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Broadening the scope of QA

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Proposal

Title: Building QA Systems: The Engaged and Responsible Label (ERL)

Abstract (150 words max):

The growing importance of university engagement in the context of 21st century challenges in Higher Education has led to an increasing demand for university engagement, which calls for evaluation and validation. However, the development of effective assessment and validation tools is still at a formative stage. This paper presents a tool that can measure and evaluate a Higher Education Institution for its engagement and social responsibility. The tool utilizes 10 Thematic Areas with 10 Quality Indicators in each area for awarding a quality label (Pass, Merit, Distinction). Drawing on a review of the literature and analysis of published engagement frameworks, the challenges of measuring and validating university engagement are discussed, the need for a new tool is justified, and the tool is presented. The authors are building a prototype tool in Excel to automate the evaluation of the process and results that will lead to a fully-fledged web-based tool.

Has this paper previously been published/presented elsewhere? If yes, give details. No

Text of paper (3000 words max):
Building QA Systems: The Engaged and Responsible Label (ERL)

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Abstract

The growing importance of university engagement in the context of 21st century challenges in Higher Education has led to an increasing demand for university engagement, which calls for evaluation and validation. However, the development of effective assessment and validation tools is still at a formative stage. This paper presents a tool that can measure and evaluate a Higher Education Institution for its engagement and social responsibility. The tool utilizes 10 Thematic Areas with 10 Quality Indicators in each area for awarding a quality label (Pass, Merit, Distinction). Drawing on a review of the literature and analysis of published engagement frameworks, the challenges of measuring and validating university engagement are discussed, the need for a new tool is justified, and the tool is presented. The authors are building a prototype tool in Excel to automate the evaluation of the process and results that will lead to a fully-fledged web-based tool.

INTRODUCTION

The Higher Education (HE) ecosystem has changed drastically with universities now being considered having a responsibility to make a greater economic, social, and cultural impact (ACEEU, 2016). Universities must ensure that engagement and social responsibility are embedded in their strategy and carried out in a systematic way. In recent years, there has been an international increasing of interest on issues associated with the mission and role of universities in wider society (Perkmann et al., 2013), as engaged and social responsible institutions. Pressures and challenges in HE scenery seek for more and more university engagement. The realisation that humanity now faces a number of grand societal challenges, also influences the pressure for universities to increase their engagement and social responsibility. The grand socio-technical problems, such as energy security, and access to food and water for all, are complex, dynamic and multidisciplinary and demand large-scale solutions mixing scientific ingenuity with political will and social mobilisation. Universities seem to be ideally positioned to respond to these challenges not least because they possess many of the knowledge, which are needed for their solution. Universities will increasingly be judged on their capacity to contribute to the solution of these problems: multi-disciplinarity requires universities to re-think their operations and structures and become more "engaged". Universities' engagement and social responsibility initiatives can shape university research agendas and cultivate students' 21st century skills (Alter, 2005). This paper aims to introduce a new tool for HE Institutions as well as Quality Assurance Agencies, for evaluating and validating university–community engagement within this complex environment. Building on the universities engagement and social responsibility measurement challenges, the authors developed a tool for the award of the Engaged and Responsible Label (ERL).

1. UNIVERSITY ENGAGEMENT AND SOCIAL RESPONSIBILITY

To thrive in the 21st century, HE puts engagement in the mainstream of its research, teaching and service work. 'Engagement employs knowledge and resources of universities, public and private, to enrich scholarship, research, enhance curriculum, teaching and learning, prepare engaged citizens, strengthen

democratic values and civic responsibility, address critical societal issues, and contribute to the public good; Thus, engagement is scholarly, cuts across the mission of teaching, research and service, provides reciprocal and mutually beneficial outcomes, and embraces the processes and values of democracy' (Fitzgerald et al., 2012, p.7).

Engagement, as envisioned by the Kellogg Commission, 'involves a partnership between the university and elements of society in which there is a mutual determination of goals and objectives designed to address societal problems' (Byrne, 2000, p.17). University Social Responsibility is defined as 'the responsibilities of universities for the impacts of their decisions and activities on society and the environment through transparent and ethical strategies' (EU-USR 2015, p.17).

