



I03 UNIVERSITY MEETS SOCIAL RESPONSIBILITY TRAINING MATERIAL

IMPRINT

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Table of Contents

Introduction	3
The Training Schedule – Overview	4
DAY 1 Expectations and Introducing Social Responsibility	5
DAY 2 The concept of USR and USR Practices	8
DAY 3 USR Action Planning	13
DAY 4 Documenting and reporting on USR & Field Trips.....	17
DAY 5 Plenary Discussion, Networking, and Evaluation	19
ANNEXES	21

Introduction

Why focus on USR? Why is this training material relevant?

Universities have undergone several reform processes in the last years and it is part of the modernization agenda of the EU to promote universities' interaction with target groups and stakeholders in their city or region. Apart from research and teaching, the universities' profile is re-negotiated now – from “communities of scholars” to “communities of practitioners”, who fulfil a social contract, with an excellent performance within science and with an impact on society.

Learning outcomes

In this training, we would like to support university staff in:

- understanding social responsibility in higher education as a concept
- getting to know practical projects about social responsibility
- setting up a strategy and an action plan how to transfer your research results to the local context of your university
- institutional profile building

This will contribute to:

- increasing your university's impact within society
- increasing the public understanding of your research
- increasing the cooperation and contracts with industry or public bodies
- conducting projects impacting the social and cultural life of your community
- promoting your participation in policy making

Who can use this training material?

Training material about USR is scarce, since the topic is quite new to universities. The UNIBILITY-project partners developed the training material at hand with the purpose of transferring it to other universities and countries who want to start engaging in social responsibility as well. It was developed for staff members of universities from administration, research and marketing, but also for staff members working in organizational development, social responsibility offices, or staff development departments.

This training material can be adapted for individual usage, depending on time and previous knowledge on USR, but was developed for a 5-day-training.

About UNIBILITY

The UNIBILITY-project (2015-2017) wants to develop strategies how universities can actively increase their social responsibility on student and researcher level. In the course of the project, researchers develop practical service learning projects together with students for the benefit of the local community. The UNIBILITY-project “University Meets Social Responsibility” is coordinated by the University of Vienna and conducted in cooperation with five universities and the European network EUCEN: University of Vienna (Austria), University Politehnica of Bucharest (Romania), Public University of Ptuj (Slovenia), University of Porto (Portugal), University of Barcelona (Spain), and Dublin City University (Ireland).

The Training Schedule – Overview

Training Day 1: Expectations and Introducing Social Responsibility

Session 1	Official Welcome	30 min.
Session 2	Introduction Round of all participants: Background, Motivation, Expertise	30 min.
Session 3	Collecting Expectations for the Training	30 – 45 min.
Session 4	Presenting the Literature and Articles on USR incl. Discussion Session	60 min.
Session 5	[Administrative session]	15 min.

Training Day 2: The concept of USR and USR Practices

Session 6	Introduction Session to University Social Responsibility (USR): Terms, Relevance, Rationale	60 min.
Session 7	Learning from previous projects about USR	60 min.
Session 8	USR-Practices: Introducing practical examples	60 – 90 min.
Session 9	Parallel Workshops and Discussion	90 min.

Training Day 3: USR Action Planning

Session 10	Key note session “Indicators to measure social responsibility”	60 min.
Session 11	Talking Practice Session: USR-Practice Examples from participants: Forum for practice exchange	90 min.
Session 12	Action planning for USR – tools, questions, templates	30 min.
Session 13	Parallel Action planning workshops	90 min. or 180 min.

Training Day 4: Documenting and reporting on USR & Field Trips

Session 14	Key note session “How to report and document social responsibility in universities”	60 min.
Session 15	Presentations of all Action planning workshop groups from Day 3	270 min.
Session 16	Field Trips	Half day

Training Day 5: Plenary Discussion, Networking, and Evaluation

Session 17	Final Plenary Discussion	60 – 90 min.
Session 18	Evaluation and Feedback	60 min.
Session 19	Official Closing	60 min.

* This schedule does not include breaks. Breaks have to be individually scheduled by the facilitator.

DAY 1 Expectations and Introducing Social Responsibility

Session 1	Official Welcome
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • Official opening of the training • Introduction of wider objectives of the training
2 How to run this session	<p>The facilitator introduces different speakers to say a few words to welcome all participants to the training, stressing the importance and relevance of social responsibility within universities.</p> <ul style="list-style-type: none"> • Short welcome by the host 10 minutes • Short welcome by the organizer 10 minutes • Short welcome by an official (rector or head of department or faculty) 10 minutes
3 Resources	<p>Wider learning objectives:</p> <ul style="list-style-type: none"> • Contribution to the commitment of universities to their social responsibility • Discuss strategies and good practice examples how universities can increase social responsibility • Create a network of active cooperation between universities for social responsibility <p>Specific learning outcomes:</p> <ul style="list-style-type: none"> • Profound knowledge of the differences between CSR and USR • Increased level of understanding on USR • Incentives and ideas from getting to know good practice examples from other universities • Strengthen university-stakeholder cooperation • Foster country-specific exchange of knowledge • Action planning for USR <p>Learning approach in this training:</p> <ul style="list-style-type: none"> • Parallel workshops • Field trips • Key note speeches and inputs • Discussion groups • Hands-on action planning sessions
4 Issues to consider	Briefly talk to welcoming speakers before you invite them and give them a short briefing about the purpose of the training;
5 Discussion questions	none

