

Co-funded by the
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EUSR Excel

Towards a European
University Social Responsibility
Excellence Award

GUIDE TO HARMONISE USR INDICATORS



SAPIENZA
UNIVERSITÀ DI ROMA





Guide to harmonise USR Indicators

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| Document Title | “Guide to harmonise USR Indicators” |
| Project title: | June 2019 |
| Author Partner(s): | EUSRExcel - Towards a European University Social Responsibility Award |
| Programme: | ERASMUS+ KA2 Strategic Partnership - Higher Education |
| Project Number: | BE01-KA203-038570 |
| Authors and Project partners: | <p>Conexx-Europe ASBL Belgium</p> <p>Vaasa University of Applied Sciences Finland</p> <p>Dublin City University Ireland</p> <p>Innovate 4 Future Romania</p> <p>Universitat de Girona Spain</p> <p>Università di Roma La Sapienza Italy</p> <p>Innovation Training Center Spain</p> |
| Project duration: | 1.9.2018 – 31.8.2020 |
| Project website: | http://socialresponsibilityaward.eu |

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This guide has been developed by the partnership of the Erasmus+ co-funded project ‘EUSRExcel - Towards a European University Social Responsibility Award

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

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Introduction

This guide was conceived in 2018 as one of the Outcomes of the project "EUSRExcel - Towards a European University Social Responsibility Award". The project, financed by the Erasmus+ Programme KA2 - Strategic Partnership in the field of Higher Education, aims at creating a new University Social Responsibility (USR) System of Harmonised Indicators. Furthermore, the project aims at enhancing Social Responsibility (SR) in Universities by providing them with a self-evaluation tool that will be based on the previously developed system of harmonised indicators. Lastly, a quality certificate will be designed and will be awarded to those Higher Education Institutions (HEIs) that will meet the criteria established in the Self-Evaluation tool and that will be confirmed by an external evaluation board.

The objective of this guide is to inspire, encourage and support universities not only to implement USR actions, but also to create their own auto-evaluation system that could be recognised at a European level. The project partners attempted to create such a tool by collecting information in their own country and beyond in order to firstly create a common concept and understanding of USR and, secondly, to provide relevant examples that will serve as starting point for the users.

Using the Guide

The Guide to harmonise USR Indicators is designed to provide HEIs with information on the current situation on the relevant Benchmarking systems as well as the reporting systems that can be potentially inspiring for HEIs willing to undertake a path towards excellence in the field of USR. To effectively support this idea of growth, the guide is structured in such a way that the focus is on the final outcome that is the list of dimensions, variables and indicators. Furthermore, USR Indicators are presented together with the collection and selection methodology and criteria in order to . All the classifications and divisions that partners made after having carried out a thorough research represent a proposal that can and cannot be embraced. Moreover, the proposal of harmonised indicators is mainly (but not exclusively) based on the finding of the research and it is up to the user to decide what to use in his/her own organisation and to what extent, being totally free to adapt the content presented here to specific needs.

Methodology

Project partners followed four basic steps in order to collect, organise, analyse and produce the results.

This was established before the writing of the guide and all the partners agreed to follow the same line. The general pattern was already defined in the application form, however some details were

added in the following phases of the project such as transnational meetings and virtual meeting where partners had to discuss about the best solutions for the implementation of the activities that led to the development of this guide. The coordination of the development of the guide was undertaken by CONEXX-Europe, coordinator of the project. The content was provided by all the partners in a collaborative manner.



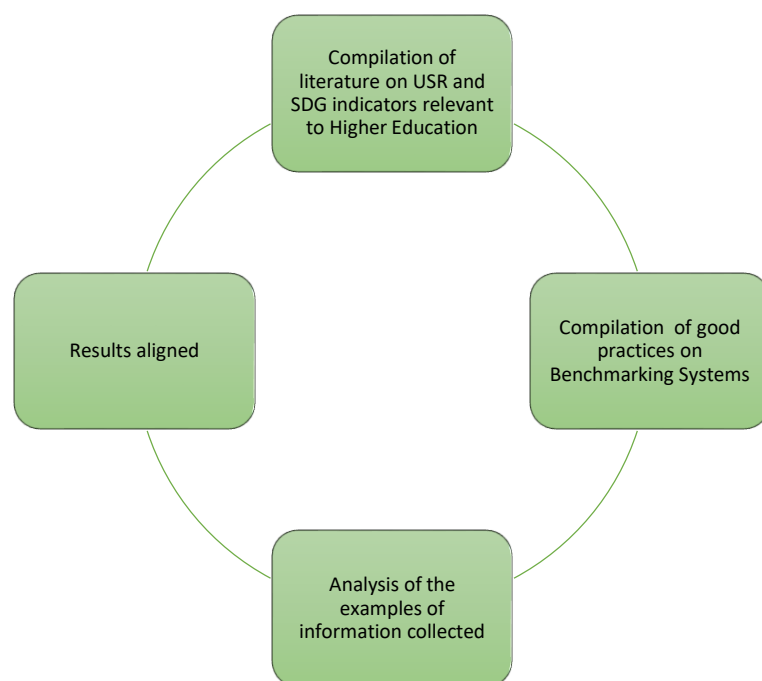


Figure 1. Design of the guide.

Chapter 1. Diversity. Resource literature review: USR and SDG indicators and benchmarking relevant to higher education



Executive Summary

In order to assess progress being made towards socially responsible engagement by higher education institutions an extensive literature review of indicators from a variety of sources was undertaken by EUSRExcel project team members. Such indicators are important in providing institutions, public policy and other stakeholders with benchmarking data to help evaluate the extent to which progress is being made towards the achievement of University Social Responsibility (USR) objectives.

USR comprises dynamic and complex areas of activity which it is not appropriate to reduce to simple 'check list' approaches. This review of the literature across a number of countries clearly points to the merits of a mix of both qualitative and quantitative indicators.

This Chapter provides a summary of the outcomes of this literature review provided by team members in different countries. In order to ensure that the literature could be easily accessed by potential users an effort was made to include resources in open access or published sources and provide relevant weblinks.

For ease of reference the indicator resources in following sections in this Chapter are arranged into three groups.

- **Group 1** comprises international and EU examples.
- **Group 2** comprises national and regional examples.
- **Group 3** comprises institutional examples.

Each group has been further organised into:

- Examples of Social Responsibility focused indicators, benchmarking and indexes
- Examples of Sustainable Development focused indicators, benchmarking and indexes.

Within each of these sub-categories, examples are organized alphabetically.

While many of the examples are relevant for several purposes, for ease of reference a number of **Keywords** are associated with each example according to three criteria.

Level: This criterion relates to one of five levels for which the indicator resource is mainly relevant.

- International
- EU
- National
- Regional
- Institutional

Type of literature: three main types of literature are included in the analysis:

- Government policy/Policy paper/Standards
- Reference scientific paper/Book
- Good practice initiative/project



Specific focus: here there is a list of 14 substantive areas relevant to USR. In many cases there is overlap, so each example can cover more than one topic.

- Organizational governance
- Human rights
- Labour practices
- The environment
- Fair operating practices
- Consumer issues
- Community involvement and development
- Policies related to protection of data
- Policies related to gender equality
- Access for underrepresented groups
- Regional engagement (urban/rural)
- Lifelong learning



Resource literature review: USR and SDG indicators and benchmarking relevant to higher education

International and EU examples

Examples of Social Responsibility focused indicators, benchmarking and indexes

7 steps to effective impact measurement:

- **Author/Date/Publisher:** InFocus Enterprises: Tom Keyte Deputy Director; Heather Ridout Senior Consultant (June 2016).
- **Weblink:**
[https://www.ua.undp.org/content/dam/ukraine/docs/DG/socinnov/7%20Steps%20to%20Effective%20Impact%20Measurement_v3_13.12.16%20\(1\).pdf](https://www.ua.undp.org/content/dam/ukraine/docs/DG/socinnov/7%20Steps%20to%20Effective%20Impact%20Measurement_v3_13.12.16%20(1).pdf)
- **Level:** International, EU
- **Type of literature:** Government policy/Policy paper/Standards
- **Specific focus:** Human rights; Fair operating practices; Policies related to protection of data
- **Description:** This guide provides guidance and resources for not-for-profit organisations running activities to drive social change, and the funders and networks that support them. The guide is designed to help organisations and individuals in a number of different scenarios.

Ashoka U Changemaker Campus initiative and criteria

- **Author/Date/Publisher:** Ashoka U Changemaker Campus initiative (2005—2018). AshokaU.org.
- **Weblink:** <https://ashokau.org/changemakercampus/process/>
- **Level:** International
- **Type of literature:** Ranking system
- **Specific focus:** Organizational governance; Labour practices; The environment; Community involvement and development; Access for underrepresented groups; Regional engagement (urban/rural); Lifelong learning; Diversity; Ranking system
- **Description:**

Ashoka U is an initiative of Ashoka, which is the largest network of social entrepreneurs and changemakers in the world. Since the 2008 launch, Ashoka U has enabled the strategic implementation of changemaker education for 500+ university and college campuses across 50 countries (<https://www.dcu.ie/universityofenterprise/ashoka-u.shtml>). ‘Changemaker Campuses’ is a network of over 40 diverse institutions globally (Changemaker Campus Criteria, 2017, p.1).



Ashoka U advocates for higher education institutions (HEIs) to facilitate changemaking, both as an educational framework and as a strategy for institutional change. The Changemaker Campus criteria were developed to identify pioneering HEIs 'with a track record of excellence in social innovation and changemaking', with Selection Process ensuring these are embedded into 'institutional culture, programs, and operations as core value' (<https://ashokau.org>).

Criteria were developed after working with dozens of institutions and can serve as a guide to institutions, in terms of educational offering and re-envisioning the role of university in the society. Four main criteria, with further details provided in Changemaker Campus Criteria publication (2017), include:

1. Visionary Leadership,
2. Innovation and Excellence in Changemaker Education,
3. Institutional Culture and Operations,
4. Major Contribution to the Field of Social Innovation and Changemaking in Higher Education and Commitment to Contributing to an Everyone a Changemaker World (Changemaker Campus Criteria, 2017, p.2).

The designation represents beginning of a partnership with the Changemaker Campus Network and Ashoka U.

Additional resources: Ashoka U Changemaker Campus Criteria.

<https://ashoka.app.box.com/s/pheizrmcht8a5jdjpn4qifwyvdy6gah>;

Other resources include: Short [Changemaker Campus overview](#); [Changemaker Campus Criteria](#); [Working definitions](#); and [Change Leader, Change Team and Champion role descriptions](#).

Citizen Science: Innovation in Open Science, Society and Policy

- **Author/Date/Publisher:** Smallman, M. (2018). UCL Press.
- **Weblink:** <http://discovery.ucl.ac.uk/10058422/1/Citizen-Science.pdf>
- **Level:** International, EU
- **Type of literature:** Reference scientific paper/Book.
- **Specific focus:** Citizen Science, Open Innovation, RRI.
- **Description:**

"The current increase in citizen science shows clearly the societal desire to participate more actively in knowledge production, knowledge assessment and decision-making. At the same time, scientists, research organisations and research funders are discovering the benefits of opening research to society by actively collaborating with citizens. There has been a significant rise in public participation in research in recent times, with citizens becoming engaged in the process of knowledge co-creation. This is not just a passive role, but actively setting the

agenda, crowdsourcing via web platforms, and collecting and analysing a broad spectrum of scientific data. To invent new innovative ways to tackle societal challenges we need to involve those most affected – the citizens themselves” (p.v).

Collective Openness and Other Recommendations for the Promotion of Research Integrity

- **Author/Date/Publisher:** Melissa S. Anderson (December 2007). *Science and Engineering Ethics*, 13(4), 387–394.
- **Weblink:** <https://link.springer.com/article/10.1007%2Fs11948-007-9047-0>
- **Level:** International, EU
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Fair operating practices; Research integrity and openness in research.
- **Description:**

“Research integrity is essentially a matter of behaviour. It is embodied in the actions and decisions of scientists, rather than in the standards, codes, regulations and norms that aim to shape that behaviour. Misconduct and other questionable research behaviours stand in sharp contrast to research integrity. Measures intended to promote research integrity should therefore be held to a behavioural standard. If they promote right behaviour, they can be judged successful; if they show no association with proper or improper conduct, or if, paradoxically, they show evidence of increasing the likelihood of misconduct by scientists, then they are not successful” (<https://link.springer.com/article/10.1007%2Fs11948-007-9047-0>). The paper aims to analyse how behaviours rather than codes can shape the proper conducts of research integrity.

COMMIT (Committing to the social dimension in universities) Technical Report. Embedding the LLL Contribution for Social Engagement into University Structures and Practices.

- **Author/Date/Publisher:** eucen Publications (2016). COMMIT Project.
- **Weblink:** <http://commit.eucen.eu/>
- **Level:** International
- **Type of literature:** Good practice initiative/project; Ranking system
- **Specific focus:** Community involvement and development; Access for underrepresented groups; Lifelong learning; Diversity.
- **Description:**

This Technical Report was produced as a result of COMMIT EU project (Committing to the social dimension in universities), and describes 4 tools for evaluating the social dimension in

higher education, through embedding ‘the policy and practice of University Lifelong Learning (ULLL) in a strategy of wider social interaction’ (COMMIT Final Report, p.3).

The 4 tools include, according to COMMIT Technical Report (p.10):

- **Tool 1** - Strategy process tool (strategy-as-practice approach by Wittington to support collaborative efforts within HEIs to review the existing Lifelong Learning/Social Dimension (LLL-SD) strategy, or define one for the first time);
- **Tool 2** - Strategy content tool (strategic overview of current LLL-SD strategy; facilitate discussion about emphasis on social dimension of LLL in HEIs);
- **Tool 3** – Benchmarking/Charter tool – benchmarking HEIs against 10 commitments in [European Universities’ Charter on LLL](#), and also against a set of social dimension indicators, for ranking purposes and in-depth analysis. Annex contains a questionnaire;
- **Tool 4** - Monitoring attainment tool - specifically designed to monitor attainment in HE, taking into account data in terms of socioeconomic background, disability, ethnicity, migrant status and so on. Contains 2 sections: (1) a set of open questions on arrangements offered by the institution to the public, including funding and equality, particularly for adults; (2) a more detailed set of questions to monitor the reality of these arrangements, in terms of activity (quantitative per year) and usefulness.

Additional resources: COMMIT Final Report, Public Part (28 September 2016). COMMIT Project.

The concept of excellence in higher education

- **Author/Date/Publisher:** Brusoni, M., Damian, R., Grifoll Sauri, J., Jackson, S., Komurcugil, H., Malmedy, M., Matveeva, O., Motova, G., Piszcz, S., Pol, P., Rostlund, A., Soboleva, E., Tavares, O., Zobel, L. (2014). European Association for Quality Assurance in Higher Education (ENQA) AISBL, Brussels, Belgium.
- **Weblink:** https://enqa.eu/indirme/papers-and-reports/occasional-papers/ENQA%20Excellence%20WG%20Report_The%20Concept%20of%20Excellence%20in%20Higher%20Education.pdf
- **Level:** International.
- **Type of literature:** Government policy/Policy paper/Standards; Reference scientific paper/Book; Good practice initiative/project.
- **Specific focus:** Community involvement and development; Access for underrepresented groups; Regional engagement (urban/rural).
- **Description:**

This document outlines various approaches to excellence in higher education, defines excellence in practice, provides definitions of excellence in higher education and establishes criteria in accordance with recent relevant initiatives. The characteristics of excellent institutions are outlined and discussed, in order to specify the dimensions of excellence in (1) what institutions do, (2) what they stand for, (3) how they conduct their business. The following criteria are explicitly outlined:

Support for social, economic and cultural development, while meeting the needs of the local and regional community, where the indicator of excellence is the level of integration of institutions into their regional systems and their role in the life of communities (p.31)

Recognition of the social benefit of education, where the values of a civilised society are fostered and social mobility and social justice are promoted (p.31).

Implementing Rio+20 In The Nordic Higher Education Institutions – A Survey Report

- **Author/Date/Publisher:** Authors: Meeri Karvinen, M., Löyttyniemi, M., Römpötti, E., Sandberg, T., Lundgren, U., Silde, J.B. & S. Lövdahl (2015), nordicsustainablecampusnetwork
- **Weblink:**
https://nordicsustainablecampusnetwork.files.wordpress.com/2015/11/nscn_rio20surveyreport_final_11_2015.pdf and
<https://nordicsustainablecampusnetwork.wordpress.com/rio20-project/>
- **Level:** Nordic (Denmark, Finland, Iceland, Norway, Sweden)
- **Type of literature:** A report of a project addressing USR in Nordic HEI
- **Specific focus:** The environment; Community involvement and development; Sustainability performance; Enablers and obstacles; Steering mechanisms; Progress made during the Decade of Education for Sustainable Education (DESD).
- **Description:**

The reports provides results of a survey on implementation of social responsibility in Nordic HEIs (Denmark, Finland, Iceland, Norway, Sweden). It is part of a Nordic Councils of Ministers funded project “Rio+20 in the Nordic Higher Education Institutions (HEIs)” (2014-2015). The survey was conducted in October-November 2014.

The project investigated the level of sustainability in the Nordic HEI through e.g. a survey, which hence is an excellent example on SR indicators and they can be used and compared within a geographic area yet on international dimension.

The survey in the report provides outcomes from, and focuses on 1) Sustainability performance, 2) Enablers and obstacles, 3) Steering mechanisms and 4) Progress made during the DESD, Decade of Education for Sustainable Education.

Moreover, it takes into consideration and is based on, the Rio+20 initiative and its areas focusing on USR:

1. Encourage research on sustainable development issues
2. Green campuses
3. Support sustainable development efforts in the communities in which the universities reside
4. Engage with and share results through international frameworks

The survey consisted of 40 questions and involved 152 teachers/ researchers, administrative and sustainability staff, hence covering different perspectives relevant to the implementation of SR in universities.

IRIS

- **Author/Date/Publisher:** Global Impact Investment Network
- **Weblink:** <https://iris.thegiin.org/metrics>
- **Level:** International
- **Type of literature:** Government policy/Policy paper/Standards
- **Specific focus:** Labour practices; The environment; Fair operating practices; Consumer issues; Community involvement and development; Impact investing.
- **Description:**

IRIS is an initiative of the [Global Impact Investing Network \(GIIN\)](#), a non-profit organization dedicated to increasing the scale and effectiveness of impact investing. Impact investments are investments made into companies, organizations, and funds with the intention to generate social and environmental impact alongside a financial return.

ISO 21001: 2018, Educational organizations – Management systems for educational organizations – Requirements with guidance for use

- **Author/Date/Publisher:** ISO (International Organization for Standardization) (2018).
- **Weblink:** <https://www.iso.org/standard/66266.html>
- **Level:** International
- **Type of literature:** Government policy/Policy paper/Standards
- **Specific focus:** Organizational governance; Labour practices; Consumer issues; Education quality.
- **Description:**

“ISO 21001 provides a common management tool for organizations providing educational products and services capable of meeting the needs and requirements of learners and other customers. It is a stand-alone management system standard, aligned with other ISO management system standards (such as ISO 9001, ISO 14001, etc.) through the application of the high level structure.

ISO 21001 focuses on the specific interaction between an educational organization, the learner, customers and other relevant interested parties” (ISO (2018). ISO 21001: Briefing notes, International Organization for Standardization, Geneva).

Annex B describes the Educational Organization Management System’s principles. One of them is focused on **Social Responsibility in educational organizations**. Consequently statement, rationale, key benefits and possible actions are defined.

Jos ei voi rahalla mitata, millä sitten? [If money cannot be used to measure it, what can be used?] (Text in Finnish)

- **Author/Date/Publisher:** Työ- ja elinkeinoministeriön julkaisuja | yritykset | 36/2016 [English translation: Publication of the The Ministry of Economic Affairs and Employment (MEAE) | enterprises | 36/2016].
- **Weblink:**
http://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/75627/TEMjul_36_2016.pdf?sequence=1
- **Level:** International
- **Type of literature:** A report on SR standards and measuring tool by the ministry
- **Specific focus:** Organizational governance; Human rights; Labour practices; The environment; Fair operating practices; Consumer issues; Community involvement and development; Impact investing
- **Description:**

The publication provides results of a survey on tools to measure corporate social responsibility. The starting point is to use such international instruments of measurement that respond to what should be measured. The report has been commissioned by the Finnish Ministry of Economic Affairs and Employment.

