

Social Responsibility of the Universities in Europe – Research of Diversity of Practices

(UK, Germany, France, Bulgaria)

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Abstract

The present study presents some of the results of a study devoted to the social responsibility of universities. The aim of the research is to analyze the diversity of socially responsible practices of universities in Europe. A source of information on the survey is the websites of universities. The main hypothesis of the study is that the best universities have socially responsible practices that communicate in the public space. The main results of the study were presented at the international scientific conference “CSR: Convergence of Discourses, Variety of Practice”.

Keywords: social responsibility, universities, equal opportunities, discrimination

JEL: I2, I3, O15, J7, J8

Introduction

A brief diagnostic analysis of the scientific theory in the field of corporate social responsibility

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More and more the business community and the scientific community are excited by the issue of social responsibility. Social responsibility is presented as a theme in a variety of national and international researches.

Among the current research and projects related to corporate social responsibility can be mentioned: CSR and employee job satisfaction: a case from MNCS Bangladesh [Raihan., T., Karim, R.,2017,]; Corporate social responsibility research: the importance of context [Carol,A., 2016], Research on Corporate Social Responsibility in the Development Region Centre in Romania, [Gorski.H., M. Fuciuca, N. Croitor, 2014]

The various studies emphasize not only the essence of social responsibility but also its relationship with various activities related to the management of the organization.

An example of research that points to the relationship between corporate social responsibility and corporate culture is Yanitsa Dimitrova’s research, “the adoption of the concept of CSR is conditioned by this type of corporate culture of the organization, characterized by opportunities to provide an appropriate response to social needs and the expectations of society, its ethos, and its legal protection. “[Dimitrova, Ya., 2012, p., 92]

An example of another study, which points to the relationship between corporate social

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responsibility and internal audit, is the study by Valerie Dineva, which states that “Corporate

Social Responsibility as a part of governance appears as the undisputed object of internal audit. The objective assessment of this subject requires its detailed knowledge “[Dineva, V., 2015, p.424].

The link between corporate social responsibility, accounting and financial audit has been investigated by Ali Veysel, who states that “Part of environmental and social issues can not be accounted for. Therefore, new accountability is needed ... New accountability requires the compilation of integrated reports”. [Veysel, A.2018, p.5].” The principles of integrated reporting have been introduced in Bulgaria on 01.01.2017, with the requirement to compile a non-financial statement. This statement also requires an audit opinion “[Veysel, A.2018, p.6].

The topics related to environmental and social accounting are extensively researched by Ninel Kyoseva [Kyoseva, N., 2014, p.18, 30,54,80,125].

A study of the essence of corporate social responsibility and social audit, as well as corporate social responsibility as the object of financial audit and internal audit was done in the study of Miroslava Peicheva, Ali Veysel and Valeria Dineva. [Peicheva, M., A.Veysel, V.Dineva, 2016, p. 17, p.96, p.180, p.310, p.426]

The answer of the question why organizations should be socially responsible, we found in the researches:Corporate Social Responsibility (CSR) in Europe: discourses and practices. The case of Veolia in European countries [Marasova J., Vasileva, E., Bouterfas, I., Philip de Saint Julien, D., Raytcheva, S., Rouet, G, 2017] and Environmental performance of companies with environmental management systems in Bulgaria, Quality – access to success, [Ivanova D., A. Haradinova, E. Vasileva, 2016)].

Other significant researches of the essence of corporate social responsibility

and the importance of organizations being socially responsible are: the studies of Irena Slavova, Radostina Bakardzhieva and Spartak Keremidchiev. Irena Slavova makes a thorough analysis of the “development of corporate social responsibility in Bulgaria, the state and trends of CSR, carried out by business organizations operating on the Bulgarian market” [Slavova, I., 2015, p.113]. Radostina Bakardzhieva examines the contemporary trends and European perspectives in the corporate social responsibility of Bulgarian companies [Bakardjieva, R., 2017, p.7]. In his studies Spartak Keremidchiev analysed the adequacy of the principles of working with stakeholders in corporations [Keremidchiev, S., 2015]

In this connection, it is also interesting the research about Discovering a Wilderness of Regulatory Mechanisms for Corporate Social Responsibility: Literature Review [Bozhikin, I., Dentchev, N., 2018, p.145], which detected different regulatory mechanisms for stimulating CSR and promoting sustainable development.