Session 2	Introduction Round of all participants: Background, Motivation, Expertise
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • Participants get to know each other • Participants assess their own previous experience with USR on a scale from 1-10 and can then – at the end of the training – re-assess this number
2 How to run this session	Facilitate that participants get to know each other in groups of 2-3 people; ask the following questions to be answered in these small groups;
3 Resources	<ul style="list-style-type: none"> • Name • Home university and your position there <ul style="list-style-type: none"> ○ What do you do at your home university? What is your main field of work? ○ For how long have you worked there? ○ Which connection do you have towards USR in your home university? • Motivation to participate in the training <ul style="list-style-type: none"> ○ What motivated you to attend this training? • Calculate an average rate of your expertise with the topic of this week “University’s Social Responsibility (USR)” on a scale from 1 to 10. (1 = I do not know anything about USR, 10 = I am an expert for USR.) Where would you position yourself and why?
4 Issues to consider	After about 30 minutes, call all participants back to the plenary.
5 Discussion questions	<p>The facilitator asks, how participants assess their experience with USR:</p> <ul style="list-style-type: none"> • Who assessed their scale between 1-3? Why? • Who assessed their scale between 4-6? Why? • Who assessed their scale between 7-10? Why?

Session 3	Collecting Expectations for the Training
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • gain an understanding of each participant’s expectations for the training and insights into their existing knowledge about university social responsibility • help to shape and inform subsequent training activities as all participants will then be aware of each other’s existing knowledge • discuss responses to the questions below as a group to support setting realistic expectations and outcomes for the training
2 How to run this session	Facilitate a plenary discussion about the following topics/questions and write results on flipcharts.
3 Resources	<ul style="list-style-type: none"> • What does university social responsibility mean for you?

	<ul style="list-style-type: none"> • What are your expectations for this training? • What do you expect to <i>learn</i> during this training? • Which expectations do you have towards networking with others? • If you could take one thing home after the very last session, what would that be? (idea, topic, contact, souvenir, paper, strategy, input ...)
4 Issues to consider	Prepare flipcharts in advance and store them; use the flipcharts again during the last training session and support participants to re-assess what they have learned;
5 Discussion questions	none

Session 4	Presenting the Literature
1 Learning Outcomes / Objectives	
2 How to run this session	Input of app. 60 minutes
3 Resources	See ANNEX 1
4 Issues to consider	
5 Discussion questions	

Session 5	Administrative session
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • Explain administrative and organisational issues of the training and make sure all participants know about the framework conditions of the training
2 How to run this session	15 minutes explanation about administrative issues of the training programme given by a facilitator
3 Resources	<p>Questions which could be posed and answered within this session are:</p> <ul style="list-style-type: none"> • Reimbursement of travel costs and costs of stay • Material used during this training → how is it made available after the training? (e.g. download and distribution via email) • Signature list / Participant list • Photos to document this training week (informed consent) • Field trips and evening programme both require registration so we can reserve the right amount of seats • Use of mobile phones and wireless during the training
4 Issues to consider	none
5 Discussion questions	depending on the group's questions

DAY 2 The concept of USR and USR Practices

Session 6	Introduction Session to University Social Responsibility (USR): Terms, Relevance, Rationale
1 Learning Outcomes / Objectives	
2 How to run this session	Input of app. 30-45 minutes
3 Resources	See ANNEX 1
4 Issues to consider	
5 Discussion questions	

Session 7	Learning from previous projects about USR
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • Learning from previous project experiences – funded by EU-funds or national funds to get an impression of what is being done around the USR topic at the moment • Overview of objectives, methods and results of previous projects
2 How to run this session	<p>Input of app. 60 minutes</p> <p>The speaker gives an input about previous projects dealing with social responsibility from a university or business perspective, depending on the focus of the speaker and his/her familiarity with the topic. We recommend to speak about the following projects at least:</p>
3 Resources	<ul style="list-style-type: none"> • Corporate Social Responsibility for SME's <p>Website: http://www.csr-smes.eu/</p> <p>Abstract:</p> <p>In SMEs there is a need to be confronted with Corporate Social Responsibility (CSR) and educate owners and managers in this respect. There is a deficiency of SME-specific concepts concerning the perception of social responsibility. On the basis of existing results, a comprehensive CSR training and advisory program is designed specifically for SMEs and tested in practice by two project partners in Germany and Poland. After an appropriate revision, the concepts are transferred to 45 chambers and 15 colleges in 9 Baltic-states and implemented there; trainers will be trained and a lasting implementation for SMEs with widespread impact will be ensured</p> <ul style="list-style-type: none"> • European Indicators and Ranking Methodology for University Third Mission <p>Website: http://www.e3mproject.eu/</p>

Abstract:

There is a growing recognition around the world of the role universities can play towards economic growth and social development in the modern "knowledge society" as lay out by the Lisbon Strategy. University activities have traditionally been understood as two missions: teaching and research. However, more recently policy makers have been keen to encourage all the other contributions of universities to society, their Third Mission.

While several ranking systems exist for the First and Second Missions, the Third Mission lacks any cohesive methodology. E3M will address this need.

First, a set of standard indicators for three dimensions of the Third Mission that we believe to be indicative of the Third Mission as a whole will be developed and validated. These dimensions are Continuing Education, Technology Transfer & Innovation and Social Engagement. Second, a ranking methodology will be created to assess the performance of European Third Mission providers, benchmarking excellent practices, and helping to create a common European area of higher education institutions. These tools will be built into a web based platform to provide access for project stakeholders, along with a range of case studies of excellent providers.