The report investigates 9 tools to measure the CSR:

- 100 Best Corporate Citizen list (<https://www.3blassociation.com/recognition/100-best-corporate-citizens>)
- Carbon Disclosure Project (CDP) (<https://www.cdp.net/en>)
- Corporate Human Rights Benchmark (CHRB) (<https://www.corporatebenchmark.org/>)
- CSRHub (<https://www.csrhub.com/>)
- Dow Jones Sustainability Indices (DJSI) (<https://www.sustainability-indices.com/>)
- FTSE4Good (<https://www.ftse.com/products/indices/FTSE4Good>)
- Global 100 Most Sustainable Corporations in the World (<http://www.corporateknights.com/reports/global-100/>)
- Global Real Estate Sustainability Benchmark (GRESB) (<https://gresb.com/>)
- World's Most Ethical Companies (<https://www.worldsmostethicalcompanies.com/>)

A set of criteria was used to analyse the measuring tools. Based on the results, DJSI matched the criteria the best. The measuring tools were mainly independent. Some focused on e.g. corporation politics and strategies, some were sector related, but many had a broader perspective. CDP, CHRB, DJSI, GRESB and FTSE4Good Index also focused on value chains of companies. DJSI and CDP were the most balanced ones. For instance CPD also measured positive and negative aspects, and past and future development. According to the publication, the most usable CSR measuring tools are CHRB, DJSI, FTSE4Good and GRESB, when observing the benefit and added value to companies.

The report also provides a brief description of the tools:

100 Best Corporate Citizen list:

The tool lists 7 areas of CSR with the respective elements of data: environment (85 = 19,5%), climate change (50 = 16,5%), employee relations (61 = 19,5%), human rights (22 = 16%), governance (15 = 7%), finance (11 = 9%), and philanthropy (16 = 12,5%) and community support (16 = 12,5%). Each theme is divided into 3 subcategories: publication, political and/or performance, and each criteria has the same weight.

Carbon Disclosure Project (CDP)

CDP has been working since 2000 and collects information about climate change and greenhouse emissions from over 4500 companies, hence it only uses information obtained from the companies. The information collected is mainly addressed to consumers and investors.

- *Corporate Human Rights Benchmark (CHRB)*
- CHRB classifies the biggest listed companies. The main themes in the SR classification area:
- Governance and Policy Commitments (10%)
- Policy Commitments
- Board Level Accountability
- Embedding Respect and Human Rights Due to Diligence (25%)
- Embedding Respect
- Human Rights Due Diligence
- Remedies and Grievance Mechanisms (16%)
- Performance: Company Human Right Practices (20%)
- Performance: Responses to Serious Allegations (20%)
- Transparency (10%)

CSRHub

CSRHub has the largest database of SR which covers information from over 17490 companies from 141 countries and from 135 sectors. It mainly focuses on private enterprise, driven by 605 industry-leading CSR/ESG data sources (incl. ESG analyst, crowd, government, publication and non-for-profit data). CSRHub has four main and 12 subcategories for sustainability:

- Community
- Community Development and Philanthropy
- Product
- Human rights
- Employees
- Compensation
- Diversity and Labour rights
- Training, Health and Safety
- Environment

- Energy and Climate Change
- Environment Policy and Reporting
- Resource Management
- Governance
- Board
- Leadership Ethics
- Transparency and Reporting

Dow Jones Sustainability Indices (DJSI)

The evaluation is based on a. 80-100 questions and divided by area of SR which are general and industry specific. The areas of SR are divided into 6-10 criteria each having 2-10 questions. The index has in international generic dimensions but it also has 2 geographical areas. The first is addressed to Asia/Pacific, Europe, and North-America, while the second one is addressed to Australia, Canada, Korea and Chile. In addition it has an industry specific division.

The general criteria covers management practices, performance of the company, e.g. development of human capital, reporting and crises and risk management. Industry specific criteria covers e.g. elements related to branding and subcontracting.

FTSE4Good

This index series describes companies' ESG performance as stock market index. The index model contains over 300 indicators of which 100 are industry specific, 14 themes and 3 pillars. Each theme contains 10-35 indicators, and on average 125 indicators are applied per company. The pillars and the themes are (<https://www.ftse.com/products/downloads/FTSE4Good-brochure.pdf>):

Environmental pillar

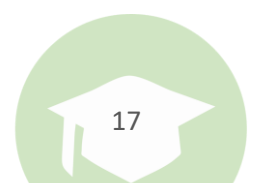
- Exposure: Measure of the relevance of Environmental issues for a company
- Score : Measure of the quality of a company's management of Environmental issues
- Themes: Biodiversity, Climate Change, Pollution and Resources, Supply Chain, Water Security
- Exposure: Measure of the relevance for a company of each Theme
- Score : Measure of the quality of a company's management of issues related to each Theme

Social pillar

- Exposure: Measure of the relevance of Social issues for a company
- Score : Measure of the quality of a company's management of Social issues
- Themes: Customer Responsibility, Health and Safety, Human Rights and Community, Labor Standards, Supply Chain
- Exposure: Measure of the relevance for a company of each Theme
- Score : Measure of the quality of a company's management of issues related to each Theme

Governmental pillar

- Exposure: Measure of the relevance of Governance issues for a company



- Score : Measure of the quality of a company's management of Governance issues
- Themes: Anti-corruption, Corporate Governance, Risk Management, Tax Transparency
- Exposure: Measure of the relevance for a company of each Theme
- Score : Measure of the quality of a company's management of issues related to each Theme

Global 100 Most Sustainable Corporations in the World

This index is mostly addressed to consumers. It collects listed companies with minimum 2 billion dollars of market value, and only companies that use min. 75% of sustainability indicators. The system uses 12 indicators: Energy Productivity, Carbon Productivity, Water Productivity, Waste Productivity, Innovation Capacity, Percentage Tax Paid, CEO to Average Worker Pay, Pension Fund Status, Safety Performance, Employee Turnover, and Leadership Diversity

Global Real Estate Sustainability Benchmark (GRESB)

The listing focuses on real estate, evaluating SR in the sector. Especially investors belong to its target group. The used principle for the indicators is plan-do-check-act. The areas of responsibility with 50 indicators and their weight areas are:

- Management 10%
- Policy and disclosure 10%
- Risks and opportunities 12%
- Performance indicators 24%
- Monitoring and EMS 9%
- Stakeholder engagement 25%
- Building certifications 11%

These are combined into 2 concepts:

1. Management and politics, 30%
2. Implementation and calculation 70%

World's Most Ethical Companies

The listing is made by Ethisphere Institute and it is addressed to companies. The system uses multiple choices to detect the performance. The results are weights according to the area of importance:

- Ethics and compliance programme: 35%
- Culture of ethics: 20%
- Corporate citizenship and responsibility: 20%
- Governance: 15%
- Leadership and reputation: 10%



KPMG International Survey of Corporate Responsibility Reporting

- **Author/Date/Publisher:** Blasco, J.L, Adrian King, A, McKenzie, M., Karn, M. (2017). KPMG.
- **Weblink:** <https://home.kpmg/xx/en/home/campaigns/2017/10/survey-of-corporate-responsibility-reporting-2017.html>
- **Level:** International
- **Type of literature:** Survey
- **Specific focus:** Organizational governance; Human rights; Labour practices; The environment; Regional engagement (urban/rural);
- **Description:**

“The survey provides a detailed look at global trends in CR reporting and insights for business leaders, company boards, and CR and sustainability professionals. It is designed to offer guidance on good practice to corporate professionals who assess and prepare their own organization's CR reporting. It also serves as a guide to investors, asset managers and ratings agencies who now factor environmental, social and governance (ESG) information into their assessments of corporate performance and risk. The survey is based on several months of research, with KPMG member firm professionals analysing thousands of company financial reports, corporate responsibility reports, and websites. The number of companies and markets involved in the survey means that it is one of the most comprehensive and authoritative pieces of research on CR reporting available worldwide” (p.2).

La Responsabilidad Social Universitaria: Indicadores para su evaluación en Instituciones de Educación Superior [USR: indicators for its evaluation in HEIs] (Text in Spanish)

- **Author/Date/Publisher:** Aristimuño, Minerva, Rodríguez-Monroy, Carlos & Guaita, Wilfredo (2011). Carlos Rodríguez-Monroy, Universidad Politécnica de Madrid, Spain Minerva Aristimuño, Universidad Nacional Experimental de Guayana, Estado Bolívar, Venezuela Wilfredo Guaita, Universidad Nacional Experimental de Guayana, Estado Bolívar, Venezuela.
- **Weblink:** Short link to ResearchGate: <https://goo.gl/UVK6vC>
- **Level:** International
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; The environment; Community involvement and development; Policies related to gender equality; Regional engagement (urban/rural)
- **Description:**

The paper is part of a larger project and doctoral thesis to identify possible indicators of University Social Responsibility (USR) to be considered in an evaluation model of Higher Education Institutions. It includes the results of a literature review and bibliography of

different concepts and models of Corporate and University Social Responsibility, to establish a set of indicators for their evaluation.

It includes the results of a survey and in-depth interviews with a group of experts to validate the indicators to be proposed, using the nominal group technique. The indicators finally identified to assess the impacts of USR: Epistemic-Cognitive, Educational, Social, Environmental and Organizational Performance (p.1).

It was submitted in the frame of the Conference: Ninth LACCEI Latin American and Caribbean Conference (LACCEI'2011), At MEDELLIN (COLOMBIA), 2011 and even though it is not very recent we have identified it as a useful literature resource regarding Indicators of USR to measure HEIs. Examples of Sustainable Development focused indicators, benchmarking and indexes.

Sistema de indicadores de responsabilidad social universitaria [University social responsibility indicators system] (Text in Spanish)

- **Author/Date/Publisher:** PRME: Principles for Responsible Management Education - Regional Chapter Latin America and the Caribbean, September 2018
- **Weblink:** <https://rsuiberoamerica.files.wordpress.com/2018/10/cartillaprimeonline-1.pdf>
- **Level:** International
- **Type of literature:** Project progress report
- **Specific focus:** Organizational governance; Human rights; The environment; Fair operating practices; Policies related to gender equality
- **Description:**

Among the most important virtues that characterize this system of indicators are in the first place the definition of the parameters and scope of sustainability management within an educational institution, in the second place the possibility of choosing the level of the report to be made according to progress and institutional interests, and finally the correspondence with the most recognized indicators and management and reporting systems.

This system of Indicators was built by a team of Latin American and Caribbean experts to raise awareness and enhance the capacity of HEIs in the field of Social Responsibility.

The Tallories Network: A Global Coalition of Engaged Universities

- **Author/Date/Publisher:** Hollister, R.M., Pollock, J. P., Gearan, M., Reid, J., Stroud, S., Babcock, E. (2012). *Journal of Higher Education Outreach and Engagement* (16)4, 81–102.
- **Weblink:** <https://talloiresnetwork.tufts.edu/wp-content/uploads/Talloires-Network-JHEOE.pdf>
- **Level:** International



- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Community involvement and development; Access for underrepresented groups; Lifelong learning; Diversity
- **Description:**

The Tallories Network is an international association established in 2005 by the 'Tallories Declaration on the Civic Roles and Social Responsibilities of Higher Education', during a conference with 29 higher education leaders in Talleries, France (p.81). It was initiated by Tufts University and aimed to strengthen the civic roles and social responsibilities of higher education (p.81). The article cited above explores strategies used to achieve this, and provides a reflection on strategies' strengths and limitations (p.81).

The declaration requires a commitment from those signing it to 'concrete actions' at their institutions and jointly, such as, for example: *expand civic engagement and social responsibility; embed it through personal examples, policies and practices of HE institutions; create institutional frameworks for 'recognition of good practice in social service by students, faculty, staff, and their community partners'; and ensure that certain standards are applied to community engagement as vigorously as to other university endeavours* (p.84).

A number of **strategies adopted by the Tallories Network** include: *supporting the leadership; fostering global participation and south-north dialogue; increasing public awareness; 'serving as 'network of networks'; engaging and education funding agencies; fostering interaction among members and stakeholders; providing financial and capacity-building assistance; and supporting development of faculty and management* (pp.86-95).

According to Tallories Network website, it has grown to 388 members in 77 countries, enrolling a combined 6 million students. In 2017, Tallories Network started a tiered membership dues structure. Engaged member universities commit to 'TN programs, initiatives, and research by contributing annual dues (<https://talloiresnetwork.tufts.edu>).

Additional Resources: The Tallories Declaration on the Civic Roles and Social Responsibilities of Higher Education (September 17, 2005). Tallories Network. <https://talloiresnetwork.tufts.edu/who-we-are/talloires-declaration/?c=7>

U-Multirank ranking and U-Multirank Catalogue of indicators

- **Author/Date/Publisher:** U-Multirank website (n.d.)
- **Weblink:** <https://www.umultirank.org/>
- **Level:** International
- **Type of literature:** Ranking system
- **Specific focus:** Labour practices; Community involvement and development; Policies related to gender equality; Regional engagement (urban/rural).
- **Description:**

U-Multirank is an independent ranking system supported by European Commission Erasmus+ programme with seed funding. An Advisory Board oversees the work of the U-Multirank Consortium. The U-Multirank ranking was launched in 2014 and covered over 850 higher education institutions from over 70 countries, which has since expanded. Ranking is provided at the institutional level and also for specific fields of study. U-Multirank has a free access option for its data on university rankings.

U-Multirank Catalogue of indicators (weblink above) includes several social responsibility criteria, such as:

As part of Teaching and Learning: Examples include 'Community Service Learning' (% of credits given in service learning activities, with a specified metrics of 'service-learning involves students in community service activities and applies the experience to personal and academic development'; 'gender equality'; 'art related output'; **As part of Regional Engagement:** Examples include BA and MA theses with regional organisations; graduates employed in the region.

Additional Resources: U-Multirank Catalogue of indicators, <https://www.umultirank.org/about/methodology/indicators/> Examples of Sustainable Development focused indicators, benchmarking and indexes

AISHE 2, the "Assessment Instrument for Sustainability in Higher Education"

- **Author/Date/Publisher:** The Platform for Sustainability Performance in Education
- **Weblink:** <http://www.eauc.org.uk/theplatform/aishe> and <https://app.box.com/s/opn4qhylsa/file/490436375>
- **Level:** International
- **Type of literature:** Government policy/Policy paper/Standards
- **Specific focus:** The environment; Community involvement and development; Policies related to gender equality; Access for underrepresented groups; Diversity
- **Description:**

"AISHE, the "Assessment Instrument for Sustainability in Higher Education", was developed and validated in the Netherlands in 2000-2001 by DHO, the Dutch Foundation for Sustainable Higher Education. With the help of AISHE results, universities or their departments can be awarded the 'Certificate of Sustainable Higher Education', which is a star system, enabling universities to acquire 1, 2, 3 or 4 stars. AISHE can be applied freely by any university, but certified AISHE assessors are available to assist universities with the application....

AISHE 2 has a modular structure. The five modules are: Identity, Education, Research, Operations, and Societal Outreach. Each module consists of six indicators, and all are assessed making use of a five point scale derived from the EFQM approach to quality management,



indicating the level of organizational development” (<http://www.eauc.org.uk/theplatform/aishe>).

Education for sustainable and quality assurance in universities in China and the Nordic countries: a comparative study

- **Author/Date/Publisher:** Tove Holm (PhD thesis publication date 06.06.2014). In *Enabling Change in Universities: Enhancing Education for Sustainable Development with Tools for Quality Assurance*. Turun yliopisto Annales Universitatis Turkuensis A II 289 [University of Turku].
- **Weblink:** <http://www.utupub.fi/handle/10024/96784> and <http://urn.fi/URN:ISBN:978-951-29-5767-5>
- **Level:** International, Regional; Nordic and China comparison
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Lifelong learning; ESD and quality assurance
- **Description:**

The article compares Education for Sustainable Development (ESD) and quality assurance in and between the Nordic countries (Denmark, Finland, Iceland, Norway, Sweden) and China. It sheds light to the process of adaptation of quality assertion (ISO standards) and ESD in the target regions. First a literature study was conducted and then a survey with 14 universities in China and 91 universities in the Nordic countries. Despite this and being 5 separate countries, the Nordic countries were more homogenous than China (culturally more similar etc.).

In China the evaluation focuses on how the education meets the requirements defined by the government, university and how students reach them. In the Nordic countries the standards of the quality assurance are set by national agencies. As it emerged from the survey cited in the article, the most relevant ESD aspects in the Nordic countries were related to ecology. In the North and in China sustainable development should meet the needs of the society. According to the majority of the respondents, there is a link between quality assurance and ESD, and in fact the article argues that quality assurance could be used to enhance SD in universities. The article also provides an interesting table comparing Quality Assurance (QA) and ESD in the Nordic countries and China (Table 1 below).

Additional resources:

| | ESD in China | ESD in the Nordic countries | QA in China | QA in the Nordic countries |
|--------------------|---|--|---|---|
| Overall | <p>Enhancing education quality and the capacity for sustainable development is chosen as one of the focus areas.</p> <p>Higher education has had an important role in enhancement of the Decade for ESD</p> | <p>The Nordic countries follow the Nordic strategy for sustainable development in which a goal is set to lead the way in the UN Decade for ESD. The countries have either national strategies for the Decade of ESD or then ESD is referred to in their national SD strategies.</p> <p>Higher education has an important role, see below.</p> | <p>The QA evaluation starts with a self-evaluation report, which is followed by and on-site visit by the evaluation panel, which publishes the results in a report. The university scores are based on the results from the evaluation and categorized into excellent, good, pass and fail.</p> | <p>The QA evaluations are comparable to the Chinese, apart from as comprehensive assessment of teaching.</p> <p>The institutions that pass the audits are quality labeled for six years.</p> |
| Definition | <p>“A kind of education introduced to meet the needs of sustainable development with cultivation of a value of sustainable development as the core”</p> | <p>“The individual learner should have skills and competence relevant to their future professions and future roles as decision-makers. Higher education should also play an active role locally, nationally, and internationally in enhancing knowledge and action competence regarding sustainable development through research and education in co-operation with surrounding society”</p> | <p>One aim of the educational system reform is to improve the assessment of quality, with the goal that higher education would be globally more competitive.</p> | <p>The aim in Europe is to create a common higher education area by improving the QA of study programmes.</p> |
| Legislation | <p>Plans, regulations and legislation for ESD are planned.</p> <p>Countries in the Asia-Pacific region are beginning to develop clear strategies for ESD.</p> | <p>One country, Sweden, has a national directive to train higher education students in sustainable development. In another, Denmark, all public buildings are demanded to reduce their CO₂ emissions.</p> | <p>Universities are required by the Ministry of Education to develop their own QA systems, since 2008. Quality evaluation is operated by the national Higher Education Centre. Additionally, most provincial governments have own agencies.</p> | <p>It became a legal obligation in the mid 1990s, and is based on European standards and guidelines, since 2005. The demands are given by national agencies in cooperation with stakeholders.</p> |
| QA vs. ESD | <p>The major challenges for ESD are the vast geographical size, the noticeable regional cultural and</p> | <p>The institutions cooperate both nationally and internationally among the Nordic countries, and within the Baltic Sea region, also</p> | <p>QA demands do not include sustainable development or ESD.</p> | <p>QA demands do not include sustainable development or ESD.</p> |

| | | | | |
|--|--|--|--|--|
| | provincial differences, and the gap between ESD and the social needs due to economic growth. | regarding enhancing ESD with management systems. | | |
|--|--|--|--|--|

Chart 1: Comparison of ESD and quality assurance, QA, in universities in China and in the Nordic countries (p.107).

Inventory of Business Indicators

- **Author/Date/Publisher:** [GRI](#), [UN Global Compact](#), and [WBCSD](#) (2015).
- **Weblink:** <https://sdgcompass.org/business-indicators/>
- **Level:** International
- **Type of literature:** An online indicator tool/ list
- **Specific focus:** Organizational governance; Human rights; Labour practices; The environment; Fair operating practices; Consumer issues; Community involvement and development; Policies related to gender equality; Regional engagement (urban/rural); Diversity.
- **Description:**

This is an online inventory on Business indicators that maps existing business indicators against the Sustainable Development Goals (SDG). The inventory is a tool to explore SDG indicators commonly used by businesses. These combine, e.g. GRI indicators (Global Reporting Initiative). The indicators are mainly quantitative.

Investigating and exploring indicators can be done easily by choosing relevant filters from the drop-down menus, and the information can be transported into MS Excel. Filters can be selected, e.g. by business theme, SDG Goal or Target. Among the SDG Goals are e.g. poverty, hunger, food security, gender equality, sustainable management, climate change, ecosystems, societies and different forms of global partnerships for sustainable development.

For each SDG Goal, it provides SGD target, Business theme, Type of indicator, Indication source information, Description of the indicator, indicator ID and date of the indicator. The descriptions are short and clear to understand. Thus they briefly describe what it is about.

The tool is a simple and easy to use, free and publicly available. These aspects should promote its use. The language used is English. The tool is currently in use.

