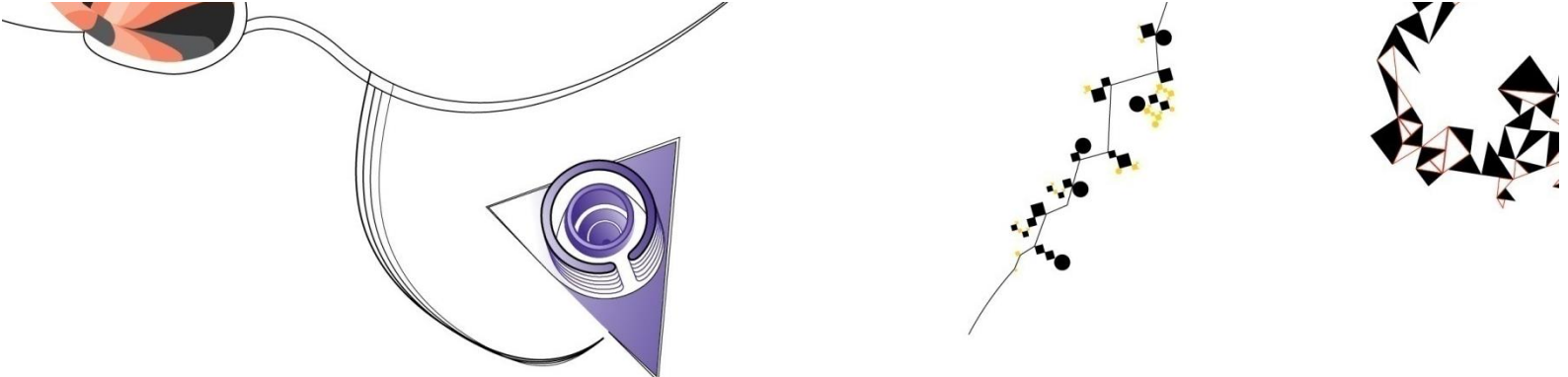
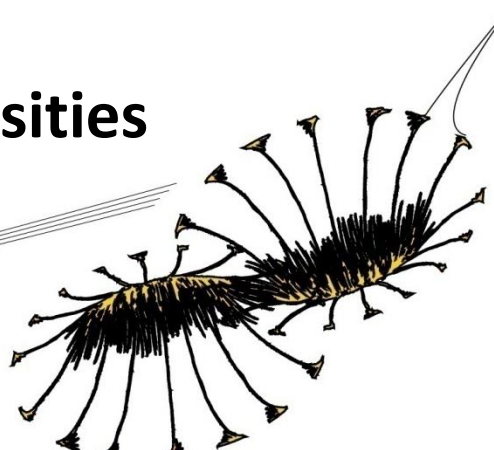
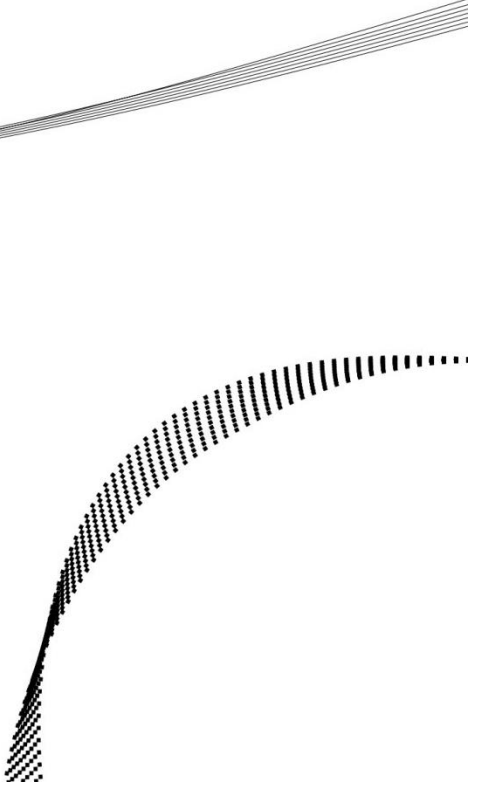
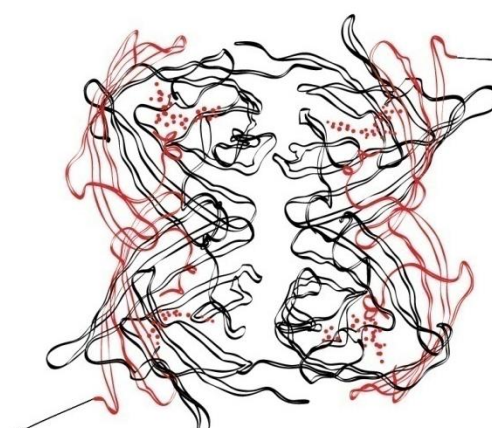




The Influence of National Culture on the Implementation of Corporate Social Responsibility – Students' Legitimacy in Universities



by Katharina Lunenberg



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Master Thesis

The Influence of National Culture on the Implementation of Corporate Social Responsibility – Students' Legitimacy in Universities

Katharina Lunenberg

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Examination Committee

**Dr. Paul Benneworth (1st supervisor)
Prof. Dr. Ir. Olaf A. M. Fisscher (2nd supervisor)**

PREFACE

After about 10 months of searching literature, thinking and rethinking, interviewing people, transcribing and analysing interviews, I can complete the most important project of my university education – my master thesis on Corporate Social Responsibility within universities. It has been a very exhausting but at the same time valuable and instructive period. At this point I would like to mention some important persons who accompanied and supported me during this essential phase of my education.

I would like to thank Paul Benneworth and Olaf Fisscher who supervised me during the whole research project. They always found a way to trigger my thinking in such a way that new valuable perspectives opened up which definitely added great value to this research. Thanks a lot for this constructive feedback and all the support.

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Katharina Lunenberg

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SUMMARY

This study investigates national, cultural influences on students' legitimacy and the implementation of Corporate Social Responsibility (CSR) within English and German universities. CSR emerged as an organisational response to the responsibilities towards society (Aguilera et al., 2007; Bowen, 1953; Lee & Carroll, 2011). Due to universities' shifting role in society, these institutions more and more seek their legitimation within society. CSR therefore has become an essential concept necessary for the survival of universities (Frederick, 2006; Jongbloed et al., 2008; Nejati et al., 2011). Moreover, their societal leadership role enables universities to influence the practice and acceptance of CSR through teaching, research and transfer into society (Idowu, 2008). This makes the investigation of universities' involvement into CSR especially interesting to both science and the broader society.

Furthermore, as the implementation of CSR is driven by relative motives and depends on the social context of an organisation (Lee & Carroll, 2011), one has to investigate this social context more closely when looking at the implementation of CSR. Considering that culture strongly influences the way people think and behave, also within a professional environment, (Adam & Westlund, 2013) one can state that with national culture varying per group or society and strongly determining social context, it can be expected that the implementation of CSR differs between national cultures (Bird et al., 2011; Chen & Bouvain, 2009; Freeman & Hasnaoui, 2010; Habisch et al., 2010). Therefore, examining the impact national culture can have on the implementation of CSR within universities is highly relevant.

A concept closely related to culture is stakeholder legitimacy which is rooted within a "socially constructed system of norms, values, beliefs, definitions" (Mitchell et al., 1997, p. 866) which are determined by culture (Taras, Rowney & Steel, 2009). In addition, stakeholder legitimacy has a normative base of organisational moral obligations to fulfil stakeholders' claims (Jones, Felps & Bigley, 2007). Since normative concepts are determined by their cultural surrounding (Taras et al., 2009), one can also expect that stakeholder legitimacy will vary by national culture. As students are a key stakeholder group of universities (Jongbloed et al., 2008) this research applies the highly relevant

concept of stakeholder legitimacy to this specific stakeholder group.

In order to conceptualise national culture the GLOBE studies (House, Hanges, Javidan, Dorfman & Gupta) are used. As this study is conducted within English and German universities only those cultural dimensions which reveal significantly different scores for Germany and England are included: uncertainty avoidance, human orientation, institutional collectivism and gender egalitarianism. Based on the specific scores per cultural dimension, 14 propositions on the expected institutional behaviours for English and German universities are formulated. Here, each cultural dimension is represented by a specific form of institutional behaviour: ethical rule following (uncertainty avoidance), sensitivity towards students' well-being (human orientation), the consideration of students in the decision making process (institutional collectivism) and gender equality and the awareness of female students' needs (gender egalitarianism). Based on this conceptualisation 20 semi-structured interviews with English and German universities' representatives involved in the implementation and decision making processes of the higher education institutions' CSR are conducted.