The project will enable Third Mission providers to assess their own performance, share best practices and build relationships with other European Third Mission providers. This will lead to more effective and efficient services being provided to society and industry as institutions seek to improve their standards, improving the quality of their lifelong learning provision and other services. Funding bodies will be provided with a tool to understand Third Mission performance, rewarding excellence and rectifying lower standards.

- **ENGAGE Europe Engage – Developing a Culture of Civic Engagement through Service-Learning within Higher Education in Europe**

Website: <https://europeengage.org/>

Abstract:

ENGAGE is a 3-year project funded by the European Union (Erasmus+ programme) with the purpose of identifying existing service-learning practice, promoting service-learning as a pedagogical approach, and creating a network in this region, where much remains to be done in terms of civic engagement and service-learning.

	<p>The ‘Europe Engage’ seeks to embed the concept and practice of the civic university through Service-Learning (S-L henceforth) and student engagement with community.</p> <p>The overall aim of ‘Europe Engage’ will be to promote S-L as a pedagogical approach that embeds and develops civic engagement within higher education, students, staff and the wider community.</p> <ul style="list-style-type: none"> • EU-USR <p>Website: http://www.eu-usr.eu/</p> <p>Abstract: The EU-USR project aimed to create a European framework for social responsibility (USR). To do this, the project developed:</p> <ul style="list-style-type: none"> • Review of university social responsibility definition • The identification and analysis of interesting USR practices in Europe • Open benchmarking system to map USR • Creation of a manifesto for USR in Europe • the definition of a dimensions/criteria for USR in Europe
4 Issues to consider	Depending on the focus of the speaker, also other projects can be added to the above list.
5 Discussion questions	Depending on the plenary’s response.

Session 8	USR-Practices: Introducing practical examples
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • Introducing the UNIBILITY Toolkit with its USR practices • Informing about the contents of the Toolkit and the process of delivery and design • Getting to know USR practices from all over Europe
2 How to run this session	Input of app. 60 minutes
3 Resources	<p>Methodology of producing the Toolkit:</p> <ul style="list-style-type: none"> • data collection: 30 semi-structured interviews performed within the university (faculties, departments, offices) to get an insight into existing USR practices • analysis: results were reviewed, clustered and ranked according to the 5 pre-defined USR criteria • review and correction: revision and proof reading • translation of the toolkit: the toolkit is being translated into five languages • editing, layout and online version: adding of interactive material to the Toolkit and design of the Toolkit

	<ul style="list-style-type: none"> • dissemination of the toolkit: spreading the Toolkit in different channels: www.postgraduatecenter.at/unibility <p>USR Practices can be clustered according to 5 criteria:</p> <p>5 CRITERIA definitions</p> <ul style="list-style-type: none"> • Research, Teaching, Support for Learning: “The institution's core academic activities are underpinned by the values and principles of social responsibility.” • Public Engagement: “The institution aims at cooperating with public or civil society organisations and policy makers and to promote mutual activities.” • 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.” • Environmental and Societal Sustainability: “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.” • Fair 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.”
4 Issues to consider	Print the Toolkit for all participants via www.postgraduatecenter.at/unibility (Download Section)
5 Discussion questions	-

Session 9	Parallel Workshops and Discussion
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • Thinking through the inputs of Training Day 2 • Discussing possible implications, resistance or counter-arguments about USR • Discussing about country-specific backgrounds
2 How to run this session	Discussion session in small groups of app. 5-8 people; app. 60-90 minutes
3 Resources	<ol style="list-style-type: none"> 1. What is your understanding of USR after listening to the inputs this morning? 2. What are the differences in the USR concept from your perspective? What makes USR so hard to “grasp”? <ol style="list-style-type: none"> a. Differences in terminology? b. Differences in practice? c. Differences in relevance? d. ... 3. What is the status of “doing USR” in your home university?

	<ul style="list-style-type: none"> a. Department for USR? b. Reporting for USR? c. Different practices of faculties and departments? d. Examples? e. ... <p>4. What do you think of the different criteria for USR – discussed earlier today?</p> <p>5. What is your particular interest in the overall USR topic:</p> <ul style="list-style-type: none"> a. Research, Teaching, Learning b. Environmental and Societal Sustainability c. Governance d. Public Engagement e. Fair Practices
4 Issues to consider	All small groups should have a facilitator to lead through the discussion; all facilitators should have the same guiding questions and a method of documenting results of the discussion;
5 Discussion questions	See above

DAY 3 USR Action Planning

Session 10	Key note session “Indicators to measure social responsibility”
1 Learning Outcomes / Objectives	
2 How to run this session	Input of app. 60 minutes
3 Resources	See ANNEX 1
4 Issues to consider	
5 Discussion questions	

Session 11	Talking Practice Session: USR-Practice Examples from participants: Forum for practice exchange
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • Sharing of information and practical USR experience among participants • Open space setting for promoting free expression of interest, motives and questions among participants
2 How to run this session	<p>Facilitators ask all participants to share their USR examples from their home universities. For this purpose, the room is changed into an open space setting, in which all participants can freely move without chairs and tables from one end to the other. Participants with a practical USR example give the title of the USR practice to the facilitator. The facilitator writes down all titles of USR practices on a flipchart (max. 15 practices, depending on the group size). Then he/she allocates space / corner in the room / tables to each of the presenters.</p> <p>In the next 1.5 hours participants can walk around the room from practice to practice to talk to representatives of projects and ask individual questions.</p>
3 Resources	All presenters should have material with them – handouts, flyers, folders, videos etc. to show other participants what their USR practice involves.
4 Issues to consider	Participants should receive an email before the training informing them about this session and that it is possible to present something and to bring material.
5 Discussion questions	Individually in the open space setting