Another research on “Green Economy Opportunities in Bulgaria and Formation of a Model of Socio-Ecological Development” raises the question of the need for “a new type of economic growth and a model of development... with responsible behavior towards the environment and future generations”. [Ivanova, V., E.Sotirova, E.Dimitrova, A.Petkova, I.Nakov, 2016, p.9]

Marina Stefanova is another researcher who shows us the link between the corporate sustainability and responsibility CSR [Stefanova, M., 2018, p.15, 27]

The present research is a continuation of research on social responsibility of organizations that is specifically targeted at higher education institutions.

The study is dictated by the understanding that the role of universities is crucial to the development of social responsibility. Universities educate and develop current and future managers who will make decisions in

an unstable socio-economic environment. We are witnessing significant changes that are the result of the Fourth Industrial Revolution. "Labor is under heavy pressure from robots and capital." "The prognosis is that by 2020 the robots will replace 5 million jobs." (Danailov, 2016, p.10). Obviously, we are in a new environment where socially responsible behavior must be a priority if we want to preserve the Earth and all living beings.

In support of the claim that universities must be socially responsible and to communicate their social initiatives, I will mention at least three arguments.

Firstly: the relationship sustainable development – social responsibility. According to the definition sustainable development is "development that meets the needs of the present without compromising the ability of future generations to meet their own

needs."(Robert W. Kates, Thomas M. Parris, and Anthony A. Leiserowitz,). Universities must educate their student in behavior that will bring us closer to achieving the goals of sustainable development, which are generally expressed in securing economic development, social equity and justice, and environmental protection. The development of the social responsibility of universities is a step in this direction. The participation of students in social initiatives of universities, as well as those organized by the students themselves, contribute to both the sustainable development of universities and the sustainable development of society.

Secondly. The role of universities in educating socially responsible citizens and leaders. In 2007 they were first published Principles for Responsible Management Education (See Table 1).

Table 1. Principles for Responsible Management Education

Principles	Content	
Principle 1	Purpose:	We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.
Principle 2	Values:	We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.
Principle 3	Method:	We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
Principle 4	Research:	We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.
Principle 5	Partnership:	We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.
Principle 6	Dialogue:	We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Source of information: <http://www.unprme.org/about-prme/the-six-principles.php>

The table is organized by the author

These principles "help advance the Sustainable Development Goals in academia, and connects responsible businesses with higher education institutions to help recruit talent with sustainability mindsets, skills and capabilities"

(UNGC). The application of university principles will prepare "the students to have a kind of "moral compass"" (Geryk, 2015, p. 136)

Thirdly. All stakeholders have a need for information on universities' socially responsible

initiatives. For example, potential students, as an interested party, need this information to facilitate their choice of university. Citizens, society needs the same information to assess how universities are educating future government leaders, business owners and team leaders. And more As A. Guskin and M. Marcy write, “this century higher education experiences a paradoxical situation in which it is much more critical in relation to the future of society while at the same time being under a strong pressure to prove their usefulness in educating students and to convince society as to the legitimacy and effectiveness of the resources spent to that purpose” (Geryk, 2015, p. 12)

Understanding the importance of social responsibility, more and more universities around the world have developed and implemented strategies for sustainable development and social responsibility.

The topic of social responsibility of universities is the object of research by researchers in different countries such as (Cruz, Y., 2009); (Geryk, 2015); (Vasilescu, R., C. Barna, M. Epure, C. Baicu, 2010); (Nejati, M., A. Shafaei, Y. Salamzadeh, M. Daraei, 2011); (Mehta, S. R., 2011); (Peicheva, M., 2018)

Methodology of the study

Europe has always be famous an active and progressive social policy. There are many of the world’s best educational institutions in Europe. Approximately 38% (Top Universities in Europe, 2018) of the best universities in the world are in Europe. Among them are the UK, Germany, France, Switzerland.

This is also the reason why Universities in Europe occupy a central place in the present research.

