Tuning

Latin America

RUSI

An Assessment Model
for Responsible University
Social Innovation
(summarised version)

Aurelio Villa (ed.)

An Assessment Model
for Responsible University
Social Innovation
(RUSI)

(summarised version)

An Assessment Model for Responsible University Social Innovation (RUSI)
(summarised version)

Aurelio Villa (editor)

Authors:
Aurelio Villa, Enrique Arnau, Christian Cabezas, Rita Cancino,
Norberto Fernández-Lamarra, Carolina Greising, Elsiana Guido,
Chantal Jouannet, Claudia Lucía Mora, Mercedes Morales,
Oswaldo Orellana, Carmen Salazar, Daniela Sánchez,
Vera Solís, Milton Trujillo, Javier Villar, Ana Luisa López

2014
University of Deusto
Bilbao

Index

7

8

Index of illustrations

Index of tables

11

Index of graphs

Acknowledgements

Tuning: past, present and future
An introduction

Major changes have taken place worldwide in higher education over the last 10 years, although this has been a period of intense reflection particularly for Latin America, insofar as the strengthening of existing bonds between nations has been promoted and the region has started to be considered as being increasingly close. These last 10 years also represent the transition time between Tuning starting out as an initiative that arose as a response to European needs and going on to become a worldwide proposal. Tuning Latin America marks the start of the Tuning internationalisation process. The concern with thinking how to progress towards a shared area for universities while respecting traditions and diversity ceased to be an exclusive concern for Europeans and has become a global need.

It is important to provide the reader of this work with some definitions of Tuning. Firstly, we can say that Tuning is **a network of learning communities**. Tuning may be understood as being a network of inter-connected academic and student communities that reflects on issues, engages in debate, designs instruments and compares results. They are experts that have been brought together around a discipline within a spirit of mutual trust. They work in international and intercultural groups and are totally respectful of independence on an institutional, national and regional level, exchanging knowledge and experiences. They develop a common language to problems in higher education to be understood and take part in designing a set of tools that are useful for their work, and which have been devised and produced by other academics. They are able to take part in a platform for reflection and action about higher education - a platform made up of hundreds of communities from different countries. They are responsible for developing reference points for disciplines that represent a system for designing top quality qualifications which are shared by many. They are open to the possibility of creating networks with many regions of the world within their own field and feel that they are responsible for this task.

17

Tuning is built on each person that forms part of that community and shares ideas, initiatives and doubts. It is global because it has pursued an approach based on worldwide standards while at the same time remaining both local and regional, respecting the specific features and demands of each context. The recent publication: *Communities of Learning: Networks and the Shaping of Intellectual Identity in Europe, 1100-1500* (Mews and Crossley, 2011) takes all the new ideas into consideration which are developed within a community context, whether of an academic, social or religious nature or simply as a network of friends. The challenge facing Tuning communities is to gain an impact on the development of higher education in its regions. Secondly, Tuning is a **methodology** with well-designed steps and a dynamic outlook that enables different contexts to be adapted. The methodology has a clear aim: to build qualifications which are compatible, comparable, are relevant to society and with top levels of both quality and excellence, while preserving the valuable diversity deriving from the traditions of each country involved. These requirements demand a collaborative methodology based on consensus which is developed by experts from different fields who are representatives of their disciplines, and who have the ability to understand local, national and regional situations.

This methodology has been developed around **three core themes**: the first is the **qualification profile**, the second is the **syllabus** and the third refers to the **trajectories of those who learn**.

The qualification profile enjoys a key position in Tuning. After a lengthy period of reflection and debate within Tuning projects in different regions (Latin America, Africa, Russia), the qualifications profile may be defined as being a combination of forces revolving around four core points:

— The region's needs (from local issues to the international context).
— The meta-profile of the area.
— The taking into consideration of future trends in the profession and society.
— The specific mission of the university.

The question of **social relevance** is essential for the design of profiles. Without doubt, any analysis of the relationship existing between university and society lies at the heart of the matter of relevance in higher education. Tuning's aim is to identify and meet the needs of the production sector, the economy, society as a whole and the needs of each student within a particular area of study – measured by specific social and cultural contexts. With a view to achieving a balance between these different needs, goals and aspirations, Tuning has consulted leading people, key local thinkers and experts from industry, both learned and civil society and working parties that include all those interested. An initial period of this phase of the methodology is linked to generic competences. Each thematic area involves the preparation

18

of a list of generic competences deemed relevant from the standpoint of the region concerned. This task ends when the group has widely discussed and reached consensus about a selection of specific competences, and the task is also performed with specific competences. Once the means of consultation has been agreed and the process completed, the final stage in this practical exercise involving the search for social relevance refers to an analysis of results. This is done jointly by the group, and special care is taken not to lose any contributions from the different cultural perceptions that might illustrate understanding of the specific reality.

Once lists of the generic and specific agreed, consulted and analysed competences had been obtained, a new phase got underway over these last two years that is related to the **development of meta-profiles for the area** under consideration. For Tuning methodology, meta-profiles represent the structures of the areas and combinations of competences (generic and specific) that lend identity to the disciplinary area concerned. Meta-profiles are mental constructions that categorise competences in recognisable components and illustrate their inter-relations.

Furthermore, thinking about education means becoming involved in the present, while above all also looking towards the future – thinking about social needs, and anticipating political, economic and cultural changes. This means also taking into account and trying to foresee the challenges that those future professionals will have to face and the impact that certain profiles of qualifications is likely to have, as designing profiles is basically an exercise that involves looking to the future. Within the present context, designing degree courses takes time in order for them to be planned and developed and their approval obtained. Students need years to achieve results and mature in terms of their learning. Then, once they have finished their degree, they will need to serve, be prepared to act, innovate and transform future societies in which they will find new challenges. Qualification profiles will in turn need to look more to the future than the present. For this reason, it is important to take an element into consideration that should always be taken into account, which are future trends both in terms of the specific field and society in general. This is a sign of quality in design. Tuning Latin America embarked on a methodology so as to incorporate an **analysis of future trends into the design of profiles**. The first step therefore involved the search for a methodology to devise future scenarios following an analysis of the most relevant studies in education by focusing on the changing role of higher educational establishments and trends in educational policies. A methodology was chosen based on in-depth interviews with a dual focus: on the one hand, there were questions that led to the construction of future scenarios on a general society level, their changes and impact. This part needed to serve

as a basis for the second part, which dealt specifically with the features of the area in itself, their transformation in general terms in addition to any possible changes in the degree courses themselves that might have tended to disappear, re-emerge or be transformed. The final part sought to anticipate the possible impact on competences based on present coordinates and the driving forces behind change.

There is a final element that has to be taken into account when constructing the profiles, which is linked to the **relationship with the university where the qualification is taught**. The mark and mission of the university must be reflected in the profile of the qualification that is being designed.

The second core theme of the methodology is linked to **syllabuses**, and this is where two very important Tuning components come into play: on the one hand, students' work volume, which has been reflected in an agreement to establish the Latin American Reference Credit (CLAR), and all studies are based on this and, on the other, the intense reflection process into how to learn, teach and assess competences. Both aspects have been covered in Tuning Latin America.

Lastly, an important area is opened up for future reflection about the **trajectories of those who learn** – a system that proposes focusing on the student leads one to consider how to position oneself from that standpoint so as to be able to interpret and improve the reality in which we find ourselves.

Finally, Tuning is a **project** and as such came into existence with a set of objectives and results and within a particular context. It arose from the needs of the Europe of 1999, and as a result of the challenge laid down by the 1999 Bologna Declaration. Since 2003, Tuning has become a project that goes beyond European borders, in so doing embarking on intense work in Latin America. Two very specific problems faced by the university as a global entity were pinpointed: on the one hand, the need to modernise, reformulate and make syllabuses more flexible in the light of new trends, society's requirements and changing results in a vertiginous world and, on the other, which is linked closely to the first problem, the importance of transcending limits imposed by staff in terms of learning, by providing development that would enable what has been learnt to be recognised beyond institutional local, national and regional borders. The Tuning Latin America project thus emerged which, in its first phase (2004-2007), sought to engage in a debate whose goal was to identify and exchange information and improve collaboration between higher educational establishments, with a view to

20

developing the quality, effectiveness and transparency of qualifications and syllabuses.

This new phase of **Tuning Latin America (2011-2013)** started life on already-fertile terrain – the fruits of the previous phase and in view of the current demand on the part of Latin American universities and governments to facilitate the continuation of the process that had already been embarked on. The aim of the new Tuning phase in the region was to help build a Higher Education Area in Latin America. This challenge takes the form of four very specific central working themes: a deeper understanding of agreements involving **designing meta-profiles and profiles in the 15 thematic areas** included in the project (Administration, Agronomy, Architecture, Law, Education, Nursing, Physics, Geology, History, Information Technology, Civil Engineering, Mathematics, Medicine, Psychology and Chemistry); contributing to **reflections on future scenarios for new professions**; promoting the joint construction of **methodological strategies in order to develop and assess the development of competences**; and designing **a system of academic reference credits (CLAR - Latin American Reference Credit)** to facilitate recognition of studies in Latin America as a region that can be articulated with systems from other regions.

The Tuning door to the world was Latin America, although this internationalisation of the process wouldn't have gone far if it hadn't been for a group of prestigious academics (230 representatives of Latin American universities), who not only believed in the project, but also used their time and creativity to make it possible from north to south and west to east across the extensive, diverse continent that is Latin America. This was a group of experts in different thematic areas that would go on to study in depth and gain weight in terms of their scope and educational force, and in their commitment to a joint task that history had placed in their hands. Their ideas, experiences and determination paved the way and enabled the results which are embodied in this publication to be achieved.

Yet the Tuning Latin America project was also designed, coordinated and administered by Latin Americans from the region itself, via the committed work carried out by Maida Marty Maleta, Margarethe Macke and Paulina Sierra. This also established a type of *modus operandi*, conduct, appropriation of the idea and of deep respect for how this was going to take shape in the region. When other regions decided to join Tuning, there would henceforth be a local team that would be responsible for considering what to emphasize - specific features, the new elements that would need to be created to meet needs which, even though many of them might have common characteristics within a globalised world, involve dimensions specific

21

to the region, are worthy of major respect and are, in many cases, of major scope and importance.

There is another pillar on this path which should be mentioned: the coordinators of the thematic areas (César Esquetini Cáceres-Coordinator of the Area of Administration; Jovita Antonieta Miranda Barrios-Coordinator of the Area of Agronomy; Samuel Ricardo Vélez González-Coordinator of the Area of Architecture; Loussia Musse Felix-Coordinator of the Area of Law; Ana María Montaño López-Coordinator of the Area of Education; Luz Angélica Muñoz González-Coordinator of the Area of Nursing; Armando Fernández Guillermet-Coordinator of the Area of Physics; Iván Soto-Coordinator of the Area of Geology; Darío Campos Rodríguez-Coordinator of the Area of History; José Lino Contreras Véliz-Coordinator of the Area of Information Technology; Alba Maritza Guerrero Spínola-Coordinator of the Area of Civil Engineering; María José Arroyo Paniagua-Coordinator of the Area of Mathematics; Christel Hanne-Coordinator of the Area of Medicine; Diego Efrén Rodríguez Cárdenas-Coordinator of the Area of Psychology; and Gustavo Pedraza Aboytes-Coordinator of the Area of Chemistry). These academics, chosen according to the thematic groups to which they belonged, were the driving forces behind the building of bridges and strengthening of links between the project's Management Committee of which they formed a part and their thematic groups which they always held in high regard, respected and felt proud to represent. Likewise, they enabled there to be valuable articulation between the different areas, showing great ability to admire and listen to the specific elements attached to each discipline in order to incorporate, take on board, learn and develop each contribution – the bridges between the dream and the reality. Because they had to carve new paths in many cases to make the ideas possible, design new approaches in the actual language of the area and the considerations proposed, and to ensure that the group would think about them from the standpoint of the specific nature of each discipline. Following group construction, the process always requires a solid framework based on generosity and rigour. In this respect, the coordinators were able to ensure that the project would achieve specific successful results.

Apart from the contribution made by the 15 thematic areas, Tuning Latin America has also been accompanied by a further two transversal groups: the Social Innovation group (coordinated by Aurelio Villa) and the 18 National Tuning Centres. The former created new dimensions that enabled debates to be enriched and an area for future reflection on thematic areas to be opened up. Without doubt, this new area of work will give rise to innovative perspectives to enable those involved to continue thinking about top quality higher education that is connected to the social needs of any given context.

22

The second transversal group about which one should recognise the major role played comprises the National Tuning Centres – an area of representatives from the highest authorities of university policies from each of the 18 countries in the region. These centres accompanied the project right from the outset, supported and opened up the reality of their national contexts to the needs or possibilities developed by Tuning, understood them, engaged in dialogue with others, disseminated them and constituted reference points when seeking genuine anchors and possible goals. The National Centres have been a contribution from Latin America to the Tuning project, insofar as they have contextualised debates by assuming and adapting the results to local times and needs.

We find ourselves coming to the end of a phase of intense work. The results envisaged over the course of the project have succeeded all expectations. The fruits of this effort and commitment take the form of the reflections on the area of Responsible University Social Innovation (RUSI) that will be provided below. This process comes to an end in view of the challenge faced in continuing to make our educational structures more dynamic, encouraging mobility and meeting points within Latin America, while at the same time building the bridges required with other regions on the planet.

This is the challenge facing Tuning in Latin America.

Pablo Beneitone, Julia González and Robert Wagenaar
July 2013

Introduction

Higher educational establishments are going through times of change, which can be seen in both their internal processes and their relationship to the environment in which they are immersed. It is therefore necessary to define new practices in order to rise to the challenges that the 21st century will pose for higher education. In this respect, the Tuning Alfa Project's second phase of building a common Latin American area for Higher Education included the building of a Model for Responsible University Social Innovation as one the objectives and outcomes to be achieved, which will shape the meaning and framework of this Common Higher Education Area. This task was undertaken by the Area of University Innovation and Social Responsibility working group, 16 universities (14 Latin American and 2 European), led by the scholar and expert in university and social innovation at the University of Deusto, Aurelio Villa. Two years was spent on defining the model presented throughout this document.

Conceiving this model began by building and defining the implementation of an organisational competence that cuts across all universities and incorporates social innovation as a reinforcing and guiding aspect of the mission and vision of universities. Furthermore, it is framed within the mission-related aspects of teaching, research, outreach/social service and management/administration, since fragmented action and work that is not synergetic can no longer be sustained.

Defining the dimensions of Responsible University Social Innovation enables areas of reflection to be expanded as it helps when it comes to thinking about the institutional planning of comprehensive professional development; hence, these dimensions, by way of guidance, present some aspects, criteria and characteristics that demand thought about what should be taken into account in order to say that universities are actually engaged

25

in Social Innovation. Reflecting on the dimensions, in contrast to university life and community experiences, will reveal "evidence or measurements" in order to understand the implications of Social Innovation and its relationship to the university's mission - not from a closed, administrative model of "accountability", but in an attempt to find "beacons" so as to build a model for Social Innovation collectively among universities that helps to strengthen our European and Latin American communities in favour of social transformation.

This document is arranged in different sections. Firstly, the Theoretical Framework is developed in Chapter 1. The first point refers to the notion of "social innovation" as a strategy to overcome obstacles posed by the contemporary world. Then, the second point delves more deeply into the contribution made to social innovation by universities through the notion of "responsible university social innovation". Theoretical contributions are also analysed in relation to some concepts that are closely linked to the concept of social innovation: social engagement, social responsibility, learning service and social entrepreneurship. In the second chapter, the **Model for Responsible University Social Innovation (RUSI)** is presented, in which there is a detailed description of its definition and dimensions. The third chapter goes on to present the pilot study, which was conducted using the tool designed to assess the RUSI Model. The methodology used is presented and a summary of the quantitative analysis of the internal and external factors of each dimension analysed. Finally, the conclusions regarding the lessons learnt throughout the development of the project are presented.

Chapter 1

Theoretical framework

1. ABOUT THE CONCEPT OF SOCIAL INNOVATION

The *Bankinter Innovation Foundation* BIF proposed that *Social Innovation* be a method used to achieve a new model that was not solely implemented to create or improve products and services but also extended to many other areas. In this sense, it highlighted an obvious connection between this framework concept and the field of social improvements and changes that could come about in this respect. This reveals a dynamic concept, guided by social action in which the essential role is played by the *enabling actors*, also known as *social agents* or *stakeholders* (BIF, 2009).

The Open Book of Social Innovation (Murray, Gaulier-Grice & Mulgan, 2010: 6), defined Social Innovation as *"new ideas (products, services and models) that simultaneously meet social needs and create new social relationships and collaborations. In other words, they are innovations that are both good for society and enhance society's capacity to act".* Nonetheless, the book also offers other definitions of the concept. For example, the definition of social innovation put forward at the University of Stanford by Phills, Deiglmeier and Miller (2008), revolves around the concept of building a course of action that enables social needs and problems to be addressed on the basis of three key elements: being effective, efficient and sustainable. This course of action must accrue to the good of society as a whole, rather than certain private individuals.

According to the analysis conducted by Villa and López (2012), whatever the definition, and however wide-ranging it may be, some common aspects can normally be found:

— Social innovation should be managed by stakeholders, who may have differing characteristics. They could be government-run institutions

27

or non-profit making NGOs and new social entrepreneurs. Whatever their peculiarities, all of them must carry action forward by following common patterns, such as: ensuring that the ventures embarked on are maintainable and sustainable over time, providing essential and accessible goods and services so as to raise the standard of living of disadvantaged people, implementing creative and ingenious solutions, as well as having great capacity for organisation and proactivity.