Session 12	Action planning for USR – tools, questions, templates
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • Introducing participants to practical USR action planning depending on the different stages in which universities are in (beginning-implementation-advanced)

	<ul style="list-style-type: none"> Watching 2 videos of more experienced experts with USR about their views on action planning
2 How to run this session	Oral input of about 20 minutes
3 Resources	<p>Start by introducing some of the practical problems or challenges universities face in USR action planning. These challenges could be:</p> <ul style="list-style-type: none"> Core activities of universities: research and teaching → No time for anything else, other indicators of success: publications ... Ambiguity between “this is not new” or is it new? Risk that USR is strategized (as it sometimes is/was with CSR) Fear of bringing in stakeholders into academic processes Commitment is initially available → however, then in everyday life everything is back to normal No pressure can be put upon researchers to engage in USR due to its voluntary nature, but it is important to create a culture of engagement including incentives <p>Then continue by using the handout (see ANNEX 2) to explain the 3 stages of action planning:</p> <ul style="list-style-type: none"> The planning stage The implementation stage The evaluation stage <p>Explain that there has to be a Planning Committee made up of individuals from within the university affected by the problem and those who are in a position to address it. Invite members of management, research and administration into the planning group. Identify additional stakeholders from the community and invite them into your strategic planning process.</p> <p>In the planning stage analyse the current situation at your home university and work on a common definition of USR within the university. Also, identify strengths within the university and needs of stakeholders in your community.</p> <p>Then show participants 2 videos in which two professors are interviewed about USR action planning and what they feel is important.</p> <ul style="list-style-type: none"> Interviewing Prof. Pinhero from Norway about third mission: https://www.youtube.com/watch?v=hxhqs-d8qrA 7:51 minutes Strategic Planning: John L. Davies from Anglia Ruskin University, UK:

	https://www.youtube.com/watch?v=P1CSQHF9ez8 4:18 minutes Afterwards, immediately ask participants to go to the parallel working groups (see Session 13 below).
4 Issues to consider	The handout should be printed for each participant. Videos and respective audio sound quality in the plenary meeting room should be tested before use.
5 Discussion questions	It might be possible that the handout (see ANNEX 2) has to be explained or that questions arise about certain parts of the action planning process.

Session 13	Parallel Action planning workshops
1 Learning Outcomes / Objectives	<p>WS 1: A vision for USR (see ANNEX 3)</p> <ul style="list-style-type: none"> Describe the essential "what" of the university's mission for USR by reviewing its core functions and current research and innovation potential Explain the essential "why" of the university's mission for USR Frame the mission statement as a single sentence that captures the common purpose (what and why) <p>WS 2: Stakeholder's needs (see ANNEX 4)</p> <ul style="list-style-type: none"> Discuss similar and different stakeholder groups between participants Brainstorm main stakeholders and communication with them <p>WS 3: Meeting challenges: barriers (see ANNEX 5)</p> <ul style="list-style-type: none"> Collect main barriers for USR implementation Brainstorm change agents for USR <p>WS 4: Meeting challenges: arguments/counter-arguments (see ANNEX 6)</p> <ul style="list-style-type: none"> Collect arguments you come across in your implementation practice against USR Collect good counter-arguments for USR as an answer to the above collected ones Make a list and present this list on Thursday morning to the plenary <p>WS 5: USR Implementation and Criteria (see ANNEX 7)</p> <ul style="list-style-type: none"> Collect driving forces for USR

	<ul style="list-style-type: none"> Discuss the USR criteria we used in UNIBILITY but also which are available outside the project <p>WS 6: USR Reporting (see ANNEX 8)</p> <ul style="list-style-type: none"> Discuss the reporting practices of the participants' universities Collect main recommendations for reporting USR for universities with little experience
2 How to run this session	<p>The facilitator explains the purpose of the 6 parallel workshops and introduces the 6 facilitators.</p> <p>Then, all participants split up into small groups – each led by one facilitator. In total, there are 6 possible workshop groups, which depend on the focus of interest in the USR Action Planning process – explained in Session 12 (see above).</p> <p>Each parallel workshop should be 1.5 hours.</p> <p>After one cycle, facilitators stay in their workshop room and the participants change to another workshop of interest. This can be done as often as time is available. We recommend 2 cycles (1.5 hours + 1.5 hours = 3 hours in total) so that participants get to attend at least two workshops.</p>
3 Resources	<ul style="list-style-type: none"> WS 1: A vision for USR WS 2: Stakeholder's needs WS 3: Meeting challenges: barriers WS 4: Meeting challenger: arguments/counter-arguments WS 5: USR Implementation and Criteria WS 6: USR Reporting
4 Issues to consider	There should be enough space for 6 workshop groups to work in parallel.
5 Discussion questions	See individual workshops

DAY 4 Documenting and reporting on USR & Field Trips

Session 14	Key note session “How to report and document social responsibility in universities”
1 Learning Outcomes / Objectives	
2 How to run this session	Input of app. 60 minutes
3 Resources	See ANNEX 1
4 Issues to consider	
5 Discussion questions	