The main objective of the research, the results of which are presented in the present study, is to analyze the socially responsible practices of universities in Europe. Study limitation: The results presented are only part of the results of a wider research on social responsibility for universities. The study presents the results of 5 universities in the UK, 5 universities in France, and 5 in Germany. About the social responsibility of the Bulgarian Universities will be present the socially responsible initiatives of the University of National and World Economy. The methodology of the study is presented in Figure 1.

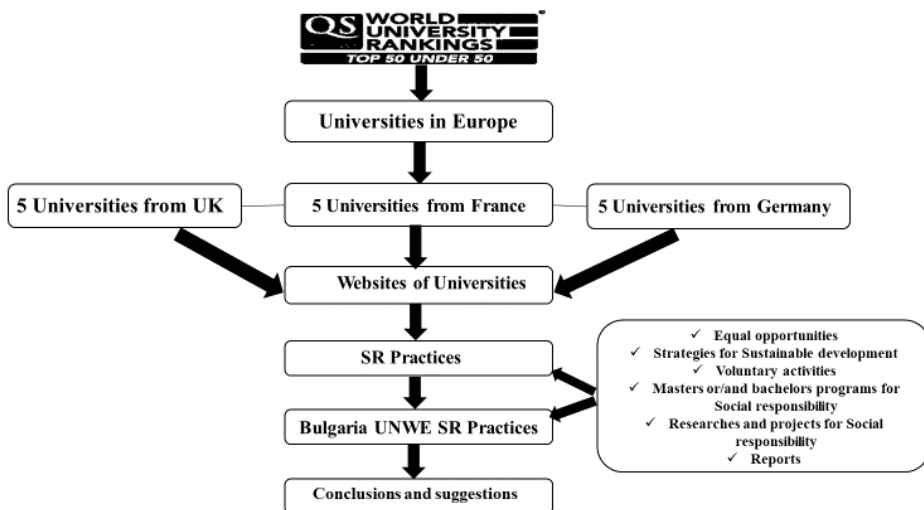


Figure 1 Methodology of the research

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The methodology of the research includes the following steps. First step: Selection of 5 universities from UK, France and Germany (See Tables 2,3,4)

Table 2. *The five universities in the UK with the highest rating*

Rank 2018	Name of the University	Country	OVERALL SCORE
5	University of Cambridge	United Kingdom	95,6
6	University of Oxford	United Kingdom	95,3
7	UCL (University College London)	United Kingdom	94,6
8	Imperial College London	United Kingdom	93,7
23	King's College London	United Kingdom	86,9
23	The University of Edinburgh	United Kingdom	86,9

Table 3. *The five universities in France with the highest rating*

Rank 2018	Name of the University	Country	OVERALL SCORE
43	Ecole normale superieure, Paris	France	79,9
59	Ecole Polytechnique	France	74
131	Universite Pierre et Marie Curie (UPMC)	France	57,5
157	École Normale Supérieure de Lyon	France	52,8
177	CentraleSupélec	France	50

Table 4. *The five universities in Germany with the highest rating*

Rank 2018	Name of the University	Country	OVERALL SCORE
64	Technical University of Munich	Germany	72
66	Ludwig-Maximilians-Universität München	Germany	70,8
68	Ruprecht-Karls-Universität Heidelberg	Germany	70,4
107	KIT, Karlsruhe Institute of Technology	Germany	61,9
120	Humboldt- Universität zu Berlin	Germany	59,2

The principle on which these universities are selected is the top 5 universities with the highest rating from each of these countries. Information about the ratings of universities in Europe is taken by QS World University Ranking (QS Top Universities, 2018). The next step is to visit universities' websites. Next, an analysis of the socially responsible practices of each university was carried out. The next step includes the analysis of socially responsible practices of UNWE. The final step of the study are the conclusions and recommendations.

Study Hypothesis: Best universities have socially responsible practices that communicate in the public domain.

Results of the research

Analysis of socially responsible practices for the five universities in UK with the highest ranks

First of all, the highest rating is the **University of Cambridge**. The analysis of the University's website shows an impressive variety of social initiatives organized by both the university and its students. A good impression is made by the University's papers on sustainable development and corporate social responsibility. The socially responsible behavior of the university is evident from its documents and activities. It is difficult to analyze all the socially responsible practices of the university, but some of them must be marked.

