



Knowledge Societies:

UNIVERSITIES AND THEIR SOCIAL RESPONSIBILITIES



2nd Asia-Europe Education Workshop
5 - 7 June 2011, Innsbruck, Austria

Co-organised by the Asia-Europe Foundation's ASEM Education Hub and the University of Innsbruck



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ACRONYMS

AEH	<i>ASEM Education Hub</i>
APAIE	<i>Asia-Pacific Association for International Education</i>
APUCEN	<i>Asia-Pacific University-Community Engagement Network</i>
ASEA-UNINET	<i>ASEAN-European University Network</i>
ASEF	<i>Asia-Europe Foundation</i>
ASEM	<i>Asia-Europe Meeting</i>
ATNEU	<i>Asia-Talloires Network of Engaged Universities</i>
AUN	<i>ASEAN University Network</i>
3Cs	<i>Community Consciousness Circle</i>
CCC	<i>Carbohydrate Competence Centre</i>
CSR	<i>Corporate Social Responsibility</i>
EFA	<i>Education For All</i>
ESD	<i>Education for Sustainable Development</i>
ESU	<i>European Students' Union</i>
EUA	<i>European University Association</i>
GIHAr	<i>Groningen Institute for Healthy Ageing research</i>
HANNN	<i>Healthy Ageing Network Northern Netherlands</i>
HE	<i>Higher Education</i>
HEI	<i>Higher Education Institutions</i>
HEEFA	<i>Portal on Higher Education/Research and Education For All (EFA) and related Millennium Development Goals (MDGs)</i>
IAU	<i>International Association of Universities</i>
ICN	<i>Industry and Community Network</i>
MDGs	<i>Millennium Development Goals</i>
OeAD	<i>Austrian Exchange Service</i>
QA	<i>Quality Assurance</i>
ROK	<i>Regions of Knowledge</i>
RUG	<i>University of Groningen</i>
SD	<i>Social Dimension</i>
SEAAIR	<i>Southeast Asian Association for Institutional Research</i>
SNN	<i>Samenwerkingsverband Noord-Nederland (Northern Netherlands Assembly)</i>
TBL	<i>Triple Bottom Line</i>
UCEC	<i>University-Community Engagement Conference</i>
UCEF	<i>University-Community Engagement Foundation</i>
UI	<i>University of Innsbruck</i>
UKM	<i>University Kebangsaan Malaysia</i>
UMCG	<i>University Medical Center Groningen</i>
USM	<i>University Sains Malaysia</i>
USR	<i>University Social Responsibility</i>

SPECIAL MESSAGES

*“ We are made wise not by the recollection of our past,
but by the responsibility for our future ”*

G.B. Shaw

In a rapidly changing world, the aforementioned credo brilliantly stated by critic and dramatist, G.B. Shaw, may hold true not only for individuals, but also for societies as a whole.

On 5-7 June, 2011, the ASEM¹ Education Hub (AEH²) (the Asia-Europe Foundation’s higher education initiative) and the University of Innsbruck successfully gathered 26 individuals – university leaders and staff, researchers and students, policy-makers, and business and media practitioners – from Asia and Europe at the 2nd Asia-Europe Education Workshop themed *Knowledge Societies: Universities and their Social Responsibilities*.

The examples and case studies contributed by the participants exemplified USR – University Social Responsibility – in a diversity of terms and practices throughout ASEM countries. The common denominator, however, was the awareness of the changing context that shapes the perceptions and expectations of various stakeholders towards universities. Universities need to revisit their roles, assume social responsibility and foster sustainable development. The Workshop participants recommended (1) the promotion of USR through the continuous dialogue of stakeholders; (2) the identification of a (minimum) USR paradigm; and (3) the pursuit of evidence-based USR policies.

Arising from the discussions and debates during the Workshop, this publication, second in the series of the Asia-Europe Education Reports, will provide input for upcoming milestone events in the ASEM Education Process: the 3rd ASEM Rectors’ Conference (The Netherlands, 2012) and the 4th Asia-Europe Meeting of Ministers for Education (Malaysia, 2013). It consists of the following:

1. An Introductory Paper prepared by the Workshop Preparatory Group;
2. A Summary which captures the highlights of the discussions;
3. The Recommendations addressed to policy-makers and higher education stakeholders in ASEM countries; and
4. Selected Case Studies.

I would like to commend the ASEM Education Hub team, the University of Innsbruck and the participants for their commitment, insights and expertise which made the Workshop a truly enriching experience for all involved. Its results, embodied in this publication, serve as our joint contribution to furthering the USR agenda in ASEM countries. Let us strive together to promote and disseminate the Workshop recommendations to relevant audiences.



NGUYEN QUOC KHANH

Deputy Executive Director
Asia-Europe Foundation

¹ The Asia-Europe Meeting (ASEM) was initiated in 1996 when the ASEM leaders met in Bangkok, Thailand. ASEM is an informal trans-regional platform for dialogue and co-operation between the two regions and has arisen out of a mutual recognition that the relationship between Asia and Europe needed to be strengthened in light of the challenges and opportunities of the 21st century. It now brings together 46 member states (Australia, Austria, Belgium, Brunei Darussalam, Bulgaria, Cambodia, China, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Indonesia, India, Ireland, Italy, Japan, Korea, Laos, Latvia, Lithuania, Luxembourg, Malaysia, Malta, Mongolia, Myanmar, the Netherlands, New Zealand, Pakistan, the Philippines, Poland, Portugal, Romania, Russia, Singapore, Slovakia, Slovenia, Spain, Sweden, Thailand, United Kingdom, Vietnam) plus the European Commission and the ASEAN Secretariat. www.aseminfoboard.org

² Please see Annex p. 68 for the full description of the ASEM Education Hub.

The University of Innsbruck (UI), founded in 1669, is the biggest and most important research and education institution in western Austria – today comprising almost 27,000 students and more than 4,000 staff and faculty members.

Located in the heart of the Alps, the University of Innsbruck offers the best conditions for successful research and teaching. International rankings confirm the University's leading role in Austria. Social responsibility continues to be at the core of our activities. While it is undisputed that universities have always had social responsibilities as they were usually financed by the state and had to educate priests, medical doctors, lawyers, teachers and a small group of intellectual elite, our tasks in the 21st century are wider and more diverse. The so-called knowledge society is ever more so in need of intellectual capital – well-educated people, not only equipped with knowledge and skills, but also with competences that enable them to analyse new situations and problems, ask relevant questions and find adequate solutions. Lifelong learning is also part of this changing paradigm. Universities will increasingly find more students who have practical experience on the job and whose prior learning experience can include formal, non-formal and informal learning. Another important aspect of social responsibility is basic research in a globalised context. A growing number of problems cannot be solved by specialists of single disciplines alone, but through collaboration with other disciplines and international co-operation.

The role of universities and their social responsibilities in today's context should therefore always be addressed jointly. The University of Innsbruck is delighted to host the 2nd Asia-Europe Education Workshop themed *Knowledge Societies: Universities and their Social Responsibilities*. We hope that, against the beautiful backdrop of the Alps, we have provided a creative and inspiring atmosphere allowing new ideas to arise and good practices to be exchanged.

I would like to express my gratitude to the Asia-Europe Foundation (ASEF) for the opportunity to jointly organise the Workshop here in Innsbruck. Your commitment and creativity were instrumental to the overwhelming success of this meeting. To our partner institutions – the Austrian Federal Ministry of Science and Research as well as of Economy, Family and Youth, the Austrian Foreign Ministry, the Province of the Tyrol, the Town of Innsbruck, the Austrian Agency for International Cooperation in Education and Research, the ASEA-Uninet, and Swarovski Crystal Worlds – we truly appreciate the support you have extended to this important initiative by ASEF and our University.

My special thanks go to Univ.-Prof. Erich Thöni and his team, who made this co-operation between ASEF and the University possible. Once again, he has proven his commitment to establishing partnerships between our university and other universities from all over the world.

I sincerely hope that the topic of University Social Responsibility will remain high on the agenda of the ASEM education dialogue and will continue to help us to learn from each other to best serve our societies.



MARGRET FRIEDRICH

Vice-Rector for Teaching and Students
University of Innsbruck



THE 2ND ASIA-EUROPE EDUCATION WORKSHOP

*Knowledge Societies:
Universities and their Social Responsibilities*

ASIA-EUROPE
CONFEDERATION

5-7 June 2011 / Innsbruck, Austria



INTRODUCTORY PAPER

Working Agenda of Integration: the coming together of “hearts, minds and hands”. The principle of all progressive pedagogy which is about the integration of the emotional, the affective, the cognitive, and the practical.

Univ.-Prof. Dr. Lynne Chisholm

I. FRAMEWORK

Through the series of Asia-Europe Education Workshops launched in 2010, the ASEM Education Hub identifies and explores issues that are at the heart of Asian and European higher education in a dedicated forum. Furthermore, it ensures that ideas and findings are shared with all stakeholders, civil society and political decision-makers alike.

The proposal to discuss the social responsibilities of universities in creating knowledge societies at the ASEM level was first raised in the discussions of the AEH Advisory Committee³ in 2009, and further elaborated at the 2nd ASEM Rectors' Conference in 2010. The concept of USR was then interpreted in a two-fold manner. On the one hand, it was understood as the multifaceted role of today's universities, such as research and higher education for political, economic, ecological, technical, cultural and other advancement of societies. On the other hand, *social* was interpreted in its stricter sense, touching on aspects relating to equity (in access, etc.).

This Workshop tries to combine both aspects. In its first part, it expounds on the role of today's universities and their societal missions; in its second part, it narrows down the social perspective. Thus, we hope that this common denominator will help us connect to the original idea of *universitas* and understand the implications for higher education and research co-operation within and between Asia and Europe today.

The present Introductory Paper offers some food for thought for the workshop discussion on the following key terms, or concepts:

- *Universitas* and knowledge societies;
- From Corporate Social Responsibility (CSR) to University Social Responsibility (USR);
- Access to higher education; and
- Education for Development – Education For All (EFA)⁴, and MDGs⁵.

This choice of terms is certainly not exhaustive and does not claim to be. Neither does the workshop strive to exhaustively answer the question of what the social responsibilities of universities in creating knowledge societies in ASEM countries are. The objective, however, is to try to find ASEM examples

of universities' good practices, which could become a basis for further co-operation. The above-mentioned terms and concepts are aimed at setting the tone and giving some points of reference for the Workshop. Moreover, they illustrate some of the sub-themes and the links between them.

These reflections are complemented by two cases of USR practices: the *Knowledge Valorisation Centre* at the University of Groningen in the Netherlands (RUG) and the *Community Consciousness Circle* (3Cs) at the University Sains Malaysia (USM). Three papers were added after the Innsbruck Workshop. They were contributions from the European Students' Union (ESU), Universiti Kebangsaan Malaysia (UKM) and the Southeast Asian Association for Institutional Research (SEAAIR).

The Introductory Paper was prepared and consolidated through the joint efforts of the Workshop Preparatory Group composed of:

- Univ.-Prof. Dr. Erich Thöni, Workshop Convenor and University Representative – International Relations, University of Innsbruck;
- Dzulkifli Abdul Razak, Tan Sri Dato, Vice-Chancellor, Universiti Sains Malaysia
- Dr. Teay Shawyun, President of Southeast Asian Association for Institutional Research (SEAAIR); and
- Dr. Annemieke Galema, Director of Knowledge Valorisation Centre, University of Groningen.

Their respective contributions are outlined in the succeeding pages. Ms. Chripa Schneller, Special Advisor of AEH, facilitated the discussions and deliberations of the group in addition to contributing to the paper.

³ The ASEM Education Hub (AEH) Advisory Committee, created in 2006, is an observatory and guiding body for the initiatives of the AEH. It comprises major higher education organisations and networks as well as individuals with proven interest, expertise and experience from ASEM countries (see www.asef.org).

⁴ On Education for All, see UNESCO: http://www.unesco.org/education/efa/ed_for_all/

⁵ On Millennium Development Goals, see UN: <http://www.un.org/millenniumgoals/>

II. SOME REFLECTIONS ON TERMS AND CONCEPTS USED IN THE CONTEXT OF USR



Encyclopaedic wisdom of the term university usually refers to the Latin origins of the word *universitas*, more specifically to the concept of *universitas magistrorum et scholarium*, which could be translated as ‘community of teachers and scholars’. Today, it is felt that universities are involved more closely, more concretely and more centrally than ever before in the development of society at large. Higher education institutions play a crucial role in creating *knowledge societies*. This aim, stated in various policy documents and university mission statements worldwide, results from the need to transform societies for reasons of global and/or regional developments and, at the same time, raises challenges that come along with such changes: the growing demand for higher education and research, with it a trade-off discussion on access versus quality; the transfer of knowledge; and the internationalisation of knowledge and research are some of the most obvious examples.

“ Universities must go back to their original understanding of a community of scholars in the initial sense, to educate and create knowledge at the use of society. ”

Prof. Ruben Cabral

UNIVERSITAS AND KNOWLEDGE SOCIETIES

by Erich Thöni and Chripa Schneller

As stated-above, the term university goes back to the classical understanding of learning and teaching community. As knowledge has become an ever stronger driving force for the development of societies, the understanding of universitas today is indeed more encompassing than ever before. Universities cannot survive today as autarkic systems with no direct links to other societal fields.

BY WAY OF REFLECTING THE MANY PURPOSES OF UNIVERSITIES IN THE 21ST CENTURY, WE REALISE THAT THEY ENCOMPASS THE CRITICAL EXAMINATION OF:

politics:

political power (sway)/ democratic advancement/ conflict resolution/ critical public/ civic leadership;

economics:

regulation/ deregulation – liberalisation (WTO)/ globalisation;

technology:

technological progress/ manageable and sustainable development/technical limitations;

society:

'Zeitgeist'^{6/} discussion of values/ cultural progress/ social advancement/ development of the commons;

human well-being & development (health, etc.):

disease prevention/ medical limits/ ethical medicine/ ethical biology;

social dimensions:

poverty/ starvation/ wealth gap;

education & research:

curricula/ internationalisation/ networks/ vocational background vs. training/ handicapped/ minorities/ promotion of scientific progress/ advancement of knowledge;

ecology:

global warming/ climate change/ disasters/ scarcity of water/ pollution (water, air, etc.)/ noise/environmental sustainability.

IT IS THUS FELT THAT UNIVERSITIES SHOULD CONTRIBUTE TO:

politics:

power restrictions/ democratic advancement (esp. in developing countries)/ conflict resolution/ critical public/ civic leadership;

economics:

economic (incl. social market) development/ fair sharing of wealth and income;

technology:

unavoidable necessity (manageable not doable)/ sustainability/social responsibility;

society:

progressive community of values and civilisation/ cultural progress/ individuality (individual personal achievement) in solidarity/ caretaking of the commons/common good of society;

human well-being & development (health, etc.):

human existence in health and dignity/ social responsibility;

social dimensions:

eradication of poverty/ starvation/closing of wealth gap;

education & research:

curricula reform (critical, responsive citizens)/ internationalisation of research and teaching and learning/ networking/ capacity building in developing countries/ vocational background and/ or training/ integration of handicapped/ integration of minorities/ scientific progress/ advancement of knowledge;

ecology:

prevention and diminution of global warming, etc./ mitigation of risks, etc./ environmental sustainability.

The debate about whether these are appropriate purposes for the 21st century, and whether universities can indeed fulfil them, is still in full swing. Many universities, as multifaceted stakeholders, may perceive these developments as threats and take a defensive stance. Other questions that arise along with this debate are: will universities be actively responsive, or will they have to be induced or coerced to make the necessary changes? What are the implications of policies that stress the move towards knowledge societies for the university sector? In fact, the terms *knowledge societies* or *knowledge economies* and investment in innovation, etc. are used so commonly today that it might be worth re-thinking what knowledge is and what knowledge societies are. There are a number of interpretations of the terms *knowledge*, *knowledge transfer* and *knowledge societies*. Finding a common understanding in ASEM (and beyond) is probably more difficult than identifying the most common misunderstandings. For example, the term *knowledge transfer* is often wrongly used to mean *training*; *knowledge* is likewise confused with *information*. It is, however, not possible to transfer experiential knowledge to other people. Information might be thought of as facts or “understood data”; but knowledge has to do with flexible and adaptable skills – a person’s unique ability to process and apply information. This fluency of application is in part what differentiates

knowledge from information. Knowledge tends to be both tacit and personal; one person’s knowledge is difficult to quantify, store, and retrieve for another one to use.

The common understanding of *knowledge societies* underlines the move of advanced societies from a resource-based to a knowledge-based development. Knowledge and innovation are recognised as significant driving forces of economic growth, social development, and job creation. The European Unions’ *Lisbon Agenda*⁷ is the most outspoken example of this. In this context, the promotion of *knowledge transfer* has increasingly become a subject of public and economic policy, and not limited to the education sector.

We need to keep in mind, however, that there are also different cultural understandings of knowledge and modes of transfer, especially of traditional wisdom and indigenous knowledge, which have largely been marginalised. This can lead (and has sadly led) to a loss of knowledge that is critical for the survival of traditional communities and practices. A detailed example from Malaysia at the end of this paper will show how engagement with members of the community as co-creators of knowledge is gaining support with funds allocated for this purpose in a systematic way.



“ We focus a lot on the term knowledge transfer, it is essential in this partnership era to start using knowledge exchange, which breaks the universities away from the idea that they are the sole custodians and developers of knowledge, and exemplifies that they have just as much to learn from the communities and the larger society. ”

Prof. Saran Kaur Gill

⁶ “The general set of ideas, beliefs, feelings, etc. which is typical of a particular period in history” Cambridge Advanced Learner’s Dictionary & Thesaurus Cambridge University Press (<http://dictionary.cambridge.org/>).

⁷ *Lisbon Agenda* also known as the *Lisbon Strategy* or *Lisbon Process*.