— First and foremost, innovation must solve social problems. Innovation is an initiative that endeavours to respond to a social problem or situation in a novel way.

— The solution must be effective, efficient, sustainable and just. Hence, there are some essential characteristics: effective: the intended aims are achieved; efficient: it is done without wasting resources; sustainable: it stands the test of time and is environmentally-friendly; and just: fair, it fosters distribution based on social justice.

— The contribution of social innovation must add value, and accrue to the interests of society as a whole rather than private individuals.

— Social innovation is a process, it is not a one-off occurrence but rather a route through different stages of germinating and materialising ideas, initial results, institutionalisation and, ultimately, social transformation.

2. SOCIAL INNOVATION AT UNIVERSITY

As a result of the UNESCO declarations (1998-2009), global awareness has grown in recent years with regard to the responsibility of higher educational establishments to contribute their input of knowledge and resources to the service of the community as a whole. In this respect, the 1998 UNESCO World Declaration on Higher Education for the Twenty-First Century, in Article 6.b. stated that, among other aspects:

> "Higher education should reinforce its role of service to society, especially its activities aimed at eliminating poverty, intolerance, violence, illiteracy, hunger, environmental degradation and disease, mainly through an interdisciplinary and transdisciplinary approach in the analysis of problems and issues." (UNESCO, 1998: 24)

As for the Declaration by the 2009 World Conference on Higher Education (WCHE), the first section defined the responsibility of all actors involved in higher education, since it is regarded as a public asset. In this respect, Article 1.3 states that:

> "Higher education institutions, through their core functions (research, teaching and service to the community) carried out in the context of

28

institutional autonomy and academic freedom, should increase their interdisciplinary focus and promote critical thinking and active citizenship. This would contribute to sustainable development, peace, wellbeing and the realization of human rights, including gender equity." (UNESCO, 2009: 2).

2.1. **Concepts associated with Social Innovation at University**

2.1.1. *Social or civic engagement*

Education - as well as higher education and university education – takes on special importance when it is believed that it is possible to transform our society into a more dignified, inclusive, and united and fair society through education (Martinez, 2008). University as a social institution is a reference point in the transmission of professional, ethical principles and a place where values and counter values are learnt. Hence, it may be a good place for ethical learning in the acquisition and development of democratic values and the political socialisation of its students. In this respect, the education that higher educational establishments can offer in terms of civic engagement is vitally important.

The definition put forward by the Coalition for Civic Engagement and Leadership (2005), quoted by Jacoby et al. (2009), proposes that civic engagement refers to acting upon a heightened sense of responsibility to one's communities. This includes a wide range of activities, including developing civic sensitivity, participating in building civil society, and benefiting the common good. Social engagement goes hand-in-hand with notions of global citizenship and interdependence.

Where universities are regarded as socially engaged establishments, the Committee on Institutional Cooperation, CIC, considers that:

> "Engagement is the partnership of university knowledge and resources with those of the public and private sectors to enrich scholarships, research, and creative activity; enhance curriculum, teaching and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the common good" (CIC, 2005: 2)

The CIC (2005), emphasizes three key factors that all university establishments must consider if they wish to move forward in social engagement: engagement is academic on the basis of two aspects: the union between the university and community and the dissemination of practices carried out in the community generated by academic and evidence-based disciplines; engagement cuts across the mission of teaching, research, and

29

service; and engagement is reciprocal and of mutual benefit; and planning, implementation and assessment are carried out jointly by collaborating institutions. Similar factors are mentioned by the Kellogg Commission of the National Association of State Universities and Land Grant Colleges (NASULGC, 2000: 13 *cit* Plater, 2004).

2.1.2. *University Social Responsibility*

The concept of *"university social responsibility"* (USR) obliges establishments to broaden the scale and objectives of education and not to be confined solely to educating responsible citizens or generating new knowledge through research and transmitting it appropriately. As an establishment influencing society, the university has been "*responsible for channelling this influence with a clear transforming tendency towards the areas of social and economic vulnerability existing in our societies*" (De la Cruz and Sasía, 2008: 85).

University plays a part in the public sphere, in building citizenship, in observing the social reality and being acknowledged as a necessary interlocutor (a stakeholder) for social dialogue (De la Cruz and Sasia 2008: 26). This broad involvement of universities in the social context is what ultimately justifies the social responsibility they must exercise.

Thus, university social responsibility has been defined as the provision of "*educational services and the transfer of knowledge in accordance with ethical principles, good government, respect for the environment, social engagement and the promotion of civic values, thus assuming responsibility for the consequences and impact deriving from their actions*" (De la Cuesta, 2011).

The Association of Universities of the Company of Jesus in Latin America (AUSJAL) has defined University Social Responsibility as:

> "The skill and effectiveness of universities in responding to needs for transformation of the society in which they are immersed by exercising their substantive functions: teaching, research, internal management and outreach. These functions must be encouraged by seeking to promote justice, solidarity and social equity by building successful responses in order to meet the challenges involved in moving sustainable human development forward." (AUSJAL, 2009: 18)

In conclusion, USR, as a measurable and assessable component of Responsible Social Innovation, is called upon to renew and pursue the mission that, as universities, they are on, which is for and towards the society or societies to which they owe their existence. Pursuing the ideas

30

of François Vallaeys, Cristina de la Cruz and Pedro Sasia (2009), socially responsible management needs to be thought of as a cross-cutting core theme connecting the different areas of university;

> "Social responsibility must succeed in colouring and breathing life into all universities. One of its most important values is precisely institutional coherence which, in turn, means coinciding between all areas of university (there should be no contradiction between what one area does compared to another). Thus, social responsibility process reaches the four areas of university: organisational, educational, knowledge and social" (Vallaeys et al. 2009: 2)

In the case of this vision, the USR sets out to examine the hidden university curriculum so as to review the ethical values that are implicitly or explicitly incorporated in professional education, develops a comprehensive strategy of reform that includes student and teacher engagement in social initiatives, and develops research aimed at sustainable development.

2.1.3. *Learning - Service*

A number of methodologies achieving closer connections and relations between universities and communities are envisaged in this educational and organisational paradigm shift. All of these are defined by their inductive and contextualising nature, which is based on reality and essential to be familiar with so as to act accordingly, their ethos and the social service practices in themselves or which have been incorporated into them. The Learning-Service methodology is worthy of note given its widespread dissemination and experience at many universities.

According to Furco (2003), learning-service characterises experiential education from different viewpoints: from voluntary work to community service projects, subject assignments and internships. In practice, differentiating learning-service experiences from other experiences promoting universities is no easy task; nonetheless, an essential characteristic is its strong, academic or curricular component associated with learning aims and the specific need of a given community, which is unravelled through a planned approach and constant reflection linking praxis with theory, thereby providing a broader understanding of the subject.

In order to aid discussion on the different components associated with this methodology, the model for learning-service quadrants below, developed by the University of Stanford and adapted by Tapia (2006) will be re-examined.

31
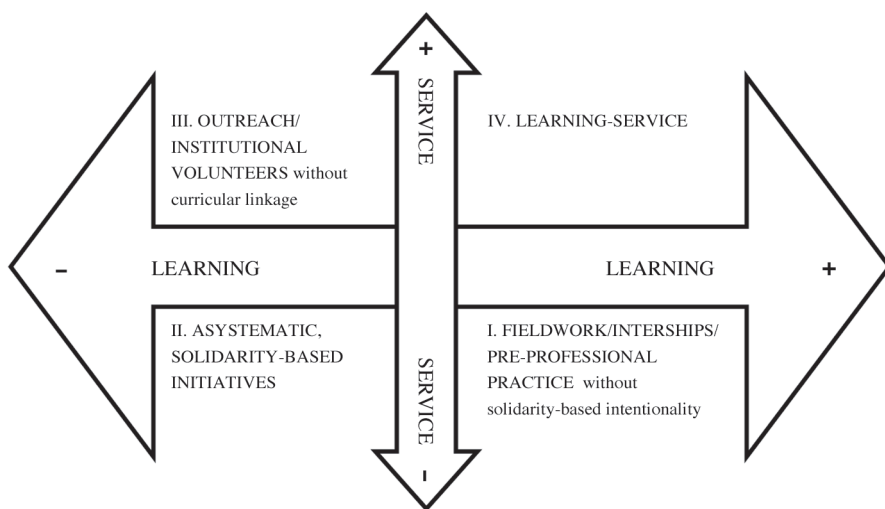
Source: Tapia, 2006: 26.

Illustration 1
Learning-service quadrants

Based on this table and initial examination, learning-service could be regarded as the intersection between two types of educational experience which normally develop in a parallel or disjointed manner:

Academic activities are carried out so that students can apply their knowledge and research methodology in real contexts according to discipline-specific learning (fieldwork or *"on the ground"*, work placements, "*internships"* and so on) and solidarity-based activities led by students (solidarity campaigns with the actual community or other communities, partnership initiatives, long-distance adoptions, literacy campaigns, educational support, environmental improvement and many others), which often lead to instances of active civic engagement.

> "The vertical axis on the graph shows the lower or higher quality of solidarity-based service offered to the community, and the horizontal axis shows the lower or higher degree of integration of systematic or discipline-specific learning into the service being offered.
>
> The "lower" or "higher" degree of service offered may be associated with several variables, such as the time set aside for the activity or the project's potentiality to meet a demand effectively. Visiting a community centre once a year does not provide the same service as going every week and maintaining an area of educational support which enables the objectives

to be achieved that were set by the community leadership and the student education process, and ensures the sustainability of the proposals.

The horizontal axis, on the other hand, shows the higher or lower degree of integration of formal academic learning into the service activity being developed: in this respect, these activities may explicitly bring the learning content of a subject into play, or there may be little or no connection between what has been learnt and the service activity, which is normally the case of "solidarity" campaigns to raise funds, food or clothing" (Tapia, 2006: 26)

In short, learning-service curricula at universities could place greater social significance on a great deal of the content students learn. Moreover, they favour situations and time for the analysis and hermeneutical understanding of the reality in which students live or study, within the corresponding learning contexts. They are absolutely necessary to ensure that students are capable of building appropriate, personal and independent systems of values aimed at striving for, consolidating and moving towards a society based on human dignity, lifestyles and values pertaining to democracy. Ultimately, they enable practical learning for community life and the ability to reflect on it – ethical education- and transform and improve community living conditions on the basis of each profession's knowledge and competences (Martínez, 2008).

2.1.4. *Social entrepreneurship*

Social entrepreneurs play a unique role in creating world change. They are distinguished from other citizen sector leaders by their long-term focus on creating wide-scale change at the systemic level (Leviner, Crutchfield and Wells, 2007).

The initiative to work on a model for entrepreneurship (coming from the play on words "*aprender a emprender*" "Learning to undertake ventures"), was the idea of the Innova research team at the University of Deusto, Spain, in 2005. It arises within the context, at the end of the 20th century and at the dawn of the 21st, in which organisations and companies are already carrying out their activity in the knowledge society. Within this context, the creation of a model for social entrepreneurship aims to make a significant contribution to producing a professional profile that can actively and responsibly integrate into this context and foster social entrepreneurship.

The *Education Programme for Competence-based Social Entrepreneurs* (Villa 2010), at the University of Deusto, aims to make a significant contribution to producing a professional profile which integrates and promotes the generation of new, socially-focused business initiatives by means of the following action:

—Arousing and fostering the social entrepreneurial spirit in people.

33

— Educational and advisory services offered by universities via tutorials and creating socially-oriented projects.
— Establishing the basis of such initiative projects to create social ventures.

This programme focuses on three core themes of education and development - personal, social and methodological/instrumental - which are made up of nine generic competences seen as being key to the development of social entrepreneurship, in addition to the specific competences that should cover the main areas of a social initiative as follows: strategic planning, financial planning, operational management, human resource management, marketing management.

Several steps must be taken if we wish to foster an entrepreneurial culture with a social focus, especially in such times of instability as being experienced today. Davis (2002) puts forward six key steps:

1. Firstly, we must shift the focus of how we see work and people's relationship to seeing it throughout their life cycle. This new architecture of work also has profound implications for social and economic policy.
2. Secondly, we must shift the focus of today's dominant neo-liberal macroeconomic policies from primarily fighting inflation and protecting investors to promoting decent work and employment-intensive, environmentally sustainable growth.
3. Thirdly, we should remove all barriers, particularly those created by government or within its power to change, that block or discourage people's entrepreneurship.
4. Fourthly, ensuring access to credit without collateral for the poorest, and other productive resources, are essential ingredients to embed entrepreneurship and self-employment throughout every stratum of society, including women and men of all ages; new financial services are also needed for the growth of the citizen sector.
5. Fifthly, we must promote, cultivate, and value social entrepreneurship as a profession.
6. Lastly, the key challenge in cultivating an entrepreneurial culture globally is figuring out the best ways to unleash the potential of all people to innovate, create, catalyze, be resourceful, solve problems and take advantage of opportunities while being ethical.

Chapter 2

Model for
Responsible University Social Innovation

1. DEFINITION

A model is a simplified description of a reality that we are attempting to understand, analyse and, where necessary, modify. A reference model for the organisation and management (of a company or other organisation) enables a approach and an objective, rigorous and structured framework of reference to be established in order to carry out a diagnosis of the organisation and determine the lines of continuous improvement towards which the organisation should direct its efforts. The model encourages the understanding of the most important dimensions of an organisation and establishes comparison criteria with other organisations and the exchange of experiences.

The use of a reference model is based on the fact that:

— Having to create indicators is avoided since they are already defined by the model.
— It provides a complete conceptual framework.
— It provides the same objectives and standards for everyone which, in many cases, has been thoroughly cross-checked.
— It determines organisation which is consistent with improvement activities.
— It enables measurements to be made using the same criteria over time so it is easy to detect whether advances are being made in the appropriate direction.

(Ministry of Education, Culture and Sport, 2001)

35

The model presented in this work has the conceptual and theoretical framework of Responsible Social Innovation and focuses on an organisational competence that has or identifies six dimensions or areas which need to be addressed and are key to the establishment and effectiveness of this organisational competence.

As stated above, when we refer to social innovation, most research and publications insist that, in order to talk of innovation, we must take into account the ecosystem that makes it possible: systems, processes and institutions (Bankinter Innovation Foundation, 2009).

As shown in Illustration 2:

> "Responsible Social Innovation is understood as a university-level, organisational competence based on substantive areas (teaching, research, outreach and management) which transforms and promotes solutions to the challenges of the social and global environment.
> *These novel responses to social and global issues are built by engaging stakeholders and social actors, with characteristics such as speed, relevance, effectiveness, efficiency, sustainability and justice, generating value and social transformation"* (Source: Alfa Project Team).

RESPONSIBLE UNIVERSITY SOCIAL INNOVATION is understood as a university-level, organisational competence based on substantive areas (teaching, research, outreach and management) which transforms and promotes solutions to the challenges of the social and global environment. These novel responses to social and global issues are built by engaging stakeholders and social actors, with characteristics such as speed, relevance, effectiveness, efficiency, sustainability and justice, generating value and social transformation.

INTERNAL I.

TEACHING

MANAGEMENT

OUTREACH/ SOCIAL PROJECTION

RESEARCH

EXTERNAL I.

Source: put together by the authors.

Illustration 2

The core themes associated with Responsible University Social Innovation

36

This perspective, and based on the definition of organisational competence for responsible university social innovation, conceives the university as an organisation that is called upon to innovate socially and to do so, it must have a number of characteristics - the first and foremost being the constant ability to learn. This translates into an organisation whose members assimilate new knowledge by working in a team and who, through such learning, contribute to collective development by generating, verifying and disseminating new knowledge that can be implemented to improve the most important social problems - even more so in the case of universities, whose task is to build new knowledge and professional education for such a society, contributing to its transformation towards higher levels of justice and wellbeing.

Other characteristics are equally based on the definition of the actual RUSI competence in line with the social innovation experience described in the documents mentioned above, and which understand that an organisation innovates socially when it provides novel responses to social and global issues
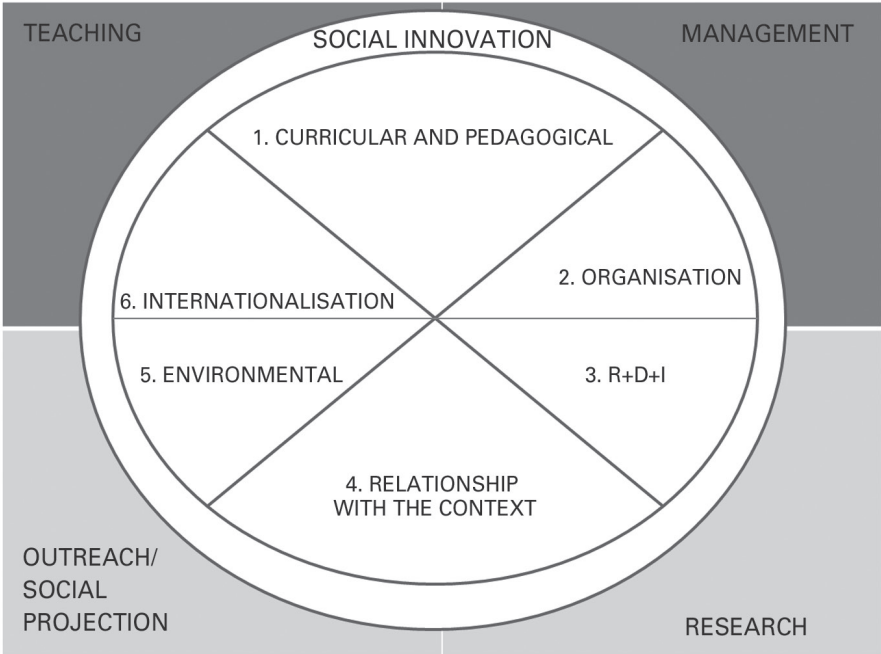
Source: put together by the authors.