Session 15	Presentations of all Action planning workshop groups from Day 3
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • Overview of all action planning steps in USR after hearing all presentations
2 How to run this session	<p>The facilitator of this plenary session asks the facilitators of the parallel action planning workshops from Day 3 to present their main discussion points. This can be done using flipcharts, handouts or any other visual representation of the results of Days 3 workshops.</p> <p>The facilitator calls each workshop facilitator to present the results of the workshops in app. 15 minutes each and then asks all other participants for comments, questions and remarks.</p> <p>The duration of the presentation session is 2 – 2.5 hours in total depending on the length of discussion after each presentation.</p>
3 Resources	<ul style="list-style-type: none"> • WS 1: A vision for USR • WS 2: Stakeholder’s needs • WS 3: Meeting challenges: barriers • WS 4: Meeting challenger: arguments/counter-arguments • WS 5: USR Implementation and Criteria • WS 6: USR Reporting
4 Issues to consider	none
5 Discussion questions	none

Session 16	Field Trips
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • To give a practical insight into projects of social responsibility • To talk to people at the project itself about activities

	<ul style="list-style-type: none"> To get ideas about USR activities, which can then be transferred to one's own university
2 How to run this session	The facilitator or host can organize one or more field trips, depending on the group.
3 Resources	<p>Depends on the field trip.</p> <p>Examples are field trips to an event of the children's university, a refugee project, or a workshop in which scientists and practitioners meet.</p>
4 Issues to consider	If one or more field trips are planned, conditions for taking part should already be announced on Day 1 of the training. This is especially true for registration to field trips, modes of transport or additional costs.
5 Discussion questions	-

DAY 5 Plenary Discussion, Networking, and Evaluation

Session 17	Final Plenary Discussion
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • Draw final conclusions about USR and its key factors together with all participants • Reflect upon the field trips of Day 4 together in plenary and draw final conclusions
2 How to run this session	The facilitator brings all participants together for the final plenary discussion for app. 60 minutes. Questions should be prepared and final conclusions drawn from the training.
3 Resources	<p>The facilitator should pose the following questions:</p> <ul style="list-style-type: none"> • Where will you continue working in the field of USR when you return to your home university? • How were your expectations met during the training? • How did you experience the field trips? • Which recommendations do you have for future trainings in this field? • How would you like to use this training material in the future and with whom?
4 Issues to consider	This session should not overlap with session 18 (evaluation session), but should focus on the content of USR still.
5 Discussion questions	See above

Session 18	Evaluation and Feedback
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> • collect feedback from the training participants • gauge the level of satisfaction and learning experienced by the participants • solid evaluation of participant experiences to indicate areas that worked particularly well and areas to potentially improve upon for subsequent activities • facilitate write up of post-workshop report to share with all participants
2 How to run this session	Facilitate discussion in the group about the following issues (see below). This can be done leaving each participant time to think about these questions (20 minutes) and then to discuss results in plenary (30-40 minutes); also these questions can be handed out as a questionnaire or distributed as an online survey to be answered anonymously.
3 Resources	<ul style="list-style-type: none"> • Please provide an overall rating of this training on a scale of 1 to 5 (low to high). Explain your score.

	<ul style="list-style-type: none"> On a scale of 1 to 5 (1= not at all, 5= definitely) to what extent have your expectations been fulfilled? On a scale of 1 to 5 (1 = poor, 5 = excellent) how would you rate the working atmosphere in the training workshop? What was the main learning you gained from the parallel workshops? What was the main learning you gained from the keynote speakers/inputs? At the end of the training what is the main learning you gained overall? Do you have any recommendations for improvement if a similar event was being organised in the future? What element of this training did you think worked best? How do you plan to disseminate the outcomes when you return to your institution? Please describe any new contacts/networks you might have developed as a result of the training. <p>Assess:</p> <ul style="list-style-type: none"> Location/Venue of the meeting Accommodation arrangements Information and support received before the meeting Information and support received during the meeting Social activities
4 Issues to consider	<p>Possible formats (see ANNEX 9):</p> <ul style="list-style-type: none"> Questionnaire E-survey Discussion session in plenary
5 Discussion questions	Depending on the groups' inputs

Session 19	Official Closing
1 Learning Outcomes / Objectives	<ul style="list-style-type: none"> Give an official framework for the training to end Share possibilities of future cooperation and networking events Clarify who will send out material or minutes and when Group pictures
2 How to run this session	The facilitator or host speaks a closing statement to the audience and thanks everyone who was involved.
3 Resources	none
4 Issues to consider	none
5 Discussion questions	

ANNEXES

ANNEX 1

List of inputs and power point presentations

Input Session 4: Presentation of the USR literature and previous projects

Input Session 6: Introduction Session to University Social Responsibility (USR)

Input Session 10: Measuring USR

Input Session 14: Reporting on USR

List of resources in English

Davey T., Baaken T., Muros V., Meerman A. (2011). The State of European University-Business Cooperation. Part of the DG Education and Culture Study on the Cooperation between Higher Education Institutions and Public and Private Organisations in Europe. Science-to-Business Marketing Research Centre.

E3M project, Needs and constraints analysis of the three dimensions of third mission activities (2012). [http://www. http://e3mproject.eu/Three-dim-third-mission-act.pdf](http://www.e3mproject.eu/Three-dim-third-mission-act.pdf)

European Commission (2011). Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. A renewed EU strategy 2011 – 14 for Corporate Social Responsibility. (25.10.2011), Brussels.

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Observatory of the European University (2006). Strategic Management of University Research Activities. Methodological Guide.

