The 1st International Forum on University Social Responsibility

Different Meanings of Social Responsibility

제1회 대학의 사회책무성 강화를 위한 국제포럼
사회책무성의 다양한 의미

2014. 3. 24 - 25 Mon(월) - Tue(화)
Seoul National University 서울대학교

Organizer(주최) Ⅰ SNU IJSR
Partners(협력) Ⅰ CUNO
Sponsor(주관) Ⅰ UNESCO Bangkok
EXECUTIVE SUMMARY


The inaugural forum covered different approaches and practices of University Social Responsibility (USR) and explored issues, opportunities and recommendations concerning university social responsibility. The two-day forum was attended by around 100 participants coming from several countries of the Asia and the Pacific region.

The first day of the forum served as a platform to launch the Higher Education in the World 5. Knowledge Engagement and Higher Education: Contributing to Social Change published by GUNi. Dr. Rajesh Tandon, guest editor and the UNESCO Co-Chair for Community-Based Research and Social Responsibility in Higher Education delivered the keynote speech on “Global Social Responsibility and Challenges to Higher Education Institutions (HEI)”. He emphasized that HEIs has the role in facilitating knowledge co-construction by enhancing partnership with multiple sectors. This was followed by three session presentations under the topics of Development Cooperation, Community Engagement and Social Entrepreneurship.

As for the second day of the forum, the GUNi Asia-Pacific Network meeting was held where 10 country cases on the “Meanings and Challenges of Social Responsibility in Higher Education in the Asia-Pacific Region” were presented. Based from the discussion, the importance of institutionalization, collaboration and inter-network dialogue were voiced out in order to further understand the diverse nature of USR as well as to enhance the quality and delivery of USR.

With this insight, SNU-IGSR’s future forum is eyeing on pursuing a mapping of USR through inter-network dialogue. The two-day forum ended with a Social Responsibility tour around Seoul National University under the themes: technology innovation, student community engagement and social entrepreneurship. During the forum also took place the signing of the Memorandum of Understanding for the Korean translation of the Higher Education in the World 5. Knowledge Engagement and Higher Education: Contributing to Social Change between SNU-IGSR and GUNi. SNU-IGSR aims to distribute the Korean version among education institutions all over Korea at the end of the year.
**Programme Information**

- **Date**: 24-25 March (Mon-Tue) 2014
- **Venue**: Seoul National University (SNU), Republic of Korea
- **Participants**: 100 participants from various universities
- **Organizer**: SNU Institute for Global Social Responsibility (SNU-IGSR)
- **Partner Organizations (In alphabetical order)**
  - Global University Network for Innovation (GUNi)
  - UNESCO Asia and Pacific Regional Bureau for Education
  - UNESCO Chair on Community-Based Research & Social Responsibility in Higher Education
- **Sponsor**: Ministry of Education, Republic of Korea

**Background**

Higher Education of the 21st Century has been faced with various shifts in political, economic, social and environmental landscape; and among these salient shifts is the rise of Knowledge Society which emphasizes Higher Education Institutions’ (HEIs) relationship with the society. HEIs now are challenged to carry a wider perspective - agendas do not merely concern the individual institution’s interest, but to effectively engage with the local and global communities.

In an era of a highly interrelated and interconnected world, HEIs are challenged to be globally-competitive, at the same time, reinvent themselves in being socially relevant and responsible by addressing the needs of the greater society. This significance of social responsibility has been explicitly stated in the 2nd UNESCO Conference on Higher Education held in Paris in July 2009 that “higher education has the social responsibility to advance our understanding of multifaceted issues...and our ability to respond to them. It should lead society in generating global knowledge to address global challenges, inter alia, food security, climate change, water management, intercultural dialogue, renewable energy and public health.” With this context, HEIs
can no longer continue to stand aloof and disconnected but, rather, must strive to become spaces of reciprocal encounter whether in teaching, research or service wherein various stakeholders can learn together for a more just and sustainable world. And the more HEIs engage themselves with the society, it becomes more evident that HEIs are not sole cradles of knowledge but active engagement with the society opens avenues for exchanges, and hence, recognition of multiple sources of knowledge.

Presently, initiatives on university social responsibility have not been short. Universities have embraced different faces of ‘social responsibility’ such as initiatives ranging from Development Cooperation, Community Engagement to Social Entrepreneurship – different approaches involving different mechanisms, actors and resources. As universities have their own interpretations and practices of what ‘social responsibility’ is, there is a necessity to collectively reflect and exercise dialogue in order to understand and pursue a more critical and integrated perspective.