The Issues and Methodologies in Sustainability Assessment Tools for Higher Education Institutions: A Review of Recent Trends and Future Challenges

- **Author/Date/Publisher:** Yarime, Masaru & Tanaka, Yuko. (2012). The Issues and Methodologies in Sustainability Assessment Tools for Higher Education Institutions: A Review



of Recent Trends and Future Challenges. *Journal of Education for Sustainable Development*, 6, 63-77.

- **Weblink:** DOI: 10.1177/097340821100600113
- **Level:** International
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; The environment; Community involvement and development;
- **Description:**

“Assessment tools influence incentives to higher education institutions by encouraging them to move towards sustainability. A review of 16 sustainability assessment tools was conducted to examine the recent trends in the issues and methodologies addressed in assessment tools quantitatively and qualitatively. The characteristics of the current approaches as well as problems and obstacles are identified, and implications and suggestions offered for improvements. The sustainability assessment tools reviewed focus mainly on the environmental impacts of university operation and issues related to governance. Aspects of education, research and outreach activities are not well addressed by these tools. As activities for sustainability at higher education institutions increasingly involve inter-/trans-disciplinary cooperation and close collaboration with diverse stakeholders in society, it will be of critical importance to develop and implement concepts and methodologies for conducting comprehensive, long-term and integrated assessment of research, education and outreach on sustainability at higher education institutions” (p.63).

Organizational social entrepreneurship: scale development and validation

- **Author/Date/Publisher:** Merie Kannampuzha & Kai Hockerts (forthcoming). *Social Enterprise Journal*.
- **Level:** International
- **Type of literature:** Reference scientific paper/Book; Measurement scale.
- **Specific focus:** Organizational governance; Labour practices; Community involvement and development; Access for underrepresented groups; Social entrepreneurship.
- **Description:**

Social entrepreneurship has become a growing field of research. The lack of a rigorous measurement instrument, however, has hampered past research. Rather than defining social entrepreneurship as an organizational form that a venture does or does not have, this paper agrees with Dees and Anderson (2006) that the construct is better thought of as a set of practices, processes, and behaviours that organizations can engage in to a higher or a lesser degree. This construct is organizational social entrepreneurship (OSE). Drawing on previous literature, this paper first develops and then validates a scale for measuring OSE as a third-order formative construct. As its second order, the OSE scale includes three components that capture the heterogeneity of the OSE concept: *social change intention, commercial activity, and inclusive governance*. The OSE scale is developed and tested through a sample of 182 nascent social enterprises from 55 different countries and then revalidated using a second

sample of 263 mature social enterprises from six European countries. Results suggest that the scale items exhibit internal consistency, reliability, construct validity, and nomological validity.

SDSN Australia/Pacific (2017): Getting started with the SDGs in universities: A guide for universities, higher education institutions, and the academic sector. Australia, New Zealand and Pacific Edition.

- **Author/Date/Publisher:** Authors: Tahl Kestin (SDSN Australia/Pacific & Monash Sustainable Development Institute, Monash University), Marjan van den Belt (Victoria University of Wellington), Leanne Denby (ACTS & Macquarie University), Katie Ross (Institute for Sustainable Futures, University of Technology Sydney), Professor John Thwaites (SDSN Australia/ Pacific & Monash Sustainable Development Institute, Monash University), and Martine Hawkes (Monash Sustainable Development Institute, Monash University) (2017). Produced by the Sustainable Development Solutions Network (SDSN) – Australia/Pacific in collaboration with the Australasian Campuses Towards Sustainability (ACTS) and the global SDSN Secretariat.
- **Weblink:** http://ap-unsdsn.org/wp-content/uploads/University-SDG-Guide_web.pdf
- **Level:** International
- **Type of literature:** Good practice initiative/project; Guide produced by a network of Universities on how to implement SDGs in universities
- **Specific focus:** Human rights; Labour practices; The environment; Fair operating practices; Consumer issues; Community involvement and development; Policies related to gender equality; Access for underrepresented groups; Diversity
- **Description:**

“This Guide is primarily aimed at people or groups looking to implement a coordinated approach to the SDGs within their university. Often these are existing sustainable development ‘connecting points’, such as sustainability institutes, sustainability managers, sustainability committees, or Corporate Social Responsibility coordinators.

The Guide also includes information to help university leaders understand the opportunities of the SDGs and how to mobilise action. It will also be useful for university staff and students interested in understanding the SDGs, undertaking activities to support them within their own areas, or advocating for the adoption of the SDGs by their university” (p.4).

The reason for the selection of this document is while there is increasing awareness of the critical role universities have in SDG implementation, and in this frame many universities are actively looking to play their role, but the fact is that there is little guidance material available on what this means in practice and this guide is a clear tool that would help HEIs getting started.

The Sustainable Development Goals Report 2018

- **Author/Date/Publisher:** United Nations



- **Weblink:**
<https://unstats.un.org/sdgs/files/report/2018/TheSustainableDevelopmentGoalsReport2018-EN.pdf>
- **Level:** International
- **Type of literature:** Government policy/Policy paper/Standards.
- **Specific focus:** SDGs worldwide progress
- **Description:**

“The Sustainable Development Goals Report 2018 reviews progress in the third year of implementation of the 2030 Agenda for Sustainable Development. This overview presents highlights of progress and remaining gaps for all 17 Sustainable Development Goals (SDGs), based on the latest available data, and examines some of the interconnections across Goals and targets. Subsequent chapters focus in more depth on the six Goals under review at the high-level political forum on sustainable development in July 2018. While people overall are living better lives than they were a decade ago, progress to ensure that no one is left behind has not been rapid enough to meet the targets of the 2030 Agenda. Indeed, the rate of global progress is not keeping pace with the ambitions of the Agenda, necessitating immediate and accelerated action by countries and stakeholders at all levels” (p.4).

The Tallories Network Global Networks of Higher Education Institutions call for Action on the United Nations Sustainable Development Goals.

- **Author/Date/Publisher:** 30 November, 2018 [News article]. Tallories Network website.
- **Weblink:** <https://talloiresnetwork.tufts.edu/blog/news/2018/11/30/global-networks-of-higher-education-institutions-call-for-action-on-the-united-nations-sustainable-development-goals/>
- **Level:** International
- **Type of literature:** Government policy/Policy paper/Standards
- **Specific focus:** Organizational governance; Human rights; Labour practices; The environment; Fair operating practices; Consumer issues; Community involvement and development; Policies related to gender equality; Access for underrepresented groups; Regional engagement (urban/rural); Lifelong learning; Diversity.
- **Description:**

According to a news article on Tallories network website, the ‘International Higher Education Declaration to Support the Implementation of the United Nations Sustainable Development Goals’ on the role of universities in the implementation of the UN SDGs was released in November 2018 to raise awareness and find ways ‘for collective action’. Link to the statement is available in the News article. Declaration states that, as HEIs are positioned as key drivers of change, conversations ‘have not been robust and sustained’, and ‘calls upon’ stakeholders worldwide to commit to ‘collaboration, cooperation and action’ on a 10 Point Plan.

In brief, the Plan calls to address the SDGs through: research and innovation initiatives; working with government agencies responsible for implementation of the SDGs; building capacity across the HE sector for knowledge exchange; reviewing policy, infrastructure and

protocols on campus to practice 'Reduce, Reuse, Recycle'; introducing approaches to study SDGs in both undergraduate and graduate programmes; engaging funding bodies; promoting personal reflection of students and faculty towards achievement in their families and communities; demonstrating University Social Responsibility (USR) by adopting SDGs, championing them and giving visibility to actions taken; monitoring progress; developing a strategy to lobby for inclusion of the SDGs in conference themes, in cooperation with UNESCO offices, specialized institutes and Commissions.

THE (Times Higher Education) World University Rankings: University Impact Rankings: FAQs.

- **Author/Date/Publisher: Date:** (September 6, 2018). Times Higher Education website.
- **Weblink:** <https://www.timeshighereducation.com/world-university-rankings/university-impact-rankings-faqs>
- **Level:** International
- **Type of literature:** Ranking system
- **Specific focus:** Labour practices; The environment; Community involvement and development; Policies related to gender equality; Access for underrepresented groups; Regional engagement (urban/rural); Lifelong learning; Diversity.
- **Description:**

This article introduces the new University Impact Ranking by THE (Times Higher Education) World University Rankings. The new Guide itself, 'Data Collection Portal. The University Impact Rankings, is not yet publicly available as it is distributed only to universities and can be used only for consultation at the moment. Possible date when it becomes publicly available may be in April 2019 with Launch of first rankings in THE Innovation and Impact Summit in KAIST in South Korea.

Data collection from the higher education institutions (HEIs) around the world for this new category started in 2018. The THE University Impact Ranking will show how the higher education sector globally is working towards the UN Sustainable Development Goals (SDGs) adopted by the UN in 2016 and available at this link <https://www.un.org/sustainabledevelopment/sustainable-development-goals/>. Data will come from HEIs and bibliometric datasets from Elsevier.

According to the article, any higher education institution in the world can participate in this ranking, and the initial edition will focus on 11 of the 17 SDGs (Universities can provide data on one or more SDGs): *Good Health and Wellbeing; Quality Education, Gender Equality; Decent Work and Economic Growth; Industry, Innovation and Infrastructure; Reduced Inequalities; Sustainable Cities and Communities; Responsible Consumption and production; Climate Action; Peace, Justice and Strong Institutions; Partnership for the Goals*. Examples of the metrics to measure such activities include collaborations with NGOs, number of graduates in health professions, and the number of lifelong learning opportunities provided, among

others. It is expected that the other six UN SDGs (for the total of 17) will be included subsequent versions.

According to Bothwell (2018), while there have been some national initiatives, this is a first global attempt at measuring such activity.

Additional resources:

Ross, D., Fedorciow, L. (n.d.). THE Making an Impact: measuring universities' contribution to the Sustainable Development Goals. [Webinar], <https://www.timeshighereducation.com/world-university-rankings/university-impact-rankings-faqs>

Bothwell, E. (2018). THE developing ranking based on Sustainable Development Goals. <https://www.timeshighereducation.com/news/developing-ranking-based-sustainable-development-goals>.

What Impact? A Framework for Measuring the Scale & Scope of Social Performance

- **Author/Date/Publisher:** Ebrahim, Alnoor, and V. Kasturi Rangan (Spring 2014). *California Management Review*, 56(3), 118–141.
- **Weblink:** https://www.hbs.edu/faculty/Publication%20Files/CMR5603_07_Ebrahim_e3316477-8965-4287-be95-04642982b638.pdf
- **Level:** International
- **Type of literature:** Reference scientific paper/Book; Good practice initiative/project
- **Specific focus:** Human rights; Labour practices; Consumer issues; Impact Investment.
- **Description:**

“Organizations with social missions, such as non-profits and social enterprises, are under growing pressure to demonstrate their impacts on pressing societal problems such as global poverty. This article draws on several cases to build a performance assessment framework premised on an organization’s operational mission, scale, and scope. Not all organizations should measure their long-term impact, defined as lasting changes in the lives of people and their societies. Rather, some organizations would be better off measuring shorter-term outputs or individual outcomes. Funders such as foundations and impact investors are better positioned to measure systemic impacts. (Keywords: Performance Measurement, Scale, Scope, Mission, Non-profit, Social Enterprise).” (p.118)

National and regional examples

Examples of Social Responsibility focused indicators, benchmarking and indexes

Benchmarking University Community Engagement Developing a National Approach in Australia

- **Author/Date/Publisher:** Garlick, S., Langworthy, A. (2008). *OECD, Higher Education Management and Policy, 20(2): Higher Education and Regional Development*, OECD Publishing.
- **Weblink:** <http://dx.doi.org/10.1787/hemp-v20-art17-en>
- **Level:** National
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; The environment; Fair operating practices; Community involvement and development; Regional engagement (urban/rural)
- **Description:**

“This article provides the background and describes the processes involved in establishing a national approach to benchmarking the way universities engage with their local and regional communities in Australia. Local and regional community engagement is a rapidly expanding activity in Australian public universities and is increasingly being seen as part of the universal quality assurance assessment process. An initiative of the Australian Universities Community Engagement Alliance (AUCEA), the benchmarking framework was developed over almost three years and involved considerable consultation and testing. The framework comprises an institutional questionnaire, a partner perceptions survey and a “good practice” template. The instruments were tested in a pilot of 12 AUCEA member universities and the framework was implemented in all 33 AUCEA member universities in late 2008” (p.1).

The framework is intended to “assist universities and their community partners to improve their contribution to society and the environment through mutual knowledge exchange, learning and enterprising action” (p.1).

This literature resource has been selected as was published by OECD and is widely referenced in academic sources.

Corporate social responsibility among SMEs in Italy

- **Author/Date/Publisher:** Marcello Coppa, Krishnamurthy Sriramesh (March 2013), *Public Relations Review, 39(1)*, 30-39.
- **Weblink:** <https://doi.org/10.1016/j.pubrev.2012.09.009>
- **Level:** National
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance

- **Description:**

“Much of the scholarly discussion on CSR has focused on large corporations even though small and medium enterprises (SMEs) constitute the bulk of businesses in many countries of the world. According to the Organization for Economic Co-operation and Development (OECD), 99.9% of the corporations in Italy are SMEs employing fewer than 250 people. This study sought to explore the CSR among SMEs including whether they practice CSR as a strategic function, who the main stakeholders were for their CSR activities, the drivers of CSR, and the motivations to engage in CSR. Data were collected from three sources: a survey of executives of a sample of 105 SMEs; qualitative in-depth interviews of the owner–managers of five SMEs and elite interviews with opinion leaders” (p.30).

Corporate Social Responsibility in Italy: State of the Art

- **Author/Date/Publisher:** Perrini Francesco, Pogutz Stefano, Tencati Antonio (2006). *Journal of Business Strategies*, 23(1).
- **Weblink:** <https://www.questia.com/library/journal/1G1-217605354/corporate-social-responsibility-in-italy-state-of>
- **Level:** National
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; Labour practices; National policies on CSR.
- **Description:**

“The Italian Corporate Panorama is permeated by various corporate social responsibilities initiatives, both at private and public level, that derive from different approaches and tools. The general framework for corporate social responsibility (CSR) behaviour and strategies consists of the Green Paper presented by the European Commission in July 2001. Within this framework, the paper aims at analysing three main issues: spontaneous experiences from companies and other players; the innovative project called Corporate Social Responsibility--Social Commitment, developed by the Ministry of Labour and Social Affairs, which aims at promoting the involvement of Italian enterprises in CSR activities, with particular regard to Small and Medium Sized Enterprises; and lastly the main and most interesting outcomes of a survey that is the starting point of an ongoing process of investigation regarding CSR attitudes in Italy” (<https://www.questia.com/library/journal/1G1-217605354/corporate-social-responsibility-in-italy-state-of>).

Diseño de un sistema de control de gestión para la implementación de la responsabilidad social universitaria (Master's Thesis) [Design of a management control system for the implementation of university social responsibility] (Text in Spanish)

- **Author/Date/Publisher:** Müller Núñez, J.N., 2016-05, Universidad de Chile.
- **Weblink:** <http://repositorio.uchile.cl/bitstream/handle/2250/138641/Dise%C3%B1o%20de%20un%20>

[sistema%20de%20control%20de%20gesti%C3%B3n%20para%20la%20implantaci%C3%B3n%20de%20la%20responsabilidad%20social%20universitaria.pdf?sequence=1](https://www.researchgate.net/publication/328111111-sistema-de-control-de-gestion-para-la-implantacion-de-la-responsabilidad-social-universitaria-pdf?sequence=1)

- **Level:** National
- **Type of literature:** Government policy/Policy paper/Standards; Reference scientific paper/Book.
- **Specific focus:** Organizational governance; Community involvement and development.
- **Description:**

Design of a management control system, based on the system of Kaplan and Norton (2008), for the implementation of USR. This system includes diagnostic tools to evaluate the commitment of the USR in the institution, a control panel for each perspective of the USR and Indicators and initiatives used actually in Chile (pages 85-103).

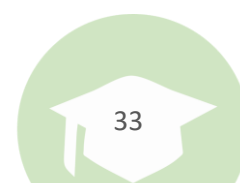
Engaged Research – Planning for Impact: Society and Higher Education Addressing Grand Societal Challenges Together

- **Author/Date/Publisher:** Morris, K., Bowman, S., Adshead, M. (2018). Campus Engage.
- **Weblink:** <http://www.campusengage.ie/our-work/researchers-working-with-society/resources/>
- **Level:** National
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** The environment; Community involvement and development; Regional engagement (urban/rural); Lifelong learning; Diversity; Engaged research.
- **Description:**

This How to Guide is a result of a comprehensive review of academic and grey literature and consultations with experts in the field of engaged research. It sets out various indicators of success for engaged research across 8 categories, in addition to new knowledge production: economic impacts, environmental impacts, health and wellbeing impacts, professional and public services impacts, policy and product development impacts, social and cultural impacts, capacity building impacts and internationalisations impacts. The report also includes guidance for drafting impact statements.

Indicadores de Responsabilidad Social Universitaria en Francia: El "Plan Vert" [USR Indicators in France: the "Green plan" ("Plan Vert")] (Text in Spanish)

- **Author/Date/Publisher:** Vallaeys, François (2014). University of the Pacific (Peru)
- **Weblink:** Short link to ResearchGate: <https://goo.gl/7T2gGg>
- **Level:** National
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** The environment; Community involvement and development; Regional engagement (urban/rural)
- **Description:**



The paper is part of a presentation to introduce the Green Plan which is a compulsory institutional tool to pilot in French HEIs. The plan is:

- A pedagogical tool for developing sustainable USR.
- A communication tool to disseminate good HE institutional practices.
- A strategic guide for HEIs to improve in line with French environmental legislation and ISO 26000
- A self - diagnosis tool (Strengths, Weaknesses, Actions made).
- A support tool to support the follow up and evaluation of the promoters and managers in charge of developing sustainable development actions in each HEI.
- A base for the certification process.

It was submitted in the frame of the Conference: *Jornadas Internacionales de Gestión de la Calidad UADY 2014*. We have identified it as a useful literature resource as it does not only provide a framework to measure environmental evaluation of HEIs but also a base for their certification.

Measuring higher education civic and community engagement: A support framework

- **Author/Date/Publisher:** Campus Engage, 2018
- **Weblink:** <http://www.campusengage.ie/wp-content/uploads/2018/12/Measuring-HE-Civic-Community-Engagement-A-Framework-Web.pdf>
- **Level:** National
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organisational governance; Human rights; The environment; Community involvement and development; Regional engagement (urban/rural); Lifelong learning; Diversity
- **Description:**

This guide was developed to provide a support framework for Irish higher education institutions to collect data, map, measure and report on strategic plans, policy and infrastructure for engagement. It is intended to capture the outcomes of existing activities and suggest new activities that can be considered by higher education institutions, to connect with wider constituencies. Areas explored in the report include Values, Principles, Dimensions and definitions, Evidence and impact, Engaged research, Teaching and learning: Accredited Community Engaged Learning and Research, Student volunteering, Public engagement and involvement, and Institutional Infrastructure and Architecture. The Guide also includes Campus Engage Charter for Civic and Community Engagement.



La responsabilidad social en el mapa estratégico de las Universidades Públicas *[Social responsibility in the strategic map of Public Universities] (Text in Spanish)*

- **Author/Date/Publisher:** Núñez, M.; Alonso, I. (2009), Pecunia: *Revista de la Facultad de Ciencias Económicas y Empresariales*, Vol 9. pp. 157-180.
- **Weblink:**
https://www.researchgate.net/publication/49593359_La_Responsabilidad_Social_en_el_mapa_estragico_de_las_universidades_publicas
- **Level:** National
- **Type of literature:** Reference scientific paper/Book; Good practice initiative/project
- **Specific focus:** Organizational governance; The environment
- **Description:**

“The major socio-economic and cultural changes of the last few years emphasize the necessity for a fast adaptation of university, which puts its rigid structure to the test. The social dimension of the Bologna Process must be considered from a strategic perspective, that is, we must analyse the impact of the policies aimed at correcting the deficiencies noticed by the interest groups, in relation to the degree of completion of the mission of universities. The current definition of the concept of Social Responsibility and its models of divulgation represent an opportunity to integrate the social aspects of the process of change as these are included within the triple perspective. In this sense, we must study the social dimension in a wider framework which is the University Social Responsibility. The mission of university is defined in most cases in terms of Social Responsibility; however, the tools for internal control do not evidence the connection between the key factors for Social Responsibility and the degree of accomplishment of university's mission. For this reason, we propose a strategy map which shows the causal relationships of those factors which have a bearing on such accomplishment” (pp.157-158).

