="http://ccsociales.universidadeuropea.es/es/la-facultad/claustro/Derecho">http://ccsociales.universidadeuropea.es/es/la-facultad/claustro/Derecho</a>

<b>Date</b>	28/01/2014
<b>Partner</b>	International University of La Rioja
<b>Interviewees (focus groups)</b>	University/HE Sector Organization: International University of La Rioja (UNIR)
	Website: <a href="http://www.unir.net">http://www.unir.net</a>

<b>Date</b>	26/02/2014
<b>Partner</b>	International University of La Rioja
<b>Interviewees (focus groups)</b>	University/HE Sector Organization: Complutense University of Madrid (UCM)
	Website: <a href="http://www.ucm.es">http://www.ucm.es</a>

### 9.2.2 Partner 4: Fundación General Universidad de Granada Empresa - FGUGREM

<b>Date</b>	13/12/2013
<b>Partner</b>	Fundación General Universidad de Granada Empresa
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: University of Cadiz
	Position: Vice Chancellor of Social Responsibility and University Services
	Website: <a href="http://www.uca.es/es/">http://www.uca.es/es/</a>
	General data of the University/HE Sector Organization: <ul style="list-style-type: none"> <li>- Main activities: teaching, research, knowledge transfer</li> <li>- Employees number: Students: 17.006/Professors: 1.192/Administration Staff: 719 (2010)</li> </ul>

	<ul style="list-style-type: none"> <li>- Partners Number: Indeterminate<sup>3</sup></li> <li>- Annual budget: 151,9 millions of Euro (2010)</li> </ul>
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<b>Date</b>	13/12/2013
<b>Partner</b>	Fundación General Universidad de Granada Empresa
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: University of Cadiz
	Position: President of Social Council
	Website: <a href="http://www.uca.es/es/">http://www.uca.es/es/</a>
	General data of the University/HE Sector Organization: <ul style="list-style-type: none"> <li>- Main activities: teaching, research, knowledge transfer</li> <li>- Employees number: Students: 17.006/Professors: 1.192/Administration Staff: 719 (2010)</li> <li>- Partners Number: Indeterminate</li> <li>- Annual budget: 151,9 millions of Euro (2010)</li> </ul>

<b>Date</b>	13/12/2013
<b>Partner</b>	Fundación General Universidad de Granada Empresa
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: University of Cadiz
	Position: Director of the Equality Unit
	Website: <a href="http://www.uca.es/es/">http://www.uca.es/es/</a>
	General data of the University/HE Sector Organization: <ul style="list-style-type: none"> <li>- Main activities: teaching, research, knowledge transfer</li> <li>- Employees number: Students: 17.006/Professors: 1.192/Administration Staff: 719 (2010)</li> <li>- Partners Number: Indeterminate<sup>4</sup></li> </ul>

<sup>3</sup> Currently, the UCA is the University Spanish leader in number of international cooperation projects, funded by the Spanish Agency International Cooperation for Development (AECID). Also, the UCA is the Spanish University with a greater number of projects AECID with Morocco.

<sup>4</sup> Currently, the UCA is the University Spanish leader in number of international cooperation projects, funded by the Spanish Agency International Cooperation for Development (AECID). Also, the UCA is the Spanish University with a greater number of projects AECID with Morocco.

	- Annual budget: 151,9 millions of Euro (2010)
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<b>Date</b>	13/12/2013
<b>Partner</b>	Fundación General Universidad de Granada Empresa
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: University of Cadiz
	Position: President of Work Committee
	Website: <a href="http://www.uca.es/es/">http://www.uca.es/es/</a>
	General data of the University/HE Sector Organization: <ul style="list-style-type: none"> <li>- Main activities: teaching, research, knowledge transfer</li> <li>- Employees number: Students: 17.006/Professors: 1.192/Administration Staff: 719 (2010)</li> <li>- Partners Number: Indeterminate</li> <li>- Annual budget: 151,9 millions of Euro (2010)</li> </ul>

<b>Date</b>	13/12/2013
<b>Partner</b>	Fundación General Universidad de Granada Empresa
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: University of Cadiz
	Position: Representative Students of the Governing Council
	Website: <a href="http://www.uca.es/es/">http://www.uca.es/es/</a>
	General data of the University/HE Sector Organization: <ul style="list-style-type: none"> <li>- Main activities: teaching, research, knowledge transfer</li> <li>- Employees number: Students: 17.006/Professors: 1.192/Administration Staff: 719 (2010)</li> <li>- Partners Number: Indeterminate</li> <li>- Annual budget: 151,9 millions of Euro (2010)</li> </ul>