Illustration 3
Dimensions of Responsible University Social Innovation

37

with the participation of stakeholders and social actors, with speed, relevance, effectiveness, efficiency, sustainability and justice, and by generating value and social transformation.

Universities must also have sound management of quality in terms of both organisation and results from their work in a way that incorporates a constant cycle of diagnosis, implementation and improvement in their processes, policies, practices and results, and informs their members and all those interested or affected by their work. Lastly, universities will respond to the characteristics of transparency, association and autonomy (UNESCO, 2009).

In short, the proposal for the model for Responsible University Social Innovation – RUSI - contributes to the concept of the social responsibility of universities, which is a concept that has already been projecting universities towards the reality of the societies they form part of for over ten years and is in keeping with their traditional social mission. Its direction and focus towards social innovation makes social responsibility possible and gives it meaning. In other words, the RUSI model considers that it is only possible to respond to the social responsibility corresponding to universities once they have redirected and reorganised all their substantive functions - teaching, research, management and their link with the environment or social outreach – in order to innovate socially.

Furthermore, as shown in Illustration 3, not only do the four key university functions need to be analysed, but the different dimensions developed within each university establishment should also be studied closely: the pedagogic-curricular dimension; the organisational dimension; the research, development and innovation dimension; the relationship with the context dimension; the environmental dimension; and last but not least, the internationalisation dimension. In this way, the advances and difficulties being encountered can be observed when it comes to institutionalising responsible social innovation at each university, and its impact on both the internal context and its relationship with the community - its external context.

2. THE DIMENSIONS

All the models applied to universities provide both definitions and dimensions. These are conceived as specific institutional areas identified in an organisation which help to discern and specify Responsible University Social Innovation.

Each of the assessment models identifies this holistic approach with the dimensions illustrating such organisational learning over recent years. It is worth noting the following: active engagement and development of the community; respect and promotion of human, labour and environmental

38

rights; governance and transparency of an organisation; coordinated work with counterparts or stakeholders.

The dimensions presented in the Model for Responsible University Social Innovation, RUSI, in the particular case of universities, reflect this holistic approach and which, we repeat, conceives universities as organisations that have an effect and impact and are called upon to respond to and disseminate their social mission of change and transformation to society as a whole.

1. Curricular and pedagogic dimension.
2. Organisational dimension.
3. Research, development and innovation dimension.
4. Relationship with the context dimension.
5. Internationalisation dimension.

This model aims, along these lines, to embrace and foster the vital relationship with social actors arising from social innovation experiences. As stated in this document, the main sources of innovation are community organisations: the State, non-governmental organisations and community organisations. Their involvement is also key to the innovative undertakings of universities, as an external actor. Above all, we should incorporate and work with the main stakeholders of social innovation through this model: those who, in addition to experiencing the frustrations and hardships characterising human existence, face varying kinds of difficulties to meet their basic needs, and who suffer structural exclusion, lack opportunities and find it difficult to exercise their rights.

The definitions of the dimensions considered in this model are presented below and, in some cases, their components. The indicators for each component are highlighted in the description of the actual tool.

2.1. **Curricular and pedagogic dimension**

The curricular and pedagogic dimension refers to a proposal for relevant education and social and academic quality as part of an institutional education project that promotes comprehensive, professional and citizenship education (being, knowing, know-how and knowing how to live together). This is done by integrating the learning service approach, fostering social entrepreneurship and enriching learning environments. It therefore contributes to teacher and student education, with a clear commitment to improving the quality of life of different social groups.

Focus is on the promotion of interdisciplinary education, research and service or development processes based on the critical analysis of local, national and international social issues. The aim is to succeed in developing proposals that manage to give clear proof of the teaching-research-development continuum (coordination and dialogue).

39

The components analysed are: student education; professional development for university teaching personnel; fair educational response that takes diversity into account.

2.2. **Organisational dimension**

This dimension refers to the institution's management and transformation in terms of mission, vision, policies, strategies, plans, programmes, organisational structure, processes and impact. These are developed and implemented so that it functions properly and to ensure day-to-day coexistence, and are based on an organisational culture that encourages responsible social innovation.

From an inclusive perspective, it learns and manages itself by means of cycles that enable practices, information systems and areas for reflection, dialogue and interpretation to be included, so as to develop institutionalisation processes for responsible social innovation.

With regard to its substantive functions, it manages impact through the monitoring, systemisation and support of social development and transformation processes; creating proposals for relevant solutions to society's problems by participating and engaging in dialogue with the different actors involved in responsible social innovation.

Its components are: planning, management and institutional assessment; organisational structure; organisational culture.

2.3. **Research, development and innovation dimension**

This cross-cutting dimension describes the implementation and contributions of research and development to social innovation and the improvement of the processes and solutions to major issues relating to the development of the society in which the university is immersed. This implementation, even if it should be more directly led by the unit/s in charge of research at universities, is also the responsibility of teaching staff (pre-graduate and post-graduate), university management and the relationship with the context or environment.

Research, development and innovation (R+D+I) are understood as being the implementation used by universities to solve social issues concerning new knowledge, new syntheses of knowledge and knowledge management.

The components are: institutional research policy on social innovation; research community and knowledge production networks; knowledge management, transfer and dissemination; promoting research into priority issues.

40

2.4. **Relationship with the context dimension**

The relationship with the context dimension refers to the bonds universities, based on their substantive functions, establish with the rest of society via institutions (cultural, social, financial, education) and communities. This relationship is approached via a notion of equality to in sharing aims and goals in common projects that foster understanding, reflection and solutions with regard to challenges within local, national and international contexts.

Universities, as promoters of academic knowledge and the education of a region's human capital, connect intellectual production with popular wisdom, and issues that have an impact on the public, with the purpose of causing an influence on political, economic, environmental and cultural affairs.

The components are: relationship with society, projects, contribution to the country's development; Networking with both the community and different interest groups; influencing public policy; generating academic and common knowledge.

2.5. **Environmental dimension**

The environmental dimension of RUSI is defined as the ability of universities to assume their rightful role in the socio-environmental system, since the vision of sustainable development is included in their education and management policies.

With regard to its substantive functions, it incorporates the university community through practices and processes of responsible social innovation by learning from: exemplary experiences of environmental culture; education, dialogue and assessment processes; intellectual production; research models, fostering human and professional competences for responsible social innovation through sustainable technological and human development.

Its primary characteristic is sustainability by means of a measurement system that enables the gradual and constant adaptation of responsible social innovation in its processes.

Its components are: environmental culture; environmental management policies and systems; education in the area of the environment; action in relation to the environment.

2.6. **Internationalisation dimension**

The internationalisation of higher education refers to an institutional process of *crossing borders*. It is a dynamic process whose strategy involves

41

integrating the international and intercultural dimension into the mission, cultural practices, development plans, curricula and overall university policy.

Internationalisation could be regarded as the proactive response of universities to the challenges of globalisation, whereby each nation's individuality and characteristics are respected. At university level, it is an institutional vision promoting social innovation through an active and propositional posture within the global, national, regional and local context. This vision encourages policies, plans and university work that promotes a global and international perspective on learning, research, administration and the development of experiences in collaboration with other institutions and local, regional and international sectors.

Lastly, it is envisaged that the international dimension of universities, in an approach that privileges self-identity and respects diversity, interculturality and transculturality, also encourages cooperation in such a way that it has an impact on both the internal aspects of higher educational establishments and external aspects, i.e. within the national, regional and global context in which there is interaction.

The components are: internationalisation promotion policies; international social networking; international academic mobility; joint education programmes (graduate and post-graduate).

42

Chapter 3

Pilot study

1. METHODOLOGY

1.1. **Design and brief description of the tool**

The design of the information recording protocols went through different phases of development. The first draft was designed as a result of the documentary analysis of different models and assessment tools developed and used by 16 universities and public institutions at international level, in countries such as Australia, the USA, India, the United Kingdom and South Africa, and the Latin American region (López, 2012; Villa and López, 2012). These models assess different aspects involved in developing the innovation, responsibility and social service of university establishments. Six factors were considered in the documentary analysis: the concepts assessed; the external and/or internal areas assessed; the dimensions and indicators used for assessment; the type of information recorded; the process used to carry out the assessment.

As a result of the documentary review and analysis, the first draft of the Assessment Model for Responsible University Social Innovation (RUSI) was developed, which underwent a process of review and modification involving different representatives from the 16 universities participating in the Alfa Project.

Thanks to these joint efforts, we were able to:

— define the concepts of responsible university social innovation (RUSI) presented in chapters 2 and 3 of this report;
— determine the dimensions to be analysed, described in the previous chapter;
— select and review the indicators to be analysed;
— record quantitative and qualitative information on the basis of records supplied by the participant universities;

43

—decide on an assessment model that took into account both the analysis of internal factors, pertaining to all higher educational establishments, and external factors, the impact on the community and the outcomes of the action taken, ranging from the most local contexts through to international contexts.

The final result was the designing of 5 thematic protocols that address aspects relating to different dimensions, which can be consulted in the Annexes. Each protocol pursues a particular dimension and also some factors related to dimension 5: Environmental, and Dimension 6: Internationalisation. The decision to design 5 protocols to address the 6 dimensions in the study was due to the fact that the person responsible at each university receiving each protocol was taken into account, including the type of information the person handles. The protocols therefore addressed the following factors:

Table 1

Dimensions and factors addressed in each protocol

Protocol	Dimensions	Factors
Protocol 1	D1. Curricular and pedagogic	I. Student education. II. Professional development for university staff. III. Fair educational response that takes diversity into account.
	D5. Environmental	III. Education in the area of the environment.
	D6. Internationalisation	IV. Joint education programmes.
Protocol 2	D2. Organisational	I. Planning, management and institutional assessment. II. Organisational structure. III. Organisational culture.
	D5. Environmental	I. Environmental culture. II. Environmental policies and systems.
	D6. Internationalisation	I. Internationalisation promotion policies.
Protocol 3	D3. Research, development and innovation, R+D+I	I. Institutional research policies. II. Research community and knowledge production networks. III. Management, transparency and knowledge dissemination. IV. Promoting research into priority issues.
	D5. Environmental	IV. Research into the area of the environment.
	D6. Internationalisation	II.A. International research projects.

44

Protocol	Dimensions	Factors
Protocol 4	D4. Relationship with the context	I. Relationship with society, projects, contribution to the country's development. II. Networking. III. Influence on public policy. IV. Popular academic knowledge.
	D5. Environmental	V. Action in relation to the environment.
Protocol 5	D6. Internationalisation	II. International networking with a social approach. III. International academic mobility.

Source: put together by the authors.

Each protocol addressed these factors by asking questions that revealed the development of social innovation in the internal institutional environment, and also its impact on the community. In order to do so, different question formats were used to which different types of answers could be given:

— Closed-format questions requiring short answers: one of the following alternatives could be selected for these questions: "Yes", "No" or "No evidence".
— Closed-format questions requiring multi-option answers: questions to which all the relevant answers within a variety of options could be chosen, including "No evidence". The option "Others" is included in these questions. In the event of choosing this option, it is requested that these be specified. Examples of these types of answers are, for example: groups benefiting, sectors of institutions and organisations involved, areas of innovation and social engagement developed, characteristics of learning-service, and so on.
— Open-format questions to supply evidence: each closed-format question includes an open-format question requesting that evidence be supplied confirming the answers given. Each protocol's annexes also provide examples of the types of evidence that may be worth retrieving in order to give an answer about each of the internal and external factors.
— Other open-format questions: including questions relating to departments or units in charge of the matter, the percentage of budget spent on a specific aspect, and the countries with which programmes and/or action have been undertaken.

An example of the types of questions appearing in the protocols is given below:

45

Table 2

Illustration of the types of protocol questions and answers. Protocol 1, D1.
Curricular and pedagogic, internal factors, questions I.A.1 and I.A.2

A.1. In the education programmes at your university, is COMPETENCE DEVELOPMENT or are the LEARNING OUTCOMES resulting from reflection and critical analysis relating to innovation and social engagement encouraged throughout the programme?		A.2. What AREAS of reality and social engagement do your programmes place emphasis on?	
CIRCLE THE CORRESPONDING NUMBER (Choose one option only)		**CIRCLE THE CORRESPONDING NUMBER** (Choose ALL the relevant options)	
YES	1	Education in values, citizenship	1
NO	2	Developing reflective and critical thinking	2
No evidence to answer	0	Sustainable ecological development	3
In the event of presenting evidence, indicate and include figures and/or examples. (Please see ANNEX I.A.IN. for examples of evidence)		Sustainable social development	4
		Improving labour conditions, promoting employment	5
		Justice and social equity	6
		Social inclusion: presence and participation (culture, ethnic group, gender, immigration, disability, poverty, religion, and so on)	7
		Improving social and health services	8
		Leisure	9
		Others: indicate which...	0
		No evidence to give an answer	0
		In the event of presenting evidence, indicate and include figures and/or examples. (Please indicate the item number each piece of evidence refers to) (Please see ANNEX I.A.IN. for examples of evidence relating to this question)	

46

The 16 universities participating in the Alfa Project then carried out a pilot study of the designed protocols. Primarily, this pilot study has been useful for clues as to which dimensions, factors, indicators and/or questions should be modified or removed. The analysis shown below is also of great importance as it has provided an initial overview of the extent to which these universities have advanced in terms of responsible university social innovation, and the steps remaining to be taken.

1.2. **Data collection at each university**

Having completed the protocol design phase, the pilot study was then conducted. This was only possible thanks to the invaluable collaboration of each of the 16 universities participating in the Alfa Project, who spent two months selecting the representatives from among their members who could best respond to each protocol. In addition to responding to the protocol, they spent a considerable amount of time retrieving records of information in documents, reports, assessments, research, publications, the Internet, and so on, which could be used as evidence to support the answers given in the protocol.

The INNOVA team at the University of Deusto then proceeded to compile the protocols answered and analyse the information gathered. Given the short period of time set aside for responding to the protocols and the difficulty, in some cases, of contacting people who were available to respond to them, there were universities that failed to complete all the protocols. Hence, the following table shows the number of university establishments that completed the information relating to each dimension.

Table 3

Number of universities responding to each dimension

Dimensions	Number of universities responding
Dimension 1: Curricular and pedagogic	15
Dimension 2: Organisational	15
Dimension 3: Research, development and innovation, R+D+I	15
Dimension 4: Relationship with the context	12
Dimension 5: Environmental	16
Dimension 6: Internationalisation	15

Many of the members representing the universities participating in the Alfa Project had to face major challenges when it came to completing the protocols. It proved especially difficult to access the people who could answer and supply relevant information. There was a need to contact high-ranking figures at universities. Moreover, in some cases, there was more than one person who answered the protocol questions. The cases where high-ranking figures at universities were involved, despite delaying the process of data collection, have provided more significant and up-to-date information in relation to the steps taken by universities. This should be taken very much into account when developing a RUSI assessment model in which members of the university community take part.

As explained above, this project aims to be a preliminary pilot study of the protocols designed, and the RUSI model proposed. Given the number of institutions responding to each dimension, it should be acknowledged that the data analysed cannot be generalised or considered significant. Nonetheless, it is worth noting that it has been possible to compile a large amount of information from different countries in both Latin America and Europe.

As can be seen in the analysis below, despite the broad range of countries, common trends can be observed in both the action taken and the absence of evidence on record with regard to some aspects. Thus, it must be stated that this pilot study allows the lines of action taken by universities in relation to RUSI to be discerned, and provides clues as to what work should be developed with regard to the institutionalisation of RUSI in higher educational establishments and the RUSI assessment model to be adopted.

2. QUANTITATIVE ANALYSIS, INTERNAL AND EXTERNAL DIMENSIONS OF RUSI

The quantitative analysis of the answers given will be presented in this chapter. This will provide us with a record of the areas where universities have developed action relating to RUSI and also the outcomes and impact such action has had on the community, institutions and organisations in different sectors, and different groups. Moreover, attempts have also been made to shed light on the areas where it has been observed that universities lack records of information and have no data to provide evidence supporting their answers. Lastly, mention will be made of questions which may have been repeated and fail to contribute further information to that compiled in other items.

The quantitative analysis and a brief, qualitative description of the answers given by universities are presented below. Furthermore, each university contributed evidence confirming the answers supplied. Given the

48

large amount of documentation compiled, a document has been prepared with summaries of the most relevant documentation supplied by the universities. However, this information has not been included in this report owing to its volume.

2.1. **Dimension 1 Analysis. Curricular and pedagogic**

2.1.1. *Internal factors*

Firstly, the short answers are shown. The most developed aspects at the 15 universities responding to this dimension can be seen in Table 4, ranked according to the affirmative answer percentage.

Table 4
Short answers to the internal Dimension 1 factors.
Curricular and pedagogic

D1. In. short answers	RATING				Number of cases
	No evidence	Yes	No	NA	
I.A.1_Academic-professional pro-gramme: Education and development of competences relating to innovation and social engagement.	6.70%	93.30%	—	—	15
I.B.1_Learning-Service programmes.	6.70%	73.30%	20.00%	—	15
III.C.1_Promoting participation based on equity.	13.30%	60.00%	13.30%	13.30%	15
III.B.1_Educational response to student diversity.	73.30%	20.00%	—	6.70%	15
I.C.1_Life experience. Direct student participation in experiences linked to social reality.	80.00%	13.30%	—	6.70%	15
III.A.1_Equity in terms of enrolment.	80.00%	13.30%	—	6.70%	15

The aspect that the majority of universities agree on is the work carried out in relation to item *I.A.1,* referring to the fact that education and development in competences relating to innovation and social engagement have already been implemented, 93.3%.