La Responsabilidad Social en las Universidades Españolas, 2014-2015 [Social Responsibility in Spanish Universities, 2014-2015] (Text in Spanish)

- **Author/Date/Publisher:** González Alcántara, O.J., Fontaneda González, I., Camino López, M.A. & A. Revilla Gistaín, 2015-03, Universidad de Alcalá de Henares.
- **Weblink:** http://www3.uah.es/iaes/publicaciones/essays_012.pdf
- **Level:** National
- **Type of literature:** Government policy/Policy paper/Standards; Good practice initiative/project
- **Specific focus:** Organizational governance; Community involvement and development; Policies related to gender equality; Access for underrepresented groups; Diversity.
- **Description:**

An analysis of the current situation of Spanish Universities in terms of Social Responsibility. The report begins with a reflection on the meaning of Social responsibility and its importance in the field of universities; it then gathers information to reflect the actions put in place by the Spanish Universities in this field and analyses its evolution of the implementation of Social Responsibility.

Responsabilidad Social Universitaria: estudio empírico sobre la fiabilidad de un conjunto de indicadores de Gobierno Corporativo [University Social Responsibility: empirical study on the reliability of Corporate Governance indicators] (Text in Spanish)

- **Author/Date/Publisher:** Núñez, M.; Alonso, I.; Pontones, C. (2015), “Responsabilidad Social Universitaria: estudio empírico sobre la fiabilidad de un conjunto de indicadores de Gobierno Corporativo”, *Innovar*, 25(58), pp. 91-103.
- **Weblink:** http://www.scielo.org.co/scielo.php?script=sci_abstract&pid=S0121-50512015000400008&lng=es
- **Level:** National
- **Type of literature:** Reference scientific paper/Book; Good practice initiative/project
- **Specific focus:** Human rights; Labour practices; The environment
- **Description:**

“The objective of this paper is to verify the validity of a set of indicators for measuring USR from the organizational dimension perspective. The indicators for measuring this dimension are based on the classification suggested by the Global Reporting Initiative, and incorporate those features considered specific for university activity. From the four categories identified for this dimension, we will analyse Corporate Governance, since economic, social and environmental impact indicators are widely contrasted within this category.

The study is performed by means of an empirical methodology based on the direct interaction with a group of experts on the matter. A special requirement that must be met by external accounting information is reliability. In that sense, the study proposes to infer the validity of the presented indicators in relation to such requirement by a special assessment on impartiality, objectivity, verifiability and faithful representation” (p.91).

Vastuullinen ja vaikuttava: Tulokulmia korkeakoulujen yhteiskunnalliseen vaikuttavuuteen [Responsible and influential: Viewpoints to SR of universities] (Text in Finnish)

- **Author/Date/Publisher:** Publication series: Opetus- ja kulttuuriministeriön julkaisuja (2015:13).
Includes four reports by the University of Turku Katriina Heikkilä ja Leena Jokinen, “Korkeakoulujen yhteiskunnallinen vaikuttavuus”, Tulevaisuuden tutkimuskeskus, Turun yliopisto. Juha Hedman ja Kalle Artukka, “Tutkimuksen varaan rakentuvan toiminnan yhteiskunnallisen vaikuttavuuden ja vuorovaikutuksen alakohtainen analyysi”, RUSE,

Koulutussosiologian tutkimuskeskus, Turun yliopisto. Pasi Malinen, Kaapo Seppälä ja Pentti Sinervo, "Teknologiansiirto ja innovaatiokehitys yliopistoissa", Brahea-keskus, Turun yliopisto. Petteri Siika-aho, "Yliopistojen yhteiskunnallinen vaikuttavuus: yhteiskunnallisen vuorovaikutuksen (YVV) seuranta ja palkitseminen"*, Yliopistopalvelut, Turun yliopisto. (note: Opetus- ja kulttuuriministeriö = Ministry of Education and Culture)

- **Weblink:** <http://urn.fi/URN:ISBN:978-952-263-352-1>
- **Level:** National
- **Type of literature:** Government policy/Policy paper/Standards
- **Specific focus:** Organizational governance
- **Description:**

The publication is the final report of the project carried out by Finland's Ministry of Education and Culture in 2014-2015. In the project it was searched for the indicators of the societal interaction and impact of HEIs'.

The publication contains four points of view of the University of Turku for the measurement of the societal interaction of universities. The societal interaction can be followed also with quantitative indicators. The problem is a difficulty in the choice, the difference of the universities, the costs of collecting data, the reliability of the indicators plus fair and right directed incentive effect in relation to their surplus value. In the future each university should consider according to its own profile what kind of data is useful in management and developing of them.

Report 'Yliopistojen yhteiskunnallinen vaikuttavuus: yhteiskunnallisen vuorovaikutuksen (YVV) seuranta ja palkitseminen' (Siika-aho) [English translation: Social impact of universities: follow-up and rewarding of social interaction] includes a set of indicators that have functioned as a basis to the follow-up which has nevertheless not been yet integrated into the steering management system of the university.

Additional resources:

Table about the current indicators of the University of Turku from the article:

Petteri Siika-aho, "Yliopistojen yhteiskunnallinen vaikuttavuus: yhteiskunnallisen vuorovaikutuksen (YVV) seuranta ja palkitseminen", Yliopistopalvelut, Turun yliopisto. [English translation: Social responsibility of universities: follow-up and rewarding.] The table is from the University of Turku (UTU), which is currently updating the table of indicators. These indicators have functioned as the basis for follow-up but have not yet integrated in ERP (enterprise resource planning /university). The indicators are:

| Subject of assessment | Follow-up taking place as | Follow-up tools | Strategic approach/other |
|---|--|---------------------|--|
| a) Participation of stakeholders in development work (teaching, research, other development). | - Noticing and taking into consideration external influence, factors and signals in own development work | Quarterly reporting | Academic expertise passed to the society through active communication (university). University exploiting the expertise of the stakeholders |

| | | | |
|--|---|--|---|
| Includes e.g. participation of external members (e.g. alumni) in strategy, curriculum development, and in management groups of R&D projects coordinated by the unit. | - Bringing scientific information into a broader discussion | | (e.g. alumni and mentoring work) in its activity. |
| b) Open forums and stakeholder events. Including alumni events, events for general public, studia generalia lecture series, professional events. | - Involving and engaging stakeholders (citizens, professionals) - Professional development - Bringing scientific discussions into broader discussions | | |
| c) Invention announcements and granted patents | - Protecting research results for product development - Engaging to innovation activity | Follow-up of innovation services | UTU participates in establishing companies, and strengthens its innovation capacity and commercialisation of its product and service ideas. |
| d) Projects funded by companies, societies or EU (regional and social funding) | - Allocating funding to develop different parts of the society - Producing and channelling information for solving (practical) problems | Quarterly reporting; follow-up of financial management | |
| e) Textbooks, professional books, guidebooks, handbooks, magazines, etc., publications in common language | - Providing scientific information to general public in an easily understandable form - Providing scientific information to professional development | Collecting information of publications | Transferring academic expertise to the society through active communication and publication activity. Similarly, university exploits expertise of the stakeholders (e.g. alumni and mentoring activity) |

| | | | |
|--|--|---|--|
| <p>f) Development projects, i.e. projects which are not primarily research project</p> | <ul style="list-style-type: none"> - Commitment to different development areas of the society - Results/outcomes are assessed from the beneficiary point of view | <p>Quarterly reporting; follow-up of financial management</p> | <p>Interaction with companies, public government and the third sector improves the quality and effectiveness/ impact of research and education. Cooperation concretises as service research and exploits these results. International, national or regional development projects.</p> |
| <p>g) Worklife coopertion of teaching subjects. The primary areas of follow-up are practical training and worklife related studies.</p> | <p>Study subject development. Developing and enabling the work life relevance of studies.</p> | <p>Quarterly (or other) reporting; (+ possible survey)</p> | <p>Cooperation concretises also as work life relevance of degree education service of lifelong learning, and educational exportation.</p> <p>The work life connection of studies is strengthen by offering better and more interesting and customized study paths for degree and adult students.</p> |
| <p>h) The most essential expert tasks of the university staff.</p> <p>These include public presence at media and in events related to own field of study; expert tasks as representatives of the university in stakeholder organisations' strategy work, planning and decision making; expert statement in cases related to own field of study.</p> | <p>Activity of the academics in developing the surrounding society</p> <ul style="list-style-type: none"> - Providing scientific information to decision making and public discussions. | <p>Research database.</p> | |

US National Survey of Student Engagement (NSSE) Annual Results 2017: Survey Findings on the Quality of Undergraduate Education

- **Author/Date/Publisher:** Indiana University Center for Postsecondary Research (2017).
- **Weblink:**
https://www.insidehighered.com/sites/default/server_files/files/NSSE%20Annual%20Results%202017-Embargoed.pdf
- **Keywords:**
- **Level:** National
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Community involvement and development; Diversity; Student Engagement
- **Description:**

The National Survey of Student Engagement (NSSE) includes information for undergraduate education institutions across the US to improve the quality of student learning. Engagement Indicators (EIs) and measures of participation in High-Impact Practices (HIPs) (pp. 14-15 of the document) summarize key facts of student engagement. The indicators include: Higher-Order Learning, Reflective & Integrative Learning, Learning Strategies, Quantitative Reasoning, Collaborative Learning, Discussions with Diverse Others, Student-Faculty Interaction, Effective Teaching Practices, Quality of Interactions, and Supportive Environment.

The reason for the selection of this document is based on the fact that little attention is paid in many USR indicators and evaluation proposals regarding student engagement and how to measure it to improve the quality of student learning.



Higher Education System Performance Framework 2018-2020

- **Author/Date/Publisher:** HEA (Higher Education Authority) (2018)
- **Weblink:** <https://hea.ie/funding-governance-performance/managing-performance/system-performance-framework/>
- **Level:** National
- **Type of literature:** Government policy/Policy paper/Standards
- **Specific focus:** Organizational governance; Labour practices; Fair operating practices; Community involvement and development; Policies related to gender equality; Access for underrepresented groups; Regional engagement (urban/rural); Lifelong learning; Diversity.
- **Description:**

The System Performance Framework details national priorities and key objectives of higher education in Ireland. This framework is supported by mission based compacts (or agreements) between the Higher Education Authority and higher education institutions in Ireland under its remit, aiming to align the institutional mission with national priorities.

There are 6 Key System Objectives, all of which comprise some USR or SDG-related targets, such as, for example, improving equality of opportunity and access for underrepresented groups. As such, Objective 1 relates to skill needs and includes reporting, for example, on activation labour market policy for upskilling and reskilling in Ireland (Springboard+ programme), while Objective 4 targets equality of opportunity through Education and Training and recruiting 'a student body that reflects the diversity and social mix of Ireland's population' (p.29).

Integración de la Responsabilidad Social en los sistemas de garantía interna de calidad: hacia una universidad saludable, sostenible y solidaria [Integration of Social Responsibility in internal quality assurance systems: towards a healthy, sustainable and solidary university] (Text in Spanish)

- **Author/Date/Publisher:** Benavides Velasco, C. (dir.), Arranz Val, P., Benavides Chicón, C.G., Borrego Martínez, J.M., González Valeiro, M.A., Guitart Tarrés, L., Guzmán Parra, V., López Cabanes, A., Marchante Lara, M., Martín-Moreno Cerrillo, Q., Miravittles Matamoros, P., Wladimir Petit de Gabriel, E., Quintana García, C., Santero Sánchez, R., Terrados Cepeda, J., Vallejo García, E., & I. Aldeanueva Fernández, 2013, Ministerio de Educación
- **Level:** National
- **Type of literature:** Good practice initiative/project
- **Specific focus:** The environment; Community involvement and development

- **Description:**

A proposal about a Social responsibility Management Process, with indicators concerning the overall management of University Social Responsibility and the dimensions of health, sustainability and solidarity.

Italian Businesses: Practices Towards a Sustainable Development. Following the path defined by the Sustainable Development Goals

- **Author/Date/Publisher:** Global Compact Network Italy Foundation
- **Weblink:** https://www.globalcompactnetwork.org/files/news_eventi/news/Report-Italian-Businesses-Practices-Towards-Sustainable-Development.pdf
- **Level:** National
- **Type of literature:** Government policy/Policy paper/Standards
- **Specific focus:** Organizational governance; Labour practices; Fair operating practices; Policies related to gender equality
- **Description:**

Global Compact Network Italy Foundation (GCNI Foundation) has launched “a collection of practices to support the understanding and commitment of the private sector to the Global Agenda for Sustainable Development and its SDGs. The aim is the one of producing a series of publications – beginning with the present one – that offer conceptual tools, case studies and analysis to support business, civil society actors and political leaders ready to act, in processes of organizational transformation and business models adaptation” (p.5).

SGE 21. Ethical and Socially Responsible Management System

- **Author/Date/Publisher:** Foretica (2017), available in Spanish and English
- **Weblink:** http://www.foretica.org/sge_21_ingles.pdf and <https://foretica.org/sge21/>
- **Level:** National
- **Type of literature:** Government policy/Policy paper/Standards
- **Specific focus:** Organizational governance; The environment; Fair operating practices;
- **Description:**

This document is a standard that supports the first Management System Ethically and Socially Responsible European that allows to achieve a voluntary certification. Since its first publication in 2000, four review processes have followed (2002, 2005, 2008 and 2016) in order to align the standard with the international trends in the matter. The standard is composed of six chapters. The first five explain the background and the general aspects of the document, chapter six being the one that develops the requirements of the Standard, and therefore in which will be based both the implementation and the audit of the organization to evaluate.

Foretica is an organization, based in Spain, with the mission of integrating the social aspects, environmental aspects and good governance in the strategy of the organizations.

Sustainability in higher education in Atlantic Canada

- **Author/Date/Publisher:** Beringer, A., Wright, T., Malone, L. *International Journal of Sustainability in Higher Education* 9(1), 48-67, January 2008.
- **Weblink:** <https://www.emeraldinsight.com/doi/abs/10.1108/14676370810842184>
- **Level:** National
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; Labour practices; The environment; Community involvement and development; Access for underrepresented groups; Regional engagement (urban/rural); Lifelong learning; Diversity
- **Description:**

The purpose is to ascertain the state of sustainability in higher education (SHE) in Atlantic Canada (sustainability education/curriculum; research and scholarship; operations; faculty/staff development and rewards; community outreach and service; student opportunities; and institutional mission, structure and planning). Design/methodology/approach – All Association of Universities and Colleges of Canada (AUCC) member institutions in Atlantic Canada were sampled in 2005/2006 to examine sustainability performance. Data were collected using the sustainability assessment questionnaire (SAQ) and were triangulated with document, webpage, and additional survey research. Findings – The majority of higher education institutions in Atlantic Canada are engaged in sustainable development work, most notably in the area of curriculum. Sustainability research and scholarship is spread amongst faculty and students; many institutions have inter- or multi-disciplinary research structures to address sustainability questions across campus and in collaboration with community partners. Much unrealized potential remains within physical operations, faculty/staff development and rewards, and student opportunities. No single university emerges as the Atlantic Canadian SHE leader; Acadia University (Wolfville, Nova Scotia), St Francis Xavier University (Antigonish, Nova Scotia) and Mt Allison University (Sackville, New Brunswick) excel in a regional peers comparison. Research limitations/implications – The Atlantic Canada study commences a series of five regional SHE assessments in Canada. Practical implications – The study strengthens ongoing efforts for creative institutional solutions to reduce the ecological footprint of higher education institutions. It contributes to SHE knowledge transfer and capacity-building. Originality/value – The study is the first regional SHE performance assessment in Canada. It serves as a pilot study and strategic planning tool (adapted from p.48).

Benchmarking tools for assessing and tracking sustainability in higher educational institutions: Identifying an effective tool for the University of Saskatchewan

- **Author/Date/Publisher:** Sayed Md. Kamal, Abu & Asmuss, Margret. (2013). *International Journal of Sustainability in Higher Education*, 14(4), 449-465.
- **Weblink:** <https://www.emeraldinsight.com/doi/abs/10.1108/IJSHE-08-2011-0052>
- **Level:** Institutional
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; Human rights; Labour practices; The environment; Fair operating practices; Community involvement and development;
- **Description:**

“The University of Saskatchewan (UofS) has identified five areas of campus life critical to improving the university's sustainability performance: education, research, operations, governance, and community engagement. In recognition of the need to track and assess the university's performance in all of these areas, a study was conducted to identify an effective sustainability-benchmarking tool for the UofS. The paper aims to discuss these issues.

Design/methodology/approach – In order to identify [sic] an effective benchmarking tool for assessing sustainability for the context of the UofS, two academic-focused tools and two tools with a broader scope were reviewed. The academic tools are Sustainability Assessment Questionnaire (SAQ) and the Campus Sustainability Assessment Framework (CSAF), while the general tools are the College of Sustainability Report Card (CSRC) and the Sustainability Tracking Assessment and Rating System (STARS). Each tool was rated on the basis of 27 questions developed to directly relate to indicators of sustainability in the five areas of campus life. The highest rated tool was recommended as the most effective tool for assessing and tracking sustainability for the UofS” (p.449)

Implementing the sustainable development goals at University level

- **Author/Date/Publisher:** Albareda-Tiana, S., Vidal-Raméntol, S., Fernández, M. (2018). *International Journal of Sustainability in Higher Education*, 19(3), 473-497, 10.1108/IJSHE-05-2017-0069.
- **Weblink:** Shortlink to ResearchGate: <https://goo.gl/3pdXkN>
- **Level:** Institutional
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; The environment; Fair operating practices; Community involvement and development; Regional engagement (urban/rural)
- **Description:**

The paper explores the principles and practices of Sustainable Development Goals (SDGs) in the University curriculum using as example the International University of Catalonia (ES) and

using a mixed methodology for data collection. Indicators related to SDGs found in the University curriculum (quantitative analysis) were measured using Excel, combined with in-depth semi-structured interviews of the deans of different faculties (qualitative study), analysed with Atlas.ti. Regarding the findings, several visions, difficulties and challenges were identified in this mixed methods study around the concept of Sustainability, which allowed describing and portraying a specific starting position in relation to the SDGs at the University.

“The presence of dimensions linked to the SDGs in the University curriculum were analysed by means of a quantitative study” (p.473). However, global competences related to Education for Sustainable Development (ESD) were not considered. “Special emphasis was given to the challenges and opportunities for training future graduates and the whole University community in SD” (p.473). The reason for the selection of this paper is that it shows a methodological exploration of the principles related to the SDGs and the learning and teaching practices in sustainability in a Higher Education institution in Catalonia (Spain).

The university and transformation towards sustainability – The strategy used at Chalmers University of Technology

- **Author/Date/Publisher:** Holmberg, J., Lundqvist, U., Svanström, M., Arehag, M. (2012). *International Journal of Sustainability in Higher Education*, 13(3), 219–231.
- **Weblink:** <http://dx.doi.org/10.1108/14676371211242544>
- **Level:** Institutional
- **Type of literature:** A paper about research addressing ESD project
- **Specific focus:** Community involvement and development; Change management; Sustainable development; Curriculum greening; Education for sustainable development; Change; Transformation.
- **Description:**

The paper provides qualitative indicators of implementing SD in education, what to take into consideration in order to succeed. It addresses, e.g. good teaching practices (as indicators of good teaching). These can e.g. be linked to soft skills and approaches (e.g. design thinking) and training. Moreover, the human perspective is important when encouraging universities to implement SR in their activities.

The ESD project functioned as a neutral arena since it was not placed at any specific department but rather engaged participants from many departments. It is a research paper of *International Journal of Sustainability in Higher Education*. The paper was published on February 2012.

The paper presents the strategy used for achieving change towards sustainability at Chalmers University of Technology (Chalmers). The paper illustrates elements in integration by describing processes (qualitative indicators) in which it has been applied.

Institutional examples

Examples of Social Responsibility focused indicators, benchmarking and indexes

Dublin City University (DCU) Student Engagement Award and associated Uaneen Module

- **Author/Date/Publisher:** DCU website, n.d.
- **Weblink:** <https://www.dcu.ie/students/engagement-award.shtml> and <https://www.dcu.ie/uaneen/index.shtml>
- **Level:** Institutional
- **Type of literature:** Good practice initiative/project
- **Specific focus:** Human rights; The environment; Community involvement and development; Regional engagement (urban/rural); Lifelong learning; Good practice initiative
- **Description:**

The DCU Engagement Award is a formal recognition of student engagement with life and civic society at university. According to the website, it provides ‘a clear and structured approach to self-development and achievement outside of the formal curriculum’. It comprises three levels, with metrics for each outlined on the website:

Bronze level (for First Years only): focused on ‘transition to third level and the journey towards independent learning and self-development’. Completion requirements include, for example, attendance of formal developmental workshops and activities, time dedicated to informal engagement, and writing of a Reflective Piece on the experience.