University Social Responsibility in Europe. Comparative Research on the Social Responsibility of Universities in Europe and Development of a Community reference framework. Lifelong Learning Programme.

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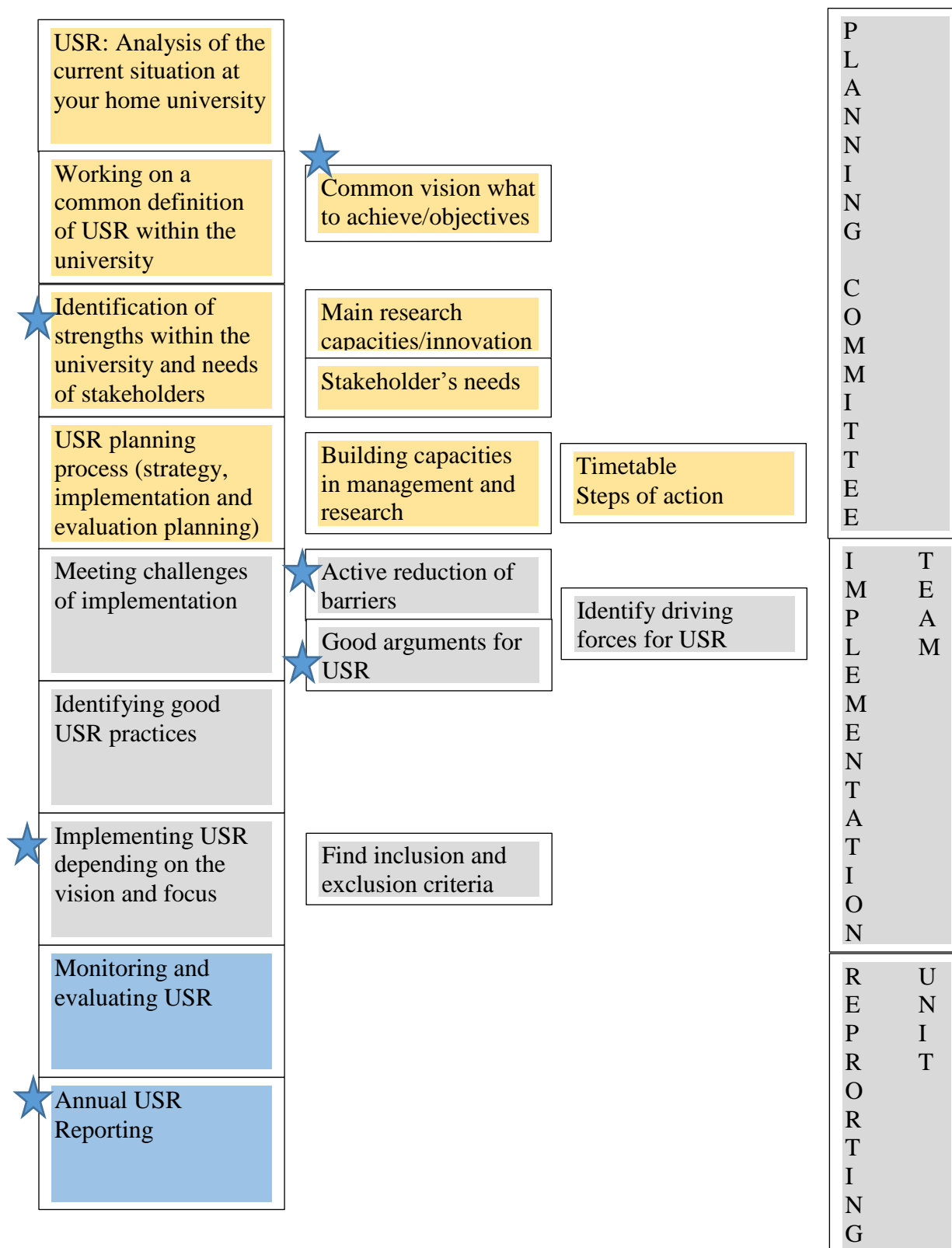
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ANNEX 2

USR Action planning – Handout



ANNEX 3

Developing a USR Mission – handout

Main objectives of this workshop:

- Describe the essential "what" of the university's mission for USR by reviewing its core functions and current research and innovation potential
- Explain the essential "why" of the university's mission for USR
- Frame the mission statement as a single sentence that captures the common purpose (what and why)

PART 1:

Get the discussion in the small group started by asking one, more or all of these questions (30 minutes in the small group plenary):

- a. What is your USR "vision/mission" for our university?
- b. Which changes would you like to see in terms of community engagement/third mission?
- c. What kind of university do we want to create? Who could support you with this process?
- d. What do you see as the university's major strengths and assets (in research)?
- e. What would a successful implementation of USR look like?

PART 2:

Mission statement (15 minutes – individual activity):

Take some time for yourself now and try to write a mission statement for USR from your perspective for your home university.

PART 3:

Discuss your mission statements in the small group plenary (15 minutes) according to commonalities and differences between them and the following review criteria.

