



LITERATURE REVIEW ON SOCIAL RESPONSIBILITY

IN HIGHER EDUCATION

AMY PARSONS

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Introduction:

The following literature review on social responsibility in higher education supports the work of the UNESCO Chair in Community Based Research and Social Responsibility in Higher Education. It examines the state of the field of social responsibility in higher education on an international level and explores key themes and debates in the literature. The project includes a jurisdictional scan of policy-based definitions of social responsibility in higher education and highlights contextual differences shaping the literature from different regions of the world. A brief comparison is made between social responsibility literature and literature regarding community-university engagement. The project concludes with some recommendations for possible further research.

The UNESCO Co-Chair is co-located at the University of Victoria in British Columbia, Canada and at the Society for Participatory Research in Asia (PRIA) in Delhi, India. It engages in advocacy and policy development, networking for capacity enhancement and research on institutional structures for facilitating community university research partnerships. The Co-Chairs are Budd Hall, Professor at the University of Victoria and Rajesh Tandon, President of the Society for Participatory Research in Asia (PRIA). According to Community Based Research Canada, “this UNESCO Chair supports north-south and south-south partnerships and strengthens the Global Alliance for Community-Engaged Research (GACER), a network facilitated by Drs. Tandon and Hall to influence policy development and to share lessons within key regional and global spaces” (Community Based Research Canada, 2013).

The discussion surrounding social responsibility in higher education touches on a number of key themes. The work of a small number of key authors studied demonstrates a strong focus on the manner in which social responsibility is imbedded in the functioning of the institution, the role of higher education in society, morality and ethics in the context of higher education, the current status of HE partnerships through a social responsibility lens, the parallel concept of University Social Responsibility (USR) and the challenges facing the field.

The first theme focuses on the opinion that social responsibility should be part of the core functioning of the university and that this should be promoted and recognized by outsiders. There is some variability in the manner in which this social responsibility is expressed, with the foci ranging from supporting social and economic development, to a promotion of citizenship, democracy and human rights. In most cases it is a combination of many focus areas with the general emphasis being on social and environmental issues.

The role of the higher education institution in society is often addressed in the literature. Common themes include the role that the HEI plays in development (both economic and social), citizenship and democracy, human rights, culture, and research. A common thread within this discussion centers around the role that the university plays in cultivating students who not only learn principles of social responsibility but that also generate new knowledge.

The literature includes a focus on partnerships with the community. In this discussion it is proposed that partnerships between the university and the community should be

collaborative and should be guided by a respect for other perspectives and the potential for other types of knowledge to contribute to development or to the greater good in general. It is proposed that the HEI can itself benefit from these interchanges if carried out in this fashion. In particular it is put forward that indigenous knowledge must be integrated into research and acknowledged for its validity and capacity to contribute to the resolution of pressing issues.

Morality and ethics are explored often in the literature. In particular, the higher education institution is viewed as a moral institution and it is seen to be responsible for teaching morality and ethics to students. Authors explore the ethical dimensions of the role of higher education institutions in society and the adoption of morality and ethics of students.

Linked to the issue of ethics is the parallel concept of University Social Responsibility (USR). There is a significant body of literature on this concept, which bases its principles on Corporate Social Responsibility (CSR), which it applies to a university context. The USR concept focuses mainly on the democratic nature of internal processes of the university, the university's respect for the environment and whether or not the university is designing programs to produce socially responsible graduates or running programs that involve engagement with the community. It also includes a discussion of the potential for university partnerships with business to contribute to economic development.

Finally, the literature includes a strong focus on the impact that neoliberalism or a general market-orientation is having on the focus of curriculum, partnerships and the internal

democratic process of the university. The view is widely held that a privatization or corporatization of the higher education institution is causing curriculum to be more focused on economics, for programs focused on training students to enter the labour market to receive more support, for partnerships with social sciences stakeholders to be given decreased priority and for the internal process of the university to be guided by corporate management models. The need is expressed for a supportive policy environment that places value on the social sciences and participatory community-university partnerships.

A jurisdictional scan of policy-based definitions of social responsibility in higher education did not uncover a significant number of examples. Apart from the European Commission, which produced a report on higher education governance in Europe and discussed the relationship that HEIs have with society, most jurisdictions appear to have produced no equivalent analysis or policy discussion. Further research in this area is definitely needed.

As a global study, this literature review found that contextual and historical factors, particular to each region studied, influence the discussion on both higher education and social responsibility in higher education. While literature from wealthier regions of the world focuses on themes such as the orientation of curriculum and the epistemological challenges facing HEIs in the context of globalization and market-based capitalism, much of the literature out of poorer regions of the world focuses on contextually specific challenges such as access and the privatization of HEIs.

The social responsibility literature differed from the community engagement literature in terms of its emphasis on defining the role of the higher education institution, its focus on ethics and the critical examination of partnerships. The engagement literature appeared to be focused mainly on barriers to engagement and outcomes. However, considering the considerable amount of literature on this subject, further research in this area would also be beneficial.

In summary, this paper outlines the key themes and debates in the literature on social responsibility in higher education, discusses findings from a jurisdictional scan of policy based definitions of social responsibility in higher education, and examines differences in the literature based on contextual factors at play in the regions of the world studied. As mentioned, the literature looks at social responsibility as a core function of the higher education institution, the role of the HE in society, partnerships, morality and ethics, USR or University Social Responsibility as a concept, and challenges facing the field.

The jurisdictional scan of policy-based definitions of social responsibility in higher education does not uncover any obvious examples of policy based legislation or definitions. Examples do exist, however, as in the case of the European Commission, which produced a report indicating a focus on the relationship between higher education institutions and society.

Contextual differences reveal a focus on access and privatization in developing regions and on morality, ethics and ideological hurdles in wealthier regions of the world.

Complimentary to the extensive literature on community-university engagement, the SR literature provides insight into some of the more intangible forces at play influencing the social orientation of higher education institutions.

2. RESEARCH METHODS

Information was gathered for this study through a combination of Internet searches for scholarly articles, a review of online databases accessed through the University of Victoria library, public libraries, and an examination of the bibliographical information provided in previously published studies. Websites related to higher education were analyzed for content and reference to scholars and experts on the subject. Databases used included Google Scholar, J-Stor, Taylor and Francis Online, and Sage. In certain cases online videos featuring presentations by international scholars were sourced.

Key questions included:

- 1) What is the range of definitions of social responsibility in higher education?
- 2) Is there a consensus?
- 3) What is the distribution of sources of the SR literature - geographically, gender, or otherwise?
- 4) Are there gaps in the literature that need to be further researched?
- 5) How does the SR literature relate to the considerable literature on community-university engagement - same, similar, parallel or complimentary?
- 6) Are there differences in approaches to SR between the rich countries, emerging economies and poorer nations?
- 7) What are the policy/legislation based definitions of social responsibility in higher education?
- 8) Which countries have relevant policy and/or legislation in place?