Silver level (for Second or Third Years only, not final years): focused on employability skills and development of [DCU Graduate Attributes](#) as part of both the formal and informal curriculum. Completion requirements include, for example, attendance of formal events or skill sessions, time dedicated to informal engagement, and writing of a Reflective Piece on the experience.

Gold level (Final Years only) – Uaneen Award, based on the [Uaneen Module](#) on commitment to extra-curricular activity and engagement. The system for Uaneen Module was created in 2000 aiming to recognise students’ efforts outside of the academic work – from ‘sporting, political and creative to the community and social’, and also recognise personal development arising from such activities – as well as encourage students to get involved in such activities so as to achieve personal development. These activities can be ‘within the University AND outside clubs, societies, volunteering, community work and extra-curricular activity in general’. Uaneen Module can be taken a 5 credit elective or a non-contributing optional additional 5 credit module. Uaneen Module culminates in compiling a learning diary with a log and a portfolio with relevant activities.

Índice integral para evaluar la responsabilidad social universitaria en Ecuador
[Integral index for the evaluation of the university social responsibility in Ecuador]
(Text in Spanish)

- **Author/Date/Publisher:** Viteri-Moyal, J., Jácome-Villacresl, M.B., Medina-León,A., Neydalis Piloto-Fleitas (Sept-Dec 2012), Ingeniería Industrial, 33(3), 295-306, La Habana.
- **Weblink:** http://scielo.sld.cu/scielo.php?script=sci_arttext&pid=S1815-59362012000300009
- **Level:** Institutional
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance
- **Description:**

“The role of universities, facing the vertiginous changes of a globalized world, is considered essential for students’ capacities and values formation, in such a way that it allows them to meet the demands and needs of society as well as to communicate and establish a culture of Social Responsibility within the professional practice. Nowadays, it is perceived a tendency to use global indicators to evaluate different aspects of organizational management. Consequently, this article proposed an integral index in order to evaluate University Social Responsibility, through key processes: academic, management, involvement with the collective and the inclusion of 2 essential perspectives in the social responsibility management process: environmental and communicational. Its formulation was based on the application of a methodology that compiled bibliography on social responsibility indicators, reduced the list obtained and then conformed the integral index that was finally proposed” (p.295).

Propuesta de modelo de evaluación de la Innovación Social Universitaria Responsable (ISUR) [Proposal of a Model to Evaluate the University Social Responsibility and Innovation (USRI)] (Text in Spanish)

- **Author/Date/Publisher:** Vélez, Ana Luisa López (Mar 2016). *Estudios Sobre Educación*, 30, 71-93, Pamplona.
- **Weblink:** https://search-proquest-com.ezproxy.ulb.ac.be/docview/1785502754?rfr_id=info%3Axri%2Fsid%3Aprimos#center
- **Level:** Institutional
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; Community involvement and development; Regional engagement (urban/rural).
- **Description:**

“An overview of the social responsibility and innovation processes implemented by universities is presented, together with international, European and national mandates assumed. Social innovation and social responsibility definitions lead to the documentary

analysis on evaluation models used by international universities. The analysis provides lessons learnt about issues under evaluation; the nature of data; kinds of evaluative processes; and factors, dimensions and indicators analysed. Following, the evaluation proposal focuses on three fundamental aspects: a holistic vision; concrete social values commitment; and a process approach, providing insights that guide decisions for improvement. The proposed dimensions, indicators and questions offer an evaluation framework based on theoretical background that could be adapted by universities involved in evaluation or self-evaluation processes on social engagement” (p.72).

Propuesta de indicadores de evaluación de la función de proyección social/extension universitaria/ interacción en la educación superior [Proposal of evaluation indicators of the social projection/university extension/interaction function in higher education] (Text in Spanish)

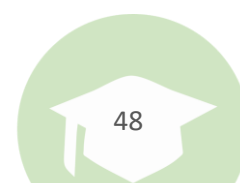
- **Author/Date/Publisher:** Aponte, C. (2007), Asociación Colombiana de Universidades.
- **Weblink:** http://www.bibliotecavirtual.info/wp-content/uploads/2011/12/propuesta_indicadores_evaluacion_proyeccion_social_universitaria.pdf
- **Level:** Institutional
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; Community involvement and development; Access for underrepresented groups
- **Description:**

The indicators proposed in this document are a contribution for higher education institutions to evaluate this substantive function, in terms of its management, the qualities of this function and the achievement of its ultimate purpose (impact).

This is why the proposal from the methodological point of view is based on an evaluation approach based on reference criteria, i.e. indicators that will help the institution, faced with this substantive function, to evaluate itself according to its identity, development and priorities assigned to this function. It is therefore a proposal for self-evaluation processes.

Quality and the social responsibility of universities

- **Author/Date/Publisher:** Cruz, Y. (2009). GUNI-Global University Network for Innovation.
- **Weblink:** <http://www.guninetwork.org/articles/quality-and-social-responsibility-universities>
- **Level:** Institutional
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; Community involvement and development; Regional engagement (urban/rural)
- **Description:**



“In this article, Yasmín Cruz, GUNI project officer, states that quality cannot be an abstract, unimportant notion: it must be applied to a specific context and in relation to the relevance of an institution and its role in solving the problems faced by a community”.

Moreover, the author states that “any system of criteria and indicators should take into account how relevant academic programmes and the institutional project pursued by a university are to social needs” (<http://www.guninetwork.org/articles/quality-and-social-responsibility-universities>).

Responsabilidad Social Universitaria: Manual de Primeros Pasos [University Social Responsibility: First Steps Manual] (Text in Spanish)

- **Author/Date/Publisher:** François Vallaey, Cristina de la Cruz, Pedro M. Sasía Vallaey, F., de la Cruz, C., Sasía, P. M. (2009). McGraw-Hill Interamericana Editores, S.A. de C.V.
- **Weblink:** <https://publications.iadb.org/publications/spanish/document/Responsabilidad-social-universitaria-Manual-de-primeros-pasos.pdf>
- **Level:** Institutional
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; Human rights; Labour practices; The environment; Fair operating practices; Community involvement and development; Policies related to gender equality; Access for underrepresented groups; Regional engagement (urban/rural).
- **Description:**

This manual aims to provide HEIs management boards and decision-makers with a set of tips and advices to implement Social Responsibility actions in their institutions. The text explains in an easy way and step-by step what to do in order to give a contribution to the surrounding society and have a positive impact.

Social responsibility is an area that is still under construction, but already enjoys a notable prominence among organizations and companies. Little by little this trend has reached universities, which are beginning to account for the impacts of their mission of training, research and participation in society. There are currently many expectations, but very few references to light the way.

La responsabilidad social universitaria: propuesta conceptual y medición en el ámbito de una Universidad privada de Lima – Perú [University Social Responsibility: conceptual proposal and measurement in the sphere of a private university of Lima - Perú] (Text in Spanish)

- **Author/Date/Publisher:** Baca Neglia, H. (2015), Universidad de Sevilla.

- **Weblink:**
<https://idus.us.es/xmlui/bitstream/handle/11441/38435/%20TESIS%20%20%20definitiva.pdf?sequence=1>
- **Level:** Institutional
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; Human rights; The environment; Fair operating practices
- **Description:**

This doctoral thesis offers many interesting findings about USR and it has a special focus on Measurement of USR (2.2.6 "Medición de la RSU" pg. 120) and USR Indicators (2.2.6.1 "Indicadores de la RSU" pg. 123). The author affirms that the appropriate selection of measurement indicators may be more critical than the choice of method itself, so a clear relationship between the indicators and their different levels must be ensured.

Conclusions

This review of literature from partner countries and beyond identified a wide variety of indicators designed to assist institutions, public policy and other stakeholders with benchmarking data to help evaluate the extent to which progress is being made towards the achievement of University Social Responsibility (USR) objectives.

Some of this material relates to indicators which are already being applied, while other works were more speculative, relating to ideas and proposals for future application. It is evident from this review that the material in this arena is both expanding and is highly varied in aims and methodologies.

An important message that emerges for future developments is that the selection of relevant indicators needs: to be clearly targeted towards a particular purpose and level of operation (e.g. institutional, national, international), to be realistic about the nature and validity of the data which might be available and the costs (including opportunity costs) in generating the material, and taking account of the importance of qualitative material.

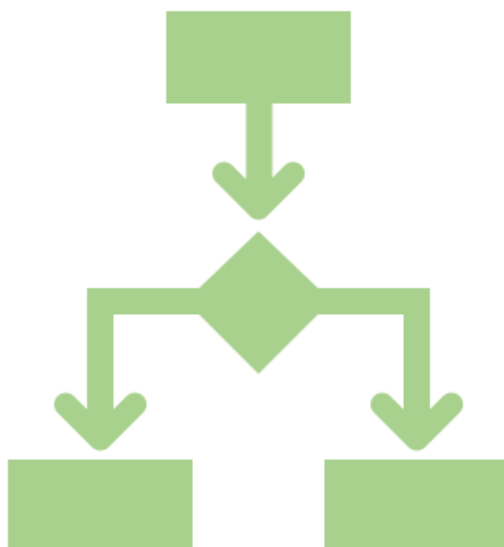
In our case we found it most useful to group the material in two ways.

First by Level: examples targeted at three levels: (i) international and EU; (ii) national and regional; and, (iii) institutional.

Second, thematically: in our case the focus was on two (interrelated) themes: (i) Social Responsibility; and (ii) Sustainable Development.

In this way it is anticipated that users may best be directed towards models which might best suit their interests.

Chapter 2: Higher Education Reporting System Examples (State of the art)



Executive Summary

In this second chapter a significant group of relevant examples of successful Reporting Systems were clustered. As USR Indicators, also Reporting Systems are a substantially important tool that Higher Education Institutions (or whatever kind of organisation) have at their disposal to evaluate and benchmark their progress and the extent of their results in the field of USR. USR Reporting Systems are numerous and very diverse, therefore this chapter does not presume to be complete and include all the existing examples. The purpose of this chapter is to provide the user with some relevant examples collected by the partners among models existing in their countries and beyond. By reading this chapter the user will have a clearer picture of the current situation and the progress with respect to USR Reporting Systems.

To facilitate the user and for a matter of accuracy the USR Reporting System examples are arranged in 2 groups:

Group 1 Higher Education reporting systems

Group 2 General purpose reporting systems

Each group has been further organised into:

- Examples of Social Responsibility focused Reporting Systems
- Examples of Sustainable Development focused Reporting Systems

Within each of these sub-categories, examples are organized alphabetically.

While many of the examples are relevant for several purposes, for ease of reference a number of **Keywords** are associated with each example according to three criteria.

Higher Education reporting systems

Social Responsibility focused

Higher education System Performance Framework 2018-2020

- **Institution/Organisation:** The Higher Education Authority (Ireland)
- **Weblink:** <https://hea.ie/funding-governance-performance/managing-performance/system-performance-framework/>
- **Level:** National
- **Type of example:** Performance framework
- **Specific focus:** Organisational governance, Fair operating practices, Community involvement and development, Policies related to gender equality, Access for underrepresented groups, Regional engagement (urban/rural), Lifelong learning, Diversity
- **Description:**

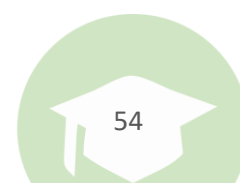
The System Performance Framework details national priorities and key objectives of higher education in Ireland. This framework is supported by mission based compacts (or agreements) and a strategic dialogue between the Higher Education Authority and higher education institutions in Ireland under its remit. This currently comprises Universities, Institutes of Technology and some of the Colleges. The mission based compact aims to align the institutional mission with national priorities (six Key System Objectives with reference to the national high-level targets, as set out in the Framework). The compact is also used to agree strategic objective indicators of success - the institutional performance is measured and tied to funding allocation.

There are 6 Key System Objectives, all of which comprise some USR or SDG-related targets. A list of Key System Objectives for the Higher Education System 2018-2020 is included below (adapted from p.1):

Objective 1 - Providing a strong talent pipeline combining knowledge, skills & employability which responds effectively to the needs of our enterprise, public service and community sectors, both nationally and regionally, and maintains Irish leadership in Europe for skill availability;

Objective 2 - Creating rich opportunities for national and international engagement which enhances the learning environment and delivers a strong bridge to enterprise and the wider community;

Objective 3 - Excellent research, development and innovation that has relevance, growing engagement with external partners and impact for the economy and society and strengthens our standing to become an Innovation Leader in Europe;



Objective 4 - Significantly improves the equality of opportunity through Education and Training and recruits a student body that reflects the diversity and social mix of Ireland's population;

Objective 5 - Demonstrates consistent improvement in the quality of the learning environment with a close eye to international best practice through a strong focus on quality & academic excellence;

Objective 6 - Demonstrates consistent improvement in governance, leadership and operational excellence.

HRS4R – Human Resources Strategy for Researchers

- **Institution/Organisation:** EURAXESS
- **Weblink:** <https://euraxess.ec.europa.eu/jobs/hrs4r>
- **Level:** EU
- **Type of example:** International Initiative
- **Specific focus:** Labour practices, Fair operating practices, Policies related to gender, Lifelong learning, Diversity
- **Description:**

The "HR Strategy for Researchers" supports research institutions and funding organisations in the implementation of the Charter & Code in their policies and practices. The concrete implementation of the Charter & Code by research institutions will render them more attractive to researchers looking for a new employment or for a host for their research project. Funding organisations implementing the Charter & Code principles will contribute to the attractiveness of their national research systems and to the attractiveness of the European Research Area more generally. The logo "HR Excellence in Research" will identify the institutions and organisations as providers and supporters of a stimulating and favourable working environment.

The strategy and its related Action Plan are based on an internal self-assessment.

MoRRI – Monitoring the Evolution and Benefits of Responsible Research and Innovation

- **Institution/Organisation:** Technopolis – Commissioned by EC
- **Weblink:** <http://www.technopolis-group.com/morri/>
- **Level:** EU
- **Type of example:** International Initiative
- **Specific focus:** Organizational governance, Human rights, Policies related to protection of data, Diversity, RRI



- **Description:**

MoRRI's main objective is "to provide scientific evidence, data, analysis and policy intelligence to support directly Directorate General for Research and Innovation (DG-RTD) research funding activities and policy-making activities in relation with Responsible Research and Innovation (RRI)".

RRI is a concept that is recently gaining momentum but it still lacks agreement on its definition, content and details. Hence, part of this study is to determine the scope and the benefits of RRI for Europe by:

- Operationalising the concept;
- Developing a sound conceptual framework and associated methodology, while at the same time;
- Testing the potential of this methodology to allow monitoring the current state and short-term evolution of Responsible Research and Innovation and its socio-economic and democratic impacts.

The monitoring lasts from 2014 to 2018. It is led by Technopolis Consulting Group Belgium in collaboration with leading European organisations and individual experts. Among the core partners are the University of Aarhus, the Institute of Advanced Studies (IHS), CWTS from the University of Leiden, as well as the Fraunhofer Institute for Systems and Innovation Research ISI, INGENIO from the University of Valencia, the University of Athens, the University College London (UCL), and SPRU from the University of Sussex.

Proposal for University Social Responsibility indicators according to GRI G4 guidelines: The case of the University of Cordoba (Spain)

- **Institution/Organisation:** University of Cordoba (Spain)
- **Weblink:**
https://www.researchgate.net/publication/311695697_Proposal_for_University_Social_Responsibility_indicators_according_to_GRI_G4_guidelines_The_case_of_the_University_of_Cordoba_Spain
- **Level:** International, EU
- **Type of example:** Government policy/Policy paper/Standards
- **Specific focus:** Organisational governance
- **Description:**

The general purpose of this paper is to produce a list of performance indicators adapted to the reality of Spanish Universities with an approach based on the most recent version of the Global Reporting Initiative's (GRI, 2016 version) Sustainability Reporting Guidelines. In order to do so, the following specific objectives have been identified:

- To identify social responsibility indicators in university reports according to the GRI G4 Sustainability Guidelines (the Guidelines).

- To analyze how this information adapts to the Guidelines performance indicators.
- To complete the list of indicators making a proposal that enable drawing up the future university social responsibility reports according to the GRI G4 Sustainability Guidelines.

Methods In the context of public universities in Spain and university social responsibility, we have carried out a case study whose context is the University of Cordoba. This study has analyzed university social responsibility reports of the University of Cordoba for adapting them to the GRI G4 Sustainability Guidelines in the future.

This proposal for indicators has been divided in to three sections depending on whether it is economic, environmental or social indicator.

Report on Social Responsibility 2016-2017, University of Barcelona

- **Institution/Organisation:** University of Barcelona
- **Weblink:** <https://www.postgraduatecenter.at/en/lifelong-learning-projects/university-extension/finished-projects/university-meets-social-responsibility-university/university-products/usr-guidelines/>
- **Level:** Institutional
- **Type of example:** Institutional Report
- **Specific focus:** Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development , Policies related to gender equality, Access for underrepresented groups, Regional engagement, Lifelong learning, Diversity.
- **Description:**

Annual Reports on Social Responsibility are published on University of Barcelona website since 2008. For 2016-2017 report, for the first time the **Consolidated Set of GRI Standards for the preparation of sustainability reports**³ was used. Only part of the adapted standards was applied for this year, however it is anticipated that the entire guide on the adaptation of the Consolidated Set of GRI Standards will be applied for 2017-2018 reporting.

The Consolidated Set of GRI standards for the preparation of sustainability reports in its original form is divided into 4 series: series 100 ('universal standards'), and series 200, 300 and 400 addressing topic-specific standards. Topic-specific standards are GRI 200: Economics, GRI 300: Environmental and GRI 400: Social. Each of the three series sets topic-specific standards broken down into disclosures (see pp.149-150 of University of Barcelona Report for more information).

The 2016-2017 report, which applied only part of the adapted standards, has the following sections:

- **The University of Barcelona** – outlining key services and changes for current year
- **Society**, including sub-sections on (1) *Creating Value for society*, (2) *Responsibility to staff* and (3) *Responsibility to the environment and the community*.
- **The environment**



- Economics
- List of contents from the Global Reporting Initiative

"Reporting and structuring USR activities" Section 3.4 from Guidelines for Universities Engaging in Social Responsibility (pp.13-15)

- **Institution/Organisation:** UNIBILITY (University Meets Social Responsibility) project co-funded by Erasmus+ Programme of the EU (2015-2017)
- **Weblink:** <https://www.postgraduatecenter.at/en/lifelong-learning-projects/university-extension/finished-projects/university-meets-social-responsibility-unibility/unibility-products/usr-guidelines/>
- **Level:** International/EU
- **Type of example:** Project Output
- **Specific focus:** General guidelines for reporting of USR
- **Description:**

This large volume is a final output of UNIBILITY (University Meets Social Responsibility) project co-funded by Erasmus+ Programme of the EU (2015-2017), which provided recommendations and instructive examples of good practice for universities addressing the social dimension in higher education.

Section 3.4 'Reporting and structuring USR activities' (pp.13-15) outlines:

- a) Different reporting systems for Social Responsibility, such as **Global Compact, PRIME Network or Global Reporting Initiative** (with the last one being most popular among companies and universities).
- b) The advantages of writing a Social Responsibility Report, and provides a step-by-step process of preparing such a report, including advice on counteracting some common challenges in preparation of Social responsibility report

Students' Experiences of University Social Responsibility and Perceptions of Satisfaction and Quality of Service (University of León, Spain)

- **Institution/Organisation:** University of León, Spain
- **Weblink:** https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=202499
- **Level:** International/National
- **Type of example:** Survey
- **Specific focus:** Organizational governance, Consumer issues (students'), Students' perception and satisfaction of USR according to a USR model based on 4 University impacts
- **Description:**

The paper intends to identify the factors that define students' perceptions of university social responsibility (USR) in a Spanish University (University of León), and analyse the impact of that

view on their perceptions of satisfaction and quality of service the University provides. It is important to note a wider aim to build a model of University Social Responsibility (based upon based on the four impacts attributed to the university – education, research, internal management and external projection) and to test if this model affects the quality of service and student satisfaction.

A study was carried out to analyze students' perceptions of USR at the University of León (Spain) and, by this means, generate basic information useful for universities in the design and implementation of their marketing strategies according to responsibility criteria and in this way, achieve an improved quality of service and more satisfied students.