With this, Seoul National University’s Institute for Global Social Responsibility (SNU-IGSR), a newly established institute to enhance SNU’s global activities regarding social responsibility, is organizing its 1st International Forum on University Social Responsibility under the theme, Different Meanings of Social Responsibility in partnership with the Global University Network for Innovation (GUNi), UNESCO Bangkok Office and UNESCO Chair on Community-Based Research & Social Responsibility in Higher Education. This year’s forum will cover different approaches and practices of Social Responsibility and explore issues, opportunities and recommendations concerning university social responsibility.

The forum will also serve as a platform to launch the Higher Education in the World Series5. Knowledge Engagement and Higher Education: Contributing to Social Change published by GUNi. The second day of the forum will be dedicated for the GUNi Asia-Pacific Network meeting to share best practices and discuss possible research cooperation.

**Objectives**

- To reinforce the Asia-Pacific University Network for Social Responsibility
- To share innovative approaches and practices of university social responsibility
- To identify potential joint research activities
- To launch the GUNi Higher Education in the World Series5
- To establish Seoul Declaration on University Social Responsibility
# Day 1: 24 March (Mon)

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<tr>
<th>Time</th>
<th>Mugunghwa Hall, Hoam Convention Center</th>
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<tbody>
<tr>
<td>09:30-10:00</td>
<td><strong>REGISTRATION</strong></td>
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<td>10:00-11:00</td>
<td><strong>[Opening Ceremony]</strong></td>
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<td>- Welcoming Remarks: Yeon-Cheon OH</td>
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<td>President, Seoul National University</td>
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<td>- Opening Remarks: Sung-Hwan KIM</td>
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<td>Chair, SNU Institute for Global Social Responsibility</td>
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<td>- Congratulatory Remarks</td>
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<td>- Gwang-Jo KIM, Director, UNESCO Asia and Pacific Regional Bureau for Education</td>
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<td>- Cristina ESCRIGAS, Executive Director, GUNi (video message)</td>
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<td>- Launch of the GUNi Higher Education in the World Series 5</td>
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<td>- SNU-GUNi MOU signing</td>
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<td>11:00-12:00</td>
<td><strong>[Keynote Speech]</strong> Global Social Responsibility and Challenges for Higher Education Institutions</td>
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<td>- Rajesh TANDON</td>
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<td>Co-chair, UNESCO Chair in Community-Based Research and Social Responsibility in Higher Education</td>
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<td>13:30-14:30</td>
<td><strong>[Session 1] Development Cooperation</strong></td>
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<td>Moderator: Yong-Hwan BANG, Research Professor, Graduate School of Social Welfare, Ewha Womans University</td>
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<td></td>
<td>• Kazuhiro YOSHIDA</td>
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<td>Director, Center for the Study of International Cooperation in Education, Hiroshima University (Japan)</td>
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<td>• Stephanie Simmons ZUILKOWSKI</td>
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<td>Assistant Professor, Department of Educational Leadership and Policy Studies, Florida State University (USA)</td>
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<td>14:30-15:30</td>
<td><strong>[Session 2] Community Engagement</strong></td>
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<td>Moderator: Hahn-Kyu PARK, Secretary-General, Kyung Hee Global Service Corps, Kyung Hee University</td>
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<td>• Sandra Lee MORRISON</td>
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<td>Associate Dean, School of Māori and Pacific Development, The University of Waikato (New Zealand)</td>
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<td>• Pankaj MITTAL</td>
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<td>Vice Chancellor, Bhagat Phool Singh Mahila Vishwavidyalaya (India)</td>
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<td><strong>[Session 3] Social Entrepreneurship</strong></td>
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<td>Moderator: Suk-Ki KONG, Research Professor, Asia Center, Seoul National University</td>
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<td>• Saran Kaur GILL</td>
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<td>Deputy Vice-Chancellor, Industry and Community Partnerships, The National University of Malaysia &amp; Executive Director, AsiaEngage (Malaysia)</td>
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<td>17:00-18:00</td>
<td><strong>Discussion</strong>&lt;br&gt;Emerging Perspectives on University Global Social Responsibility&lt;br&gt;Moderator: WANG Libing, APEID Coordinator and Senior Programme Specialist in Higher Education UNESCO Asia and Pacific Regional Bureau for Education</td>
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<td>18:00-18:30</td>
<td><strong>Closing Ceremony</strong></td>
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**Opening Ceremony**
Keynote speech