Using the above questions as a guide, a large number of sources were compiled and stored. A bibliography was created and organized based on broad themes interpreted from the introductory paragraph of each publication. Bibliographical sources were then read and annotated based on their relevance to the study and their usefulness in answering the key research questions. Once key themes and definitions were identified, a general outline for the paper was created. Under each heading, bibliographical annotations were used as a guide for writing each section of the paper.

3. KEY AUTHORS, THEMES AND DEBATES IN THE LITERATURE

Social Responsibility in Higher Education is manifested in a number of different ways both inside and outside the higher education institution. In some cases it involves partnerships with communities and programs geared towards engaging students with communities. In other cases it involves an orientation of curriculum or a general focus of academic programs towards the resolution of society's problems.

According to Hall and Tandon (n.d),

“Demand for public accountability and local relevance of higher, post-secondary education is growing rapidly in many societies; this demand is being responded to in many different ways by different types of institutions. Some respond through service learning and student internships; some by co-production of knowledge where local communities act as partners; some others bring in the experiences of communities and practitioners in designing curricula and teaching new problem- and issue-centred courses. This social responsibility is expressed both inside and outside the institutions.” (Hall and Tandon, n.d, p. 8).

Definitions of social responsibility in higher education vary mainly in the literature in the interpretation of responsibility and to whom the university is to be responsible and whether it is in fact an internal or external process. While some of the literature that focuses on internal processes might highlight the university's responsibility towards students and staff, a larger part of the discussion centers around the university's role in promoting ethical principles and in dealing ethically with external stakeholders, partners and communities with which it engages. Echoing this pattern, Francois Vallaeys asks the question in his article *Defining social responsibility: a matter of philosophical urgency for universities* “In the academic context, is social responsibility a new model for administrative

and academic management or just a new label for the kind of solidarity outreach projects many universities have pursued for years?" (Vallaey, n.d).

The answer to this question is answered in part in the literature through a variety of explorations of the definitions of social responsibility and role of higher education in society. Many authors provide a detailed analysis of the specific manner in which the social responsibility of the higher education institution is manifested. This might include curriculum that promotes ethical values and increases understanding of other cultures or perhaps the nature of partnerships with the community and the participatory nature of that interaction. Other literature highlights challenges facing social responsibility such as the various implications of the corporatization of the university.

3.1 Social Responsibility as a Core Function of the Higher Education Institution

A significant amount of the literature focuses on the suggestion that social responsibility should be recognized as an intrinsic characteristic of the university and be imbedded in the functioning of the institution. The view is often shared that higher education institutions should both promote and embody a sense of social responsibility. In this sense it is seen as both an internal and external process. As an extension of this, is believed by some that the university should maintain a reputation with outsiders for being responsible.

Francois Vallaey is a philosopher specializing in university social responsibility and adviser to the Regional Observatory on Social Responsibility in Latin America and the Caribbean (ORSALC-UNESCO). He is one of the founders of the University Social

Responsibility (USR) movement in Latin America. In his 2007 article *Responsabilidad Social Universitaria: Propuesta para una definicion madura e eficiente (University Social Responsibility: Proposal for a Mature and Efficient Definition)*, he discusses definitions of social responsibility in higher education and points out that in a university setting social responsibility cannot merely be understood as philanthropy but rather an orientation integrated into the mandate and programming of the university. In his view, social responsibility should not be considered separate from the normal functioning of the university and must not be confused with individual acts of generosity that mask underlying problems within the organization. It should rather be understood as an inherent characteristic of the organization that suggests a different mode of administering organizations at once internally and in its relationship with the exterior (Vallaey, 2007, p. 3-4). In other words, social responsibility is at once internal and external and is integrated into the functioning of the institution.

Dr. James C. Votruba is President Emeritus and Professor of Educational Leadership at Northern Kentucky University. In his article "Strengthening the University's Alignment with Society: Challenges and Strategies" he emphasizes the need for universities to adapt to a changing marketplace and to shift the institutional focus toward engagement so that it is more integrated into the general mandate of the organization (Votruba, 1996). From this perspective, the integration of social responsibility into the mandate of the organization is tied to the specific external focus of engagement. Other authors suggest a more comprehensive orientation of the core mandate of the organization.

Piyushi Kotecha, the Chief Executive of the Southern African Regional Universities Association, (SARUA) demonstrates at the 2010 Bellagio Conference of the Talloires Network how this principle is formally presented in the social responsibility report of a university identified as UCT. Kotecha explains that according to the report,

“Embedding social responsiveness in the core activities of the university also positions the university as a player in addressing the challenges of society. As our society and the world changes, universities especially are required to respond to different challenges that arise, to ease the plight of the poor, to develop innovative solutions to many and varied problems, to offer informed guidance to those that our democracy has given responsibilities for leadership and service delivery, and to ensure that we engage with partners for purposes of social advancement” (Kotecha, 2010).

In this quote, integrating social responsibility, or social responsiveness into core activities is seen as the means by which an institution can better address the myriad problems and challenges facing society.

The view has also been expressed that not only should the core mandate of the higher education institution include an orientation towards social responsibility, but that this should also be recognized by outsiders. Sir David Watson is professor of higher education and principal of Green Templeton College, University of Oxford (Watson’s book *The Question of Conscience: Higher Education and Personal Responsibility* was recently published by the Institute of Education Press). In Watson (2003)’s view, the successful 21st century university “has to earn and sustain a positive reputation, locally, nationally and internationally” and “the successful 21st century university has to be, and be seen to be, ethically and environmentally responsible”. Watson (2003) believes that an HEI should understand itself and play a role in improving “the domains in which it works, like

education, the environment or health. ” The higher education institution must then not only promote and embody social responsibility, but it must also wear it.

There is therefore a degree of consensus regarding the idea that higher education institutions must have principles of social responsibility embedded in the functioning of the institution and that it should form part of the institution’s identity. It must also be clear to outsiders that the university is socially responsible. Part of appearing to be socially responsible is being able to show that it is conscious of its role in society. The specificities regarding the HEI’s role in society is another area where social responsibility is addressed.

3.2 The Role of the Higher Education Institution in Society

The role that the higher education institution plays in society is an area where there is significant discussion. For example, while authors emphasize the importance of quality teaching and research, many focus on the orientation of that research and the importance of ensuring that it teaches ethics and promotes human rights and environmental sustainability. Many also contribute to a discussion regarding the higher education institution’s contribution to development and its capacity to produce graduates with an awareness of history and an ability to generate knowledge regarding solutions to today’s problems. While some authors focus primarily on the important role that the higher education institution plays in both social and economic development, others suggest that the higher education institution must also play a role in complementary issues such as democracy, culture and research.

According to Tandon (n.d.), “the research and teaching functions of HEIs should serve the larger mission of human and social development” (Tandon, n.d.). Also concerned with issues related to development, Kotecha (2010) highlights in her presentation to the Bellagio Conference “the need for a wider debate around the role of public universities in promoting the public good and in helping to address development challenges facing our society.” (Kotecha, 2010). She also provides some examples of the different roles that the higher education institution can play in terms of civic engagement in her presentation wherein she explains “civic engagement occurs through research, engagement with policy development, public commentary on development issues and strategies, disseminating knowledge and ideas derived from research, promoting active citizenship among the student population, empowering external constituencies, improving the relevance of the curriculum, and providing opportunities for lifelong learning” (Kotecha, 2010).

Saleem Badat is the Vice-Chancellor of South Africa’s Rhodes University. According to Badat (2009), higher education must play 5 key roles: cultivation of highly educated people; democracy and democratic citizenship; development needs and challenges; engagement with the intellectual and cultural life of societies; and research and scholarship. Both Kotecha and Badat share the view of many scholars in the field that the higher education institution plays an important role in development. It is also evident that the discussion also centres around other key roles such as democracy and democratic citizenship.

This discussion also often looks specifically at the impact that higher education is having on students and how students are being prepared to contribute to society in a socially

responsible way. Watson (2003), emphasizes the importance of quality of the teaching and explains that “The successful 21st century university: It has to devise an excellent portfolio of courses, and teach them well” and “has to contribute at the highest level in at least some aspects of research”. In his article entitled *Does Higher Education Make You Think?* Watson lists some of the ways in which the role of higher education and its impact on students is understood. He explains that “Looking at the long sweep of university history, it is possible to extract several distinct claims about what higher education does to and for students: in existential terms (how students come to be); in epistemological terms (how they think and appraise information); in behavioural terms (how they learn to conduct themselves); and in positional terms (both through competition and collaboration)” (Watson, 2013). He explains that the application of these claims varies depending on factors such as the institutional setting, the subject and mode of study or the expectations of funders and stakeholders (Watson, 2013). He explains that “Most of the claims about the purposes and achievements of higher education relate to the individual: it will change your life, through conversion or confirmation of faith, by improving your character, by giving you marketable abilities, by making you a better member of the community, or simply by being capable of operating more effectively in the contemporary world” (Watson, 2013).

Badat (2009) provides detailed recommendations on the focus of teaching. In his view, universities should not only focus on preparing students to enter the labour force and to contribute to the economy and economic development but should also support their development of skills that have social value. From his perspective, higher education teaches students what it means to be human and raises their awareness of our cultural, scientific, intellectual inheritance and our historical and contemporary understandings (Badat, 2009,

p.8). He believes that education should teach students to see the world from other people's perspectives (Badat, 2009, p. 9). It is proposed that the higher education institution must provide quality teaching that prepares students not only to contribute to economic pursuits but to also develop an awareness of social issues and be able to contribute social as well as economic value.

The idea is presented in the literature that the higher education institution has the capacity not only to teach students about global issues and problems but to also learn and generate new knowledge through this teaching, learning and research. Through this teaching and learning, the higher education institution contributes to the resolution of these global problems. Badat (2009) explains that "Through teaching and learning, universities can develop a consciousness of myriad economic, educational, health, environmental and other problems, and through research they can confront and help contribute to their management and resolution." (Badat, 2009, p. 10). Tandon (n.d) also shares the view that HEIs should be generating new knowledge to resolve pressing issues. He explains that "societal development issues (such as multiculturalism, sustainability and so on) have become so complex that new knowledge is needed in order to address them. HEIs are expected to generate this knowledge"(Tandon, n.d).

In Badat's (2009) view, programs must teach students to function in the rapidly changing society we live in today. They must be prepared to not only receive knowledge but also to create it and should emerge from a university experience with a sense of democratic principles, ethics and a sensitivity to human rights issues. Badat (2009) believes that the first purpose of HEIs is the production of knowledge "which advances understanding of the

natural and social worlds, and enriches humanity's accumulated scientific and cultural inheritances and heritage" (Badat, 2009, p. 5). The second purpose is the "*dissemination of knowledge* and the formation and cultivation of the cognitive character of students" (Badat, 2009, p. 5). In this view, students are viewed as agents of change and through the higher education experience they learn and gain new information, but they also develop the ability to generate new knowledge and contribute constructively to the discussion and ultimately the resolution of the problems that they are studying.

In the literature, there is some exploration of the basis for determining the role of the higher education institution in society. Vallaeys (2007) bases his assessment of the role of higher education institutions on the impact the HEI has on society. In order to better understand the role that the HEI can play in society, Vallaeys (2007) looks first at the impacts that the university has on society and groups them under four key areas: impacts of organizational functioning (on staff, students and the environment), educational impact, cognitive and epistemological impact, and social impact. Based on these impacts, four activities are identified that make a university socially responsible: Responsible campus (ethical and democratic internal processes and respect for the environment), responsible education (curriculum supports and promotes the sustainable development of society), the socially responsible management of knowledge (participatory approaches to research involving human subjects, broad dissemination of findings), community based participatory research and communities of mutual learning for development (Vallaeys, 2007). By identifying how the higher education institution impacts organizational functioning, education, cognitive development and social behaviour, Vallaeys (2007) is able

to specify what role higher education institutions play in embedding principles of social responsibility into each type of impact.

A number of authors share the view that higher education institutions should provide quality teaching and courses to students and should ensure that these courses contribute to increased cultural understanding and awareness of social and environmental issues. There is significant exploration of the role of higher education institutions in social and economic development as well as other areas critical to the resolution of social and environmental issues such as democratic citizenship. Authors approach the determination of roles in varied ways, in some cases linking to role of the institution to the impact it has on society. In order to carry out these roles it is often proposed that a critical factor is the manner in which the higher education institution engages with communities and society.

3.3 Social Responsibility and Partnerships

In the literature there is discussion of the importance of partnerships between the university and the community. This discussion is complementary to the considerable literature that already exists on university-community engagement. A number of authors, as part of their general discussion of social responsibility in higher education, specifically address the nature of higher education partnerships.

It is proposed that research that involves the community must be collaborative. Andrew Petter is President of Simon Fraser University in Burnaby British Columbia. As Petter (2008) describes “ Much has been said...about the need for community- based research to be collaborative – for such research to be done with rather than for communities, with

community representatives engaged as full partners in, rather than as subjects of, such research. Collaboration of this kind is fundamental to respectful and productive community engagement, and to developing research objectives and producing results that are relevant and meaningful” (Petter, 2008, p. 1). It is felt that by working with communities in an equal partnership, the research that is generated will be more likely to produce positive and sustainable results. It is also felt that the quality of the research in the higher education institution will increase through these types of partnerships.

Petter (2008) directly links quality to the nature of partnerships with communities. He explains that universities, “by encouraging faculty and students to work in partnership with communities, can enhance the scope and quality of research, provide better learning opportunities, and increase their social relevance and efficacy” (Petter, 2008, p. 1). Hall and Tandon (2012) also share the view that “community engagement may sometimes actually contribute to improvements in HEIs, specially to their teaching and research functions” (Hall and Tandon, 2012, p. 4-5). In this sense higher education institutions themselves can benefit through collaborative, equal partnerships with communities.

Cross-cutting with the discussion on community engagement, it is suggested that the development of solutions to social and environmental problems benefits from engagement activities with communities and collaboration with outside partners. Kotecha (2010) emphasizes the importance of engaging with external stakeholders in the development of solutions to issues such as climate change, poverty and unemployment. She highlights the importance of socially responsive education, which she explains is education with “an

intentional public purpose or benefit”. Examples of socially responsive education include socially engaged teaching and research and socially engaged service and learning. The importance of social responsiveness or social responsibility in the context of development is often directly linked to partnerships and the outcomes of those partnerships.

Tandon (n.d) also discusses the growing importance of partnerships with civil society. In his view “...human and social development should be addressed in a democratic framework and...civil society in its myriad manifestations, could become an active partner of HEIs” (Tandon, n.d).

In the following quote Raghunadhan (2009) clearly outlines the importance of partnerships and how the higher education institution plays a role:

“Universities have the means to teach tomorrow’s decision makers as to how the interrelationships among society, economy, and the environment determine our destiny, our success or failure to achieve long term prosperity for all human beings on the earth. While universities have to prepare their students to cope with the problems arising in hundreds of diverse and highly specialized professional fields, they also have to show the way toward cooperation, understanding, and more specifically the benefits and tools of collective problem solving” (Raghunadhan, 2009, p. 37).

In this quote it is suggested that students must learn about the interrelationship between social, environmental and economic issues and how our future success is inextricably linked to our ability to work together to develop multi-disciplinary solutions to pressing global problems.

Understood in this way, collaboration among researchers and practitioners is seen as a key factor for success. An important feature of this literature, however, is the argument that collaboration with members of disadvantaged communities leads to greater knowledge of the issues facing them and society in general. According to Hall and Tandon (n.d) “Rapid growth, technologization and consumerism, to name a few, have left a legacy of poverty, social exclusion, inequality and injustice, cultural corrosion, illiteracy and environmental deterioration. We are indeed confronted with a perpetuation of disparities between, amongst and within nations and yet there is a wealth of knowledge within communities around the world that goes untapped. The world’s indigenous peoples, women and others – the poorest of the poor – have understandings and knowledges that, if tapped, could indeed help move us along a more healthy and sustainable path of development.” (Hall and Tandon, n.d, p. 3). Indigenous knowledge and general knowledge held by both young and elderly members of communities in both developed and underdeveloped regions of the world provides valuable and critical insight into the solutions that our world is seeking.

Unfortunately, as Tandon (n.d) explains, this knowledge has not been accepted by many higher education institutions. According to Tandon (n.d) “...popular knowledge, indigenous knowledge - generated through the practices of countless generations became the basis for articulating” contemporary issues of human and social development.

“As explained by the participatory research movement, this knowledge faced negation and rejection from the dominant modes of knowledge production valued by HEIs. The epistemological conflict underlying these various traditions of knowledge production, dissemination, and utilization became one of the main reasons for the disconnect between HEIs and issues of social development.”

Many authors share this general perception that partnerships are critical and that the nature of these partnerships is key. Vallaey (2007) articulates the view that a socially responsible organization develops partnerships for socially and environmentally sustainable development while Hall and Tandon (2012) explain that “engagement should be approached in ways that accept multiple sites and epistemologies of knowledge, as well as the reciprocity and mutuality in learning and education through such engagement.” (Hall and Tandon, 2012, p. 5). Many different worldviews and cosmologies exist globally in every society. Respecting and accommodating this diversity while conducting research in communities is essential in order for both the research institution to learn from the interchange and for the community to benefit from the engagement.

Many authors agree that socially responsible higher education institutions carefully manage their relationships with communities and external stakeholders. In some cases, engaging with the community is a requisite for being considered socially responsible, while for others it is the quality and nature of these partnerships that determines the level of social responsibility being demonstrated. It is generally understood, however, that both the higher education institution and the community should benefit from the interaction and that partnerships support social and economic development goals. A common thread through this discussion is the issue of ethics and how a higher education institution might integrate ethics and morality into its mandate and actions.

3.4 Social Responsibility as a Moral and Ethical Imperative of HEIs:

The discussion on the higher education institution's place in society often turns to morality and ethics. Many authors agree that the higher education institution must itself be guided by a sense of morality and ethics. Other authors emphasize that the higher education institution must also instill in students a sense of morality and ethics and a strong set of values and principles.

Berube, M., R., and Berube, C., T., (2010), claim that universities, by their very nature, are moral institutions and present two examples of scholars who agree with this idea. They explain that Arthur C. Danto, emeritus professor from Columbia, philosopher and art critic, agrees that "universities have a moral mission beyond and presupposed by the transmission of knowledge." According to this author, the university must manage information ethically by respecting different perspectives. He believes that the university must "begin with the moral weight of truth itself, and the ethics of finding it, the responsibility of fairness in considering testimony, and the respect owed to beliefs other than our own"(Berube and Berube, 2010, p. 8). In a more general sense, it is argued that universities must simply act in a moral way. As Berube and Berube (2010) explain, educational historian Diane Ravich of New York University, author of *The Troubled Crusade* (1983), "argues that 'universities, like other institutions, have an ethical obligation to act in a moral way toward students, faculty, community and nation" (Berube and Berube, 2010, p. 8). Beyond exploring the different ways in which a university can behave ethically, Berube and Berube (2010)'s book also demonstrates how higher education impacts communities and, in turn, national policies.

Badat (2009) believes that in playing its role, higher education must be guided by and embody specific *principles* and *values*. These include: equity and redress, quality, development, democratization, academic freedom, institutional autonomy, effectiveness and efficiency, and public accountability.” (Badat, 2009, p.7). He believes that students should gain an understanding of society, other cultures and other times. They should also gain an understanding of ethics and the forces that shaped our world.

Other authors also explore the process of adoption of values and ethics by students in a higher education setting. Marti Noguera (2011) approaches the issue of ethics by studying the psychology of Iberoamerican (Latin American, Spanish and Portuguese) students. In his doctoral thesis he studies how students experience social responsibility on a cognitive level. He examines their capacity to understand and demonstrate morality and ethics and the impact that higher education has had on this capacity. In particular he explores the behaviours, values and levels of empathy of students in Iberoamerican universities.

Morality and ethics are thus studied in the literature as a function of the higher education institution but also as a product of educational programs as demonstrated in their impact on students.

Watson (2013) discusses the impact of higher education on students and explains that “There is one overarching question linked to the claim that “it changed my life.” Is higher education likely to make you better, to improve your capacity to make sound moral as well as technical judgments, in other words to take part in what Amartya Sen calls “public reasoning”?” (Watson, 2013). Very succinctly he explains “higher education's purposes

come together in terms of self-creation and the authentic life, the habit of thinking deeply, and the capacity to connect with others empathically” (Watson, 2013).

Higher education institutions are understood to play a role in teaching students about morality and ethics. However, they are also expected to be guided by morality and ethics themselves. Even more so they are expected to embody ethical principles and behave as moral institutions in every capacity.

3.5 The parallel concept of University Social Responsibility (USR)

The University Social Responsibility (USR) movement, a parallel concept to the concept of social responsibility in higher education, is grounded in a philosophical discussion regarding ethics and the institution and has inspired the creation of numerous offices of University Social Responsibility in universities around the world to ensure that they embody ethical principles and social responsibility. According to Vasilescu et al., (2010) the concept of University Social Responsibility (USR) stems from the concept of Corporate Social Responsibility (CSR) and relates to ethics and the approach the university takes in its interactions with broader society. It implies a movement of the university towards consideration of social and environmental concerns and the promotion of a general civic mindedness and concern for environmental sustainability.

Vasilescu et al. (2010), presents Spiru Haret University in Romania as a model for USR. Social responsibility at SHU entails increased access to higher education, a delocalization of university education (through distance ed.), access to education in a student’s native

language, promotion of knowledge and culture in rural areas and university support for the local artistic community with limited resources through promotion and providing publishing services.

Many universities in Latin American countries have offices of University Social Responsibility. A widely recognized concept in the region, an extensive body of literature has emerged on the topic of University Social Responsibility (USR) or Responsabilidad Social Universitaria (RSU). Marti Noguera and Marti-Vilar (2013) provide a list of key Spanish speaking authors on the subject, which includes Francois Vallaeys, Martí Noguera, Dr. Bernardo Kliksberg, Luis Carrizo, Oscar Soriano and Gargantini and Zaffaroni. He also provides the following list of essential reading on USR in Spanish speaking regions:

- The final document of the project Universidad Construye País (2006)
- The evaluation manual for the AUSJAL (2009) network
- The chapter on social responsibility and psychology from Marti and Marti, 2010
- The book on University Social Responsibility (USR) by Trápaga and Torres (2010) as well as the adjoined web reference list (Marti Noguera, 2013, p. 159).

The University Social Responsibility movement (USR) has led to the creation of social responsibility offices in universities that support the development of partnerships with government, civil society and the private sector. The social responsibility literature provides an analysis of the nature of current HEI partnerships, however, and the capacity

for social responsibility in a socio-political context which favours a market-based orientation to curriculum and program development.

3.6 Challenges Facing Social Responsibility in Higher Education

The promotion of social responsibility in higher education faces a number of challenges including: different understandings of values, ethics and the concept of “public good”; the pressure that globalization places on universities to produce graduates that are able to contribute to the labour market; changes taking place in the internal governance of HEIs; imbalances in evaluation processes; imbalances in stakeholder relations; and specific challenges facing the global south such as an increase in demand and a move towards privatization. In general terms, many authors agree that a movement towards the corporatization of the university or the privatization of higher education has led to an increased emphasis on vocational programs and economic pursuits and a decreased emphasis on programs that focus on social and environmental issues. In addition, concern has been expressed that higher education institutions and their engagement with stakeholders are being measured based on their ability to contribute to economic growth and development as opposed to their capacity to provide social value.

3.6.1 Values, Ethics and defining “For the Public Good”

A shift in higher education institutions’ focus towards market-oriented vocational programs has been linked in the literature back to the issue of values and ethics. According to Badat (2009), while students have shifted their focus away from broad disciplines to narrow vocational programs they have also turned away from fundamental human values.

He claims that they are more often driven by economic pursuits rather than by the public good or ethical leadership. To address this he suggests universities dedicate themselves to advancing the public good (Badat, 2009). His view is that by choosing to focus their studies on fields that will help them compete in the market economy, students are not learning values and ethics and are not seeking to advance the public good.

There is debate regarding the concept of public good, however, and whether the focus of the higher education institution is contributing value to society. Brennan et al., (2010), debate what “for the good of the public” actually means. They highlight the fact that universities in the past provided programs which trained students to contribute to local industries but that recently, as universities have joined the global knowledge economy, their sense of purpose has changed. (Brennan et al., 2010, p. 22). There is significant discussion regarding the social value of producing graduates which are able to contribute to economic pursuits and also concern regarding the general focus of partnerships. These issues are associated with the continued pressures associated with globalization.

3.6.2 Globalization and the labour market

The literature highlights the role that globalization has played in influencing the higher education institution towards producing graduates that can contribute to the labour market. Badat (2009) holds the view that “public investment in higher education has come to be justified largely in terms of economic growth and preparing students for the labour market” (Badat, 2009, p.3). Tandon (n.d.) explains that “the forces of globalization are affecting HEIs in many complex ways, including the supply of students and the expectations

of graduates....HE is no longer viewed as a public good, and its contribution to the labour market is commonly advocated” (Tandon, n.d., p. 142). It is suggested that this has created an imbalance in the orientation of higher education institutions, which is impacting many areas of their functioning including partnerships. As Tandon (n.d.) explains, “HE is largely viewed as a ‘private good’ linked to the forces of economic development.” (Tandon, n.d., p. 143). A focus on economics is a key feature of the neoliberal mindset. There is discussion in the literature regarding the effect of neoliberalism on HEIs.

3.6.3 Neoliberalism and a Preference for Economics

According to Badat (2009), institutions are increasingly influenced by neoliberal ideologies and, due to the influence of neoliberalism, the concept of development has been “economized and reduced to economic growth and enhanced economic performance”(Badat, 2009, p.3). He expresses the concern that universities have been defined in terms of “their role in economic development” (Badat, 2009, p. 3).