The literature indicates that there are clear different cultures of engagement corresponding to HE cultures, with clear distinctions between Anglo-American, Germanic, and Hispanic approaches (Newcastle University Final Report, 2009). At a pan-European level, several regulatory frameworks exist which promote engagement such as the European Commission, the Research Excellence Framework, U.K. Funding councils, etc. Furthermore, numerous publications endorse the significance of engagement and social responsibility of universities as well as propose ways for a university to be engaged and socially responsible.

Despite the consensus for a need for engaged and socially responsible universities there are still differences in terms of the modes and the activities to be employed for engagement and responsibility.

This remaining of this paper is structured as follows: Section 2 presents a summary of key models/typologies and their dimensions/criteria for engaged and responsible universities identified in the literature. Section 3 presents a review of the literature findings and identifies a need for a tool that will not only measure engagement but it can also validate an engaged and responsible university. Section 4 presents the methodology for the development of the model proposed by the authors. Section 5 presents the tool developed, named ERL (Engaged and Responsible Label). Section 6 briefly explains the development of ERL in relation with other in-house developed tools, and finally Section 7 presents conclusions and recommendations.

2. MODELS/TYPOLOGIES/STANDARDS FOR ENGAGED AND RESPONSIBLE UNIVERSITIES IDENTIFIED IN THE LITERATURE

Numerous organisations, councils, bodies and HEIs are concerned with developing indicators and benchmarking tools, in particular at the institutional level. The diversity of frameworks for university engagement and social responsibility has resulted in the development of several dimensions/principles. Key models/typologies for engaged and socially responsible universities, as identified in the literature, reflecting the different ways in which HEIs and organizations/councils are currently approaching this subject, and point to broader trends in this field, are briefly explained below.

2.1 ACEEU

The Accreditation Council for Entrepreneurial and Engaged Universities (ACEEU, 2016) is the first council that focuses on engagement and entrepreneurship at an institutional level. The ACEEU has been accepted as a Full Member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). The ACEEU offers a comprehensive approach to accredit institutions for engagement or entrepreneurship. The accreditation is based on five Standards: (1) Orientation and Strategy, (2) People and Organisational Capacity, (3) Drivers and Enablers, (4) Education, Research and Third Stream Activities, (5) Innovation and Impact.

2.2 UNIBILITY: Guidelines for Universities Engaging in Social Responsibility

The Erasmus+ UNIBILITY: University Meets Social Responsibility Project (2015-2017) was dedicated to the promotion of university social responsibility in a cross-European setting. The project used the term university social responsibility to refer to all aspects of a university's impact on society, both in terms of direct engagement and of internal strategic practices. The final output of the project were the following Guidelines for Universities Engaging in Social Responsibility: (1) USR needs to be established as a management model working from the top to the bottom, (2) Not reducing USR to an administrative unit, (3) To know and evaluate the impact produced by the university, (4) Dialogue with stakeholders, (5) To clearly emphasise specific parts of USR and know how to prioritize, and (6) University transparency and evaluation of the results of the dialogue with stakeholders.

2.3 QS STARS

QS Stars University Rankings System assesses a university's engagement and social responsibility by measuring how seriously a university takes its obligations to society. Specifically, it uses four criteria, namely (1) Community Investment and Development, (2) Charity Work and Disaster Relief, (3) Regional Human Capital Development, and (4) Environmental Impact.

2.4 NCCPE: National Coordinating Centre for Public Engagement

According to the NCCPE (2018), an engaged university embeds public engagement into the way it approaches its work. Engaged universities must have activities in place, which incorporate public engagement into the following four areas/dimensions: (1) Public Engagement with Research, (2) Engaged Teaching, (3) Knowledge Exchange, and (4) Social Responsibility.