Dr. Rajesh TANDON expressed the challenges and the possibilities of higher education. He noted that there is an artificial divide that has been created between intellectual and manual work - a disconnect of higher education to the society by putting intellectual in the pedestal whether in research, teaching, etc. He asked, “Are we perpetuating a generation of elites? Leaders are highly educated, but can they have the sensitivity?” He observed that generally, service in higher education is an afterthought and not an integrated and holistic perspective. Despite these challenges, Dr. Tandon remarked new possibilities for higher education: higher education will undergo reform as it start acknowledging multiple sites of knowledge – for instance, to acknowledge that knowledge can reside in the community. He recommends that Higher Education take a humble stance and exercise its influence in gathering the multiple sites of knowledge by building more partnerships with civil society.
Plenary Sessions

A. International Development Cooperation Session
Dr. Kazuhiro YOSHIDA (Japan) introduced Hiroshima University’s Africa-Asia University Dialogue for Educational Development (A-A Dialogue), composed of 16 African universities and 14 Asian Universities. He described the network as a “self-help/self-reliant”, decentralized approach, emphasizing the sense of ownership in learning. Through A-A, universities contribute to basic education development through research where he highlighted collaboration (mutual and joint learning) among members with flexibility in scope and design. Some challenges faced by the network are the following: resource mobilization and whether the network would pursue expansion or focus on quality outputs among the members.
Dr. Stephanie ZUILKOWSKI (USA) introduced Florida State University's International Development Approach and the challenges faced by the university. She shared some of the concerns in international development work in higher education such as multiple roles of faculty, mismatch of graduates and budgetary issues. These issues let us reflect on the relationship of institutional values and international work: Is service part of core mission or is it only a dimension?

B. Community Engagement
Ms. Sandra Lee MORRISON (New Zealand) presented about the importance of cultural diversity and respect. She asserted that cultural identity in the university is homogenous and this monocultural bias is a structural impediment. Despite these limitations, she asserts that Higher Education can be cultural change-makers. She introduced University of Wakaito’s involvement with the tribal communities. With the aim to pursue structural intervention, the university implemented various efforts such as bilingual signages in campus, university leaders conducting rituals, and invitation to tribes to discuss about land ownership. She encouraged universities to embrace ‘cultural’ as an integral part of the community and consider its implications to university-community engagement.

Dr. Pankaj MITTAL (India) introduced her university, BPS and shared its origins as a university created by the community. She shared how the university is working with the community by establishing “students interface with community through add-on innovative courses, for instance, courses in microfinancing for enhancing self-employment. She also encouraged the documentation of community knowledge such as folk medicine and creating small time inexpensive nature friendly technologies. Lastly, she featured how social innovators can facilitate change in the community.
C. Social Entrepreneurship
Dr. Saran Kaur GILL (Malaysia) featured Asia Engage and how it has been striving to gather ASEAN youth to engage in social entrepreneurship. She discussed about the importance of regional development and the potential “multiplier effect” as she highlighted the multi-stakeholder perspective in community engagement. She emphasized “engaged” as a disposition – whether in teaching, research and service.

Dr. MA Hok Ka (Hong Kong, SAR) presented social entrepreneurship as belief and service-learning as pedagogy based from experiential learning theory. She shared that “Engagement Scholarship” is needed as “we do not want excellence without a soul (Harry Lewis).” She featured the Lingnan University’s experience in service-learning in various faculties: business, visual arts and social sciences.

Discussion
Dr. WANG Libing (UNESCO Bangkok) moderated the discussion on the emerging perspectives in USR. Based on the 6 session presentations, he offered 3 points: first, he observed that the current academic environment still makes it hard for academics to engage in USR. There is still a need for institutionalization and bring in the incentives into the system. Second, in terms of empowerment, he clarified and differentiated indigenous and minority groups and how can we integrate these groups into recruitment, teaching and research. Lastly, he discussed about the diverse nature of USR. The terms used to refer to USR are many but selected terms have already been accepted. Moreover, there is differentiated work among academics, thus we cannot unify a single role of professor. Some professors are not keen in working with donors or communities but focus on basic research. For instance, service learning is a pedagogical response to community engagement. He also shared that one challenge in social responsibility is its disposition to be donor-dominated, especially shaped by funding issues. Dr. WANG noted that as we cannot focus on all things, we strive to have a holistic approach and not creating new things. We have to pursue a balanced higher education. Dr. Wang seconded Dr. GILL’s statement that there is a need to institutionalize. Observation on USR is that there are different types of interest. He commended the participants in making their work relevant and encouraged everyone to continue to strive in making work relevant.
Comments from the Panel:

- Ms. Sandra Lee MORRISON (New Zealand) remarked that as we go international, we must be reminded to stay grounded in the community. For instance, service learning is connected to culture and in doing so, we incorporate the respect of culture. She further asked, “How can university reflect the community’s need and how to incorporate into the university system?” She also observed that the commonality of the presentations is the commitment to social justice and not to be caught up in the global university competition. She also emphasized that “knowledge belongs to all” and shared the interesting role of intergenerational knowledge – a learning that extends beyond the grave.