A high number, 73.3%, of universities that consider they have taken steps with regard to developing Learning-Service Programmes was found in the second level. To a lesser extent, 60% of the universities state that they are promoting equity in terms of participation.

It is important to highlight the data which is not supported by evidence, especially regarding *I.C.1. Life experience,* direct student participation in experiences linked to the social reality, 80%; *Equity in terms of enrolment*, 80%; and *III.B.1. Educational response to student diversity*, 73.3%.

With regard to the multi-option answers referring to areas of reality and social engagement, it can be seen in Graph 1 that in both the academic-professional programmes *(I.A.2)* and continuous education of university personnel, the most named areas are: education in values, developing reflective and critical thinking, social inclusion; and justice and social equity, whose percentages vary between 19.5% and 12.2%.
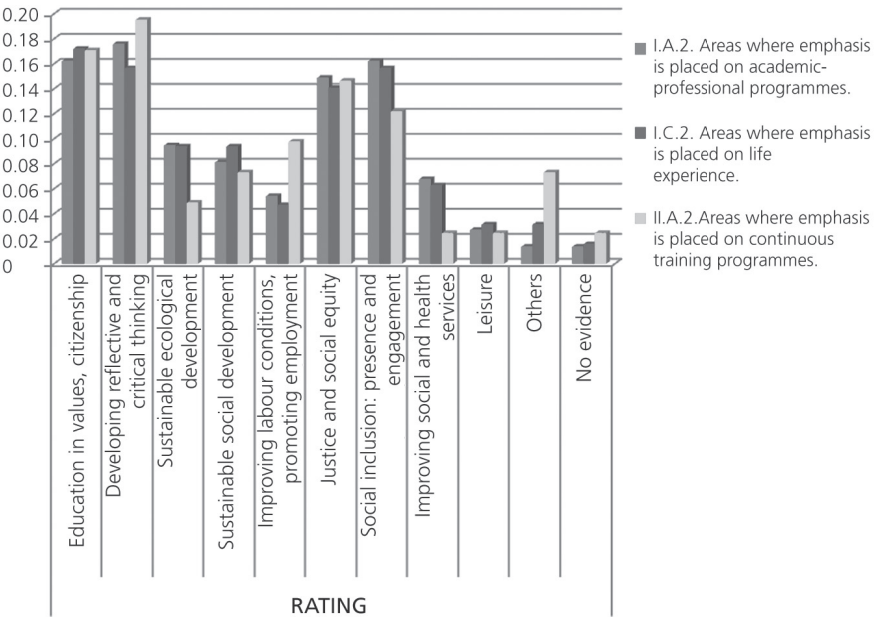
Graph 1

Percentage of multi-option answers referring to areas covering reality and social engagement in Dimension 1

As can be seen in Table 5, in the case of the characteristics describing learning-service (I.B.2), it can be seen that all the characteristics presented

50

Table 5

Multi-option answers regarding the characteristics of Learning-Service programmes, Dimension 1

D1. IN. MULTI-OPTION ANSWERS, LEARNING-SERVICE	RATING							
	They integrate into the student academic curriculum	They are guided by and respond to community needs	They are planned so that students have time to devote to reflecting on the experience gained during practices	They coordinate with the organisation, company or institution in the community where students will be involved	They help to promote civic responsibility	No evidence	Number of answers	Lost cases	Number of cases
I.B.2. Characteristics fulfiling the Learning Service programmes	20.4%	18.4%	20.4%	20.4%	18.4%	2.0%	49	4	15

51

as options evidence a similar response percentage, which varies between 20.4% and 18.4%. These characteristics are: integration into the academic curriculum; allotted time for students to reflect on the experience; coordination with the counterpart; response to community needs; promotion of civic responsibility.

With regard to which groups of university personnel receive professional development and continuous education programmes relating to responsible social innovation *(II.A.1),* it can be seen in Table 6 that teaching staff, 40.6%, are those with the most access to such development; followed by research personnel, 34.4%; and, lastly, by other types of personnel, 25%, which include civil servants, administration and university management personnel.

Table 6

Multi-option answers regarding the targeted groups
of university personnel, Dimension 1

	RATING			Number of answers	Lost cases	Number of cases
	Teaching staff	Research professionals	Others			
II.A.1. Personnel targeted for ongoing professional development and continuous education programmes	40.60%	34.40%	25.00%	32	2	15

2.1.2. *External factors*

When analysing the short answers to the Dimension 1 external factors, it can be seen in Table 7 that approximately half of the 15 universities consider that: their student development programmes *(I.A.1)* have an impact on the social reality, 53.3%; RUSI programmes address diversity in a fair manner, 46.7%; and benefits from student participation in practices are perceived, 40%.

However, it is worth noting that the percentage of universities responding that they have no record of evidence to prove such impact is high, between 20% and 26.7%. The percentage of universities failing to answer these questions is also high, approximately 20 and 25% in three of the four items. This shows that the information recorded by universities is scant when it comes to assessing the external impact of their university action in relation to the curricular and pedagogic dimension.

52

Table 7

Short answers to external Dimension 1 factors. Curricular and pedagogic

D1. Ex short answers	RATING				Number of cases
	No evidence	Yes	No	NA	
I.A.1. Impact of student education pro-grammes on the social reality.	20.00%	53.30%	13.30%	13.30%	15
III.C.1. Addressing diversity fairly in RUSI pro-grammes	20.00%	46.70%	13.30%	20.00%	15
I.B.1. Benefits from student participation in practices	20.00%	40.00%	13.30%	26.70%	15
II.A.1. Impact of ongoing professional devel-opment	26.70%	33.30%	13.30%	26.70%	15

As can be seen in Table 8, it is community organisations, almost 50%, which feel the impact of the development of academic-professional programmes, taught to university students *(I.A.2)*, followed by the private and business sector, at 31.8%. Community organisations also evidence the highest percentage in relation to impact perceived in terms of addressing diversity fairly, being developed by universities, 30.8%. Then, the public sector is seen as the sector that most perceives impact relating to professional development programmes, 30.8%. In the case of those sectors where universities feel they gain benefits from student participation in practices, both the public sector institutions and community organisations stand at the same percentage, 30%.

It is important to note that, in all cases, the number of answers given for some of these items is very low. For example, item I.B.2, referring to student participation in practices, only received responses from 5 universities. The percentage is also high for universities who say they have no evidence on record. In the case of item *III.C.2*, referring to impact in relation to addressing diversity fairly in universities, the percentage reaches 30.8%.

When analysing, in Graph 2, the groups that have benefited from action taken by universities relating to the curricular and pedagogic dimension, the groups of impoverished population are notable, varying between 31% and 17.6%, and also those pertaining to different cultures, with percentages as high as 29% and 26% for some items. It is also worth noting that there is a high percentage, 20%, relating to the perception that women have benefited from the implementation of professional development programmes (*II.A.3*) and have experienced a higher level of effective enrolment in university degree courses (*III.C.1*). Approximately 17% of the responses from the

Table 8

Multi-option answers, sectors outside universities where impact is felt, Dimension 1

D1. Ex. multi-option answers, sectors where impact is felt	RATING					Number of answers	Lost cases	Number of cases
	Public sector	Private and business sector	Community organisations	Others	No evidence			
I.A.2. SECTORS where the impact of academic-professional programmes is felt	27.30%	31.80%	40.90%	—	—	22	5	10
I.B.2. SECTORS where the benefits of student participation in practices are perceived	30.00%	20.00%	30.00%	10.00%	10.00%	10	10	5
II.A.2.SECTORS where the impact of professional development programmes is felt	30.80%	23.10%	23.10%	—	23.10%	13	8	7
III.C.2.SECTORS where the impact of addressing diversity fairly is felt	23.10%	15.40%	30.80%	—	30.80%	13	8	7

54

universities also consider that the group of people with disabilities has benefited, resulting in a higher level of effective enrolment and greater success in completing their university studies.

It should be noted that there are also some items in this case that few universities have answered, in two cases only 6 - less than half the universities have responded to this dimension. It is also worth noting the high percentage, approximately 20%, stating they had no evidence to respond to items referring to groups benefiting from the promotion of professional development programmes for university personnel (*II.A.3*); and those perceiving impact in relation to addressing diversity fairly (*III.C.3*).
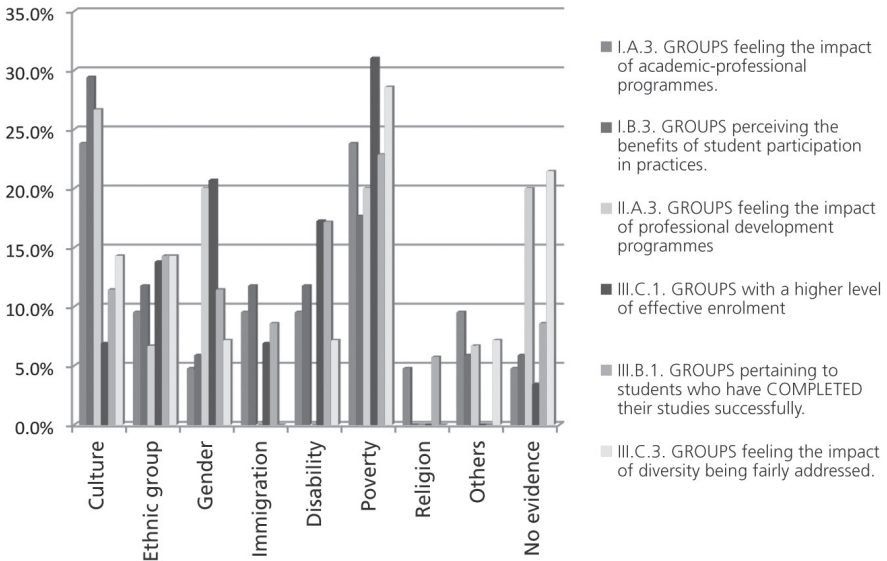
Graph 2

Percentage of multi-option answers referring to groups outside universities feeling impact, Dimension 1

2.2. **Dimension 2 Analysis. Organisational**

2.2.1. *Internal factors*

Table 9 below begins with the analysis of the short answers to internal factor *I.* referring to *planning, management and institutional assessment*. It is worth noting that the aspects most covered by universities relate to RUSI being incorporated into the aims and objectives (*I.B.1*) of the strategic plan

55

Table 9

Short answers regarding internal factor I. Planning, management and institutional assessment in Dimension 2

D2. IN. SHORT ANSWERS. I. Planning, management and institutional assessment	RATING				Number of cases
	No evidence	Yes	No	NA	
I.B.1_The strategic plan incorporates responsible social innovation into its AIMS and OBJECTIVES.	—	93.30%	—	6.70%	15
I.A.1_Institutional policies guide and encourage the incorporation of responsible social innovation (RSI) on the basis of their SUBSTANTIVE FUNCTIONS.	6.70%	86.70%	—	6.70%	15
I.A.2_There are policies ensuring ACCESSIBILITY to resources, services and university infrastructures for the community.	6.70%	80.00%	6.70%	6.70%	15
I.B.2_The strategic plan is built on the basis of areas for PARTICIPATION and REFLECTION for the university community.	—	73.30%	13.30%	13.30%	15
I.E.1_A percentage of the INTERNAL BUDGET has been assigned to responsible social innovation programmes, projects and action.	33.30%	40.00%	20.00%	6.70%	15
I.B.4_Good practice in responsible social innovation that encourages the university MANAGEMENT PARADIGM to shift towards RUSI is included and analysed.	20.00%	33.30%	33.30%	13.30%	15
I.D.3_Assessment procedures for RESEARCH TEACHING STAFF (RTS) oriented towards responsible social innovation have been put in place.	6.70%	26.70%	60.00%	6.70%	15
I.D.2_A university assessment FEEDBACK system relating to RUSI has been implemented to enhance university action.	13.30%	20.00%	53.30%	13.30%	15
I.D.4_UNIVERSITY RESEARCH CLASSIFICATION procedures relating to their response to responsible social innovation have been put in place.	13.30%	20.00%	60.00%	6.70%	15

(93.3%); on the basis of the substantive functions (*I.A.1*), institutional policies encourage RUSI (86.7%); policies have been established which ensure community access (*I.A.2*) to resources, services and infrastructures (80%); and the strategic plan is crafted by using areas for participation and reflection in the university community (73.3%).

Among the aspects the participant universities state they have failed to develop, it is mentioned that just 20% have implemented research classification procedures in relation to RUSI (*I.D.4*); the same percentage state that they have implemented a feedback system for RUSI university assessment (*I.D.2*); just 26.7% say that they have assessment procedures for research teaching staff (RTS) following RUSI guidelines. This would confirm one of the objectives of this research: to provide universities with a tool that helps them assess and record the progress made in relation to RUSI, and also to shed light on the steps to be taken in the future with regard to action and areas yet to be addressed.

Another point that cannot go without mention is the fact that in some items the percentage of universities that consider they have no evidence is high. It is especially worth noting the case of item *I.E.1,* referring to the percentage of internal budget assigned to action promoting RUSI (33.3%). Indeed, just 3 of the 15 participant universities were able to provide information on the percentage of internal budget assigned to RUSI, and this percentage varies between 0.01%, 0.1% and 0.2%. Moreover, the item addressing the fact that universities record and analyse good RUSI practice that causes transformations in university management should also be highlighted (*I.B.4*), with 20% of institutions stating that they had no evidence regarding this matter.

Table 10

Multi-option answers regarding factor I.C. Regulations,
rules and procedures of Dimension 2

D2. IN. MULTI-OPTION ANSWERS, I.C. Rules, regulations and procedures	RATING			Number of answers	Lost cases	Number of cases
	Regulations	Rules	Mechanisms			
I.C.1. Existence of widespread and well-known RUSI implementation REGULATIONS, RULES and MECHANISMS	33.30%	33.30%	33.30%	18	9	15
I.C.2. The regulations, rules and mechanisms have been prepared and approved with the participation of the UNIVERSITY COMMUNITY	38.50%	30.80%	30.80%	13	10	15

57

Moving on to analyse Table 10, despite the fact that RUSI regulations, rules and mechanisms implemented at universities are widespread and well-known (*I.C.1*); and that university members take part in their preparation and approval (*I.C.2*), it can be seen that the percentage of universities stating that they have provided for these aspects stands at around 30.8% and 38.5%. It should be noted that most of the 15 participant universities failed to respond (lost cases), 9 in the first case and 10 in the second.

As regards the resources assigned for promoting RUSI, when questions were asked about the existence of specific agreements and/or external funding (*I.E.2*), the same trend can be seen in Table 11 as in the previous questions. Although 50% of the universities that answered stated that they had these types of resources without distinction, just 8 answers were obtained, since 10 universities failed to respond to this item (lost cases).

Table 11

Multi-option answers regarding factor I.E. Assigned Dimension 2 resources

D2. IN. MULTI-OPTION ANSWERS, I.E. Assigned resources	RATING		Number of answers	Lost cases	Number of cases
	Agreements	Funding			
I.E.1. Existence of agreements and external funding systems assigned to RUSI	50.00%	50.00%	8	10	15

Table 14 addresses internal factor *II. Organisational structure*, which encourages the development and sustainability of the responsible social innovation approach on the basis of substantive functions. A high number of universities (86.7%) state that there is a department or unit specifically created to address environmental issues (*II.A.2*); 80% state that there are departments and/or units whose aim is sustainable human development (*II.A.1*); and at 73.3% of the universities, there are instances of university community participation (*II.B.2*). Nevertheless, only 26.7% say that they have a Social Committee as a governing body (*II.A.3*).

As can be seen in Table 13, when university institutions were asked about the organisations with which they had established consortia or agreements (*II.A.4*), the universities alluded to the following sectors: relations are closer with public sector institutions (32.3%); followed closely by the private and business sector (29%); and community organisations (25,8%) in third place. Table 19 shows a list of "other" organisations with which relations are maintained, almost 13%.

58

Table 12

Short answers regarding internal factor II.
Organisational structure of Dimension 2

D2. IN. SHORT ANSWERS II. Organisational structure	RATING				Number of cases
	No evidence	Yes	No	NA	
II.A.2_There is a DEPARTMENT or ACADEMIC UNIT specifically created to manage outreach or the relationship with the environment	—	86.70%	6.70%	6.70%	15
II.A.1_The organisational university structure includes a DEPARTMENT or UNITS specifically aimed at sustainable human development within the local context	—	80.00%	13.30%	6.70%	15
II.B.2_There are INSTANCES of PARTICIPATION by members of the academic community	—	73.30%	13.30%	13.30%	15
II.B.1_Both internal and external CHANNELS OF COMMUNICATION have been established which ensure the promotion of values and institutional stances specifically in favour of RUSI	6.70%	53.30%	33.30%	6.70%	15
II.A.3_A SOCIAL COMMITTEE has been set up within the university governing bodies.	13.30%	26.70%	46.70%	13.30%	15

Regarding internal factor *III. Organisational culture,* as shown in Table 14, from the analysis of the answers given, it can be seen that most of the participant universities (86.7%) state that RUSI is a priority of their mission or university thinking (*III.A.1*), and at 80% of these universities there is an organisational climate that encourages dialogue in decision making (*III.C.1*). Conversely, despite forming part of the thinking and organisational climate, a lower percentage of the universities (26.7%) state that there is a system of incentives to develop RUSI projects (*III.C.2*); and just 40% of the cases take into account the involvement of RSI projects in professional academic personnel profiles. The high percentage (26.7%) of universities who failed to provide any response at all to this last item should also be noted.

Table 13

Multi-option answers, sectors of institutions with which consortia
and agreements relating to Dimension 2 have been established

D2. In. multi-option answers, ii.a.4. sectors with consortia and agreements	RATING					Number of answers	Lost cases	Number of cases
	Public sector	Private and business sector	Community organisations	Others	No evidence			
II.A.4. SECTORS with which the university has formed CONSORTIA OR AGREEMENTS	32.30%	29.00%	25.80%	12.90%	—	31	4	15

Table 14

Short answers regarding internal factor III.
Organisational culture of Dimension 2

D2. IN. SHORT ANSWERS. III. Organisational culture	RATING				Number of cases
	No evidence	Yes	No	NA	
III.A.1_Responsible social innovation is seen as a priority of the MISSION or university THINKING	—	86.70%	6.70%	6.70%	15
III.C.1_The organisational climate shapes and encourages dialogue in DECISION MAKING	6.70%	80.00%	6.70%	6.70%	15
III.A.2_Involvement with RSI is taken into account in PROFESSIONAL and ACADEMIC PERSONNEL profiles	1.30%	40.00%	2.00%	2.70%	15
III.C.2_A system of INCENTIVES has been established which encourages the development of RSI projects at the university	6.70%	26.70%	6.00%	6.70%	15

2.2.2. *External factors*

As can be seen in Graph 3, the areas with widest access due to policies implemented at universities (*I.A.1*); the most developed areas in the strategic plans (*I.B.1*); and the areas with the most external funding; in all three cases it can be seen that the greatest impact centres on Social Inclusion, whose percentage almost varies between 19% and 16%; the area of Education in Values also has a percentage that varies between 11% and 12%. It is worth noting that the area of justice and social equity has external funding standing at 16.2%. At the same time, it is in this area where the percentage of universities that have no evidence to respond, is highest - 16.2%.

Moving on to analyse Graph 4, groups that have benefited from organisational action by universities in relation to RUSI, it can be seen that the poorest populations are perceived as those most benefiting from external funding (*I.C.2*), 23.3%, the policies implemented (*I.A.2*), and strategic plans developed (*I.B.2*), 17%. The next group perceived as benefiting most is that of ethnic groups, with a percentage varying between 16.7% in relation to funding, and 12.5% in terms of policies. As regards groups from different cultures, it is perceived that they have benefited from the implementation of strategic plans (12.8%) and policies (12.5%). The group of people with disabilities also seems to have benefited from university policies (15%).

61
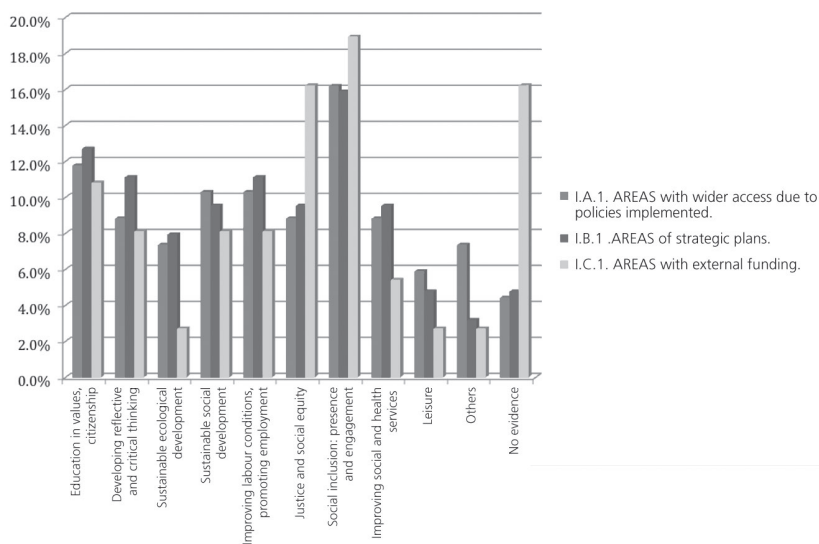
Graph 3

Multi-option answers, areas of university action with the greatest impact
in Dimension 2. Organisational
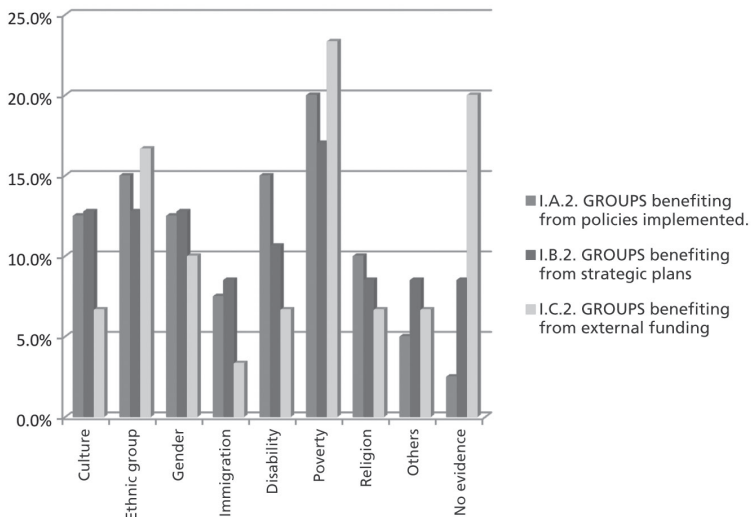
Graph 4

Multi-option answers regarding groups benefiting in relation to Dimension 2.
Organisational

As in the above-mentioned case, there is a notable percentage of universities (20%) who state that they have no evidence to provide answers relating to groups that have benefited from external funding (*I.C.2*) that universities have received in order to implement RUSI action.

2.3. **Dimension 3 Analysis. Research, development and innovation (R+D+I)**

2.3.1. *Internal factors*

We shall now move on to the analysis of dimension 3, which refers to the promotion of innovation in relation to RUSI. When analysing internal factor *I. Institutional RSI research policy*, in Table 15, it can be seen that approximately 80% of the 15 universities responding to this dimension consider that their policies ensure accessibility to resources, services and infrastructures for research into these areas (*I.A.1*); these policies promote research in collaboration with other community institutions (*I.C.1*), and the collaborative research projects respond to the needs identified in the community (*I.C.5*). It can also be seen that, generally speaking, there has been increased action in policy design but steps remain to be taken regarding the implementation of plans and procedures relating to research into RUSI.

The areas where it is perceived that less action has been taken in the universities surveyed are those relating to supporting the incorporation of women, people with disabilities and minority groups into research teams (*I.E*). Hence, just 20% of the universities state that they have implemented procedures to ensure the involvement of people with disabilities in such teams (*I.E.1*), only 26.6% state that they have implemented procedures to engage women in such teams (*I.E.3*), and 33.3% say that the procedures implemented foster the involvement of people from traditionally deprived populations in the community (*I.E.2*).

At the same time, it is also worth noting that it is in this factor, concerning involvement in research teams where a large number of universities state that they have no evidence to respond - in other words, that there is no systematised record of such information. This occurs in 26.7% of cases concerning procedures which engage people with disabilities in research teams (*I.E.1*); and 20% concerning procedures that ensure the involvement of women (*I.E.3*). There is also another indicator where the percentage of universities stating that they do not record evidence is high (20%), and it refers to the implementation of procedures to promote collaborative research with sectors outside universities (*I.C.3*).

As regards *internal factor II*, which addresses issues relating to the *research community and knowledge production networks*, as can be seen

Table 15

Short answers to internal factor I. Institutional RSI research policy
in Dimension 3. R+D+I

D3. IN. SHORT ANSWERS I. Institutional RSI research policy	RATING				Number of cases
	No evidence	Yes	No	NA	
I.A.1_University policy ensures ACCESSIBILITY to RESOURCES, SERVICES and INFRASTRUC-TURES for RSI research	6.70%	86.70%	6.70%	—	15
I.C.1_University POLICY promotes research in collaboration with SECTORS OUTSIDE the university	6.70%	86.70%	—	6.70%	15
I.C.5_COLLABORATIVE RESEARCH is promoted which responds to the NEEDS identified in the community	—	80.00%	13.30%	6.70%	15
I.C.3_PROCEDURES have been put in place to promote research in collaboration with SECTORS OUTSIDE the university	20.00%	66.70%	13.30%	—	15
I.E.2_PROCEDURES have been put in place to ensure the INVOLVEMENT of scholars and/or students or other people from TRADITIONALLY DISADVANTAGED POPULATIONS in research projects	13.30%	33.30%	40.00%	13.30%	15
I.E.3_PROCEDURES have been put in place to ensure the INVOLVEMENT of FEMALE scholars and/or students or other women in research projects	20.00%	26.70%	40.00%	13.30%	15
I.E.1_PROCEDURES have been put in place to ensure the INVOLVEMENT of scholars and/or students or other people with disabilities in research projects	26.70%	20.00%	46.70%	6.70%	15

in Table 16, most of the universities surveyed —93.3%— confirm their involvement in different research networks to produce and disseminate knowledge (II.A.3); also, in 80% of cases, knowledge emerging from research is used to offer advisory or consultancy services to different institutions and organisations (II.C.1).

Furthermore, there is a notably high percentage of universities who state they have no evidence, which reaches 46% of the cases referring to whether the outcomes of university research have influenced the direction of action taken in the community by different institutions from all sectors (II.C.2); the

64

Table 16

Short answers, internal factor II. Research community and knowledge production networks, Dimension 3. R+D+I

D3. IN. SHORT ANSWERS II. Research community and knowledge production networks;	RATING				Number of cases
	No evidence	Yes	No	NA	
II.A.3_MEMBERSHIP of different RESEARCH NETWORKS, at local, national and international level, in order to produce and disseminate knowledge	6.70%	93.30%	—	—	15
II.C.1_ADVISORY and CONSULTANCY services are provided to institutions and/or organisations developing RSI programmes and activities	13.30%	80.00%	6.70%	—	15
II.A.2_Research teams are encouraged and urged to PARTICIPATE in NETWORKS between universities and the community for learning, disseminating and exchanging knowledge	13.30%	66.70%	67.00%	13.30%	15
II.A.1_There are PROCEDURES to set up NETWORKS between UNIVERSITIES and the COMMUNITY for learning, disseminating and exchanging knowledge	20.00%	40.00%	26.70%	13.30%	15
II.B.1_PROCESSES to PROMOTE INTELLECTUAL PROPERTY relating to RSI have been implemented	26.70%	40.00%	33.30%	—	15
II.B.2_SPIN-OFF COMPANIES have been set up in areas of RSI which are based on university intellectual property	26.70%	40.00%	26.70%	6.70%	15
II.C.2_The RESULTS of research projects or knowledge transfer in RUSI have influenced the DIRECTION of ACTION taken by public, private and civil society organisations	46.70%	33.30%	6.70%	13.30%	15

actual impact of research conducted by universities is, therefore, unknown. 26.7% of the universities have no evidence as to whether spin-off companies have been set up as a result of research carried out (II.B.2), nor about the processes implemented to promote intellectual property relating to RUSI (II.B.1). Moreover, 20% have no evidence concerning the development of networks between universities and community institutions in order to exchange knowledge (II.A.1)

As for the internal factors relating to *III. Management, transparency and knowledge diffusion*; and *IV. Promoting research into priority RSI issues*, it

65

should be noted that, in Table 17, 86.7% of the universities are promoting interdisciplinarity in the design and development of their research (*III.B.1*). It should also be noted that 80% state that the research conducted contributes scientific solutions to social issues, such as equity, social inclusion, and sustainable social and ecological development (*IV.A.1*), based on RSI action.

Table 17

Short answers to internal factors III. Management,
and IV. Promoting research into priority Dimension 3 issues

D3. IN. SHORT ANSWERS III. Management, transparency and knowledge dissemination; IV. Promoting research into priority RSI issues	RATING				Number of cases
	No evidence	Yes	No	NA	
III.B.1_The INTERACTION of different SKILLS and DISCIPLINES is encouraged in the design and development of research projects	13.30%	86.70%	—	—	15
IV.A.1_The areas and fields that have been researched contribute scientifically-based SOLUTIONS with regard to equity, social inclusion, and sustainable social and ecological development	13.30%	80.00%	6.70%	—	15
III.A.1_CHANNELS OF COMMUNICATION have been established to disseminate the OUTCOMES or progress of research projects to the INTERNAL university PUBLIC of the university	13.30%	60.00%	26.70%	—	15
III.C.2_AREAS have been established to exchange and develop KNOWLEDGE relating to RSI with OTHER UNIVERSITIES, research centres and academic professionals	20.00%	53.30%	13.30%	13.30%	15
III.A.2_CHANNELS OF COMMUNICATION have been established to disseminate the OUTCOMES or progress of research projects to the non-academic, EXTERNAL PUBLIC	6.70%	46.70%	26.70%	20.00%	15
III.C.1_AREAS have been established to exchange and develop KNOWLEDGE relating to RSI among the INTERNAL university PUBLIC	33.30%	40.00%	20.00%	6.70%	15

However, as seen in Table 17, a high percentage of universities fail to record information concerning some of the topics addressed in the survey. 33.3% state that they do not have information allowing them to provide

66

evidence of the existence of areas for exchanging knowledge on RUSI in the university community (*III.C.1*); nor, in 20% of the cases, does it seem that they record evidence to corroborate the existence of these types of areas for exchange with other universities (*III.C.2*). Setting up channels of communication for the public dissemination of research outcomes (*III.A.2*) could be added to these items since, although the number of universities declaring that they have no evidence is low (6.7%), the number of universities failing to respond is high (20%). A lack of information to be able to respond may be the reason why there is a lack of information systematisation with regard to RSI-based university action, but the fact should also be considered that this information does not exist because they are aspects which, at the time of the survey, had not been implemented.

As can be seen in Graph 5, there is a wide variety of topics with regard to collaborative research and research network production projects. The areas of university action which collaborative research projects are developing (*I.C.6*), and where most knowledge is produced in research networks (*II.A.4*), are those relating to sustainable social development (14.8% simultaneously); social inclusion (14.8% and 13.1%, respectively); and education in values
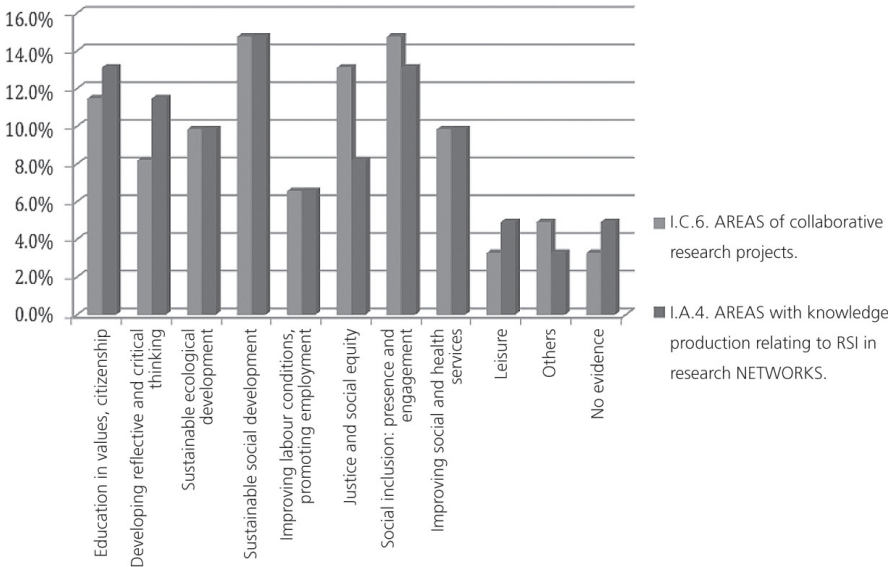
Graph 5

Multi-option answers regarding areas of university action in relation to the internal factors of Dimension 3. R+D+I

67

and citizenship (11.5% and 13.1%, respectively). Among the collaborative research areas, it is worth highlighting justice and social equity (13.1%). In the case of knowledge production networks, developing reflective and critical thinking is also addressed by 11.5% of the universities surveyed.

2.3.2. *External factors*

Moving on to the analysis of external factors in relation to *Dimension 3. Research, development and innovation in RUSI*, firstly, the sectors of organisations collaborating in research *(I.A.2)* and/or which have benefited from university research are analysed (*II.B.1*). As seen in graph 6, community organisations have the highest percentage in both items - approximately 33.3%. Among the "*other*" sectors involved in research (8.8%), internal cooperation and the UNESCO are mentioned. And "*another*" sector benefiting from such research (3.7%) is the academic sector.
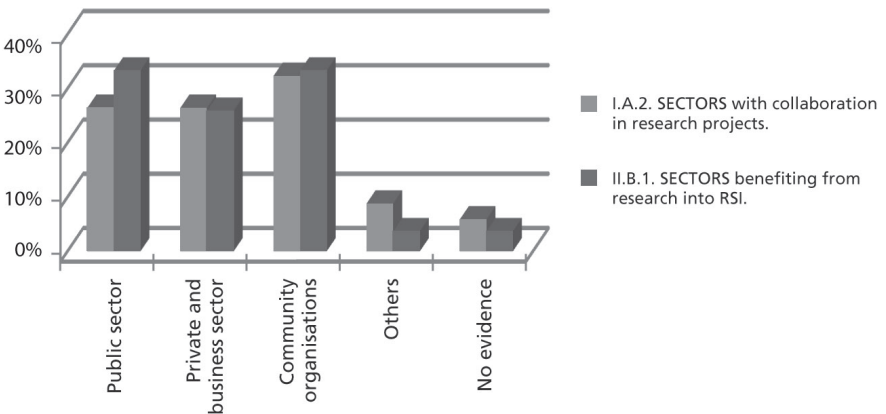
Graph 6
Multi-option answers, sectors feeling the impact of Dimension 3.
R+D+I

As regards the groups of population that have been involved in this research or have benefited from it, Graph 8 highlights the fact that the poorest and most underprivileged populations (18.4%) collaborate to the greatest extent in research projects (*I.A.2*), followed by groups from different cultures and ethnic groups (15.8% in both cases). As for the groups seen as most benefiting from research into RUSI, once again, the same three groups,

68

mentioned above, emerge as the those most benefiting: poverty (18.5%), culture (14.8%) and ethnic groups (14.8%).

It should be noted that, in relation to item *I.B.1. Groups that are members of research teams*; and item *II.A.1. Groups producing knowledge networks*, the percentage of universities admitting that they have no evidence to respond is high - 38.5% and 31%, respectively. This could be due to the fact that, as previously mentioned, they have no record of such information, or also, because these groups are yet to participate in research teams or knowledge production networks.
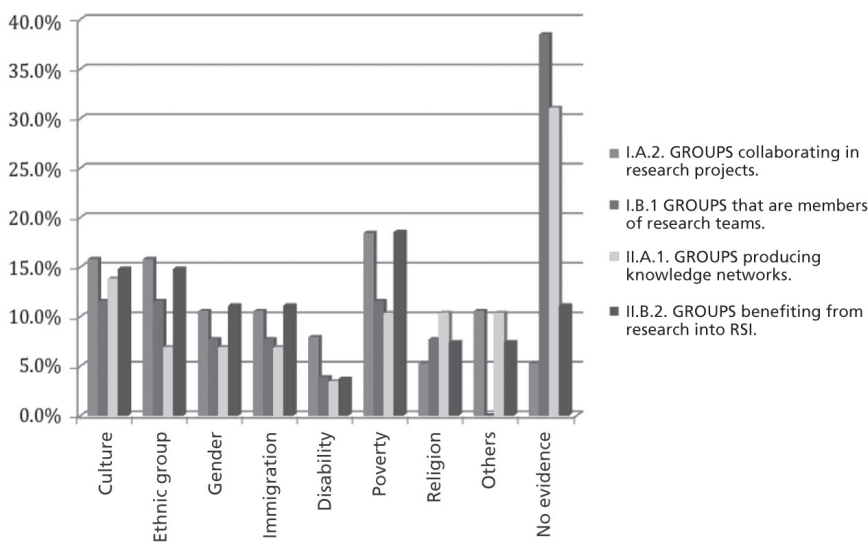
Graph 7

Multi-option answers, groups involved and/or benefiting in relation to Dimension 3. R+D+I

As can be seen in Graph 8, which goes on to analyse the areas dealing with the promotion of economic regeneration and entrepreneurship in social innovation, where most knowledge has been produced through networking (*II.A.2*), it can be seen that it is in initial teacher education where most knowledge has been produced (18.8%). The economic areas where most contributions have been perceived owing to research conducted at universities, were the promotion of entrepreneurship and the promotion of responsible social innovation (19.4% in both cases). It is worth noting,

69

nonetheless, that the percentage of universities that say they have no evidence to respond to these items is as high as the percentages of more important answers, i.e. 18.8% for knowledge production networking (*II.A.2*); and 19.4% for contributions deriving from research (*II.B.4*). It can therefore be seen that, in some cases, the need for universities to keep a record of such information is still a job that remains to be done. Among the "*other*" areas of economic regeneration and entrepreneurship where most knowledge networking has occurred, there is also mention of formative research and the promotion of sustainable ventures (culture, environment, economics).
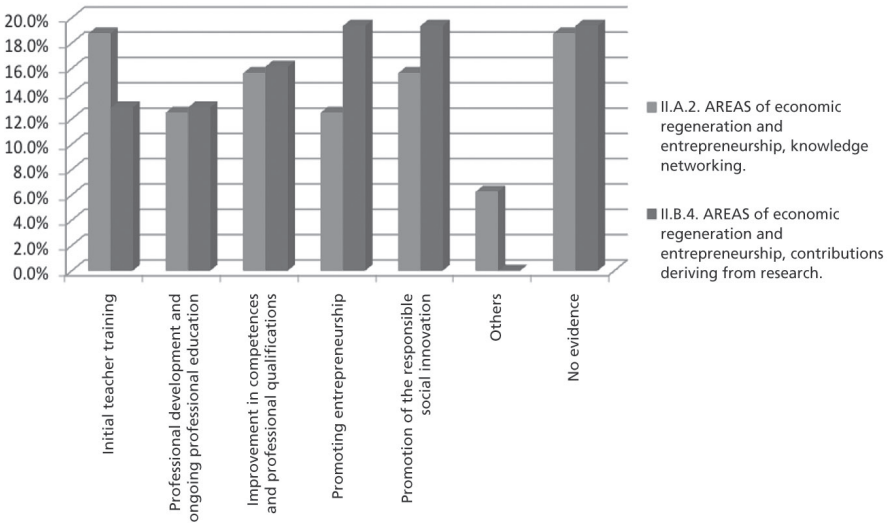
Graph 8

Multi-option answers, areas of economic regeneration and entrepreneurship benefiting in relation to Dimension 3. R+D+I

Lastly, Table 18 analyses the areas of university action which have had the most applications in the community as a result of research carried out into RUSI (*II.B.3*). As can be seen in the table, there have been contributions to the improvement of social and health services, according to 14.6% of the answers given, followed by the impact of social inclusion and sustainable ecological development (12.2% in both cases). It is also important to emphasise that the percentage responding that there is no evidence on this matter is 12.2%.

70

Table 18

Multi-option answers, areas of university action with applications in the community in relation to Dimension 3. R+D+I

D3. EX. MULTI-OPTION ANSWERS, AREAS OF UNIVERSITY ACTION	RATING												Number of answers	Lost cases	Number of cases
	Education in values, citizenship	Developing reflective and critical thinking	Sustainable ecological development	Sustainable social development	Improving labour conditions, promoting employment	Justice and social equity	Social inclusion: presence and engagement	Improving social and health services	Leisure	Others	No evidence			
II.B.3. AREAS with applications in the community deriving from research into RSI	7.3%	7.3%	12.2%	9.8%	7.3%	9.8%	12.2%	14.6%	2.4%	4.9%	12.2%	41	3	12

71

2.4. **Dimension 4 Analysis. Relationship with the context**

2.4.1. *Internal factors*

The internal factor relating to *Dimension 4, Relationship with the context*, will now be analysed. As can be seen in Table 19, most of the universities have made great efforts to establish relations and collaborations with community organisations and institutions. This can be seen by the high percentage that has responded affirmatively to the majority of items appearing below. The fact should be highlighted that 100% of the universities providing information on this dimension state that engagement with the community and the building of institutional relations and collaborations is reflected in their strategic plans (*I.A.1*).

It is not, however, only present in official documents - at the same time, affirmative answers have been given to items referring to the implementation of action to carry out such plans. For example, 91.7% of the universities confirm that they have channels of communication with the community (*I.A.3*); they include economic regeneration and entrepreneurship in responsible social innovation within their objectives of university events (*I.B.1*); and highlight student participation in voluntary work and social action projects developed by universities *(I.C.1)*. There is also a high percentage of universities (83.3%) with university personnel who take part in voluntary work and social action relating to the community (*I.C.2*); they have established areas for dialogue, consultation and reflection where members of society take part (*I.A.2*); they confirm the usefulness of the outcomes emerging from social action projects to respond to community solutions (*IV.A.1*, *IV.C.2*).

Table 19

Short answers to the internal factors of Dimension 4 priority issues.
Relationship with the context

D4. IN. SHORT ANSWERS	RATING				No. of cases
	No evidence	Yes	No	NA	
I.A.1_The university's STRATEGIC PLAN reflects its ENGAGEMENT with the community and the BUILDING OF RELATIONS and institutional collaborations.	—	100,00%	—	—	12
I.A.3_CHANNELS OF INTERACTION with society have been established	—	91.70%	8.30%	—	12

72

D4. IN. SHORT ANSWERS	RATING				No. of cases
	No evidence	Yes	No	NA	
I.B.1_Organised university events encourage ECONOMIC REGENERATION and ENTREPRE-NEURSHIP in RSI	—	91.70%	8.30%	—	12
I.C.1_STUDENTS participate in experiences and social projects involving VOLUNTARY WORK and/or SOCIAL ACTION with the community, pursuing initiatives at an institutional level	—	91.70%	—	8.30%	12
I.A.2_There are areas for dialogue, consultation and strategic reflection where ACTORS IN SOCIETY participate	8.30%	83.30%	—	8.30%	12
I.C.2_TEACHING, RESEARCH and OTHER PERSONNEL organise, implement and/or take part in experiences and projects involving VOLUNTARY WORK and/or SOCIAL ACTION with the community, pursuing initiatives at an institutional level	8.30%	83.30%	8.30%	—	12
IV.A.1_Responsible social innovation PRO-GRAMMES and PROJECTS developed by the university contribute to scientifically-based LEARNING and SOLUTIONS to social issues concerning equity, social inclusion and sustainable social and ecological development	16.70%	83.30%	—	—	12
IV.C.2_KNOWLEDGE PRODUCED by university action is used to SUPPORT THE WORK of institutions in the public and private sectors and civil society	8.30%	83.30%	—	8.30%	12
IV.C.1_The university performs ADVISORY and CONSULTANCY services with institutions and/or organisations developing responsible social innovation programmes and activities	16.70%	75.00%	—	8.30%	12
IV.C.3_KNOWLEDGE PRODUCED by university action has influenced the DIRECTION OF ACTION developed by public and private organisations and civil society	16.70%	75.00%	8.30%	—	12
II.B.1_The university is involved in PUBLIC DE-CISION-MAKING CHANNELS	16.70%	66.70%	16.70%	—	12
III.A.1_The OUTCOMES of the university's social linkage PROJECTS have had an influence on PUBLIC POLICY	25.00%	58.30%	16.70%	—	12

Furthermore, it is worth noting that a considerable percentage of universities state that they do not have evidence to respond to some items. 25% of the universities do not have the information as to whether the outcomes of RUSI projects have contributed to defining policy (*III.A.1*); 16.7% state that they do not have a record of information to confirm as to whether the university is involved in public decision-making policy (*III.B.1*), and as to whether they perform advisory and consultancy duties (*IV.C.1*) and offer guidance to community organisations and institutions (*IV.C.3*).

When consulting the universities about the most developed areas of university action, as shown in Graph 9, the areas with the most social action are: social inclusion, whose percentages vary between 18% and 12.8%; sustainable ecological development, with percentages between 16.3% and 10%; education in values - from 14% to 9.1% - and sustainable social development - 15.6% and 7.7%. It should also be pointed out that a high percentage of universities have implemented action in relation to justice and social equity - 14% in terms of promoting and disseminating initiatives in the community (*IV.B.1*), and 12% in university volunteer programmes (*I.C.3*). Lastly, it should be mentioned that a high percentage have stated that they do not have evidence to respond to some items, especially those referring to areas with applications in the community (*IV.C.4*) - 9.1% - and those referring to the influence on the development of some community sectors (*III.A.2*), at 7.7%.
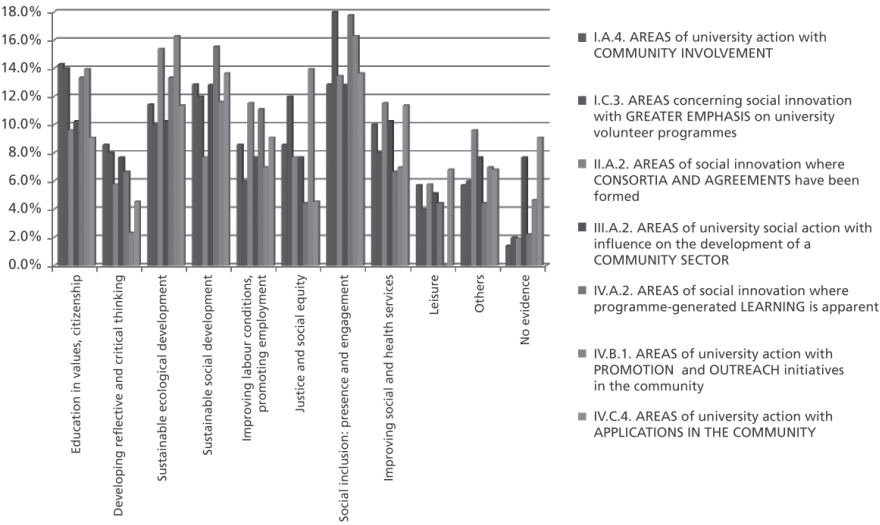
Graph 9

Multi-option answers referring to areas of university action
of Dimension 4 internal factors

74

The next aspect that the universities were consulted on referred to the areas of economic regeneration and entrepreneurship in which their institutions had taken steps. As can be seen in Graph 10 below, encouraging entrepreneurship seems to take priority in university events (*I.B.2*) according to 25% of the universities that answered, and also among RUSI project contributions (*IV.C.5*), according to what is thought by 21.4% of the institutions. The universities also state that university events (*I.B.2*) promote professional development and ongoing professional education (20%) and improvement in competences and professional qualifications (20%).
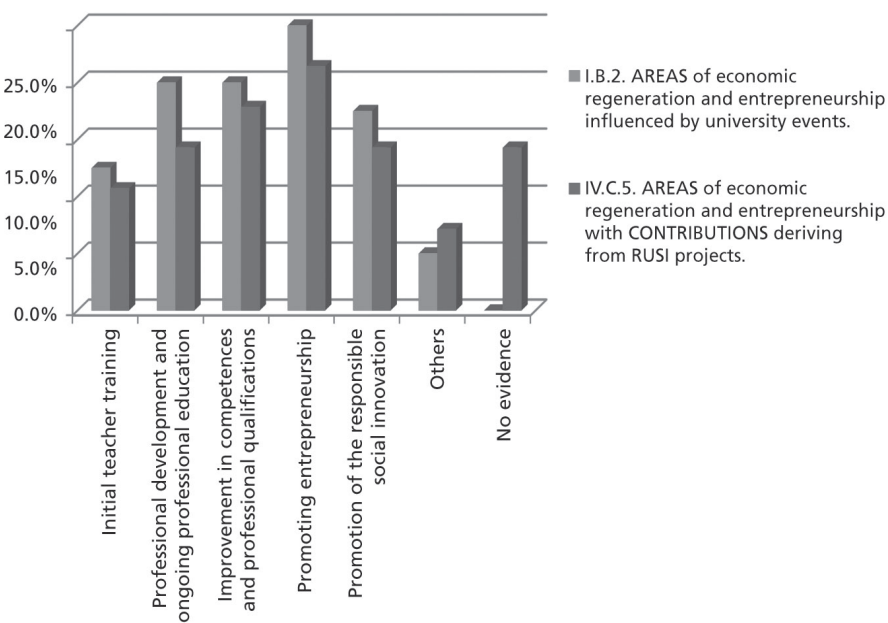
Graph 10

Multi-option answers referring to the areas of economic regeneration and entrepreneurship of Dimension 4 internal factors

2.4.2. *External factors*

Moving on to the analysis of the external factors of *Dimension 4, Relationship with the context*, it can be seen in Table 20 that community organisations are those most involved with universities and yield most benefits from their involvement, the percentages vary between 34.8%

75

Table 20

Multi-option answers, sectors involved and where impact is felt, Dimension 4

D4. EX. MULTI-OPTION ANSWERS, SECTORS INVOLVED AND/ OR WHICH FEEL IMPACT	RATING					Number of answers	Lost cases	Number of cases
	Public sector	Private and business sector	Community organisations	Others	No evidence			
I.A.1. SECTORS involved thanks to community engagement STRATEGIC PLANS	32.30%	25.80%	32.30%	3.20%	6.50%	31	0	12
I.A.3. SECTORS participating in AREAS FOR DIALOGUE, consultation and strategic, university reflection	30.30%	24.20%	27.30%	12.10%	6.10%	33	0	12
I.B.2. SECTORS with which the university MANAGES RUSI projects	28.60%	28.60%	32.10%	3.60%	7.10%	28	0	12
I.C.3. SECTORS where benefits are felt	25.00%	25.00%	32.10%	7.10%	10.70%	28	0	12
I.D.1. SECTORS with which the university is involved	32.10%	32.10%	28.60%	3.60%	3.60%	28	2	10
II.A.1. SECTORS with which CONSORTIA and AGREEMENTS have been established	27.30%	22.70%	27.30%	4.50%	18.20%	22	1	11
II.B.1. SECTORS involved in implementing RUSI programmes	21.70%	21.70%	34.80%	4.30%	17.40%	23	1	11
III.A.1. SECTORS BENEFITING from the definition of POLICIES deriving from RUSI projects	25.00%	20.80%	29.20%	4.20%	20.80%	24	0	12
IV.B.1. SECTORS BENEFITING from projects	29.20%	25.00%	29.20%	4.20%	12.50%	24	1	11

(II.B.1) and 27.3% *(I.A.3)*. The public sector appears in second place with percentages varying between 32.3% *(I.A.1)* and 21.7% *(II.B.1)*.

At the same time, it is worth noting that there is a high percentage of universities stating that they do not have evidence to respond to aspects such as the sectors benefiting from the definition of policies deriving from RUSI projects (*III.A.1*) - 20.8% -, the sectors with which agreements have been established (*II.A.1*) -18.2% - and sectors involved in implementing RUSI programmes (*II.B.1*), 17.4%.

The groups which are perceived as being most involved in RUSI projects and action and/or most benefit from social action pursued by universities are considered below. As can be seen in Graph 11, culture is seen as having the most involvement and yielding the most benefit, with a percentage between 12.2% and 14.3%, followed by poverty, with percentages varying between 19.4% and 11.5%. "*Others*" also evidence high percentages, especially in relation to groups with which universities are involved (*I.D.2*), at 19.2%, and groups benefiting from RUSI projects (*I.B.3*), at 17.1%.

It should be emphasised that there is a high percentage of universities who state that they do not have evidence. It also worth noting that 19.2% of the universities surveyed state that they do not have information on groups benefiting from policy definitions deriving from RUSI projects (*III.A.2*); and 12.9% confirm that they do not have evidence concerning groups that participate in university areas for dialogue (*I.A.4*), or groups involved in implementing RUSI programmes - nor concerning groups benefiting from RUSI projects (*IV.B.2*).

It is also important to point out that several of these items may be repetitive and therefore, the information compiled cannot be differentiated. For example, duplication of information can be seen in the case of items (*I.B.3*), groups benefiting from RUSI project, and (*I.C.4*), benefiting groups. The data collected in both items follow a highly similar pattern and are of no use for differentiation purposes, nor do they contribute additional information. Reviewing the items contained in this protocol's would be advisable since this problem has arisen in several cases.

The third aspect addressed, among the external aspects of this dimension, relates to the impact the areas of action universities have on the community. As can be seen in Graph 11, the area of social inclusion is the area seen by universities as being most involved in implementing RUSI programmes (*II.B.3*), at 16.3%, and the area that most develops the organisations involved (*I.D.3*), at 14.8%. Education in values and citizenship also evidence high percentages for the four items, which vary between 13.6% and 11.6%. Sustainable social development is the third area named, with percentages varying around 11%.
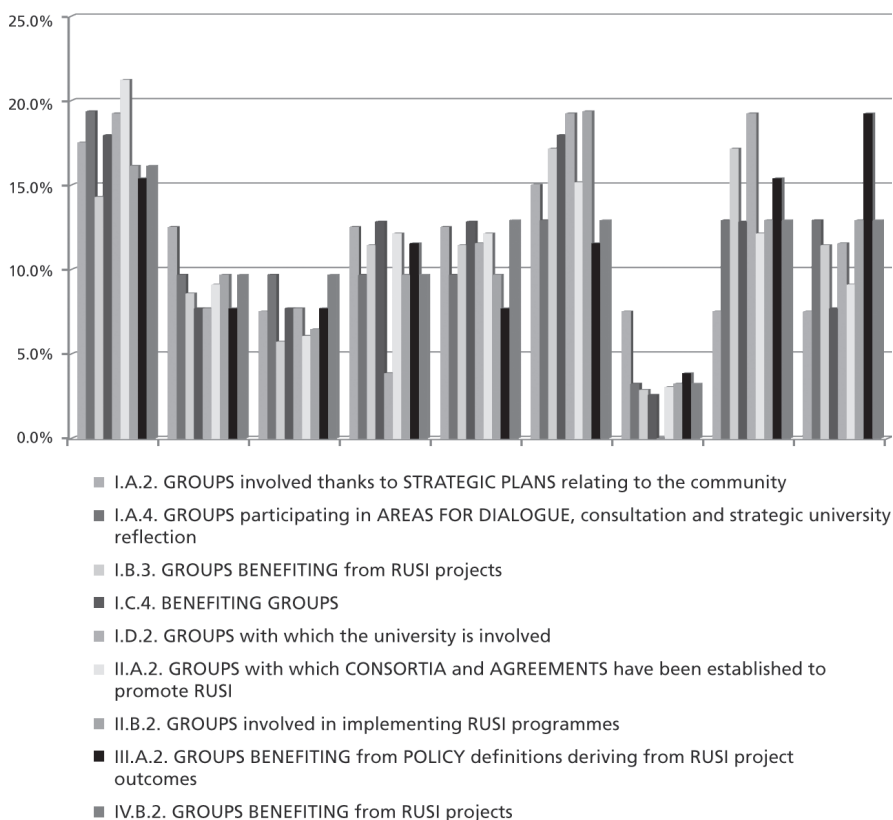
Graph 11

Multi-option answers, groups involved and where impact is felt,
Dimension 4

14% of the universities see the area of justice and social equity as being an issue that organisations develop through the implementation of RUSI programmes (*II.B.3*). 13.6% of the universities also feel that organisations participating in areas for dialogue work on improving labour conditions and promoting employment. It can also be seen that a high percentage of universities feel that they do not have evidence to respond to three of the four items, with percentages varying between 14% and 11%.

78
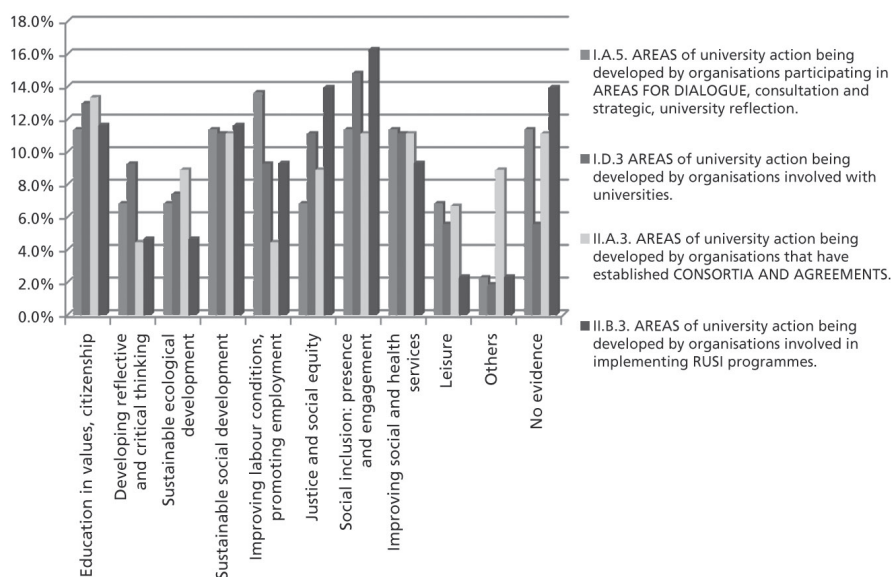
Graph 12

Multi-option answers, areas of university action with the greatest impact, Dimension 4

2.5. **Dimension 5 Analysis. Environmental**

2.5.1. *Internal factors*

One of the dimensions where it is felt that the majority of the universities taking part in the study still have a long way to go is in *Dimension 5. Environmental*. As can be seen in Table 21, in just two items do a high percentage of universities —75%— say that they have taken action by incorporating environmental responsibility into strategic plans and university policy (*I.A.1*), and into promoting research into issues relating to the environment (*IV.A.1*).

It can be seen in the table that there is a significant percentage of universities who state that they do not have evidence to respond, with percentages reaching 25% in three items *(I.B.1; I.B.2; V.C.1)*. Moreover, the percentage of universities failing to respond to a considerable number of items is an aspect to be noted. 25% of universities failed to answer 5 items *(I.B.2; III.C.1; V.A.1; V.B.1; V.C.1)*, and 18.8% a further five items *(II.A.1; II.B.1; III.B.1;*

79

IV.A.1; IV.C.1). This proves that there is a large number of universities where action relating to the environment may be contained in university policy or planning, although it is not as yet underway and, even if it is, it is not being put on a systematic record of evidence that confirm the steps being taken.

Nonetheless, when dealing with the subjects being developed at universities in relation to the environment, seen in Table 21, it can be observed that in some cases these subjects have been included in the curriculum, in areas relating to sustainable ecological development and alternative energy. It can also be seen that environmental subjects have been incorporated into professional development programmes dealing with waste management, environmental engineering, ecological tourism, sustainable development, healthy environments, and others. Furthermore, in some cases, community awareness events are being held that are related to ecological products, waste management, responsible energy consumption, climate change and biodiversity. It can therefore be concluded that, in terms of the internal factors related to *Dimension 5, Environmental*, universities are beginning to take steps with regard to this dimension. Moreover, a lot can be learnt from those universities which already have a background and experience in this area, given that their knowledge is wide-ranging and rich, and covers not only the academic field but also work alongside the community.

Table 21

Short answers to the internal factors of Dimension 5 priority issues.
Environmental

D5. IN. SHORT ANSWERS	RATING				Number of cases
	No evidence	Yes	No	NA	
I.A.1_Responsibility for the environment has been included as part of the STRATEGIC PLAN or university POLICY	12.50%	75.00%	6.30%	6.30%	16
IV.A.1_Research teams or groups relating to environmental issues	—	75.00%	6.30%	18.80%	16
I.C.1_AWARENESS-RAISING and OUTREACH events relating to environmental conserva-tion are organised for YOUR MEMBERS and the COMMUNITY	6.30%	68.80%	12.50%	12.50%	16
I.C.2_There are AREAS FOR DIALOGUE and REFLECTION with public and private OR-GANISATIONS relating to environmental con-servation and protection	12.50%	62.50%	12.50%	12.50%	16

80

D5. IN. SHORT ANSWERS	RATING				Number of cases
	No evidence	Yes	No	NA	
V.B.1_The university participates in community activities supporting sustainable ecological development	6.30%	62.50%	6.30%	25.00%	16
IV.C.1_Contribution of research into environmental issues in the community	6.30%	56.30%	18.80%	18.80%	16
II.A.1_There is a UNIVERSITY POLICY relating to environmental responsibility, the conservation of natural resources and reduction of the environmental footprint	6.30%	50.00%	25.00%	18.80%	16
III.B.1_Development area relating to environmental issues within the professional development of university personnel.	—	50.00%	31.30%	18.80%	16
III.C.1_ Development programmes on environmental issues open to the community	6.30%	50.00%	18.80%	25.00%	16
V.A.1_Programmes and projects focusing on environmental conservation and protection	12.50%	50.00%	12.50%	25.00%	16
I.B.1_Commitment to the environment is seen as one of the distinguishing features of the STUDENT PROFILE when completing their university studies	25.00%	37.50%	31.30%	6.30%	16
V.C.1_The university collaborates with institutions and organisations in the public, private and social sectors in order to promote sustainable ecological development	25.00%	37.50%	12.50%	25.00%	16
I.B.2_Commitment to the environment is assessed to gauge whether it is succeeding in being one of the values acquired by university students	25.00%	25.00%	25.00%	25.00%	16
III.A.1_Curriculum which mainstreams the content of sustainable development from the RSI viewpoint	12.50%	25.00%	50.00%	12.50%	16
II.B.1_Accreditation has been obtained related to the environment (ISO standards) in recognition of its management.	18.80%	18.80%	43.80%	18.80%	16

2.5.2. *External factors*

As in the case of the internal factors, it can be seen in the external factors that a large number of universities still have a lot of work to do with regard to responding to the environment. This can be seen in Table 22.

Table 22

Short answers to the internal factors of Dimension 5 priority issues.
Environmental

D5. EX. SHORT ANSWERS	RATING				Number of Cases
	No evidence	Yes	No	NA	
III.B.1_Benefit of student participation in sustainable ecological development practices	37.50%	6.30%	12.50%	43.80%	15

When asking about the benefits that the community perceives from the practical participation of students in sustainable ecological development, the percentage of universities failing to respond is very high, 43.8%, as well as those stating that they have no evidence, 37.5%.

This can also be seen when asking about the sectors feeling the impact from university action related to sustainable ecological development, as seen in Graph 3, and the percentage of universities stating that they have no evidence is the highest of all the responses, ranging from 25% up to 58.3%.
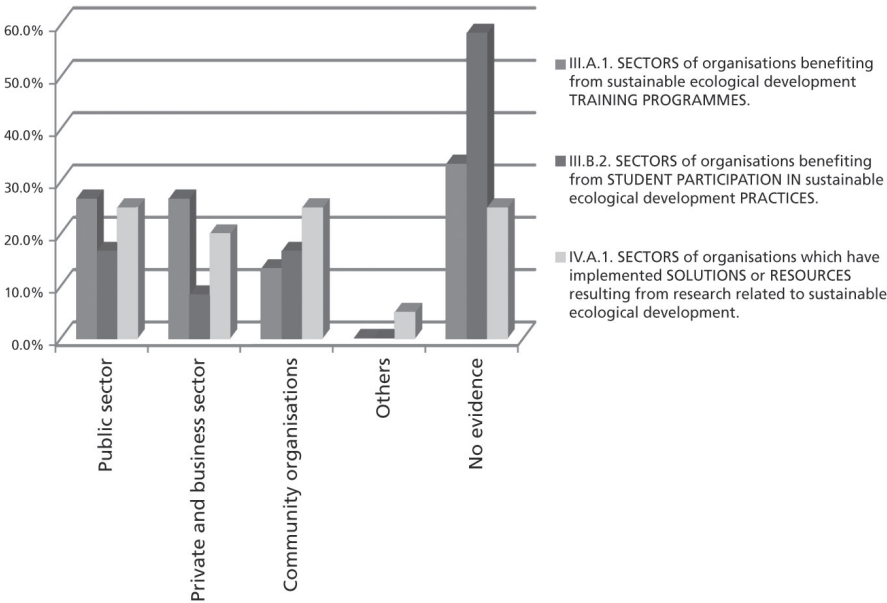
Graph 13
Multi-option answers, sectors where impact is felt, Dimension 5

82

Table 23

Multi-option answers, benefiting groups, Dimension 5

D5. EX MULTI-OPTION ANSWERS, BENEFITING GROUPS	RATING									Number of answers	Lost cases	Number of cases
	Culture	Ethnic group	Gender	Immigration	Disability	Poverty	Religion	Others	No evidence			
III.B.3. GROUPS of organisations benefiting STUDENT participation in PRACTICES in sustainable ecological development.	15.4%			7.7%	7.7%	15.4%		7.7%	46.2%	20	8	8

83

As regards the benefiting groups, the same situation can be seen in Table 23, with 46.2% of the universities confirming that they do not have evidence on this matter.

2.6. **Dimension 6 Analysis. Internationalisation**

2.6.1. *Internal factors*

In order to complete this analysis, we shall begin by considering whether universities have implemented action to promote internationalisation in areas relating to RUSI. As can be seen in Table 24, the percentage of universities stating that they have taken steps continues to be low. The item with the highest percentage of affirmative answers, 66.7%, relates to whether universities engage with associations, and if formal agreements, alliances and international consortia relating to responsible social innovation (*II.B.1*) have been established at university level. The remaining items show percentages varying between 53.3% and 33.3% for the "Yes" answer.

It is worth noting that there are many items which the universities have failed to answer, 26.7% for 2 items *(III.A.2; III.B.2)*, and 20% in the case of 4 items *(II.A.1; II.B.1; III.A.3; III.B.1)*. Given that we are referring to a set of 10 questions, the number of unanswered items is high. 20% of the universities also state that they have no record of evidence as to whether study programmes relating to responsible social innovation are organised in conjunction with other foreign universities *(IV.A.1)*. Hence, it could be interpreted that, despite the efforts of universities to establish international ties with other universities, organisations, institutions and businesses, the work carried out in relation to responsible social innovation is still incipient at an international level.

Table 24

Short answers to the internal factors of Dimension 6 priority issues. Internationalisation

D6. IN. SHORT ANSWERS	RATING				Number of Cases
	No evidence	Yes	No	NA	
II.B.1_Participation with ASSOCIATIONS, FORMAL AGREEMENTS, ALLIANCES and INTERNATIONAL CONSORTIA relating to RSI at university level	—	66.7	13.3	20	15

84

D6. IN. SHORT ANSWERS	RATING				Number of Cases
	No evidence	Yes	No	NA	
I.A.1_University POLICY and REGULATION favour the INTERNATIONALISATION of the university in the area of RUSI	6.7	53.3	33.3	6.7	15
II.A.1_INTERNATIONAL RESEARCH PROJECTS are developed in the area of RSI	6.7	46.7	26.7	20	15
III.A.1_There are PROGRAMMES whereby STUDENTS carry out studies relating to RSI ABROAD	—	46.7	40	13.3	15
III.A.3_There is a GRANT SCHEME encouraging exchanges and STUDENT MOBILITY, especially for those groups which are most VULNERABLE	—	46.7	33.3	20	15
III.A.2_There are EXCHANGE PROGRAMMES attracting FOREIGN STUDENTS who receive development in aspects relating to RUSI	—	40	33.3	26.7	15
III.B.1_There are ACADEMIC MOBILITY PROGRAMMES for teaching and research staff (TRS) abroad to promote social innovation	—	40	40	20	15
III.B.2_There are EXCHANGE PROGRAMMES attracting FOREIGN, specialist TRS who are working on promoting responsible social innovation at universities	6.7	40	26.7	26.7	15
I.A.2_The internationalisation dimension of RUSI is reflected in the STRATEGIC PLAN as a core or key factor.	6.7	33.3	53.3	6.7	15
IV.A.1_Pre-graduate and post-graduate STUDY PROGRAMMES relating to responsible social innovation are organised in conjunction with other FOREIGN UNIVERSITIES	20	33.3	33.3	13.3	15

When analysing the areas of university action with international participation relating to responsible social innovation, it is observed that there is a higher percentage of universities which have taken steps with regard to developing reflective and critical thinking, especially in terms of joint studies (*IV.A.2*), 20%, and international participation (*II.B.2*), at 17.1%. At the same time, as regards joint programmes (*II.B.2*), there is also a high percentage of action in terms of social inclusion, 20%, and justice and social equity, 15%, and sustainable ecological development, also at 15%. Turning to international research projects (*II.A.2*), they largely focus on social inclusion and social equity, at 17.1% in both cases. This can be seen in Graph 14.