A general market-orientation is seen to have impacted many areas such as curriculum and programming. Hall (n.d.) explains this phenomenon in his paper *Higher Education, Community-Engagement and the Public Good: The Future of Continuing Education* where he explains ““Market forces”, for example, are held out to be at both a global level and local level to be almost magical in their abilities to shape social needs, including learning needs. If there is a market demand for a programme or course it will go, if not, it is either not really needed or not our responsibilities.”(Hall, n.d., p. 2). Authors link this phenomenon back to the manner in which the HEI is being administered.

3.6.4 Changes to the Internal Governance of the Organization

The focus of the literature is not only on the impact that it has on students and programming but also on some administrative dimensions such as governance. The capacity for democratic governance within the HEIs is seen to be affected by the forces of globalization, neo-liberalism and a general shift towards a market-orientation. Giroux (2002) explains that corporatization of the university causes faculty governance to be replaced by management models to the degree that faculty influence on decision-making has been reduced to advisory status. Accountability is increasingly focused on corporate concerns rather than social responsibility. He explains that “as corporate culture and values shape university life, corporate planning replaces social planning, management becomes a substitute for leadership, and the private domain of individual achievement replaces the discourse of public politics and social responsibility” (Giroux, 2002, p. 438). The higher education institution is seen to be influenced to the core by an increasingly pervasive corporate culture.

The view has been expressed that the higher education institution is responding in this way out of necessity. According to Raghunadhan (2009), “the emergence of Corporate Universities and global competition transpire great stress on public sector HEIs.... Strategies towards organizational efficiency, reengineering, cost control and asset management are needed by the HEI because they are most affected by technological changes, but seem to be less sensitive to social accountability” (Raghunadhan, 2009, p. 36). Furthermore, HEIs are not only pressured to behave more like corporations but they are also evaluated in economic and corporate terms.

3.6.5 Imbalances in Evaluation Processes

It is expressed in the literature that evaluation of the performance of universities tends to be influenced by and based on economic factors. Brennan et al. (2010) observe that discussion regarding the social impact of universities often relates to the ability of universities to help “lagging” regions become more competitive. They explain that it has become “easier to measure impact in economic terms” (Brennan et. al., 2010, p. 23). Competitiveness is often associated with the strategic management of partnerships across sectors. Within this context, partnerships with industrial stakeholders tend to receive priority status.

3.6.6 Imbalances in Stakeholder Relations

An imbalance in the value placed on different types of stakeholders is impacting the role that humanities and social sciences stakeholders have on the HEI. Benneworth and Jongbloed (2010), discuss the valorization of the humanities and the social sciences and the challenges that stakeholder relations present for a clear valorization of the humanities and social sciences. With increased dependence on industry stakeholders for financial support, humanities and social sciences stakeholders are seen as lower priority and their influence is lessened.

3.6.7 Challenges facing the Global South

Many post-colonial governments in developing countries in the global south initially provided higher education through public funding of government-run institutions.

However, as government priorities shifted towards other priorities such as access to primary and secondary education, public funding for HEIs began to wane. According to Tandon (2007), “ Post-colonial governments opened up new possibilities of support for HEIs. Public funding of HE became more common in many post-colonial countries. Gradually, private support (largely from rulers, kings and chieftains) declined and HEIs (especially universities) became publicly funded institutions. In countries where national public resources were scarce and multiple development agendas were competing for them, public funds for HE remained limited...” (Tandon, 2007, p.143).

Demand for higher education is growing rapidly in developing regions of the world. Universities that fit the “Ivy League” model are facing competition from private universities geared towards providing vocational programs. As Tandon (2007) explains “Due to growing democratic aspirations, the demand for ‘massification’ of the HE supply has increased significantly. Old established ‘Ivy League’ types of HEIs (which exist in all societies) now face increasing competition from new, privately funded, career oriented HEIs. Teaching and research on social and human development issues has therefore begun to shrink in many developing countries” (Tandon, 2007, p. 143).

Developing countries are faced with the challenge of an increase in privately funded universities that place less priority on social and human development issues. In general terms, the field of social responsibility in higher education is therefore facing the challenge of a shift within higher education institutions towards market driven vocational programs which produce graduates with the skills to contribute to economic growth and

development. Programs, stakeholders and partnerships related to social development or that raise awareness of social and environmental issues are subsequently given less priority. Many authors share the view that a supportive policy environment in all jurisdictions is needed to rectify this imbalance.

4. JURISDICTIONAL SCAN OF POLICY CONTEXT

According to Badat (2009), the drive for universities to realize social purposes should be supported by broader economic and social policy frameworks. He believes that higher education must face both economic and social challenges including job creation, the elimination of poverty and the delivery of social services. Badat (2009) emphasizes that “an enabling policy environment that encompasses thoughtful state supervision, effective steering, predictability in policy and adequate public funding is vitally necessary for higher education to realize its social purposes” (Badat, 2009, p. 6).

4.1 European Union

According to the European Commission report entitled *Higher Education Governance in Europe: Policies, structures, funding and academic staff*, “Governments are encouraging the development of closer relations between HEIs and society as a whole” (EC, 2008, p. 18). Under the section on national strategic priorities for higher education is a section entitled “Opening Connections with Society and Developing Partnerships” (EC, 2008, p.18). Policies put in place based on this focus tend to be geared towards promoting scientific achievements. There is, however, an emphasis on linking “teaching and research with national economic and social imperatives (including specific regional needs)” (EC, 2008, p.18). In order to achieve this, governments are streamlining regulation to support the establishment of partnerships and the use of research results. They are also providing financial support for other types of partnerships.

Cooperation with society is held as a top priority for higher education in many EU countries.

According to the report “The Danish University Act states that one of the purposes of the university as a central knowledge-based body and cultural repository is to collaborate with society”. While some statements are more general, in other countries such as Iceland, there is a clear focus on the dissemination of scholarly work and technological development. Central authorities not only provide financial support and incentives for universities to partner with companies but also for the development of multi-lateral partnerships between HEIs and research institutes and municipalities (EC, 2008, p. 18).

4.1.1 United Kingdom

According to Cochrane and Williams, in the United Kingdom instrumental interpretations of the role of Higher Education in society have influenced higher education policy. The current policy environment is based on the assumptions that higher education must fulfill the following roles: be a major contributor to economic success; produce, exchange and transfer cutting edge knowledge from research; and produce graduates with appropriate skills and knowledge. It is also “expected to contribute to the creation of a more socially inclusive society” (Cochrane and Williams, p. 22). According to Cochrane and Williams, participation and producing a labour force “more appropriate for the knowledge society” is considered important in the United Kingdom.