Review your mission statement:

- Review your mission statement, making sure it is:
 - clear, regarding what is to be done and why
 - concise, (often one sentence)
 - outcome oriented
 - robust but leaving the door open to a variety of possible means
 - inclusive, reflects the voices of all the people involved

PART 4:

Review the mission statement of Manchester University as an example (see attachment) and discuss its value and wording. (30 minutes)

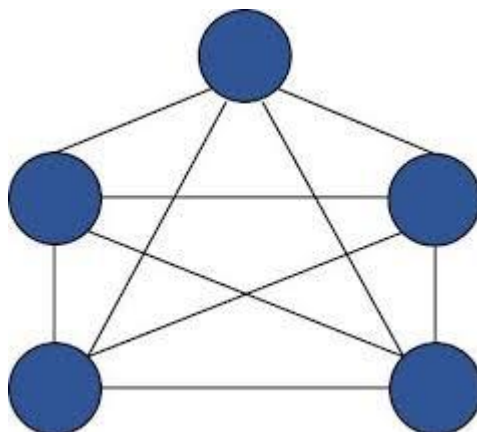
ANNEX 4

Stakeholder engagement – handout

PART 1: 30 minutes

Get the small group started by drawing stakeholder maps and by asking:

- Brainstorming of your main stakeholders (of your university or faculty or department).
 - a. How important are these stakeholders for you?
 - b. Why? Explain your choice.



- Discuss similar and different stakeholder groups. Differentiate between internal and external stakeholders. (15 minutes)
 - a. How well do you know these stakeholders?
 - b. How well do you know their needs?
 - c. How was the contact to the stakeholder established in the first place?
- Discuss which expectations these stakeholders have towards the university? (15 minutes)
- Discuss the ways in which long-term collaboration with these stakeholders is promoted at the moment? (15 minutes)

ANNEX 5

Key Barriers to USR – handout

Main objectives of the workshop

- Collect main barriers for USR implementation
- Brainstorm change agents for USR

PART 1: Barriers to USR

The following barriers have been identified from the literature review on USR. Go through these barriers with your participants. 30 minutes.

- 1. The legal environment of the university as a barrier**
- 2. Unclear roles of transfer offices as a barrier**
- 3. Transfer gap:** A transfer gap between industry and university is widely perceived. Knowledge is not adequately transferred, and neither is technology.
- 4. Dissemination information – few get-togethers:** Often the problem lies in the fact that potential partners do not get together. Dissemination is not organized and interested parties are not brought together. With the initialization of transfer offices this was due to change. Also, when interested parties were brought together, not all parties had a mutually and equally strong interest in the cooperation.
- 5. Other driving forces:** Sometimes the driving forces were political ones or researchers themselves who had ideas for cooperation, but the needs of the industry partners were hardly ever seen as driving forces to initiate projects. Regional industry did not make their demand visible or universities failed to see it. Most often the driving force for projects were political interest points. Transfer offices therefore hardly meet open resistance, but implicit resistance and lack of support. They guarantee external legitimization without heavily altering the universities' structures.
- 6. Challenge to institutional identities as a barrier:** The institutions offering transfer activities did not always face strong commitment or enthusiasm by the third academic mission. The shared understanding across universities about what it means to be a university can be answered by teaching and research (non-utilitarian approach). Attempts to redirect universities' identities towards a stronger emphasis on practical knowledge and cooperation with local business partners would mean a degradation to their traditional role and identity. What emerges with a third mission is a postmodern patchwork identity of universities, rather far away from regional and organizational needs, but still close to academia.
- 7. Lack of trust as a barrier:** Research shows that personal modes of transfer with a high degree of trust work best. Yet, there seems to be a cultural gap between universities and industry, as industry partners do not trust or are uncertain about researchers and how to overcome institutional differences (i.e. in working styles).
- 8. Low degree of professionalization in transfer offices as a barrier:** Institutional barriers to USR can also be the unclear task structures of transfer offices, starting with vocational training, patenting advice, start-up assistance and public relations. Also, transfer offices have low status within the university and need a professional infrastructure. Interdisciplinary projects are needed to initiate contacts and foster entrepreneurship. Also, transfer offices mostly deal with local and regional SMEs. Transfer offices have several tasks and different client groups: academia without or with loose contacts to industry, and industry partners with specialized needs. Transfer offices need to define their central functions clearly and professionally manage contacts to industry partners. Also, staff

members who are hired need to have business-related skills and experience.

Discuss these barriers with each other.

PART 2: Complement and complete this list of barriers (30 minutes)

Barriers	Details, Comments, ...
Legal environment, political reasons	
Unclear role of transfer offices	
Institutional identity as a barrier	
Lack of trust	
Low professionalization	
Transfer gap	
Few get-togethers	

PART 2: Change agents for USR (30 minutes)

As we saw in Part 1, institutional barriers to USR are many. However, transfer offices or other departments can act as change agents, promoting institutional change in universities, but not altering universities' identities as such.

- Which change agents can you identify in your university? Why? (10 minutes individual exercise)

Change agents	Details, Comments, ...
Transfer office	
Rectorate	
...	

- Discuss your results in plenary 15 minutes

ANNEX 6

Good arguments for USR – handout

Main objectives of this workshop:

- Collect arguments you come across in your implementation practice against USR
- Collect good counter-arguments for USR as an answer to the above collected ones
- Make a list and present this list on Thursday morning to the plenary

PART 1: 20 minutes

Get the small group started by asking:

- When you think of the last time you heard an argument against USR, what did the person say?
 - a. Example: “We are a university, we have to concentrate on research, not on other things like public engagement. This is not our core activity.”

Make a list in the small group with common arguments against USR. Try to find at least 10 arguments.

PART 2: 30 minutes

- What could you answer to these arguments? Think of counter-arguments for USR, justifying its relevance and importance.
 - a. Example: “Research is funded by the public, so the public also has the right to know what researchers have found out.”

Make a list in the small group with counter-arguments against USR. Try to develop counter-strategies.