Interesting to note that in the conclusions of this paper *“the USR model, which is developed as a cross subject in all fields, is believed to be a competitive advantage against other universities.”*

Talent, Discovery and Transformation. Strategic Plan 2017-2022. Dublin city University, Dublin, Ireland

- **Institution/Organisation:** Dublin City University, Ireland
- **Weblink:** <https://www.dcu.ie/external-affairs/strategic-plan.shtml>
- **Level:** Institutional
- **Type of example:** Institutional Report
- **Specific focus:** Organizational governance, Labour practices, The environment, Fair operating practices, Community involvement and development, Policies related to gender equality, Access for underrepresented groups, Regional engagement (urban/rural), Diversity
- **Description:**

The Strategic Plan outlines specific activities to achieve 9 Strategic Goals – with some relevant for institutional reporting on USR and Sustainable development, in particular Goals 8 and 9:

Goal 8 – ‘Place sustainability at the core of the university’ – ‘It reflects not only our commitment to play our part as a responsible organisation but also our realisation of the messages we can convey as an exemplar organisation to both our students and society around us’ (p.47). To achieve this goal, among other initiatives, a cross-institutional Sustainability Council will create a DCU Sustainability Plan and will play a key role in its monitoring and implementation, with annual reports on achievement of goals set (pp.47-48).

Goal 9 – ‘Pursue active engagement with our communities’ – ‘We are, and always have been, a highly engaged university, the very antithesis of the “Ivory Tower University”’ (p.51). This goal envisions development of an Engagement Strategy, establishment of a University Engagement Forum, fostering and recognizing student engagement, building on engagement with local communities, fostering alumni community, and other initiatives, providing an infrastructure for institutional reporting on this topic.

Una propuesta de memoria de responsabilidad universitaria [A proposal for reporting University Social Responsibility in andalusian Universities] (Text in Spanish)

- **Institution/Organisation:** University of Cádiz, University of Granada
- **Weblink:** http://www.aeca1.org/pub/on_line/
- **Level:** Regional
- **Type of example:** Literature Article
- **Specific focus:** Organizational governance,
- **Description:**

The paper (only available in spanish) intends to present a proposal for a report on sustainability or social responsibility for universities, based on a solid methodology, focusing on:

- International analysis of social responsibility reports in the academic field.
- Proposed GRI and Global Compact analysis
- Analysis, from workshops held in all Andalusian universities, of the expectations of the different interest groups in the academic field.
- Analysis of the Strategic Plans of the Andalusian universities from the social responsibility perspective.
- Brakes and accelerators of social responsibility from interviews group with university directors.

It is drive by the overall idea of integration, that is, The Memories of Social Responsibility of each University, and of the whole of the Andalusian University System, will become the integrating document of all the information that the University must transfer to the Society. The memories will be the reflection about the degree of achievement of the commitments that the institution has with the different interest groups, and will be instituted as the fundamental strategic instrument to ensure the sustainability of universities.

USR Annual report of the Universidad de Santiago de Compostela (Spain)

- **Institution/Organisation:** University of Santiago de Compostela (Spain)
- **Weblink:** http://www.usc.es/gl/info_xeral/responsable/memoriars/index.html
- **Level:** Institutional
- **Type of example:** Institutional Report
- **Specific focus:** Organizational governance, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development, Policies related to gender equality, Lifelong learning, Diversity
- **Description:**



All the different USR HE Institutional Reporting System are available on the website (from 2003 to 2016). It is developed using the International Integrated Reporting Council (IIRC) framework and GRI (table at the end of the report shows its correspondence). There is only available the Galician version. The report is not organized according to the typical structure in universities (teaching, research,), but that the main social responsibilities dimensions: environmental, economic, social dimension, etc. Obviously, it includes many indicators and two annexes linking the report to the strategic plan and to the GRI framework.

USR Benchmarking Standards

- **Institution/Organisation:** EU-USR Project (University Social Responsibility: A Common European Reference Framework -52709-LLP-2012-1-RO-ERASMUS-ESIN)
- **Weblink:** <https://www.eu-usr.eu>
- **Level:** EU
- **Type of example:** Project Output
- **Specific focus:** Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development, Policies related to protection of data, Policies related to gender equality, Access for underrepresented groups, Regional engagement, Lifelong learning, Diversity.
- **Description:**

The USR Benchmarking Standards has been the development as a completely new Standard, covering Research, Teaching, Support for Learning and Public Engagement, that addresses social responsibility in the core activities of the typical European university within the EU-USR Project (University Social Responsibility: A Common European Reference Framework) funded under the ERASMUS Programme between 2012-2015. It consists in four Standards, each of which is specified in its own set of criteria.

The Common Reference Framework represented by the USR Benchmark Standards is one primarily focused on self-assessment and continuous (self-) improvement being consistent with the thrust of EU policy on Social Responsibility. At the same time, it provides opportunity for the further development of evidence-based policy and practice in the specific sphere of University Social Responsibility (USR as distinct from CSR), recognizing the distinctive nature of the European University and the distinctive contribution it can make to the wider social responsibility agenda by exemplifying and modelling the sort of values, principles and behaviors that will be required in the search for new and socially responsible solutions to the many pressing challenges currently faced by humanity.

Auditing Instrument for Sustainable Higher Education (AISHE)

- **Institution/Organisation:** Dutch Higher Education Working Group on Quality Management
- **Weblink:** <http://www.ugb.ro/etc/etc2011no1/MN-1-full.pdf>
- **Level:** EU
- **Type of example:** Project Output
- **Specific focus:** Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues , Community involvement and development, Regional engagement, Lifelong learning, Diversity.
- **Description:**

The auditing instrument AISHE is designed to measure the level to which sustainable development has received a place in the education of an institution (or a part thereof). In short: AISHE measures “sustainable education”.

The AISHE-method is based on a model for quality management, developed by the European Foundation for Quality Management, and enhanced by the Institute for Dutch Quality Management (INK). For this reason, it is called the “EFQM-INK model”.

The application of AISHE consists of a series of steps. Some of them are necessary, some other are optional. The steps of an AISHE assessment (minimum approach):

- Preparation with the internal assessment leader: Explanation of the method, Discussion of the procedure, Selection of criteria and appendices to be treated, Composition of the group of participants
- Written information to the participants.
- Introduction with the group of participants: Explanation of the AISHE method, Discussion of the procedure, Filling in the criteria list: by the participants individually,
- Consensus meeting, participants + consultant
- Review with internal assessment leader

Elements of a more intensive consultancy (optional)

Before:

- Introduction of sustainable development with the staff, e.g. through presentations or workshops, as a preparation for an AISHE assessment
- Introduction of sustainable higher education with the management, e.g. through presentations or discussions, as a preparation for an AISHE assessment

After:

- Assistance with the translation of the results to policy- and activity plans

- Assistance with the application of the results in relation to the (Dutch) Certificate for Sustainable Higher Vocational Education or in relation to the Copernicus Charter
- Assistance with the integration of AISHE and SHE in the internal quality management
- Assistance with the application of AISHE results in the preparation of visitations and/or accreditation

DD&RS: Le label développement durable des établissements d'enseignement supérieur [label of sustainable development for higher education institutions]

- **Institution/Organisation:** DD&RS, comity of label (names of the comity available on the website)
- **Weblink:** <http://label-ddrs.org>
- **Level:** National
- **Type of example:** Project Output
- **Specific focus:** Lifelong learning, Sustainable development in HEI as whole.
- **Description:**

DD&RS is a French label of sustainable development and social responsibility for higher education. The label has been created in collaboration between several French universities, HE conferences, HE president conference, French network of students for sustainable development and the French ministry responsible for sustainability. The label is in line with a French environmental act and international initiatives on sustainability.

The label is a measurement and sustainability activity validation tool for HEI, and it is applicable by French HEI. DD&RS website provides guidance for applicants, selection criteria and the audit. Application can be done online. A DD&RS committee formed of member representing various institutions, performs the audit.

Assessment during the audit is performed on five areas: (1)Strategy and governance, (2) Education, (3) Research, (4) Environment, (5) Social policy and territorial anchorage

In order to qualify, there must be:

- Compliance with all the five evaluation areas and national and/or regulatory strategic objectives.
- Consistency with the school's strategy and context
- Relevant justifications to explain the difference to the prescription (5 themes).

Once passed, the audit report is formalized by the Labelling Committee.



Duurzaamheidsverslag 2018 - Vrije Universiteit Brussel [Sustainability Report 2018 - Vrije Universiteit Brussel]

- **Institution/Organisation:** Vrije Universiteit Brussel
- **Weblink:** <https://www.vub.be/en/sustainability-vub#policy>
- **Level:** Institutional
- **Type of example:** Institutional Report
- **Specific focus:** Organizational governance, The environment, Fair operating practices.
- **Description:**

This annual report (only available in Dutch) presents the obtained results and the priorities and challenges for the next years in the field of Sustainability. VUB is seeking to reach an integrated, holistic approach and a maximum involvement of all the university community. A lot of topics are dealt in this report: CO2 emissions, renewable energy, socially responsible Investing, circular processes, sustainable campus, outreach, stakeholder participation and awareness-raising.

Ghent University Sustainability Report

- **Institution/Organisation:** Ghent University
- **Weblink:** <https://www.ugent.be/en/ghentuniv/principles/sustainability>
- **Level:** Institutional
- **Type of example:** Institutional Report
- **Specific focus:** Organizational governance, The environment.
- **Description:**

The Universiteit Ghent aims to be an innovative knowledge institution for a future that is sustainable in ecological, social and economic terms within a local and global context. For this reason, following a policy developed in 2013, it introduced a Sustainability reporting system that provides an overview of the current status, monitors the evolution of the predetermined objectives and establishes a new agenda for the following years. As other initiatives listed in the guide, the report follows the G4 standards from the Global Reporting Initiative (GRI).

Graphical Assessment of Sustainability in Universities (GASU)

- **Institution/Organisation:** Lozano R. (2006), "A tool for Graphical Assessment of Sustainability in Universities (GASU)", Journal of Cleaner Production, Vol. 14, Nos 9/11, pp. 963-972.
- **Weblink:** <https://www.sustainabilityprofessionals.org/resources/graphical-assessment-sustainability-universities-gasu>
- **Level:** International

- **Type of example:** Literature article
- **Specific focus:** Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development, Regional engagement, Lifelong learning, Diversity.
- **Description:**

The Graphical Assessment of Sustainability in Universities (GRASP) tool is based on a modification of the GRI Sustainability Guidelines 2002. It is designed to transform the performance of sustainability reports based on the GRI into several charts that make it easier to visualize and understand the information, thus allowing communicating the information in a more succinct way, facilitating longitudinal comparison, and benchmarking with other universities.

GRASP has three modalities: First Only core indicators, Second Both core and additional indicators (75% and 25% respectively) and Third Only additional indicators. The indicators are graded as follows:

- 0 Non-existent
- 1 Poor performance (around 25% of the requirement)
- 2 Regular performance (around 50% of the requirement)
- 3 Good performance (around 75% of the requirement)
- 4 Excellent performance (Full compliance with the requirement)

Politoward

- **Institution/Organisation:** Politecnico di Torino
- **Weblink:** http://www.campussostenibile.polito.it/the_project
- **Level:** Regional
- **Type of example:** Institutional Project
- **Specific focus:** Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development, Regional engagement, Lifelong learning, Diversity.
- **Description:**

Politoward is a project of assessment of sustainability developed by Politecnico di Torino, focused on proposing an alternative academic model of sustainability management, aligned to the needs of the Horizon 2020, setting up a hierarchic organisation that coordinates the different clusters gravitating about sustainability themes within research lines and departments at POLITO, gathering them under the umbrella of “Campus Sustainability Actions”.

Figures like sustainability office manager, brand designers, project managers, administrative assistants and university fellows will be also selected to that scope.

However, the meta-result, the long term goal of this initiative, is to foster collaboration between like-minded scientists on a problem that ranks high in societal importance and, on the square, in the Turin city branding as “the City of Culture”. Therefore the project will create immediate benefits by the exchange of idea (through seminars) and people (through in/outgoing mobility of staff) for:

- Creating an official network for the sharing of information, procedure, knowledge for the creation of a sustainability strategy of Politecnico di Torino;
- Addressing both the training of students and young researchers in joint research programs, and hopefully dedicated university courses about integrated university campus assessment and sustainable development leadership.

Sustainable Campus Excellence Award

- **Institution/Organisation:** ISCN (International Sustainable Campus Network)
- **Weblink:** <https://www.international-sustainable-campus-network.org/awards>
- **Level:** International
- **Type of example:** International Project
- **Specific focus:** Innovation collaboration, campus planning, buildings and innovative infrastructure, Student leadership
- **Description:**

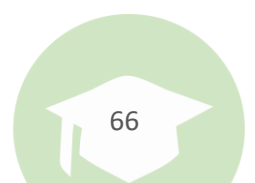
Sustainable Campus Excellence Award are addresses to universities internationally. The awards are launched annually and they focus on sustainable campus projects on four areas: (1) Buildings and Innovative Infrastructure, (2) Campus Planning and Management Systems, (3) Innovative Collaboration, and (4) Student Leadership. The awarded universities must demonstrate excellence and implementation of social responsibility as well as creativity, effectiveness, leadership and outstanding performance.

The competition is part of the activities of International Sustainable Campus Network (ISCN), which is an international non-profit association that provides a platform for universities to exchange information, ideas, best practices, etc, to promote sustainability in campuses and hence to assist them to integrate sustainability in education and research as well. It has representatives in over 30 countries worldwide.

The competition is one tool to promote sustainability by using specific and independent criteria. The winners are chosen by the jury. Over 180 awards have been nominated since 2009. The website does not provide further information which method the scoring is based on (may take place when the competition is open/launched).

Sustainability Tracking, Assessment and Rating System (STARS)

- **Institution/Organisation:** Association for the Advancement of Sustainability in Higher Education (AASHE)
- **Weblink:** <https://stars.aashe.org>



- **Level:** International
- **Type of example:** Higher Education Sustainability Benchmarking System
- **Specific focus:** Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development, Regional engagement, Lifelong learning, Diversity.
- **Description:**

The STARS system was created by the Association for the Advancement of Sustainability in Higher Education (AASHE) in America and was designed to be used by universities and colleges as a self-reporting framework to measure their sustainability performance. There are two versions of the framework available: one gives basic access and allows to track progress and share data.

The other full-access version allows to benchmark against other similar institutions and earn a STARS rating yourself. The basic option allows you to become a STARS reporter; you do not have to publicize your scores but you can still use the recognition for marketing purposes. The full access version allows you to earn a bronze, silver, gold or platinum score, depending on your overall sustainability score (STARS Technical Manual, 2017). This score is calculated based on the points you earn for each relevant credit in the four categories: Academics, Engagement, Operations and Planning & Administration (STARS Technical Manual, 2017). Not every credit is applicable for every institution due to the inherent differences there are between institutions (STARS Technical Manual, 2017). This measure prevents that institutions are penalized for things that are not applicable to them. For example, a college that does not have dining or catering facilities cannot be rated for this credit and they can omit it from the evaluation. The final score will then be calculated based on the total earned points against the total points that were possible for the institution to earn (STARS Technical Manual, 2017).

Also, for some credits the amount of points to be earned can vary depending on the context of the university (e.g. for Biodiversity & Water use credits). An institution can also gather a maximum of four bonus points for the Innovation & Leadership credit (STARS Technical Manual, 2017). These points are awarded to institutions that outperform in a certain area or have path-breaking initiatives that are not covered in one of the other credits (STARS Technical Manual, 2017).

The STARS reporting tool can be found online on the STARS website (<https://stars.aashe.org>). The reporting tool can be used to submit data and gives access to extra resources and guidance (e.g. a glossary, spreadsheets, examples of best practices, etc.). The STARS reporting process encompasses seven steps that need to be fulfilled such as described in the STARS Technical Manual (2017):

During the first step, the institution must register for STARS by agreeing to terms and conditions of use and providing contact details of the institution's chancellor or president and the contact details of the institution's primary STARS liaison.

Next, a data collection team should be commissioned and a strategy for gathering data should be written. The team must also become familiar with the STARS technical manual and the credits. As a third step, the institution needs to determine which credits can be omitted due



to being irrelevant. The data for each credit should be uploaded to the online reporting tool and the accuracy needs to be confirmed by adding data sources or listing the responsible party for each credit. The fourth step is about finalising the data and submitting it to AAHSE. This also includes adding a cover letter from the institution's chancellor or other high-ranking executive in order to confirm the accuracy of the submission has been checked. Next, AASHE staff will review the report and look for inconsistencies in the reported data. The report and subsequent rating score is published to the STARS website after inconsistencies are cleared up. The two final steps include sharing the STARS report with stakeholders and evaluating progress and benchmarking against other institutions (STARS Technical Manual, 2017).

The College Sustainability Report Card (CSRC)

- **Institution/Organisation:** Sustainable Endowments Institute
- **Weblink:** <http://greenreportcard.org/>
- **Level:** Regional
- **Type of example:** Evaluation system
- **Specific focus:** Organizational governance, The environment, Fair operating practices, Community involvement and development, Regional engagement.
- **Description:**

The College Sustainability Report Card (The Green Report Card) The College Sustainability Report Card was the first comparative and independent evaluation of campus and endowment sustainability best practices at colleges and universities in the United States and Canada started back in 2007. The Report Card focused on policies and practices across nine categories: Administration, Climate Change & Energy, Food & Recycling, Green Building, Student Involvement, Transportation, Endowment Transparency, Investment Priorities, and Shareholder Engagement. The Report Card was designed to identify colleges and universities that were leading by example on sustainability with the aim of providing accessible information for students, professors, and staff to establish more effective sustainability policies.

The College Sustainability Report Card covered the colleges and universities with the 300 largest endowments in the United States and Canada, as well as 22 additional schools that applied for inclusion. The profiled schools have combined holdings representing more than \$325 billion in endowment assets, or more than 95 percent of all university endowments. While Report Card years 2007 through 2011 are available online, the project is currently suspended and no research is being conducted for future Report Cards at this time. Since its creation, the Report Card has developed a more robust methodology, and engaged in a partnership with other sustainability assessment organizations to reduce survey fatigue.

The University Sustainability Assessment Framework (UniSAF)

- **Institution/Organisation:** rootAbility
- **Weblink:** <http://greenreportcard.org/>
- **Level:** International
- **Type of example:** Evaluation system
- **Specific focus:** Organizational governance, Human Rights, Labour Practices, Fair operating practices, The environment, Fair operating practices, Community involvement and development, Policies related to gender equality.
- **Description:**

The University Sustainability Assessment Framework (UniSAF) provides the user with a set of indicators and methodology that can be used to gather and analyse data on the sustainability performance of your university. The framework is published under an open-source license, meaning it can be accessed for free and adapted it to every needs.

- Indicator list: The core of UniSAF is an excel sheet that provides quantitative and qualitative indicators. No need to 'invent' your own indicators.
- Implementation guide: You learn about the best tips and tricks on how to identify relevant issues to assess, collect, analyse and communicate data on sustainability.
- Database template: Template to collect your data. No need to reinvent the wheel.

Unipoli Green – Four Universities Working Together for Sustainability

- **Institution/Organisation:** Police university college, Tampere University of Applied Sciences, Tampere University of Technology and University of Tampere
- **Weblink:** <http://greenreportcard.org/>
- **Level:** Regional/National
- **Type of example:** Evaluation system
- **Specific focus:** Organizational governance, the environment, curriculum development sharing information, awareness raising, influencing management.
- **Description:**

This case provides a practical example of measurement taking place in universities. The paper discusses about the case UNIPOLI where 4 different universities from Tampere Finland come together on voluntary basis to promote sustainable development. The main fields of attention were (1) awareness raising, (2) sharing information and influencing management and (3) curriculum development. One of the outcomes is joint sustainability studies. The universities are Police university college, Tampere University of Applied Sciences, Tampere University of Technology and University of Tampere.

As interesting as the activity is as a case, the interesting thing for measurement is the comparison table of the SD nature of the universities presented on the paper. It indicates for each university:

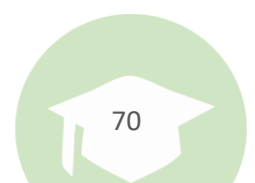
- University profile
- Size of the university: Students and staff
- Origin of SD work and starting point
- Commitment in SD
- Organization of SD
- Reporting
- SD in curriculum development
- SD related contents
- SD in real estate management
- Awareness raising
- SD and research, development and innovation

Hence the qualitative measures work as material to observe the common working ground and enabling the work, although of being very different to the standardized measurement. It is not mentioned whether each university uses a specific measuring tool (one usually used for that is GRI on which these other local tools can build on).

A Methodology for Sustainability Evaluation and Reporting in Higher Education Institutions

- **Author/Date/Publisher:** Madeira, A., Carravilla, M., Oliveira, J., Costa, C. (2011). *Higher Education Policy*, 24(4): 459-479.
- **Weblink:** <https://doi.org/10.1057/hep.2011.18>
- **Level:** International, Institutional
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; Human rights; Labour practices; The environment; Fair operating practices; Community involvement and development;
- **Description:**

“The purpose of this paper is to present a methodology that allows higher education institutions (HEIs) to promote, to evaluate and to report on sustainability. The ultimate goal of the aforementioned methodology is to help HEIs achieve sustainability. First, a model entitled Sustainability in Higher Education Institutions (SusHEI) that generally describes and characterizes the functioning of an HEI was defined. SusHEI takes into account the core activities of any HEI (education and research), its impacts at economic, environmental and social levels, and the role of its community. SusHEI allowed for the establishment of internal dimensions interrelated to the functioning of an HEI. Then, a matricial representation of the model was developed. The matrix crosses internal dimensions (and eventually sub-dimensions) with sustainability dimensions (and eventually sub-dimensions) and it is quantified through indicators. There is a wide range of possible sustainability indicators that can be chosen, depending on the purpose and the public to whom the



indicators/reports are addressed. The methodology is illustrated by a case-study — the Faculty of Engineering of the University of Porto (FEUP). This paper provides a methodology that enables the selection of sustainability indicators for sustainability reporting, assessment or even for benchmarking, and also eliminates some of the main weaknesses found in the models currently available” (p.459).

Sustainability reporting in higher education: a comprehensive review of the recent literature and paths for further research

- **Author/Date/Publisher:** Ceulemans, Kim & Molderez, Ingrid & van Liedekerke, Luc. (2015). Sustainability reporting in higher education: A comprehensive review of the recent literature and paths for further research. Journal of Cleaner Production. 106, pp.127-143.
- **Weblink:** <https://doi.org/10.1016/j.jclepro.2014.09.052>
- **Level:** International
- **Type of literature:** Reference scientific paper/Book
- **Specific focus:** Organizational governance; Human rights; Labour practices; The environment;
- **Description:**

“Over the last decade, sustainability reporting (SR) has gained importance in both profit and non-profit environments. In spite of the slowly emerging trend of SR in higher education, it is still unclear for certain actors within this field what SR entails. This paper offers a comprehensive review of the existing literature on SR in higher education, aimed at providing guidance on the topic, uncovering gaps and inconsistencies in the literature, and finding new paths for research. The findings show that the topic of SR has been approached in a rather fragmented way in the literature, while the scientific field would benefit from more in-depth studies, preferably supplemented by empirical evidence. Important issues for future research are: the potential of SR for organisational change, the influence of stakeholder engagement processes on SR, the link between SR and general sustainability management, and the link between existing reporting indicators, tools, and management standards. Structuring and defining these topics can stimulate scholars to further study them in depth, leading to a better understanding of the dynamics of the reporting process, and in a broader sense of the process of sustainability integration in higher education” (p.127).

Performance Indicators in CSR and Sustainability Report in Hungary

- **Author/Date/Publisher:** Karcagi-Kováts, Andrea. (2012). Performance Indicators in CSR and Sustainability Reports in Hungary. Applied Studies in Agribusiness and Commerce – APSTRACT. 6. 137-142.
- **Weblink:** <http://ageconsearch.umn.edu/bitstream/138151/2/20PERFORMANCE%20INDICATORS.pdf>
- **Level:** National
- **Type of literature:** Reference scientific paper/Book

- **Specific focus:** Organizational governance; Labour practices; The environment; Regional engagement (urban/rural)
- **Description:**

“Corporate Social Responsibility (CSR) or Corporate Sustainability reporting is a relatively new phenomenon in Hungary. As the external pressure from the civil society, public authorities and the media has so far been fairly low, this important corporate activity emerged only at the beginning of the last decade. In spite of this, several pioneering companies have started to publish information on its environmental and social performance in recent years. CSR and sustainability reports are seen increasingly as strategic documents that offer a balanced, objective, and comprehensive assessment of a firm’s non-financial performance. In 2008 and 2009, more than a third of the 100 largest companies reported on their non-financial results (most of them were GRI based reports). In 2010, sixty-one organisations published a report about their non- financial performance, and 22 of these for only the first time.

The aim of this paper is to present recent attempts to use indicators in CSR and sustainability reports. On the basis of a detailed review of 70 CSR/sustainability reports published during the last 9 years in Hungary, an analysis was made on the performance indicators appearing in the reports. The motivations of indicator selection processes was analysed and the intended roles of indicator set in communication and strategy design was presented. The significance of and limits to the proposed indicators was discussed” (p.137).

Managing the university community: exploring good practice. EUA Case Studies 2007.

- **Institution/Organisation:** European University Association
- **Weblink:** <https://www.eua.eu/resources/publications/654:managing-the-university-community-exploring-good-practice.html>
- **Keywords:**
- **Level:** International
- **Type of example:** Project
- **Specific focus:** Organizational governance, Labour practices, Fair operating practices, Access for underrepresented groups, Regional engagement, Lifelong learning, Diversity
- **Description:**

This publication outlines good practices and learning modules compiled as part of the EUA project that started in 2003 and aimed to strengthen the professional leadership and management competence in HE institutions in Europe.

Chapter III titled '*General Management: New Territories and Tools*' discusses the concept of management for higher education institution, as well as the use of key performance indicators (KPIs) and the 'Balanced Score Card' for institutional systems in higher education – to ensure that both financial and non-financial measures of success receive an adequate attention in the selected portfolio of measures.

Part 1 of this chapter titled '*Working with Key Performance Indicators*' provides a perspective from the US on the use of key performance indicators for HE institutions. Part I also introduces a Case Study of the *University of Edinburgh in the United Kingdom*, where the **Balanced Scorecard** (originally developed by Harvard Business School) has been used since 2002 to measure institutional performance, outlining the reasons for its adoption and how the initial indicators have been revised to better align with the strategic approach in setting institutional targets (p.75).

Further examples from *University Louis Pasteur in Strasbourg, France* and *Masaryk University in Czech Republic* can be downloaded from the EUA website, under the 'Institutional development' section.

Integrated Plan for University

- **Institution/Organisation:** ANVUR – National Agency for University Evaluation (Italy)
- **Weblink:** <http://www.anvur.it/>
- **Level:** National

- **Type of example:** General Reporting
- **Specific focus:** Performance, transparency, corruption
- **Description:**

The Legislative Decree 150/2009 introduced the evaluation of the performance cycle in the Italian public sector Italian. The performance cycle is divided into three different moments:

- Planning act (Performance Plan);
- Monitoring and possible correction of programming, carried out entirely by the entity and verified by the Evaluation Unit (with OIV functions);
- An assessment of the results obtained, reported in the Performance Report.

The Performance Plan is a three-year programmatic document that identifies the addresses and the strategic and operational objectives. It defines, with reference to the final and intermediate objectives and resources, indicators for measuring and evaluating the performance of the administration, the objectives assigned to the administration staff, and the objectives assigned to management personnel with related indicators.

In 2013, with the approval of Law 98/2013, the competences for evaluation of the administrative activities of the universities and research bodies were transferred to ANVUR that, in 2015, provided universities with operational indications for the management and evaluation of the administrative activities, definitively approving the guidelines for the integrated management of the Performance of Italian state universities. performance.

The integration envisaged by the guidelines is in two directions:

- **Internal** because the Integrated Plan brings together the performance plan and the Plan for the transparency and anti-corruption
- **External** as there must be consistency between the objectives of administrative performance with the strategic and economic-financial planning.



General purpose reporting systems

Social Responsibility focused

ISO26000:2010 – Social Responsibility

- **Institution/Organisation:** International Organization for Standardization
- **Weblink:** <https://www.iso.org>
- **Level:** International
- **Type of example:** Benchmarking Standard
- **Specific focus:** Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development, Policies related to protection of data, Policies related to gender equality, Access for underrepresented groups, Regional engagement, Lifelong learning, Diversity
- **Description:**

The standard was launched in 2010 following five years of negotiations between many different stakeholders across the world. Representatives from government, NGOs, industry, consumer groups and labour organizations around the world were involved in its development, which means it represents an international consensus.

ISO26000: 2010 is intended to promote common understanding in the field of social responsibility, and to complement other instruments and initiatives for social responsibility, not to replace them.

ISO 26000: 2010 provides guidance rather than requirements, so it cannot be certified to unlike some other well-known ISO standards. Instead, it helps clarify what social responsibility is, helps businesses and organizations translate principles into effective actions and shares best practices relating to social responsibility, globally. It is aimed at all types of organizations regardless of their activity, size or location. It provides guidance to all types of organizations, regardless of their size or location, on:

- Concepts, terms and definitions related to social responsibility;
- The background, trends and characteristics of social responsibility;
- Principles and practices relating to social responsibility;
- The core subjects and issues of social responsibility;
- Integrating, implementing and promoting socially responsible behaviour throughout the organization and, through its policies and practices, within its sphere of influence;
- Identifying and engaging with stakeholders;
- Communicating commitments, performance and other information related to social responsibility.

The Standard core subjects and issues of social responsibility are as follows: Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues and Community involvement and development

ISO 26000:2010 is not a management system standard and is not intended to prevent the development of national standards that are more specific, more demanding, or of a different type.

SA8000® Standard

- **Institution/Organisation:** SAI – Social Accountability International
- **Weblink:** <http://www.sa-intl.org/index.cfm?fuseaction=Page.ViewPage&PageID=1689>
- **Level:** International
- **Type of example:** Benchmarking Standard
- **Specific focus:** Organizational governance, Human rights, Labour practices, Fair operating practices.
- **Description:**

SA8000 measures social performance in eight areas important to social accountability in workplaces, anchored by a management system element that drives continuous improvement in all areas of the Standard.

It can be used by brands and industry leaders and has a rigorous approach to ensuring social compliance in their supply chains, all the while without sacrificing business interests.

The Standard reflects labor provisions contained within the Universal Declaration of Human Rights and International Labour Organization (ILO) conventions. It also respects complements and supports national labor laws around the world, and currently helps secure ethical working conditions.

SGE 21 – 2008. European Ethically and Socially Responsible Management System

- **Institution/Organisation:** Forética
- **Weblink:** https://www.foretica.org/norma_SGE_21.pdf
- **Level:** EU
- **Type of example:** Benchmarking Standard
- **Specific focus:** Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development
- **Description:**

First European Ethically and Socially Responsible Management System that allows organizations (also HE institutions), voluntarily, achieve a certification. Since its first



publication in 2000, four review processes have been implemented (2002, 2005, 2008 and 2016) in order to align the standard with the international trends in the matter. It is based on the following key areas:

- Government of the organization
- People who integrate the organization
- clients
- Suppliers and supply chain
- Social environment and impact on the community
- Environmental environment
- Investors
- Competition
- Public administrations

It has been reported as a useful USR management thesis for Spanish Universities (http://www.bibliotecavirtual.info/wp-content/uploads/2012/01/RSU_estudio_casos_y_propuesta_despliegue.pdf)



Sustainable Development focused

Awards for best Belgian Sustainability Reports

- **Institution/Organisation:** Insitut des réviseurs d'entreprise
- **Weblink:** <https://www.sustainabilityreports.be/awards>
- **Level:** EU
- **Type of example:** Award
- **Specific focus:** Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development, Policies related to gender equality, Access for underrepresented groups, Regional engagement, Diversity
- **Description:**

Since many years the Institute of Registered Auditors (IBR-IRE) has taken an active role in sustainability reporting and corporate social responsibility (CSR). In particular, IBR-IRE organizes the Awards for Best Belgian Sustainability Reports.

Back in the 90's, the Award intended to celebrate the best environmental report. Only large entities took the initiative to communicate on their sustainability impact.

The Award evolved and now also takes into consideration the two other key pillars of sustainability, namely the social and economic factors. Nowadays, more Awards are given to reflect the fact that also NGOs, small and medium-sized enterprises (SMEs), the public sector as well as governmental organizations, schools and federations are convinced of the added value of sustainability reporting.

Global Reporting System Sustainability Reporting Standards (GRI Standards)

- **Institution/Organisation:** Global Reporting Initiative
- **Weblink:** <https://www.globalreporting.org>
- **Level:** EU
- **Type of example:** Reporting System
- **Specific focus:** Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development, Policies related to gender equality, Regional engagement, Diversity
- **Description:**

The GRI Sustainability Reporting Standards (GRI Standards) are the first and most widely adopted global standards for sustainability reporting. Since GRI's inception in 1997, the standards have been transformed from a niche practice to one now adopted by a growing

majority of organizations. In fact, 93% of the world's largest 250 corporations report on their sustainability performance.

The practice of disclosing sustainability information inspires accountability, helps identify and manage risks, and enables organizations to seize new opportunities. Reporting with the GRI Standards supports companies, public and private, large and small, protect the environment and improve society, while at the same time thriving economically by improving governance and stakeholder relations, enhancing reputations and building trust.

GRI Initiative works with the largest companies in the world as a force for positive change – companies with revenues larger than the GDPs of entire countries and supply chains that stretch the globe and thus having a relevant impact of on social well-being, through better jobs, less environmental damage, access to clean water, less child and forced labor, and gender equality has enormous scale.

Green Office

- **Institution/Organisation:** WWF (World Wide Found for Nature), green office
- **Weblink:** <https://wwf.fi/en/green-office/>
- **Level:** International
- **Type of example:** Reporting System
- **Specific focus:** The environment, Premises (green office)
- **Description:**

Green Office is a user-friendly, environmental management system for offices that helps to reduce the ecological footprint and greenhouse gas emissions of offices. The concept is open for all, including universities. In fact, for example, half of the Finnish universities were already using it as tools for sustainable development in 2014 (<http://www.oamk.fi/epooki/2014/ammattikorkeakouluille-green-campus-toimintamalli/#cite-text-0-5>).

Hence, it is an example of voluntary sustainability/SR tools universities use in Finland. To mention two others, Green Campus and Fairtrade. The environmental and ethical benefit becomes obvious from these and these are made in a manner that is closer to human beings (possibly with emotional benefits). They also enable using the logo/symbols in the premises. They are also simple to apply (usability).

Integrating the SDGs into corporate reporting: a practical guide

- **Institution/Organisation:** GRI and United Nations Global Compact
- **Weblink:** <https://www.unglobalcompact.org/library/5628>
- **Level:** International



- **Type of example:** Reporting System
- **Specific focus:** Human rights, Labour practices, The environment, Fair operating practices.
- **Description:**

This practical guide was jointly developed by United Nations Global Impact (UN Global Impact) and Global Reporting Initiative (GRI). It is aimed to enhance transparency of business conduct by integrating sustainability development goals (SDGs) into corporate reporting. Rather than simply mapping the SDG activities, its objective is to drive change in companies of all types and in all countries (p.2). The guide is aligned with 10 principles of UN Global Impact outlined on the website <https://www.unglobalcompact.org/what-is-gc/mission/principles>, and also aligned with GRI Reporting Framework.

Not only this guide helps companies set SDG targets, but also assists with taking action and reporting on progress (p.2). It is based on 2030 Agenda for Sustainable Development and its 17 Sustainable Development Goals, encompassing recognised standards on human rights, labour, the environment and anti-corruption (p.4).

According to this guide, reporting can assist, as a strategic tool, with engaging stakeholders, supporting sustainable decision-making at all levels in the company, shaping business strategy, guiding innovation and driving better performance and value creation, as well as attracting investment (p.4).

Report of the Italian National Dialogue on Sustainable Finance

- **Institution/Organisation:** Italian Ministry of Environment, Land and Sea (MATTM)
- **Weblink:** www.unepinquiry.org / www.minambiente.it
- **Level:** National
- **Type of example:** Official Report
- **Specific focus:** The environment, Energy Policies
- **Description:**

The Inquiry into the Design of a Sustainable Financial System has been initiated by the United Nations Environment Programme to advance policy options to improve the financial system's effectiveness in mobilizing capital for sustainable development. In October 2016, the Inquiry published the second edition of its landmark report, The Financial System We Need, entitled From Momentum to Transformation.

The Italian Ministry of Environment, Land and Sea promotes, within the framework of the Italian government, develops ambitious environmental (including climate) and sustainable development policies, aiming at maximizing resource efficiency and decoupling economic growth from environmental impact. Following the 2015 Paris Agreement on Climate Change and the UN Agenda 2030 approved in 2015 with its Sustainable Development Goals (SDGs), the Ministry facilitates the preparation of the new National Strategy on Sustainable

Development based on SDGs, international cooperation activities for achieving the 2°C (and possibly 1,5°C) target, the decarbonisation of the Italian economy.

Reporting Matters 2018

- **Institution/Organisation:** WBCSD
- **Weblink:** https://docs.wbcsd.org/2018/10/Reporting_Matters_2018.pdf
- **Level:** International
- **Type of example:** Report
- **Specific focus:**
Organizational governance, Human rights, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development, Policies related to protection of data, Policies related to gender equality, Access for underrepresented groups, Regional engagement, Lifelong learning, Diversity
- **Description:**
“Reporting matters” are reports from WBCSD about the sustainability reports in worldwide companies. It is focused on WBCSD evaluation framework, good practice examples and interviews with members. In “Reporting matters 2018”, the document goes deeper on three key issues – climate change, water and human rights – through a series of deep dive reports. These deep dives focus on the evolving regulatory and reporting context and explore the underlying processes companies are adopting to address these three key issues, backed up by member case studies which show the links between reporting performance and impact.

Sulitest

- **Institution/Organisation:** WBCSD
- **Weblink:** <https://www.sulitest.org>
- **Level:** International
- **Type of example:** Report
- **Specific focus:** Sustainability as a whole
- **Description:**

Sulitest = sustainable literacy test is addressed to academic institutions, and to companies and organisations. Knowledge, skills and mindsets that allow individuals to become deeply committed to building a sustainable future and help them to make informed and effective decisions to this are part of sustainable literacy.

Sulitest was created after United Nations Conference on Sustainable Development and designed to contribute to the Sustainable Development Goals. However, since December 2014 it has been managed by an independent NGO governance structure in France. Despite

support of several UN bodies, academic being involved in its design, etc., Sulitest remains independent.

The test, Sulitest tools, is available online (<https://www.sulitest.org/en/test-certificate.html>). The test can be done in two modes. The «Learning Mode» is educative, lasts several weeks and it provides a possibility to deepen knowledge in sustainability. The «Certification Mode» is a test which when passed provides a certificate. It can also be used to validate a course or ECTS credits. In addition, there are the «Quiz» tool with real-time animation for more game-like approach, and the «explorer» mode for awareness raising. The process begins with registering on the platform and assigning of examiners.

Sulitest is an example of an easy educative testing and learning tool for sustainability knowledge and measurement.



AA1000 AccountAbility Principles (AA1000AP) 2018

- **Institution/Organisation:** AccountAbility
- **Weblink:** <https://www.sulitest.org>
- **Level:** International
- **Type of example:** Report
- **Specific focus:**
Organizational governance, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development, Policies related to gender equality, Regional engagement, Diversity, Stakeholders engagement
- **Description:**

AccountAbility's AA1000 Series of Standards are principles-based Standards and Frameworks used by a broad spectrum of organizations – global businesses, private enterprises, governments and civil societies – to demonstrate leadership and performance in accountability, responsibility and sustainability.

For over two decades, organizations have trusted and applied AccountAbility's Standards to guide their approach to sustainability strategy, governance and operational management. The AA1000 Series represent a simple, practical and easy to use framework for organizations to apply the Guiding Principles of AccountAbility along with robust sustainability assurance and integrated stakeholder engagement.

Integrated reporting framework

- **Institution/Organisation:** International Integrated Reporting Council
- **Weblink:** <https://integratedreporting.org>
- **Level:** International
- **Type of example:** Reporting System
- **Specific focus:**
Organizational governance, Labour practices, The environment, Fair operating practices, Consumer issues, Community involvement and development, Policies related to gender equality, Regional engagement, Diversity, Stakeholders engagement
- **Description:**

The IIRC was created with the remit of developing the globally accepted International IR Framework that elicits from organizations material information about their strategy, governance, performance and prospects in a clear, concise and comparable format. The Framework will underpin and accelerate the evolution of corporate reporting, reflecting developments in financial, governance, management commentary and sustainability reporting. The Framework is ultimately intended as a guidance for all businesses producing integrated reports.

Conclusions

Chapter 2 provides many points for reflection. Collecting numerous examples of Benchmarking Systems not only contributes to create a common understanding of a Benchmarking System but also displays that there is not only a way to create an evaluation framework in the field of USR but many different possibilities. EUSRExcel project partners attempted to collect the most relevant examples in their countries and beyond in order to give the user the possibility to have an idea on how to build a Benchmarking System in his/her own organisation. Partners believed that the best way to present findings was to cluster them.

First by Level: examples targeted at three levels: (i) international and EU; (ii) national and regional; and, (iii) institutional.