### 9.2.3 Partner 5: University of Porto - UP

<b>Date</b>	14/03/2014
<b>Partner</b>	University of Porto

<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: University of Évora
	Position: Professor
	Website: <a href="http://www.uevora.pt">http://www.uevora.pt</a>
	General data of the University/HE Sector Organization: <ul style="list-style-type: none"> <li>- Main activities: teaching, research, knowledge transfer</li> <li>- Employees number: Students: 7.967 (2013) /Professors: 662 /Other Staff: 719 (2010)</li> <li>- Partners Number: Indeterminate</li> <li>- Annual budget: 45 millions of Euro (2013)</li> </ul>

<b>Date</b>	14/03/2014
<b>Partner</b>	University of Porto
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: University of Lisbon
	Position: Executive director of Social Action Services
	Website: <a href="http://www.ulisboa.pt">http://www.ulisboa.pt</a>
	General data of the University/HE Sector Organization: <ul style="list-style-type: none"> <li>- Main activities: teaching, research, knowledge transfer</li> <li>- Employees number: Students: 47.849 /Professors: 3.461/Other Staff: 2.260 (2013)</li> <li>- Partners Number: Indeterminate</li> <li>- Annual budget: 317,1 millions of Euro (2013)</li> </ul>

<b>Date</b>	14/03/2014
<b>Partner</b>	University of Porto
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: Lisbon Polytechnic Institute
	Position: Manager of Social Action Services
	Website: <a href="http://www.ipl.pt">http://www.ipl.pt</a>
	General data of the University/HE Sector Organization: <ul style="list-style-type: none"> <li>- Main activities: teaching, research, knowledge transfer</li> <li>- Employees number: Students: 14.559 /Professors: 1.300 / Other Staff: 445 (2011)</li> <li>- Partners Number: Indeterminate</li> </ul>

	- Annual budget: 55,6 millions of Euro (2013)
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<b>Date</b>	14/03/2014
<b>Partner</b>	University of Porto
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: ISCTE – University Institute of Lisbon
	Position: Member of ISCTE-IUL working group on USR
	Website: <a href="http://www.iscte-iul.pt">http://www.iscte-iul.pt</a>
	General data of the University/HE Sector Organization: <ul style="list-style-type: none"> <li>- Main activities: research, teaching, knowledge transfer</li> <li>- Employees number: Students: 9.000 / Professors: 400 /Other Staff: 200 (2013)</li> <li>- Partners Number: Indeterminate</li> <li>- Annual budget: 31 millions of Euro (2013)</li> </ul>

<b>Date</b>	14/03/2014
<b>Partner</b>	University of Porto
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: Polytechnic Institute of Setúbal
	Position: Professor
	Website: <a href="http://www.ips.pt">http://www.ips.pt</a>
	General data of the University/HE Sector Organization: <ul style="list-style-type: none"> <li>- Main activities: teaching, research, knowledge transfer</li> <li>- Employees number: Students: 5.477 / Professors: 497 /Other Staff: 162 (2013)</li> <li>- Partners Number: Indeterminate</li> <li>- Annual budget: 23 millions of Euro (2013)</li> </ul>

#### 9.2.4 Partner 7: University of Edinburgh - Joint Unions

<b>Date</b>	01/02/2014 to 31/03/2014
<b>Partner</b>	University of Edinburgh - Joint Unions
<b>Interviewees (face to</b>	University/HE Sector Organization: The Scottish Trades Union Congress

<b>face interviews/focus groups)</b>	(STUC)
	Position:
	Website:
	General data of the University/HE Sector Organization:

<b>Date</b>	01/02/2014 to 31/03/2014
<b>Partner</b>	University of Edinburgh - Joint Unions
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: Universities Scotland Association
	Position:
	Website:
	General data of the University/HE Sector Organization:

<b>Date</b>	01/02/2014 to 31/03/2014
<b>Partner</b>	University of Edinburgh - Joint Unions
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: The Quality Assurance Agency, Scotland (QAAS)
	Position:
	Website:
	General data of the University/HE Sector Organization:

<b>Date</b>	01/02/2014 to 31/03/2014
<b>Partner</b>	University of Edinburgh - Joint Unions
<b>Interviewees (face to face interviews/focus groups)</b>	University/HE Sector Organization: The Scottish Government
	Position:
	Website:
	General data of the University/HE Sector Organization: