



The Tempus ESPRIT Project

Enhancing the Social Characteristics and Public
Responsibility of Israeli Teaching through an HEI-
Student Alliance

Mapping Social Engagement and Responsibility

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Introduction

This report summarizes the results of the Tempus-ESPRIT workpackage on the development of a survey mapping the degree of and perceptions towards social responsibility in Israeli academic institutions. The survey is made up of three components; a scientific review of the literature on academic social responsibility in the world; an assessment of the social missions of Israeli academic institutions through face-to-face interviews with policy makers in partner institutions as well as an analysis of their websites; and an online survey examining the perceptions of students, faculty and administrative staff on the degree of social responsibility in their respective institutions.

This triangular methodology, is designed to map the state of social activity on partner campuses. The survey tool was developed using the working definition of Academic Social Responsibility, agreed upon by 11 partner institutions in the consortium. Academic institutions, in both Israel and Europe, invest enormous efforts for the advancement of social activities and responsibility. Although many universities and colleges include social engagement activities in their institutional framework, a comprehensive picture of the extent of these activities is often lacking.

The outcomes of this workpackage provide an inclusive and detailed understanding of Academic Social Responsibility in Israeli partner institutions. The results provide students, faculty and policy makers with a clear, integrative view of the social activities taking place on their campuses. The results further provide management with an understanding of the steps to take in order to explore and strengthen the role and public responsibility of their institutions in relation to their strategic missions. Moreover, the survey and its results benefit the ESPRIT project's additional components, including the Social Benchmarking Tool (SBT) and the Socially Engaged Courses, by providing the necessary foundation for their development. Together, the three project pillars underscore the “third mission” of academia, offering a renewed conceptualization.

This report is divided as follows; first, a general introduction to the ESPRIT project is provided; the working definition of “academic social responsibility” defined within the project framework will then be presented; the following sections lay out the results of the literature review, interviews and website analysis, and online survey.

The Tempus-ESPRIT Project - Enhancing the Social Characteristics and Public Responsibility in Israeli Teaching through an HEI-Student Alliance

The ESPRIT project aims to analyse, map and strengthen the social and public roles of higher education institutions in Israel. The project sheds light on the level of social engagement of Israeli students and their institutions, and develops models for the strengthening of their public responsibility. ESPRIT recognises that both students and institutions will inevitably play a central part in promoting the societal role of higher education. The project's activities are therefore guided by a student-institution alliance intended to redefine and deepen the cooperative relationship between them. Through its various activities, ESPRIT hopes to influence and improve the higher education system in Israel, strengthening the ties of institutions and their students with the society in which they operate.

Project features include:

Survey on Social Engagement and Responsibility

The ESPRIT project aims to map the degree of and the perceptions towards social responsibility in the Israeli academic scene. Although many universities and colleges in the country include social engagement activities in their institutional framework, a comprehensive picture of the extent of these activities within the higher education system as a whole is lacking. In order to shed light on social activities within the Israeli academic sphere, the ESPRIT project developed, tested and conducted an online survey on social engagement and the responsibility of higher academic institutions in Israel. The online questionnaire was disseminated among the five Israeli partner institutions and three target audiences within each: faculty, administrative staff and students. Interim conclusions show that all the target audiences attribute great importance to the subject of social responsibility in the academic world, and high percentages believe in the importance of social engagement. The very process of formulating the questionnaire, disseminating it, and recruiting the administration of the institutions served to increase awareness among the target audiences. The results serve as a basis for the project's additional features. They will also provide higher education institutions' (HEIs) management with an understanding of the steps to be taken in order to explore and strengthen

the role and public responsibility of their institutions in relation to their strategic mission.

Social Benchmarking Tool (SBT)

A seminal component of the ESPRIT project aims to develop a benchmarking tool to assess universities and colleges according to their social missions. Models have been developed to benchmark higher education institutions academically. To date, these models focus solely on the teaching and research functions of higher education, overlooking the “third role” of academia. The ESPRIT project intends to add another dimension; one that recognises that alongside academic achievements, institutions are also measured by their social characteristics. At the beginning of the project, group discussions were held in order to formulate the definition of social responsibility and to specify its subfields. The determination of specific indicators for the SBT followed a process of focused discussions, professional guidance, and review of the literature as well as of survey results. At a later stage, the indicators were sorted according to target populations and graded by their quality and importance. During the project's next phase, the developed social benchmarking tool will be piloted among Israeli partner institutions through an online data gathering mechanism. The results of the pilot benchmarking process will be disseminated and published at the end of 2017. Developing and testing a paradigm to benchmark institutions according to their social characteristics will benefit current students and potential students as well as the institutions themselves in applying their social roles.

Socially Engaged Curriculum

A second pillar of the project involves the development of models for the design of a curriculum with a social engagement component. In recent years, Israeli institutions and their faculty have shown increased interest in developing courses that combine theoretical elements with social engagement activities. ESPRIT recognises that these institutions can and should work together towards common goals, and sees great potential in a collaborative effort for the creation of models for a 'socially engaged' curriculum. The first phase of the project therefore saw a process of knowledge sharing between faculty members from different Israeli academic institutions involved in modules that incorporate social engagement. A thorough mapping of a variety of modules was conducted and guiding principles for the effective development of curricular models were discerned. These principles

will be used as a basis for the ESPRIT pilot courses, which will be implemented in partner institutions in the 2016 academic year. To further this objective, an online archive platform has been established that will cater to socially engaged courses. This database will be conducive to exchanging and sustaining knowledge between all interested parties. Students, academic faculty and management as well as the community at large will benefit from a structured and efficient framework for the development and implementation of such modules within Israeli academia.

The Social Responsibility of Higher Education: Working Definition

The social responsibility/engagement of higher education relates to institutions' and their students' commitment to contribute to the society in which they operate and the actions they take to pursue this commitment.

The HEIs' social responsibility/engagement includes the activities, programmes, projects, regulations and policies initiated and undertaken by the institutions and/or their students, which relate to the health and development of society as a whole, in its diverse composition.

The social responsibility/engagement of higher education can be understood as incorporating two interrelated spheres: The **first** relates to the institution's internal matrix of social responsibility. This sphere includes aspects of social responsibility that are addressed at the organizational level - the institution's mission, organizational culture, policies, management, guidelines etc. Parameters include:

1. The existence of a social vision/policy articulated at the highest management levels
2. Policies, guidelines and regulations deriving from this vision, including areas such as:
 - Ethical codes
 - Gender equality and population diversity
 - Equal opportunities for access to higher education
 - Affirmative action
 - Scientific integrity and misconduct in science
 - Transparency of institutional governance and operations
 - Career development opportunities
 - Fair employment policies
 - Assistance to minorities and students with special needs (accessibility)
 - Student integration and support services on campus

- Opportunities for student personal development (employability, internships, study abroad, etc.)
- Promoting social justice for the institutions' population
- On-campus sustainable development/environment

3. The widening participation of HE and retention of a diverse student population

The **second** sphere concerns the interface between knowledge and community and the existence of various forms of university-community partnerships and activities. This sphere includes programmes that offer accreditation to students as well as other activities/projects initiated within the framework of the institution that involve the contribution of HEIs and their students to the development and social growth of the surrounding community.

1. Student/staff volunteer (and non-volunteer) programmes that address under-served populations, sustainable development, citizenship and social justice
2. Projects linking the institutions with the community (cultural and academic events in the community)
3. Community access to the institutions' facilities and resources
4. Training of students in the framework of social engagement activities
5. Knowledge exchange activities with the community curriculum and accredited programmes linking knowledge and community engagement including:
 - "Socially engaged" curricula: courses which involve a social engagement component, development of curricula and delivering of learning that engages local communities
 - Promoting social values by modules aimed at increasing students' active citizenship, awareness and sensitivity to societal issues
 - Community based research - science shops
 - Research - importance of social issues in research, making scientific results relevant for and in society. This should include a connection with the community and a practical application (courses and programmes on societal issues are positive but often insufficient)

University Social Responsibility (USR):

Review of Missions and Current Practices in Studies of Corporate Social Responsibility

The corporate social responsibility (CSR) movement has developed strongly in recent decades. In this context, universities have also become the focus of attention in recent years. Academics talk about a sustainable and responsible campus, publish institutional reports on university social responsibility (USR), and endeavour to relate academic training and research to social participation that supports a more humane, inclusive and sustainable form of development. However, the meaning and scope of CSR as a concept have not been explored in any real depth. The resulting ambiguity generates endless confusion and misunderstandings, and gives rise to debate about the aptness of the concept and its unrealistic nature.

Introduction

Boyer's classic book *Scholarship Reconsidered* (1990) has rekindled interest in university community outreach. While the publish-or-perish model for academic success has made academics more easily quantifiable, it has also diminished the role of the university as a source of social innovation and for creating the necessary social capital for helping communities to improve services and standing. Boyer emphasised that discovery, integration, application, and teaching are all essential to the role of the university. The present paper examines how universities go beyond the classic missions of research and teaching in extending their third mission, namely their social responsibility to a wider range of shareholders and stakeholders, including staff, students, and the community at large.

In the following sections we examine the recent concept of USR (Bonnen 1998, Vasilescu 2010). USR is modelled after the concept of CSR and we shall rely on this broader concept to synthesise research on USR. Relatively few papers use the acronym USR, and most papers that do enjoy few citations, suggesting that USR is yet to become an academic topic of its own interest, with researchers and journals

devoted to its study¹. The most widely cited paper that uses the term (Alshuwaikhat and Abubakar 2008) focuses on but a few dimensions of environmental management, missing the broader spectrum of university activities towards the welfare of external communities. Vallaeys (2009, 2013, etc.) appears to be one of the greatest proponents of the term, albeit writing mostly in Spanish (Responsabilidad Social Universitaria). Generally, USR refers to universities' involvement in social welfare that transcends the immediate goals of creating and transmitting knowledge. How universities integrate a model for USR, and how that model would differ from traditional CSR, is a matter that is still debated with a variety of perceptions (Burcea and Marinescu 2011, Topal 2009). The main difference from CSR is that USR also implies pedagogical and academic responsibilities, which include curricula and research directives that are both practical and ethical (Vallaeys 2009, 2013).

This report details research that was completed on the topic of CSR, and then analyses research on USR and current social responsibility projects of universities. The goal of this review is to create a conceptual model by which we can measure and understand the different types of USR, along with their causes and consequences. The paper is divided into eight parts: 1) *themes* of CSR research, 2) the organizational *structure* of SR programmes, 3) the *benefits* of conducting SR, 4) examining *stakeholder and shareholder* theories, 5) measuring *reputation*, 6) dissecting the *motivations* for SR, 7) figuring out how SR can serve as a *rectification* for other problems associated with the institution, and 8) *understanding USR* as a distinct form of CSR. The university, similar to many corporate institutions, accumulates and distributes wealth - human, cultural, social and financial - to local, national and global communities. Universities provide services and support numerous organizations at various levels. They train community leaders who go on to work in various institutions located in the local region and beyond. Beyond this, universities have responsibilities to support the welfare of their internal recipients, the surrounding population in the communities that it operates, and to create a culture of goodwill for the preservation of humanity and the world.

1 The acronym SR is used to describe the overall concept of social responsibility activities, regardless of whether such activities are conducted in the framework of a higher educational institution or business corporation. The acronym USR describes the social responsibility activities of any higher educational institution and not just those of universities. The acronym CSR describes the social responsibility activities of any private enterprise that does not proclaim to be in the business of higher education or solely not-for-profit work.

Themes of CSR Research

In general, the goal of a CSR programme is to champion a cause or community. A corporation's SR can be divided generally into micro and macro projects. Micro CSR focuses on a specific community, while macro CSR attempts to combat a more global dilemma. A micro CSR project would combat poverty in a specific community, while a macro CSR project would combat poverty in general. CSR differs sharply from CR, which implies an obligatory responsibility. The term CSR, though, has become widely used in the USA and around the world recently, regardless of whether such SR is mandatory and regulated. Numerous definitions of CSR have developed in the process (Carrol 1979, Welford 2005). Most definitions imply that companies pursue CSR because they want to aid a community, not because they are obligated to do so. However, the concept of CSR has grown as a combination of relaxed regulations and commercial benefits has encouraged more and more organizations to adopt a CSR programme. The recent incorporation of CSR within the ISO 26000 testifies to the growing regulation of social outreach.

As shown in this paper, the types of CSR that exist and the ways that the term is used are extremely wide ranging. There are various themes of CSR research, ranging from environmental activism to marketing strategies for public relations. CSR research can be conceptual, empirical, or both. Aguinis and Glavas (2012) examined 690 pieces of CSR literature and found that there was almost an even split between the two types of research. While legal pro bono work often falls outside the realm of CSR, there is a common thread linking lawyers who take on cases of the underprivileged and companies that fight to rectify a social injustice.

The most cited papers on CSR (Bowen 1953, Carrol 1999, Matten and Moon 2008, McWilliams et al. 2008, etc.) often focus on conceptual interpretations of the term. What did the term CSR mean previously? What does it mean today? What are the various types of activities that can be called CSR, and how are they structured? Dahlsrud (2006) examined definitions for CSR and how often those definitions were cited. He conducted a comprehensive literature review from Google of 37 widely cited definitions of CSR and then conducted a factor analysis for the ways these definitions were used and divided them into five major categories: stakeholder, social, economic, volunteerism, and environmental.

Lee (2008) argues that a major shift in the nature of CSR projects has also led to a shift in research, with recent studies focusing on CSR's organizational aspects.

Whereas CSR was at one time considered good to do because it benefited society, today CSR is regarded as something an institution is expected to do, and as a result studies focus on its success in achieving that goal. As shown later, CSR has materialised as a rectification of capitalistic ventures, aiming to reduce the crux of a profit margin.

The Organizational Structure of SR Programmes

The social responsibility mission of the university is one area proving most fittingly the characterization of university organization as loosely coupled. Rotation practices in academic institutions create ignorance on the part of leadership while promoting disjuncture between various forms and activities of USR. Corporate organizations are ahead of universities and colleges in terms of coordination and control of their SR activities.

Indeed, the structure of CSR work is becoming more formalised, as institutions that previously failed to document community service efforts are realizing the importance of disclosing these activities to the public (Waller 2012). Many large companies (Apple, Google, Microsoft, Hilton, JP Morgan, Panasonic, Sony, etc.) now have their own CSR departments, in which experts work full-time to create activities designed to give back to the community. These CSR departments often enlist employees as volunteers. Often the structure of CSR programmes involves outsourcing. Rather than build a costly CSR department, a company may decide that it is more cost-effective to develop a partnership with a non-profit organization (NPO). The reasons for outsourcing are not only to reduce costs but also to increase the effectiveness of the programme, as an ineffective CSR programme can actually damage reputation (Vilanova et. al 2009). For example, programmes such as Pepsi Refresh and Enron CSR have been criticised. The Pepsi Refresh programme was said not to have been really about CSR but merely to promote the name of the company, whilst the eventual corruption and financial mismanagement revelations about Enron reflected badly on its large CSR programme.

Universities, however, may have difficulty outsourcing their SR work, although a number of partnerships do exist between respected institutions, such as the United Nations or local governments and the university. Likewise, companies partner with universities in building mutual programmes. These partnerships can involve the outsourcing of an organization's CSR work to a university, or the outsourcing of the university's students or staff for volunteer work with another organization. Most major American universities appear to have a USR department, although each has

a unique name. Indiana University's Kelley School of Business Programme has a Division of Social Responsibility that sponsors philanthropic ventures of the university, such as its High School Days Initiative. The University of California, Berkeley has an Office of Marketing & Business Outreach, which likewise promotes collaboration with businesses and "ethical behaviour". The SR activities of universities are not limited to the USA. For example, La Universidad Europea of Spain also runs a Social Responsibility Office that partners with Amnesty International. Israeli institutions also operate various structures - usually under the Dean of Students unit - for creating USR projects. Likewise, Japanese universities have begun adopting social responsibility as a key component of many courses and volunteer activities, especially in light of the 2011 tsunami. However, many universities lack an actual structured facility and salaried positions for an official USR office. Different countries may have different expectations of the university in creating a structure for SR. Future research should examine the different structures of USR in different types of universities.

The Benefits of Conducting SR

It is not merely altruistic for institutions to give back to their communities. That was the theme of what is widely considered to be the seminal work of Howard Bowen in 1953, called the "Social Responsibilities of Businessmen". At that time it was widely debated whether businesses had responsibilities beyond their own self-serving economic concerns. Capitalist ventures were considered potentially detrimental to the public. Without restraints, a company might try to boost its bottom line without regard for the general public. Later, seemingly neo-liberal economists began justifying CSR as a good model for promoting corporate growth (Friedman 1962, Rowe 2005) and management leaders began advocating for CSR as a strategy for creating meaning and motivation for management and employees (see Toubiana and Yair 2012).

There are a variety of potential benefits to having a CSR programme. To uncover these benefits, Waller (2010) made use of grounded theory, an optimal methodology for exploratory qualitative research (Glaser and Strauss 1967). Waller's study was certainly not exhaustive of all CSR cases, as he limited the sample to advertising companies. His findings were inconclusive. He suggested that CSR is not necessarily a positive route for all companies, and that adopters must look at the pros and cons of investing in a CSR campaign.

Results suggest that CSR is not always profitable. In that sense, CSR often meets the definition of pure altruism. CSR programmes that attempt to show that CSR benefits a company's productivity are biased from the outset. Research that begins with the bias that CSR promotes a company's reputation and, as a result, its success, skews the ability to perform an unbiased evaluation. In other words, overzealous do-gooders sometimes fallaciously promote CSR as a business model. In a true experiment-based model, CSR activities would often be shown not to be cost effective (Weber 2008). Actually and fittingly, employees who work for CSR departments may not have profitability as their main focus.

Examining Stakeholder and Shareholder Theories

Research on CSR generally falls into one of two main theoretical groups: stakeholder or shareholder theories (Asemah, Okpanachi, and Olumuji. 2013). The stakeholder theory of CSR focuses on attracting and preserving clients (Campbell 2007, Waller 2012). It implies that a corporation is responsible for the public by caring for stakeholder satisfaction. Accrued legitimacy ensures company long-term sustainability and performance, which is especially relevant for large firms (Guthrie and Parker 1989). This variant of stakeholder theory is also known as legitimacy theory. Companies that sell fast food, for example, would make sure that their products are healthy, otherwise their customers will become sick and will stop buying in the future. Furthermore, if they promote the general benefits of their communities, such companies will retain their consumers for the long haul.

Shareholder theories, on the other hand, believe that the main benefactor of the company's CSR work should be the shareholder, i.e. the stockholder, alumni, or company staff. CSR activities should not be done merely to improve the name of the company and irrespective of the profit at the bottom line. Shareholders urge companies to do accounting of CSR activities and to determine whether to advance investment in CSR only to the extent that it is worthwhile. Cost-benefit appraisals thus determine if the company must abandon CSR practices, unless regulations stipulate otherwise (McWilliams and Siegel 2001).

While CSR typically consists of non-profit activities, shareholders and stakeholders remain an integral part of the picture, whether they are management, staff, current clients, potential clients, or the general public. In the case of a university, the stakeholders can be the board of trustees, faculty, secretaries, groundskeepers, alumni, current students, potential students, the surrounding communities, or the

academic world in general. Bonini et al. (2009) conducted an empirical review of investors and shareholders perceptions of environmental, social, and governance programmes. One of the main goals, albeit difficult to measure, is how the SR activities of an institution promote its reputation.

Measuring Reputation

Reputation is an important incentive for all kinds of CSR. Companies, indeed, often engage in CSR activities for promoting their reputation. But is the activity the institution is promoting really benefitting its reputation and integrity? For example, does the CSR activity actually improve the livelihood of people in an impoverished area or does it just boost the CSR institution's public opinion status? Perhaps the most interesting studies on how CSR benefits the reputation of a company are conducted by the Reputation Institute. This institute has conducted several studies regarding the impact of CSR. Such studies of the Reputation Institute have highlighted that companies with large CSR programmes are often more criticised (Morsing et. al 2008). They discuss the importance of a company not only having a CSR programme, but that such a programme is reputable.

Reputation deals with the perception about a company held by both the outside world as well as internally from within its own ranks. In their efforts to retain highly qualified employees, businesses may seek to instil a sense of company pride and promote the idea that their mission includes practicing philanthropy and not just filling shareholders' pockets. As a result, research is increasingly focused on showing how employees are recruited and retained as a result of CSR activities (Bhattacharya 2012, Michaels et al. 2001).

Garde et al. (2014) analysed public and private universities to determine whether they differ in how the universities attempt to display their SR activities. They found no significant differences between public and private universities' dissemination of information. Rather, they did find that more prestigious programmes, especially public ones, might seek to further display this content, hence increasing the funding that will be made available to it. They suggested that providing more details about the university's SR could attract new students, as has been shown in other research (Schimmel et al. 2010). Universities must consider not only whether SR activities are beneficial to the reputation of the university, but also care to present SR activities on its website and promotional brochures. Universities need to broadcast their good work for the community even though it may have little effect on its reputation.

Dissecting the Motivations for SR

CSR is not just about creating motivation for a company, but enabling the motivation of workers and a community to support that company (see Toubiana and Yair 2012 on Peter Drucker). A manager or an employee may have an idea about something that he really cares about, which can be either internal (improving recycling practices at work) or external (assisting a poverty stricken community). SR often starts with an idea or a vision, which is then put into action by a corporation that is willing to sponsor that vision. Villanova et al. (2009) claim that CSR activities of a company do not necessarily ensure long-term competitiveness. They indicate, though, that CSR activities motivate a learning process, by which companies can learn more about themselves and about the communities they represent and work with. They highlight five key dimensions of CSR: marketplace, vision, community relations, workplace, and accountability. They claim that CSR is not just about doing well, but it is also about reforming a corporation, hence directly tying outreach to profitability.

Campbell (2007) outlined an institutional theory by which it is possible to determine when an institution will undertake CSR. He proposed that a proper economic environment is necessary. Institutions will undertake CSR if they are already making a profit, there is a healthy amount of competition (not too little or too much), regulations to promote CSR exist, and media outlets exist for the work to be monitored and reported. Besides these reasons, Campbell's final propositions imply the importance of networking. He emphasises the importance of an organization's membership in unions or other network associations and their sustained communication with those networks. While Campbell's case is largely conceptual, it begs the question as to whether universities, too, will have greater CSR given these conditions. Though this research is quite recent, Google Scholar identifies 956 papers that have cited Campbell's paper. Interestingly, not a single one of them discusses the role of university social responsibility.

While a corporation can have clear motivations that relate to stakeholders and shareholders, a university is faced with the dilemma that it must place the fundamentals of academic knowledge before the interests of its constituents. Students may really want to work hard for a cause rather than reading books about that cause, but the university is based on placing academic values above the desires of its constituents in order to maintain high academic standards. Students may want to volunteer for a good cause, and they may want their studies to enable them to do

volunteer work at the expense of their studies. Indeed, many universities provide volunteer centres for students, where they can go to find volunteer activities in projects ranging from local homeless shelters to disaster aid relief in Africa. Such CSR activities may be interpreted as providing students with experience in social responsibility, a theme of many internship programmes. As a result, many professors will enable such community outreach in place or as part of course requirements.

Furthermore, staff may want to champion a group that they are passionate about, such as an African anthropology professor promoting support for indigenous culture in some lesser-known community. However, these activities may not receive university support, simply because they extend beyond the responsibility of the administration or may be deemed less cost-effective or efficient for the small number of students who study this field. There are numerous reasons to consider, which extend beyond motivating students and staff. The outside community includes prospective students, staff, and alumni. Hence, the university seeks to create activities that not only keep its current students and staff content, but it also seeks to create activities that create a better name for itself. In doing so, the university can attract better students and faculty, while keeping its alumni proud of their alma mater. Furthermore, universities might find donors beyond their alumni who will support the university financially in the future as a result of their proven good deeds.

SR as Rectification for Problems

Rectification aims to correct a prior wrong that the institution may have caused to its shareholders or stakeholders. Companies denounced for promoting a societal evil (casinos, oil companies, or tobacco companies, for example) may take on a large-scale CSR programme to improve their image (Campbell 2007). Some companies recognise that no amount of CSR can cover the costs of their bad image. For example, Exxon Mobil was reviled for polluting the environment and becoming entrenched with corrupt foreign governments, but it did not actively promote CSR (Skjærseth 2003). While some companies may attempt to combat a negative image by promoting such activities as environmental conservation, Skjærseth claims that Exxon avoided criticism simply by swallowing its negative image and avoiding making promises it might not keep.

As shown, rather than wasting their own work hours to conduct CSR projects, companies often outsource their CSR programmes to a non-profit organization

(NPO) that will conduct community support projects in the joint name of the NPO and the funding company. However, this creates a dilemma for many non-profit organizations that do not want to take dirty money. The tobacco company Phillip Morris may want to sponsor a health programme, but any hospital that accepts this money is running a grave danger of abandoning its other sponsors or feeling morally corrupt.

One way to gather information about the image that an institution is transmitting internally and externally is to conduct an opinion survey with staff and the public. A major theme of CSR is human rights, which includes providing proper services to employees and customers. A CSR programme may look to rectify a prior wrong that was being done to its constituents. In this sense a customer or employee satisfaction survey may be interpreted as a social responsibility, so long as the goal of this survey was to rectify any problems that were discovered and not simply for research.

One issue that often arises in the rectification of problems is the targeting of specific subgroups within the population. Is there a minority population group that has been discriminated against? Does the company employ a representative number of individuals from all subgroups within the population? This aspect of rectification ties in very closely with affirmative action and other diversity-based campaigns of universities. While in a few cases a university may try to rectify its lack of diversity, i.e. do something else for the discriminated community other than seeking to include it, in most cases the university should attempt to improve its diversity and to ensure that all diverse students, faculty, and staff feel that they are treated as equals. However, even though a university may rectify inequalities, this does not fully compensate for the need of the university to be actively creating outreach programmes to improve the society around it.

Perhaps the most recent book to be published that discusses USR directly, albeit not using this abbreviation, is former Harvard president Derek Bok's book "Beyond the Ivory Tower: Social Responsibilities of the Modern University" (2009). Bok examined Clark Kerr's (1975) multiversity concept. His examination supports rather than critiques Kerr's multiversity. However, he goes even further in promoting the modernization of the university and directly calls for USR. He claims the multiversity entails a list of social goals that require additional social responsibilities. The argument of Bok's book runs that a university that is run similar to a corporation will have greater social responsibility, hence favouring the idea that regulation does not always fully promote diversity and fairness. This

idea, though, runs contrary to the majority of critiques about the multiversity as a place that would reduce the university to a place of corporate influence, betraying the high morals the university held as a sanctuary for academic knowledge without fear of market corruption. Coming from a former Harvard University president, the reformation of the university as a place that is not just about collecting and disseminating academic knowledge was quite revolutionary.

Understanding USR as a Distinct Form of CSR

What are the different types of USR and how can they be modelled? We are still a long way from developing a comprehensive model for categorizing and measuring all USR activities (see below for our working definition of USR). However, numerous universities around the world are recognizing that they have a responsibility to do more to promote social welfare than was done previously. Universities have come under public pressure because they do not supply practical knowledge or support those who did not espouse academic careers. It is clear that in responding to such public critiques universities opt to conduct USR through their education, but we should acknowledge the facet of creating a positive public image.

In general, when looking at USR programmes we can discern three structural types: 1) individual sponsored activities by one or a few members of an academic institution, 2) university-sponsored programmes that usually take the form of an office or institute, similar to the CSR division of a company, and 3) collaborative projects between universities or universities and other types of institutions.

The most cited definitions of USR that differ from CSR definitions concern management of the university (Vasilescu et al. 2010), environmental protection policies on campus (Alshuwaikhat and Abubakar 2008), sustainability management by means of stakeholder responsibility to students and staff (Wigmore-Álvarez 2012, Zaharia et al. 2010), and the land grant idea of providing practical training and fair indiscriminate access to a university education (Bonnen 1998). Based on an analysis of university websites that use the term USR, we found a variety of definitions. The University of Barcelona distinguishes USR from philanthropy, emphasizing responsibilities in social, environmental, and economic areas. The Engineering and Responsible Management Group at the University of Burgos defines USR as “the ability of the University to apply a set of principles and values, stated in its management philosophy, in the practice of its basic functions: management, teaching, research and production, and outreach, with views to

respond to the demands of stakeholders in its environment". The International Islamic University of Malaysia defines its USR as training and administering student community service. The Pontificia Universidad Católica Del Perú describes USR as administering a sustainable campus. The Hong Kong Polytechnic University emphasises the importance of globalization. Many universities do not present their social responsibility programmes with the title of a CSR or a USR programme, but nevertheless they inevitably engage in social responsibility. As such, Nejadi et al. (2011) investigated the websites of the top ten universities in the world, finding that all engaged in almost all seven areas of CSR that they identified (organizational governance, human rights, labour practices, the environment, fair operating practices, consumer (students) issues, community involvement and development). This study did not try to identify whether the university professed to have a specific USR programme, but whether the activities the universities publicised on their websites could be classified as falling into a specific type of SR activity.

A few universities do present their social outreach as a CSR or a USR programme, and the majority of such programmes appear to involve institutes or schools of business administration (Indiana University's Kelley School of Business, etc.). Private universities (McGill University, etc.) as well as universities outside the USA (Tillburg University, Middlesex University, etc.) also have so-called CSR programmes. Some university programmes conduct research on CSR, while others seek to assist businesses or actually promote their own programme where students and staff participate in a social responsibility programme. It is often difficult to differentiate between the various forms of USR programmes and studies are hence limited by the quality of reporting completed on these activities by websites and academic publications.

This literature review was only able to cover a small sample of USR programmes that exist around the world. One of the findings, though, is that very little information exists about individual university projects, while collaborative projects are highly publicised. Programmes that develop USR as a collaboration aim to legitimise and regulate, perhaps warranting an additional goal of advertising and public relations. The Talloires Network is perhaps the largest collaboration network that currently exists with the goal of promoting university outreach. By means of a declaration, the Talloires Network has sought to get university heads from around the world to agree to a system of principles that would espouse SR, including expansion policies, standards, and institutional frameworks (Hollister et al. 2012). Tufts University

has been the leading force as the secretariat for this network. Their goal has been to promote diversity of a higher education institute membership. This means not creating an Ivy League of USR, but rather including a variety of universities from richer and poorer countries around the globe. Motivation to participate in this network is further increased by the MacJannet Prize for Global Citizenship awarded to the best USR programmes.

The concept of USR is becoming increasingly discussed around the world. For example, the Asia-Europe Foundation held the 2nd Asia-Europe Education Workshop on "Knowledge Societies: Universities and their Social Responsibilities". These discussions of USR have brought up practical and theoretical questions. What can be considered USR? The role of the university's goodwill programmes have been compared from everything to using recycled paper in the bathrooms (Hartomo 2011) to the incorporation of SR in scientific textbook development (Ramsey 1993). USR has research applications, too. In the UK, the Arts and Humanities Research Council (AHRC) founded the Connected Communities Programme to connect researchers with communities. Such initiatives attempt to answer repeating criticisms against academics for being impractical or lacking sustenance for communities. To date, only five AHRC-funded projects are discussed in academic reports, as shown on Google Scholar. Those programmes that are published include a study of religious-based law (Kennet et al. 2013), a social science framework for architecture and psychoanalysis research (Burford et al. 2013), an analysis of historical continuities in arts and crafts (Hackney 2013), a community ownership analysis of the CARM Project on podcasts and local radio (Light 2013), and an ethnographic analysis of the culture of Pakistani immigrants to the UK (Pahlevery 2012).

Research that attempts to connect scholars and communities aims to create innovation with research, and may involve corporate backing, such as Cisco's research on digital-city strategies to transform modern urban environments that can deal with increased populations (Hodgkinson 2011). Other similar projects include the Community 21 Project of University of Brighton or the Lost Cities Project of Kobe University. Such projects involve incorporating local citizens to help build their communities. Community 21 uses social media to involve locals in the UK with academics in architectural construction projects. Lost Cities works to have architecture professors, graduate students, and experts meet with tsunami survivors in Tohoku, Japan, who are tasked with rebuilding their towns the way they used to be and the way they want them to be. No academic articles were found about either project.

There remains a great deal of work to develop and understand USR. Many universities remain concerned with the bottom line of their graduates’ productivity and their faculty’s citation index. The question remains whether USR should be regulated or left to the universities to pursue at their own volition. If governments discover that the university can serve as a great reformer for the sake of sustainable development, then perhaps USR needs to be regulated as a mandatory requirement (Söderbaum 2012). However, universities may discover that social responsibility is necessary for them to succeed and will pursue it regardless (Bok 2009). We are clearly at a moment in history when universities understand their need to become more involved with and responsible for society (Boyer 1990). The forms in which USR manifests, however, and how such SR activities will resemble CSR, remains to be seen. This review of research suggests that CSR is at a more advanced stage than USR, and universities can learn a great deal from corporations about how to administer SR. Based on this review we end with a tentative definition to direct future efforts to advance university social responsibility.

Figure 1: Mapping of USR Types

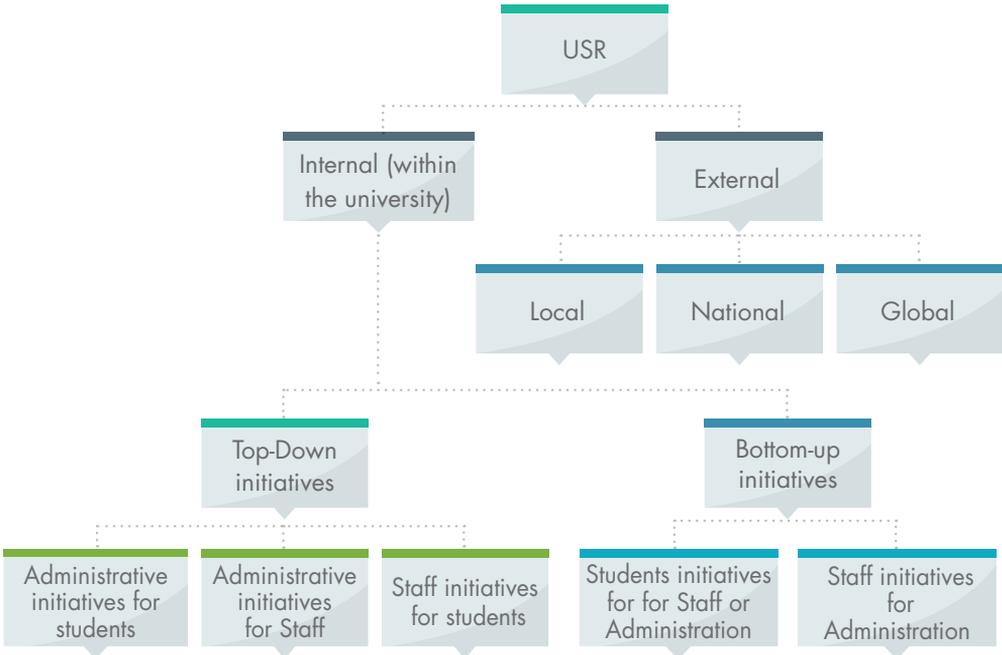
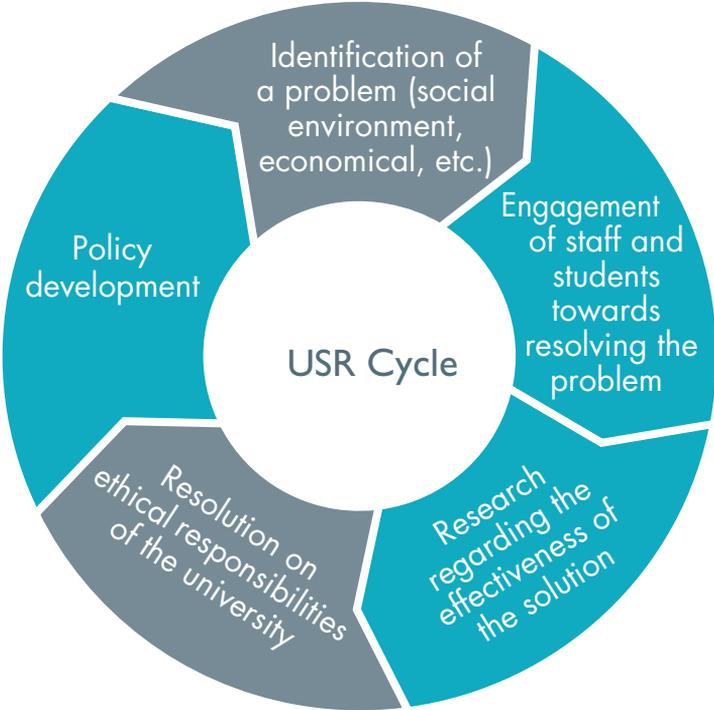


Figure 2: Feedback Loop for Providing USR



Websites Analyses and Personal Interviews with Stakeholders

Introduction - Mapping social responsibility in Israeli higher education institutions

Mapping social responsibility (SR) categories and activities was done by the Tel-Hai College team of the ESPRIT project. The mapping was based on two main research procedures: one is analysis of the websites of five higher education institutions (HEIs) that participated in the ESPRIT project, and the second is interviews with leading role holders in charge of different aspects related to social responsibility in these institutions. An additional but more marginal source for the mapping was a collection of media publications concerned with social responsibility in HEIs. The mapping was used as a foundation for the Hebrew University survey of SR that explored the opinions and actual engagement of administration, faculty, and students at these same Israeli HEIs, and for the National Union of Israeli Students (NUIS) in building a social benchmarking tool (SBT) for assessing the SR in the academy.

This report will specify the aims, procedures and results of the mapping research.

Main goals

The foundation for the analysis was the ESPRIT project's working definition, which adopted the broader perspective of HEIs' SR and engagement that integrated the internal SR in HEIs' third mission: "The social responsibility/engagement of higher education can be understood as incorporating two interrelated spheres. The first relates to the institution's internal matrix of social responsibility. This sphere includes aspects of social responsibility, which are addressed at the organizational level: the institution's mission, organizational culture, policies, management, guidelines, etc. The second relates to the interface between knowledge and community and the existence of various forms of university-community partnerships and activities.

The unique part of this mapping research is the inclusion of the inner SR of HEIs. Although the idea of HEIs' internal social responsibility as part of their third mission is slowly acknowledged, theoretical and practical elaboration and research verification is scarce. The research, therefore, was designed as an initial exploratory qualitative research into five Israeli HEIs with the goal of mapping and analysing

the content, activities and perceptions of their internal and external SR according to the working definition.

HEIs' public websites were analysed in order to find out what they determined to be important SR activities and processes to present in their virtual display window, and interviewed the leading role holders in charge of SR in HEIs' in order to learn about their perceptions and activities of internal and external SR in their institution.

The **questions** were:

1. What are the domains and specific activities included in internal and external SR in relation to students, staff, and campus, as represented by their HEI's websites?
2. How were internal and external SR defined and perceived by each of the relevant role holders in HEIs?
3. Which activities related to SR are included and initiated by relevant role holders?

Based on the data collected from stakeholders and HEI's websites in five Israeli institutions, a mapping tool for assessing the use of activities intended to promote internal and external SR activities was created.

Participating Israeli HEIs

This exploratory research included five institutions, which represented a range of Israeli HEIs. They included two universities: an elite university with about 24,000 students and a peripheral university with about 19,000 students, and three colleges: a central private college with 7,000 students, a central public college of arts with 2,000 students, and a peripheral public college with 4,000 students.

Mapping the HEIs' websites

The mapping was based on the assumption that HEIs' websites represent the way these institutions chose to characterise their ideology, mission, and implementation of SR to the public at large and that they also include a description of actual activities. The steady increase of HEI websites provides a good, but not full, reflection of their activities related to SR information. The mapping exercise analysed the 'public' areas of each HEI's website that are accessible to any user.

Screening and content analysing the websites of the chosen HEIs was done

independently by two researchers by gathering any declaration and description of SR attitudes and actions relevant to the internal and external SR. These contents were labelled as SR categories and were arranged under joint themes. The categories were further sub-divided into specific secondary categories.

The websites' contents were related to three main subjects and the following themes:

- a. General information about the institution (characteristics, internet sites, vision, transparency, democracy);
- b. Internal social responsibility within the academic institution towards students (wellbeing, learning support, special needs, gender, entitlement criteria, participation in discussions and decisions), staff (position, gender), educational, cultural, social and political activities on campus, and environmental protection;
- c. External social responsibility and involvement within the local community, national and global society (HEIs' social engagement management, students' involvement activities, activities for outside communities inside the campus, activities with communities and institutions outside the campus, global academic connections, alumni-academia connections). These results formed the backbone for mapping SR domains and activities.

Despite the differences between the HEIs and their websites, many similarities were also found. Below is a short comparison of some of the key concepts and references found in the five HEIs' websites:

- 1. Visions** - All five HEIs included a vision statement as part of their website, in various degrees of details. All visions declared research excellence as the most important goal. Most of them (four HEIs) also included involvement in the community (external SR) and practical goals. None of them included any statement pertaining to students' wellbeing and women's affairs and promotion, and only two institutions related to the goal of fostering unprivileged populations (internal SR). Official protocols and reports were seldom publicised in the websites. All the HEIs presented the Dean of Students' vision statements that declared their commitment to students' welfare and support, advancement of learning achievements, economic support and scholarships and also community involvement, but did not relate to women's affairs and the goal of advancing unprivileged populations and minority groups inside the HEIs.
- 2. Support for students** - Scholarships for excellent students and for students

involved in community engagement were included in all websites and students' dormitories were included in four of them. Some of the HEIs' report about scholarships for different unprivileged students' groups. All HEIs' websites reported having emotional treatment for students, special support services for students with learning disabilities, and assistance for students who were enlisted for military duty during their studies. Most HEIs reported offering learning and emotional support and counselling for all students and special support for migrant and Arab students. Most of the HEIs' websites included information about entertainment and cultural events for students and also about religious learning and activities. Only one institution mentioned multi-cultural activities that were aimed to bring together different ethnic groups of students on campus, such as Arabs and Jews. The level of reporting about students' participation in discussions and decisions in various HEI's academic and managing committees was low. All HEIs reported the appointment of a coordinator responsible for prevention and treatment of sexual harassment and publishing regulations for harassment prevention. Most of them related to the unique rights related to students who were mothers and parents.

- 3. Involvement in community** - All websites reported engagement of HEIs in their neighbouring communities, especially performed by students. All HEIs reported about activities held on campus geared for sharing knowledge and the promotion of professional development of residents in neighbouring communities, and most of them reported about educational projects for youth, especially in science domains. Most of them also reported about activities done outside the campus in the neighbouring communities: educational and learning assistance for school students, assistance in social welfare service institutions and working with residents with physical and mental disabilities. Most HEIs' websites provided information about learning courses that deal with SR issues and about integrating students' fieldwork practice within courses. All HEIs' websites reported environmental education projects and advancement of environmental awareness, and pro-environmental activities in the area. Most of them reported on the sustainable use of water resources on campus and about environmental academic degrees and courses in the area of sustainability.

No internal responsibilities and activities for HEIs' academic, managerial, technological staff and for service workers were mentioned on the websites.

As a general conclusion the five Israeli HEIs' websites portray a detailed story of

internal and external SR activities that are usually regarded as the expected "norm" for HEIs. However, the information posted on the websites provided a partial picture, which does not include a comprehensive policy statement, acknowledgement of SR essential categories and their implementation in activities.

Interviews with stakeholders

The interview process with stakeholders was based on the assumption that leading role holders are the ones most familiar with the actual implementation of tasks related to SR within the domain of their authority. The interviews helped to clarify their perceptions of SR and their HEIs' policy concerning them. In order to capture the worldview and perceptions regarding the implementation of various SR activities in HEIs, semi-structured interviews were held with 21 informants who represented an average of about six of the prominent role holders in each institution: president, dean of students, head of the unit for social engagement, head of the students' union, head of the academic staff and head of the managerial staff.

The face-to-face interviews were held at the role holder's office on campus, lasting an hour to an hour and a half, and were marked by mutual interest. Wording of the questions was slightly different for each type of stakeholder, in order to maintain its relevance to the stakeholder's domain. Interviews were conducted by pairs, with one functioning as the interviewer and the other responsible for taping and documenting salient features of the conversation. The "silent" partner was able to raise issues that seemed important to elaborate. After collecting initial data regarding the interviewee's seniority in the institution and in the specific role, the goal of the interview was explained by saying: "As part of our participation in an international partnership who set out to map the characteristics of social responsibility in Israeli academia, we are trying to find out what your perceptions and knowledge are about these issues". A semi-structured interview guide, designed for this study, directed the interview, raising the following questions: What is the vision of your institution in respect to SR? What are the main domains of SR in which your institution is involved? What is your role definition from a SR perspective? Who are your institutional partners in developing initiatives related to SR and how do you collaborate? At the beginning of your term, what was the first topic related to SR you chose to promote? Which activities would you define as the "masterpiece" of SR in your institution? If you had a magic wand, without financial limitation, what would you change in respect to SR? The first question was: "What is your understanding of 'social responsibility' in an academic institution?"

All interviews were transcribed and content-analysed in order to reveal major themes, especially regarding internal SR. Comparisons were made between interviewees of the same organization, to tease out correspondence and discrepancies between them, and between interviewees holding the same role in different organizations. These data were the bases for the following results.

Findings

A qualitative analysis of the interviews captured the interviewees' perceptions regarding three major themes; the first related to the mission of HEI's in general and the third mission in particular; the second dealt with identifying activities of internal social responsibility in the role holders' domain; the third addressed partnerships created among HEI constituents in order to advance an internal socially responsible community.

1. The mission of HEI's in general and the third mission in particular

Interviewed HEIs presidents were able to see the "big picture". From their point of view, the leading mission of HEIs' was "research and teaching, the goal being creation and distribution of knowledge". They believed that "by doing so, the university is fulfilling its social responsibility". Internal SR was a secondary issue, not the focus, but "it has to be included as part of our agenda". An example was a current debatable issue in HEIs' in Israel: the employment status of contract workers. While students took a leading role in organizing protests to ensure their rights, three of the presidents claimed that hiring them as HEI personnel was not an option. One of them said: "We recently increased their wages by five percent above the total average wage... but there won't be direct employment". A different approach was chosen by one of the colleges, which decided to circumvent the issue by not using contract workers. Dismissing this social justice issue was another indication of HEIs' limited commitment to internal social responsibility.

A surprising finding was the tendency of the heads of the students' unions to make connections between internal and external social responsibility. This connection is evident in their stated mission: "Our goals are: first, to ensure that our actions are based on commitment to students... and second, the union will function as a relevant factor within the public sphere, in order to obtain leverage and social influence for the benefit of students and the general society". From the students' perspectives, social responsibility is an interaction between internal and external responsibility. A head of the students' union said: "We need to dissolve hesitancy,

strengthen understanding between partners outside and in the institution, and act together. "Our role is: Raising awareness and supporting social involvement". A students' dean supported this emphasis: "Social responsibility is a unique role of academic institutions, who should act as a role model." The heads of social engagement units defined their mission in terms of external social engagement, but stressed its impact on educating students and staff members to work together for social justice. In the words of one of them: "Social engagement is an institutional responsibility. The university prepares society's elite workers and leaders, and it has a responsibility to educate them to think beyond their personal benefits." The unit offers students scholarships and in some instances housing in exchange for social engagement, and thus it demonstrates the inter-relationship between the external third mission of social engagement and the internal SR for students, although giving priority for the external SR in HEIs.

Heads of academic and managerial staff were very clear about their role definition. Both conceptualised their role as heads of a workers' union, responsible for securing their rights and privileges as employees of HEIs', without consideration for the wider ethical perception of internal SR. One of them said: "As the head of the academic staff committee I am devoted to the perception that the workers' organization takes care of their members. Our responsibility is for the workers' community, the workers and their families." However, screening the extra-curricular activities in which academic staff are involved, and the volunteering done by managerial staff, shows that workers in HEIs' have a feeling of belonging and concern regarding internal SR.

2. Activities of internal social responsibility in HEI's

Screening the websites of our partner HEIs' as represented in the above mapping tool attests to the variety and content of activities related to internal SR. The interviews were focused on understanding the prominence given by the interviewees to specific activities. All presidents were aware of issues of internal SR related to students, but focused on different concerns. They raised the need for affirmative actions in regards to about 10-15% of the student population, directed to students who scored below entry criteria due to limited academic and financial opportunities, disabilities and/or motivation. Eligibility criteria and incentives were a function of the HEI's characteristic, such as being a university or college, geographical location in the central or a peripheral region, and the religious and ethnic composition of the student body and staff. Services mentioned were affirmative acceptances, marketing

and reaching out strategies to disadvantaged populations, expanding students' dormitories and scholarships, promoting 'student-to-student' help, offering summer preparation courses, and assistance with tuition.

The heads of the students' unions mentioned being active in: "bringing leisure activities to campus, enlisting services for students, making use of the students' accumulated consumer power, providing information, and representing students in academic circles." They were concerned about raising awareness in campuses to social issues such as gender equality, environment sustainability, fair conditions, prices for dwelling, and just employment of students. Although most of these activities were directed to students, attendance was open to all HEIs' sectors, thereby creating a forum for interaction and joint participation.

Deans of students were focused only on issues relevant to students. Their varied activities included distribution of scholarships, loans and financial aid, and offering pedagogical and psychological services. Many efforts were invested in preparation and support procedures for new students, especially for those who come from minority, unprivileged and periphery social groups. An example was given by the Dean of Students from the southern periphery university: "A Bedouin Arab student that enters the support programme receives learning support that enables him or her to realise their academic potential. But what is also important is to make them feel that their ethnicity is respected." Other issues raised were concerned regarding limited services designated to funding for students with emotional disabilities and the need to provide more dropout prevention programmes and insufficient reaching-out services able to identify students in need of assistance. Activities designed to deal with gender issues and health care were marginally revealed.

The academic and staff committees dealt with employment and salary contracts, well-being and health conditions, cultural and leisure activities. One head of the managerial staff said: "The university is a work place, responsible for the workers and their families. Our role is to ensure proper employment conditions, respectable salaries, and ethical professional responsibility towards the workers." Although HEIs are perceived first and foremost by its employees as a place for earning their livelihood, it is also a source of their social identity, status and lifestyle. HEIs offer managerial and academic staff activities designed to forge a feeling of belonging and unification with the HEI. These include discounted vacations, theatre and entertainment tickets at discounted prices, holiday gifts and celebrations, and scholarships for their children's tuition in HEI institutions, as well as condolence

and assistance in time of need.

3. Partnership in the creation of an internal responsible community

A belief that the academic institute should function as a united community was stated explicitly by a few interviewees, mostly presidents and heads of students' unions. They believed that involvement in external social responsibility was a unifying process in fortifying the internal academic community. In the words of one president: "We need to create projects that involve all members of the institution: students, teachers and management as one unit, ready to approach the social arena." And another: "The more we will be able to build together on our capabilities, together with the community in which we live, we will be strengthened."

This belief was not shared by heads of all academic staff committees. Some of them perceived academic institutes as composed of different sectors operating separately, as stated by one: "According to the pluralistic theory, if everyone will do his job as needed, at the end there will be a balance between the different components." However, an example of mutual consideration was provided by an academic staff committee head who shared with us the academic staff's offers to managerial staff, to share their staffroom with them, and allocating a specific space for their use. In his words: "Since a club for the managerial staff is not yet available, we felt we can share our club with them. Although it is not heavily used, it provides an opportunity for meeting while drinking coffee together, and discussing mutual concerns."

All the heads of the academic staff committees were aware of their mutual responsibility towards different community sectors. They were active in negotiating working conditions for junior and temporary academic staff members, were involved and worked together with the national academic staff organization, and in some places they used to work together with the administrative staff and students' union to gain more leverage in achieving their demands. Heads of staff committees described the involvement of academic and managerial staff in voicing their objections and complaining against HEIs' managements that were mostly focused on their hierarchical structure without due representation and with lack of transparency regarding decision making processes, which made them feel they do not have sufficient influence on their personal issues, as well as on priorities of the HEI as a whole. In other HEIs', heads of staff committees complained about their fellow staff members' passive attitudes towards volunteering and electing representative members to their committees, as well as lack of interest in being involved and supportive of activities developed on their behalf.

Heads of the students' unions stressed their sense of institutional neglect of internal

social responsibility as a barrier to the development of an academic community. They expressed their expectation from academic institutes to be a model for human care, but were disappointed that: "HEIs tend not to consider functioning for the advancement and wellbeing of humanity from an internal organizational perspective." Heads of students' unions were aware of their collective power, as the clients of academic institutes as well as consumers. Strong student unions, backed by involved and supportive student communities, have succeeded in providing needed services for their members, inside and outside the campus. Although, as mentioned earlier, student unions were concerned about the unjust employment of contract workers, they usually did not get involved in issues related to academic or managerial staff.

In most HEIs the unit of social engagement was part of the Dean of Students' department; exceptions were found in HEIs that viewed external social engagement as a display window for the institutions' reputation and commitment to SR, in which case this unit was attached to the general manager or even the president's office. The message that "social responsibility is a priority in our community" had an impact on the communicative style and resources allocated to external as well as internal social responsibilities. In practice, activities initiated by heads of social engagement were targeted towards the external population, but served as a uniting force for internal cohesion and commitment.

4. Perceptions of HEIs' stakeholders

Although the mapping exercise interviewed stakeholders in HEIs with different characteristics, it found mainly similar definitions and activities related to inner SR. Although presidents, heads of students and heads of social engagement units were aware of the interactive relationship that exists between internal and external social responsibility, heads of academic and managerial staff described activities related to internal social responsibility but did not describe their contribution to internal SR. In general, the interviews revealed that HEIs were not engaged in discussing, identifying, declaring nor implementing a clear and uniform commitment to inner SR. Raising questions about inner SR and exploring their role within it generated conversations in which the interviewees reflected on personal adherence to their understanding of internal social responsibility, HEI activities and partnerships created on behalf of internal SR. Their feedback at the end of each interview supported the significance of alleviating concern for internal social responsibility as a valuable addition to the definition of the third mission in higher education.

The current explorative research led to insights into the HEIs vision of the third mission in general and internal social responsibility in particular. It was surprising to learn that although HEIs invest in internal social responsibility activities, as presented in the HEIs websites and evident in our conversations, they are not aware and committed to identifying it as part of the institutional mission, or as an addition to the third mission. The main conclusion that can be derived from the role holders' interviews is that although HEIs are invested in a range of activities related to internal SR, they have not reached a comprehensive agreement about the institutions' commitment and policy. This analysis gives the impression that the commitment to an internal third mission for students is accepted, but clear acceptance criteria, regulations and obligations are limited. Interviews with presidents, heads of the students' unions and the heads of social engagement units indicate their awareness to the fact that internal and external activities are interrelated, but in fact, internal SR is secondary to external social engagement. It seems that each group of stakeholders has its own agenda regarding the definition and involvement in internal social responsibility. Presidents shared with us their personal aspirations in the area of internal social responsibility but felt their role demanded other priorities. Representatives of the academic and managerial staff did not see the possibilities for internal social responsibility embedded in HEIs, beyond those recognised by representatives of workers' unions in all organizations. Activities geared towards internal social responsibility were mostly directed towards students, especially those involved in affirmative actions needed for acceptance, and those in need of academic, economic, and social support with special attention directed to groups of students who are identified as being marginalised due to ethnicity and/or disabilities. It seems that the main motivation for these activities is the goal of attracting and enlarging the number of students in the institution.

The lack of a clear definition regarding the commitment to inner tasks included as part of the third mission in HEIs is apparent in the lack of agreement regarding the authority, budget, activities and outcomes expected within the various domains of internal SR. Involvement and aspirations regarding internal SR, which materialised into activities, were often motivated by personal or sectorial rather than institutional comprehensive agendas. This situation supports the need for conceptualization and clear definitions of activities included in the internal third mission in higher education as a first step towards policy change and implementation.

Mapping tool of social Responsibility activities in Israeli HEIs

Mapping methodology

Various evaluation tools are well established and used for assessment of the HEIs' capacities in their two leading missions of research and teaching. No such tool is well known and used for the assessment of HEIs' implementation of the third mission goals, especially those concerning internal SR. The suggested mapping tool, based on expressions found in HEIs websites and interviews with leading role holders, provides a possible basis for such a tool. The cumulative picture points to possible choices within a range of activities that may be relevant for implementation. This diversified picture, although definitely not exhaustive, may serve as a guide for collecting relevant data and information about the content and extent of inner and external SR, to document and evaluate HEIs' activities in the spheres and as a guide for specific policy developments. Institutions and stakeholders can use the map to locate their major investments in each domain and compare it with other HEIs. The mapping tool, along with the insights from the interviews, facilitates the discussion on the advancement of internal and external SR in the Israeli higher education landscape.

Although this chapter is based on a current literature review and a solid working definition of social responsibility in HEIs, these are only initial results to be considered. It presents a realistic picture of the third mission obligation composed of internal responsibility and external engagement SR in five Israeli HEIs only. A random representative sample of all the Israeli HEIs is needed for a more inclusive and broader picture of Israeli HEIs'. Based on the assumption that SR is part of the HEI's cultural surroundings and its inner institutional culture, global considerations should include examining the external and internal SR picture in HEIs in other parts of the world, in various social and cultural contexts, using comparative tools. Examining how different role holders in HEIs understand the role of internal and external SR in their organizations, and the areas of consensus and contention among them, is an additional issue that requires comprehensive comparative research.

Based on the data collected from role holders and the HEIs' websites, a mapping tool for assessing the use of activities intended to promote internal and external SR activities was built.

Main themes and categories and secondary categories

Institution - General information

A. Institution characteristics

1. **Type** - university, academic college, education college
2. **Ownership** - public, list private
3. **Area** - centre, periphery
4. **Size** (No. of students) - small (<3,000), medium (3,000-10,000), large (>10,000)

B. Internet sites

1. One general site or additional sites (e.g. for staff, committees, students' union)
2. Choice of languages (Hebrew, English, Arabic, other)
3. Utility - Accessible, informative and efficient internet site includes details of available services, contact persons, procedures, criteria of entitlement and required forms
4. Presentation of the organizational culture and function

C. Institution's vision (Ethos) - Analysing main issues and concerns:

1. Research excellence
2. Teaching excellence
3. Excellence and development of academic staff
4. Community involvement (Third mission)
5. Students' wellbeing and assistance
6. Promotion of students from weakened and disabled populations
7. Promotion of women in the institution
8. Environmental protection
9. Values of equality and justice
10. Contribution to the whole society and nation

D. Transparency

1. Information on organisational structure, hierarchy and duty holders (personnel)
2. Publication of committees' protocols: content, discussions and decisions
3. Description of procedures, regulations and criteria
4. Accountability concerning budget and expenses

E. Democracy

1. Participation of stakeholders in discussions and decisions that concern them (staff and administrative committees, students' organisations, etc.)
2. Elections of representatives in workers' committees and the students' unions.
3. Structured and visible procedures for filing and treating complaints and disagreements
4. Freedom of speech and expression of ideas within the boundaries of the law
5. Protecting basic human rights of life, security, physical and mental well-being
6. Protecting the rights of human dignity, fair treatment and justice

Internal social responsibility (within the academic institution)

1B. Students

F. Wellbeing

1. **Tuition**
 - a. Payable tuitions for different programmes are published and explained
 - b. Possible reductions are published and explained
 - c. Tuition level is regulated or privately determined
2. **Scholarships/awards based on the following criteria:**
 - a. Socio-economic situation
 - b. Academic excellence
 - c. Social involvement
 - d. Immigrant status
 - e. Disadvantaged and minority group membership

3. Housing

- a. Dormitories with reduced rent
- b. Available housing project

4. Publication of and accessibility to regulations and their implementation, concerning:

- a. Entry criteria for academic programmes
- b. Disciplinary code
- c. Rights and obligations related to exams, courses' exercises and assignments
- d. Procedures for appeal
- e. Copyrights of academic material
- f. Students' rights law
- g. Rights and regulations with teacher-student relationships
- h. Privileges and regulation for use of the library

5. Employment possibilities and status

- a. Paid employment honouring students' fees or minimum wage
- b. Protecting students' rights as employees
- c. Supporting voluntary work
- d. Initiatives for students' employment
- e. Enhancing present and future employment skills

6. Medical care

- a. Special rates for students' medical insurance
- b. Medical services provided on campus.

G. Learning Support

7. Affirmative action

- a. Unique entry criteria
- b. Reaching-out tactics for desired students
- c. Terms for conditional acceptance

8. Academic assistance

- a. Student-to-student mentoring
- b. Teaching marathons
- c. Providing information and support
- d. Lending facilitating equipment for academic study

9. Emotional support

- a. Assessment of needs for support
- b. Counselling
- c. Individual therapy
- d. Support groups

10. Dropout prevention

- a. Personal support
- b. Unique programmes

H. Students with special needs

11. Support for students with physical and/or mental disabilities

- a. Current percentage of students with physical and mental disability within the student body
- b. Raising social awareness for differences
- c. Collaboration with supporters and donors
- d. Drafting entitlement criteria
- e. Academic assistance
- f. Emotional support
- g. User-friendliness of facilities and help for services and learning (accessibility, etc.)
- h. Arranging of special aids and lending of equipment with or without extra charge
- i. Unique scholarships

12. Support for students with learning disabilities

- a. Current percentage of students with learning disabilities within the

student body

- b. Raising social awareness
- c. Collaboration with supporters and donors
- d. Drafting entitlement criteria
- e. Providing information and diagnostic services
- f. Services with or without charge
- g. Academic assistance
- h. Arranging of special aids and lending of equipment with or without extra charge
- i. Emotional assistance
- j. Unique scholarships

13. Support for new immigrants

- a. Current percentage of new immigrant students within the student body
- b. Entitlement criteria
- c. Providing information and support
- d. Academic assistance
- e. Unique scholarships
- f. Special preparatory academic programmes for immigrants

14. Support for religiously Orthodox students

- a. Current percentage of religiously Orthodox students within the student body
- b. Special programmes compatible with their customs
- c. Unique entry criteria
- d. Unique academic conditions
- e. Screening curriculum for religious requirements

15. Working students

- a. Current percentage of students in unique academic programmes for working students within the student body
- b. Unique academic programmes
- c. Unique academic schedule and conditions

16. Single-mother students

- a. Current percentage of students in unique academic programmes for single mothers within the student body
- b. Unique academic programmes
- c. Unique academic schedule and conditions
- d. Current and targeted percentage of minority students within the student body
- e. Drafting entitlement criteria
- f. Providing information and support
- g. Academic tutoring
- h. Unique cultural activities (social and religious)
- i. Activities for raising awareness and respect for cultural sensitivity

17. Military reserve duty

- a. Entitlement criteria
- b. Coordination of support with army officials (Valtam)
- c. Providing information and support
- d. Academic assistance
- e. Reduction in required academic credits

18. Excellent sportsmen/women

- a. Entitlement criteria
- b. Unique academic conditions
- c. Unique scholarships and benefits
- d. Unique requirements

I. Gender

19. Gender Issues

- a. Equal opportunity for advancement
- b. LGBT awareness and rights

20. Prevention of sexual harassment

- a. Entitlement criteria
- b. Appointment of a coordinator responsible for prevention and treatment of harassment
- c. Publishing and providing information and support
- d. Raising awareness and education (lectures, performances, workshops)

21. Women & Maternal Issues

J. Entitlement criteria

- a. Providing information and support
- b. Publishing and complying with rights and regulations related to fertility treatment, pregnancy, delivery and adoption

K. Students' participation in discussions and decisions

- a. Higher academic council
- b. Board of Trustees
- c. Executive committee
- d. Disciplinary committee
- e. Appeal committee

2B. Staff: Academic, managerial, technological and service workers

I. Position

1. Definition (senior, junior, irregular, tenure, contractor)

2. Composition in the institution

- a. % of senior staff (with and without tenure)
- b. % of junior staff (with and without tenure)
- c. % of temporary staff
- d. % of contract staff

3. Position in institution

- a. Criteria for membership in higher academic council
- b. Criteria for membership in internal academic council
- c. Membership in academic and managerial committees
 1. Areas of participation (e.g. work conditions, transportation, social benefits, rights)
 2. Degree of authority
 3. Extent of representation
 4. Accessibility to information
 5. Transparency of decision making processes
 6. Publication of results (e.g. distribution of decisions, uploading to internet site)

4. Professional organization

- a. Committee for senior staff
- b. Committee for junior staff
- c. Committee for managerial and technological staff
- d. Free elections for professional committees

5. Advancement and tenure

- a. Transparency of criteria

- b. Relative impact of:
 - a. Teaching proficiency (courses related to social responsibility)
 - b. Research achievements (publications related to social responsibility)
 - 1. Social involvement
 - 2. Grants (related to social responsibility and engagement)

6. Employees' rights

- a. Implementation of protective laws
- b. Implementation of workers' agreements
- c. Equality of opportunity
- d. Affirmative action
 - 1. Representation of minorities
 - 2. Representation of disadvantaged groups

7. Academic benefits

- a. Sabbatical (right or privilege, length, coverage)
- b. Credits for social involvement (criteria for excellence, advancement and research-facilitation)
- c. Participation in courses (within and outside the institution)
- d. Research and academic budget

8. Institutional benefits

- a. Country club
- b. Holiday presents
- c. Academic tuition for family members
- d. Social and cultural events and activities (e.g. trips and vacations, reduced theatre tickets)
- e. Sympathy and condolences in times of crises (e.g. health problems, bereavement)
- f. Equality in institutional benefits for employees in different sectors

9. Social benefits

- a. Pension

- b. Health care
- c. Child day care
- d. Medical care

I. Gender

10. Gender Issues

- a. Declaration of the advancement of women as a goal
- b. Equal opportunity for advancement
- c. Unique research scholarships for young women
- d. LGBT awareness and rights
- e. President's advisor for women's rights and promotion

11. Composition in the institution

- a. % of senior staff (with and without tenure)
- b. % of junior staff (with and without tenure)
- c. % of temporary staff
- d. % of contract staff
- e. % of department heads
- f. % management duties

12. Prevention of sexual harassment

- a. Entitlement criteria
- b. Information and support (coordinator)
- c. Awareness (lectures and performance)
- d. Education (learning kit, workshop)
- e. Publication of treatment of sexual harassment events

13. Women and maternal issues

- a. Entitlement criteria
- b. Information and support
- c. Rights related to fertility treatment, pregnancy, delivery and adoption

2C. Educational, cultural, social & political activities on campus

1. Participants

- a. Students
- b. Staff
- c. Citizens in the community

2. Social events

- a. Academic lectures
- b. Entertainment
- c. Students' day
- d. Debates
- e. Awareness of social issues
- f. Fundraising

3. Religious services

- a. Places of worship, for different Jewish religious sectors and others
- b. Religious activities

4. Sport and recreation

- a. Facilities
- b. Activities
- c. Competitions

5. Multi-cultural activities

- a. Acknowledging diversity
- b. Integration
- c. Unique cultural events

6. Public and political activities

- a. Support for dialogue
- b. Authorization and conditions
- c. Publications
- d. Logistical support

- e. Financial support

7. Activities of outside institutions on campus

- a. Criteria for entitlement
- b. Logistical support
- c. Financial support
- d. Partnerships

2D. Environmental Protection (Green Campus)

1. Green campus label, council & coordinator

2. Environmental education

- a. Recycling
- b. Community garden
- c. Raising awareness
- d. Partnership in projects

3. Academic degrees & courses

4. Environmental research

5. Use of resources on campus

- a. Electricity
- b. Air conditioning
- c. Lights
- d. Water consumption
- e. Green construction

6. Environmental facilities

- a. Paper recycling
- b. Bottle recycling
- c. Recycling electronic equipment
- d. Conservative printing

External social responsibility (involvement within the local community, national & global)

1. HEIs' social responsibility management

A. Social Engagement Unit

- a. Goals (declaration)
- b. Affiliation
 - 1. Independent unit
 - 2. Part of Dean of Students' unit
- c. Community outreach units
- d. Budget

B. Collaboration with the neighbourhood (planning, decisions, financing and implementation)

- a. Collaboration with local and professional authorities
- b. Collaboration with NGOs and public organizations
- c. Direct collaboration with people in the neighbourhood

C. Involvement of HEI's partners - management, academic and managerial staff, students

2. Students' involvement in social responsibility activities

D. Students' engagement in activities of social responsibility

- a. % of students involved in voluntary activities
- b. % of students doing practicum in the community

E. Students' learning social responsibility

- a. Courses on social responsibility
- b. Integration of practicum and theoretical courses

F. Encouragement of students' involvement in social responsibility activities

- a. Scholarships

- b. Appreciation certificates
- c. Criteria for excellence and advancement

G. Educational services

- a. Continued professional education
- b. Children and youth centres

3. Activities for outside communities inside the campus

H. Educational improvement and professional development

- a. Pre-academic preparatory programme
- b. Courses for education completion
- c. Professional development courses
- d. Auditors can participate in academic courses
- e. Knowledge distribution by open lectures
- f. Projects for children and youth on the campus
- g. Special programmes/centre of science education for youth

I. Accessibility of the public to institutions and services on the campus

- a. Institution's gates are open to the public
- b. Library is accessible to public
- c. Accessibility to facilities on campus (e.g. sport and entertainment facilities)
- d. Academic and cultural events are open to the public (e.g. conferences)
- e. Campus is used by other services (e.g. golden age club).

J. Special services for the public

- a. Legal and other clinics

4. Activities with communities and institutions outside the campus

K. Initiatives

- a. Mutual concern for institute & community
- b. Outsourcing in the community

- c. Community residents' initiatives
- d. Students' initiatives
- e. Higher education initiatives (marketing)
- f. Focus on disadvantaged groups (old citizens, single mothers, people with physical and mental disabilities, new immigrants, poor people, etc.)
- g. NGO's agenda

L. Services

- a. University support through fundraising
- b. Project development
- c. Logistical support
- d. Community development
- e. Upgrading and reinforcing social welfare services
- f. Upgrading and reinforcing educational services in formal and informal institutions and frameworks
- g. Support in crisis events and stressful periods
- h. Advancement of environmental awareness and pro-environmental activities.

M. Sharing knowledge

- a. Public academic lectures
- b. Field work & practicum
- c. Experts contribute to academic teaching
- d. Academic events in the community
- e. Projects for children and youth in schools and community
- f. Special programmes/centre of science education for youths

N. Research

- a. Adherence to ethical code
 - 1. Human research
 - 2. Animal research
- b. Support for social responsibility research

- c. Regional research
 - 1. Regional issues
 - 2. Regional development
- d. Institute & community collaboration
 - 1. Building partnerships
 - 2. Integrating practice, theory and evaluation
 - 3. Joint projects in the community
 - 4. Joint projects in the institution
 - 5. Collaboration with NGOs and local authorities

5. E. Global academic connections

O. Students

- a. Student exchange
- b. Academic plans for students from abroad

P. Academic staff

- a. Research and study collaboration with international colleagues

Q. Global professional academic assistance

6. R. Alumni-academia connections

- a. Assistance in finding work for graduates
- b. Unit for liaising with graduates
- c. Involvement of graduates with the institution

ESPRIT Online Survey

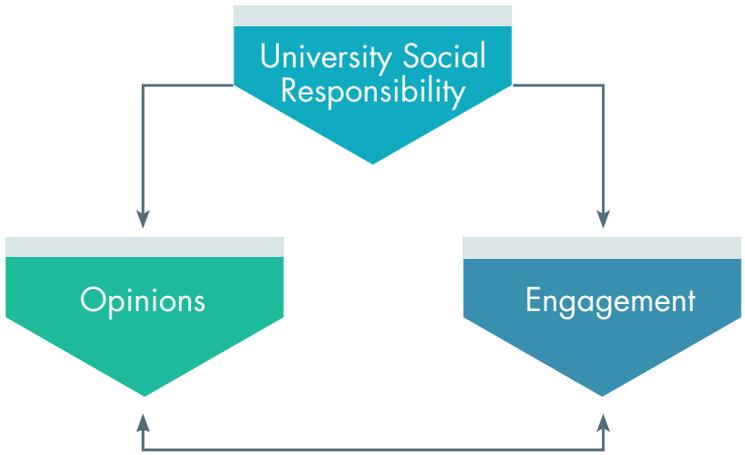
Review

The following chapter details the results of an online survey conducted at five Israeli Higher Education Institutions (HEIs) with 5,833 students, academics (faculty), and (administration) faculty. Actual engagement in social responsibility (SR) activities and opinions regarding it are examined. The results are outlined based on institution type, whether a university or a college, and role, whether students, faculty or administration. Certain, more drastic, differences were easily discerned from the data. Administrators at universities participate less, but believe SR is very important. Few activities are organised for administrators at universities. Colleges, on the other hand, often require administrators to participate in SR, but those who lack time and ambition find ways not to participate. Faculty at universities do not feel that SR exists a great deal at their institutions, nor are they in favour of motivating students towards SR with course credits or payment. College faculty, on the other hand, appear to limit their participation in SR to programmes that are directly affiliated with their courses. Students at universities are often rewarded by scholarship or payment, which many students with greater financial need pursue, but overall university students lack knowledge about the promotion of SR within the institution. College students represent a high concentration of social science majors, who are rewarded with academic credits to participate more. This environment is conducive towards higher participation for all faculties. Based on statistical findings discussed in the report, this exercise brought a series of policy recommendations that are backed by robust models.

I. Introduction

HEIs have a responsibility to support both the welfare of their staff and students, as well as support surrounding communities and create a culture of goodwill for the preservation of humanity and the world. At the organizational level, HEIs implement policies to promote university (and college) SR. Such policies in Israel comprise a wide variety of activities, promoted differently based on one’s institution and relationship to that institution. By means of an online survey conducted at two universities and three colleges², this research explores the opinions and actual engagement of the administration, faculty, and students.

Figure 1: ESPRIT's Model for Social Involvement and Responsibility of Academic Institutions



2 Bezalel was considered a college, although its stature as an art academy located within a university campus make it difficult to classify. Owing to it being the smallest population in our survey, results that exclude Bezalel do not create considerable differences in the results.

Our primary division for analysis revolves around respondents' A) **Role**: 1. student, 2. faculty or 3. administrative staff (hereinafter, administration), and B) **Institute**: 1. college 2. university or 3. unique institution. Similarities as well as differences between the groups are highlighted. Some of the more extreme differences are summarised in the following table:

Figure 2: Summary of Extreme Differences by Role and Institution Type

	University Model	College Model
Administration	<p>Lower rates of participation, but those who do participate invest more time.</p> <p>Higher opinions about the importance and need of SR.</p> <p>Activities often not connected to an institution.</p>	<p>Participation is often affiliated with one's administrative role.</p> <p>Non-participants refrain because they lack time or because participation requires too much investment.</p>
Faculty	<p>Believe less in requiring SR participation for students or giving credit.</p> <p>More opposed to providing financial compensation.</p> <p>Lower opinions about the actual promotion and importance of SR in general.</p>	<p>Affiliated with programmes with a wide variety of organisers within the institution.</p> <p>Participation often affiliated with their courses.</p>
Students	<p>Less knowledge about the promotion of SR within the institution.</p> <p>Participation often rewarded by scholarship or payment.</p> <p>Participation increases with financial need.</p>	<p>High concentration of social science majors, who participate more often and create an environment of higher participation for all faculties.</p> <p>Participation often rewarded with academic credit.</p>

Relying on theories of Corporate Social Responsibility (CSR), we examine the split in forms of SR that take place *within* and *outside* the institution. Results focus often on *need*, which is computed based on both the opinions of the respondents as well as differences between groups. This analysis highlighted suggested policies that can be implemented to further SR at Israeli institutions, some of which are outlined in the following table:

Figure 3: Policy Recommendations for the Promotion of SR

Increase organised programmes at universities for administrative staff.
Provide students with opportunities for academic credit.
Create opportunities and motivations for students in faculties other than the social sciences.
Create opportunities for participation with less demanding commitments for those who lack time to commit to lengthier programmes.
Implement more opportunities for scholarships and paid positions, especially at universities.
Develop quality control assessments for required programmes to ensure they have an impact.
Creation of rubrics for professional guidance that promotes greater involvement of SR professionals in courses.
Events should be organised that introduce students, faculty, and administration, especially at universities, to opportunities for involvement in SR.
Creation of more in-house programmes (organised by the institution), especially at universities.

Creation of more Top-down policy decisions to build a vision without an overreliance on funding-based SR development.

Develop a database that maps all of the organizations affiliated with SR, what they do, and what impact they have.

Conduct the current SR survey on an annual basis to uncover the sustainability of SR policy decisions implemented and longitudinal analysis of SR development.

Future surveys should evaluate specific programmes to examine group diversity, impact, future needs, and quality assurance.

II. Methods

Beginning in the fall of 2013, we conducted a literature review on CSR and HEI SR research. This research provided us with themes for our model and the building blocks for our survey questions. A committee of administrators and experts in social responsibility affiliated with the member institutions coordinated the research. Pilot surveys were conducted using this research team and student aides. The survey was programmed online, using the survey software Qualtrics. Results were computed using R, JMP, and Excel. Surveys were distributed by the deans and administrators of each institution through relevant email servers from November 10th to December 18th, 2014. In total there were 5,833 respondents, representing approximately 4% to 10% of the total population.³

Figure 4: Total Sample Size by Institution and Role

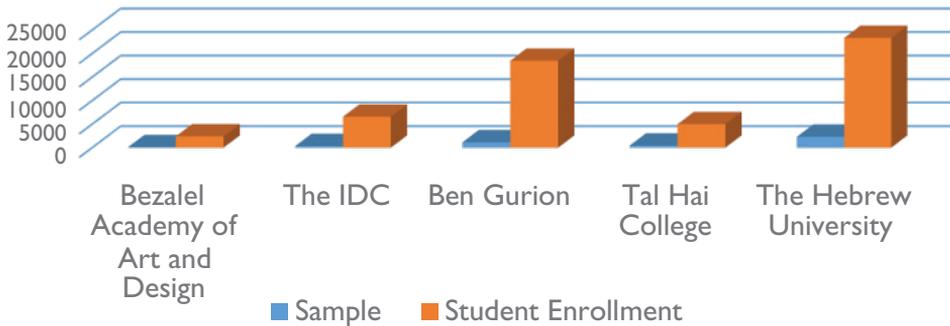
	Tal Hai College	Ben Gurion University	Bezalel Academy of Art and Design*	The Hebrew University	The IDC**	N by Position	% by Position
Faculty	107	215	6	365	58	751	13%
Administration	76	265	4	299	64	708	12%
Students	457	1149	98	2328	341	4374	75%
Total	640	1629	108	2992	463	5833	100%
% by Institution	11%	28%	2%	51%	8%		

* The survey was carried out at a time when widespread structural changes had been made at Bezalel Academy, which affected students, academic staff and administrative staff, and probably influenced the views and opinions that were sampled and therefore the survey may not reflect the normal mode in the institution.

3 Representativeness was calculated based on student populations only, owing to differences due to calculation methods in the precise number of faculty and administration at each institution.

** There are institutions that implement various incentives that link SR activities with academic credit. At the IDC, for example, it is obligatory for students to participate in SR activities, for which they receive academic credit.

Figure 5: Representativeness of Student Respondents



Data labels show the % of respondents in the sample divided by the total enrolment

Results for opinions about the actual promotion and importance of SR were standardised to a scale of 0 to 100, but originally represented an ordinal three-point scale, which excludes answers of “do not know” and “do not have an opinion”. Additional questions were based on slider questions with a 0 to 100 scale or objective scales, such as number of hours. All nominal questions are represented by percentages or are the basis for group categories.

In addition to closed-ended questions, the survey also enabled respondents to provide qualitative responses to characterise their involvement in SR. These results were coded to examine the number of unique programmes and multiple participants at each institution. Engagement in SR was measured by examining the amount of participation, as well as the type, target, and framework of the programmes. Such information was vital, as this research sought not only to understand SR needs, but also to map the activities that are currently being conducted. Opinions about SR were categorised based on activities aimed within and outside (outward) the institution. Within SR was divided into SR that is client (student)-oriented and service (faculty and administration)-oriented. Outward SR was divided into SR that promoted public service and general involvement.

Figure 6: Components of SR at HEIs

Two Components of university Social Responsibility Options:



The reliability of our survey tool for opinions was checked by conducting a factor analysis of all opinions about the actual promotion and the importance of 23 facets of SR. The results confirmed that two distinct factors exist for interpreting promotion and importance. The only distinguishing variables were beliefs about the actual promotion of women and equal opportunities for employees, which highlight underlying causes for why people believe these forms of SR exist. The results were further validated by examining responses for “not knowing” and “not having an opinion” to examine issues of *concerned need*.⁴ For certain issues those with knowledge and opinions profess much greater concern. While the survey distribution process endeavoured to gain a representative audience from each institution, the research sample most likely includes a larger number of individuals involved in or concerned about SR projects. The high probability that respondents represent a larger proportion of participants should be considered in relation to the percentages and values reported. Lacking information on participation rates among those who are not respondents limits the ability to create weights that would approximate actual totals, but occasionally results are weighted by an institution’s enrolment.

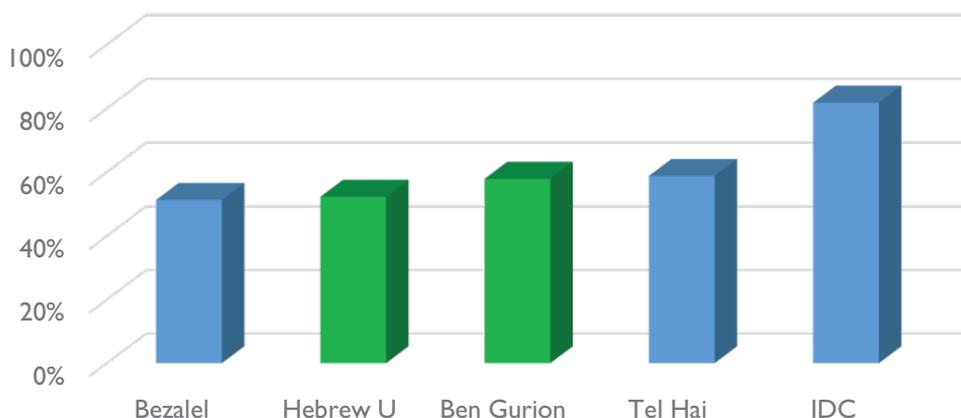
4 Results for the need of SR are based on the difference of importance and need, and hence have a scale of -100 to 100, where -100= very important but no actual promotion and 100= very much actual promotion but unimportant.

III. Main Findings

1. Personal Engagement

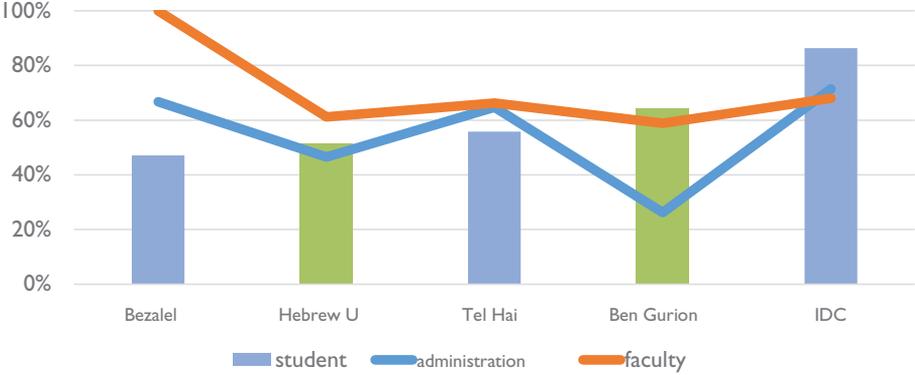
Colleges and universities in Israel espouse and implement SR differently. 66% of college respondents are or have been active in the past five years, compared to only 54% at universities (Figure 7). Differences in participation rates are apparent among almost every role, but especially among administration (Figure 8). Differences in participation rates of students based on institution are less dramatic. However, the IDC stands out as an institution with almost universal student participation (82%). An analysis based on the number of faculty and administrative respondents shows clearly how the size of an institution influences participation rates (Figure 9). At larger institutions (universities), the administration and faculty participate less. Higher participation rates at colleges may be the result of peer pressure, in a context where involvement is high.

Figure 7: % of Respondents Who Participate or Have Participated in SR in the Past Five Years by Institution



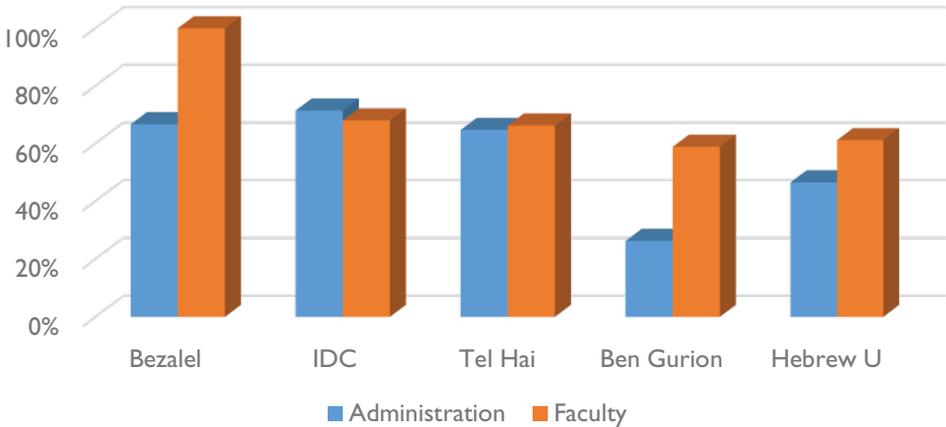
Data labels show the total N of those that answered the survey who participate. Universities are coloured green and colleges are coloured blue.

Figure 8: % of Respondents who Participate or Have Participated in SR in the Past Five Years by Role and Institution



Data labels show the difference between faculty and students. Faculty and administration from Bezael were excluded from analysis due to their low response rate.

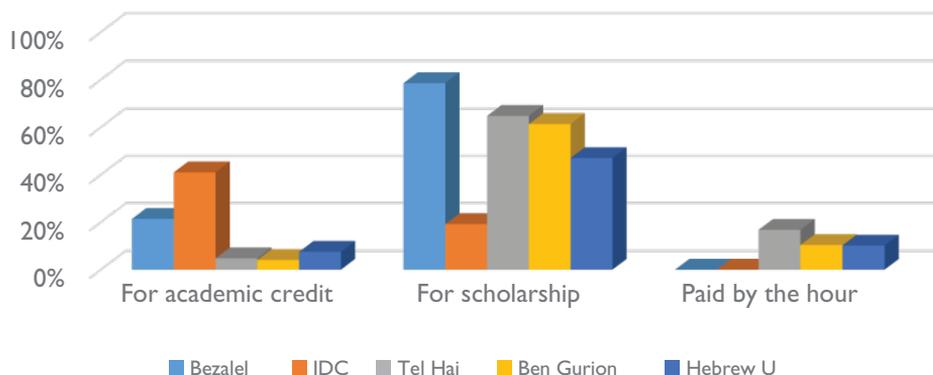
Figure 9: % of Faculty and Administration Who Have Participated in SR in the Past Five Years



els show the total N of faculty and administration who answered the survey

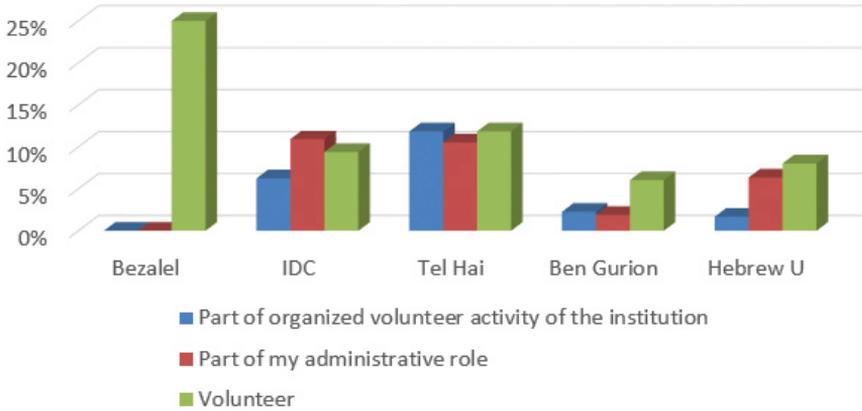
At the IDC, mandatory requirements for students to participate in SR appear to be the primary reason for increased participation. 41% of IDC students receive academic credit for their SR project (Figure 10). On the other hand, at other institutes students are more likely to receive a scholarship or paid wage. Administrators at the IDC and at colleges in general are more likely to participate in SR as part of organised volunteer activities of their institution and as part of their administrative role (Figure 11). They also volunteer more, which may be indicative of a culture for volunteering that is more prevalent at colleges. Results, though, for faculty participation at a volunteer activity do not entirely confirm these findings (Figure 12). In contrast to the administration, faculty are just as likely to volunteer whether they belong to a college or university. However, echoing the findings that administration and students at colleges engage in SR as part of a requirement, faculty at colleges are also more likely to do SR as part of their course. In general, a trend holds whereby universities are less likely to endorse SR by providing academic credits to students or incorporating these activities as part of one’s official position. While students at universities are less likely to receive credit, they are more likely to get paid by means of scholarship or an hourly wage.

Figure 10: Framework of Students’ Involvement in SR



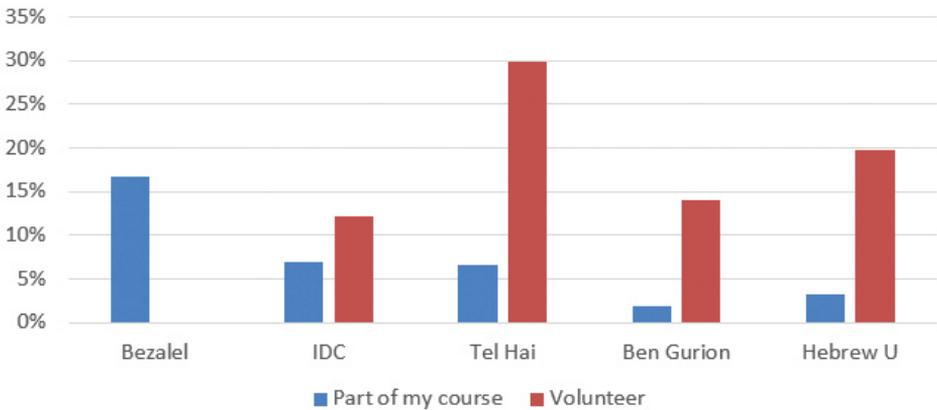
Results based on the number of positive responses divided by the total n of positive responses to participating in any SR for each institution.

Figure 11:
Framework of Administrations' Involvement in SR



Results based on the number of positive responses divided by the total n of positive responses to participating in any SR for each institution.

Figure 12:
Framework of Faculties' Involvement in SR



Results based on the number of positive responses divided by the total n of positive responses to participating in any SR for each institution.

While participation in any SR does show differences by institution, the amount of time that individuals spend on SR does not have significant differences. Among those who do participate in SR, university respondents spend 4.16 hours per month and college respondents spend 4.12 hours. The only stark difference exists among university administrators, who participate a full hour more per month when they do participate (Figure 14). Furthermore, students in general apparently have more time to participate in SR. Results that control for those who do not participate at all show that students spend a great deal more time in SR (Figure 15). Participation in SR requires time and personal investment, something that students and faculty at universities are lacking. Respondents who do not participate in SR were asked a series of questions about the reasons for their lack of participation (Figures 17 and 18). The results show that faculty and students at universities refrained due to a greater lack of time and ability to invest in a SR programme. At the level of administration, though, the results are contrary. University administrators are less likely to blame time constraints and investment responsibilities. Furthermore, administrators at universities who are involved in SR do so primarily of their own volition and commit more time. This leads us to beg the question: why do more university administrators not participate in SR? The answer appears to be related to a lack of information about programmes available, and a lack of organised programmes available.

Differences in student participation are not exceptionally different by institution, with the exception being nearly universal participation at the IDC, an issue that will be discussed further in regards to the framework and motivations of SR. Students at the Hebrew University spend the least amount of time doing SR activities and at the IDC the most, which highlights structural differences not entirely associated with being a university or college. As shall be shown further in regards to the amount of participation, differences in overall participation show their most dramatic differences among the administration. The administration at Ben Gurion University has the lowest levels of participation, echoing similar low levels at the Hebrew University. Faculty participation rates do not vary as much as other groups, but university faculty do still participate significantly less.

Figure 13: Participation Rates by Institution and Role

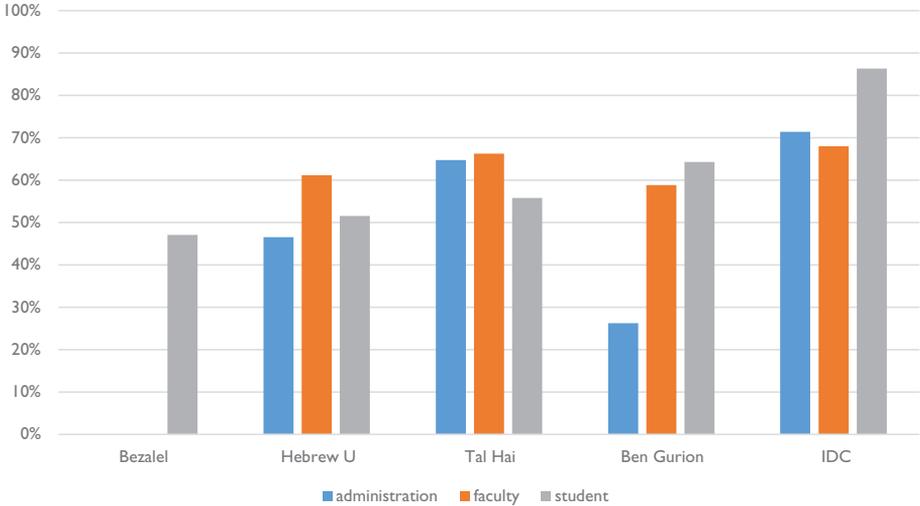
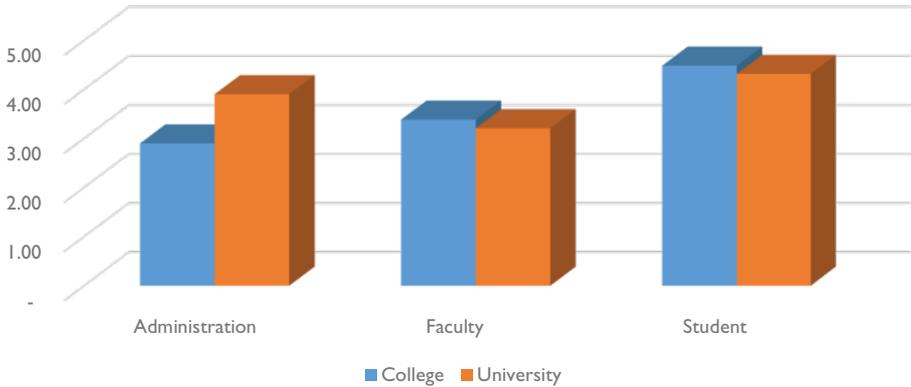


Figure 14: Hours of Participation Per Month by Role and Institute Type, Excluding Non-Participants



Data labels show the difference in total hours of universities minus colleges

Figure 15: Hours of Participation Per Month by Role and Institute Type, Including Non-Participants

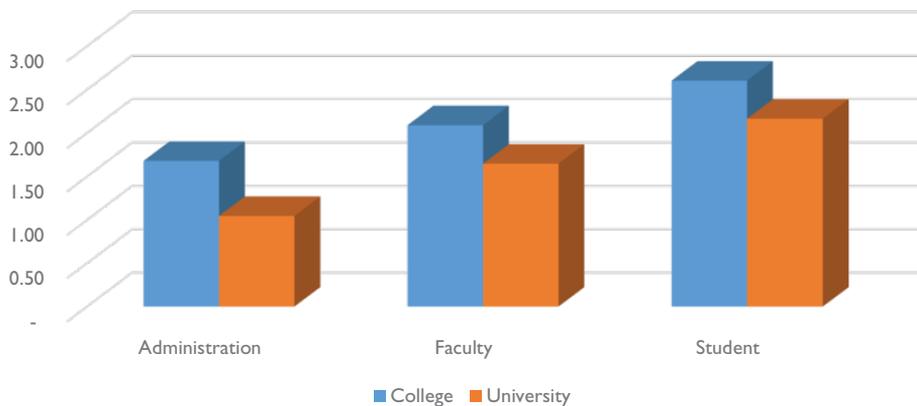
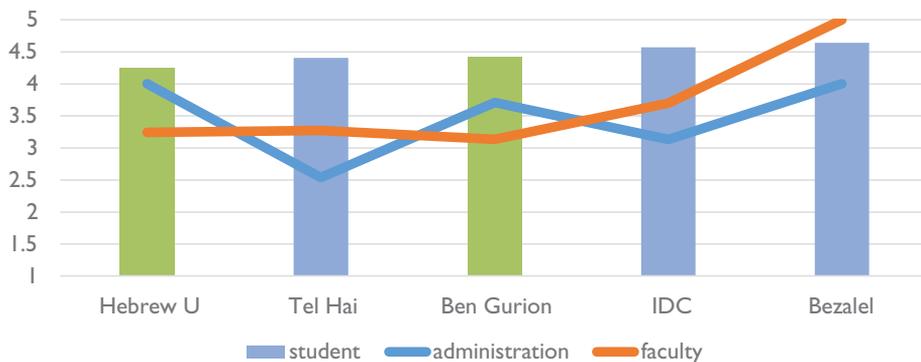


Figure 16: Hours of Participation per Month by Institution



Data labels show the difference in total hours of faculty minus students

Figure 17: Did Not Participate Because the Programme Requires More than I Can Invest

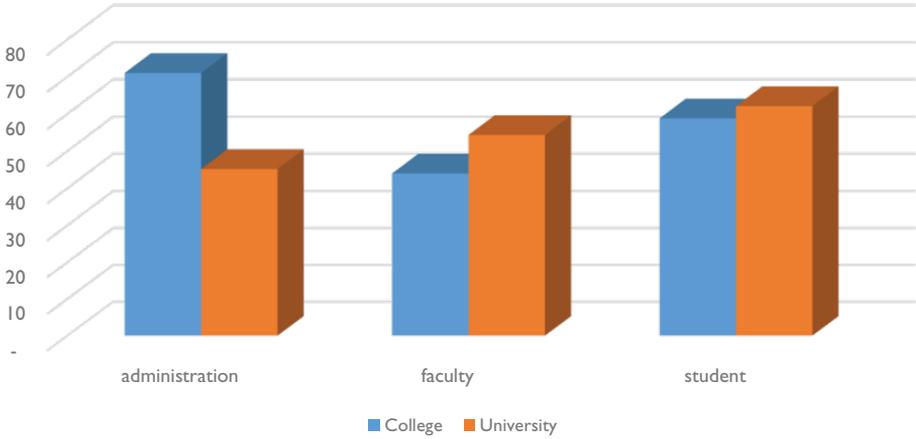
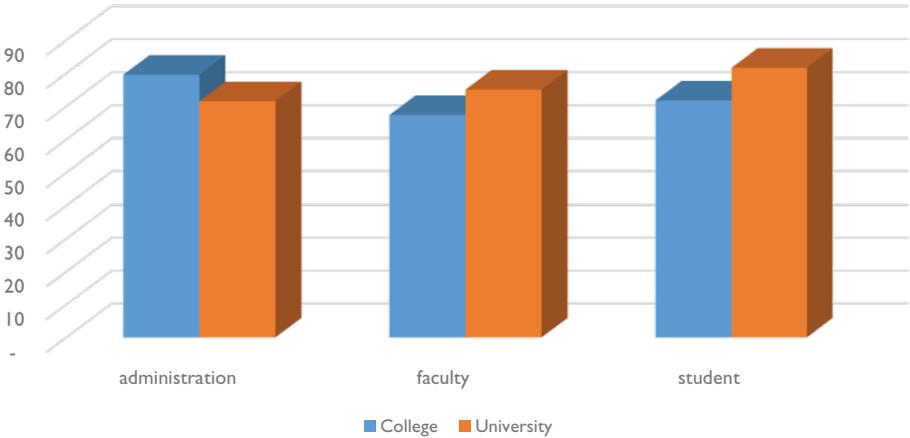


Figure 18: Did Not Participate Because of a Lack of Time



One reason for the differences in participation rates may have to do with the diversity of faculties represented at an institution (Figure 19). The IDC and Tel Hai have higher rates of students in the social sciences, and students in the social sciences have a higher participation in SR. On the other hand, universities have a more diverse range of faculties represented, and fields such as agriculture and the natural sciences that are practically non-existent in colleges have the lowest rates of participation (Figure 21). This led us to the hypothesis that disparate rates of participation in SR may be a result of the over representation of social sciences at colleges. However, when controlling for social science students, the results still show that college students participate more (Figure 22). One possibility may be that a culture of SR is created within institutions with higher representations of social science students, which trickles down to other faculties.

Figure 19: Diversity of Faculty Enrolled by Institution

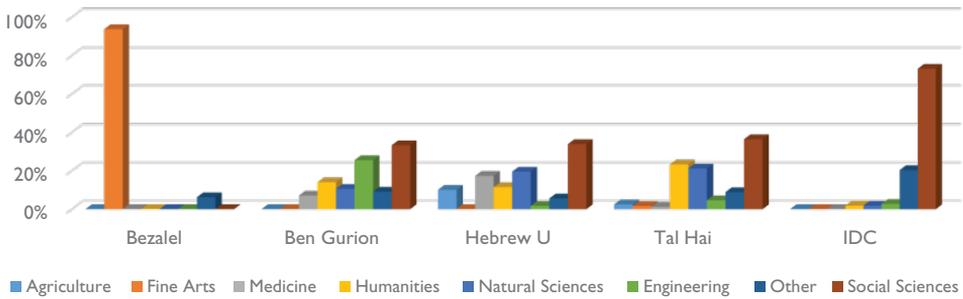
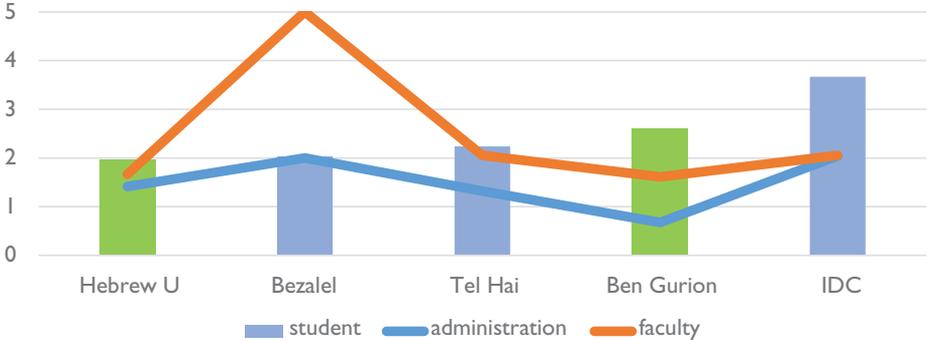


Figure 20: Hours of participation by role and institution, including those who do not participate



Data labels show the difference between faculty and students. Analysis includes those who do not participate

Figure 21: Number of Hours Invested in SR by Field of Study, Including Non-Participants

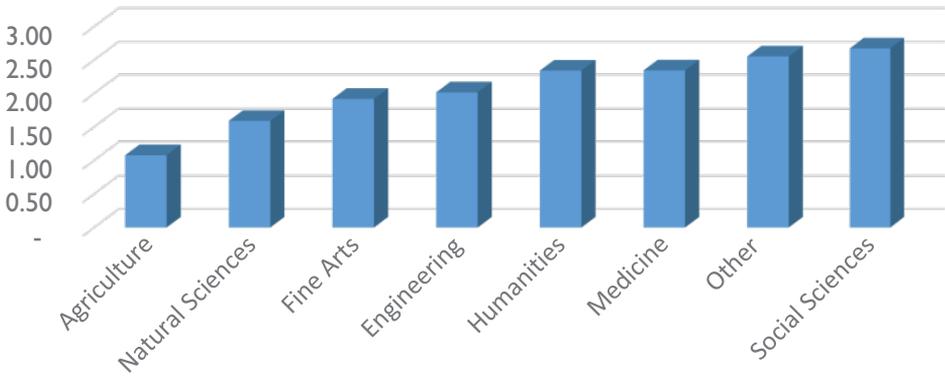
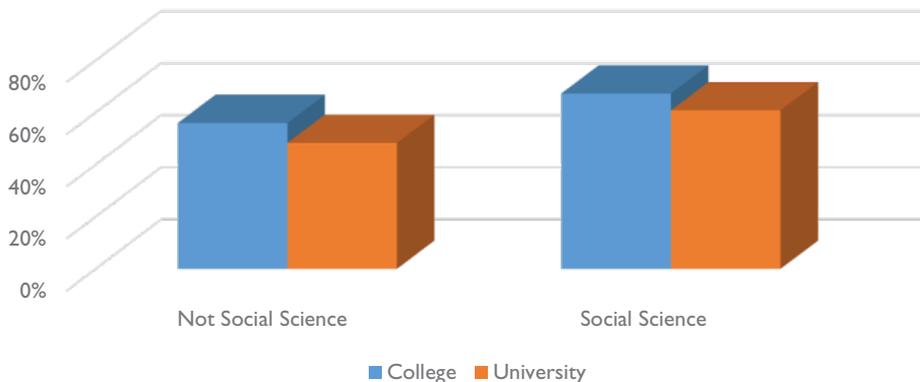


Figure 22: Participation Rates of Social Science and Non-Social Science Students by Institution Type



Data labels show the difference between universities and colleges

Another reason for participation differences relates to the structural differences in the organizational apparatus for participating. Scores were given to respondents who listed any programme organiser or motivation. One of the most striking findings is that faculty, and especially administration, at colleges are far more likely to be involved in a SR programme that has a programme organiser or motivational component, while students at colleges are slightly less likely to be in a programme with a motivational component (Figures 23 and 24). Clearly, universities provide less structured SR opportunities for faculty and administration. Colleges appear to offer more opportunities to engage in SR organised on campus, such as through the Dean’s office, one’s faculty, or a centre that promotes SR. Faculty and administration at universities appear to be participating less in SR partially because they rely on activities that are often off-campus and not connected to an institution. Such differences are especially profound among faculty and administration, but also reverberate at the student level when controlling for those who participated in an activity that is not connected to an institution. The reasons for such differences appear to be associated with the lower opinions at universities about the importance of *outward* SR.

Figure 23: Percentage of Those Whose Programme Has a Motivational Component

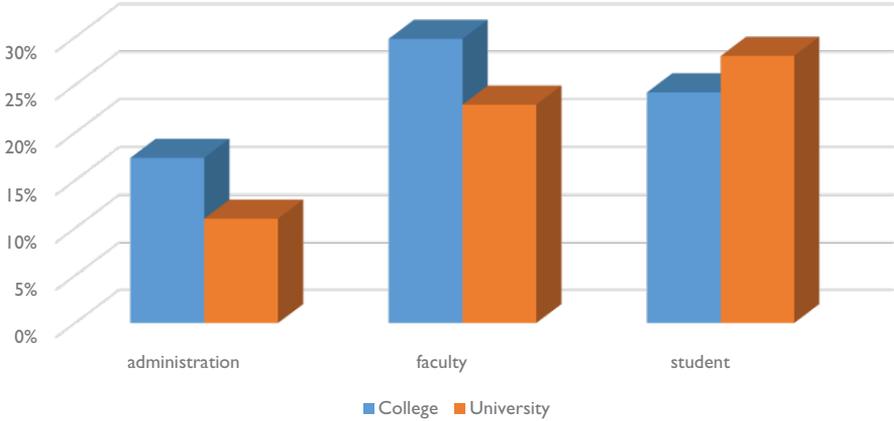


Figure 24: Percentage of Those in a Programme that is Organised by an Institution

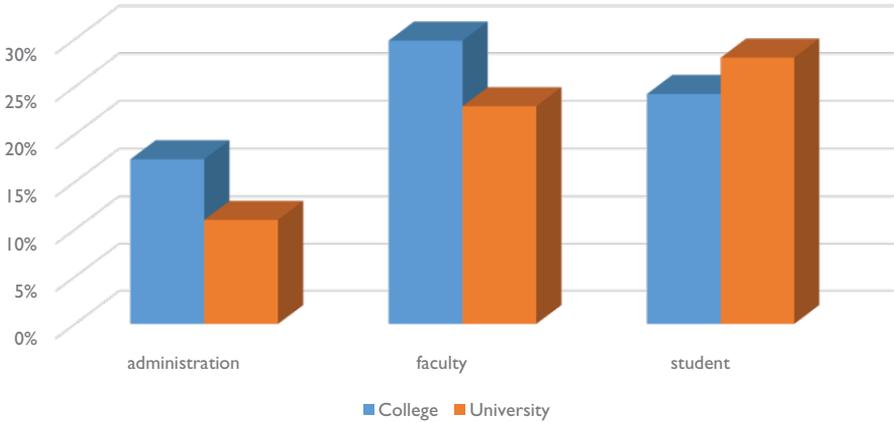
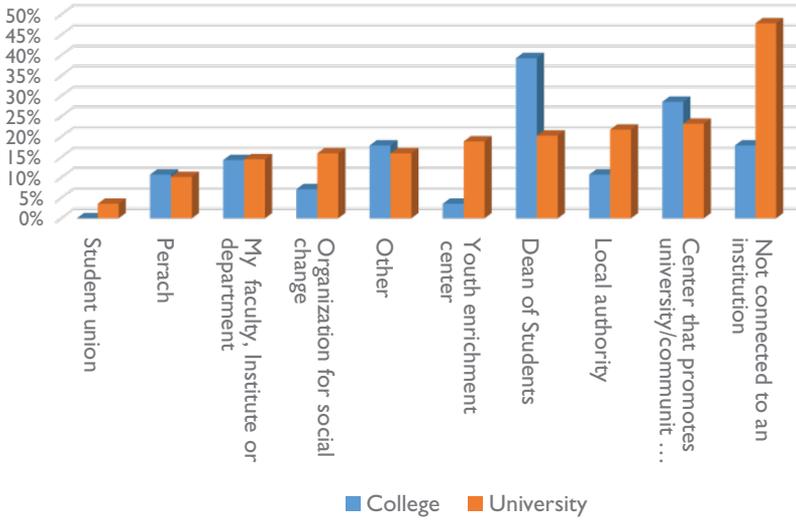
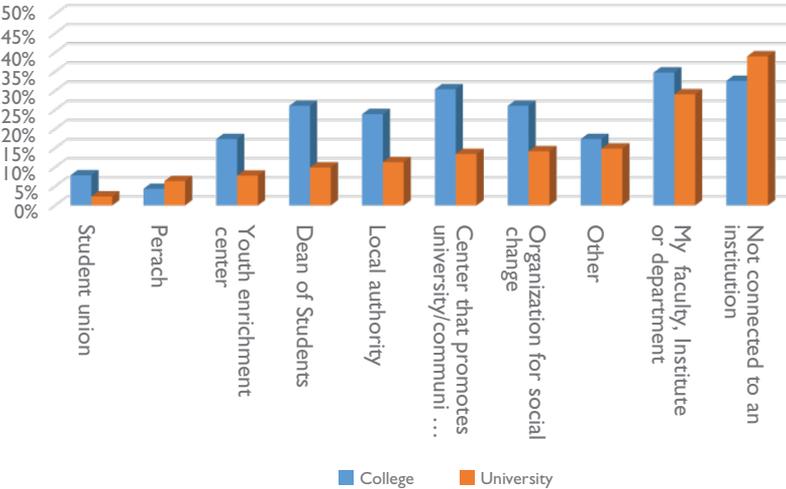


Figure 25: Who organises the SR? Administration



Data organised by university level in ascending order. The data label shows the difference of universities minus colleges.

Figure 26: Who organises the SR? Faculty



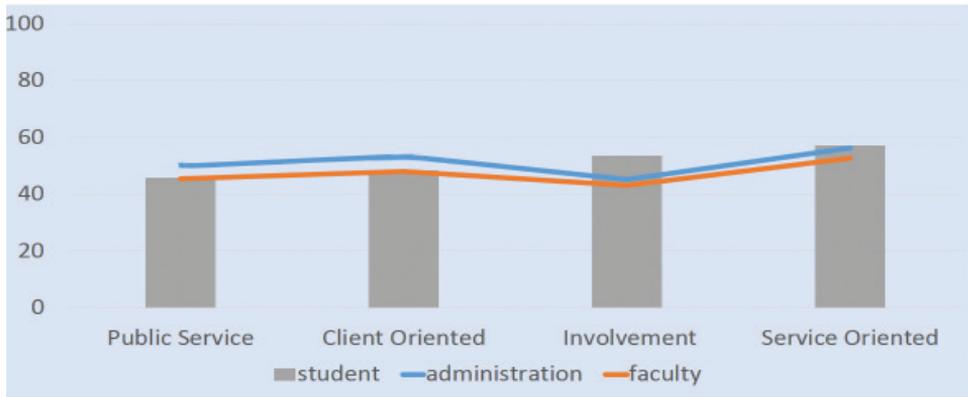
Data organised by university level in ascending order. The data label shows the difference of universities minus colleges.

2. Opinions

Not only do differences in actual participation in SR vary based on one's role and institution, but perceptions about the actual promotion, importance, and need (calculated based on differences between importance and promotion) also exhibit certain demographic bias. Before going into these differences though, certain similarities should be addressed which indicate a national sentiment towards SR. Respondents overall provided an average score for the actual promotion of all forms of SR (50.3/100), while providing a relatively high score for the importance of such activities (74.6/100). General agreement exists between students, administration, and faculty that the level of actual promotion of public service and student-oriented social responsibility is mediocre.

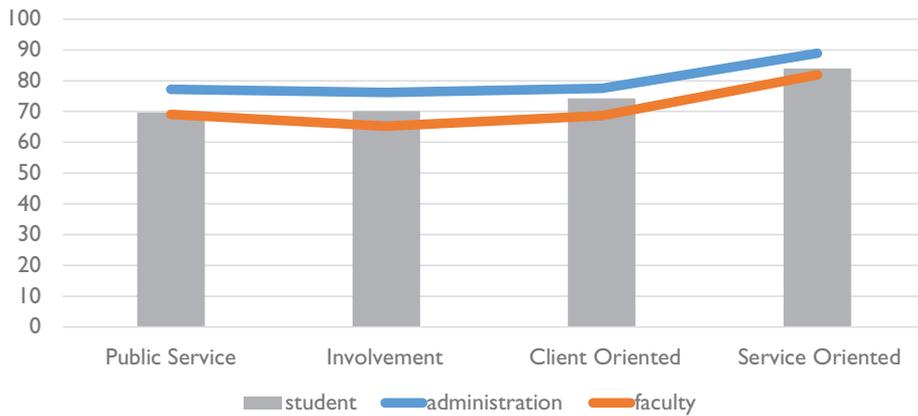
Despite these similarities, there are also a large number of group differences. The most striking difference is that students provide a much higher score for the total actual promotion of the institution in creating involvement in SR, which was defined as the social involvement of faculty, administration, and students, and cooperation with social involvement/change organizations (Figure 28). On the other hand, students and faculty provide similar levels about the importance of most forms of SR, while administration believe most forms of SR are more important (Figure 29). The satisfaction of students with the amount of SR being promoted may be a result of the lower importance it has for them. By increasing the perception that SR promotion is important, institutions may thereby decrease the overall satisfaction of respondents, creating more advocates for social change. Greater differences in perceptions of the actual promotion of activities based on one's role are fair employment of junior staff, equal opportunities for employees, promoting tracks for women, and social involvement of administration and faculty. Students have much higher perceptions that these issues are being promoted. In other words, administration and faculty have similar perceptions as students about the amount that student (client) SR is being promoted, but they differ in perceptions about staff SR.

Figure 27: Promotion Averages by Role



Averages computed based on the individual average for all variables within each category, and then on the role average.

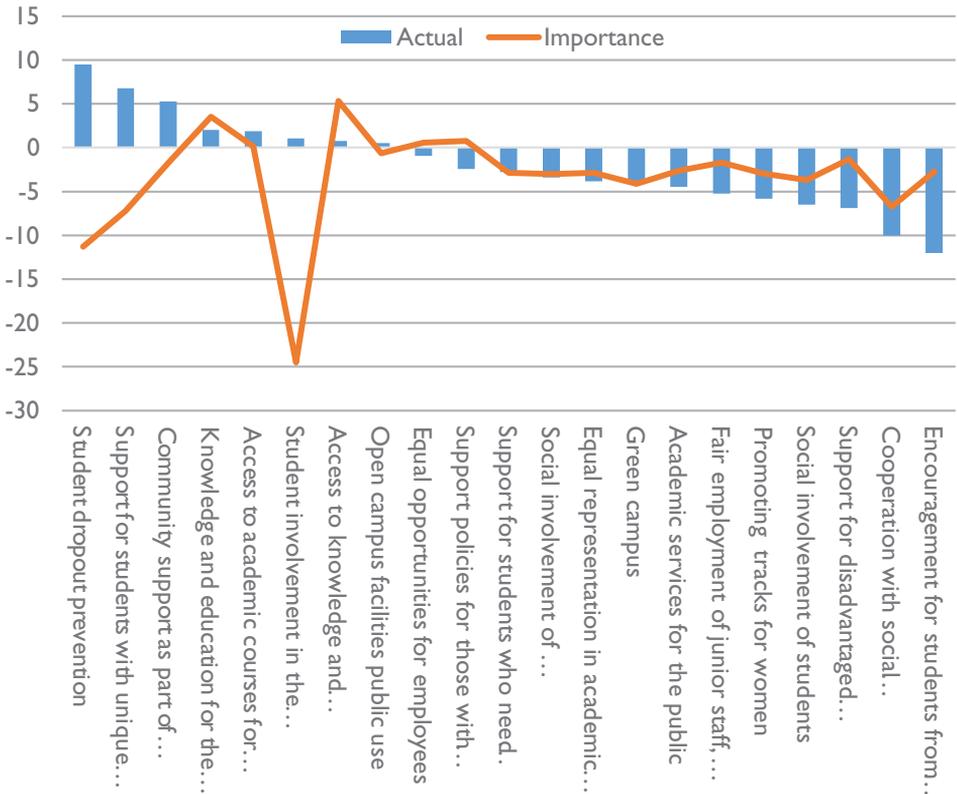
Figure 28: Importance Averages by Role



Averages computed based on the individual average for all variables within each category, and then on the role average.

Distinct opinions of administration appear to be a result of their exclusion from structured participation, especially at universities. However, there are also important distinctions between specific issues that students and faculty find in the promotion and importance of specific forms of SR. In general, the faculty believes SR promotion already exists for issues that are important to students. A general trend holds whereby, as students feel an issue is promoted more, it also has greater importance (Figure 30). However, for the issues that faculty feel are promoted more, students feel there is greater importance. The clearest examples relate to student-oriented SR issues that directly affect students: student dropout prevention, support for students with unique learning needs, and student involvement in the management of the institution. Compared to faculty, students do not believe that the institution promotes these issues as much, and they think these issues are more important.

Figure 29: DELTA Averages (Faculty-Students) for Actual Promotion and Importance of SR



Differences in the perception of SR promotion based on role pale in comparison to those differences based on institution. Mirroring the results about participation, respondents at colleges have perceptions that their institution promotes SR more, especially client (student)-oriented SR (Figure 31). There is a similar trend, though, in the rank for each type of promotion, with both colleges and universities believing that less is done for public service and more is done for service-oriented SR. Universities and colleges differ most in the importance they attach to overall involvement (Figure 32). There are no differences, though, in the amount of importance that college and university respondents provide for service-oriented SR.

Figure 30: Actual Promotion Averages by Institution Type

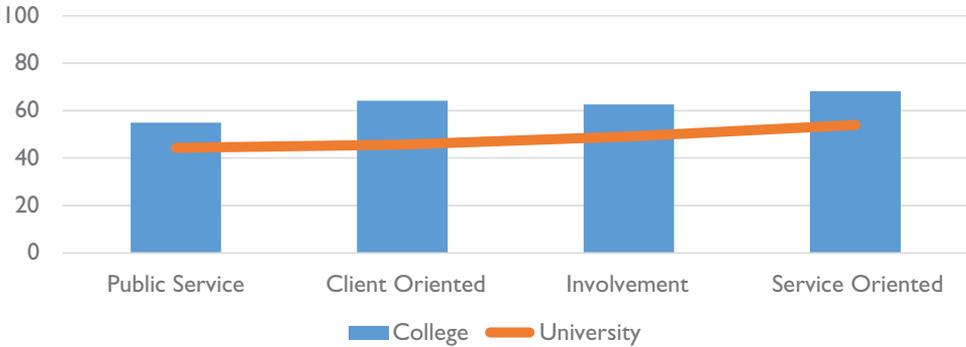


Figure 31: Importance Averages by Institution Type

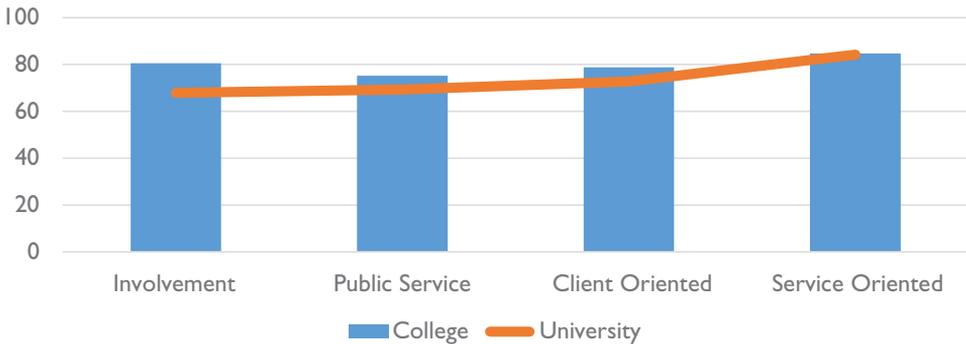
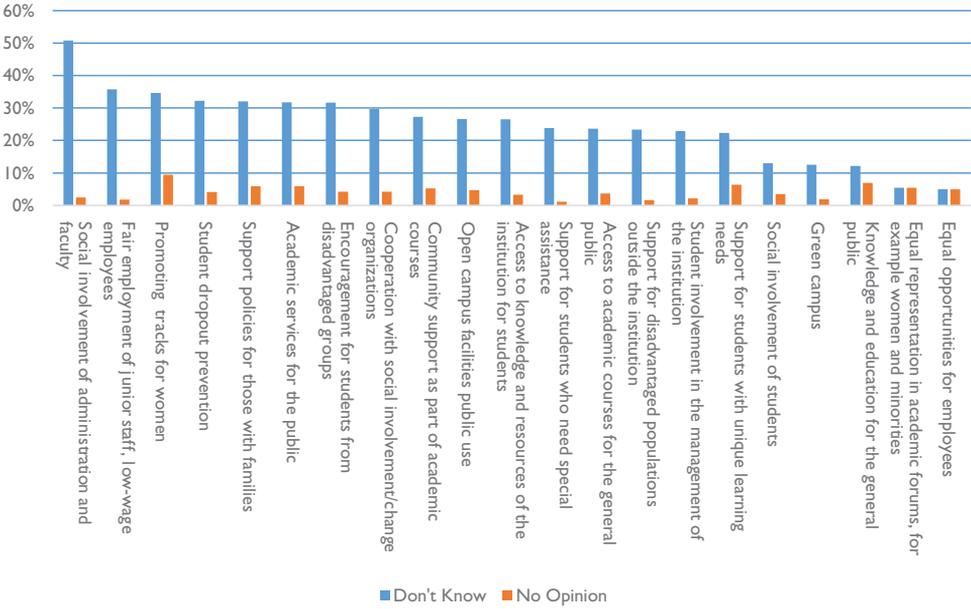


Figure 32: % Not Knowing and Not Having An Opinion



3. Ignorance and Ambiguity

An opt-out answer was provided to respondents if they “do not know” or “do not have an opinion” about a specific issue. A great deal more of the respondents indicated that they do not know about how much the institution actually promotes a field of SR (average for all forms of SR=25%) than indicated that they do not have an opinion about the importance of SR (average for all forms of SR=4%; Figure 33). In order to examine the differences by role, a difference score was created for the average absolute difference between groups: $x = ((\text{Abs}(\text{Group A} - \text{Group B})) + (\text{Abs}(\text{Group A} - \text{Group C})) + (\text{Abs}(\text{Group B} - \text{Group C}))) / 3$. This score can be interpreted as the unbiased amount of multigroup difference and is akin to the standard deviation of group averages. These results show that service-oriented SR, specifically the social involvement of administration and faculty (29%), promoting tracks for women (22%), and fair employment of junior staff/low-wage employees (20%), have the largest differences by role in not knowing about the promotion of SR (Figure 34). Such large differences are primarily a result of the vast number of students not knowing about their promotion and a few of the administration not knowing. On the other hand, there are very few differences in the amounts that these groups feel such issues are important. The largest difference is not having an opinion about the importance of the social involvement of administration and faculty (6%). This difference also follows the same pattern, whereby students are most likely not to have an opinion, and administration the least. These trends of ignorance also draw clear lines based on the type of institution. At universities there is a much larger percentage of respondents who do not know about the actual promotion of SR. The clearest example is the exceptionally high rate of students at universities who do not know about community support as part of academic courses (Figure 35). Such results may be indicative both of how in larger institutions it is more difficult to know about the various SR programmes that are promoted and the relatively lower amount of participation at universities. Such trends highlight an issue of concerned need, i.e. the perceptions of those who possess knowledge and opinions.

Figure 33: Issues of Actual Promotion of SR with the Greatest Amount of Absolute Average Difference

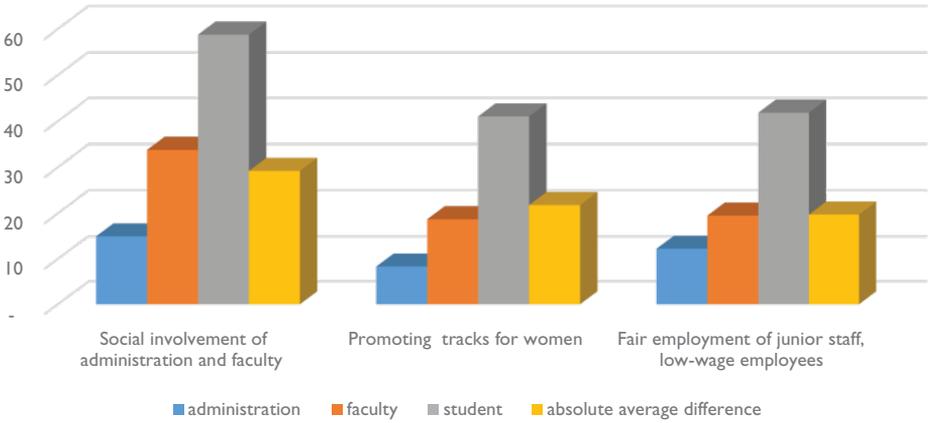
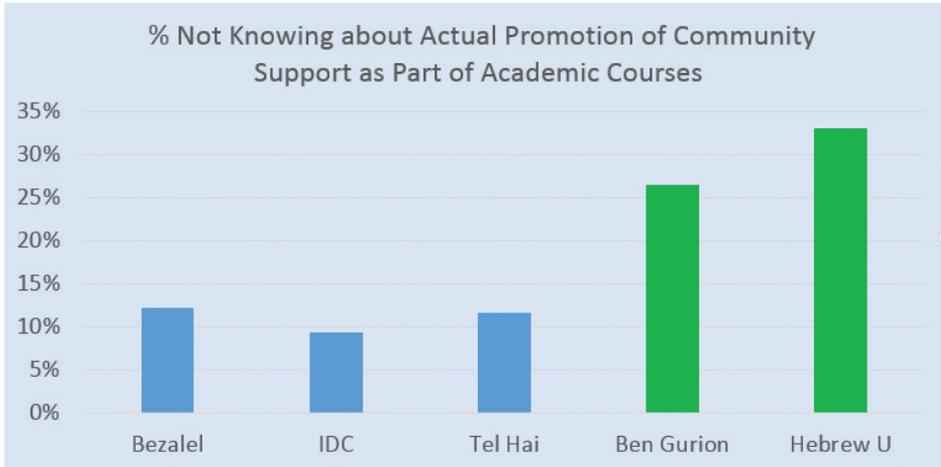


Figure 34: Not Knowing about Actual Promotion of Community Support as Part of Academic Courses



Universities are coloured green. Colleges are coloured blue.

4. Motivations

What can be done to get members of Israeli institutes of higher education to participate more in SR? We questioned whether respondents felt SR should be compulsory or compensated more, either by providing credits or monetary compensation. These results were then analysed by institute and role (Figures 36 and 37). The results show that most respondents, especially students, are not in favour of requiring SR participation. However, most respondents, especially students, are in favour of providing academic credits and compensations for involvement. When looking at the results by institution a stark difference appears in values of SR motivation. University respondents, including students, provide significantly lower values for all forms of SR motivation.

Figure 35: Opinions on Necessary Motivations for SR by Role

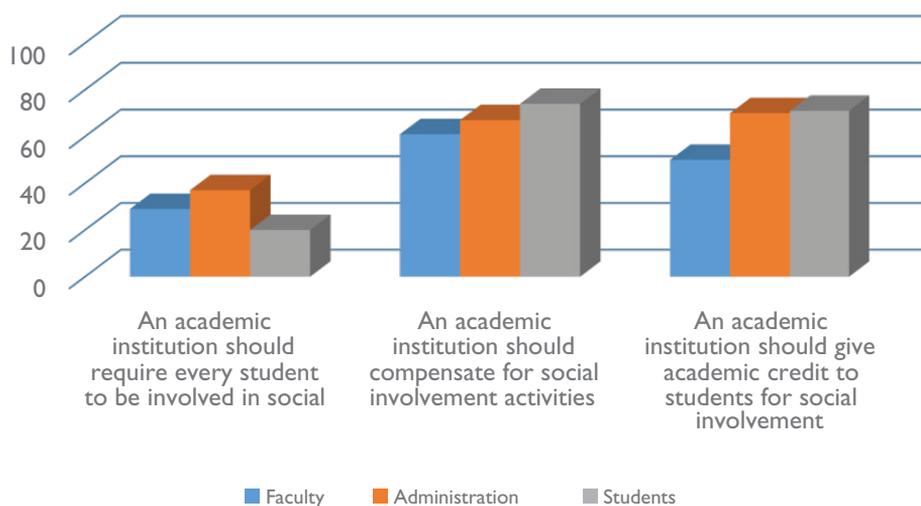
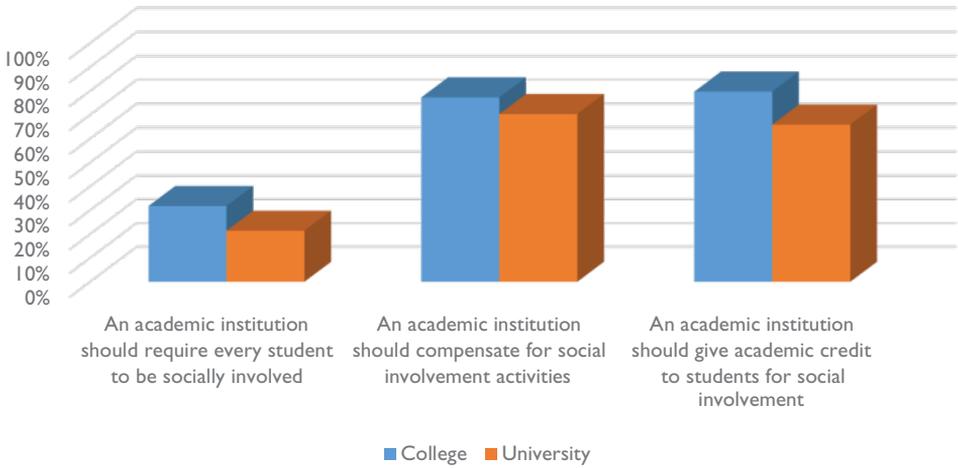


Figure 36: Opinions on Necessary Motivations for SR by Institution Type



5. Programmes

Not only did we seek to understand the how and why of university social responsibility, but we also wanted to know what programmes actually exist (or are mentioned by our respondents). This is part of a very ambitious task of mapping the SR programmes where members from each institution participate. Limitations in the reliability of our data result from the exclusion of existent programmes and duplicate spellings or invalid data. While it was beyond our capability to include all known organizations that did not receive mention, we were able to clean the data to gain a picture about the number of unique programmes at each institution. Results for the unique names of programmes were filtered for the Hebrew University and IDC as examples. Results for other institutions were inferred by weights. Respondents at the Hebrew University participate in 219 different programmes. 168 programmes (about 76%) were mentioned by students. Differences in the proportion of programmes for students, faculty, and administration did not differ significantly by institution. At the Hebrew University, less than 10% of the programmes are considered big (more than five participants), and only about 5% are very big (10+ participants). The most common SR programmes at Hebrew University are the ‘Perach’ Tutorial Project, followed by ‘Lavi’ (volunteering with patients in hospitals), ‘Paamonim’ (consulting on economic issues for families) and “Access

For All” (information accessibility for the general public). The most common SR programmes at the IDC are legal clinics (such as clinics for the representation of minors, for legislation, and for disabled populations). The second most common programme is the Student Association and the third is ‘Paamonim’.

As shown earlier, among the student population, the Faculty of Social Sciences is represented more than any other faculty. Programmes for students from other faculties (medicine, agriculture, etc.) are often associated with their field of study. For example, medical students take part in programmes such as House of Wheels (working with the disabled) and Magen David Adom, and students from the Natural Sciences participate in programmes such as “Mada Baktana” (a programme where researchers in the fields of natural sciences provide free lectures at junior and senior high schools), Belmonte labs (a programme that encourages exposure and interest to the varied fields of sciences among youth), math teachers’ training, etc. Programmes for faculty and administrative staff are also most often related to the actual occupation of the participants. Several faculty members take part in organizations such as “Basha’ar” (an academic community for civil society in Israel). Another example of faculty activity is lecturing as a part of different initiatives.

In order to get a clearer picture of the options available for a variety of SR programmes, we examined the number of total respondents per unique programme at each institution, and the number of unique programmes for students divided by the student enrolment (Figure 39). These are congestion scores, where a high score on either of these measurements indicates that there are a large number of individuals with fewer options of different programmes to participate. Results based on the student sample are weighted, and hence correct for sampling bias. Excluding Bezael, there is a slightly higher congestion at universities. However, levels of congestion remain relatively stable across institutions, indicating that the reasons for disparate participation between institutions is probably not related to the number of programmes being offered but rather a result of motivations and other amenities associated with participation.

Figure 37: A) Total Respondents by Institution Divided by Number of Unique Programmes Mentioned (respondents per programme) and B) Student Enrolment Divided by Number of Unique Programmes for Students (student enrolment by student programmes)

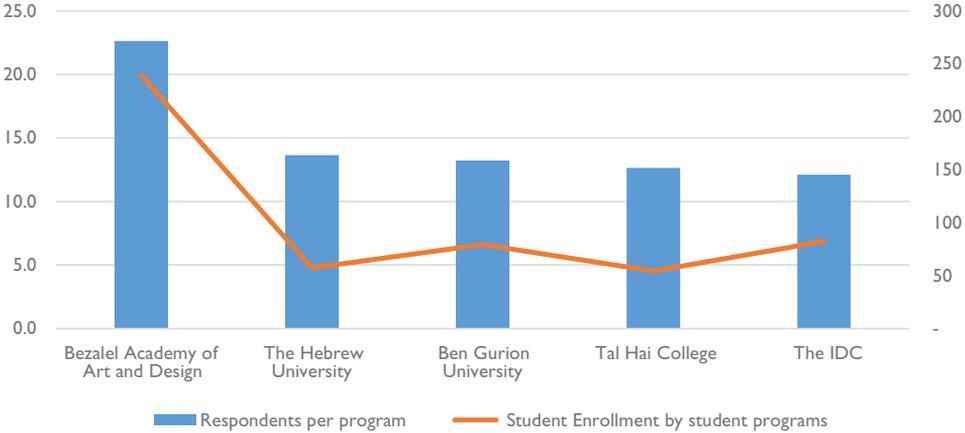


Figure 38: Opinions on necessary motivations for SR by institution and role

Administration			
	An academic institution should compensate for social involvement activities	An academic institution should give academic credit to students for social involvement	An academic institution should require every student to be socially involved
College	63%	81%	47%
University	68%	67%	35%
Faculty			
	An academic institution should compensate for social involvement activities	An academic institution should give academic credit to students for social involvement	An academic institution should require every student to be socially involved
College	73%	66%	41%
University	58%	46%	25%
Student			
	An academic institution should compensate for social involvement activities	An academic institution should give academic credit to students for social involvement	An academic institution should require every student to be socially involved
College	80%	83%	27%
University	73%	69%	19%

Also discussed earlier, students were asked about the framework of their SR participation (Figure 40). Volunteer (49%) and for-scholarship (52%) were the most widely chosen frameworks, but they have opposite trends at each institution. The more students at an institution receive scholarships, the less they volunteer. At Ben Gurion University, more students receive a scholarship (61%) than volunteer (40%), while at the IDC more students volunteer (74%) than receive a scholarship (19%). Examples of volunteer SR programmes are “Anonymous for Animal Rights” and “IGY for Israeli Gay Youth”. Examples of scholarship SR programmes are the “Rothschild Ambassadors for Social Leadership” and “Impact Fund for Released Soldiers”. Receiving academic credit (9%) and being paid by the hour (10%) were listed much less frequently as motivations, but do have high concentrations at certain institutions and show a similar trend whereby institutions that provide more academic credit are less likely to pay by the hour (Figure 41). At the IDC, 41% indicated that they are involved in SR that incorporates academic credit (examples are the college newspaper and “Guiding Student” project, in which students support future students from the moment they are accepted to the school), but not a single respondent claimed to receive an hourly wage. An example of a programme where students receive credits is the Clinical Legal Education Centre. An example of a programme where students receive a wage is the political movement “Hitorerut” (“Awakening”, for promoting Jerusalem’s younger population agenda). On the other hand, at universities there are very few respondents who receive academic credit and a larger number receiving scholarships.

Figure 39: % of students by institution who listed SR participation motivated by scholarship and volunteering

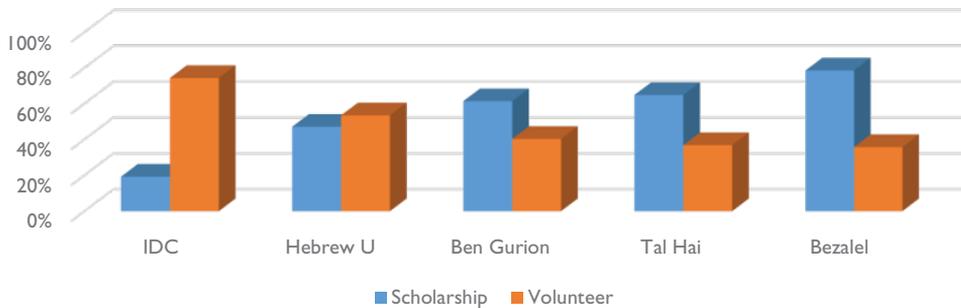


Figure 40: % of students by institution who listed SR participation motivated by academic credit and payment by the hour

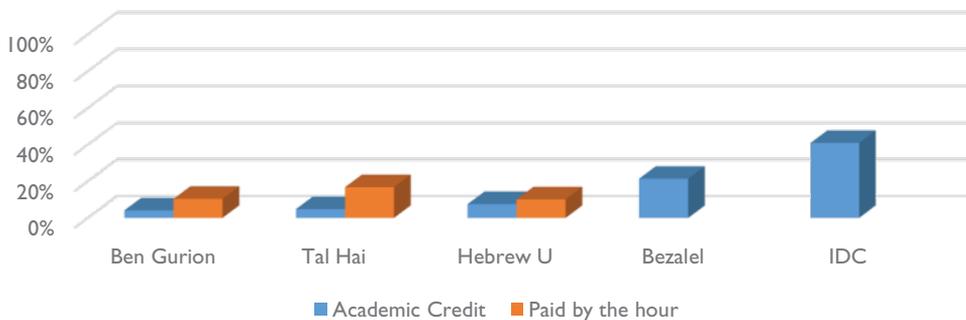


Figure 41: Target of Programme by Institution

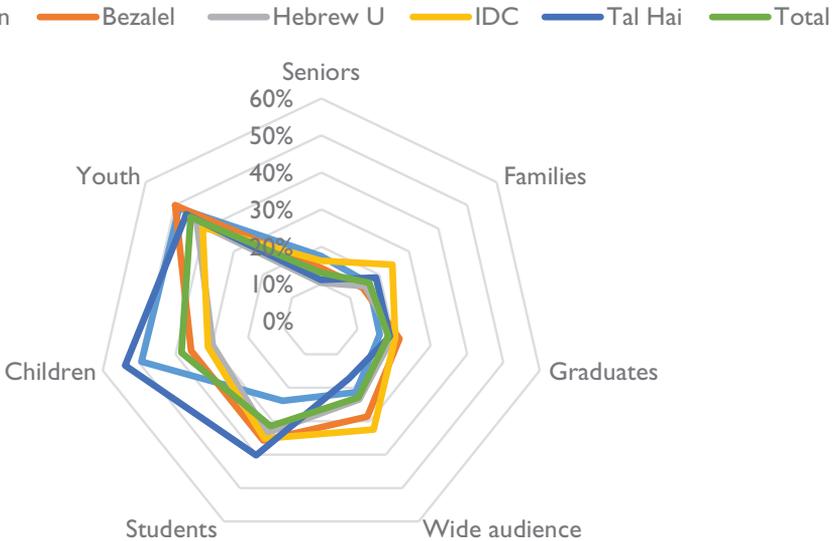
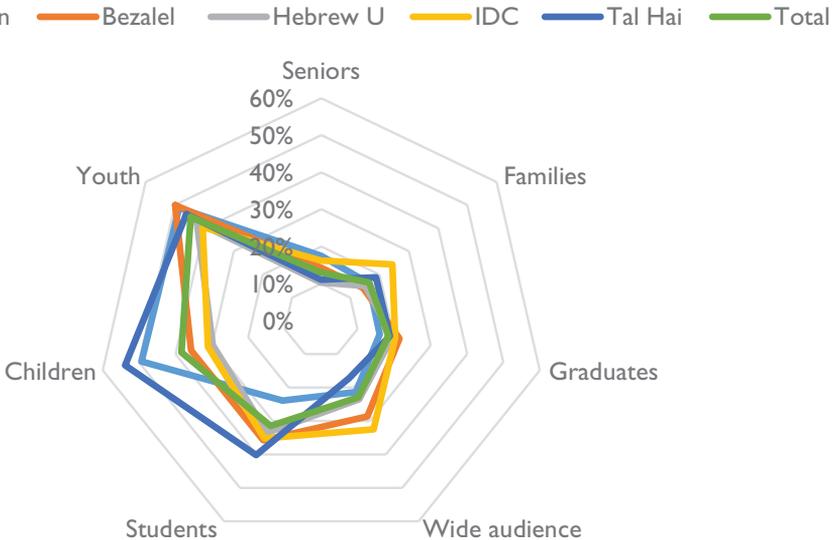


Figure 42: Nature of Project by Institution



SR programmes were also analysed according to the target and nature of the project. Results for these responses though, as opposed to results about the framework and motivations of SR participation, do not show a difference based on institution (Figure 42). Most of the students responded that the programme they participate in targets children (38%) or youth (45%), such as the “Big Brother, Big Sister” programme. Programmes that assist families (16%) and seniors (13%) are far less often cited, but do exist, such as “Students’ Circles for Community Activities” (a programme that encourages creating community initiatives). Most SR work is done to support disadvantaged populations (49%; Figure 43). For example, programmes such as “The Sky is the Limit” aim to reduce social disparities and promote equal opportunities. Afterward, the most common type of SR project is tutoring (34%), such as “Bishvil”, an organization providing education that supports significant social involvement in high schools. Some of the programmes were specifically meant for certain sectors in the population. Examples include programmes dedicated to women, such as “Women Circles” (a programme for increasing womens’ involvement in public activities), “Mother to Mother” (which provides support for mothers of infants) and “speaking Arabic” for Arab women.

IV. Summary and main policy enhancements

A vast number of SR innovation opportunities exist for HEIs. Policy decisions have been considered in light of the data. Some concern was made for realistic political limitations, and we are aware that not all institutions will be able to implement all of the policies proposed. However, all HEIs can do very simple practical things to increase the variety, quantity, and quality of SR emanating from their institutions. In conclusion, we return to the original policy proposals with justifications and qualifications inferred from the data.

Increase organised programmes at universities for administrative staff.

University administrative staff participates far less than college administrators but are more willing to participate. Those who do participate invest more time. However, most of them do SR as volunteers and often lack a structured programme.

Provide students with opportunities for academic credit.

Students who receive credit participate more. Faculty and administration must be cautious that accredited programmes exist and are vetted. If an equitable programme does not exist, then the faculty and university as a whole will need to develop its own programmes. Further caution should be considered for financial compensations, as increasing academic credit decreases the percentage who receive funding.

Create opportunities and motivations for students in faculties other than the social sciences.

While a required SR component often exists in the social sciences and education, a wide array of faculties produce graduates who lack any structured SR experience. Besides the less direct relevance of certain fields to SR activities, there appear to be two primary reasons for this deficiency: 1) there are fewer programmes available, and 2) these faculties are isolated from larger populations of social science students who create a SR-friendly cultural environment.

Create opportunities for participation with less demanding commitments for those who lack time to commit to lengthier programmes.

The creation of more one-time and short-term programmes should significantly increase the amount of time individuals participate in SR, especially faculty.

Implement more opportunities for scholarships and paid positions, especially at universities. Students require economic support. Those who participate more in SR are those with less income. These students are often participating in SR because it provides an additional source of income, or just pays tuition. The lowest income group, though, participates less, indicating that the levels of financial support are perhaps negligible to market wages.

Develop quality control assessments for required programmes to ensure they have an impact. Both satisfaction of the participants and the impact their activities have on the community must be measured. Certification standards must be set by the university for accredited SR programmes.

Creation of rubrics for professional guidance that promote greater involvement of SR professionals in courses. This policy goes beyond providing opportunities for credits. The inclusion of working SR professionals within courses should provide students with more reasons to participate in SR activities for professional training, a reason that is greatly lacking at the moment.

Events should be organised that introduce students, faculty, and administration, especially at universities, to opportunities to get involved in SR. An SR fair day should be organised towards the beginning of the school year, in which internal and external SR organizations can introduce and enlist. HEIs must also introduce students to a centre that administers SR opportunities, if one exists.

Creation of more in-house programmes (organised by the institution), especially at universities.

The survey results imply that there is a lack of programmes by the institution for the institution. However, internal SR programmes that promote SR should also work more in concert with external organizations that support social change.

Creation of more up-down policy decisions to build a vision without an overreliance on funding-based SR development. Interviews with administrators and faculty could shed light on the directions to steer SR. Owing to the ideological agendas associated with funding bodies, SR activities develop bias. Survey respondents overwhelmingly highlighted how all fields of SR are not promoted sufficiently.

Develop a database that maps all of the organizations affiliated with SR, what they do, and what impact they have. The database should examine both the target of the programme, and the heterogeneity of its participants. Half of the work to create this map was completed in this research. The remaining half requires a qualitative enquiry.

Conduct the current SR survey on an annual basis to uncover the sustainability of SR policy decisions implemented and longitudinal analysis of SR development. The current survey should be considered a pilot for a national survey. The current cross-sectional analysis provided us with an incomplete analysis. In order to uncover the SR needs of future generations, it is necessary to plot changes in SR participation and opinions over time, with comparison to policy decisions.

Future surveys should evaluate specific programmes to examine group diversity, impact, future needs, and quality assurance. HEIs must designate an institute to be in charge of evaluating SR. Ongoing surveys should utilise the standards set by HEIs for SR programmes, and provide satisfaction measures from participants and the community.

Afterword

During the development and formulation stage of the ESPRIT project the organizers seized on opportunities to create collective planning discussions among the consortium partners to facilitate their contributions to ESPRIT. In the course of this process two issues of concern became glaringly obvious to those engaged in the dialogue.

- It became clear to all that there was enormous variance in the way each individual understood social responsibility in the higher education context.
- It became obvious that the institutions themselves, on the formal level, were not aware of a large part of the SR activity taking place within the institution. Although many universities and colleges in the country incorporated some social engagement activities in their institutional framework, there was no comprehensive understanding of the extent of these activities within the Israeli higher education system as a whole.

These understandings produced a consensus that a significant effort in ESPRIT must be devoted to a mapping and analysis exercise in order to understand and address the Israeli reality: from this developed the “Survey WorkPackage”.

This report summarizes, in great detail and depth, the results of the working group led by the teams from the Hebrew University of Jerusalem and Tel-Hai College. It provides valuable insights into the status of SR engagement in the partner institutions, the lack of clear and effective policies and the need for improved institutional coordination concerning these issues. It also provides guidance and tools for other institutions in order to examine and assess their own performance concerning SR.

The professionalism and quality of those who contributed to this report are worthy of the admiration and gratitude of the entire ESPRIT team.

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Appendix

The internet survey

This survey maps the social engagement activities of the institution in which you study/work. The survey is short and focused, we ask for ten minutes of your time to fill it. The survey is for men and women and is phrased in the masculine form only for convenience. This survey is performed by the survey unit of The NCJW Research Institute for Innovation in Education at the Hebrew University of Jerusalem.

I am:

- A student
- Administrative staff
- Academic staff

If a student, I study at:

- The Interdisciplinary Center, Herzliya
- Ben-Gurion University of the Negev
- The Hebrew University of Jerusalem
- Bezalel Academy of Arts and Design
- Tel Hai Academic College

If academic/administrative staff, I work at:

- The Interdisciplinary Center, Herzliya
- Ben-Gurion University of the Negev
- The Hebrew University of Jerusalem
- Bezalel Academy of Arts and Design
- Tel Hai Academic College

In general, in my opinion, the institution promotes community engagement activities both inside and outside the institution:

- A lot
- A moderate amount
- A little
- Not at all

If a student - have you participated in a community engagement activity during the years you have studied in the institution?

- Yes
- No

If not a student - have you participated in a community engagement activity during the last 5 years of your work in the institution?

- Yes
- No

If you have answered "no" regarding participating in a community engagement activity - if there was a framework in which you could participate in a community engagement activity near where you live, would you consider joining such an activity?

- Yes
- No
- I do not know

If you have answered "no" regarding participating in a community engagement activity - what are the reasons you have not participated in such an activity at your institution?

- _____ Lack of knowledge about existing activities
- _____ Unsatisfying financial reward
- _____ Lack of time
- _____ The programmes are too intense/consume more than I can give
- _____ Principles - I do not think it is right/worthy.
- _____ Lack of interest
- _____ Other

If you have answered "yes" regarding participating in a community engagement activity - what are the reasons you have participated in such an activity?

- _____ Community engagement and social involvement contributes to my personal development
- _____ Desire to learn more about the social issues of Israeli society and social justice
- _____ To be exposed to a new field I do not know
- _____ My ethical-moral viewpoint about the importance of community engagement
- _____ Belief/identification with the specific idea represented in the programme I participate in
- _____ Personal and/or family acquaintance with social distress
- _____ Opportunity to act, utilise and improve my skills
- _____ Acquiring important tools for my future (personal/professional)

If you have answered "yes" regarding participating in a community activity - what motivates you to participate in such an activity?

- _____ I want to practice in the fields of social change/justice in the future
- _____ Recommendation by a friend
- _____ Need income
- _____ Opportunity for experience in the profession I study
- _____ To meet with other student/colleagues
- _____ Satisfaction and fulfillment
- _____ Mandatory to receive my academic degree
- _____ Other

If you have answered "yes" regarding participating in a community activity - please give general information about the community engagement activities in which you participate, in a framework of the institute where you work/study. If you are participating in more than one activity, please write the details for the main programme you are participating in.

Name of the programme_____

Funding source (if known)_____

External partners (outside of the institute)_____

Organizations/centres/authorities/funds_____

Please add a link to the programme website_____

If you have answered "yes" regarding participating in a community activity - who was operating the programme? (You can mark more than one option)

- The faculty, institute or department where I work/study, legal or medical clinics, courses that involve community engagement, training that is mandatory to receive the academic degree.
- Youth enrichment centre, such as a science centre for youth (Belmonte, for example), Noar Shocher Mada, the academic centre for youth, etc.
- The Dean of Students Office/The Community Action Department
- Centres that promote activities in the community, the university-community relations, academy-community partnership, the department for community action.
- Associations/organizations for social change: Shatil, Pa'amonim, The Association for Civil Rights, The Movement for Quality Government of Israel, The Ilan Ramon Center
- Local authority, community centres, etc.
- Student organizations such as the students' union, the National Union for Israeli students, etc.
- Perach
- Framework that does not relate to the institution, I do it in my free time.
- Other _____

If you have answered "yes" regarding participating in a community activity - please select the framework(s) of the activity. (You can mark more than one option)

- Volunteering
- As part of professional academic training
- For academic credit
- For scholarship
- For hourly payment
- As a part of academic research
- Other _____

If you have answered "yes" regarding participating in a community activity - what is the essence of the programme you take part in? (You can mark more than one option)

- Teaching assistance in person or in a group (such as special school programmes) - science programmes, programmes for outstanding students, enrichment programmes, mentoring, guidance in a final project, special courses for adults or youth such as "Access for All", etc.
- Personal assistance, including professional assistance such as in a legal/social/medical clinic, assistance for other students in the framework of the unit for equal opportunities, assistance for the blind, people with learning disabilities, language difficulties and so on
- Social support for disadvantaged populations
- Distribution of education to the general public, such as lectures to the general public, science events in the community, "Access for All", "Academy in the Square", etc.
- Management/coordinative work
- Help for other students in the institute in academic/mental/social/physical aspects
- Other _____

If you have answered "yes" regarding participating in a community activity - what is the target community? (You can mark more than one option)

- Children
- Youth
- Students
- Adults
- Elderly
- Wide audience
- Families
- Others _____

If you have answered "yes" regarding participating in a community activity - what is the characterization of the community that takes part in the programme?

- Population from a disadvantaged community in the periphery/with special needs/different sectors, etc.
- General population
- Population at risk
- Specially qualified populations, such as outstanding or gifted students.

If you have answered "yes" regarding participating in a community activity - how many monthly hours do you spend doing this activity?

- Less than an hour
- 1 to 2 hours
- 2 to 3 hours
- 3 to 4 hours
- More than 4 hours

If you have answered "yes" regarding participating in a community activity - is your activity accompanied by professional guidance?

Yes

No

If you have answered "yes" regarding participating in a community activity - if you are involved in other programmes beyond the programme you described so far, please add details about these programmes and their names.

If you have answered "yes" regarding participating in a community activity, please add a link to the programme website:

If a student, please select the faculty that you are studying in:

Social sciences (including law)

Humanities

Exact and natural sciences

Engineering and technology

Health sciences (including medicine, dental medicine, pharmacy, veterinary medicine, nursing, etc.)

Arts (including architecture, design and all arts fields)

Agriculture

Other _____

If a student - please select the degree that you are studying for:

- Bachelor's
- Master's
- Doctorate
- Post-doctorate
- Other _____

If a student - in which year of studying are you?

- First
- Second
- Third
- Fourth or more

If a student - how would you define your level of success in your studies?

- Outstanding
- Successful
- Average
- Passing
- Failure

If a student - the average income for a student is 3000 NIS. Is your income much higher/higher/similar/lower/much lower than this amount?

- Much higher
- Higher
- Similar
- Lower
- Much lower

If a student - your main income comes from:

- Work
- Scholarship
- Parental support
- Other _____

If a student - if you are working, how many hours do you work per week?

- Up to 10 hours
- Up to 20 hours
- Up to 30 hours
- More than 30 hours

If academic staff - what is your position?

- Lecturer
- Senior lecturer
- Associate professor
- Full professor
- Teaching associate/adjunct lecturer
- Other _____

If academic staff - do you have an academic degree?

- Yes
- No
- Age _____

Gender:

- Male
- Female

Marital status:

- Single
- Married
- Divorced
- Widow/widower

Did you study for most of your school years in an Israeli school (in Israel)?

Yes

No

If you studied in Israel - in the majority of your school years where did you live?

If you have not studied in Israel - in the majority of your school years where did you live?

If a student - do your parents have academic degrees?

Both of them

One of them

None of them

Are you interested in participating in the prize draw?

Yes

No

If so, please add you e-mail address. This will be used only for registering you to the draw and will not be forwarded to any other organisations.

For each of the next fields, please give your opinion with respect to two aspects:

Does your institution promote activities of community action and involvement in this field?

How important do you think it is that your institution promotes activities of community action and involvement in this field?

	A. Does your institution promote activities of community action and involvement in this field?				B. How important to you it is that your institution will promote activities of community action and involvement in this field?			
	A lot	A satisfying amount	An unsatisfying amount	I do not know	Very important	Important	Not important	No opinion
	1	2	3	4	1	2	3	4
Knowledge and education of the general public, such as activities to expose the general audience to the academy, lectures to a general audience, open events in the campus to make knowledge and education more accessible. (1)								
Opening campus facilities to the use of the general public. (2)								
Making academic courses more accessible to the general public. (10)								

	A. Does your institution promote activities of community action and involvement in this field?				B. How important to you it is that your institution will promote activities of community action and involvement in this field?			
	A lot	A satisfying amount	An unsatisfying amount	I do not know	Very important	Important	Not important	No opinion
	1	2	3	4	1	2	3	4
Suggesting services to the public using academic activities such as legal, medical and social clinics, guidance of groups regarding their rights, professional guidance, etc. (4)								
Activities for the community that are performed as part of academic courses, including practical training. (5)								

	A. Does your institution promote activities of community action and involvement in this field?				B. How important to you it is that your institution will promote activities of community action and involvement in this field?			
	A lot	A satisfying amount	An unsatisfying amount	I do not know	Very important	Important	Not important	No opinion
	1	2	3	4	1	2	3	4
Making the institute's knowledge and resources more accessible to school students, such as activities in schools, visiting of school students to the campus, laboratory teaching, meetings with investigators and participating in academic courses. (6)								
Support of weakened communities outside of the institution, such as educational activities in weakened neighborhoods, completion of high school education for adults, promoting youth from special sectors. (7)								

	A. Does your institution promote activities of community action and involvement in this field?				B. How important to you it is that your institution will promote activities of community action and involvement in this field?			
	A lot	A satisfying amount	An unsatisfying amount	I do not know	Very important	Important	Not important	No opinion
	1	2	3	4	1	2	3	4
Prevention of students from dropping out. (8)								
Support of groups of students who need assistance, such as olim and minorities. (9)								
Support for students with special educational needs, such as visual impairments, learning disabilities and ADHD. (10)								
Promoting acceptance of students from weakened sectors, such as affirmative action. (11)								
Students' involvement in the institute's management and in executive departments. (12)								

	A. Does your institution promote activities of community action and involvement in this field?				B. How important to you it is that your institution will promote activities of community action and involvement in this field?			
	A lot	A satisfying amount	An unsatisfying amount	I do not know	Very important	Important	Not important	No opinion
	1	2	3	4	1	2	3	4
Family support policy - a special place for breastfeeding, daycares, limitations on working hours. (13)								
Women in promoting tracks in the university staff (academic or administrative). (14)								
Equal representation in academic forums, such as representation of women and minorities' in decision-making roles, conferences and forums, and in setting policies. (15)								

	A. Does your institution promote activities of community action and involvement in this field?				B. How important to you it is that your institution will promote activities of community action and involvement in this field?			
	A lot	A satisfying amount	An unsatisfying amount	I do not know	Very important	Important	Not important	No opinion
	1	2	3	4	1	2	3	4
Equal opportunities in hiring employees at the institute (academic and administrative). (16)								
Fair employment of the junior staff, low wage employments, contract workers, etc. (17)								
Concern for a green campus, including recycling, energy efficiency, etc. (18)								
Collaborations with associations and organizations that practice community engagement and change. (19)								

	A. Does your institution promote activities of community action and involvement in this field?				B. How important to you it is that your institution will promote activities of community action and involvement in this field?			
	A lot	A satisfying amount	An unsatisfying amount	I do not know	Very important	Important	Not important	No opinion
	1	2	3	4	1	2	3	4
Students' community action. (20)								
Academic and administrative staff's community engagement (21)								

	Agree 1	Disagree 2	I have no position 3
Academic institutes should give academic credit (points) to students for community engagement. (1)			
Academic institutes should obligate every student to be involved in community engagement. (4)			
Academic institutes should reward its employees for community engagement activities. (5)			

התאחדות
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