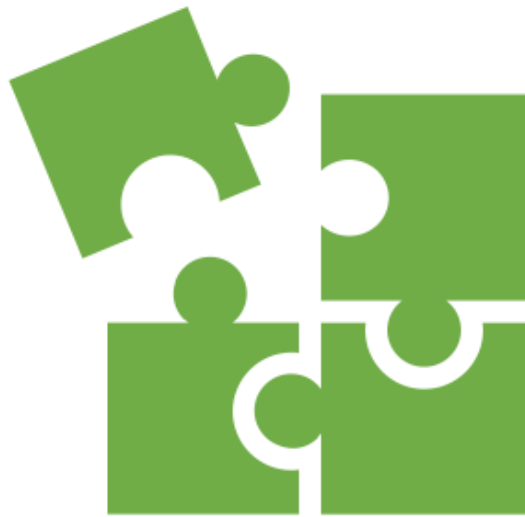
Second, thematically: following what partners believed to be the most relevant themes: (i) Social Responsibility; and (ii) and Sustainable Development; as well as (iii) General.

In this the users know in advance and may go directly to the models that they are looking for.

An important finding that emerges is that there are not many USR Benchmarking Standards for higher Education Institutions. In fact, this chapter shows many examples related to sustainability or some other areas or dimensions of USR but almost none of them handle the issue from a unitary perspective, considering USR as a whole. In the next paragraph a set of indicators will be presented in order to provide an example of institutional benchmarking system related to USR as a whole. This is one of the objectives of EUSRExcel project and it reflects a need that partners identified at the very beginning of this adventure. For this reason our proposal is that an institutional benchmarking system should have, among others, the following features:

- (a) to be focused on USR as a whole and cover the different aspects and dimensions of USR;
- (b) to be realistic about the choice of the indicators that will be used for the evaluation;
- (c) take into account the costs and the possible benefits of producing and having an institutional Benchmarking System.

This chapter is not intended to be exhaustive, however the partners have tried to group together the most relevant models. In the following chapter all the findings that have been presented in this chapter will be used to create a proposal of harmonised USR Indicators.



Chapter 3: Harmonisation of USR Indicators

Executive Summary

The objective of chapter 3 of this guide is to provide the user with a practical example of harmonisation of USR Indicators and create a new Standard system for Higher Education Institutions to refer to.

WHY THIS FRAMEWORK?

The CSR idea was initially developed in private companies that, driven to increase their competitiveness, especially after the economic crisis and the process of globalization, began to analyse the impacts of their activities on the welfare of society. This new awareness of negative externalities - pollution, gender inequality, undue exploitation of material and human resources - but also positive externalities, such as the creation of added value that goes beyond the simple and sometimes ruthless law of profit, has led to the initiation of processes of internal collaboration, with employees and partners, and external collaboration, with other bodies and organizations in their territory, in order to create a more sustainable and beneficial system for all. Corporate Social Responsibility (CSR), as the private sector's Social Responsibility is called, aims at an integral and contextualised management of the company, but it can also be effectively adopted in the management strategy of public organizations. In fact, society increasingly requires universities to address sustainability, gender equality, workers' rights through their education, research, community engagement, operations and governance. The process of Social Responsibility assessment and reporting is essential in this process. Without an understanding where the institution currently stands and where opportunities for improvement lie, everything becomes more difficult. In recent years, several frameworks have been developed in different Universities to assess, rank and report sustainability performance (more common) or Social Responsibility (less common) and many of them are listed in the previous chapters of this document. The downside of the existing frameworks and systems is often that they are too extensive, require a lot of time and expertise to be applied and, more importantly, every Higher Education Institution has its own system and indicators and there is no way to have a system to which all HEIs can refer. This is how the idea of a new system of USR indicators was born: we developed it as an alternative for Higher Education Institutions to have a standard framework in order to evaluate and assess their Social Responsibility.

WHY HARMONISING?

Higher Education Institutions are becoming more and more international and, especially at European level they are almost forced to continuously interact with University of other countries. Starting from 1999 with the Bologna process - which served as the basis for the creation of the European Higher Education Area -, the harmonisation has gone very far in several aspects such as: promoting European cooperation in reference to quality evaluation, promoting mobility, consolidating a system of credits – based on the ECTS system – that can be acquired also in different areas of discipline, adopting a simple and easy to compare qualification systems.

It is clear then that harmonisation has been the key word of the last two decades in the field of Higher Education. However, the need of harmonising actions and practices related to USR is something that

has been already expressed by numerous and influential specialists in the field, therefore this is an aspect that has not significantly benefited from the harmonisation process started in Bologna.

In order to have a common understanding of this phenomenon and, consequently, a wider impact of its actions it is crucial to have common indicators and benchmarks to count on. Measuring USR following the same standards is definitely the first step towards the European integration of Socially Responsible Universities.

Criteria for the selection of core Indicators

PHASE 1

Before proceeding with the selection of the indicators of USR, we propose some criteria that we have taken into account to pick the more relevant and interesting indicators among the different existing systems. These criteria will help the user to accurately define a specific line that is going to be followed. They can be changed and shaped according to the needs and the objectives of the user. In this case, we believe that the relevant criteria that will serve to the harmonisation of the USR Indicators are the following:

RELEVANCE: The Indicators must to be relevant, they have to be closely connected and related to the core matter of USR. It is convenient to search for the right indicators starting from the most relevant to the less relevant.

ACCURACY: The result of a measurement must conform to the correct value or a standard, therefore it is of utmost importance to have precise and defined indicators.

FEASIBILITY: In order to allow the user to carry out an easy evaluation, the Indicators' table must be humanly accessible: i.e. the indicators will have to be user-friendly and the list should not be too extended.

CREDIBILITY AND VALIDITY: Each and every indicator will be certainly proved by experts in the field in order to ensure quality to the evaluation.

UNDERSTANDABILITY: The whole table will be written in order to be understood. This document will not be a mere doctrine practice for academics. The Indicators' table will target, on the one hand, people working in academia, but on the other it will also reach all the stakeholders (internal and external) for accountability and reporting reasons.

ADAPTABILITY: This document will be comparable to the most important international reporting systems, facilitating simultaneous presentation with other types of reports.

PHASE 2

After having established the criteria to have in mind when selecting USR Indicators it is important to consider them not as small independent particles of an enormous body, but instead as atoms composing molecules composing tissues composing matter. Without metaphors, the idea is to categorise the indicators following the natural mechanisms and structures of Higher Education Institutions always taking into account the objective of the classification and its beneficiaries. In this

way it is possible for the user (Administrative staff, teaching staff, Researchers, Members of management board) to have a picture of where the institutions currently stand in the process of becoming more and more efficient and advanced in the field of USR. When we designed the structure of this Table of Indicators we wanted to be as much concise and analytical as possible, in fact one of the more recurring issues that can be found in the many frameworks that we analysed is that they are too extensive and therefore they require a lot of time and expertise to be understood in the first place and then implemented.

Firstly, we have spotted 5 different dimension of the University Social Responsibility: **Governance Dimension, Educational Dimension, Research Dimension, Social and Territorial Dimension, Environmental Dimension**. USR is an extensive and complicated concept that can hardly be dealt unitedly, therefore we had to divide it for the sake of its intelligibility and in order to give the user a tool that is easy to use when evaluating USR in its different parts.

Secondly, in order to further specify the corresponding Indicators, we have chosen three variables for each of the five dimensions of the USR:

- Governance Dimension **Strategic thinking for sustainability, Gender, SDGs as a universal factor 2030**
- Educational Dimension **Inclusion, Integration of USR in the curriculum, Profile of graduates**
- Research Dimension **Science and Sustainable Development Goals, Methodology adapted to ethical principles, Open innovation / Responsible research**
- Social and Territorial Dimension **Interaction with other social actors, Scope of Programs and Projects, Co-creation**
- Environmental Dimension **Management of environmental resources, Culture and environmental education, Environmental Impact**

Lastly, we selected 70 indicators that we have divided according to the appropriate variable and dimension building the tables that can be found below.

The Dimensions of University Social Responsibility

All indicators that have been accurately selected refer to the 5 dimensions listed below. It is important to notice that after doing some research this seemed the most complete classification, however this does not mean that this is the best that can be found in the literature and that represents the absolute truth. According to our research and our objectives described early in this guide, we have decided to choose these dimensions as starting point for our work.

| N° | Name |
|----|----------------------------------|
| 1 | Governance Dimension |
| 2 | Educational Dimension |
| 3 | Research Dimension |
| 4 | Social and Territorial Dimension |
| | Environmental Dimension |



Chart 1: USR Dimensions

Variables

The USR Indicators do not refer directly to one of the 5 dimensions. 3 Variables for each dimension have been selected in order to give even more accuracy and consistency to the whole system of indicators.

| | Dimension Number | Variable Number | Variable Name |
|----------------|------------------|-----------------|---|
| Input | 1 | 1 | Strategic thinking for sustainability |
| Implementation | | 2 | Gender |
| Output | | 3 | SDGs as a universal factor 2030 |
| Input | 2 | 1 | Inclusion |
| Implementation | | 2 | Integration of USR in the curriculum |
| Output | | 3 | Profile of graduates |
| Input | 3 | 1 | Science and Sustainable Development Goals |
| Implementation | | 2 | Methodology adapted to ethical principles |
| Output | | 3 | Open innovation / Responsible research |
| Input | 4 | 1 | Interaction with other social actors |
| Implementation | | 2 | Scope of Programs and Projects |
| Output | | 3 | Co-creation |
| Input | 5 | 1 | Management of environmental resources |
| Implementation | | 2 | Culture and environmental education |
| Output | | 3 | Environmental Impact |

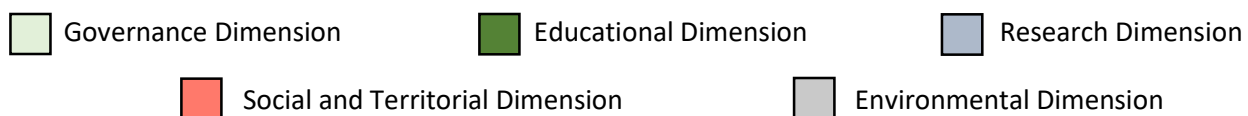


Chart 2: USR Variables

USR Harmonised Indicators

The following 5 tables contain a selection of 70 indicators corresponding to the 5 dimensions and the 3 variables (for each dimension) illustrated in the tables above. The harmonisation has been carried out following all the criteria earlier described and turning to many influential sources. The majority of them have been taken from the many sources of literature and projects listed in the first two chapters of this guide (Chapter 1 - Resource literature review: USR and SDG indicators and benchmarking relevant to higher education; Chapter 2 - Higher Education Reporting System Examples (State of the art)), while others have been newly designed after a thorough research work on the topic.

Governance Dimension Indicators

The indicators listed in the table below have been collected with the aim of providing HEIs with a reliable tool to evaluate their USR with respect to their Governance. Using this part of the Indicators system, the user should be able to become more aware of the things that his/her Institution is doing well and also of those that need some improvement in fields such as: Institutional Policies, Reporting, Accountability, Budget Allocation, Decision-makers backgrounds etc.

| Dimension | Variable | N° | Indicator Name |
|-----------|----------|----|--|
| 1 | 1 | 1 | Percentage in the implementation of the university strategy |
| 1 | 1 | 2 | Integration of Sustainability into the institution's long-term planning |
| 1 | 1 | 3 | Integration of Responsibility for Sustainability into job positions of employees, teams, departments |
| 1 | 1 | 4 | Financial allocation to sustainability efforts |
| 1 | 2 | 1 | Support and care responsibilities to reconcile family life and study |
| 1 | 2 | 2 | Effective policies of prevention, attention and reparation of gender violence. |
| 1 | 2 | 3 | Presence of a kindergarden for the University workers to guarantee the respect of sexual and reproductive rights |
| 1 | 2 | 4 | Share of female decision-makers |
| 1 | 2 | 5 | Institutional gender equality policy and percentage of its implementation |
| 1 | 2 | 6 | Anti-glass ceiling policy and percentage of its implementation |
| 1 | 3 | 1 | University strategy based on SDG strategy |
| 1 | 3 | 2 | Reporting on SDGs and percentage of implementation |
| 1 | 3 | 3 | University policies related to SDGs |
| 1 | 3 | 4 | Presence of an Accountability reporting system (SDG n.16) |
| 1 | 3 | 5 | Number of decision makers coming from disadvantaged/vulnerable groups (SDG n.16) |

Chart 3: Dimension 1 Indicators

■ Educational Dimension

This group of Indicators is very much related - among other things - to all those aspects of a Higher Education Institution that are connected to the study programmes and curricula. As a direct result, students are mainly in the spotlight here. When analysing the Educational dimension USR of a Higher Education Institution, the research work to collect the data suggested by the indicators below concerns mainly curricula, programmes and Chairs, alongside with students as ultimate beneficiary of the action of the HEI. Measuring the impact of a Higher Education Institution on its students it could be rather difficult without an appropriate and well-structured set of indicators aiming at displaying strengths and weaknesses in terms of Educational mission of a Higher Education Institution.

| Dimension | Variable | N° | Indicator Name |
|-----------|----------|----|---|
| 2 | 1 | 1 | Non-discrimination policy for LGBTIQ+ students |
| 2 | 1 | 2 | Level of access to the University for people belonging to vulnerable groups |
| 2 | 1 | 3 | Level of accessibility to the University Infrastructures and facilities for people with physical disabilities |
| 2 | 1 | 4 | Number of subjects related to Gender studies and Inclusion in the curricula |
| 2 | 1 | 5 | Scholarships and programmes for migrants and refugees |
| 2 | 1 | 6 | Number of specific programmes for people with physical and mental disabilities |
| 2 | 2 | 1 | Presence of USR Chair or Subject in the curriculum |
| 2 | 2 | 2 | Number of students following USR subjects |
| 2 | 2 | 3 | Number of final dissertations in USR |
| 2 | 3 | 1 | Employment rate |
| 2 | 3 | 2 | Percentage of graduates working in their field of studies |
| 2 | 3 | 3 | Percentage of female graduates |
| 2 | 3 | 4 | Number of graduates with a migrant background |
| 2 | 3 | 5 | Number of scholarship or prizes for excellent graduate students |

Chart 4: Dimension 2 Indicators

■ Research Dimension

Research & development is one of the main and more important missions of Higher Education Institutions. It is crucial for Universities to have a strong and successful research area to help the surrounding society to develop and benefit from its resources and findings. Therefore, it is crucial to be aware of the remarkable power of science and research to assert that social responsibility is essential in this field. Policies for responsible research, SDGs focused studies, collaboration with enterprises are just some examples of possible indicators in this area.

| Dimension | Variable | N° | Indicator Name |
|-----------|----------|----|--|
| 3 | 1 | 1 | Number of conferences and events related to SDGs for Researchers organised in the University |
| 3 | 1 | 2 | Number of publications related to SDGs |
| 3 | 1 | 3 | Number of doctoral thesis focused on SDGs |
| 3 | 1 | 4 | Presence of SDGs in the Research objectives and strategies of the University |
| 3 | 2 | 1 | Research Ethics Policy and procedures |
| 3 | 2 | 2 | Research Ethics Committee |
| 3 | 2 | 3 | Reviewing and Monitoring Processes |
| 3 | 3 | 1 | Number of Spin-Offs founded |
| 3 | 3 | 2 | Number of Intellectual Property "Licences Out" |
| 3 | 3 | 3 | Number of Intellectual Property "Licences In" |
| 3 | 3 | 4 | Number of collaborations with other Universities and Companies in the field of research |
| 3 | 3 | 5 | Incentives for Responsible Research Innovation |
| 3 | 3 | 6 | Policy for experiments with animals |

Chart 5: Dimension 3 Indicators

■ Social and Territorial Dimension

Higher Education Institutions are tightly linked to their surroundings, hence it is utterly important to have indicators such the ones listed below that help to measure this link. Projects involving the civil society, public and private actors; students being involved in co-creation processes; people from disadvantaged groups working for the university etc. are all good examples of the territorial dimension of USR. In order to benchmark the current position of a HEI in this specific USR dimension, the list of indicators below represents a good starting point to collect the necessary data.

| Dimension | Variable | N° | Indicator Name |
|-----------|----------|----|--|
| 4 | 1 | 1 | Number of projects and actions involving Public sector organisations |
| 4 | 1 | 2 | Number of projects and actions involving Private sector organisations |
| 4 | 1 | 3 | Number of projects and actions involving Non-for-profit organisations |
| 4 | 1 | 4 | Number of people belonging to Disadvantaged groups working in the University |
| 4 | 1 | 5 | Number of projects and actions involving children |
| 4 | 2 | 1 | Number of modules focused on the territorial impact of the University |
| 4 | 2 | 2 | Number of projects and actions on the territorial impact of the University |
| 4 | 2 | 3 | Funds invested in the creation of territorial impact programme and projects |
| 4 | 3 | 1 | Number of changes in curricula and modules based on suggestions from the satisfaction Surveys |
| 4 | 3 | 2 | Percentage of subjects of the curricula that have been designed according to a co-creation process |
| 4 | 3 | 3 | Number of students involved in co-creation processes |
| 4 | 3 | 4 | Number of co-creation projects |
| 4 | 3 | 5 | Number of co-creation tools |

Chart 6: Dimension 4 Indicators

■ Environmental Dimension

Nowadays the environmental challenge is a topic of paramount importance. Higher Education has to play a leading role in it and contribute trying to reduce its impact on the environment to the lowest level. The Indicators below are very diverse in order to give a complete picture of the situation of the HEIs in their fight against climate change. It is not only a matter of reducing the negative impact on the environment, but it is also a matter of producing a positive impact, for example training students with courses focused on Sustainability.

| Dimension | Variable | N° | Indicator Name |
|-----------|----------|----|--|
| 5 | 1 | 1 | Total and per capita Energy usage in kWh |
| 5 | 1 | 2 | Total and per capita Natural Gas usage in cubic meters |
| 5 | 1 | 3 | Total and per capita value of heating energy divided by degree days |
| 5 | 1 | 4 | Total and per capita water consumption of the institution in cubic meters or liters |
| 5 | 1 | 5 | Share of tenders to which sustainability criteria by recognized entities were applied (calculated on the expenses) |
| 5 | 1 | 6 | The total monetary value and relative percentage of foodstuff sold at the institution that is organic and/or sustainable |
| 5 | 1 | 7 | Total amount and percentage of self-produced foodstuff |
| 5 | 2 | 1 | Number of courses focused on Sustainability |
| 5 | 2 | 2 | Number of educational opportunities directly aimed at the general public (MOOCs, conferences, lectures) focused on Sustainability |
| 5 | 2 | 3 | Number of specializations, honours courses, summer schools and minors focused on Sustainability |
| 5 | 2 | 4 | Number of Student's initiatives related to Sustainability |
| 5 | 2 | 5 | Number of professional training opportunities that the institution provides to educators to improve their ability to teach in the area of Sustainability |
| 5 | 3 | 1 | Total and per capita kilograms of waste disposed at the institution |
| 5 | 3 | 2 | Total amount and relative percentage of recycled waste in kg |
| 5 | 3 | 3 | Total amount and relative percentage of plastic in kg |
| 5 | 3 | 4 | Total amount of greenhouse gas emission in kg of CO ₂ |

Chart 7: Indicators of the fifth dimension

Conclusions

University Social responsibility is a complex and broad topic. However, this topic is relatively new and not many studies about it have been carried out yet. It is also an expanding issue that increasingly more organisations are addressing. The ways to address this theme are numerous: writing a literature article, establishing a USR chair, creating internal committees, are just some examples of the many rising measures to deal with this area of work. One of the more urgent issues related to the USR is the need to measure its degree in the institutions and to get recognition for it.

Social Responsibility and its measurement are something highly developed in the business field but not very developed in the public sector and in the Higher Education sector. University Social responsibility, at least in Europe, is still behind in this context. Higher Education Institutions are trying to implement actions related to USR, yet it is not enough. A broader vision and planification is needed in order to keep going in the same direction at European level. One of the main goals of the EUSRExcel project is exactly to provide the users with a broader vision of the USR, taking into account not only the institutional or national perspective, yet starting to create a european concept of USR. The purpose of this guide is to contribute to the aforementioned objective presenting to the users a proposal of Harmonised Indicators of USR at European level. It is indeed an ambitious project but it is worth starting a slight mentality change to head towards a United Europe in this field.

All the contributions (Literature articles and Benchmarking Standard Examples) that were collected by the partners helped to present, eventually, a proposal of harmonised indicators for the evaluation of the Social Responsibility of European Universities. This will represent a starting point to keep working in the field of USR and towards a European Harmonisation in this field. Much works is still needed and this guide intends to be just a proposal coming from the project consortium. The users are free to use it in the way they believe to be the more appropriate and make the changes and the adjustments that are useful for their purposes.

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