2.5 The National Forum on Higher Education (HE) For The Public Good (Formerly: Kellogg Forum on HE for the Public Good)

The mission of the National Forum on HE for the Public Good is to increase understanding, awareness, and action in relation to the public service role of HE in the USA. In its report from the national leadership dialogues (London, 2003), ten dimensions of engagement are identified, as follows: (1) Access to Learning, (2) Enhanced Diversity, (3) Civic Leadership, (4) Public Scholarship, (5) Social Well-Being, (6) Trusted Voice, (7) Public Spaces, (8) Community Partnerships, (9) Self-Governance, and (10) Public Accountability.

2.6 Newcastle University Typology of University Engagement

Based on a literature review and survey of best practice a final report was prepared by Newcastle University on characterizing modes of university engagement with wider society. For the purposes of the report, engagement was defined as all the relationships and connections that universities have with the wider society (Newcastle University Final Report, 2009). Based on a range of engagement activities undertaken by universities within diverse national systems and education mixes, a Typology of university engagement activities was developed, which is based on four areas, and specifically (1) Engaged Research, (2) Knowledge Sharing, (3) Services, and (4) Teaching.

2.7 Typology for Engagement: Bennerworth and Osborne

According to Benneworth and Osborne (2013) engagement is a choice linked with synergies with the traditional missions of teaching and learning, and one way to classify engagement is in terms of 'modes of delivery', as demonstrated in a typology based on the following four modes: (1) Research, (2) Knowledge Exchange, (3) Service, and (4) Teaching.

2.8 APLU Council on Engagement and Outreach: Dimensions for Institutionalization of Engagement

Based on a white paper prepared for the APLU (Fitzgerald et al., 2012) engagement at university level can be organized along the following five dimensions: (1) Philosophy and Mission of Community Engagement, (2) Faculty Support for and Involvement in Community Engagement, (3) Student Support for and Involvement in Community Engagement, (4) Community Participants and Partnerships, (5) Institutional Support For Community Engagement.

2.9 The EU-USR: University Social Responsibility: A Common European Reference Framework

This project was the response to policy priority of the European Commission about the need for a common social responsibility strategy for all European universities. It proposes benchmark standards for University Social Responsibility that cover four areas, and specifically (1) Research, Teaching, Support for Learning and Public Engagement, (2) Governance, (3) Environmental and Societal sustainability, (4) Fair practices.

3. THE CHALLENGE OF MEASURING ENGAGEMENT: THE NEED FOR A NEW TOOL

A university, and in general a HEI, must be aware of its engagement with all key stakeholders and of its impact on community and society, but it must also be able to evaluate its engagement and social responsibility. The evaluation will help the university realign its goals and intensify its efforts for contributing to society, attentive to its needs, and contributing to social, economic, environmental, and cultural well-being. A university must also be able to prove its commitment to engagement and response to the pressures for engagement and social responsibility.

In their briefing paper on Auditing, benchmarking, and evaluating Public Engagement, Hart et al. (2010) support that universities should set out aims and objectives for measuring and evaluating their public engagement. Furthermore the above authors state that engagement "must be balanced with the acceptance that this is likely to be such a complex task that any university can be forgiven for focusing on their own perspective and activities' (Hart et al., 2010, p.10). In addition, several other authors (Ambrose et al., 2007; MacDonald et al., 2007; CCPH 2006; Morice et al., 2007) emphasize the importance of taking into account the views of those with whom the university engages. All above suggest that, with regards to engagement and social responsibility, there is a need for a 'common language' and a 'common assessment tool, which could be utilized by every HEI both to set aims and objectives and to self-assess its engagement and responsibility; a tool that involved key stakeholders, such as society partners, industry partners, alumni, students, etc., in its development.

Regardless though of the abundance of literature on the need for and the benefits of engagement and social responsibility, there seems to be a lack of a comprehensive model for assessing and validating an engaged and responsible university.

ERL (Engaged and Responsible Label) aims to serve as a tool for the implementation and assessment of the engagement and social responsibility of universities. It can also be used for the validation of an engaged and responsible university, serving as evidence of the university's response to the needs of regulating bodies, accreditation and certification agencies, HE policymaking bodies, society, key stakeholders, etc.