For example, Cambridge University has developed, Statement of corporate social responsibility; Environmental Sustainability Vision, Policy and Strategy 2015-2020; Equality & Diversity Strategy 2016-2021. Every year the university publishes Annual Environmental Sustainability Report. A good example is the newsletter for green lines. At the university there are created Green Labs and Environmental Sustainability Strategy

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Committee. The university develops active volunteering „Volunteer with us“. Attention attracts the upcoming topics of the University Short Course (1 day), such as Why can't we all play nicely? And “The search for world peace” (Shields, 2019). Students may study and receive an Undergraduate Diploma International Development: Environment, Sustainability and Globalisation. The University also offers training in the Master of Studies (MSt) in Sustainability Leadership.

The analysis of the University of Cambridge's Social Responsibility could be continue for a long time because the university actively shares its socially responsible practices. They are easy to find and they are available on the University's website. University of Cambridge is a really good example for a socially responsible behavior.

The next university is the **University of Oxford**. The University has the Equality & Diversity Unit. „The Equality and Diversity Unit supports the University's commitment to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected.“ (Equality & Diversity Unit, University of Oxford). The University issues an „Equality and Diversity“ Newsletter and Oxford Women's Newsletter è Race Equality Newsletter. The good practice of the university is the specially created web page “Equality and Diversity”. On this page we find information about University's Equality Policy and Harassment Policy, as well as for the university courses related to the Equality and Diversity. The website of the university informs us of the existence of an E & D committee. The University publishes annual Equality Report reports. At the University there is Disability Advisory Service, which provides information and advices on disability issues and facilitates support for those with,

for example, sensory or mobility impairments, long-term health conditions, specific learning difficulties, autistic spectrum conditions or mental health difficulties.

The analysis of the University of Oxford Social Responsibility shows that information about social initiatives, practices and social responsibility papers of the University is easy to find. A special place for equality and diversity activities is dedicated to the university's website. There is good reason to conclude that the University of Oxford is a role model for socially responsible behavior.

The next university which is the object of the present analysis is **University College London (UCL)**. The University has a specially developed Sustainability Policy. The university website has a page UCL Human resources. The webpage is titled Equality, Diversity & Inclusion and this webpage is for both staff and student issues at UCL. The page is full of information related to Dignity at Work, Equality, Equality Areas and Support for Students, Staff and Managers, Equality, Diversity & Inclusion Committees and Social Networks. The university website has a special webpage named GREEN UCL. There is detailed information on the environmental responsibility of the university. University College London used an extremely interesting approach to present its annual sustainable development report. The University has published UCL Sustainability., Annual report 2016-2017 in the form of a movie that he shared in the modern media company “Issuu”.

The university has an active presence in social networks like you tube on issues related to sustainable development and ecology. The presence of the university in the Tweeter social network is also motivating. There UCL Green Economy Society has more than 700 followers. It is very interesting and UCL-wide environmental competition and accreditation scheme – Green Impact. Green Impact

allows departments and divisions across the university to improve their environmental impact, support UCL's Sustainability Strategy and engage peers and colleagues with these essential issues.

The findings of the University College London (UCL) analysis are that the university asserts its social responsibility on a daily basis and shares its social activities and environmental behaviors with the general public. University College London (UCL) is also a great role model for socially responsible behaviour.

Imperial College London is another university involved in the analysis. The University has Equal Opportunities Policy as well Special Educational Needs and Disability Policy. The University has an Early Years Center, which is responsible for teaching children. The center takes care of the children's healthy lifestyle and has developed a special Food guidelines policy. The main aim of Early Years is to provide all children with a broad and balanced learning environment that is committed to the inclusion of children with Special Needs. That is why at Early Years has a designated Special Educational Needs and Disability team (SENDCO) which is responsible for coordinating support for the needs of children who may require further support or who have been identified as having special educational needs.

The University holds an annual Women @ Imperial event, celebrating women's achievements at college. As Dr Nathalie Pettorelli notes, "Our goal is to challenge the typical stereotypes of what a scientist looks like but also to provide role models for the next generation of scientists" (Pettorelli, 2018).

The next two UK universities involved in the analysis are **King's College London and The University of Edinburgh**, which have the same rating.

King's College London has a dedicated page on the University's website, which is named Diversity & Inclusion at King's. On this page King's College London has published Diversity & Inclusion Policies at King's College London. Information on training and courses related to Diversity & Inclusion and a gender pay gap report have been provided on the webpage. There is also a blog where we can get to know different social initiatives such as: UK Disability History Month (UKDHM). This is an annual event creating a platform to focus on the history of struggle for equality and human rights. Disability History Month has been celebrated in the UK since 2010, and this year's theme is Disability and Music. (KCLSU)

On the blog we also find news about Black History Month 2018. Black History Month aims to raise awareness of 500 years of Black History in the UK, highlighting the many positive Black contributions to British society, and the heightened confidence and awareness of Black people in their cultural heritage.

Another interesting event for which we find information on the blog is „It Stops Here Fortnight“. The event is being held from the 29th January to the 9th February, King's celebrated It Stops Here Fortnight to raise the profile of King's zero-tolerance approach to sexual violence, harassment and bullying through Student Ambassador events and to celebrate the launch of new student and staff training products at King's. There is created an online module that will help students understand how they can make a positive change through respectful relationships, sexual consent and bystander intervention. The information of the website show us that „for staff, King's launched the It Stops Here Training Academy, an interactive online hub and comprehensive resource dedicated to harassment and sexual violence disclosure response training and resources for academic and professional ser-

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vices staff at King's. The It Stops Here Training Academy includes the online course Responding to Disclosures of Sexual Violence, It Stops Here Classroom Toolkit as well as information and resources to equip King's staff to adequately and confidently respond to other forms of harassment, including homophobic, transphobic and racially motivated harassment, and provides advice on reporting and support services at King's" (It Stops Here Fortnight, 2018).

Another interesting information in King's College London' blog is related with Disability History Month 2017. On the 14th November, King's D&I celebrated Disability History Month, hosting a short film breakfast screening. With the 2017 theme as art, they sought to showcase the experience of various visible and invisible disabilities through the medium of short film, all from the perspective of the people with disabilities themselves.

On the website of the King's College London has Guidance and Resources related to the term 'protected features' covering the nine areas covered by the legislation: Age, Disability, Gender reassignment, Marriage and civil partnership, Pregnancy and maternity, Race, Religion and belief, Sex, Sexual Orientation.

In King's College London there are Sustainability Ambassadors. The Sustainability Ambassadors are the voice of green living in King's College London residences. Ambassadors work alongside the King's Sustainability Team to encourage the development of sustainable behaviors among the student community.

King's College London offers Global Ethics and Human Values MA. This course allows students to study the most pressing ethical issues of the modern world, from globalization and climate change to war, terrorism, poverty, inequality, justice and human rights. With

uniqueness it is distinguished and Sustainable Cities MA, MSc

King's College London has a specially developed King's College London Sustainability blog. It contains information on policies and strategies related to sustainable development, as well as a sustainable development report.

The social initiatives and activities described there are just a part of King's College London's tradition of social responsibility. Undoubtedly we can learn a lot from King's College London about socially responsible behavior.

At the **University of Edinburgh** there is a Center for sustainable forests and landscapes. Another center at the university is the Center of expertise to tackle forest challenges. In this center, experts are joining forces to address issues facing the world's forests, which are under increasing pressure from changing climates and growing demand for resources.

The interesting thing about the university is that there is Department for Social Responsibility and Sustainability. This Department works with almost every part of the University on programmes that help their neighbours, cut pollution, or ensure the wellbeing of the people who work on behalf of the University in the same place and all over the world. The university has quarterly and annual reports on corporate social responsibility and sustainable development.

It is no coincidence that University of Edinburgh named 'Sustainability Institution of the Year'. The University of Edinburgh received the Sustainability Institution of the Year Award in the internationally acclaimed Green Gown Awards. This was awarded for the continuous work to adopt a whole institution approach and become a more socially responsible and sustainable university.