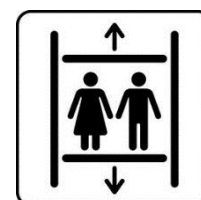
PART 3: 40 minutes

Imagine a situation in an elevator moving to the 86th floor. You step into the elevator with the mayor of your city and he/she asks you: “What is USR and why is USR important?” You have 2 minutes to answer until the elevator reaches the 86th floor. What would you say?

5 minutes: individual preparation time

35 minutes: listening to 2 minute-speeches from all participants

Ending Discussion: Which arguments are suited best for USR?



ANNEX 7

Implementing USR and USR criteria – handout

Main objectives of this workshop:

- Collect driving forces for USR
- Discuss the USR criteria we used in UNIBILITY but also those which are available outside the project

PART 1: 30 minutes

Get the small group started by asking:

- How far is your home university with implementing USR? (between 1 and 10)
 - a. 1 = low, 10 = high
 - b. Why? Explain your choice.
- When you think of USR, what is the most important thing when it comes to a successful implementation? Name one.
- In terms of importance for implementation, which of these factors would you rate as important for successful USR implementation and why?
 - a. Personal factors of the people involved: knowledge, beliefs, skills, education and training, experience, cultural norms and practices, social status, cognitive or physical abilities, gender, age ...
 - b. Environmental factors at the university: social support, available resources and services, barriers (including financial, physical, and communication), social approval, policies, environmental hazards, living conditions, poverty ...

Take notes of the personal and environmental factors on the flipchart. Try to write down what participants are saying.

Driving forces:

Personal factors of involved people	Environmental factors at the university
...	...
...	...
...	...

PART 2: 40-45 minutes

- USR is better understandable if we use criteria to break USR down to very specific action. We would like to discuss the following criteria with you.

USR Criteria: Explain these categories to your participants. 10 minutes

Internal Indicators: The higher education institution knows their own research and teaching competence well and manages processes in a responsible way:	External Indicators: The higher education institution knows its stakeholders outside the higher education institution, their needs and points of interest in research and innovation, in order to be able to enter into a needs-driven dialogue:
<ol style="list-style-type: none"> 1. Research, Teaching, Support for Learning 2. Governance 3. Environmental and Societal Sustainability 4. Fair Practices 5. Intellectual Property 	<ol style="list-style-type: none"> 6. Public Engagement / Cooperating with public or civil society organisations 7. Cooperating with industry and business 8. Cooperating with cultural and social projects 9. Knowledge transfer and technology transfer 10. Political counselling and policy consultancy and support 11. Contributing to the public understanding of science/research in society

Discuss the following questions: 30 minutes

- Which of these criteria are relevant for you?
- How can these criteria be held apart? In which areas do they overlap?
- Which criteria would you add and why?
- Into which category would you put the examples from your home university? Give an example.

Be ready to present this table with new/old criteria or your main discussion points on Thursday in plenary.

ANNEX 8

USR Reporting – handout

Main objectives of this workshop:

- Discuss the reporting practices of the participants' universities
- Collect main recommendations for reporting USR for universities with little experience

PART 1: 15 minutes in small group plenary

Get the discussion in the small group started by asking these questions:

1. Which experiences do you have in your university with reporting USR?
2. What works well? What does not? What would you change?

PART 2: 50 minutes

- f. If you had to evaluate your reporting practices until now, how would you answer these questions? 20 minutes – individual exercise
 - Completeness – Are all the intended USR activities included in your plan and report? How wide or narrow is your approach?
 - Clarity – How transparent and clear is your documentation strategy? Who will do what by when?
 - Sufficiency – If everything which was proposed, was also accomplished, would it meet the university's USR mission and objectives? If not, what additional changes need to be planned and implemented?
 - Which resources (money/staff) are needed and /or available?
 - Flexibility – As the reporting unfolds for the first or second time, is it flexible enough to respond to new opportunities, barriers, and changes in USR practice? How can flexibility be assured?

Discuss the results of your self-assessment and reflection in the small group. (30 minutes)

PART 3: 25 minutes

Go together in pairs. Imagine one person working at a university who does not document or report on USR yet. Collect three main recommendations for them for their first reporting experience:

a. First recommendation:

b. Second recommendation:

c. Third recommendation:

Collect these recommendations on flipchart.

ANNEX 9

Training evaluation questionnaire

1 Please provide an overall rating of this training on a scale of 1 to 5 (low to high)

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

Why?

2. On a scale of 1 to 5 (1= not at all, 5= definitely) to what extent have your expectations been fulfilled?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

3. On a scale of 1 to 5 (1 = poor, 5 = excellent) How would you rate the working atmosphere in the training?

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

4 Learnings

4.1. What was the main learning you gained from the individual workshops?

4.2. What was the main learning you gained from the keynote speakers?

4.3. At the end of the training what is the main learning you gained overall?

5. Do you have any suggestions if a similar event was being organised in the future?

6. What elements of this staff training did you think worked best?

7. How do you plan to disseminate the outcomes when you return to your institution?

8. Please describe any new contacts/networks you might have developed as a result of the training?

9. What is your position in your university? _____

10. Name (optional) _____

11. Country _____

Logistics and practical organisation

Please rate on a 1-5 scale the following

1. Location/Venue of the meeting

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

2. Accommodation arrangements

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

3. Information and support received before the meeting

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

4. Information and support received during the meeting

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

5. Social activities

1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐

THANK YOU

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