
Editorial

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Biographical notes: Zhanna Belyaeva is an Associate Professor at the Graduate School of Economics and Management, Ural Federal University and works as the Head of the EPAS accredited study program 'International Economics and Business'. During different periods of her career, she worked as a Visiting Professor in Russia, Italy, France and Cyprus to practice and explore different education techniques. She also leads the research unit for global social responsibility excellence and international business, which contributes to proactive involvement of young researchers. She published in many refereed international and national scientific and business journals. Corporate experience in Russia, Switzerland and Sweden helps her to integrate business topics into study the curriculum.

Hans Rüdiger Kaufmann is a Professor for International Sales at the University of Applied Management Studies Mannheim and the Head of the study program 'Management and Leadership'. He was/is affiliated by professorial posts and as doctoral supervisor with many universities/business schools in nine countries. He has been a co-founder, president/vice president of three research networks. He is a member in the editorial board of several journals and published a series of books and in many peer-reviewed journals. A banker from scratch and consultant, he has intensive experience in business.

This guest edition aims to contribute to substantiate the research stream on university social responsibility (USR). Nowadays, many national and international institutions and declarations are shaping the sustainable and socially responsible future to ensure the wellbeing of next generations. Universities create fundamental knowledge and expertise on socially responsible behaviour as guidelines for many students and future global players. This guest edition aims to fill the gap in cross-country understanding of such a role and structure the fledgling research stream on USR models. Some of the papers published in this special issue were originally presented in the X. International Conference Russian Regions in Focus, hosted by the Graduate School of Economics and

Management, Ural Federal University, Russia. The fruitful discussion attracted many international scholars to start a new phase of USR models research.

The common denominator of all contributions is that the universities can take the role as transforming drivers of regional development, integration and competitiveness by focusing on social responsibility. The 11 contributions by 30 international scholars provide suggestions for contextual direction (i.e., internationalisation, standards and social reporting), internal priorities (mission, strategy development and implementation, corporate partners attraction), the gap between internal and external stakeholder perceptions and behaviour towards university (university social entrepreneurship, inclusion in regional public-private partnerships), the nature of relationships between universities and regional stakeholders as well as differentiation (i.e., student and corporate education, enrolment).

Andreeva, Golovina and Myslyakova elaborated on the design of the new research stream of USR substantiating its direction, functions and indicators. This new paradigm emphasises the catalytic role of universities in promoting innovative social and industrial developments of national economies. In doing so, the authors evaluate neo-industrialisation potentials relating to personnel, production, research, social and international potentials. USR features from Great Britain, the USA, Germany, Israel and Scandinavia are compared with USR development prospects in Russia.

Belyaeva, Scagnelli, Thomas and Cisi structure several streams of literature on USR and illuminate the gap of the meaning of civic commitment and active citizenship on behalf of university members perceived by stakeholders. The authors analyse student perceptions of USR across three cultures (France, Italy and Russia) conducting an online survey. The data were analysed via ANOVA and exploratory factor analysis. Findings suggest to differentiate between French and Italian students who see USR as a more individual commitment compared to their Russian counterparts. This again implies differentiated teaching methods on USR and ethics. Furthermore, the survey revealed some gaps in integrating sustainable practices into daily university life from the student perspective calling to work more closely with internal stakeholders.

Similarly, due to existing budgetary constraints, Antonaras, Iacovidou and Dekoulou suggest to design USR strategies based on prioritised stakeholder expectations. Their suggested model in this context was developed based on a sample of students and faculty members of the University of Nicosia, Cyprus. The authors analysed the findings via descriptive and inferential statistics. The final model on USR strategy design addresses perspectives related to employees, students, the environment and society.

The aspect of influencing graduate and undergraduate students' behaviour in terms of recycling and environmental protection, as a central component of USR, is discussed by Loureiro, Koo and Breazeale. The authors examine the factors influencing commitment to this topic. In addition, they explain via partial least square analysis how this commitment can lead to preferential behaviour, word-of-mouth and willingness to sacrifice. The work represents a cross-cultural study in the psychologically distant cultures of South Korea, the USA and Portugal. The authors provide recommendations on the culturally differentiated ways to present recycling and environmental protection to achieve the desired behaviour in the respective countries.