The results of the analysis give us reason to conclude that the University of Edinburgh is a socially responsible university that

actively shares with stakeholders their social initiatives.

Analysis of socially responsible practices for the five universities in France with the highest ranks

The group of universities in France are: **Ecole normale superieure, Paris, Ecole Polytechnique, Universite Pierre et Marie Curie (UPMC), Ecole Normale Superieure de Lyon à CentraleSupélec.**

The first one of all of the group of French universities is Ecole normale superieure, Paris. The university has a program to promote equal opportunities in the French education system. They highlight the role of women in science education. They are determined to tackle gender inequalities, especially in scientific disciplines. Program for promoting the equality of opportunities in the French education system. They highlight the role of women in scientific teaching. They are committed to addressing gender inequalities, in particular in scientific disciplines.

École Polytechnique take part in the run-up to International Day of Women and Girls in Science, École Polytechnique presents six portraits of women scientists working at the l'X Research Center. Researchers, teachers and entrepreneurs. In each of their respective domains, these women are making their contribution towards the advancement of science.

Equal Opportunity programs at Ecole polytechnique are focused on three major areas: social diversity, gender equality and disabilities. These programs are organized and supported by various groups and individuals: students and student organizations, Ecole polytechnique administration, external organizations, associations and businesses. They are active across the entire country and are targeted at middle and high school students, and in particular students in difficulty.

According to the information on the University's website, it has a Center for Diversity and Success. The Diversity and Success Center (Pole Diversite et Reussite, or PDR) coordinates activities which seek to diversify the French higher education system, including Ecole polytechnique, in areas such as social equality, gender equality, and accessibility for the disabled. A Project Leader The Diversity and Success Center supervises all of the on-campus projects at Ecole Polytechnique, such as: Programs which enable talented and motivated young students from disadvantaged families to successfully pursue higher education; Key measures promoting the various programs available at Ecole Polytechnique to female students, to encourage scientific careers among women; Activities to promote awareness among Polytechnicians regarding issues for people with disabilities, as citizens and future professionals.

All academic and research departments, as well as all the various participants in the campus of Ecole Polytechnique, are actively engaged in sustainable development. At Ecole Polytechnique there is a Sustainable Development Committee and a scheme to assess the effectiveness of sustainable development activities and their environmental impact. Ecole Polytechnique manages its campus in a responsible manner which respects the environment and surrounding ecosystem. Several programs and activities have been put in place to reduce the school's environmental impact. These programs are: On-Campus Housing, Waste Management and Recycling, On-Campus Dining.

In program "On-Campus Housing" students are housed on campus. On-campus boarding is mandatory for all students in the Ingenieur Polytechnicien Program, and keeps transit to a minimum, reducing pollution and

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greenhouse gasses as well as the carbon footprint of the school.

In the other program “Waste Management and Recycling”, Ecole Polytechnique encourages all of the students, faculty and other staff who work or live on campus to adopt eco- friendly practices in their daily routines, especially concerning sorting trash bins and simple conservation habits for the office.

In the program “On-Campus Dining” since 2012, the École Polytechnique cafeteria recycles its waste through an innovative process: methanation. Waste materials are thus transformed into energy such as natural gas, electricity and fuel. Organic wastes from the cafeteria are treated and stored in vats which are then sent to the Etampes methanation facility. The resulting thermal or natural gas energy which is produced thus supplements the ERDF network.

In order to improve the accessibility of the campus, École Polytechnique, in collaboration with the Essonne Chamber of Commerce and the CAPS (Saclay Plateau Agglomeration Community organization), is involved in an interbusiness transportation plan with its neighboring establishments in the campus area. At the center of the Saclay Plateau, the area surrounding the campus will benefit starting in 2014 from the significant developments taking place across the entire Paris-Saclay “eco-region”. The goal: develop a high-performance transport system which encourages short-distance travel and alternatives to cars. When using a car is absolutely necessary, the campus also runs a car-sharing service. This system for self-service cars enables users to reserve practical and energy-efficient vehicles via the internet.