- Dr. Kazuhiro YOSHIDA (Japan) said that the diversity of the speakers is commendable. He observed that the commonality is that there is a commitment to mainstream USR. USR is not an add-on, but it is to be a core of the university. We have to understand the community and working together is learning together.

- Dr. MA Hok Ka (Hong Kong, SAR) remarked to strengthen the 3rd pillar – suggesting for ‘service as tenure’. She also advocated for more regional collaborations as different countries have different meanings of USR and sit
Dr. Stephanie ZUILKOWSKI (USA) emphasized to operationalize service and how we can involve students in social responsibility such as international development work.

Dr. Pankaj MITTAL (India) suggested that in order to institutionalize, there is a need to propose to the ministry to allot budget for USR. She also stressed that everybody has a way to contribute and USR is not discipline-oriented. For instance, Natural Science can take part in service on energy resources; history in engaging in village history, etc.

Dr. WANG concluded the session by stating that “diversity is the beauty of USR” and UNESCO has to embrace this as a technical note.
### Day 2: 25 March (Tue)

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<th>Time</th>
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| 9:00-10:20    | **[Country Case Presentation 1]**  
Meanings and Challenges of Social Responsibility in Higher Education in the Asia-Pacific region  
• Cambodia: CHET Chealy, Rector, Royal University of Phnom Penh  
• China: Xiaozhou XU, Dean, College of Education, Zhejiang University  
• Indonesia: Citra WARDHANI, Expert Staff on Scientific Publication and Information System, Directorate of Research and Community Engagement, Universitas Indonesia  
• Japan: Takahiro SAITO, Associate Professor, Strategic Planning Office, Institute for Academic Initiatives, Osaka University  
• Laos: Saithong PHOMMAVONG, Lecturer, Faculty of Social Sciences, National University of Laos |
| 10:20-10:30   | **BREAK**               |
| 10:30-12:30   | **[Country Case Presentation 2]**  
• Philippines: Ma. Lourdes F. MELEGRITO, Director, Center for Social Concern and Action, De La Salle University-Manila  
• Republic of Korea: Bong-Gun CHUNG, Director, Development and Cooperation Center, Institute for Global Social Responsibility, Seoul National University  
• Singapore: KWOK Kian Woon, Associate Provost (Student Life), Nanyang Technological University  
• Thailand: Avorn OPATPATANAKIT, Assistant to the President for Research and Academic Service Affairs, Chiang Mai University |
On the second day of the forum, 10 country cases on the “Meanings and Challenges of Social Responsibility in Higher Education in the Asia-Pacific Region” were presented. The following are highlights of each presentation:

**First Session: 5 Country Cases**
Moderator: Dr. Saran Kaur Gill (Malaysia)

- Dr. Chet Chealy (Cambodia) shared that NGOs are often seen as politicized institutions in Cambodia and universities, on the other hand, are generally seen as neutral so the government asks the universities in most partnerships. He and his colleague, Dr. Yong-Hwan Bang shared the Ewha-RUPP Project where the 1st MA in Social Work Program in Cambodia was established and the project shifted from being an international development project to a university social responsibility.

- Dr. Xiaozhou Xu (China) introduced the history and current history of USR in China. Through China’s experience, he voiced out reflective questions such as “Is social responsibility for a nationalist or internationalist society?”

- Ms. Citra Wardhani (Indonesia) first gave an overview of Indonesia as a populous country composed of many islands, where there exist various linguistic barriers. She then shared the historical development of “service” in
Indonesia. Before, public service was the term used for USR, but 2-3 years ago, it was changed into community engagement. She problematized the term “service.” She questioned some practices in “service” by faculty members, for instance, “Is showing up on TV for analysis also considered “service”? She shared that during the 1960-70s, faculty adopted villages (KKN) and this has influenced how universities currently have fields of expertise in community engagement. The government decentralized community engagement according to the Community Engagement Master Plan. She further identified 3 Schemes/Group in community engagement: Research-based Community Engagement Group, Problem-based CEG, Curriculum CEG. The challenge is how to address impact evaluation and sustainability (not hit and run). How can we leave a skill in the community?

• Dr. Takahiro SAITO (Japan) focused on the USR and quality assurance. With this, he envisions a creation of database for all the universities, which gives a “University Portrait” that is open to the public. He then shared how Japan had a study group on USR (2004-2008) and the group has found that expectations about universities (by the public) are different from what is being done. He closed his presentation by differentiating obligation and duty and its implication to universities - obligation is required by law and duty is based on mission.

• Dr. Saithong PHOMMAVONG (Laos) highlighted that USR has the responsibility to educate students to be equipped in engaging in USR. He then introduced tourism youth ambassador in Laos, which involves tourism students. One interesting initiative that they have done is the student engagement with the community, where they are promoting learning. For instance, primary students were taught by university students to be aware and appreciative of their environment, such as learning how to identify local fish in the community. However, one of the challenges of USR is fund commitment for sustainability.

Dr. Saran Kaur GILL (Malaysia) moderated the first session of country presentation and the following were her comments:

• Cambodia: she proposed that Asia Engage can have a modular course in Social Work in Asia and see what has been done.

• China: she remarked that China raised important questions to ponder about
and has to be considered by educational institutions dealing with USR.

- Indonesia: she remarked that the presentation showed ways on witnessing how serious institutions are after setting-up by pursuing the importance of institutionalization.

- Japan: she asked the possibility of incorporating service in university ranking. We can start with quantitative first – for instance, measuring “how many partners, etc.?” Qualitative research can follow to find the value of service.

- Laos: she expressed her appreciation on how Laos showed the importance of focusing also in students and their quality of learning. This implies that the quality of students has an influence in social development.

**Second Session: 5 Country Cases**
Moderator: Ms. Sandra Lee MORRISON (New Zealand)

- Ms. Ma. Lourdes MELEGRITO (Philippines) asserted that in doing USR, we have to ask the following questions, “Is it relevant? What message does it convey to the people? What does it uphold/manifest? How does it relate? What does it convey?” She remarked that USR is about engaged citizenry. In the Philippines, she highlighted the role of faith in service is evident, for instance, Bible-based USR and theology as engaged teaching. In De La Salle University (DLSU)’s mission-vision, there is an explicit mention of statements such as “learner-centered”, “faith and scholarship” and a “society especially the poor”.

With this, she emphasized the role of vision-mission and partnering with those with the same principle or else there will be conflict. She also shared the types or modes of community engagement, for instance, Community development where we identify communities and partners, not just academe base but intellectual civil base that can offer solutions to societal problems.

- Dr. Ji-Hyang LEE (Republic of Korea) introduced the historical development of Korea’s USR through student voluntary service. She explained that voluntary service started as an elitist movement and in 1990’s, it changed towards democratic citizenship. However, enforced volunteerism and paid volunteerism also emerged and these practices are considered as one of the concerns of USR – somehow distorting the true meaning of voluntary service in Korea. She also introduced Seoul National University as a case study. Due to its corporatization, SNU has embarked on its new vision-mission by setting strategic objectives to contribute to global social responsibility. One initiative under this mission is the establishment of SNU-Institute for Global Social Responsibility.

- Dr. KWOK Kian Woon (Singapore) asked a vital question to the nature of USR – “Is CSR equivalent to USR?” CSR has this notion to “appear decent”. He then mentioned that USR includes matters of accountability, funding and autonomy. He urged to have a clear conceptualization of USR and doing things in line with the ideals. University is not just another corporate entity. He remarked, “How can we make it as part of the university core? It is not just an icing on the cake, but part of the cake itself. And importantly, we have to send a consistent message to students.” He also shared that academic integrity as part of social responsibility. This is beyond the curriculum; it is about academic policies. For instance, we should avoid voluntourism but be concerned of sustainability. One case he shared is the “Water Project in Cambodian Valley”, addressing concerns about dry wells. Surprisingly, students still go even after they graduate.

- Dr. Avorn OPATPATANAKIT (Thailand) emphasized the input-process-output framework. She stressed that the aim is for the output to be of practical knowledge. In Thailand, she shared that Socially-Engaged Scholarship (SES) can be a basis for promotion. The Council for University President Meeting supports SES. Currently, Thailand is also trying to facilitate the development of formats and standards of Socially-Engaged document for academic promotion.
The aim is to present academic work and allow access of the document among the students and the public. These initiatives show the pursuit for integration of academic knowledge and community wisdom.