FROM CORPORATE SOCIAL RESPONSIBILITY (CSR) TO UNIVERSITY SOCIAL RESPONSIBILITY (USR)

by Teay Shawyyn

Corporate Social Responsibility (CSR) has been widely discussed, argued (Friedman, 1962 and 1970; Caroll, 1974 and 1991; Davis, 1973; Epstein & Roy, 2001) and researched (Dahlsrud, 2008; Heslin & Ochoa, 2008) over the last decades, but it has eluded a definitive and standardised concept accepted by all (COM 2001, 6; Ethos Institute, 2007). CSR has also been discussed from the Corporate Social Performance perspectives (Hocevar & Bhambri, 1989; Sethi, 1979; Preston, 1978; Ullmann; 1985; Wartick & Cochran, 1985; Wood, 1991) and its impact on the financial bottom line (Margolis & Walsh, 2003; Orlitzky, Schmidt & Rynes, 2003) and the firm's competitiveness (Kong et.al., 2002; Burke & Logsdon, 1996; Porter & Kramer, 2002 & 2006; and Weber, 2008). Though there are multifarious and diverse perspectives, approaches and frameworks, most of these literatures on CSR are converging into some widely accepted aspects that underpin the directions for the future of CSR.

This key convergence is the general acknowledgement and acceptance of CSR with respect to:

1. The basic triple bottom line of *people, planet and profit* or the economic, social and environmental aspects that most firms should address.
2. There is an *ethical* and a *moral* dimension of the firm towards its stakeholders, both internal and external.
3. That a successful organisation strives and succeeds in a healthy society that is sustainable.

Cases and arguments for CSR (Caroll, 1974; Davis, 1973; Epstein and Roy, 2001) centre on:

1. Long range self-interest of firm through increased market share⁸ and long-term survival⁹;
2. Public image¹⁰;

3. Increased viability of business through employees, motivations, risk management, cost reductions, differentiations, efficiency gains¹¹ and resource preservation¹². CSR can improve the competitiveness of the company¹³ through process and product benefits¹⁴ and is positively related to financial performance¹⁵ because companies get tax and financial advantages and better capital access¹⁶;
4. Avoidance of government interventions and regulations;
5. Responsibility towards social and cultural norms; and
6. Stockholders' interest.

With the numerous and diverse approaches and understanding of CSR, the issue of what and how the firm or organisation can strategically manage CSR is still elusive. While the fundamentals and principles of CSR are still widely debated in business communities, some of the same issues can also be questioned over the operations of a university as an organisation. With public funding becoming scarce, universities becoming more corporatised, commercialised and competitive (through student mobility and wider access), and the education for all principle, a university is in the public limelight of its social responsibility and is under the microscopic lens in the new social order and knowledge society.

UNIVERSITY SOCIAL RESPONSIBILITY

Much has been written on CSR from the business organisation's perspective. Although universities have been in existence for centuries as the foundation of education and the development of human sustainability, a key question is the relevance of social responsibility of the university which can be termed as *USR – University Social Responsibility*. What is the context of USR within the university and what are the mechanisms that are put up to manage USR? The changes and challenges universities face with regard to operations are discussed by Vukasovic (2008) and Felt (2003) in terms of mass expansion of higher education (increased accessibility of higher education), internationalisation, student access and mobility, decrease in public expenditure, diversification and commercialisation of higher education, and the impact of information and communication technologies (ICT). All these have impacted on the delivery of quality education as well as on the notions of autonomy, academic freedom, its changing focus and responsibilities towards society (Vasilescu, et. al., 2010). Nagy & Robb (2008) highlighted the corporatisation of the universities and the increased call as a good corporate citizen. USR is a rather new concept; universities have tried to exemplify it in their vision and mission statements. The following desired outcomes are taken from a cross-section of the best ranked Asian universities that seem to have been written based on principles of USR:

i. Envisioned outcomes desired of university

- Community of learners and scholars who value the pursuit of new knowledge in a society of learning and are valued members and leaders of society, and global citizens effective in diverse settings.

- Graduates who have well-balanced knowledge and wisdom, and good character; intelligent, think rationally, behave morally and ethically; possess life and leadership skills; conscious of public and common good; practice good governance and are socially responsible, able to compete in an international job market, socially responsible global leaders.

ii. Envisioned contribution of university

- Betterment of locality, society and mankind through raising, strengthening and transforming community and national potential; providing services to community through community engagement and outreach, economic and national development, preservation and enhancement of national heritage in arts, religion and culture, socio-economic building that increases and achieves sustainable development and negotiating competitiveness of country in the world community and ensuring the well-being, welfare, justice, security and sovereignty of the country and the world by upholding and human values in realising peace.
- Develop local human resources, nurture creative and entrepreneurial leaders with quality and virtue in a society of learning and wisdom through accessible knowledge acquisition, in a variety of dimensions, formats and platforms as well as wealth creation, nation-building and universal human advancement.
- Development of a dynamic, learned and conscientious society through contributions for the greater good while propagating sustainable research in science, technology and the arts that will benefit the national and international community.
- Advancement of the world civilisation by producing peace-loving graduates who have global insight, tolerance, and exceptional academic achievement, and are committed to National Development and Social Responsibility. They pursue universal principles that are relevant to the needs of the people and their aspirations for social progress.
- Generate, advance and disseminate knowledge and learning, expand human knowledge through quality research and education for the nation and for humanity.

It is noted that these dimensions are discussed and included in the Ethos Institute's definition of CSR (2007):

'CSR is a form of management that is defined by the ethical relationship and transparency of the company with all the stakeholders with whom it has a relationship as well as with the establishment of corporate goals that are compatible with the sustainable development of society, preserving environmental and cultural resources for future generations, respecting diversity and promoting reduction of social problems.' (Author's translation of the original definition, Ethos Institute, 2007, p. 78)

A key question is what and how these envisioned outcomes and contributions have affected the reality of today's universities.



“ The agenda of higher education policy should not be detached from social policy, if we want to secure a promising, just and environmentally sustainable future for our societies. ”

Mag. Elmar Pichl

⁸ Epstein & Roy (2001).

⁹ Kong et.al., (2002).

¹⁰ Epstein & Roy (2001).

¹¹ Turban & Greening (1997); Schaltegger & Buritt (2005).

¹² Rondinelli & London (2002).

¹³ Burke & Logsdon (1996); Weber (2008).

¹⁴ Porter & van der Linde (1998).

¹⁵ Margolis & Walsh (2003); Orlitzky, Schmidt & Rynes (2003).

¹⁶ Schaltegger & Frigge (1998).

STATUS OF USR PRACTICES

Since it is still an open field, most of what the universities practise as USR are within the framework of quality management and accreditation. Directly or indirectly, the accreditation and quality management standards in most countries have *community* or *social engagement* criteria. These can range from small community or academic services that are rendered free of charge to the larger community, to hosting a community or involving the community in its university life. A review of the main accreditation systems that include *community relations*, *social engagement* or *academic services* shows that most of the universities will work within the confines of these standards to fulfil or meet the minimum requirements.

Areas of community support appropriate for inclusion might include their efforts to strengthen local community services; community education; the environment, including collaborative activities to conserve the environment or natural resources; and practices of professional associations.

Based on these quality criteria, there are processes and mechanisms in the delivery of academic service that are tangible in forms and formats. The objectives of academic services are determined by the operations plans of a faculty and department. There are follow-ups, evaluation and control mechanisms, and support systems necessary to ensure that the academic services provided to society are consistent with the institutions' objectives. School's support of key communities includes the contributions of their senior leaders, workforce, and students.

In retrospect, leaders of these schools and institutes stress its responsibilities to the public, ethical behaviour, and the need to practice good citizenship. The leaders should be role models for the school and institute on ethics and the protection of public health, safety, and the environment. Practicing good citizenship refers to support of publicly important purposes within the limits of a school and institute's resources. Such purposes might include improving education in the community, pursuing environmental excellence, practicing resource conservation, performing community service, and sharing quality-related information. Leadership also entails influencing other schools and institutes, private and public, to partner for these purposes. Planning for these social responsibilities entails anticipating adverse effects that might arise in facilities management, laboratory operations, and transportation. Effective planning should prevent problems, provide for a forthright response if problems occur, and make available information and support needed to maintain public awareness, safety, and confidence.

ISSUES PERTAINING TO USR

In a wider sense of social responsibility, schools and institutions should not only meet all local, state, and federal laws and regulatory requirements, but they should treat these and related requirements as opportunities for improvement *beyond mere compliance*. Schools and institutions should stress ethical behaviour in all stakeholder transactions and interactions. Highly ethical conduct should be required and monitored by the schools and institutions' governance body.

Managing social responsibility requires the use of appropriate measures and human resources for those measures. The schools or universities need to address their current and future impact on society in a proactive manner and ensure ethical practices in all student and stakeholder interactions. University administrators, faculties and staff, and students identify, support, and strengthen their key communities as part of good citizenship practices. They will need to define performance or outcome indicators to ensure that the social consciousness and responsibility meet the basic requirements and expectations to service the stakeholders.

As such, some of the issues pertaining to CSR in the business can be addressed by the following questions:

- What is the role of social responsibility within the context of the university and what would it mean to the organisation as a definitive part of the university mission?
- What is the generic social responsibility or moral duty of the university to the society at large in order to define the USR of an education institution?
- What existing CSR fundamentals, principles, frameworks can be adapted for the USR of the education institution?
- What strategic models can be developed for the USR of the education institution?

These questions should result to:

- Review the role of the universities in a knowledge society within the context of the existing CSR literature and determine the relevance and applicability of the CSR to the universities.
- Determine what would constitute the USR of a university.
- Determine the operational variables that the university should envisage and manage as a fully socially responsible university.
- Develop a strategic USR management model that can be used to manage the context of a socially responsible university in a knowledge society.

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ACCESS TO HIGHER EDUCATION

by Chripa Schneller

Higher education today is regarded as a constituent element of economic, social, political and cultural development. The education sector is further developing into the new big market of the 21st century. With a continuously upward trend of USD 2,000 billion invested world-wide in training, lifelong learning has become a universal must (Löv, 2006). In higher education, the challenge for our societies is therefore to ensure continuity, quality, access, equity, diversity and sustainability¹⁷. This challenge is often a predicament: how can access to higher education be widened and social inequalities reduced while quality is maintained and funding secured? Specific challenges may vary across the globe, with many Western countries striving to universalise tertiary education while others are focused on making primary education commonly available. The questions of funding and access to education, however, are at the heart of the debates.

According to UNESCO's Global Education Digest (2009), the capacity of the world's education systems has more than doubled in almost 43 years. Comparing absolute numbers from 1970 to those in 2008, we see that the number of students enrolled in primary education rose from 415 million to 696 million. In secondary education, the increase was from 195 million to 526 million in the same period. Meanwhile, the number of tertiary students increased by six times over the same period, from 32 million to 159 million students in 2008. Thus, tertiary education is indeed the sector with the most significant change. Among the regions, East Asia and the Pacific lead the way. North America and Western Europe recorded the lowest rates of change in the past decade due to already high participation rates and minimal growth of the tertiary-age population. In every region, tertiary growth has exceeded population growth for the corresponding age group and was higher among women than among men. It should also be noted that the growth in the tertiary sector began at a much lower starting point compared to secondary and especially primary education. In Asia, according to a recent regional study carried out by the Asian Development Bank (ADB), demand for higher education is expected to double in 5 years and to triple in 10 years in many of ADB's developing member countries.

THE GERMAN CASE

A significant expansion of the entire – and in particular the tertiary – education sector took place in the decades after World War II. Reforms to increase participation, level and duration in education were enacted in the 1960s and 1970s (Hadjar & Becker, 2006). They were triggered by economic and political scenarios, in which a non-investment in education would cause the country to significantly fall behind other nations. The shock caused by the launch of the Sputnik by the USSR in November 1957, aspirations for democratisation, as well as economic worst-case scenarios of “education calamities” are some notable examples (further reading on arguments for education expansion: economic human capital theory (Becker, 1975; Picht, 1964), democratisation of the individual and equal opportunities (Dahrendorf, 1965), talent theory (Roth, 1968), and curriculum theory (Shavit & Blossfeld, 1993).

In a first step, the capacities of the secondary education sector were expanded. A structural particularity of German secondary education, which has given (and is still giving) cause for debates, needs to be noted here. Germany has a three-tier secondary system, which divides secondary schools into three types: the lower-level *Hauptschule* and *Realschule*¹⁸ (up to years 9/10) and the *Gymnasium* (up to years 12/13). Only the completion of the latter grants access to higher education and this was the type of school that was most widely expanded in the wake of the secondary education reforms. The assumption was that there were significant talent pools, in rural areas for example, which had remained untouched. Statistical evidence suggests that this effort has been successful, as secondary (and primary) education has been made universally accessible. The numbers, however, have to be taken with a grain of salt. Drop-out rates from secondary schools and unsuccessful transition to the labour market remain unsolved problems. Studies show that a basic level of education does not guarantee successful participation in the labour market (Allmendinger, 1999). Furthermore, the expansion of the secondary education system may have led to a quantitative increase of student numbers, but not necessarily to equal opportunities. While educational opportunities for boys and girls have been levelled out and differences between cities and rural areas have largely been overcome, new paradigms have developed. The social exclusiveness of the highest secondary school, the *Gymnasium*, has decreased considerably, but at the same time the socio-structural homogeneity of the lower school, the *Hauptschule*, has increased (Leschinsky & Mayer, 2003). The social gap between the best and the least educated strata of society has thus been increased at the transition from primary to secondary education. This selection is further resumed at the transition from secondary to tertiary education. Studies show that the lower and new middle classes are among those that benefitted most from widened access to education (Rodax, 1995).

The student movements of 1968 brought about a change of perspective from secondary to tertiary education. Higher education became the focal point of political debate. In the following decade, capacities were expanded, not least to meet the increased demand for trained teachers and to cater to the rising numbers of secondary school graduates. Higher education institutions, once elite organisations, become mass universities. The increase of graduates with higher/tertiary

“Should everyone go to universities?”

Prof. Erich Thöni

qualifications was a Europe-wide phenomenon at that time (Shavit & Blossfeld, 1993; Shavit & Müller, 1998). Statistics show that the opening up of all education sectors – in terms of participation rates – has indeed led to an expansion of secondary and tertiary education. Institutional, economic and geographic barriers have widely been torn down. In 2009, 2,025,307 students were enrolled in German higher education institutions (*Wissenschaft Weltoffen*, 2010; note that 8.9% were international students). From this perspective, the policy of widening access has been successful. Upon closer look, however, the expansion has not been able to promote equal opportunity at large (Meulemann, 1992 p. 123). As for access to tertiary education, inequality has merely changed face. While gender and local origin no longer play a role, the ratios of students from working class and migrant backgrounds have become and remain unfavourable.

In here arises a question: Does it fall within the social responsibility of higher education institutions to provide equity in access and guarantee quality education at the same time? Clearly, this is embedded in the larger role of universities play today. As mentioned above, the concept of lifelong learning plays a crucial role in the mission of universities. As societies are opening up, so are universities, with internalisation and cooperation in higher education at the core of the debate (On universal access and on open societies: Trow, 2006; Chisholm, 2012).

LESSONS LEARNED?

Universalising education and providing education for all is a multifaceted endeavour. As the case example from Germany showed, overcoming unequal opportunities are among the challenges that arise from widening access to higher education. Why is this so? There are several studies describing inequalities in education (Carnap & Edding, 1962; Coleman, 1966; Grimm, 1966; Becker, 2010) but there is no common understanding of the mechanisms that cause these inequalities. There are, however, a few attempts at an explanation, such as the rational choice theory (Boudon, 1974), the human capital theory (Becker, 1975), and the status group and conflict theory (Weber, 1980; Collins, 1979; Parkin, 1983), the theory of cultural reproduction (Bourdieu & Passeron, 1971; Bourdieu, 1983) and the curriculum theory (Shavit & Blossfeld, 1993).

As the topic of the 2nd Asia-Europe Education Workshop is USSR, some of the unintended consequences of the expansion of higher education should be noted, and the role of universities should be discussed:

- If the education sector and the labour market do not expand at the same pace and in the same way, the returns on the investment in education will be subject to change. Increased access to higher education can lead to the deflation of degrees, i.e. the value of a single degree will diminish.
- An increase of capacities may lead to an increase of opportunities for all social groups, but it may not necessarily lead to a decrease of social inequalities of these opportunities. (Several studies show this for Germany: Müller, 1998; Meulemann, 1995; Blossfeld, 1993; Solga & Wagner, 2001).

When looking at access and participation rates to higher education, various factors must be considered:

- What is the relationship between population growth and participation rates?
- What are the transition rates between the different levels of education, in particular from secondary to tertiary education?
- What are the quantitative and qualitative objectives of widening access?

Critically speaking, an inquiry on human intellectual capabilities should be made: are we all the same? Therefore, should every person be able to enter university? What is, in fact, the understanding of “universalising education” in each context?

If universities and governments agree that equitable access to quality learning contributes significantly to the development of national human resources, promotes social justice and cohesion, enhances personal development, employability and, in general, facilitates sustainable development (see the policy statement by member universities of the International Association of Universities, IAU, 2008), it will be crucial to discuss how broadening access can be effectively compatible with academic excellence and equity, and how all stakeholders can go about this in a practical manner.

¹⁷ More information in *Connecting Civil Societies 4 – Working Group 1 Report* at http://www.asef.org/images/docs/PR1022_Civil_society_conference_concludes_with_eight_points_of_action_for_ASEM_8.pdf

¹⁸ The German secondary education system distinguishes between these three main types of schools. After usually 4 years of primary education, students are spread over the various types according to their grades. The *Gymnasium* prepares students for university education – with 12 to 13 years of schooling in total, students graduate with a university entrance qualification. The *Hauptschule*, on the other extreme, requires 9 years of schooling in total and is designed to prepare students for vocational education. Between these two, the *Realschule*, after grade 10, allows students to continue vocational education or take alternative pathways to higher education. It should be noted, however, that in Germany, responsibility for secondary education lies primarily within the regions (Länder) - not with the federal government - and the systems can thus vary.

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Key weblinks

- ASEF – 4th Connecting Civil Societies Conference, 2010
http://www.asef.org/images/docs/PR1022_Civil_society_conference_concludes_with_eight_points_of_action_for_ASEM_8.pdf
- International Association of Universities
http://www.unesco.org/iau/access_he/access_statement.html
- Wissenschaft weltoffen
<http://www.wissenschaft-weltoffen.de/daten/1/1/3>



“ European universities actively seek links with the industry, whereas Asian ministries seek to engage students in society. ”

Assoc. Prof. Teay Shawyun



UNIVERSITIES' CONTRIBUTION TO EDUCATION FOR ALL (EFA) AND THE MILLENNIUM DEVELOPMENT GOALS (MDGs)

by Isabelle Turmaine and Chripa Schneller

In the discussion about the social responsibilities of universities, it has been acknowledged that higher education and research is a structural element of development. This has been proven by several countries such as Finland or South Korea which have quite successfully linked higher education with economic development. But no country can build an effective higher education sector without human resources and quality basic and secondary education. Inevitably higher education and research should also be involved – as part of its social responsibilities – in the promotion of other education levels.