École Polytechnique is located at the center of the Paris-Saclay eco-region, and is thus responsible for preserving the welfare of the entire region’s ecosystem, with a commitment

to constantly improving energy management and sustainable development. For all areas and communities on the Saclay Plateau, including Ecole Polytechnique, several key issues have been defined: balancing the city and nature, developing an overall plan for water conservation and management, energy transition to more sustainable sources (such as solar power), and encouraging transportation with low environmental impact.

The other important and socially responsible practice in École Polytechnique is that there is a Hygiene, Safety, and Environment Team, which reports directly to the Director General of the school, also supervises the workplace security norms are properly observed for the facilities and surrounding areas.

At the École Polytechnique there are six student clubs organize activities and promote awareness for Sustainable Development at Ecole Polytechnique: X-MicroFinance (micro-loans), Sustainable Development Week (SDDX), X-Planete, Else (local farmers’ market), Botanix (on- campus vegetable garden) and Apicultix (on-campus beekeeping and honey production)

The next university in the research is **Université Pierre et Marie Curie (UPMC)**. One of the University’s priorities is to work on the creation of smart cities. Smart cities will improve the overall quality of city life. The aim is to create an innovative and sustainable ecosystem, exploiting both the advantages offered by the digital revolution and the benefits, in economic and environmental terms, deriving from renewable energies in the conception, creation, transformation, and uses of urban neighborhoods.

Another priority of the Université Pierre et Marie Curie (UPMC) is the development of intercultural dialogue. What the university believes is that Exporting education and research and allying French and foreign campuses are important goals, contributing

to the exemplary development of innovative fields of study and intercultural dialogue.” [Fouache, E., 2018]

Among the priorities of the university is the provision of the transition to the environment. One of the university's aim is with its researchers is to cooperate “Earth remain habitable, attractive, and sustainable!” [Brunel, S., 2018]

Like all the universities which has analysed so far, Université Pierre et Marie Curie (UPMC) is also a good example of role in socially responsible behavior.

The next university that take part in the research is **École Normale Supérieure de Lyon**. École Normale Supérieure de Lyon take part in international projects such as Supporting various professional teams to combat early school leaving in Europe. They support the idea about Gender and sexual equality.

The next university in the group of French universities that participated in the survey is **CentraleSupélec**. One of the main topics on which the school focuses is the environment and the risks associated with it. The Higher School organizes the European Summer School – T.I.M.E European Summer School. One of the themes of a two-week summer program is sustainability and the global economy. The objective of this program is to give the students a deeper knowledge of the relation between sustainable development and the economic/financial conditions on a global scale encouraging them to propose creative solutions for real problems in a global context.

Analysis of socially responsible practices for the five universities in Germany with the highest ranks

The German universities involved in the analysis are: **Technical University of Munich, Ludwig-Maximilians-Universität München, Ruprecht-Karls-Universität Heidelberg,**

KIT, Karlsruhe Institute of Technology, Humboldt-Universität zu BerlinMore.

Technical University of Munich offers a Masters degree in Responsibility in Science, Engineering and Technology. Good practice is the Self-evaluation report of the diversity target, which the **Technical University of Munich** is prepared in relation to the objectives set in diversity management.

An Equal Opportunities page was created on the University's website, which is an information Women's Forum in Computer Science at TUM. There is and the web page of the Informatik-Forum Frauen (IFF, the forum of women in Informatics at TUM). IFF is an informal group of members of TUM Department of Informatics who are working towards equal participation of women and of other under-represented groups at the department.

Technical University of Munich has a dedicated website dedicated to equal opportunities. At the TUM School of Management they believe that students should have access to advice, support and events – regardless of race, gender, religion, age, age, physical ability or sexual identity. To make sure that life at TUM and the School of Management is consistent with these principles, it is possible that they not only comply with all the diversity requirements at the Technical University of Munich but also maintain their own Equal Opportunities Commission.

The **Ludwig-Maximilians-Universität München University** has a doctoral program developed by the LMU Rachel Carson Center in cooperation with institutions in the United Kingdom and Sweden dedicated to the social consequences of climate change, environmental justice issues. Since 2011, the university has demonstrated that it is cosmopolitan and draws a Charter of Diversity.