- Dr. NGUYEN QUY Thanh (Vietnam) shared that USR is very new in Vietnam. There is also low public awareness regarding it. Many have regarded USR to training/quality of educational program and researches. He found that the trend in USR in Vietnam is focusing on training of future professional workforce, research and community support. However, he observed that there is very limited networking among universities. Scholars from various Vietnamese universities pursue USR in individual projects and ad hoc basis and not in formal networking. He then expressed his appreciation in this kind of forum in gaining more insights on USR and networking.

Comments:
In response to Dr. OPATPATANAKIT’s presentation, Dr. GILL (Malaysia) commented that it is important to consider how gatekeepers understand USR. We have to have people who know what this is about. She commended Thailand’s groundbreaking initiative and pondered that there are still many things to work on in forwarding USR.
She then asked in relation to the documentation initiative, “In what format would it be accepted as documentation?”

*Forum Note: Due to lack of time, the Q&A / discussion for this session was decided to be integrated in the next discussion session.*

**Discussion for Joint Research**

*Opening Remarks: Summary of the two-day forum*

Dr. Rajesh TANDON (UNESCO Chair) opened the session by emphasizing importance of developing *homogenous frameworks* as we acknowledge that there are many existing initiatives. He noted that universities are part of long historical tradition of society - there is a link between society and pursuit of learning.

He contextualized how the economic status has impacted some changes in HEIs - which some are positive and some negative. These changes have implications on how Higher Education Institutions are now working. With this, we have to *identify areas of interest* that is need to *develop and use that understanding to make mechanisms or creating support* in pursuing it.

Moreover, Dr. Tandon shared his planned research with Dr. Budd for the UNESCO Chair in Community-Based Research and Social Responsibility on the exploration of Global/Local Structures in Communities and HEIs where everybody can participate. In this forum, he cited Indonesia and Malaysia as examples of laying out structures through Institutionalization of University-Community Engagement. In this forum, the presentations showed the importance of *anchoring a reflective and analytical work* and the pursuit for a *more empirical, evidence-based community engagement*.

According to Dr. Tandon, the two-day forum had *4 salient insights*:

1. **The need to make social responsibility in the core of universities, not just in the sidelines or in the periphery.**

   Indonesia, the Philippines and New Zealand have reiterated the importance of making research relevant to the community. For instance, Ms. Sandy Lee MORRISON presented about the importance of indigenous knowledge in Maori communities.

2. **The need to consider “mutual benefits”, that as we conduct our work, we look inside not only the status of the community, but also the university and its processes. How do universities conduct research? How do we train researchers?**

   The common university process is where USR becomes a one-way process that should be extended to the society, but as we recognize community-based researches or community engagement, we have to work on a *two-way process*.

3. **The need to consider the importance of more diverse stakeholders.**
Some USR focus on students, some on teaching and to some, administration. Commonly, the image of the “most social responsible” is dominant in the field of social sciences but it has recently been moving to other disciplines, for instance, in the field of engineering. With this change, all the stakeholders inside and outside – alumni, appropriate ministries, local governments, NGOs, media, there is a need to ask an important question, “How do we position ourselves?” By the definition of “stakeholders”, they have many stakes involved, thus how do we navigate through?

4. In tracing our history, we have seen how universities are engaged as an open/safe space. This does not focus on employability, but universities as space where one can raise questions without hesitation.

Universities are spaces where public discourse can take place and this is the place we can create and this is part of the university social responsibility. Currently, we have concerns that range from what kind of policies and funding, resources and answers to these questions depend on how we situate higher education institutions. This is the continuing task for us: What are the ways we can move this forward? It is by systematizing our understanding and our practice to develop a more coherent body of work.

Dr. Jihyang LEE (Republic of Korea) raised two questions pertaining to the forum 1.) What is the goal of this gathering? 2. What would be an outcome of this network? She gave examples on how future forum themes could be, such as service learning and institutionalization of USR. She encouraged participants to share their thoughts and give their recommendations for the next year’s forum.

Identification of Common Principles in USR

- Ms. Ma. Lourdes MELEGRITO (Philippines) raised the issue of standards of frameworks. She raised the need to identify of common principles that we can apply in USR and continue to share the principles we are using.

- Dr. Takahiro SAITO (Japan), likewise, pointed out that there is variety of the perception of the concept. He encouraged that it is not impossible to have a point to commonly grasp USR. We can set that kind of concept. After that, we can collect the data/examples and build framework. If we find some good practice, then we can distinguish it and we can see the factors on how USR become successful. This will help realize USR.