With the launch of the United Nations' EFA Movement in 1990 (*Jomtien Declaration*¹⁹), education has been a major issue at both the national and international levels, with international organisations, governments, civil society and the private sector centrally positioning education development in their policies and strategies. Yet, the momentum generated by the movement has slowed down recently partly because of the relatively good results obtained in the field, and because of an increasing number of global issues of importance to be tackled. UNESCO, the UN agency in charge of the EFA Movement, resolved to find ways to make the case for education, revitalised the whole process beginning with the recent approval of the second Jomtien Declaration (March 2011) which, among others, acknowledges for the first time the role of higher education as far as quality education is concerned. Looking at another recent development, the World Bank's new education strategy for the period to 2020, *Learning for All: Investing in People's Knowledge and Skills to Promote Development* approved in April 2011, sets out the Bank's agenda in support of the efforts to achieve EFA and the MDGs in the developing world over the next decade. While *Learning for All* does not highlight tertiary education as a specific priority area for the Bank, the shift from education to learning could be a higher education/research topic as well as the need to support and attend to a lifelong continuum of education and learning, which is an overarching theme of the document.

But what exactly is, can, and should be the role of universities in achieving EFA and the MDGs²⁰? In 2005, the International Association of Universities (IAU) first embarked in this field with a 3-year pilot project to investigate the contribution of higher education to achieve EFA, with a particular focus on the inter-university partnerships between South and North higher education institutions, and to determine whether there were potential interest and need for a larger project to address this question. The pilot project culminated with an Experts' Seminar, held in January 2007, which concluded that higher education was indeed engaged in EFA and that more light needs to be shed on this topic.

The Seminars' Conclusions underlined poor articulation between the education sectors and lack of information on and misunderstanding of what was covered by EFA within the higher education community.

Based on these first findings, a new three-year project was developed in 2008 titled *Strengthening Linkages for Improved Education: Higher Education and Research Working for EFA and education-related MDGs*. The project was driven by a shared understanding that the higher education sector is involved in both EFA and MDGs:

- directly, through teacher training and research at faculties of education and because of the interdependency between educational levels; and
- indirectly, through other faculties (cognitive studies, for example, consist of multiple research disciplines, including psychology, philosophy, neuroscience, etc. and education), the teaching of the values covered by the EFA movement, students' participation and community services, etc.

Furthermore, it was argued that the impact of achieving EFA and MDGs on higher education and on society in general remains relatively underestimated. At the same time, actions undertaken by higher education institutions and research in EFA/ education-related MDGs fields have been practically invisible.

Last, but not least, the importance of higher education for development and for the reduction of inequalities in all countries has made it necessary to take a holistic approach, and not just to pursue policies that make higher education and research compete with other levels of education for funding and attention. To overcome the challenges identified and address specified needs, the project was designed around a two-pronged approach to provide information to the higher education/research sector on its potential role in the EFA initiative; and build capacities to enhance the participation of the HE sector in EFA related activities.

These approaches led to the achievement of several outcomes:

- The creation of the IAU Reference Group on HE & EFA;
- An information brochure;
- The HEEFA portal; and
- Capacity-building sessions²¹.

The IAU project outcomes are briefly described below. More can be found at <http://www.iau-aiu.net/content/efamdgs>

IAU BROCHURE:

Why and How Can Higher Education Contribute to All Levels and Types of Education?

The 40-page brochure was developed, by its design and content, to clearly and concretely answer the questions:

- What (What are the MDGs and EFA initiatives?);
- Why (Why should higher education be involved in EFA?);
- How (How can higher education get involved in EFA?);
- Where (Where can higher education activities be developed for EFA?); and
- Who (Who is already engaged in EFA).

The aim in mind was to increase the readers' understanding of how higher education contributes to EFA/related MDGs, and how it can do so more systematically. The brochure incorporated a language familiar to both the higher education sector and that of the EFA Movement to facilitate making the connection and to overcome the identified obstacle of misunderstanding between the two communities.

IAU PORTAL ON HIGHER EDUCATION/ RESEARCH AND EFA/MDGs (HEEFA PORTAL)

<http://www.heefa.net/>

HEEFA (for higher education and EFA) is an online collaborative Portal to disseminate information on the work being undertaken by higher education in EFA-related fields and to build a like-minded community. The Portal attempts to raise awareness among those working in higher education and all other interested stakeholders (International Organisations, NGOs, Ministries of Education, school administrators and teachers) on the important role that higher education is achieving and can play in EFA and related MDGs. The Portal contains two searchable databases:

- A Project database on HE initiatives in EFA/related MDGs; and
- An Expert database which contains CVs of experts in one/several areas in EFA/related MDGs from the higher education sector.

It allows the production of a newsletter and online fora. The newsletter features news on the HEEFA project, latest entries, calls for participation, and upcoming conferences.

IAU CAPACITY BUILDING SESSIONS

IAU has designed capacity building sessions that directly target a country's higher education, research entities and key EFA stakeholders. The aim is to involve them collectively in an intensive exercise of developing concrete tools to strengthen higher education participation for EFA at the local level. These sessions concern all EFA components, with an additional



focus on problematic areas identified by participants via a questionnaire sent or given on the spot to them.

It becomes clear that if one speaks of USR – also in terms of EFA and in the attainment of the educational aspects of the MDGs – it is vital, to the overall success and sustainability of these efforts, that the higher education sector:

- a. becomes more involved in areas where it has unique expertise, such as in teacher training and pedagogical research as well as in learning assessment, programme evaluation, educational planning; and
- b. makes greater use of its human resources (in particular, students).

It is also essential that researchers and higher education leaders become involved in these efforts because, as the base of the educational system of any country, EFA success has an impact on the entire education system, i.e. increasing demand for secondary, vocational and higher education in due course. Too little attention has been paid to this domino effect, which still prevails. Yet, developing capacity to effectively monitor, evaluate, and manage this growing demand necessitates time, careful planning and an early investment. Policy-makers and educational planners require support to develop more evidence-based policies through research conducted by the HE community.

¹⁹ [http://www.unesco.org/education/wef/en-conf/Jomtien Declaration eng.shtm](http://www.unesco.org/education/wef/en-conf/Jomtien%20Declaration%20eng.shtm)

²⁰ MDG 2: To achieve universal primary education; MDG 3: To promote gender parity and empower women.

²¹ The realisation of this project received support from the Swedish International Development Agency (Sida) for its financial endorsement in this IAU initiative; the Working Group for Higher Education of the Association for the Development of Education in Africa (ADEA-WGHE) and UNESCO Participation Fund.

WORKSHOP SUMMARY

Higher education in Asia may seize the opportunity to innovate and reflect on new models of universities as it does not have the restrictions posed by previous education paradigms and traditions.

Univ.-Prof. Dr. Lynne Chisholm



Education Workshop
Knowledge Societies
and their Social Responsibilities
Panel 2:
University Social Responsibility
Features – our common features

THE 2ND ASIA-EUROPE EDUCATION WORKSHOP
Knowledge Societies:
Universities and their Social Responsibilities
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The 2nd Asia-Europe Education Workshop held at the premises of the University of Innsbruck, Austria, was officially opened on the 6th of June with the welcome addresses delivered by:

- Prof. Margret Friedrich (Vice-Rector for Teaching and Students, University of Innsbruck, Austria);
- Amb. Nguyen Quoc Khanh (Deputy Executive Director, Asia-Europe Foundation – ASEF); and
- Univ.-Prof. Dr. Erich Thöni (Workshop Convenor and University Representative – International Relations, University of Innsbruck, Austria).

All speakers emphasised the relevance of the workshop for the ASEM region and commended the initiative as a valuable platform for exchange between the two continents which are growing closely together, and have much to learn from each other.

Mag. Elmar Pichl, Chief of Cabinet to the Minister for Science and Research, and Deputy Director General at the Austrian Federal Ministry of Science and Research, delivered an opening keynote which illustrated the timeliness and significance of the workshop topic, both in the host country and at the international level. One of his key messages was that the agenda of higher education policy should not be detached from social policy, if we want to secure a promising, just, and environmentally sustainable future for our societies.

The workshop group was composed of 26 experts from the fields of higher education, business, media, etc. from 20 ASEM countries. They were chosen by means of an open call for participation (launched in early 2011) according to their expertise in the field, as well as geographical representation of ASEM countries.

Structure of event and summary

The event was organised in four topical sessions, structured as plenary panels of two presenters and two to four panellists. The topics discussed in the four topical sessions were:

- i. *Universitas* today and the mission of universities;
- ii. The many faces of University Social Responsibility (USR) in ASEM countries – our common features;

- iii. Facing new challenges: how does the concept of USR help to address widening access to universities?
- iv. The internationalisation of knowledge (production, transfer and distribution) and the role of USR.

Each session was introduced by a chair and followed by two case examples. The presentations were then followed by input statements or comments by the panellists. The core element of the session was the ensuing discussions among all workshop participants.

The first two sessions tried to explore, in general terms, the role of today's universities, and the societal missions of higher education in ASEM countries. The last two focused more specifically on the social perspective in a stricter sense, i.e. touching on aspects relating to equity (in access, etc.). It was clear that the discussions of the sessions would overlap and recur to the encompassing role of universities and the interpretation of USR. In order to keep the summary concise, the subsequent synthesis does not follow the topics in the programme in a chronological order, but is presented *summa summarum*, picking up the fundamental aspects of the two-day workshop.

These were:

- i. The role of universities in ASEM societies
- ii. The various faces of USR in ASEM countries
- iii. The strategic development of USR

The limitations of this approach are:

- The Final Report does not give a detailed account of each presentation (the presentations are, however, annexed to this publication as a CD attachment).
- Not all points have been discussed in the same depth; for the sake of readability, some have been omitted, whereas some are emphasised.
- As the expert group was composed of 26 participants, not all ASEM countries could be represented. The case examples given are therefore limited to the geographic origin/expertise of the workshop participants.

The Recommendations following the Workshop Summary should be read keeping these in mind.

I. THE ROLE OF UNIVERSITIES IN ASEM SOCIETIES

The first panel of the 2nd Asia-Europe Education Workshop addressed the question of what the concept of universitas stands for today, in terms of mission, aims and values. The discussion on the role universities play in the societies of today and tomorrow, however, was not limited to one session.

On the contrary, it was brought up and reflected upon throughout the entire meeting, as a point of reference for all aspects of the social dimension of higher education. Clearly, universities find themselves in a changing environment. They are, more than ever before, expected to contribute to social progress, as Mag. Elmar Pichl pointed out in his opening keynote. Their missions not only encompass teaching and research, but increasingly, the services to the community and to society at large. Some aspects of the role of universities in our societies and the highlights of the discussions are described in this section.

UNIVERSITY MISSION STATEMENTS

Several participants explained how their university's mission statement reflected their understanding of the university at the service of society. Prof. Sanchez Ruiz (Director of the USA/Canada & Asia/Pacific Programmes Office, Universidad Politecnica de Valencia, Spain), for example, described his institution's main duty as "to contribute to the economic, social and cultural development of the Spanish society in general, and to the Valencian society in particular". An important aspect of which is to ensure quality campus life for students and staff, next to teaching, research, governance, and community service. Dr. Nantana Gajasen (Executive Director, ASEAN University Network – AUN) pointed out that the mission of a university strongly depends on its context and is influenced by its culture and history. Therefore, the social responsibility of universities, often reflected implicitly in universities' mission statements, should also be seen based on this context. However, importance was also given to the fact that USR should not only be seen as limited to any mission statements.

Dzulkifli Abdul Razak, Tan Sri Dato (Vice-Chancellor, Universiti Sains Malaysia, USM, Malaysia) made a reference to ASEF's Conference on *Universities of Tomorrow* (16-19 February 2005), held at the University of Luxembourg, which also looked at the mission(s) of universities in ASEM countries. Sustainability was emphasised at the said scenario-planning conference. Prof. Razak explained that it is crucial to understand the role of universities even beyond the immediate

environment, and rather as a question of humanity. He advised education planners to think afresh. The university of tomorrow is not the one of today, which, in his view, is strongly linked to industry. A new paradigm for the mission of universities would therefore be to think of a "humaniversity". This forward-looking concept of higher education was taken up by many participants, by Prof. Pavlos Michaelides (Assistant Professor, School of Humanities and Social Science, University of Nicosia, Cyprus) for example, who called for "Education for all, and for the heart".

Dr. Teay Shawyun (President Southeast Asian Association for Institutional Research – SEAAIR), proposed in his summary during the final discussion that the mission of universities needs further reflection: "We need to look at the long-term future of universities: who/what are we? Who do we serve?" Universities need to meet the demands of stakeholders, contribute to the changes in society, and look at the capacities for critical reflection. In serving society, they need to question themselves whether their processes, such as in teaching, research and services, are really of value to students and will help them to contribute to the betterment of the society.

To reflect the mission/role of universities in today's societies, Dr. Shawyun proposed a concept of "7 Cs":

1. **Context**
2. **Content:** using the picture of liquid in a bottle, he described that the content needs to be considered in its immediate context.
3. **Capabilities**
4. **Capacities:** this refers to critical self-reflection and identification of newly-needed capacities and capabilities.
5. **Communities:** this refers to prioritisation of which community/-ies to serve.
6. **Change:** how can we change as an educator? Before, educators tried to change students. The current plea is for the professors to change themselves first.
7. **Culture:** this ponders on the reflections of *heart and brain* coming together in education.

To this, Prof. Hubert Dürrstein (CEO, Austrian Exchange Service, OeAD, Austria) added three more “Cs”: **Competence, Competitiveness and Collaboration**, to which Prof. Vasilios D. Tourassis (Vice-Rector, Democritus University Thrace, Greece) and Prof. Razak contributed **Costs and Conscience**, respectively.

UNIVERSITIES AND SOCIETY

In the view of Mr. Zainal Muttaqin (Expert Staff to Member of Parliament assigned to the Commission of Education, House of Representatives, Indonesia) the social responsibility of universities is not only to provide employment (i.e. to link labour and education), but also to enable students to be involved in society. He maintained that an overall increase in educational levels as well as increased access to education would bring about societal benefits. Univ.-Prof. Dr. Lynne Chisholm (Chair in Education and Generation; Head of the University Research Centre Education – Generation – Life-Course, University of Innsbruck, Austria) argued that education contributed to structure societies, as it is a means to develop the capacity for critical thinking and self-expression. Dr. Shawyun questioned whether we are producing the kind of graduates that can contribute to the development of a balanced society, and a society of the future. Ms. Isabelle Turmaine (Director, Information Centre and Services, IAU) proposed to start systematic information exchange and strategic advocacy beyond the education sector. Prof. Tourassis, in this context, emphasised an issue that was discussed in more detail during a specific session on Workshop Day 2. He maintained that broadening access to higher education was important for the development of a democratic society.

UNIVERSITIES AND BUSINESSES

The relationship between universities and businesses was discussed from several angles, the two main ones being:

- i. What are the lessons learnt from CSR for USR? Please refer to Dr. Shawyun’s contribution to the Introductory Paper.
- ii. What are the respective roles of the university and industry in training and educating citizens for the future?

On the second aspect, Dr. Laurent Frideres (Lecturer in Economic Geography, University of Cambridge, United Kingdom) noted that “businesses are turning into educators, universities are turning into businesses”. Prof. Ruben Cabral (Rector, University of Saint Joseph, Macau SAR, China) gave anecdotal evidence from the US. In the 1980s, their businesses spent the same amount of money invested in re-training students. It is therefore necessary to reflect on the relationship between universities and businesses, not to copy what is being done now but to ponder on the skills needed in 30 years. Prof. Agastin Baulraj (Associate Professor of Economics, St.

John’s College, India), deliberating on the situation in India, questioned whether there will be demand for higher education, if jobs are de-linked from education. On a critical note and in line with what had been said about the future mission of universities, Prof. Tourassis, among others, pleaded that universities should maintain inertia towards the demands of businesses and governments, and to think in longer terms.

KNOWLEDGE AND LEARNING

The topic *Knowledge Societies* has been discussed not only in a specific session but all throughout the workshop. Please also refer to the respective sections in the Introductory Paper (p.10).

Ms. Sin Man Ada Leung (Student Advisor, Centre of Development and Resources for Students, University of Hong Kong, Hong Kong SAR, China) proposed a key question: “Does knowledge have any boundaries?” In her view, knowledge should promote the development of societies, to which Prof. Michaelides added that knowledge does not have boundaries – it is the environment that changes, the society. Boundaries are created if we only stick to old values of universities. What is needed is a kind of transformation that is guided by the questions: what is university, what is knowledge? Univ.-Prof. Dr. Chisholm critically observed that universities are in a paradox. They were expected to produce new knowledge and ideas but they have become repositories of knowledge. “They say they are producing knowledge, but they are reproducing it”. She maintained that universities should be turned into places that generate knowledge. In this respect, Univ.-Prof. Dr. Chisholm commented that higher education in Asia may seize the opportunity to innovate and reflect on new models of universities as it does not have the restrictions posed by previous education paradigms and traditions. A key concept was introduced by Dr. Shawyun, according to which – “universities do not only produce knowledge: they shape people. Knowledge, in fact, resides within people”.

These considerations were also reflected in the comments on what learning encompasses. Univ.-Prof. Dr. Chisholm noted that an emphasis on learning is important, as teaching and learning are linked. Prof. Cabral described learning as a matter of “questioning what is happening” while Prof. Razak observed that “learning is not about having but about being”. Consensus was built among the participants concerning the skills of today not corresponding exactly to those of tomorrow. Therefore, the concept of lifelong-learning becomes ever more important. As Prof. Tourassis pointed out, universities have to provide flexible learning environments. Ms. Marcella Orrù (DIMTI International Research Office, University of Trento, Italy) observed that there is no (and hardly can be any) clear match between teaching and what is required by the market. The role of universities in teaching soft skills is therefore crucial. Chripa Schneller (Special Advisor of the ASEM Education Hub, ASEF) added that, while we cannot safely know what is required in the future, among the important skills universities should emphasise, is the ability to learn, unlearn and relearn.

II. THE VARIOUS FACES OF USR IN ASEM COUNTRIES

When University Social Responsibility was chosen as the topic of the workshop, the organisers already had a feeling that the participants would bring along with them many different understandings of this term. Thus, to come close to a description of USR, a two-pronged approach is used: first to look into the alternative/complementary terms used, and then observe some of the practices and central points of USR. This will, hence, serve as the structure of this section.