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The **Ruprecht-Karls-Universität Heidelberg** has a specially developed website on equal opportunities. At the university there is a Commissioner for Equal Opportunities, who is responsible for implementing the principles of equity in equal opportunities for women and men. In November 1987 there is established the office of the Women's Representative. The University has a specially developed diversity strategy.

KIT, Karlsruhe Institute of Technology has: Webpage for Equal Opportunities, the Equal Opportunity Statutes and the Equal Opportunities Office.

At the **Humboldt-Universität zu Berlin-More** there is a Department "Climate Change and Sustainable Development". Gender Equality Strategy is also a part of the social responsibility of the University. A Fund for Equal Opportunities was established at the university. The Fund aims are at overcoming structural obstacles in the establishment of equal opportunities; increasing the quota of women in leading positions; embedding Women's and Gender Studies even further and increasing the quote of women among junior researchers.

Analysis of the results for socially responsible practices of universities in Bulgaria (following the example of University of National and World Economy (UNWE))

Part of the social responsibility of UNWE is the development of new courses, which included the topic of socially responsible behavior. Some examples are: Ecology and Sustainable Development, Corporate Social Responsibility, Fundamentals of Social Audit, Social Business Responsibility, Business Ethics and Corporate Social Responsibility, Business Ethics, Political and Business Ethics, Green Marketing, Sustainable Development of Regions, Social Entrepreneurship, Ecobusiness, Ecology, Environmental policy, environmental resources – planning

and control in the company, Quantitative methods in eco-economics, Environmental management, Urban management and sustainable development, Environmental pollution management, Professional ethics and independence, Sustainability assessment, Green infrastructure management, Integrated accounting, Eco-tourism risk management, Ecotourism, Ecological behavior and many others.

In 2006, the Center for Sustainable Development was established at UNWE. Its main objective is to organize and implement interdisciplinary research covering all dimensions of sustainable development: social, environmental, economic and institutional.

In 2013 UNWE has trained 57 volunteers – social assistants [Stoyanova, M.,2016]. UNWE is the first State University, which in 2013 developed an electronic manual for working with disabled PhD students,. At UNWE there is an Association of Student Volunteers at the University providing assistance in the training of disabled students and PhD students. Students' council at the UNWE has also created "Eco Club UNWE".

At the UNWE, researchers work on university, national and international projects related to social, environmental responsibility and sustainable development.

Conclusion

The results of the study provide the basis for the following conclusions:

Firstly: The hypothesis of the study that the best universities are socially responsible and communicating their social initiatives in the public space is confirmed.

Secondly. At the universities with highest ranks the strategy for social responsibility of universities is part of the university development strategy.

Third. Socially responsible universities have employees, who are responsible for the socially responsible activities of the university.

Fourth. Universities which have been appreciated the importance of social responsibility and communication of their social initiatives have developed separate websites where they share this information with stakeholders and this websites are easily accessible.

Fifth. During the analysis was identified some difficulties in finding detailed information on MSc and Bachelor's programs related to social responsibility. The information in some universities include only the name of the programs without the content being presented. This hampers the stakeholders like prospective students, for example, who want to make an informed choice.

Sixth. As a result, the analysis found that universities are working on various projects related to social responsibility. Unfortunately, this information is difficult, not arranged in the universities' sites. I believe that, if universities form a separate web site in which they have submitted their projects specifically related to social, environmental responsibility and sustainable development, this will facilitate in the future the formation of teams for international projects.

Seventh place. It would be good for universities to make a register in which to present their teachers working on themes related to social responsibility, sustainable development, environmental responsibility. This will facilitate communication between researchers with similar scientific interests at national and international level.

Eighth. It would be good for universities to make a register in which students who are interested in socially responsible initiatives and research can register.

Ninth. The results of the analysis have shown that there are a few international

master's and bachelor's programs related to social responsibility. It is good to think universities from all over the World to combine efforts for developing international programs related to social responsibility.

Conclusions may continue, but more importantly is that we must be convinced that the development of social responsibility in higher education institutions is not only related to their image but is of paramount importance for the future development of each country and the world as a whole.

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