Same Words, Different Meaning, Power of Expectations and USR Ethos

- Dr. Xiaozhou XU (China) then highlighted that we have to ‘philosophize’ about USR. He gave reflective questions such as “Who am I? Where to go? How many responsibilities should university have? How would it be satisfied? Who have to fulfill the task? Is it for the whole university or individuals? Where should we put USR – in our head, our heart, our feet?” He remarked that, “I
am an idealist but not always. We have to find how to bridge ideas to practices, and be multi-locus.”

- **Ms. Sandra Lee MORRISON (New Zealand)** observed that in the forum, participants use the same words, but the concept is contextually-defined and with different meanings. With this, she is interested in the conceptual meaning of USR. Through the different country presentations on USR, Ms. Morrison expressed that “our expectations why we are doing this are different.” She noted how our previous relationships do matter in how we deal with the relationships – “Are universities master/partner/servant? Are host communities are at the table when we plan and implement?” Universities have the power to define which partners to be involved with. She referred to the presentation made by the Philippines, where the presented framework can be teased down in exploring the powers of universities: “to choose, to engage.” She also mentioned that Universities have a code of ethos. How does the community see that ethos? How do universities operate, how do universities behave? She noted that there has to be more interrogation in the way universities do the business. Ms. Morrison also commended that the written document (workbook) is a good document/resource for the participants to gain insights and jumpstart discussions pertaining to USR.

“**Standardization, a Possible Threat to Diversity of USR / Mapping as a Step Forward**”

- **Dr. Kazuhiro YOSHIDA (Japan)** noted that we are discussing USR in how we ‘perceive’ USR. What are universities expected to do? From which perspective are we looking at it? Are we looking at the perspective from the Community? Local? Global? As we discuss about ‘standardization’, he noted that ‘standardization’ can pose a possible threat, and emphasized that there is an endless diversity in USR. If we keep on putting it in a single frame it might not be helpful. To avoid this, we have to identify what kind of activities are recognized as USR and acknowledge the diversity, and not making it exclusive, but try out MAPPING. We can categorize through various perspectives and analyze the roles. Communities could be local and be international and this mapping would be useful.

**Working on the Past Works on USR and Collaboration on USR in Asia**

- **Dr. Saran Kaur GILL (Malaysia)** emphasized that we now live in the age of collaboration. She expressed, “I guide my ethics as engagement and
collaboration; mutual beneficial partnerships. As we work out guidelines – we have to work collaboratively to acknowledge the works done before and move forward with that. What has been discussed in AsiaEngage has also resonated here in this forum.” Dr. Gill also shared the joy on how USR has been emerging gradually but surely, “Over the years, it has been a struggle to institutionalize social engagement in universities and it is great to hear it happen.” She noted two important things in furthering USR: **First, identify key people** and **Second, to let the world know that in Asia, we are united.**

**Community-based research as Promising Practice**
- **Ms. Citra WARDHANI (Indonesia)** expressed that the forum is very rich in discussion and observed and learned that there are so many terms used – service learning, community engagement. She noted that somebody has to tie it together and have to look deeper, something has to be done. She further expressed that there are so many stages, and levels in implementing USR. She stressed that USR is based on the mutual need of the community and university. She cited Dr. Saran Kaur Gill’s office as an example. Dr. Gill couldn’t get much support from the university as it is not the priority, thus creativity and resourcefulness have be maximized in dealing with the situation. In Indonesia, she deemed that currently “community-based research” can’t seem to work. At this point, research and community-engagement are not overlapping. With this, **writing projects based on research is a good practice.**

**RECOMMENDATIONS**

Nurturing Relationships and the Role of Online as a Connecting Platform
- **Dr. NGUYEN QUY Thanh (Vietnam)** stressed on how we can nurture relationships. He suggested to **keep the network connected through website** and upload some best practices that are being carried out.

- **Dr. Pankaj MITTAL (India)** reiterated the importance of collating what we are doing and put it in one database such as blogs, etc. that is accessible to all.

- **Dr. Saithong PHOMMAVONG (Laos)** further encouraged to continue to document the initiatives that have been done and also of **checking UNESCO’s stance on USR** and see the work that has already been done in understanding USR in the macro level. Dr. Phammavong expressed that
this kind of meeting is helpful, and recommends **meeting once a year would be good and share what we have learn and share our concerns** such as funding, especially to those who are still new in USR. Through the meetings, each one can update conferences, research projects, so that it can be useful for other countries. In this case, SNU can take a role in disseminating and sharing information.