WHAT IS IN A NAME? USR AND SIMILAR TERMS IN ASEM COUNTRIES

USR does not seem to be a commonly used term throughout ASEM. Although there was an initial perception that everyone is aware of what USR encompasses, the understandings differ in focus, extent and action. This is reflected in the diversity of terms used alternatively or complementarily throughout the workshop discussions.

An expression rather widely used, especially in Asia, might be community engagement or community service. Mr. Muttaqin of Indonesia explained how his country was a pioneer worldwide as it has legislated community engagement of universities. Dr. Saran Kaur Gill (Deputy Vice Chancellor, Universiti Kebangsaan Malaysia) made a strong case to institutionalise USR practices – not just community engagement, but industry and community engagement, as it is denominated in her university. She explained that it is necessary to, as far as possible, work closely with government agencies, industry, and NGOs to develop and enrich the eco-system for industry and community engagement within universities, as this framework reinforces education, research and services. Another example from Asia, as detailed in the Introductory Paper, came from the University Sains Malaysia, where the concept of USR is embedded in a so-called Community Consciousness Circle.

The case example from the Netherlands, given by Dr. Galema (University of Groningen) took into consideration the immediate vicinity of the university, i.e. the city and the region. The approach of knowledge valorisation should not be seen only in terms of economic purposes, as Dr. Galema explained. Driven by the external need to develop the “knowledge economy”, the rationale of this research-centred concept is to create awareness, and regional research clusters, which have also integrated public-private partnerships in their implementation strategy. Prof. Sanchez Ruiz, in his presentation, looked at the responsibility of universities towards society and pointed out the differences between short-term and long-term impact. In the context of Universitat Politècnica de València (Spain) the

social responsibility of universities puts emphasis on the well-being of students, as explained further below.

The term University Social Responsibility is etymologically borrowed from Corporate Social Responsibility. In how far it can and should borrow from CSR theory has been explored by Dr. Shawyun in the Introductory Paper (p.10). The participants agreed, above all, that whatever the name, USR should not be reduced to a mission statement. Also, it should not be limited to an interpretation as derived from CSR, but open up new lines of thinking (cf. Prof. Dzul’s thoughts of a “humaniversity” in the previous section or p.27).

HOW IS USR UNDERSTOOD AND OPERATED?

As mentioned previously, Prof. Sanchez Ruiz gave an example of value creation for the society by looking after the well-being of students. Thus, the transfer of knowledge to the cultural and productive sectors of the society could be secured.

Mag. Elmar Pichl, in his opening keynote, gave a practical example of what USR might entail. He argued that it is the responsibility of universities to eliminate barriers to higher education and integrate non-traditional students, thus to ensure alternative pathways of access. In Austria, the debate about how the student body can reflect the composition of the society is in full swing. One effort to achieve this aim is to pursue measures of affirmative action in higher education.

As regards the question of access, and up to what extent it falls within the social responsibility of universities, Mr. Florian Kaiser (Social Affairs Committee/Gender Equality Cross Committee, European Students’ Union – ESU) critically expounded on how the best are selected and what hard skills would be needed in the future. While the growing demand for higher education may, quantitatively speaking, be more of an Asian phenomenon, it seemed to be rather the Western societies that pose questions of equity in access in the context of USR. Univ.-Prof. Dr. Chisholm referred back to her introduction to the panel on access to higher education that inequalities are



“ The international links in research, teaching and services need to be strengthened to meet the challenges of a changing world. ”

Participants in the Workshop

complex and contain cumulative effects, despite social policies, as we are encouraged to think we are in a meritocratic society. “If students fail, they think the failure is due to factors within themselves”. Related to this observation, Ms. Turmaine of IAU pointed out that the question of access should indeed not be detached from the question of success, as drop-out rates continue to rise. Her plea was therefore to link access to success.

Prof. Razak pointed out that one aspect of USR, if it is to be understood beyond national barriers, must be related to the *Bottom Billion* group. This term refers to the four billion people, roughly two-thirds of the world’s population who are neglected in terms of education, health, social-economic parameters, and quality of life, since they survive on about 3 US dollars per day. These are the groups that must be given attention as part of a global agenda, and this is especially true, if we wish to promote long-term peace and a harmonious world. Accordingly, if a university wants to be a global player, it should have a global agenda for USR and remain committed to it. USM’s global agenda, as Prof. Razak explained, is also to reach out to the four billion people at the bottom of the socio-economic pyramid, in tandem with the UN MDGs and EFA. Dr. Gajaseeni, who chaired the panel on the *internationalisation of research and education for development*, summarised this specific dimension of USR by formulating five action points to be implemented:

1. Universities should reform their curricula by integrating USR and linking with MDGs/EFA in order to serve society;
2. Universities should gear towards informal learning and social entrepreneurship to eradicate poverty, hunger, and other MDGs;
3. Universities should enhance research directions to serve global markets as well as local demands of a particular society to respond to MDGs/EFA;
4. Universities should promote the role of USR and ensure effective communication and information exchange among all stakeholders; and
5. Universities should consider not only cooperation within their countries, but should extend it to with other countries and regions.

Dr. Gajaseeni emphasised that there could not be a “one-size fits all” model. The diversity of models must be explored to meet different purposes of nations. Ms. Turmaine, who contributed to the Introductory Paper on IAU’s project on Education for All (EFA) and higher education, stressed that EFA, more than the MDGs, is a world-wide issue. Moreover, if EFA is reached, the chances of meeting the MDGs are increasing. However, the contribution of higher education to EFA is not sufficiently nor clearly communicated.

Prof. Razak solicited the view of Dr. Frideres on excellence vis-a-vis social responsibility coming from an elite university

(such as University of Cambridge). Dr. Frideres explained that this was done via (1) programmes that help widen access, (2) dissemination of high quality research outcomes, (3) community outreach (e.g. the university is the biggest employer of the area), and (4) research output on sustainability of the environment. Univ.-Prof. Dr. Chisholm acknowledged these efforts. However, she commented that Cambridge was an exception, as it is financially independent and representative of excellence. What she missed was the information on how Cambridge evolved over the past decades.

Dr. Galema, as mentioned above, explained how USR is practised at her university (also see her contribution to the Introductory Paper p.10). Knowledge valorisation is a research-centred approach which is made possible in Groningen through a close collaboration between the university and the city, a concept not so different from the one given by Prof. Gill of UKM. The latter, however, distinguished even more strongly between the social, economic, technological dimension of community and industry engagement. In Prof. Gill's experience, USR needs (1) a clear model and engagement principles, (2) a governance system, (3) strategies, and (4) the "scholarship of engagement", i.e. training people to become engaged.

Mr. Artur Wieczorek (Foreign Affairs Committee Chairman of the Student Government, Jagiellonian University, Krakow, Poland), said that USR should encompass community outreach and involve students in such activities. Taking Poland as a case example, he described the high degree of intra-Polish mobility and proposed to invest in scholarships for students from developing countries as well as in study programmes in English, as part of the social dimension of higher education.

Prof. Cabral added another dimension to USR. Taking up the point of quality in education, albeit stating that quality in education cannot be assessed like cars, he questioned the idea of a good student defined according to classical exams. He underlined this point by relating that 93% of Chief Executive Officers (CEOs) in the United States never graduated from university. In the future, universities must go back to their original understanding of a community of scholars in the initial sense, to educate and create knowledge at the use of society. Along these thoughts, a critical reflection was brought up by Univ.-Prof. Dr. Erich Thöni who questioned whether serving the society should be interpreted as serving the economy as well as business – as it is nowadays often done (cf. e.g. Australian universities). He personally rejected this interpretation, as this would inevitably lead to cutting of subjects like philosophy, as graduates of the aforementioned field (i.e. humanities) might be classified as non-employable in terms of hard skills.

Mr. Pim van Loon (Research Advisor at the Department of Research for Public Policy and Security, Ministry of the Interior and Kingdom Relations, the Netherlands) gave the perspective from the government sector on the issue of USR. He stated that the role of universities could be described as providing

guidance and applied research. He called upon universities to communicate what, according to research, is most needed for the society. His plea was for universities to better ventilate research results. Furthermore, Mr. Van Loon advocated networking, accountability and ethics to remain the guiding principles for universities' role in the society.

Dr. Shawyun generally observed a difference between Europe and Asia. His impression was that European universities actively seek links with the industry, whereas Asian ministries seek to engage students in society.

UNDERLYING PRINCIPLES

Univ.-Prof. Dr. Chisholm, who chaired the session on access to higher education, provided a summary of the social responsibilities and the context of social inequalities, as well as the opportunities for access in education and its outcomes. She proposed five "working agenda" which are not specifically nor strictly for implementation, but rather principles to bear in mind:

1. Working Agenda of **Integration** (towards an integrative pedagogy in HE – the coming together of "hearts, minds and hands"). The principle of all progressive pedagogy which is about the integration of the emotional, the affective, the cognitive, and the practical. This is just as true for universities as it is true for schools, for kindergartens, etc.
2. Working Agenda of **Empowerment**. The principle of capacity-building for self-transformation and social transformation at one and the same time. This is just as important for universities, as it is for the societies and the politics in which they exist.
3. Working Agenda of **Balance**. The principle of the complementarity of personal development and economic survival as goals of higher education. This is just as important for universities as it is for the rest of the education and training system.
4. Working Agenda of making people feel **Welcome** in higher education and having a **purpose** in being there. It is about an imperative of relevance and meaning. This is just as important for universities as it is in everyday life.
5. Working Agenda of **Diversity of provision, process and performance**. This is about the tension between excellence, on the one hand, and equity, on the other one. And this is just as important for universities as it is in democratic politics and policy-making.

III. THE STRATEGIC DEVELOPMENT OF USR

What would the strategic development of USR entail? Would this be a bottom-up or top-down approach? This paragraph looks at the suggestions of participants, voiced directly or indirectly, of how USR can be strategically developed and pursued.

THE SOCIAL DIMENSION ON THE POLITICAL AGENDA

Mr. Kaiser voiced concern that, while the “Social Dimension” was part of the Bologna Process²², it was mainly being addressed by student organisations. Furthermore, it is often interpreted in terms of services to international students. Mr. Kaiser clearly stated in his presentation that the National Action Plans on the social dimension needed to be improved. This could be done by the:

- Introduction of social criteria in education targets;
- Set-up of anti-discrimination legislation covering education at all levels;
- Expansion of student services;
- Reflection of the social dimension in the teaching and learning process; and
- Quality Assurance (QA) standards that reflect the social dimension.

In the context of education targets and top-down initiatives, the increase of the higher education enrolment rates and the reduction of drop-outs were recurring lines of discussion, also with reference to the education targets in the “Europe 2020 Strategy”²³. Prof. Thöni, looking at the graduation rates in Austria and the exemplary role of vocational training there, questioned whether a target of 40% university graduates was the right one to set. He challenged this quota and asked, whether everyone should go to university. Mr. Wieczorek, reflecting on the Polish situation, argued that there is a trade-off between quality and accessibility. In Poland, the enrolment rate in tertiary education is as high as 70%. He questioned its economic utility versus creating socially responsible citizens, and even further challenged the idea that everybody should go to university. A better way, he suggested, would be to have a smaller number of students in higher education, but to understand universities as servants to a larger community of society.

On the issue of affirmative action, Prof. Baulraj explained that, in India, education is predominantly considered a private good, blocked to certain groups of the population. The government had therefore introduced affirmative action schemes (for

earners of less than 100,000 Rupees per year at his institution). The implementation of affirmative action was discussed with controversy. Mr. Kaiser expressed the participants’ common ideal that the restriction for participation in education should be the ability, nothing else. Governments and universities need to find ways to work towards this ideal together.

HIGHER EDUCATION PROVISION: FOR WHOM AND BY WHOM?

Univ.-Prof. Dr. Chisholm added that only mixed models of provision, i.e. public and private, would be adequate for addressing the challenge of widening access to quality education and integrating non-traditional learners. She observed the interdependency in the levels and sectors of the learning continuum – formal, non-formal and informal learning.

Prof. Tourassis critically noted that it is often too late at the university level to make up for losses in secondary education. Prof. Cabral maintained, however, that it is still the responsibility of universities to do so as they train all the teachers, i.e. they should try to secure equity at all levels of education. Prof. Michaelides gave a practical example of how to integrate non-traditional learners: his university offers a one-year programme to familiarise them with academia. He also added that there is a critical dichotomy between teaching and research. While there may be many good researchers, there are very few good teachers. Ms. Marcella Orrù considered that the main challenge for higher education (and thus USR) is to broaden awareness. She also commented that among the factors hampering access is the quantitative and qualitative deficit in the number and training of teachers.

DATA NEEDS

In further practical terms, data on the social life of a student should be collected to make informed decision. Mr. Kaiser gave some concrete examples of data sets to be collected (refer to ESU case study on p. 51). Univ.-Prof. Dr. Chisholm described this principle as evidence-based policy in her summary and stressed the data needs. As said by many participants, a university title is not everything: what counts are skills, competences and reflected knowledge, i.e. education in its fundamental meaning.

STAKEHOLDERS

Ms. Turmaine called for the increased ownership of USR among all stakeholders (university people, students and staff as well, and beyond). The classic models of higher education division should be re-evaluated and the opportunities should be explored. The question of the heart in education, as mentioned by various participants, should be at the forefront of concern and applied to policy and practice. Prof. Gill added that policy was important, but implementation, even more. As regards learning, she called for assistance at the policy level for the integration of objectives in the curriculum. This holds true also for the exchange of knowledge. It has manifold aspects, extending from community development right up to knowledge exchange for scientific and technological innovation. Universities need to be aware that they are not the sole custodians of knowledge. Even though we focus a lot on the term knowledge transfer, it might be adequate to start using knowledge exchange, which breaks the universities away from the idea that they are the sole custodians and developers of knowledge, and exemplifies that they have just as much to learn from the communities and the larger society.

GLOBAL HIGHER EDUCATION AGENDA

As regards the role of higher education in Education for All and the MDGs, it was agreed that higher education and research can contribute to meeting the UN global imperatives, and that the global higher education agenda should reflect this. One important instrument is communication.

COMMUNICATION

Several participants commented that the Workshop provided a venue to exchange and communicate ideas on universities' social commitment. Others noted that academics sometimes lack the capacity to communicate with people who come from different areas or sectors. If knowledge is truly to be at the use of society, communication skills need to be systematically developed. Furthermore, it is necessary to convene the right dialogue partners, e.g. policy-makers, to ensure that discussions

can be useful and lead to concrete, efficient and effective decisions. ASEF was considered to be in a key position to help make this happen.

SUPPORT FOR STRATEGIC DEVELOPMENT OF USR

In general, participants noted that the concept of USR (or community engagement, etc.) is not entirely new, but takes place largely on an ad hoc, individual basis, with different emphasis and in different contexts. What is new, and indeed innovative, is the critical reflection and exchange on USR practices – and certainly the steps taken in some Asian countries to legislate or institutionalise them. Some participants even forecasted that history would show that these are the areas that will create the transformation in our universities.

Some aspects of the strategic development of USR to be supported by universities were summarised by Prof. Dürrstein during the final plenary discussion.

1. **Capacity and capacity building** within and via higher education. Universities need to be aware of their potential and responsibility, which are marked by the interdependency between levels and sectors in a learning continuum of formal, non-formal and informal learning.
2. The social understanding of **knowledge as multidisciplinary, interdisciplinary, cross-sectorial**, within and beyond the universities.
3. International aspects: how can universities contribute to answer local at the same time **international challenges**?
4. Triple bottom line (TBL) for universities to measure organisational (and societal) success: the three pillars are the **economic, ecological and social aspects** in university operation²⁴.

As universities produce and transfer knowledge at the use of society, the social responsibility of universities and the stakeholder concept must be anchored on a much broader understanding than the framework of CSR.

²² With the 2005 Bergen Communiqué, the Ministers for Education of the Bologna Signatory Countries declared the social dimension an integral part of the Process of creating the European Higher Education Area (EHEA): http://www.ond.vlaanderen.be/hogeronderwijs/bologna/documents/MDC/050520_Bergen_Communique1.pdf.

²³ In May 2010, the European Commission proposed the “Europe 2020 Strategy” as the successor of the “Lisbon Strategy for growth and jobs” of 2000, aiming at making Europe more dynamic and competitive and securing a prosperous, fair and environmentally sustainable future for all citizens. Among the five targets of the new strategy for 2020 is to reduce the share of early school leavers to under 10% and to increase the percentage of the younger generation with a tertiary degree or diploma to at least 40%.

²⁴ The triple bottom line is a concept created and used in Corporate Social Responsibility. With the ratification of the United Nations and International Council for Local Environmental Initiatives (ICLEI) TBL standard for urban and community accounting in early 2007, this became the dominant approach to public sector full cost accounting. Similar UN standards apply to natural capital and human capital measurement to assist in measurements required by TBL, e.g. the ecoBudget standard for reporting ecological footprint. In the private sector, a commitment to corporate social responsibility implies a commitment to some form of TBL reporting. This is distinct from the more limited changes required to deal only with ecological issues.

RECOMMENDATIONS

Universities should maintain certain inertia toward the demands of businesses and governments, and to think in longer terms.

Prof. Vasilous Tourassis





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FOUNDATION

Quoc Khanh Nguyen

In today's global, fast changing, but also critical world, universities need to be aware that they serve the society at large more than ever before. Therefore, they need to revisit their role, assume social responsibility as an evidence-based concept and foster sustainable development. Their mission cannot be built only on an academic base anymore. Higher education policy should consequently not be detached from social policy in order to secure a promising, just and environmentally sustainable future for our societies. As USR does involve investments and therefore costs, governments need to secure funding for the further development of USR, which encompasses wider aspects than Corporate Social Responsibility (CSR), such as international links in teaching, research and services.

Based on the expert discussions at the 2nd Asia-Europe Education Workshop on Knowledge Societies: Universities and their Social Responsibilities, the ASEM Education Hub, herewith, presents three main recommendations, for the consideration of policy-makers and higher education stakeholders in ASEM countries.