4. THE DEVELOPMENT OF THE MODEL UNDERPINNING ERL

The development of the model underpinning ERL followed three phases. Phase 1 involved a literature review, Phase 2 was the actual development, and Phase 3 employed the Delphi Study to validate and finalize the model.

Phase 1: Based on literature search (articles, conference papers, publications by HE regulating bodies', white papers and reports, governmental publications, etc.), the researchers identified and critically analysed what others have contributed on the subject of university engagement and social responsibility.

Phase 2: Miles & Huberman (1994) offer a "general analytical procedure" for analysing qualitative data as illustrated in their interactive model of data analysis in Figure 1 below (Source: Miles & Huberman, 1994, p.12).

Figure 1: Qualitative Data analysis- Miles and Huberman interactive Model
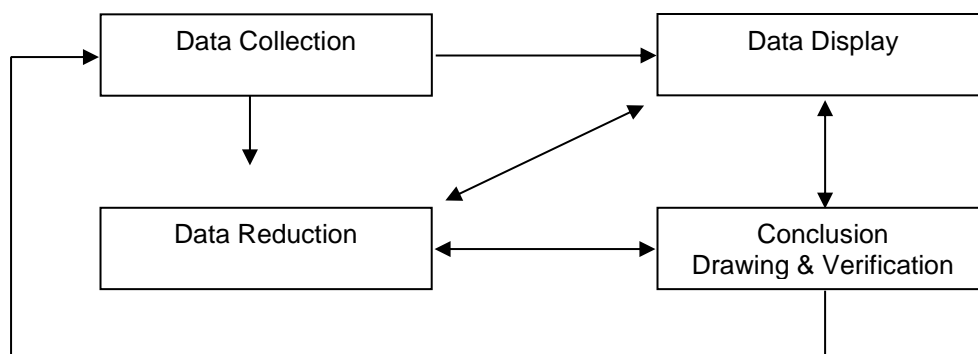
The use of the above model in analysing the findings of the literature assisted in identifying patterns and themes and in developing a comprehensive model for mapping a university's road to engagement and social responsibility.

Over ten Thematic Areas (TA) were identified, representing the main pillars for an engaged and responsible university. Utilizing the authors' extensive experience and expertise with quality matters in HE (quality awards, university rankings, institutional and programme accreditations, etc.) various Quality Indicators (QIs) were further identified for each thematic area.

Phase 3: Applying then the Delphi Method, the results were sent to two groups of people: five external quality experts and six key stakeholders (three industry experts, two alumni, and a current student) with the request to provide feedback on the proposed TA and QIs.

All members were provided with instructions to comment on the TA and the QIs based on their experience or previous research. Feedback was received within a deadline of four weeks and it was

embedded into the drafted ERL, which was revised and sent to each group of experts, along with the opportunity to comment further. Comments received were incorporated into the revised model and the following ten Thematic Areas emerged: (1) Curriculum Development, (2) Teaching & Learning, (3) Research, (4) Life-Long Learning, (5) E-Learning, (6) Engaged Society, (7) Consultancy, (8) Entrepreneurial Mind Set, (9) Alumni Engagement, and (10) Corporate Social Responsibility, as presented below in Diagram 2. The complete model with the 10 Thematic Areas and 100 QI's are presented in Appendix 1.

Diagram 1: ERL MODEL THEMATIC AREAS
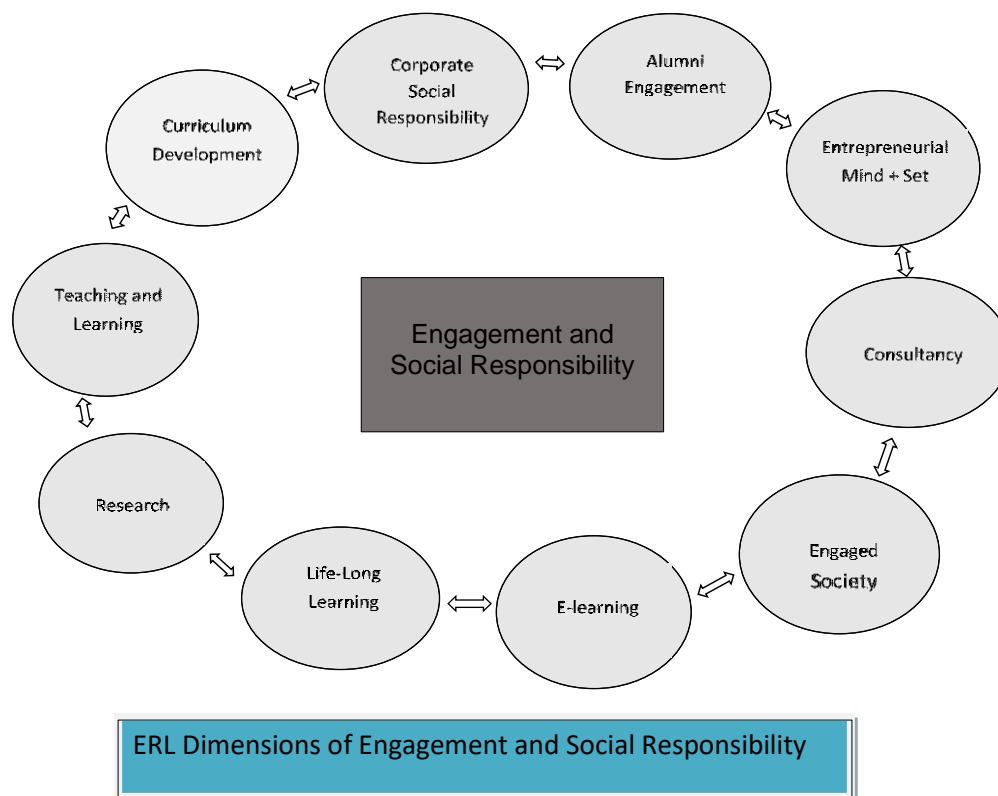
5. ERL ASSESSMENT AND LABEL CLASSIFICATION

The Thematic Areas (TAs) and the Quality Indicators (QIs) comprise a comprehensive model underpinning ERL. We herein explain the assessment system employed, and the types of ERL award classifications.

We first point out that a scale of 1-5 is used to assess the degree to which a QI is satisfied, as follows:
   1 -> not well at all
   2 -> not well
   3 -> well
   4 -> very well
   5 -> extremely well

The final score is in the range of 100 to 500 points. ERL is awarded only if all Main Thematic Areas are satisfied. A Thematic Area is satisfied if all QI's have a minimum value of 3 (well satisfied), and thus the minimum condition for the award of the ERL is an overall score >=300.

ERL is awarded with the following three classifications: Pass, Merit, and Distinction. The classification of the label, which is based on the overall final score, is determined as per below:

If the overall score is 300 – 374.99 (60% - 74.99%), then the classification is PASS,
If the overall score is 375 – 449.99 (75% - 89.99%), then the classification is MERIT,
If the overall score is 450 – 500 (90%-100%), then the classification is DISTINCTION.

6. ERL AND OTHER ASSESSMENT AND LABEL CLASSIFICATION

ERL is the third of a series of four Quality Assurance Labels in Higher Education developed by the Institute of the European Higher Education Area Reforms and Quality Assurance (IEHEARQA), which is affiliated with the University of Nicosia. The two other Labels are the THEQL (Teaching in Higher Education Quality Label) and the E-LIQAL (E-Learning Institutional Quality Assurance Label), which serve for measuring Teaching and E-Learning Quality respectively (Pouyioutas and Apraksin 2015; Pouyioutas and Ioannides 2017). The fourth one (upcoming) will be the RQL (Research Quality Label). All four Labels can be awarded individually, after assessment by IEHEARQA assessors/validators. The simultaneous award of three of the Labels (THEQL, ERL, and RQL) will lead to the award of the Higher Education Institute Quality Label (HEIQL). Each label is envisaged to be valid for three years.

7. CONCLUSIONS AND RECOMMENDATIONS

University engagement and social responsibility is a complex area and any measurement tool must be 'fit for the task of establishing the terms of good practice, evaluating outcomes, assessing impact and demonstrating value for money' (Hart et al 2010,p.10).

In preparing this report, we had the opportunity to reflect on our experience and practice and explore the numerous tools and models available for university engagement and social responsibility. Different bodies, councils, HEIs, etc. have developed their own 'Dimensions', 'Principles', 'Modes', or 'Areas' for an engaged or a responsible university. The ERL Model comes to complement and enhance current work identified, in the following key ways:
   a. Current work provides guidelines/principles for an engaged or a responsible university whereas the ERL provides criteria for both an engaged and responsible university.
   b. Current work proposes guidelines/principles for what is expected from an engaged or a responsible university whereas the ERL provides a model for assessing and validating an engaged and responsible university.
   c. The Thematic Areas and QI's were finalized with the use of the Delphi method ensuring input from experts and from key stakeholders, the involvement of which is highly recommended by HE bodies such as ENQA, EUA, etc., for matters concerning quality in HEI's.

As a more complete and comprehensive tool, the proposed ERL represents a vision for a common approach to the assessment and validation of a HEI for its engagement and social responsibility. It may serve as a road map guiding HEIs in their pursue for engagement and responsibility. It can be used as a tool for assessing engagement and responsibility, in a self-exercise. It can further be used by a team of externals for the validation of a HEI for its engagement and responsibility, serving as evidence of the

university's response to the pressures and expectations of key stakeholders, such as society, students, alumni, regulating bodies, national and international agencies, etc.

We are currently finalizing an Excel application that will automate ERL and will result in an automated tool namely ERLTool. We aim to present ERLTool to the Cyprus Agency of Quality Assurance and Accreditation in Higher Education, and other HE key players, for an open discussion with the aim to enhance and finalise it before piloting locally. After testing, the intension is to make it available internationally.

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Discussion questions:
1. What are the pressures for an engaged and responsible university
2. Which are the Determinants of engagement and social responsibility of HEIs
3. Assessment and validation of an engaged and responsible university: what tools are available?
4. What are the lessons learnt? How can the ERL help other HE institutions?

Appendix 1: ERL Thematic Areas and Quality Indicators

THEMATIC AREAS	QUALITY INDICATORS
1. Curriculum Development	1. The Institution has clearly defined, inclusive processes and procedures for the curriculum design and development 2. External Stakeholders are involved throughout the process of designing and developing programmes of study and of curriculum 3. Internal Stakeholders are involved throughout the process of designing and developing programmes of study and of curriculum 4. External Stakeholders are involved throughout the process of continuous evaluation and updating of programmes of study and of curriculum 5. Internal Stakeholders are involved throughout the process of continuous evaluation and updating of programmes of study and of curriculum 6. There are mechanisms and/or procedures in place to ensure that curriculum LO's cultivate 21st century skills, competencies and knowledge to meet the needs of the labour market. 7. The programme of study and curriculum development process is inclusive and ensures that LO's are SMART (Specific, Measurable, Achievable, Realistic, Time-Specific). 8. The programme of study and curriculum development process provides for the inclusion of engaged learning methods. 9. Programmes of study are designed taking into consideration the current social, economic, labour and/or environmental needs. 10. The process of designing and developing programmes of study and curriculum incorporates interdisciplinary and innovation to meet labour needs.
2. Teaching & Learning	1. The Learning experience incorporates student community work. 2. The institution promotes informal educational actions for students and society in general. 3. Engaged learning methods, such as problem-based learning, project-based learning and workplace learning are utilized by the institution in its teaching and learning process. 4. The institution participates in University rankings associated with teaching quality (i.e. U-Multirank) 5. Learning materials are regularly updated and improved through feedback received from learners and stakeholders. 6. The institution promotes the integration of practicum/employer placements as part of an engaged learning process 7. External stakeholders, social partners, employers and industry experts are involved in the learning process. 8. The teaching and learning experience is continuously monitored and improved based on feedback received from learners. 9. The teaching and learning effectiveness is continuously monitored and improved based on feedback received from external stakeholders. 10. The learning experience is enhanced through the introduction of real life, complex problems/cases.
3. Research	1. The institution's research promotes the production of intellectual contributions to society and the public in general

	2. The institution's research has potential social benefits
	3. The institution's research has potential economic benefits for the public in general
	4. The institution's research has led to intellectual output in the field of entrepreneurship
	5. External funds are obtained for research purposes.
	6. The institution receives funding for applied research.
	7. Research carried out at the institution engages society/citizens
	8. There is commercialization of the research output carried out at the institution.
	9. Research carried out by the institution has led to the application and/or granting of a patent, software license, or other intangible rights
	10. The Institution has established research collaborations with regional enterprises or organizations/bodies, or alumni.
4. Life-Long Learning	1. Mechanisms are in place for accreditation and recognition of prior learning
	2. Mechanisms are in place for accreditation and recognition of work based learning
	3. The institution offers flexible programmes of study which have been designed to widen participation and attract returning adult learners
	4. The institution develops partnerships at local, regional, national and international level to provide attractive and relevant programmes
	5. The institution utilizes financial and staff-development mechanisms to support staff in engaging with and developing expertise in DL educational provision
	6. The institution utilizes mechanisms to evaluate the effectiveness of its approaches to DL Learning including, where appropriate, learning analytics
	7. The institution provides education and learning to a diversified population
	8. The institution provides guidance and counselling services targeted at life-long learning
	9. The institution makes use of new technology opportunities for creating a flexible and creative learning environment
	10. There is a clear correlation between learning opportunities and learner's needs and interests.
5. E-Learning	1. The institution improves the student experience by incorporating e-learning effectively into teaching.
	2. The learning opportunities provided by the institution are enriched by a personalized, technology-supported e-learning student learning experience
	3. The learning experiences of the institution's students is enriched by an increased access to and interaction with rich educational content within and beyond the physical bounds of the institution's physical location
	4. The institution provides for a flexible Virtual Learning Environment (VLE) that incorporates a range of well-supported interactive tools for teaching and assessment on an e-learning basis
	5. Internal and External feedback is received in terms of new trends and technologies in the field of e-learning and related pedagogical methods.

	6. E-learning courses are delivered through synchronous and asynchronous communication methods, offering flexibility and accommodating each individual's learner's needs. 7. The Learning experience of each individual student is enhanced through the provision of 24/7 access to university systems and platforms on and off campus. 8. The institution established financial and staff-development mechanisms to support staff in engaging with and developing expertise in E-Learning. 9. The institution has established mechanisms to evaluate the effectiveness of approaches to E-Learning including, where appropriate, learning analytics 10. Adequate support and training is provided for faculty and staff. Training material is updated regularly as to reflect recent technological developments in the field of e-learning.
6. Engaged Society	1. The institution's strategic commitment to public engagement is reflected in its financial expenditure plans 2. The institution employs mechanisms and activities aiming in promoting & enhancing an engagement culture at the institution 3. The institution's internal support services and facilities enable faculty, staff, and students to progress through the engagement steps (identification, creation, and development). 4. The institution is engaged with external stakeholders in a way which enriches the career opportunities of its students 5. The institution serves external stakeholders through the provision of services as well as through formal and informal engagement activities (relating to areas such as health, social cohesion, cultural life, etc.) 6. Through its engagement, the institution generates a range of social and cultural benefits for the surrounding area, the city and/or region in general 7. Through its engagement, the institution generates a range of economic benefits for the surrounding area, the city and/or region in general 8. the institution plays a significant role in influencing the local/regional ecosystem in terms of developing public policies and practices 9. The institution promotes mutually beneficial collaborations with a variety of external stakeholders (co-production of knowledge, joint publications, and partnerships with funders, etc.). 10. The institution actively organizes and supports events and activities, which involve and have an impact on society.
7. Consultancy	1. The institution's strategic commitment to consultancy services is explicitly communicated to people within and outside the organization, and it is owned by a designated individual. 2. The institution has a system of incentives and rewards to stimulate faculty/staff to undertake and support consultancy services 3. The institution's internal support services and facilities enable individuals to engage in consultancy services (infrastructure, equipment, designated space) 4. The institution's faculty/staff are actively involved in feasibility and scoping studies 5. The institution's faculty/staff are actively involved in market research projects

	6. The institution's faculty/staff are actively involved in expert witness work or in expert advice & opinion provision 7. The institution's faculty/staff are actively involved in professional practice work, such as accounting, law, architecture, or social work 8. Through its consultancy services, the institution generates a range of economic benefits for itself and other partners (i.e. Software licence agreements, patents, funded studentships, practicum placement for students, job opportunities, etc.) 9. Through its consultancy services, the institution generates a range of non-economic benefits for itself and other partners (joint publications, practicum placement for students, pro-bono services, etc.) 10. The institution provides a positive demonstrable impact beyond academia, builds relationships and forge links with external organisations
8. Entrepreneurial Mind Set	1. The institution's strategic commitment to entrepreneurship and innovation is publicly available and coordinated by a designated individual 2. The institution has a system of incentives and rewards to stimulate faculty/staff to undertake and support entrepreneurial activities 3. The institution provides a variety of opportunities for students to improve their entrepreneurial knowledge and skills (i.e. practice-based learning, industry mentors, extra-curriculum activities) 4. Study visits of students to enterprises, research centers, incubators, and technology parks take place in order to promote an entrepreneurship mind set 5. Student assessment includes case studies/practicum or thesis work in collaboration with social partners and/or enterprises 6. The institution's faculty/staff are actively involved in applied projects with social partners and/or enterprises 7. The institution's internal support services and facilities enable individuals to pursue entrepreneurship (i.e. mentoring, coaching, funding, incubation) 8. The institution is an influential stakeholder in the entrepreneurship ecosystem (holding of entrepreneurship related responsibilities in businesses, professional bodies, or governmental bodies, as well as collaborations with social/industry partners) 9. The institution generates economic benefits for the city/region (i.e. businesses and jobs created, businesses and people trained or advised with respect to entrepreneurship) 10. The institution organizes workshops, seminars and events in collaboration with industry experts for promoting an entrepreneurial mind set to students.
9. Alumni Engagement	1. The institution maintains an active alumni network. 2. The institution offers a number of employment opportunities to its alumni. 3. The institution's alumni are involved in the design and development of the institution's curriculum and programmes of study 4. Alumni feedback is collected and processed for the purpose of enchanting the overall educational experience and 5. The institution promotes the engagement of its alumni in the co-production and dissemination of knowledge

	6. The institution's alumni are utilized for maximizing the career opportunities of young graduates or for student placements with the industry 7. The institution's alumni are involved in shaping the mission and/or in the delivery of the institution's mission strategy 8. The institution involves its alumni in its entrepreneurship, consultancy, and CSR activities 9. The university career services are extended to its alumni network. 10. Alumni success stories are shared with the university's faculty, staff and students network.
10. Corporate Social Responsibility	1. The institution has a strategic commitment to Social Responsibility (vision, charter, action plans) 2. The institution's strategic commitment to Social Responsibility (SR) is explicitly communicated to people within and outside the organization[and it is owned by a designated individual] 3. The institution has a Social Responsibility Annual Report 4. The institution emphasises internal practises of SR (HR management and Safety & Occupational Risk Prevention) 5. The institution places emphasis on the external dimension of SR (suppliers, society, organizations, business, environment, etc.) 6. The institution promotes the active involvement of students in its SR action, not only through volunteering work, but also through service learning projects and participation in relevant research activities 7. In meeting societal needs the institution has set up joint advisory committees with the participation of relevant community, business representatives, and NGO's. 8. In meeting societal problems the institution has nominated a liaison officer with the motivation, capacity and experience to work with business partners 9. In meeting societal needs the institution organizes open days/education & research fairs for presenting university offers to community, business, and NGO's. 10. In meeting societal problems the institution has established long-lasting and continuous relationships between the institution and NGOs