**Research on USR and “Institutional Readiness”**
- **Ms. Citra WARDHANI (Indonesia)** highlighted the promising influence of conducting **“the measurement of the readiness of institutions to implement community-engagement.”** We can explore indicators: Is the institution ready? Is the fund provided? Are there national regulations, etc.?

**Recommendation for Inter-network Dialogue**
- **Dr. MA Hok Ka (Hong Kong, SAR)** proposed the idea of **regional support networks** - bringing different networks and sit together and discuss the researches, programs and possibly, set standards. She then introduced **ASEF’s forum** focused on university social responsibility in 2011 and recommended the possibility of working with ASEF in the future. For instance, one agenda could be discussed is about how university management can understand USR - why to do and how to do. This can also be extended on how USR can be related to teaching by the faculty, etc.

**Involvement of Wider Stakeholders’ Role in Understanding USR**
- **Dr. Xiaozhou XU (China)** also suggested widening this reflective practice among other stakeholders. For instance, probably in the future, Global Students could to come together and also discuss about USR, or gather for Research Project on USR. By organizing these initiatives, it gives wider perspectives on what is happening in different parts of the world.

**USR and CSR Nexus and Partnership Potentials**
- **Dr. Avorn OPATPATANAKIT (Thailand)** pointed out that the forum wasn’t able to tackle the connection of USR and CSR. Currently there are more than 500 companies in the CSR club of Chiang Mai University. She asked how can we effectively connect this? She further suggested how each one can help one another’s USR – through pursuing visibility and networking. “If we want to convince the officials like the President, VP in the university, maybe in the near future, we would like you to join in a conference in Thailand. Maybe you can support and we will try to get support from CSR.”
On-the-Job Training (OJT) in USR

- Dr. Avorn OPATPATANAKIT also recommended that one can help out in creating standards in Social Engagement Documents. Dr. Gill (Malaysia) and Thailand have the desire to pursue an On-the-Job Training (OJT), supported by AUN. With this, Thailand will develop a draft the proposal and ask support of Asia Engage and other CSRs to organize an OJT for social responsibility. She is encouraging partners to also join/support this future initiative.

Focus on “Community Engagement”

- Dr. Chet Chealy (Cambodia) briefly compared CSR and USR. At this point, CSR has not agreed what it is and this has come to the universities as well. He agrees with Dr. NGUYEN QUY (Vietnam) that for the next forum, we can focus first on community engagement then diversify the topics until we can agree on what USR is.

Value of Networks: Create Process to be Inclusive

- Dr. Rajesh TANDON (UNESCO Chair) again reiterated the value of many networks – for instance, some institutions/countries need laws. In this case, through the network, they can ask help in countries with the relevant experience. We have different purposes and aspirations, but we should have the sense of the whole. We have to acknowledge that we have a lot of work in the region, even some are not represented here. **We have to create that process to be part of the whole as we have small circles of engagements.** The exploration space that this opportunity (forum) creates is one of the best examples and SNU-IGSR can continue to work on this and helping out in pushing USR to be visible and be understood.
**Recommendation for SNU-IGSR 2015: Mapping of Networks**

- **Dr. Jihyang LEE (Republic of Korea)** concluded the discussion by expressing that “we do not want to make another network. We want to be an information disseminating institute.” She suggested that next year’s forum will be on the **mapping of existing networks**. We can find the networks and explore the terms used and identify the key USR in these networks. In the forum, it was evident that participants talked about various terminologies, indicators, etc., this can be a research on the **situational analysis of USR**.

**Salient Points in the Forum:**

1. **Institutionalization in USR**
   - Institutionalization is an expression that USR is viewed as core and not merely add-on
   - There is a challenge to pursue institutionalization of USR among universities

2. **USR as multi-stakeholder**
   - Universities must serve as facilitators and not authorities. There is a need to gear away from elitist to a more humble stance
   - Role of regional networks and an inter-network dialogue is voiced out.

3. **USR Commonalities**
   - Although there is a diversity of USR practices, there is an evident USR commonality among the presented case: USR is about our collective aim for social justice and a collective aim to mainstream USR

4. **Diversity is the beauty of USR**
   - Standardization is to be approached with caution
   - Diversity stems also from the various culture institutions are coming from and interacting with
   - Respect for culture must be considered and upheld to avoid monocultural bias in USR
   - There is an encouragement in pursuing USR in interdisciplinary approach

5. **Role of students in USR**
   - Importance of teaching and learning processes in relation to USR
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