01 PROMOTE AND SUPPORT THE TOPIC OF USR

USR is not an entirely new phenomenon, but as the 2nd Asia-Europe Education Workshop has shown, the use of the term and its practices differ throughout ASEM countries. This is, above all, due to varying contexts. What all practitioners and interested stakeholders have in common is an awareness of a changing context. The University of Today is not the University of Tomorrow, both in Europe and in Asia. A new general (minimum) paradigm should thus be developed, devoid of the chains of the past and present contexts, including geographic ones. The international links in research, teaching and services need to be strengthened to face the challenges and developments of a changing world. Clearly, there is great interest and need to further explore concepts of USR, benchmark them and exchange good practices.

The topic of USR should therefore be promoted and supported through the continuous dialogue of stakeholders – universities, communities, industries and governments alike – in ASEM countries. Universities should particularly be supported in communicating and exchanging good and innovative ideas with the general public.



“ Education for all, and for the heart ”

Prof. Pavlos Michaelides

02 IDENTIFY ELEMENTS OF A NEW (MINIMUM) PARADIGM FOR USR

As mentioned above, a new (minimum) paradigm for USR could include the following elements:

- Ethically grounded research;
- Teaching based on educational aims founded on critical reflection, values and knowledge including traditional wisdom and indigenous knowledge (not only skills and competences);
- A social dimension towards students (access in accordance with the ability to achieve equity) and staff (e.g. gender issues); and
- The inclusion of national and international dimensions, in particular EFA.

In developing this paradigm, universities in ASEM countries should reflect on the entire education process, from early childhood education to lifelong learning. Furthermore, in the practice of USR, the need for the following arise:

- A clear model and engagement principles (especially on the trade-off between excellence and social responsibility or ability and social support);
- A governance system;
- Sustainable strategies grounded in evidence-based research (today, they are on an ad hoc basis); and
- A reward system, for both students and staff (to initiate and promote volunteering as part of learning and help).

Some of these elements were identified at the 2nd Asia-Europe Education Workshop and they should be further promoted.



03 PURSUE EVIDENCE-BASED USR POLICIES: DATA NEEDS, TARGET-SETTING AND MONITORING

National systems are highly diverse and there is a lack of comparable data. To support evidence-based policy, it is recommended that an ASEM-wide data collection or pilot studies on the social dimension of higher education be undertaken. The data collected should serve, in particular, to identify whether and what kind of support can be further provided at supranational (ASEM) and national levels.

- The education targets should include social criteria, and stipulate the social dimension to be reflected in the teaching and learning processes, in research frameworks, as well as in the quality assurance standards. A non-exclusive and non-exhaustive list of indicators on the social and economic situation of students in ASEM countries could include: ethnic and cultural background of students; social status of parents including their contribution to student finances; capacities of higher education systems.
- Each country should further develop a strategy, including an action plan, for the social dimension of higher education, determining the “musts” (elements that the state must provide to everyone) and the “wants” (elements that are desirable but not essential or even possible for everyone). This might in some cases involve (soft and hard) affirmative action programmes.

To monitor the progress made by the countries on their national strategies for the social dimension of higher education, an ASEM observatory should be established to collect and share data among stakeholders.





THE 2ND ASIA-EUROPE EDUCATION
Knowledge Societies
Universities and their Social Res
ASIA-EUROPE
FOUNDATION
5-7 June 2011 / Innsbruck, Au



CASE STUDIES

*Should serving the society be interpreted as
serving the economy as well?*

Univ.-Prof. Dr. Erich Thöni

KNOWLEDGE VALORISATION

AT THE UNIVERSITY OF GRONINGEN (THE NETHERLANDS),
THE CITY OF GRONINGEN, AND SOME REFLECTIONS
ON THE DUTCH SITUATION

BY DR. ANNEMIEKE GALEMA

“ The University of Groningen provides high quality teaching and research, is internationally oriented, respects differences in ambition and talent, works actively with business, the government and the public, and ranks among the best universities in Europe. The University of Groningen has an international research orientation, with strong roots in the region. ”

Mission of the University of Groningen (RUG)

The University was founded in 1614, has a number of 28,000 students, 5,500 staff, nine faculties covering all academic disciplines, and an annual turnover of 564 million. Strategic partners and international networks comprise: Uppsala University (Sweden), University of Göttingen (Germany), Gadjah Mada University, University of Indonesia, Bandung Institute of Technology (Indonesia), University of Beijing, Tsinghua University, Fudan University (China), Osaka University (Japan), University of California, University of Pennsylvania (USA), National Autonomous University of Mexico-UNAM (Mexico), University of Sao Paulo-USP (Brazil), Coimbra Group, EUA, ASEA UNINET, APAIE.

The University of Groningen also feels a social responsibility to co-operate with universities in developing countries, thereby contributing to the further development of academic teaching and research worldwide.

In valorising research, the University of Groningen chooses a position that is directly concerned with issues relevant to the northern region of the Netherlands and society at large. Together with businesses, regional governments and educational institutions, and in conjunction with its own research themes, RUG is investing heavily in research related to sustainability (energy and water), healthy ageing, medicine, food, carbohydrates, sensor technology, nanotechnology, new materials, social efficacy, law and administration and cultural heritage. The University considers that its engagement in research is an important social responsibility which follows from its primary concern with teaching, and its financial participation in such activities is anchored on those interests.

Two main research themes have been declared as umbrella, to fulfill particular social responsibility for Groningen and the northern Netherlands: energy and healthy ageing.

The University of Groningen has a Technology Transfer Office called the *Transfer & Liaison Groep*. This Office is the unit for valorisation of research and offers university-wide support services. Its main ambition is to create value from knowledge and strengthen the belief that knowledge valorisation is inherently a social responsibility. The strategic goals of the *Transfer & Liaison Groep* are to:

1. Generate funding in research on regional, national and international perspectives;
2. Develop patents and conduct management/registration of intellectual property; and
3. Further business development and build industrial contacts.

Valorisation can take the following forms: contract research, public-private partnerships, creation of new companies based on university knowledge (entrepreneurship), as well as trading of intellectual property in any form (usually patents). For the purpose of the 2nd Asia-Europe Education Workshop, a few examples of the different forms of valorisation in Groningen are given below.

PUBLIC-PRIVATE PARTNERSHIPS

a. Groningen Agreement: *local with national ambition*

The University of Groningen co-operates with the City of Groningen, the Hanze University of Applied Sciences, and the University Medical Centre Groningen (UMCG) under the banner of the *Groningen Agreement*²⁵, which sets out certain mutual arrangements as to facilities, and the positioning of Groningen as the *City of Talent*. Specific topics that have been addressed include knowledge transfer, creation and attraction of new knowledge institutions and initiatives, as well as traffic measures required to keep various city locations accessible, student housing for both Dutch and foreign students, and IT facilities at the city level.

The *Groningen Agreement* focuses on increasing the appeal and image of the city and region. Exchange of knowledge between knowledge institutions, government agencies and businesses is a key success factor for the city and the region's degree of competitiveness. These organisations are important sources of employment and prosperity in the city of Groningen and the surrounding region. A sustainable international position can be supported by creating the best conditions for creativity, open exchange of ideas and in general, a sparkling and stimulating environment. In this respect *City of Talent Groningen* also has a strong foundation. This should lead to the following concrete results:

- Making better use of the strong distinguishing knowledge sectors – energy and healthy ageing;
- Promoting excellence – attracting more students and top-class researchers to Groningen and keeping them there, holding and captivating talent; and
- Being a highly competitive region of international standard based on the urban network.

²⁵ http://www.hanze.nl/NR/rdonlyres/5AE01F52-E369-4722-BD35-5E6954F0E18D/0/Groningen_Agreement_20.pdf

The close collaboration between the University of Groningen, the Hanze University of Applied Sciences, the UMCG and the City of Groningen is often taken for granted – but it should not be. Big autonomous organisations have to learn to work together.

After five years of collaboration, the partners have now renewed their strategic alliance in the new *Groningen Agreement 2.0*. They have defined their social and economic responsibility in this new programme.

Considerable progress has been made across a broad spectrum of collaboration. In the coming years, student housing will be given a significant boost. The partners will strengthen each other with regard to international contacts. Together they will work on creating a welcoming atmosphere for foreign students.

After the knowledge institutions' heavy investments in Zernike Campus and Science Park, a new joint effort is required to organise more spin-offs in the workforce and various industries. Collaboration between RUG and Hanze University of Applied Sciences is growing, resulting in a single system of higher education for students: in Groningen you can keep all your options open – in this city your university programme can be tailor-made.

The Groningen Agreement 2.0 will be more specifically focused on energy and healthy ageing, themes around which a broad spectrum of academic, scientific and socially relevant activities revolve. The city and knowledge institutions are presented together – that is how they strengthen each other. *The City of Talent* campaign concentrates on the city's knowledge intensity, and will certainly have an impact on the North as a whole.

b. Healthy Ageing Network Northern Netherlands (HANNN): regional and international

The Healthy Ageing Network Northern Netherlands was set up in 2009. All the activities of companies, government agencies and knowledge institutions dealing with the focus area of healthy ageing come together in this network agency and cross-connections can be made.

This is expected to lead to the following results:

- In collaboration with the business world, government agencies and other institutes of higher education in the North, the knowledge of RUG, UMCG and Hanze University of Applied Sciences will be clustered in the Groningen Institute for Healthy Ageing Research (GIHAr). Researchers will strengthen each other through joint research projects. Lecturers and students will set up projects and exchange knowledge with the northern business world.
- The European Research Institute on the Biology of Ageing (ERIBA) will grow to become an international

Centre of Excellence in the field of fundamental knowledge on ageing issues.

- The biobank and cohort study LifeLines, a longitudinal population study of healthy ageing, will evolve into an international Centre of Excellence in knowledge pertaining to health-determining factors to optimise prevention, diagnosis and treatment of chronic, multi-factor diseases which are often related to ageing.
- The northern region will become a testing ground in relation to healthy living and healthy ageing, with a well-developed aged care network.
- HANNN clearly has a European dimension. The network relies on ongoing funding for collaboration in clusters and for the issue of healthy ageing, which will be high on the European agenda as one of the major social challenges.

The driving force behind HANNN is LifeLines, which has initiated a large-scale collaborative arrangement with biobanks throughout Europe. Within this context, collaborative efforts will be made to set up a pan-European research infrastructure in which research will be conducted on multi-morbidity. This research will take place as a result of the large quantities of data collected in the various biobanks.

Work is also being done on an application to Regions of Knowledge (RoK). Several European partners were asked if they were interested in participating in a project involving the formation of networks between eHealth clusters focused on healthy ageing. Partners who co-operated positively were Hamburg, Tartu, Uppsala, Copenhagen and Helsinki.

The UMCG is a member of the Scanbalt network, which consists of regional networks in the Baltic states and constitutes one large bio network.

c. Carbohydrate Competence Centre (CCC): national

The Carbohydrate Competence Centre related to 5 of the top²⁶ sectors that are defined by the national government and industry, in the national Dutch research agenda: Agro/Food – Life Sciences – Chemistry – Energy – Tuinbouw (Agriculture, e. g. vegetables/flowers).

CCC is a demand-driven public-private partnership in the field of carbohydrate research in which 19 private companies and 6 knowledge institutes (Universities of Groningen, Wageningen and Utrecht, UMCG, Hanze University of Applied Sciences, TNO) collaborate (2009-2014: total budget €27 M – 25% companies, 25% knowledge institutes, 50% grants Northern Netherlands and European Union). CCC research focuses on production, modification and application of carbohydrates, aiming to stimulate innovations in nutrition and health and in the biobased economy, and thus contribute to a healthier and more

²⁶ 9 sectors.

²⁷ All living matter is for a large part made up of carbohydrates. From microbe to human, carbohydrate materials are essential for proper functioning of living cells. Carbohydrates are isolated from these renewable sources and used for many nutritional, pharmaceutical, cosmetic and industrial applications.

sustainable society. At the core of all projects are both industry-driven research questions and expert research technologies. As such, CCC is an attractive partner for innovation in areas where carbohydrate knowledge and applications play significant roles.²⁷

CCC is a unique partnership to tackle the challenges mentioned above:

- CCC has a demand-driven approach with a balanced steering role of industrial partners.
- CCC brings the important strategic science disciplines and top carbohydrate expertise in the Netherlands to work as interdisciplinary teams.
- CCC is embedded in the international carbohydrate community and has good antennas for new knowledge and developments which can be quickly adopted and explored for strengthening innovative power.
- CCC has good interactions with other prominent Dutch research institutes where carbohydrate expertise is desired (TIFN, FND, Kluyster Centre, DPI, TI Pharma, Healthy Ageing Initiatives, Energy Valley, Dutch

Biorefinery Cluster, Biobased Performance Materials, WETSUS and TTI-Groene Genetica).

d. Business world and government bodies

For the University of Groningen, research collaboration with the business world, usually through contracts, will take on a new form in technology transfer. In the coming years, this development will increasingly become a joint activity of the University and the University Medical Centre. In addition, the University will continue to collaborate with governments and regional business representatives in the Northern Netherlands Assembly (SNN – *Samenwerkingsverband Noord-Nederland*), contributing to the development of knowledge-intensive industry in the region. Much of this kind of activity originates at the University of Groningen, which fosters the initiatives of entrepreneurial students, and provides support on the road from patent to company, keeping in mind that success requires the active participation of all parties. The University has also set up a patent fund with an allocation model to evenly distribute any revenues generated. The University set research priorities based on national (topteams) and international/intraregional (EU) agendas, and especially on its own excellence in research.



COMMUNITY CONSCIOUSNESS CIRCLE

AND UNIVERSITY SOCIAL RESPONSIBILITY
AT THE UNIVERSITI SAINS MALAYSIA (USM)

BY DZULKIFLI ABDUL RAZAK,
TAN SRI DATO

In Malaysia, about 20-25% of students are enrolled in tertiary education and 35-40% is targeted by 2020. Mostly, students are funded through governmental loan schemes covering both the private and public sectors. The opening up of the higher education sector is in part to meet the challenges of the past, namely, the lack of places in higher education institutions and qualified academic talents, as well as the widening disparities between the rural-urban (also rich-poor). Currently, the major challenges appear to be related to quality assurance issues, sustainable funding, and the impact of internationalisation and globalisation on societal well-being. Social responsibilities are therefore increasingly a core element for the universities.

At the University Sains Malaysia (USM), a predominantly science-based university of 26,000 students and 8,000 graduate students – a third of which are international students from more than 50 nationalities – social responsibilities are spelt out in the university's vision and mission as well as core values. The USM vision is "Transforming Higher Education for a Sustainable Tomorrow", while its mission reads: "USM is a pioneering, transdisciplinary research-intensive university that empowers future talents and enables the bottom billion to transform its economic well-being". It is carved with the ambit of sustainability or more specifically the "Community Consciousness Circle" (see below).

Glancing at the mission statements of various Malaysian universities, it seems that they are, in general, academic-oriented, and peppered with the usual jargons to create an impression of excellence and world-class. They usually do not explicitly express the need to assess their higher education institution's impact beyond academic output. Some universities do to the extent of educating/being good (global) citizens. With regard to USR, many practise what is called "community service" which is not mandatory, more as an option (except for medical courses). At USM, "Community Consciousness Circle" is used with a view to long-term engagement that impacts both the university and the public. This is to circumvent the impression that USR takes after CSR, which can be limiting and even one-sided. It covers five themes: education, economic enhancement, health, environment, and heritage and culture.

COMMUNITY CONSCIOUSNESS CIRCLE (3CS)

At USM, USR is articulated as the Community Consciousness Circle (3Cs) with the appeal that it is a voluntary part of learning carried out with full consciousness to engage with the community. It is not a *payback* concept which universities are obliged to carry out, but conceptualised as one of its core academic activities. In USM's mission statements the expression "bottom billions" is used to highlight the issue of disparities at all levels, and the phrase "empowers future talents" is a focused activity of the university aimed at solving/reducing existing and future disparities. This goes beyond the well-being of Malaysian society, extending to other nations in a project such as the Cleft Lip and Palative Reconstructive Surgery for Underprivileged Children of Bangladesh and Indonesia. Of late, USM has also engaged Haiti in the attempt to reconstruct the higher education sector after the earthquake disaster, like it did for Aceh post-tsunami in 2004.

An office for Deputy Vice-Chancellor (Vice-President) for the Division of Industry and Community Network (ICN) was created in 2007 with a regular budget to operationalise its activities, i.e. to plan, implement, and monitor the 3Cs throughout the university. Similar set-ups are also established at the various schools and centres under specific portfolios of ICN Deputy Deans who report to the ICN Deputy Vice-Chancellor. The number of community projects by the various schools and centres that is funded by ICN almost tripled from 24 in 2008 to 65 in 2010. Currently, a special track for career promotion has been installed to mainstream the involvement with community as part of the core academic mission.

Returning to the first part of the Introductory Paper, the different cultural understandings of "knowledge" and their mode of transfer – especially the transfer of traditional wisdom and indigenous knowledge, which has largely been marginalised – need to be considered. Otherwise, this leads to a loss of knowledge that is critical for the survival of traditional communities and practices. In Malaysia, the orientation towards community engagement as a source of knowledge is gaining support with funds allocated for this purpose in a systematic way. To this end, communities have been adopted to ensure continuity and impact that could uplift the social well-being and quality of life.

As for research, USM is implementing a special track for recognition and promotion based on *knowledge production* with community as the co-creator and owner. A knowledge transfer module and mechanisms are now being implemented at the Ministerial level as a pilot. The objectives vary based on the notion of educational in transdisciplinary activities and their relevance for the future. It also departs from the narrow concept of grading and rewards, rather expands to volunteering and sacrifices as part of learning.

In this regard, USM is very involved in addressing the MDGs and Education for All as short-term goals, given that these will end in 2015. USM's bias and forte are on Education for Sustainable Development (ESD, 2005-2014), being one of the seven pioneering United Nations University (UNU) Regional Centres of Expertise on ESD since 2005. The objective is to incorporate ESD into the university's consciousness and develop its social dimension to safeguard the well-being of future generations.

Nevertheless, the relationship between internationalisation of higher education and research, and USR at the USM is very superficial because the university still is academically-driven (e.g. credit transfer, limited mobility, lack of field activities) with very little immersion in the process as an international activity. Internationalisation too seems to be driven by Euro-centric actors, leading to unequal sharing and partnering.