Focusing on the case of the University of Maribor, Slovenia, Mulej, Slatinek and Čagran provide the reasons of their university to become a sustainable and socially responsible one. They summarise the university's efforts to implement the concept from a practical, non-technical innovation perspective. They conclude the program to have been

crucial and demanding and suggest the implementation process to undergo an invention – innovation – diffusion cycle to become a fully accepted regular practice. It depends, so the authors, on innovating human attributes from poorly caring for consequences of ones' impacts over society to caring ones.

Exemplified by a cause related marketing campaign of the University of Nicosia, Cyprus, supporting the Cyprus' Anti-Cancer Society to raise funds for the Arodaphnousa Hospice, Demetriou, Thrassou and Papasolomou regard CSR and CRM as tools, to be integrated on a strategic marketing level. Furthermore, the authors regard CSR theories as not being necessarily directly transferable to the university context due to their inherent social role differentiating them from the corporate context. With the sample consisting of students, faculty and staff, the conclusions are based on the qualitative case study method applying both, direct (semi-structured group and individual in-depth interviews) and indirect (participant observation and projection) research techniques. The paper calls for further research in the nexus between employee volunteerism and cause related marketing.

Elaborating on the international direction of the new research stream, Beliaeva investigated the factors affecting the internationalisation path of USR and the role of universities to facilitate cross-cultural interaction and inter-ethnic harmony. Based on a survey with academic experts and 1,300 students of the Ural Federal University, Russia, she concludes a positive correlation to exist between fast cultural adaptation of international students and their inclusive participation in the social life of a university as well as between global university involvement and higher levels of international communities' engagement. The work elicits the stages of the students' cross-cultural integration process: educational and professional, motivational, communicative and cognitive.

An Indian case study by Kandhadai and Chander suggests USR potential for community transformation. Jain Vidya Niketan (JVN) India, an opportunity school, offers access to high quality education for the rural poor children, which would otherwise be inaccessible to them. In a society where income disparities are high and a significant percentage of the population is below the poverty line or marginally above, access to quality education is an important mechanism for moving up the economic chain. A cross subsidy model as a framework to examine CSR for not-for-profit organisations is provided. In addition, a synthesised model called 'Model of Auspicious Vision for All' with innovative factors such as emotional and spiritual capital is presented.

In the same vein, Formánková, Kučerová and Hrdličková call for universities to adopt CSR to attract local and international students by reflecting their reputation and ranking by CSR standards and authentically living them. The work evaluates selected international CSR standards as to what type of organisation is a norm intended for; the binding force of a norm; the norm's applicability for HEIs and the degree of freedom in implementation. The authors conclude that most of the evaluated standards are complex, dealing with general principles of CSR, and almost all of them could be suitable for the implementation in higher education institutions. However, in their recommendations the standards say WHAT to do rather than HOW to do it.

Expanding on the topic of social accounting and reporting, Corazza conducted a descriptive, narrative and intrinsic case study to allow for rich contextual and processual understanding and based on the setting of the University of Torino, Italy. The case study is informed by a comprehensive literature review and uses a supportive framework for

classification purposes. The author calls to take idiosyncratic academic environmental factors into account so far not encountered in the last two decades of corporate experience with the topic. Recommendations on why USR should be part of social reporting processes are provided as well as resource implications in terms of people, finance, time and instruments.

Finally, Shelomentsev, Kozlova, Antropov and Terentyeva investigated in their exploratory research the nature of the interrelationships between universities and regional stakeholders in the mutual endeavour to achieve socio-economic regional objectives and the role social responsibility should play in this context. Based on a socio-cultural content analysis approach to universities' mission websites and secondary data from academic organisations and official authorities, the authors conclude that social responsibility is formed in the regions. They further concluded on implications on the transformation of the role of universities and the educational and training system the role of historic-cultural potential of the region, indices for universities' and regions' rankings as well as on the creation of a common and continuously improving common value paradigm.

The call for differentiation is reflected in 14 countries having been subject to both qualitative and quantitative research methodologies applied by the contributions of this guest edition. The evolving organisational responsibility of the universities around the globe helps them to serve as knowledge-transfer agents in raising the values and impacts of modern organisations.

We hope this guest edition on 'University social responsibility: international models and impacts' will help to 'translate' social responsibility of university into the languages of many cultures and into productive and sustainable strategies to elevate the changing university role to a new globally responsible level embracing all stakeholders and communities.

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