85
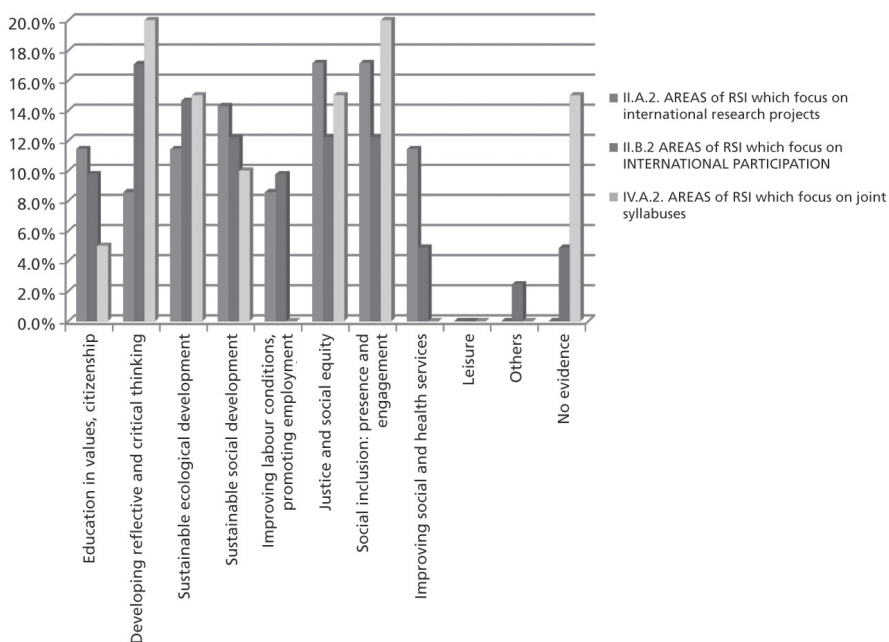
Graph 14

Multi-option answers, areas of responsible university social innovation
in relation to Dimension 6

Finally, it is worth mentioning the high percentage of universities, 15%, stating that they do not have information referring to joint, international study programmes relating to RUSI (*IV.A.2*).

2.6.2. *External factors*

Ending with the external factors of *Dimension 6. Internationalisation of RUSI*, a high percentage of universities failing to respond can also be seen, or they say that they do not have evidence on the matter. As seen in Table 25, 26.7% of the universities fail to answer the question referring to participation in international research projects on responsible social innovation (*II.A.1*), and 40% fail to provide information with regard as to whether joint educational programmes with an international approach to RSI (*IV.A.1*) have been organised. In relation to this last item, the percentage of universities who state that they do not have evidence is also high, 26.7%.

86

Table 25

Short answers to the external factors of Dimension 6 priority issues.
Internationalisation

D6. EX. SHORT ANSWERS	RATING				Number of Cases
	No evidence	Yes	No	NA	
II.A.1_There has been participation in IN-TERNATIONAL RESEARCH PROJECTS relating to RSI	13.30%	46.70%	13.30%	26.70%	15
IV.A.1 Joint educational programmes with an international approach relating to RSI have been organised	26.70%	20.00%	13.30%	40.00%	15

If, in Graph 15, the sectors belonging to international organisations taking part in social innovation action at the universities surveyed are analysed. It can be seen, in first place, that the most formal agreements are reached with the private, business sector (*II.B.2*), 35.3%. In second place, a high percentage of universities, 31.3%, establish relations of participation in research projects into RSI with the public sector (*II.A.3*). A considerable number of universities (29.4%) also sign collaboration agreements with the public sector. In third place, community organisations seem to engage with

Legend:
- I.A.1. SECTORS of international organisations which have participated in areas for dialogue, consultation and strategic university reflection in relation to RUSI.
- II.A.3. SECTORS of international organisations which have participated in RSI research projects.
- II.B.2. SECTORS of international organisations which have participated in RSI ASSOCIATIONS, FORMAL AGREEMENTS.
- IV.A.2. SECTORS of international organisations benefiting from joint RSI educational programmes with an international approach.
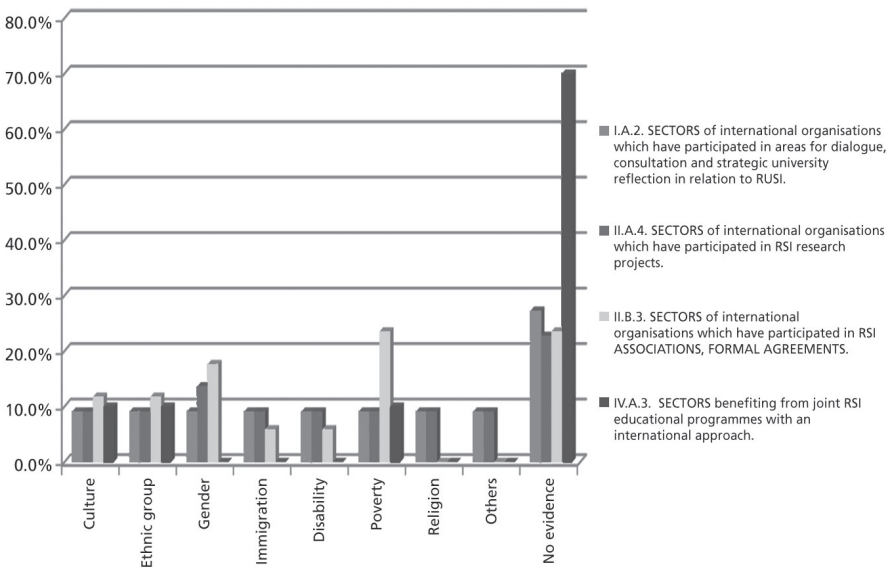
Graph 15

Multi-option answers, sectors where impact is felt, Dimension 6

87

a percentage of universities, 25%, in areas for dialogue, consultation and strategic university reflection concerning RUSI (*I.A.1*). On the other hand, a high percentage of universities state that they do not have the information to answer some of the questions - 60% in the case of whether there are joint educational programmes related to RUSI (*IV.A.2*), and 25% in relation to participation in areas for dialogue and reflection (*I.A.1*).

Similarly, it can be seen in Graph 16 that developing and recording the evidence universities have in relation to the sectors of international organisations participating and benefiting from the RUSI action developed is still incipient. The percentage of universities admitting that they do not have evidence on record to respond is, in the case of all items, higher than other answers. The percentages of universities stating that they have no data vary between 70%, in relation to groups benefiting from joint RSI educational programmes with an international approach (*IV.A.3*); and 22.7% relating to sectors of international organisations which participate in areas for dialogue, consultation and strategic university reflection concerning RUSI (*I.A.2*). This shows that the work undertaken by the majority of universities is still incipient.

Graph 16

Multi-option answers, groups involved and/or benefiting, Dimension 6

Conclusions

The RUSI model aims to become a benchmark or archetype (according to the Dictionary of the Royal Academy of the Spanish Language) so that universities are able to view and implement this organisational capacity by means of dynamic institutional analysis, learning and management towards social innovation.

It should be remembered that society and the world expect a great deal from universities, as suggested by the UNESCO (2009). Social innovation is establishing itself as an effective conceptual framework for university work based on their rightful social (moral) responsibility, as far as integrated organisation is concerned, in a world of constant, dizzying change and growing complexity.

The study, conducted by the 16 participant universities, has given us the opportunity to gain insight into the issue of responsible university social innovation from the perspective of universities from very different countries.

We shall now point out some considerations concerning the process and results obtained throughout these two years of shared work.

First of all, the lack of models, experiences or systems addressing responsible social innovation at universities from a holistic perspective should be highlighted. Systems were found that focus on a particular dimension, such as learning-service, the environment or some other aspect. Perhaps the efforts made by AUSJAL (the Association of Latin American Jesuit Universities) should be highlighted at this point, which proposes an overall model, albeit from the perspective of self-assessment.

The theory review carried out has enabled different approaches to the term innovation to be compiled and the related concepts used to be clarified, such as: social responsibility, social engagement and so on. From our point of view, social innovation is a concept that includes social responsibility, and

89

is more holistic because it is defined on the basis of all university action, taken as a whole, that is, the areas of Teaching, Research, Management and Projection or Outreach, from which they share the aim of transforming society. Furthermore, this review has enabled highly developed aspects of innovation to be reinforced, on which there are studies and research. Experiences and good practices in several of the dimensions defined in this proposal have been included.

The model presented, which we have called RUSI, consists of six dimensions: curricular and pedagogic; organisational; research, development and innovation; relationship with the context; and lastly, the dimension concerning internationalisation.

The model's assessment system has two phases: the submission of data by the university wishing to be assessed using the model and a second phase where external assessors analyse the evidence. This supports its validity and reliability, since simply submitting data is not enough - the data must be judged as being relevant and verifiable, otherwise it is deemed not valid.

Although the data submitted can be discussed, there is no doubt that peer evaluation is becoming an effective method for differentiating between the documentation submitted by universities.

It is true that the number of indicators used is excessive, since 250 indicators are too many to develop an operational system. Despite the difficulty and effort involved in applying such a wide-ranging tool, the reason or advisability of going ahead was to explore what universities do and fail to do as broadly as possible, and on the basis of this practical knowledge, to select the key indicators for each of the dimensions proposed.

The most important shortcomings found in this sample relate to the environment dimension, where very few universities are having a significant influence on this important area.

Conversely, the most developed area, as was to be expected, corresponds to curricular and pedagogic design, where the largest number of activities and projects with a more precise base of evidence can be found.

Thanks to the pilot study of the RUSI assessment model, the need can be seen for universities to make greater efforts to discover and record evidence relating to the outcomes and impact their action and programmes have on society and the communities it comprises. The importance of researching the degree of impact is highlighted, particularly among those groups which are most vulnerable, and in risk of exclusion.

It is therefore felt that there is a lack of *assessment culture* at universities and of keeping track of different action and projects where, in many cases, there is no data or evidence regarding the outcomes and what has been achieved, which leads to a superficial assessment based on impression rather than evidence.

90

The importance can be seen of strategic plans as a key element to discovering the emphasis placed by universities on different areas via their proposed action or projects. Much of this action relates to strategic planning, which is still in need of further development in terms of monitoring and evidence-based assessment.

In short, the study conducted, albeit limited to a sample of 16 universities, provides an opportunity to find out what universities do and fail to do with regard to social innovation. The task remaining is to analyse which indicators are best in each of the established dimensions so that it becomes a more user-friendly tool which can be implemented by those universities wishing to carry out self-assessment in social innovation.

Bibliography

Ausjal (2009). *Políticas y sistemas de autoevaluación y gestión de la Responsabilidad Social Universitaria.* Córdoba: Alejandría Editorial.

Committee on Institutional Cooperation, CIC (2005). *Resource guide and recommendations for defining and benchmarking engagement.* Champaign, IL: Author.

Davis, S. (2002). *Social Entrepreneurship: Towards an Entrepreneurial Culture for Social and Economic Development*. (Paper preparado por petición del Youth Employment Summit). Retrieved from the website of Ashoka, Innovators for the Public: http://www.ashoka.org/files/yespaper.pdf.

De la Cruz, C. y Sasía, S. (2008). «La responsabilidad de la sociedad en el proyecto de construcción de una sociedad». *Educación Superior y Sociedad. Perú. Nueva Época. 13*(2), 26.

De la Cuesta, M. (8 de julio 2011). «RSU. El papel de la universidad en la contribución a un desarrollo más sotenible». *Diario Responsable*. Retrieved from http://www.diarioresponsable.com.

De la Cuesta, M.; de la Cruz, C. & Rodríguez, J.M. (2010). *Responsabilidad Social Universitaria*. La Coruña: Netbiblo.

Fundación de la Innovación Bankinter, FIB (2009). *Innovación Social. Reinventando el desarrollo sostenible*. Retrieved from http://www.fundacionbankinter.org/system/documents/8159/original/XII_FTF_Innovacion_Social_CASTELLANO.pdf.

Furco, A. (2003). «Service learning: A balanced Approach to experiential education». In Campus Compact (ed.), *Introduction to service learning toolkit. Second edition* (pp. 9-18). Providence: Campus Compact.

Imbernón, F. (1996). *En busca del discurso educativo: la escuela, la innovación educativa, el curriculum, el maestro y su formación Argentina.* Buenos Aires: Ministerio de Cultura y Educación. Programa Nueva Escuela Argentina para el siglo xxi.

Jacoby, B. and Associates (2009). *Civic Engagement in Higher Education*. San Francisco: Jossey-Bass.

Leviner, N.; Crutchfield, L.R.; Wells, D. (2007). «Understanding the Impact of Social Entrepreneurs: Ashoka's Answer to the Challenge of Measuring Effectiveness». In

93

R. Mosher-Williams (ed.), *Research on Social Entrepreneurship and Contributing to an Emerging Field* (pp. 89-103). Arnova. Retrieved from http://www.ashoka.org/sites/ashoka/files/UnderstandingtheImpactChapterPDF.pdf.

López, A.L. (2012). «Modelo de Evaluación sobre Innovación Social Universitaria (ISU)». In A. Villa (ed.), *Avances en la Innovación Universitaria. Tejiendo el Compromiso de las Universidades* (pp. 163-192). Bilbao: Foro Internacional sobre Innovación Universitaria.

Martínez, M. (ed.) (2008). *Aprendizaje servicio y responsabilidad social de las universidades*. Colección Recursos, 108. Madrid: Ministerio de Educación, Política Social y Deporte, Secretaría General Técnica; Barcelona: Octaedro.

Mews, C.J. and J.N. Crossley (eds.) (2011). *Communities of Learning: Networks and the Shaping of Intellectual Identity in Europe, 1100-1500* Europa Sacra,Turnhout, Belgium.

Tapia, M.N. (2006). *Aprendizaje y servicio solidario en el sistema educativo y las organizaciones juveniles*. Buenos Aires: Ciudad Nueva.

UNESCO (1998). *Declaración Mundial sobre la Educación Superior en el siglo XXI*. París: UNESCO. Retrieved from http://unesdoc.unesco.org/images/0011/001163/116345s.pdf.

UNESCO (2009). *Conferencia Mundial sobre la Educación Superior: La nueva dinámica de la educación superior y la investigación para el cambio social y el desarrollo*. París: UNESCO. Retrieved from http://www.unesco.org/education/WCHE2009/comunicado_es.pdf.

Valleys, F.; de la Cruz, C. y Sasia, P. (2009). *Responsabilidad-Social-Universitaria: Manual de Primeros Pasos*. Retrieved from the website of Banco Interamericano de Desarrollo: http://es.scribd.com/doc/29487202/RSE-Manual-de-RSU-BID.

Villa, A. (2010). *Informe final: Modelo de Formación para Emprendedores Sociales*. Bilbao: Universidad de Deusto.

Villa, A. y López, A.L. (2012). «La evaluación de la innovación social en las universidades: un primer acercamiento». In D. Montero y P. Fernández de Larrinoa (ed.), *Calidad de vida, inclusión social y procesos de intervención* (pp. 305-328). Bilbao: Publicaciones de la Universidad de Deusto.

Villa, A y López, A.L. (mayo de 2011). *Documento propuesta borrador, Proyecto Alfa-Innovación Social*. Trabajo presentado en la Pimera Reunión General, Tuning América Latina, Bogotá.

List of contacts from the area of Responsible University Social Innovation (RUSI)

Co-coordinator of the Area of Responsible University Social Innovation (RUSI)	
Spain (Aurelio Villa Sánchez) University of Deusto aurelio.villa@deusto.es	
Argentina **Enrique Mateo Arnau** Universidad Nacional de Jujuy gsiufi@gmail.com	**Argentina** **Norberto Rafael Fernández Lamarra** Universidad Nacional de Tres de Febrero nflamarrra@fibertel.com.ar
Chile **Chantal Jouannet Valderrama** Pontificia Universidad Católica de Chile cjouannetv@gmail.com	**Chile** **Javier Villar Olaeta** Universidad Católica de Temuco jvillar@uct.cl
Chile **María Daniela Sánchez Stürmer** Universidad Católica Silvia Henríquez dsanchez@ucsh.cl	**Colombia** **Claudia Mora Motta** Pontificia Universidad Javeriana cmora@javerianacali.edu.co

Colombia **Milton Fernando Trujillo Losada**	Costa Rica **Elsiana Guido- Guido**
Universidad del Valle milton.trujillo@correounivalle.edu.co	Universidad de Costa Rica eguido07@gmail.com
Denmark **Rita Cancino**	**Ecuador** **Christian Benjamín Cabezas Guerra**
Aalborg University rcancino@hum.aau.dk	Pontificia Universidad Católica del Ecuador CHCABEZAS@puce.edu.ec
Spain **Ana Luisa López Vélez**	**Guatemala** **Carmen Vicenta Salazar Telón**
Universidad de Deusto analuisa.lopez@deusto.es	Universidad Rafael Landívar csalazar@url.edu.gt
Nicaragua **Vera Solís**	**Peru** **Oswaldo Orellana Manrique**
Universidad Centroamericana vsolis@ns.uca.ni	UNMSM - Universidad Nacional Mayor de San Marcos orellanaoswaldo@gmail.com
Uruguay **Carolina Greising Díaz**	**Venezuela** **Mercedes Morales Guinart**
Universidad Católica del Uruguay «Dámaso Antonio Larrañaga» cgreisin@ucu.edu.uy	Universidad Cátolica Andrés Bello mmorales@ucab.edu.ve

For further information about Tuning

General coordinators of Tuning	
Julia González	**Robert Wagenaar**
juliamaria.gonzalez@deusto.es	r.wagenaar@rug.nl

96

Pablo Beneitone (Director)

International Tuning Academy
Universidad de Deusto
Avda. de las Universidades, 24
48007 Bilbao
Tel. +34 94 413 9467
Spain
pablo.beneitone@deusto.es