In the attempt to correct this apparent shortcoming, USM initiated the establishment of a network of university-community engagement in the Asia-Pacific region as an outcome of the *First University-Community Engagement Conference* (UCEC) in Penang in 2009. The next meeting is scheduled for July 2011. The network is called Asia-Pacific University-Community Engagement Network (APUCEN) described in the following pages:

“ A new paradigm for
the mission of universities
would be to think of a
humaniversity. ”

Dzulkifli Abdul Razak,
Tan Sri Dato



A. RATIONALE

Although progress in science and technology has brought considerable benefits for many in terms of comfort and a longer life expectancy, it has also brought about consumerism, exclusion and misery to many others. Rapid growth and improvements in standards of living have simultaneously generated environmental non-sustainabilities and social instabilities. As such, we are confronted with a perpetuation of disparities between and within nations, worsening of poverty, hunger, illnesses, and illiteracies in many parts of the world as well as a continuing deterioration of the ecosystems on which we depend for our well-being. In different ways, and to varying extents, most people are living in manners that are ecologically, economically, socially, culturally and personally unsustainable. How can understandings of the unsustainable state of our world be taken on board as a core function of universities? How can universities nurture awareness and the commitment of the young for then to be personally, collectively and institutionally engaged for a sustainable present and future?

Market-driven priorities increasingly dominate the thrust of universities throughout the world, resulting in the generation of knowledge and labour for the capitalist enterprise instead of developing capacities of and for people most in need – especially the poor and the disadvantaged ones.

With a projected student population of 200 million by 2030, universities in the 21st century have the critical mass for potentially making a difference to local and global concerns. While universities have to produce graduates who have skills to be effective/efficient in a globally competitive environment, it is also widely recognised that there is a challenge to equip them with ethics-based knowledge and attune them to societal needs. Indeed, the complexities of our unsustainable societies can present new opportunities and challenges for universities to maintain their relevance to society.

Revisiting the roles of universities vis-a-vis the ways and kinds of knowledge being produced, is vital to building the world we desire. If universities are to achieve their mission to develop knowledge and apply them, then their core functions have to be built not only on an academic but also intellectual civil one that can offer solutions to societal problems.

Various attempts from different parts of the world have started to address the aforementioned concerns. An effective and high-impact approach is the engagement of universities with communities. Engagement goes beyond outreach and extension or service. Universities seek mutually beneficial partnerships with communities to address issues and needs

with a commitment to sharing and reciprocity that is guided by mutual respect among the partners. Engagement brings mutual learning and discovery in the co-creation of knowledge with partners. Engaging in and with communities will help faculty, students and administrators develop as discerning citizens who can reflect on and interact with the world with integrity, understanding and committed action. Engagement in its various forms, be it via collaborative research, health-care provisions, low-cost innovations, micro-credit, heritage/cultural preservations, service learning, participatory research or community-based research, should be aimed at serving the marginalised two-thirds of the world's population.

Outstanding examples of such attempts have also built networks and alliances to share good practices like the Commonwealth Universities Extension & Engagement Network, the Living Knowledge Network, the Global Universities Network for Innovation (GUNI), the Talloires Network and the Global Alliance on Community-Engaged Research (GACER).

Since most, if not all of the above networks originated from the developed West, the establishment of Asia-Pacific University-Community Engagement Network (APUCEN) was proposed. It is envisaged that this regional network will better address local/regional issues and problems with approaches/solutions that suit local/regional cultures and values. In this, the adoption of local wisdom is greatly encouraged. (*Adapted from the Concept Paper for UCEC 2009*)

Objectives:

- To promote and instill community engagement concepts and values to staff and students of institutions of higher learning;
- To create capacity building for university-community partnerships;
- To disseminate and share information, knowledge, resources and good practices in community engagement;
- To implement joint flagship projects; and
- To collaboratively develop resources to support regional flagship projects.

B. MEMBERSHIP

Membership is open to all universities in the Asia-Pacific Region. As a start, no membership fee would be imposed. To date, the following are the founding members:



Malaysia

1. Universiti Sains Malaysia
2. Universiti Putra Malaysia
3. Universiti Malaysia Pahang
4. Universiti Sultan Zainal Abidin
5. Universiti Malaysia Kelantan
6. Universiti Pendidikan Sultan Idris
7. Universiti Malaysia Terengganu
8. Universiti Teknologi Malaysia
9. Universiti Malaysia Perlis
10. Universiti Utara Malaysia
11. Universiti Sains Islam Malaysia
12. Universiti Tun Hussein Onn Malaysia
13. Universiti Malaysia Sabah
14. Universiti Malaysia Sawarak
15. Universiti Teknologi MARA
16. Universiti Teknikal Malaysia Melaka
17. Universiti Tenaga Nasional

Others

18. Australian College of Applied Psychology, Australia
19. Royal University of Law and Economics, Cambodia
20. Hong kong Institute of Education, Hong Kong
21. Ateneo De Manila University, the Philippines
22. San Pedro College, the Philippines
23. Universitas Brawijaya, Indonesia
24. Universitas Pendidikan Indonesia
25. State University of Malang, Indonesia
26. Lambung Mangkurat University, Indonesia
27. Universitas Negeri Medan, Indonesia
28. Universitas Negeri Surabaya (UNESA), Indonesia
29. Thammasat University, Thailand
30. Suratthani Rajabhat University, Thailand
31. Wailalak University, Thailand
32. Mae Fah Luang University, Thailand
33. Chiang Mai University, Thailand
34. Mahidol University, Thailand

Besides universities, other institutions such as polytechnics and community colleges, as well as relevant organisations like NGOs and corporations can be invited to join as associate members.

C. SECRETARIAT

A permanent secretariat has been set up at Universiti Sains Malaysia using the University's own resources.

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(Industry & Community Network)
Chancellery
Universiti Sains Malaysia
11800 USM Penang, Malaysia

Telephone: 604-653 2902

Fax: 604-653 2903 / 2918

Website: www.usm.my/icn

The APUCEN Summit and General Assembly was held concurrently with the formal launching of APUCEN by the Minister of Higher Education of Malaysia on 13-14 July 2011.

D. OPERATION AND STRUCTURE

The day-to-day activities of APUCEN shall be operated from USM, and administratively be headed by an Executive Director appointed by USM. The task of formulating policies, evaluation of projects, budget preparation, coordination and implementation of projects are to be overseen by the Executive Director and the Secretariat under the administration of the Division of Industry and Community Network, USM. The founding President is from USM. Five members for the APUCEN Council shall be elected by Malaysian universities, the other 5 members by foreign universities. One Vice-President shall be elected during the APUCEN Summit. The Executive Director (also a member of the council) shall act as the Secretary of the Council. After the first three-year period, the Vice President and 10 council members shall be elected at the APUCEN General Assembly.

E. FUNDING VIA A FOUNDATION

Funds required to implement activities to achieve the objectives of the Network shall be via the University-Community Engagement Foundation (UCEF), which is to be set up at a later stage. All members shall collectively solicit resources from ministries, government agencies and philanthropic organisations as well as from the private sector. UCEF shall be managed by an eight-member board of trustees, six of whom shall be selected from APUCEN members, associate members, NGOs, philanthropic organisations and the private sectors. The Board shall be chaired by the APUCEN's President and the Executive Director of APUCEN shall act as the Secretary of the foundation. The task of the Board is to formulate funding policies and approve the funding for project proposals channelled to them by APUCEN Council.

A SOCIAL DIMENSION TO HIGHER EDUCATION

A EUROPEAN STUDENTS' UNION
CASE STUDY

BY MR. FLORIAN KAISER

During the 2nd Asia-Europe Education Workshop (Innsbruck, 5-7 June 2011), the European Students' Union had the chance to give inputs from a student's perspective about the social responsibility of higher education in all its dimensions. The following article is a detailed version of ESU's presentation and discussions throughout the workshop including background information. The European Students' Union strongly supports the strengthening of the social dimension (SD), and is therefore also emphasising the social responsibility of higher education institutions.

The recent political developments in Europe and the countries of the *Bologna Process* show that there is no clear and common understanding of a social dimension or a social responsibility of higher education. As an example, one could use the way tuition fees are handled by the different governments. In large parts of Europe, tuition fees increased massively like in the Netherlands or in United Kingdom. But there are also developments to completely abolish tuition fees with the argument that tuition fee is an important factor for social selection. This small example shows that the diversity that could be understood as social dimension is unclear. Another basic problem for the social dimension referring to students is how their role is

of measurable targets was announced. As mentioned before, the reality of social dimension is not as clear and structured as it could be understood.

There is a variety of problems hindering the development of a social dimension. One of them is that the definition of the *London Communiqué* was written in a spongy way while concrete working steps were not mentioned. Another problem is that the social dimension is not a mandatory target. This is partly caused by the fact that social policies are made by the national states. Also, the cognisance clearly defined in the communiqués and statements. Another barrier for the social dimension is the fact that the latter cannot become true without financial investigations. For a lot of European countries it is impossible to invest money in the future of students in times of crisis. One huge challenge is the diversity of existing groups with different needs and problems, making it impossible to create a general solution to satisfy all their specific needs. To list all the different groups is nearly impossible – some of them are prominent and well-known, others not. The European Students' Union evaluated its members who are under-represented or groups that are discriminated in the area of higher education. The result was that nearly all answering

“ The restriction of access (to higher education) should only be based on ability, nothing else. Governments and universities need to find ways to work towards this vision together. ”

Mr. Florian Kaiser

defined. In Europe, students are seen in four different ways: as investors (like in the United Kingdom), as children of a family (like in Italy), as adolescent trainees (like in France) or as citizens with own responsibilities (like in Norway).

THE BOLOGNA PROCESS AND THE SOCIAL DIMENSION

For the participants of the Bologna Process it is not a question of whether there is a social responsibility, as the social dimension is an integral part of the process. In *the Berlin Communiqué* 2003, the social dimension was mentioned for the first time. It was proclaimed that adequate conditions, tackling barriers and comparable data are a necessity. In the *2005 Bergen Communiqué*, the social dimension was labeled as a fundamental part of the European Higher Education Area and is a public responsibility. The definition of the social dimension was introduced in the *London Communiqué* 2007. The last engagement with the SD was the *Leuven Communiqué* in which the participation of students was fixed and the creation

National Unions of Students identified students from low socio-economic background. Other samples would be students with disabilities, a migrant background, jobs, children; or groups like refugees, LGBT²⁸ students or ethnic-cultural minorities. A final example of the barriers of SD is the persistent lack of data; even though this shortcoming was mentioned and recognised in 2001, it has not been completely eliminated.

FIVE STEPS TO REACH A SOCIAL DIMENSION TO HIGHER EDUCATION

The European Students' Union sees the social dimension as a fundamental cornerstone of the *Bologna Process*, which exists in order to guarantee that the student body entering, participating in and complementing higher education at all levels reflects the diversity of our population. ESU recognises that the goal of a social dimension in the higher education area is still not reached. Therefore, ESU developed five steps to a social dimension to higher education. The final goal of these steps is to create an inclusive higher education community that is based on both fairness and equality.

²⁸ LGBT students = Lesbian, Gay, Bisexual and Transgender Students.

Step 1 – Filling the data gap

The lack of data on the socio-economic conditions of students is often used as an excuse for not starting to improve the social dimension of higher education. Research on the issue is essential, but action could also be taken without extensive surveys. Studies in various countries, like Austria or Germany, as well as the Eurostudent survey suggest that there is a strong correlation between the socio-economic background of students and the paths they will choose in their educational life. This survey also includes the educational background of the respective parents. At the European level, comparable data for all the Bologna countries rarely exist and this makes policy-making extremely difficult. A major effort to collect comparable data, not only on the social living conditions of students but also on their background and actual needs, is required. This data collection should be coordinated at a European level to ensure that the data is comparable. A non-exclusive list of indicators is to be included: educational qualification of parents, ethnic and cultural background, language spoken at home, marital status of parents or guardians including their contribution to student finances, available budget for students, the effect of the financial situation on stress levels and mental health, estimated expenses, time spent working, amount of persons dependent on the student (children) and available social services. A clear picture is needed if the educational structures in Europe are to be changed. For those countries that have data already available, it becomes clear that more efforts need to be undertaken to include and support under-represented groups in higher education.

Step 2 – Widening access policy

From a social justice perspective, it is clear that no group in society should be left outside of higher education. A well-educated workforce keeps productivity high and unemployment figures low, and enhances society as a whole. Therefore, equity of access is not only reasoned from a social perspective, it is also qualified from an economic perspective. A diversified student body provides a more stimulating environment to the single student. A better academic standard is achieved when there are different backgrounds and perspectives on a topic. Often, the argument is raised that diversity is a threat to quality, but this is not essentially true. If investments are made in curriculum reform or tuition, widening participation will provide better quality for all. Widening and diversification of the higher education arena are not accomplished by merely changing the structure of the student body. The people who are teaching or working as administrative or technical staff need to be included in this process. The higher education community should be in total, a mirror of society. Higher education provides a chance to make social mobility feasible. Through education, people get the chance to build a better life for them and their future families. There should be no waste of potential talent. When other means have not proven to be efficient, affirmative action should be taken into consideration. Affirmative action can have a soft and a hard side – while, for instance, outreach programmes belong to the soft side, quotas or positive discrimination belong to the hard side. To sum it

up: the policy-makers are responsible for the development of binding, widening access policies, including all necessary tools to implement them to provide equal chances, and to ensure that individual capabilities can blossom.

Step 3 – Tackling barriers

Everyone regardless of his or her socio-economic background should have the opportunity to follow the education path he or she prefers. This right is often deterred by institutional access policies that only focus on the best students. It is rather difficult to define in general what the best student is, and often the best is reduced to grades, even if it is well-known that school grades have a high correlation with status and income of the parents. Access limitations in general are discriminatory according to socio-economic backgrounds. Tuition fees are deferential to socio-economic background and therefore they should be abolished. If access limitations exist – like tests – they should be as neutral as possible with regard to the socio-economic background of the applicant. Assessment based on previous academic results alone has the potential to entrench the inequalities of pre-university education so deeply into the higher education systems that equity of access is virtually impossible. Under-representation does not start at the higher education level. In fact, it starts in kindergartens and schools. Assigning value to extra curricular activities is also not an adequate way, because it does not take into account that some applicants might not have had the chance to do such activities.

There are also physical barriers and hidden disabilities on top of the socio-economic factors. Furthermore, pre-conditioned perceptions and expectations keep students from entering higher education. Hence, it is necessary not only to inform future students – but also their parents – about their possibilities, because a lack of mental and moral support could be a barrier to enter higher education. As mentioned in the paragraph above, diversity of staff and teachers is important because often, there is a lack of role models for students of different disadvantaged groups. The academic subject matter should reflect the diversity of a society (in case-studies, examples, visual materials, etc.). Barriers do not start to exist in the beginning of a student's life, but they also do not end with the completion of academic study. Barriers as a dimension have to be tackled before the study as well as after the study, in working life.

Step 4 – Support the student as a learner

In order for all students to have a real chance to enter and complete a higher education programme or course, economic barriers must be diminished. Economic barriers affect not only the demographics of the student population, but are also interlinked with student health issues, the quality of the studies and student mobility. All countries should have a generous, accessible and parent-independent system of grants that allows the student to survive and support him/her as a learner in order to ensure and promote equal access to higher education. Combining work, studying and having a family should be possible in higher education. The higher

“ *A university title is not everything: what counts are skills, competences and reflected knowledge, i.e. education in its fundamental meaning.* ”

Participants in the Workshop

education institutions and the authorities share a responsibility to offer flexible learning paths. Social services should make studying more accessible. To facilitate this, it is necessary that these services are widely available and that they take into consideration students with additional needs – such as students with disabilities or people with parental responsibilities. The same is valid for academic services like computer facilities and libraries. The educational system is to make sure that there are no dropouts and it should allow students to get back into it at every life stage. Recognition of prior learning as well as national qualification framework should provide the learner with the possibilities to be socially mobile. Learning outcomes play a central role here. Not only do they provide the learner with transparency on the kind of knowledge needed in order to pass a module, they also make mobility achievable.

Step 5 – Providing high quality education

The social dimension is strongly linked to the quality of education. Through appropriate teaching methods, dropout rates can be reduced. It is not enough to widen access and participation to higher education if no measures are in place to guarantee that the focus is also on product and output. Dropouts should be minimised and the number of graduating students should be proportionate to those who started with higher education. A way to reduce dropouts is improving the quality of education. Using average workload as a benchmark and designing models in accordance to this benchmark is a good start. Furthermore, eliminating certain cultural barriers, such as unnecessary academic language and discriminating reference points, play an important role. New teaching methods should be implemented, with increased contact between students and teachers. Smaller classes, and in general, a student-centred approach will also increase the quality of higher education. Finally, obligatory counseling services for

students should ascertain that students follow the right track in their educational pathway.

CONCLUSION AND FUTURE TARGETS

The social dimension or social responsibility is still a valuable and important target. Changes and developments are required and stakeholders of the higher education arena should take these into account and work as equal partners together to reach social justice and equity. The aforementioned five steps developed by ESU are listed but do not represent all that could be done. It would be relevant that the *National Action Plans* of the Bologna countries is improved into clearly defined and binding targets. Social criteria should be introduced in education targets. In a globalised world, these skills become more and more important for the everyday life. Social dimension should be reflected actively in the teaching and learning processes. An interesting way to implement social dimension is through the quality assurance standards – examples for such standards are the *European Standards and Guidelines for Quality Assurance* from the E4-Group (adopted from the ministerial conference in Bergen 2005)²⁹. At the moment, quality assurance does not take social criteria into account, while this would help to make undesirable developments obvious as well as motivate the activists to monitor progress on social developments. Setting up anti-discrimination legislation covering education at all levels would be another important development. This development started with the *Treaty of Amsterdam* in which the anti-discrimination legislation of employees is written, but it has to be improved. Also mentioned before, the student services which should be expanded in all countries, are one column of the social dimension with a main focus on social needs. A lot of work has to be done, to guarantee a real implementation of a social dimension, and this could be an important investigation in the future of societies.

²⁹ <http://www.eqar.eu/application/requirements/european-standards-and-guidelines.html>

UNIVERSITY SOCIAL RESPONSIBILITY (USR) IN ASEM COUNTRIES

LESSONS LEARNED

BY DR. SARAN KAUR GILL

This paper addresses the insights gained at the 2nd Asia-Europe Education Workshop, held in June 2011 at the University of Innsbruck. In particular, it deals with the various faces of USR in ASEM countries, aiming to provide an understanding of the basic principles and approaches of USR or engagement with industry and community, how it ties in with the core business of universities (research, education and service) and what is needed to develop synergies and meaningful exchange of knowledge and experiences of ASEM universities in the area of USR. While the European insights are gained from the above-mentioned workshop, the ASEAN perspectives were largely based on the outcomes of the 2nd AUN Regional Forum on University Social Responsibility and Sustainability co-organised in May 2011 by Universiti Kebangsaan Malaysia and the ASEAN University Network³⁰.