4.2 Africa

In South Africa, social responsibility has been linked to the concept of community service. According to Kotecha in his 2010 presentation to the Talloires Network at the Bellagio

Conference, the Department of Education of the government of South Africa indicated in a white paper that “community service is intended to promote and develop social responsibility and awareness among students of the role of higher education in social and economic development through community service programmes (Department of Education, 1997)”(Kotecha, 2010).

4.3 Latin America

Marti Noguera (2012) provides insight into the policy context in IberoAmerica (Latin America, Spain and Portugal) in the following quote (which is supported by a rough translation):

“En el ámbito de las políticas públicas, fue en el año 2005 cuando en la cumbre de jefes de estado iberoamericanos en Salamanca se delegó en la Secretaría General Iberoamericana (SEGIB), el Consejo de Universidades Iberoamericanas (CUIB) y la Organización de Estados Iberoamericanos para la educación, la ciencia y la cultura (OEI), la configuración de un Espacio Iberoamericano de Conocimiento, que cinco años más tarde, en el 2010, ha sido tratada en el encuentro iberoamericano de rectores organizado por Universia[iv] en la cual se propone trabajar en común entre universidades iberoamericanas para la construcción de un “*Espacio iberoamericano de conocimiento socialmente responsable[v]*”.”(Marti Noguera & Marti-Vilar, 2013, p. 147).

In the area of public policy, it was in the year 2005 that, during the meeting of the chiefs of state of Iberoamerican countries in Salamanca, it was delegated to the Iberoamerican Secretary General (SEGIB), the Union of Iberoamerican Universities (CUIB) and the Organization of Iberoamerican states for education, science, and culture (OEI), the creation of an Iberoamerican Knowledge Space which, five years later, in 2010, was addressed in a meeting between Iberoamerican rectors, organized by universities, in which it was proposed that Iberoamerican universities work in common on the construction of an “Iberoamerican space for socially responsible knowledge.

4.4 Asia

4.4.1 India

A key policy priority in India related to higher education and social responsibility is access to higher education. The Right to Education Act is legislation put in place to serve the goal of increasing access to India's marginalized citizens. Although the current policy environment appears to more directly address the pressing issue of access, according to media reports the Human Resources Minister M M Pallam Raju recently indicated that "higher education must pay more attention to helping students understand how to lead ethical and fulfilling lives" (Times of India, 2013).

4.5 North America

4.5.1 United States

In the United States the Fund for the Improvement of Post Secondary Education provides "a modest level of federal funding" to encourage "innovation in higher education". According to Longanecker (2003) there is also federal support for institutions that serve minority populations.

5. DEMOGRAPHICS AND GAPS IN THE LITERATURE

5.1 Demographics

Literature focused primarily on social responsibility in higher education is most prevalent in North America, Latin America, South Africa and Europe. This assessment may be impacted, however, by my personal lack of fluency in Asian languages. Sources in English, French and Spanish indicate this demographic imbalance. In most cases in the literature the regional context appears to influence the themes discussed. This assessment is influenced, however, by my own understanding of the socio-cultural and historical background of each region.

5.1.1 Europe

In Europe, where higher education is thriving, the focus appears to be on the moral imperative of the university to embody principles of social responsibility. Authors, such as David Watson and Ron Barnett of the United Kingdom, present comprehensive visions of the role of the advanced higher education institution in society. Barnett's concept of the ecological university is an example of the holistic HEI that he envisions. The holistic, ecological university understands it is part of many systems and cosmologies of thought and knowledge. It has a responsibility to help sustain and improve the world, societies, communities and individuals (Barnett, 2013).

5.1.2 Latin America

In Latin America the concept of Social Responsibility is examined from a functional

perspective, usually within the broader discussion surrounding University Social Responsibility (USR) led by thought leaders such as Francois Vallaey. The concept is often broken down into its component parts and analyzed for the various purposes it serves in terms of either promoting ethics, contributing to economic and social development, increasing human capital or putting in place structural programs and administrative measures to meet the social and environmental demands of students and society in general.

The unique approach in Latin America and the prevalence of the USR concept appears to be rooted in a philosophical discussion regarding ethics among academic institutions and the influence of the Catholic Church on Iberoamerican public life. According to Soriano (2011), in the past decade there have been significant developments leading to pioneering works which have clarified and defined the concept of university social responsibility or USR.

Projects such as *Proyecto Universal: Construye Pais (Universal Project: Construct the Country)* of 2002 which was created by a group of Chilean universities, projects carried out by the *Asociacion de Universidades confiadas a la Compania de Jesus en America Latina (Association of Universities trusting in the company of Jesus in Latin America)*, grouped together in AUSJAL, and the development of the international online course “*Como enseñar etica, capital social y desarrollo en la universidad*” (*How to teach ethics, social capital and development in the university*) prepared by Francois Vallaey and promoted by the educational portal of the OEA since 2004. Also included is the work of the Interamerican development bank with its program *Red Universitaria de Etica y Desarrollo Social (University Network for Ethics and Social Development)*. The work of the *Red Iberoamericana de Universidades por la RSE (Iberoamerican University Network of the RSE)* also contributed to

developments as the focal point of the *Centro Nacional de Responsabilidad Social Empresarial y Capital Social* (FCE-UBA) (National centre for social responsibility, entrepreneurship and social capital), in September of 2006. (Soriano, 2011, p. 4).

5.1.3 Africa

In Africa, higher education faces economic and political challenges and the concept of social responsibility appears to be interpreted (apart from the key authors from South Africa or Southern Africa indicated in this paper who take a broader view of social responsibility in higher education) in terms of the response of each individual university to the external challenges imposed upon it and its ability to be “socially responsible” in a challenging environment. In this context, the issue of access is prevalent.

In Africa, demand for access to higher education is very high and is increasing very quickly. Africa has traditionally low postsecondary attendance levels. The focus on access is amplified by the fact that “higher education is recognized as a key force for modernization and development”(Teferra and Altbach, 2004, p. 21). The universities in Africa face challenging circumstances in the form of social, political and economic problems in the context of globalization.

For the past two decades higher education in Africa has received little attention from national and international governments. However, it has recently begun to be seen as a key sector in development (Teferra and Altbach, p. 21-22). Africa has the lowest number of higher education enrollments globally and the smallest number of institutions. Although

there is significant diversity in terms of the issues facing higher education institutions in Africa, Teferra and Altbach were able to make some broad generalizations. In general, African HEIs lack sufficient financial resources, face unusually high demand for access, are burdened by the legacy of colonialism and are impacted by economic and social issues with long histories. Continental issues such as HIV/AIDS and other realities impact African HEIs in myriad ways (Teferra and Altbach, 2004, p. 22-23)

Africa has an ancient academic tradition and the oldest university in the world, Al-Ashar, is in Egypt. However, almost all of the ancient centres of learning were destroyed by colonialism. According to Teferra and Altbach (2004), “the continent is dominated by academic institutions shaped by colonialism and organized according to the European model.”(Teferra and Altbach, 2004, p. 23). As Teferra and Altbach (2004) explain, “Colonial higher education policy had some common elements“ including limited access, language, limited freedom and limited curriculum (Teferra and Altbach, 2004, p. 23). In some colonies higher education was focused on training small numbers of Africans to help run the colonies. In others HE was forbidden while in others enrollment was intentionally kept very low. The language of instruction was always the language of the colonizer and limited academic freedom was the norm. Curriculum was traditionally limited to disciplines that supported the administration of the colonies, like law.