WHAT DOES USR MEAN TO STAKEHOLDERS? DO WE HAVE A COMMON UNDERSTANDING?

This aligns with one of the main recommendations from the AUN forum which was the need to define the various references to terms used in this area, such as civic/community engagement, community services, social responsibility, outreach, service learning, needs analysis/asset-based analysis (for details, cf. the Workshop Summary, p.24).

In the key addresses presented at the aforementioned Innsbruck workshop, it was highlighted that, traditionally, universities focus on teaching and research. A third mission is emerging – service – which encompasses all the other portfolios. This results in applicable research, appreciation of arts, gender equality and advancement of women, as well as the need to explain to the public what the functions and values of universities are.

At this stage one should clarify between service as the third mission of the university, as referred to above, and that of engagement with industry and community as integrated into research and education. Service as the third mission of the university is entrenched in volunteering. As universities work on meaningful and relevant applications of their research, they engage with industry and community. It is this engagement with industry and community that constitutes USR and needs to be integrated across the three core activities of a university – research, education and service.

The AUN-UKM forum raised a need for clear models and engagement principles to drive responsible community engagement. It shared with stakeholders what had been worked out at UKM – *a Strategic Plan for University-Industry-Community Engagement* that sets out strategies, operational systems and processes for effective engagement across research, education and service.

In the UKM Strategic Plan, “Engagement is defined as meaningful, considerate, sustainable and productive interaction with both internal (university staff and students) and external

stakeholders (industry, community, NGOs and government agencies) to enrich the areas of research, education and service for the establishment of mutually beneficial partnerships. These partnerships are to address the social, economic, environmental, technological and health issues of the nation and the region.”

The main point to be emphasised here is that it is necessary for universities to integrate community engagement in the core business of the university – research, education and service. There is a need to work out clearly how this can be done for each of the key components with clear examples, so that it promotes greater understanding, acceptance and application in the academic environment. It also shows academics how they can achieve their research and publication KPIs and yet work at ensuring that their knowledge is applicable and benefits communities.

A SECOND QUESTION IS: CAN WE IDENTIFY UNIVERSITIES WITH A SPECIFIC USR STRATEGIC MODEL?

A specific USR or university-industry and community engaged strategic model necessitates clear governance systems and processes. In the European context, as the focus seems to be on knowledge transfer and knowledge innovation (wealth generation), most universities have centres that focus on this.

UKM has a strategic model for USR which is underpinned by some of the following set of systems, and some of them are recommendations that have come out of the AUN-UKM forum.

1. **Governance Systems:** there is a need to establish institutional strategies, policies and processes that support and facilitate strategic engagement with all stakeholders. All research universities in Malaysia have recognition at senior management position to drive forward university social responsibility. This is the position of Deputy Vice-Chancellor (Industry and Community Partnerships). The role of this portfolio is to reduce the gap between universities and external stakeholders. To make sure that these initiatives permeate through the university, each faculty has a designated head of industry and community partnerships.
2. **Quality Systems:** It is necessary to develop standard operating procedures for quality engagement processes within the university and with external stakeholders. In addition, clear indicators for successful multi-sectoral engagement have to be developed. These will feed into review audits that will be carried out to assess the quality of engagement at institutional levels, and just as importantly the social impact assessment of community engaged projects.

³⁰ The ASEAN (Association of Southeast Asian Nations) University Network (AUN) is an autonomous organisation, established under an umbrella of ASEAN and the mandate of Ministers responsible for higher education in ASEAN countries, dealing with the promotion of human resource development in the field of higher education within ASEAN and with its dialogue partners, namely Japan, Korea, China, India, Russia and the EU. For more information see www.aun-sec.org.

STRATEGIC KNOWLEDGE PRODUCTION (RESEARCH) AND KNOWLEDGE TRANSFER (EDUCATION/TEACHING) MODELS

UKM works towards ensuring that knowledge production (research), education & service are strongly supported by industry and community engagement. One initiative that has been efficacious for the university is the development of two research driven mechanisms. These are the university-industry research grants and university-community research grants. Successful proposals have to provide evidence for the following criteria.

1. Develop partnership with industry/NGOs/government agencies or with communities;
2. Show clear knowledge transfer/exchange in the research and development process;
3. Obtain external funding to support the allocation provided by the university to move these projects forward;
4. Secure evidence of economic and social impact assessment of the research and development projects; and
5. Enhance teaching and learning by integrating the outcomes of research and development projects with either industry or community.

Another powerful model that is used to leapfrog the knowledge transfer initiatives is the concept of the endowed chair. This provides strong public-private collaboration in terms of knowledge generation and funding.

All of these require academics to convert the specialised knowledge that they have into a form with which they are able to persuade industry and communities of the value of the specialised areas. UKM was successful recently when it achieved an endowed chair for sustainable development: zero waste technology for the palm oil industry. The industry partner for this is the Sime Darby Foundation. The Foundation is committed to making sustainable futures real for everyone. In line with this mission, it dedicates itself to the protection and preservation of the environment from degradation and the conservation of ecosystems.

CREATING MULTIPLIER EFFECT AND SYNERGIES IN USR FOR BOTH EUROPE AND ASIA THROUGH INTERNATIONAL PLATFORMS

The AUN-UKM forum showed the need for replicating the Community Engagement strategic model and sharing the experiences through creating a multiplier effect across the region. UKM has gained the confidence and trust of many international organisations and is suitably positioned to lead in this area. It is the secretariat of the Asia-Talloires Network of Industry and Community Engaged Universities (ATNEU) - a network of over 200 universities in 59 countries around the globe that has a passion for university social responsibility and civic engagement. In addition, UKM's bid and proposal to be the secretariat of the ASEAN University Network's thematic network on University Social Responsibility and Sustainability (USR&S) was recently endorsed by the AUN Board of Trustees. The Malaysian Minister of Higher Education, Dato' Seri Mohamed Khaled Nordin, being a strong advocate of the benefits of university-industry-community collaborations, has presented the ATNEU proposal to the Malaysian Ministerial Cabinet where it has been endorsed by the Prime Minister and cabinet Ministers.

ATNEU has the following plans:

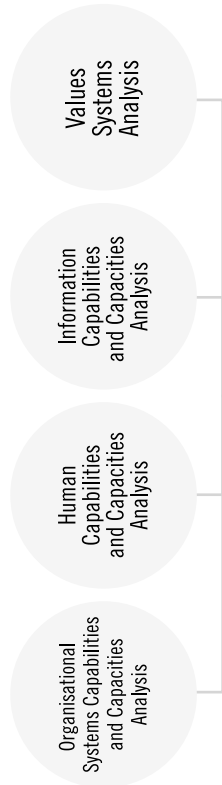
1. An international conference on *Higher Education-Industry-Community Engagement in Asia: Forging Meaningful Partnerships* when ATNEU will also be officially launched. This will be on the 7-9th May 2012. The organisers are working towards ensuring that in addition to academia, participation from industry and NGOs is secured. As an example, the first thematic session will focus on the alignment of USR and CSR.
2. A Summit on Youth and Volunteerism in Asia will be held on the 5th and 6th May 2012. For this, UKM will be sending invitations to AUN and ASEF.

To synergise and create a multiplier effect between two very important regions of the globe – Asia and Europe – it would be important to share experiences and best practices in these areas, and beneficial to collaborate with international platforms in Europe to create greater impact and partnerships. To strengthen existing collaborations and forge new ones, ATNEU members look forward to working more closely with ASEF. Europe-based platforms that focus on industry and community engagement are warmly invited to be strategic partners in guaranteeing that communities benefit from initiatives driven by ATNEU and the various member universities across Asia.

STRATEGIC USR MANAGEMENT FRAMEWORK

BY DR. TEAY SHAWYUN

INTERNAL ENVIRONMENTAL AND SOCIAL RESPONSIBILITIES ANALYSIS



Determining the past, present and future sets of "Capabilities and Capacities" of the Institution through the Internal Environment Analysis that identifies its **Strengths and Weaknesses**



Determining the past, present and intended "Position" of the Institution through the External Environment Analysis that identifies its **Opportunities and Threats**

EXTERNAL ENVIRONMENTAL AND SOCIAL RESPONSIBILITIES ANALYSIS

Reviewing, Revising and Repositioning the Vision, Mission, Goals and Objectives in the light of the Internal and External Environmental analysis to determine a needed set of "Capabilities and Capacities" to achieve a staked out "Position" as envisioned by the Institution

MATCHING the "Capabilities and Capacities" of Institution which is its **STRENGTHS and WEAKNESSES** to the "Position" of Institution which is its **OPPORTUNITIES and THREATS** to determine the **STRATEGIES** in the light of the **REPOSITIONING** of the Vision, Mission, Goals and Objectives



Fig. 1 Strategic USR Management Framework

INTRODUCTION

As discussed earlier in the Introductory Paper, CSR while widely defined and researched, has evaded a holistic agreement on what it is. But CSR has slowly been argued and accepted over the past decades as “legitimately what organisations should do towards a successful organisation in a healthy society that adheres to the triple bottom-line of profit, people and planet for sustainability”. While widely applied to business, it can also be argued that universities as organisations should also be socially responsible to society. Universities, as pillars for human development, should be “socially responsible” towards their human product (the graduates) and their potential stakeholders who affect the future of business and society. *University* as derived from its Latin name “*universitas magistrorum et scholarium*” means “community of teachers and scholars”, designating a key university role as the hub of human development through teaching and learning. A key research issue is what and how CSR can be applied to universities and how the universities can strategically manage their social responsibilities. This paper will propose a strategic management framework of USR that is anticipated to balance the management of its internal and external stakeholders’ social responsibilities through its value creation processes. This builds on the discussions held at the 2nd Asia-Europe Education Workshop in June 2011 in Innsbruck, Austria. The workshop explored what *universitas* stand for today (aims, values); the links between educational and environmental, societal, and economical (labour-market) outputs of universities; how the universities define their mission (in creating knowledge societies); the many faces of USR in ASEM countries, and internationalisation and the role of USR which is the basis of the development of this Strategic USR Management Framework.

STRATEGIC USR MANAGEMENT FRAMEWORK

This paper aims at developing a strategic USR management framework to ensure that USR becomes part of the university’s management principles based on its vision and mission. It also introduces the processes that lead to the development and incorporation of USR in its annual planning processes and strategic plan. The basic premise is that the university’s final output is a set of “socially and ethically conscious group of knowledgeable and competent graduates in a community of scholars” in which knowledge is interpreted and exercised by the human scholars that affects society. As such, the production of a socially and ethically knowledgeable graduate passes through both an internal process component within the institution and one that conforms to the external societal requirements for a morally and ethically responsible member of a society, who cares for the overall well-being of society as opposed to one who is self-centred and self-destructive.

Since the graduate undergoes two main components of the internal and external societal requirements, it is deemed necessary to fully understand the SWOT (Strength, Weakness, Opportunity and Threat) of the institution from the perspective of societal responsibilities. Fig. 1 explains the process of identifying its internal societal capabilities and capacities, and the development of the strategy in achieving its

envisioned societal responsibility. As illustrated, the institution will first need to identify internal strengths and weaknesses (organisational systems, human, information and values systems capacities and capabilities) that are inherent in the institution (analysis of the internal environmental and social responsibilities). The institution would also need to determine its competitiveness, stakeholders’ and societal requirements that constitute its opportunities and threats and reflects the “position that it seeks to achieve in its society”. This will result in the strategic SWOT analysis of the institution’s societal responsibilities that leads to a better understanding of the institution’s societal responsibility. In reading Fig.1 (p.58), a single directional arrow should be interpreted as a unidirectional link or flow of actions from one action to another, whereas a bi-directional arrow is representative of a two-way relationship. Based on the strategic SWOT analysis, an appropriate set of institutional societal responsibility strategies will be developed. These strategies should match the university’s “internal societal responsibilities capacities and capabilities” and the “positional societal responsibilities that it seeks to achieve”. The capabilities comprehensively refer to the sets of knowledge and skills of the human agents that utilise the institution’s resources to produce and deliver actions that create value. To draw an analogy, the capacity can be compared to the limited volume of a vase, which, in this case, represents the resources’ availability and accessibility to support the implementation of the strategies.

The social responsibility strategy selected by the institution based on its analysis of internal, institutional, societal responsibilities and its external, environmental, societal responsibilities calls for the creation or building of the capabilities and capacities of institutional societal responsibilities in order to achieve its external societal responsibilities.

As shown in Fig. 2, the four main dimensions of internal societal capacities and capabilities that the institution needs to create are:

1. **People responsibilities** – the basic premise is that it is people who are responsible in using the knowledge, skills or competency sets that interpret and utilise knowledge within ethical and moral boundaries to bring about actions. As such, these three main groups of students, faculty and staff should be conscientious of the moral well-being of their actions and these are developed through education.
2. **Responsibilities of governance processes** – this broadly covers the governance processes, the management and administration of its societal responsibilities, its appending systems and mechanisms developed to ensure that societal responsibilities are in place, executed, monitored through quality assurance systems and mechanisms of management. It is practising what we preach. Hence, actions of societal responsibilities are ethical pragmatisms.
3. **Primary educational processes** – comprehensively enshrines the societal responsibilities within teaching and learning, research and the external engagement, educational processes, systems and mechanisms. These

INTERNAL INSTITUTIONAL SOCIAL RESPONSIBILITIES

EXTERNAL INSTITUTIONAL SOCIAL RESPONSIBILITIES

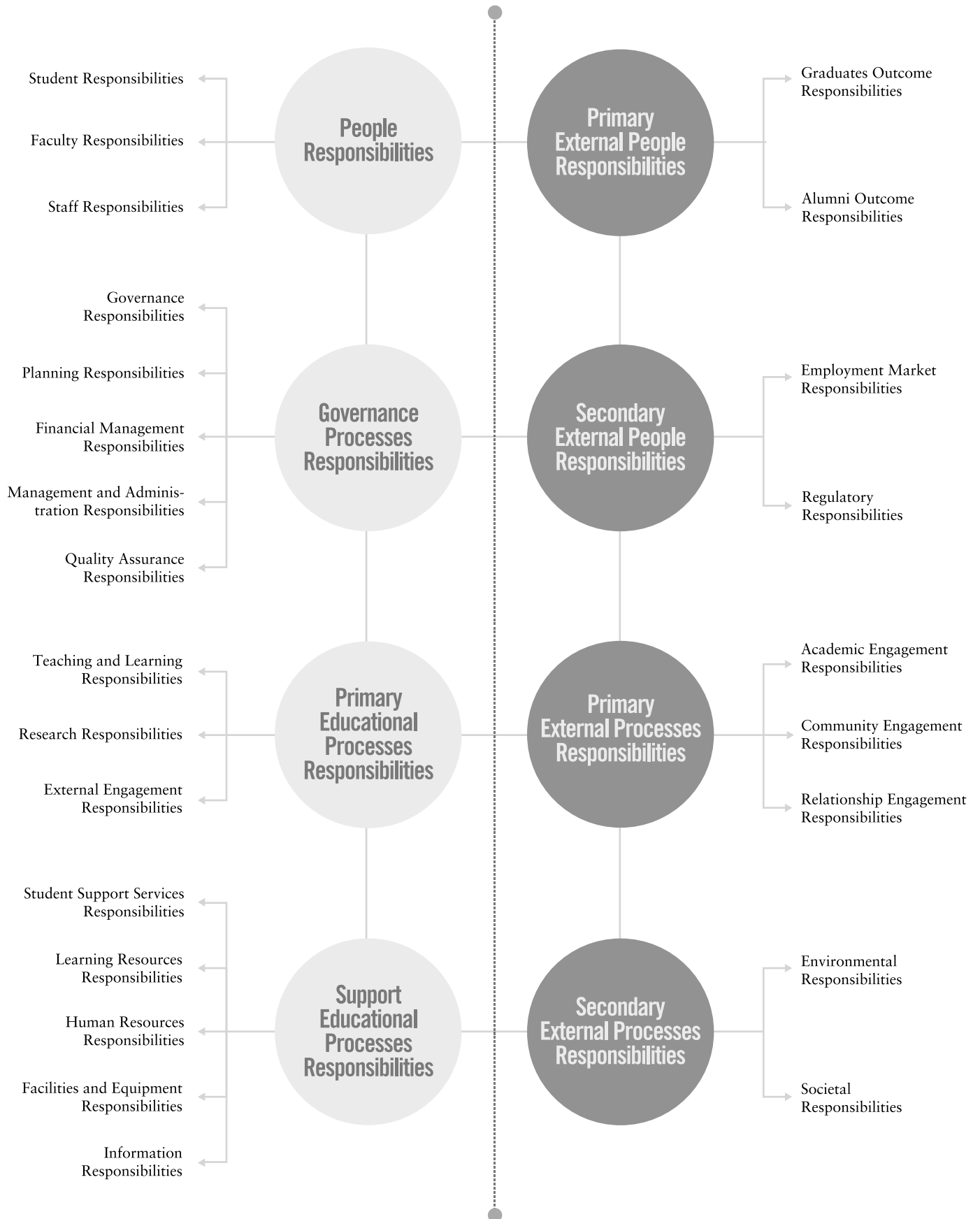


Fig. 2 Components of Internal and External Institutional Social Responsibilities

educational components are the ultimate mechanisms that should instil and imbue morally and ethically sound minds in healthy bodies of students.

4. **Support educational processes** – this covers the supporting processes, systems and mechanisms, whereby the institution values its people and builds a conducive and healthy environment in support of education and people's accomplishments and achievements. These systems cover student support services, learning resources, human engagement and valuing human resources, facilities and equipment, and information resource management as an integrated whole to add moral value and social conscience to the primary education processes.

The dimensions of external societal responsibilities (Fig.2, p.60) can be classified as:

1. **Primary external people responsibilities** – this will basically cover the main institutional output of its graduates and alumni who are considered ethically and morally-sound graduates, able to contribute positively and proactively to the well-being of society.
2. **Secondary external people responsibilities** – as the graduates and alumni are employed, they should contribute to the workforce, the society as a whole and all stakeholders that work within the framework of regulatory requirements. This, in essence, provides them with a societal conscience. Their actions can either enhance or damage the so comprehensively covers the systems and mechanisms that the institution set up to engage their immediate communities and society at large. Traditionally, it was known as academic services but the enlarged societal responsibilities go beyond this. It covers the commitment and positive engagement with the community and society to bring about a better, healthier and more prosperous society built on ethical foundation.
3. **Secondary responsibilities in the external environment** – this covers the contributions of the responsible citizen to society – what and how s/he does for its environmental and societal conscience. This shows that every small contribution towards

environmental and societal protection and conservation will help build a better and more liveable society.

DISCUSSION AND CONCLUSION

Though USR is still in its infancy, with academics still debating the role and scope of the constituents of USR, one should basically be forward-looking and proactively incorporate USR as part of the institution's management. This paper argues for the institution's societal responsibility to be embedded in its internal systems and processes. It also argues that the capacities and capabilities of internal processes will ultimately result in a conscious and responsible graduate who champions the cause of societal responsibility for the well-being of a productive society.

Based on this premise, the paper recommended a strategic USR management framework comprising two main components:

- Analysing the internal and external societal environment (Fig. 1), and identifying the capacities and capabilities of its internal societal responsibilities and the positional societal responsibilities it intends to stake out, so as to formulate its strategies in managing its societal responsibilities.
- Implementing its societal responsibility strategies by creating or building the internal societal responsibilities capacities and capabilities, in order to achieve its positional societal responsibilities based on key internal and external factors as discussed above (Fig.2).

In conclusion, this paper attempts to develop a strategic USR management framework by strategically managing the focused components in its societal responsibilities. This paper borrows heavily from CSR research and strategic management literature and practices. It is believed that this paper can provide a framework to concretise the approach in developing and managing the societal responsibilities of the universities based on its basic premise that the universities' main output is a socially responsible graduate who is ethically and morally sound and can contribute to a better society. It calls for the managing of its internal capacities and capabilities conscientiously to achieve the external positional societal responsibilities that it intends to stake out.

ANNEXES

I. PROGRAMME

SUNDAY, 5 JUNE ARRIVAL OF PARTICIPANTS

17.30 Welcome Reception
at the Hotel Goldener Adler, Goethe-Stube (optional)

MONDAY, 6 JUNE 1ST DAY OF THE WORKSHOP

8.45 Registration

9.15 Welcome & Introduction

Prof. Dr. Margret Friedrich
Vice-Rector for Teaching and
Students, University of Innsbruck

**Amb. Nguyen
Quoc Khanh**
Deputy Executive Director,
Asia-Europe Foundation

Univ.-Prof. Dr. Erich Thöni
Workshop Convenor and
University Representative –
International Relations,
University of Innsbruck, Austria

9.35 Opening Keynote

Mag. Elmar Pichl

Chief of Cabinet to the Minister for Science and Research,
Deputy Director General, Austrian Federal Ministry of Science and Research

10.00 Coffee break

10.15 Panel 1: Universitas today and the Mission of Universities

The session addresses the following questions:

- What does *universitas* stand for today (aims, values)?
- What are the links between educational and environmental, societal, economical (labour-market) outputs of universities?
- How do universities define their mission (in creating knowledge societies)?
- How do they assess their own impact beyond educational outputs (up to: critical evaluation of societal development)?

Chair: **Dr. Teay Shawyun**

President of the Southeast Asian Association for Institutional Research

**Case
examples:**

Prof. Luis Manuel Sanchez Ruiz
Director of the USA/Canada & Asia/
Pacific Programmes Office, Universidad
Politecnica de Valencia, Spain

Mr. Uthaya Santhanam

Regional Learning and Development
Manager, Huawei Technologies, Malaysia

Panellists: **Mr. Zainal Muttaqin**

Expert Staff to Member of Parliament
assigned to Commission of Education,
House of Representatives, Indonesia

Dr. Laurent Frideres

University Lecturer in Economic
Geography, University of Cambridge,
United Kingdom

12.15 Lunch

13.15 Panel 2: The many faces of University Social Responsibility (USR) in ASEM countries – our common features

The session is dedicated to the following:

- Looking at knowledge societies (and specifically at knowledge production and transfer for the use of society): what does USR mean to stakeholders? Do we have a common understanding?
- Can we identify universities with a specific USR strategic model?
- Are there strategic knowledge production (research) and knowledge transfer (education/teaching) models in place (e.g. research/teaching criteria; thematic research targets; knowledge evaluation and valorisation centres)?

- What are the intended objectives in each context (education vs. training; global – national – regional dimension; Lifelong Learning; excessive education)?

Chair:	Prof. Ruben Cabral Rector, University of Saint Joseph, Macau SAR, China	
Case examples:	Prof. Masahiro Chikada Associate Professor, Center for the Studies of Higher Education, Nagoya University, Japan	Dr. Annemieke Galema Director of the Valorisation Office of the University of Groningen, The Netherlands
Panellists:	Ms. Tran Binh Editor, Vietnam Forum of Environment Journalists/Hanoi Radio and Television, Vietnam	Dr. Saran Kaur Gill Deputy Vice Chancellor, Universiti Kebangsaan Malaysia, Malaysia
	Prof. Vasilios D. Tourassis Vice-Rector, Democritus University Thrace, Greece	Mr. Dietmar Lampert Researcher, Centre for Social Innovation, Austria

15.15 Coffee break

15.45 Wrap-up of day 1

Ms. Chripa Schneller
AEH Special Advisor, Asia-Europe Foundation

16.15 Sightseeing
Old Town of Innsbruck (Golden Roof, Palace, Royal Chapel)

19.45 Special Dinner
hosted by the Province of Tyrol and the City of Innsbruck at the Hotel Goldener Adler

TUESDAY, 7 JUNE 2ND DAY OF THE WORKSHOP

8.30 Panel 3: Facing new challenges: How does the concept of USR help to address widening access to universities (knowledge distribution)?

The session will look at social inequalities and ask what is/will be the role of universities in addressing them? Taking into account various objectives (elite education vs. education for all / tuition vs. free education/entrance barriers vs. open access), it will explore the impacts/limits of widening access to (higher) education.

Specific questions:

- How can societies tap their full potential?
- (How) can a USR strategic model address this challenge?

Chair: **Univ.-Prof. Dr. Lynne Chisholm**
Chair in Education and Generation; Head of the University Research Centre Education – Generation – Life-Course, University of Innsbruck, Austria

Case examples:	Prof. Agastin Baulraj Associate Professor of Economics, Saint John's College, India	Mr. Florian Kaiser Social Affairs Committee / Gender Equality Cross Committee, European Students' Union, Belgium
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Panellists:	Ms. Marcella Orrù DIMTI International Research Office, University of Trento, Italy	Prof. Pavlos Michaelides Assistant Professor, School of Humanities and Social Science, University of Nicosia, Cyprus
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	Dzulkifli Abdul Razak, Tan Sri Dato Vice-Chancellor of the Universiti Sains Malaysia, Malaysia	Ms. Chripa Schneller AEH Special Advisor, Asia-Europe Foundation
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- 10.30 Coffee break
- 11.00 **Panel 4: The Internationalisation of Knowledge (production, transfer and distribution) and the Role of USR**
- What is the relationship between internationalisation of higher education/research and USR?
 - How can USR help to address the (education-related) Millennium Development Goals and the Education for All objectives?
 - What is the role of education co-operation within official development assistance? What are the implications of internationalisation of knowledge for higher education mobility and development co-operation?
- Chair:** **Dr. Nantana Gajaseni**
Executive Director, ASEAN University Network
- Case examples:** **Ms. Hajra Hafeez-ur-Rehmann** Executive Director/Founder, Youth Dividend, Pakistan
- Mr. Artur Wieczorek**
Foreign Affairs Committee, Chairman of the Student Government, Jagiellonian University, Krakow, Poland
- Panellists:** **Ms. Sin Man Ada Leung**
Student Advisor, Centre of Development and Resources for Students, University of Hong Kong, Hong Kong SAR, China
- Mr. Pim van Loon**
Research Advisor, Department of research for public policy and security, Ministry of the Interior and Kingdom Relations of the Netherlands
- Ms. Isabelle Turmaine**
Director, Information Centre and Services, International Association of Universities, UNESCO
- 13.00 Lunch
- 14.00 Plenary discussion, preparation of main lines of workshop outcomes
- Chair:** **Prof. Hubert Dürrstein**
CEO, Austrian Exchange Service, Austria
- 15.30 Wrap-up and invitation to cultural programme
- Chair:** **Univ.-Prof. Dr. Erich Thöni**
Workshop Convenor and University Representative, International Relations, University of Innsbruck, Austria
- 16.00 Cultural Programme: Bergisel (Jumping Hill, Tour)
- 20.00 Farewell Dinner
hosted by the University of Innsbruck at Gasthof Kranebitten

WEDNESDAY, 8 JUNE 3RD DAY OF THE WORKSHOP

- 10.00 University visit – Main building
- Master of Ceremony:** **Mag. Michael Barth**
University of Innsbruck

II. PARTICIPANTS

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1. **Mag. Elmar Pichl**, Chief of Cabinet to the Minister for Science and Research and Deputy Director General, Austrian Federal Ministry of Science and Research
2. **Prof. Dr. Margret Friedrich**, Vice-Rector for Teaching and Students, University of Innsbruck, Austria

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3. Representatives from University of Innsbruck, Austria

ASIA-EUROPE FOUNDATION

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3. **Ms. Do Nhu Quynh**, Project Officer, AEH, ASEF
4. **Ms. Chripa Schneller**, Special Advisor of AEH, ASEF

ABOUT THE ASEM EDUCATION HUB (AEH)

The ASEM Education Hub is a programme of the Asia-Europe Foundation that facilitates and promotes co-operation among higher education stakeholders in Asia and Europe. The current structure of the AEH was defined in 2006. ASEF called it the revitalised ASEM Education Hub initiative, pursuing two overall objectives: providing support to multilateral higher education co-operation initiatives; and acting as a facilitator for higher education dialogue among ASEM countries through the creation of platforms for exchanges among relevant stakeholders. More information on the AEH is available at www.asef.org.



ASEM RECTORS' CONFERENCE (ARC)

The ARC, designed as a biennial leadership dialogue among heads of universities and higher learning institutions, is an important step towards establishing a sustainable dialogue platform between Asia and Europe on higher education issues, in view of enhancing education co-operation among ASEM countries. In more concrete terms, the high-level meeting seeks to

- Bring together university leaders and higher education experts from ASEM countries, providing a discussion platform for topical higher education policy issues between the two regions;
- Promote intensified co-operation between universities in Asia and Europe; and
- Formulate recommendations for the further development of higher education co-operation and exchange, to be submitted to the competent ASEM national governments and regional bodies.

ASIA-EUROPE EDUCATION WORKSHOPS

The Asia-Europe Education Workshops provide a venue for focused discussions on the changing context that affects or influences the education sector. It invites stakeholders from various sectors to address a specific education topic using a transversal approach.

ASEM EDUCATION HUB ADVISORY COMMITTEE

The AEH Advisory Committee comprises major higher education organisations and networks as well as individuals with proven interest, expertise and experience from ASEM countries. It is an observatory and guiding body for the initiatives of AEH.

The current members of the AEH Advisory Committee:

Academic Cooperation Association – ACA
ASEM Education Secretariat – AES
ASEAN University Network – AUN
ASEAN-European University Network – ASEA-UNINET
Asian Institute of Management – AIM
Association of Indian Universities – AIU
Association of South-East Asian Institutions of Higher Learning – ASAIHL
Association of Universities in the Asia-Pacific – AUAP
Baltic University Programme – BUP
Danish University of Education, Aarhus University
European University Association – EUA
German Rectors’ Conference – HRK
Institute for International & Intercultural Studies, Universitat Autònoma de Barcelona
Korean Council for University Education – KCUE
Kunming University of Science and Technology – KUST
Netherlands Organisation for International Cooperation in Higher Education (Nuffic Jakarta Office)
South-East Asian Association for Institutional Research Conference – SEAAIR
UNESCO Bangkok Office
Universiti Sains Malaysia – USM

ASEM EDUCATION AND RESEARCH HUB FOR LIFELONG LEARNING (ASEM LLL HUB)

The ASEM Education and Research Hub for Lifelong Learning (ASEM LLL Hub) is a network of Asian and European universities engaged in comparative studies and joint researches on lifelong learning. They provide evidence-based policy recommendations for educational reforms in ASEM countries.

ABOUT THE PARTNERS



Asia-Europe Foundation (ASEF)

The **Asia-Europe Foundation** promotes greater mutual understanding between Asia and Europe through intellectual, cultural and people-to-people exchanges. Through ASEF, civil society concerns are included as a vital component of deliberations of the Asia-Europe Meeting (ASEM*). ASEF was established in February 1997 by the participating governments of ASEM and has since implemented over 500 projects, engaging over 15,000 direct participants as well as reaching out to a much wider audience in Asia and Europe. www.asef.org

* ASEM now brings together 46 member states (Australia, Austria, Belgium, Brunei Darussalam, Bulgaria, Cambodia, China, Cyprus, Czech Republic, Denmark, Estonia, Finland, France, Germany, Greece, Hungary, Indonesia, India, Ireland, Italy, Japan, Korea, Laos, Latvia, Lithuania, Luxembourg, Malaysia, Malta, Mongolia, Myanmar, the Netherlands, New Zealand, Pakistan, the Philippines, Poland, Portugal, Romania, Russia, Singapore, Slovakia, Slovenia, Spain, Sweden, Thailand, United Kingdom, Vietnam) plus the European Commission and the ASEAN Secretariat. www.aseminfoboard.org



University of Innsbruck (UI)

The University of Innsbruck was founded in 1669 and is the biggest and most important research and education institution in western Austria, today comprised of almost 27,000 students and more than 4,000 staff and faculty members. Located in the heart of the Alps, the University of Innsbruck offers the best conditions for successful research and teaching, and international rankings confirm the University's leading role in basic research.

A total of 15 faculties provide a broad spectrum of programmes in all fields of study. In order to promote international exchange in research and teaching, the University collaborates with numerous international research and education institutions.

ABOUT THE AUTHORS

Ms. Chripa Schneller

Chripa Schneller joined ASEF's ASEM Education Hub as Special Advisor in 2009. With the AEH team within ASEF's People-to-People Exchange Department, Chripa supports the implementation of the AEH initiatives (Asia-Europe Education Workshop, ASEM Rectors' Conference among others). Chripa, who is currently pursuing a PhD on access and participation of migrant students in tertiary education in Germany, has worked and published widely in European higher education policy. Before joining ASEF, she was Policy Officer at the Academic Cooperation Association (ACA) in Brussels, where she was in charge of various European Commission projects aiming at improving availability and accessibility of European higher education.

Univ.-Prof. Dr. Erich Thöni

Erich Thöni is a full professor of Public Economics, Public Finance and Sports Economics at the University of Innsbruck. He is the University Representative for International Relations and ASEA-UNINET Coordinator. At present, he is Chairman of the Commission for Development Studies (KEF) at the Austrian Agency for International Cooperation in Education and Research (OEAD; former "Austrian Exchange Service"). Previously, he has held the following positions: Vice-President of OEAD; Visiting (Fulbright) Professor and lecturer at universities in the European Union, United States, Thailand, Indonesia, Vietnam and China; Consultant on Higher Education and Fiscal Matters to governments. Uni.-Prof. Dr. Thöni has published extensively Fiscal Federalism, including but not limited to matters pertaining to the EU, Sports Economics and Development of Higher Education.

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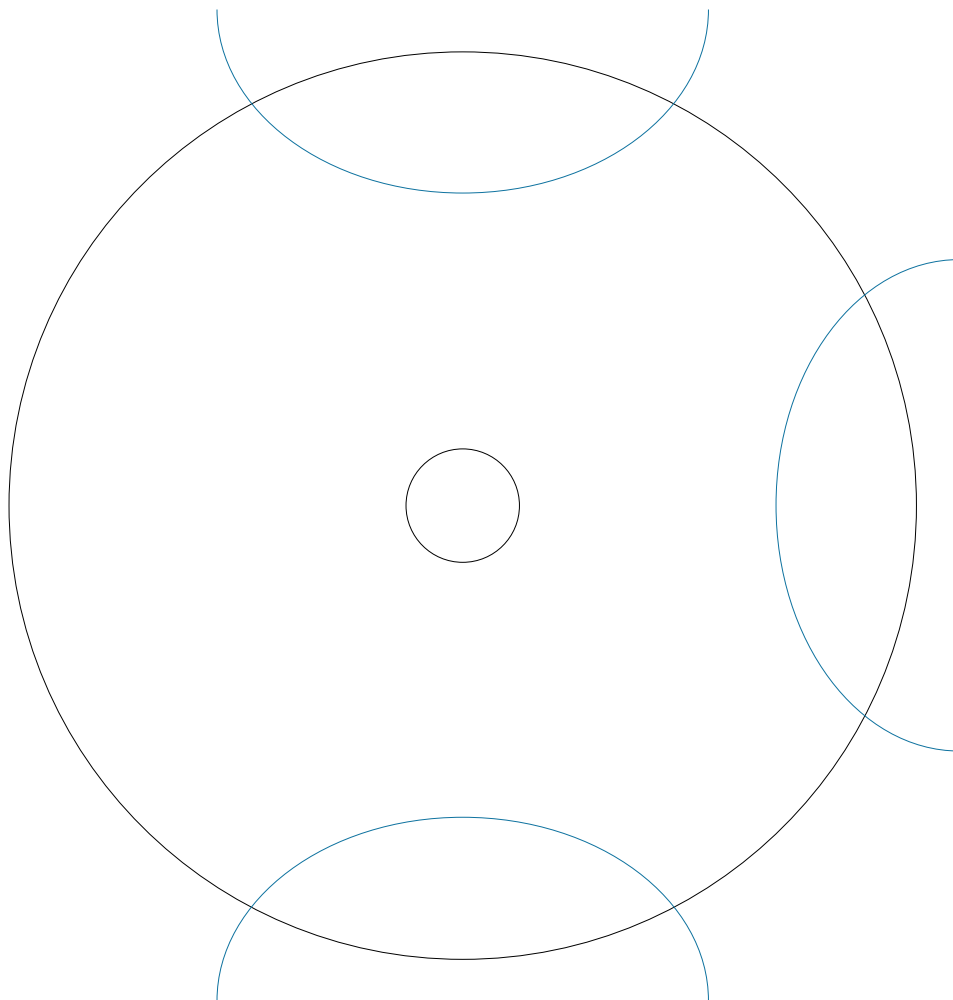
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