According to Badat (2009), “In the African context, we must recognize, as Andre du Toit urges, “the legacies of intellectual colonisation and racialisation as threats to academic freedom” (2000); and that “the powers conferred by academic freedom go hand in hand

with substantive duties to deracialise and decolonize intellectual spaces” (Bentley et al, 2006).” (Badat, 2009, p. 6).

5.1.4 India

The discussion in the sources from India tends to either focus on access or privatization. The focus on access relates to the fact that, as Singh explains “India has one of the poorest Gross Enrollment Ratios (GER) for higher education in the world. According to 2010 data, India’s GER was a meager 13.8 percent, compared with the global average of around 26 percent.” The current Ministry of Human Resources and Development set the goal, however, of reaching 30 percent GER by 2020. Singh interviewed Pramath Raj Singh, founding dean of the Indian School of Business to obtain further background information on these statistics and the status of higher education in India. According to Sinha “ The total population between the ages of 15 and 24 in India is 234 million. If India meets its 30 percent GER target by 2020, about 40 million students would be enrolled in the higher education system in 2020. Currently, around 18.5 million students are enrolled in the HE sector”(Sinha, 2013). Sinha (2013) explains that enrollment is kept low because the country simply does not have capacity to accommodate a growing number of high school graduates. The demand is so high that in order to meet it and reach the goal of 30 percent GER, as Sinha (2013) explains “we need to create an additional capacity of about 25 million seats over the next decade. This requires an additional 10,500 technical institutions, 15,530 colleges and 521 universities” (Sinha, 2013).

The discussion in India is also focused on the issue of privatization. Historically, higher

education was a public system run by the government (see Tandon, 2012). As the government placed priority on access to primary and secondary education, growth and expansion in higher education received little attention and investment. Sinha (2013) explains the drive towards privatization in the following quote “...over the past decade, to cater to the huge supply-demand gap, people who didn’t know enough about education, and had no aspirations to be in education - mostly business people from industries such as real estate who knew how to get large pieces of land allotted or had surplus cash - started to create private colleges and universities. Given that they were not academically oriented people, or who didn’t understand education, even if they were well intentioned they didn’t know how to create an environment for education” (Sinha, 2013).

5.1.5 North America

In North America the dialogue appears to be highly influenced by a discourse on neoliberalism due to high levels of consumerism and the influence of market forces on daily life. The focus in this context appears to be on the intrinsic nature of the higher education institution and its current relationship to its historic roots and role in transforming civil society.

5.2 Gaps in the Literature

There is a lack of literature specifically on the subject of social responsibility in higher education from Africa outside of South Africa, as well as Asia and the Middle East. However, a lack of knowledge of the languages of these regions could explain the determination of this gap.

5.3 Comparison with Literature on Community Engagement

In comparison to the literature on social responsibility in higher education there is considerable literature on university-community engagement. The literature on social responsibility in higher education compliments this literature and there are certain elements that cross over, particularly with respect to the role of the HEI in society.

However, more often than focusing on the role of higher education in society and the moral or ethical standards of HIEs, the literature related to community engagement tends to seek answers to questions such as: What are the barriers to university-community engagement? What is the impact of service learning or community engagement on students?

6. CONCLUSION

The field of social responsibility in higher education is broad and encompasses many themes such as the role of the higher education institution in society, higher education institution partnerships, challenges facing the field, and general discussions about morality and ethics. The literature on university-community engagement is vast, however there is a growing body of literature in the field of social responsibility in higher education which focuses on the finer details of the orientation of HE curriculum, programming and partnerships. This literature questions and examines the interplay between the HEI and society and provides useful insights into the capacity for the higher education institution to contribute to the advancement and improvement of our world.

In addition to those outlined in this study, a number of other thematic areas may be worthy of further research. A robust and detailed analysis of the direct and indirect roles of the higher education in shaping policy development and governance or, conversely, a jurisdictional scan of the role that politics and government are playing in shaping higher education programs, may be beneficial to those engaged in advocacy and policy development in the field. The partnerships discussion might be broadened to examine the potential for collaborative partnerships with the private sector to further develop and refine the concept of Corporate Social Responsibility (CSR) and the social responsibility of the private enterprise in general. Furthermore, an examination of the different ways social responsibility might be expressed or promoted in programs in applied fields across

different disciplines such as the health sciences, urban planning or environmental conservation may prove useful.

Regions that are focused on economic development and access to education, such as Africa and India, might benefit from research conducted by local scholars on the social responsibility orientation of local public and private institutions and a historical study of the evolution and transformation of social sciences programs in institutions in these regions. Industrialized regions such as North America and Europe might focus on providing balance to the discussion by including scholars from diverse disciplines. A critical analysis of the political and economic forces influencing higher education policy would be beneficial and offer insights into potential solutions to pressing challenges.

Higher education institutions are increasingly being seen as a means to provide solutions to current challenges facing the world, which are most often understood to be as a result of globalization, increasing economic disparity and environmental degradation. Different understandings of how the HE provides value present challenges to HEs in terms of the focus of curriculum and the orientation of programs designed to address global and regional problems. Social responsibility scholars suggest that the higher education institution must also prepare future generations and their leaders to understand their world and the challenges they will be facing holistically. Whether they be looking at questions of economics, environmental sustainability or social justice, having a comprehensive understanding of the myriad forces at work in the global society would prepare future leaders and workers to make effective decisions and contribute to their

fields in a more meaningful and positive way. The challenge for higher education today is to respond to outside forces in a responsible way as institutions, while also continuing to advance a meaningful understanding of the context within which programs are being run for the benefit of students but also society as a whole.

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ANNEX 1: List of Websites

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<http://ucpsarnet.iglooprojects.org/university/socialresp>

2009 World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development
http://www.unesco.org/fileadmin/MULTIMEDIA/HQ/ED/ED/pdf/WCHE_2009/FINAL%20COMMUNIQUE%20WCHE%202009.pdf

UNESCO Higher Education
<http://www.unesco.org/new/en/education/themes/strengthening-education-systems/higher-education>

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