All interviews are recorded and transcribed afterwards. A three-step qualitative analysis reveals how the national, cultural influences manifest in the concept of students' legitimacy and how national, cultural differences lead to unique patterns of institutional behaviour when it comes to students' legitimacy and the implementation of CSR. Comparing both countries – England and Germany – one can conclude that both kinds of institutions reveal a similar degree of students' legitimacy, but that the impact of national culture leads to a different pattern of this institutional behaviours, what in turn results in unique ways of CSR implementation. While English universities' students' legitimacy is negatively influenced by a lack of ethical rule following (uncertainty avoidance) and a lack of sensitivity towards students' well-being (human orientation), a great positive impact on English universities' students' legitimacy can be observed via their consideration of students' in their decision making processes (institutional collectivism). Furthermore, German universities' students' legitimacy is negatively influenced by a lack of gender equality and awareness

of female students' needs (gender egalitarianism) and positively influenced by a great sensitivity towards students' well-being (human orientation).

Applying the concept of a social contract in higher education to the universities' relationship with the stakeholder group of students one can state that students' legitimacy forms a crucial part of "the framework within which it [the social contract] takes place" (NCHIE, 1997, 1.27). How universities perceive their students' legitimate stake within the institution determines how the social contract between those parties is enacted. Based on the results of the qualitative interview analysis it is concluded that as the differences between English and German universities derive from national cultural influences, the cultural environment impacts the way in which the social contract between universities and their students is enacted. This implies that both students' legitimacy and CSR in general are concepts which have to be recognised as mutually interdependent with their cultural context rather than independent, determining forces.

Considering the different avenues which open up for future research an explorative investigation of the concept of CSR within universities is proposed. Here, the redefinition of this concept in the context of higher education is recommended, thereby creating a new concept called 'University Social Responsibility'. In addition, the development of a framework with national culture as predictor of students' legitimacy and CSR, and the application of the insights derived to the relationship between commercial organizations and their customers would contribute to the existing scientific discourse in a valuable way.

Moreover, there are formulated specific recommendations for English and German universities on how to reduce barriers caused by national culture, so that students' legitimacy and CSR implementation are not impeded. Universities in general are advised to take a closer look at the barriers to students' legitimacy and CSR deriving from their national, cultural environment, because the awareness of those impacts may deliver valuable insights in the negotiation on the social contract between universities and their students. Finally, despite the increasing economic pressures deriving from the commercialisation in the higher education sector universities have to preserve

their independence, foster students' critical thinking and challenge their existing view of the world in order to help them to develop into open-minded scholars.

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1. INTRODUCTION

There is agreement that Corporate Social Responsibility (CSR) is an emerging topic becoming more and more important in today's society and business world as environmental and social issues get more and more public attention and are therefore important to the different organisational stakeholder groups (Smith, 2003). While there is done a lot of research on CSR in the context of private businesses (Aguinis & Glavas, 2010; Smith, 2003), one can identify (Idowu, 2008) a lack of research on the CSR of not-for-profit organisations such as educational establishments. Due to their research and teaching universities have an important societal leadership role which puts them in a central position to influence the practice and acceptance of CSR in society (Idowu, 2008). Therefore, investigating universities' involvement with CSR is of crucial interest to both science and the broader society. As CSR is an important instrument for the legitimization of organisational actions in society, which is the referent of legitimization (Lee & Carroll, 2011), it is interesting to take a closer look at these legitimization processes in the context of higher education institutions. Especially in the case of universities, their shifting role makes them seek more and more their legitimization within society and therefore focus stronger on their stakeholders (Jongbloed et al., 2008). Due to increasing globalization, blurred boundaries concerning government's, private and public actors' responsibilities redefine the role of universities in the society (Scherer & Palazzo, 2011). These developments impact the social contract between higher education and society (Benneworth & Jongbloed, 2010). The discourse on universities' role in society has shifted to a more market-oriented stance redefining the social contract and emphasizing universities' responsibilities towards a broader range of stakeholders. Because universities nowadays need to satisfy the needs of more diverse stakeholder groups, CSR as an operational bridge connecting organisations and society may be an essential mechanism for their survival (Frederick, 2006).

Looking specifically at stakeholder relationships in the higher education sector students can be regarded as key stakeholder group (Jongbloed et al., 2008). The 2010 UK student protests impressively demonstrated what massive reactions frustration and unheard needs can evoke. Mass

protests of thousands of students against the rise in tuition fees culminated in serious riots with injuries, vandalism and disruptions (London Evening Standard, 2010). Similar protests in a less extreme form took place in Germany in 2009 and were also directed against tuition fees and the economisation of higher education (Wiarda, 2009). These recent developments once more made clear that it is essential to maintain a close relationship with important stakeholders and listen carefully to their claims – a guideline which is not only valid for commercial businesses but also public sector institutions.

Considering these examples of British and German student protests one might raise the question what circumstances led to these extreme reactions of the students. Of course, there are many different factors which caused such an extreme situation as in the UK, but one concept of notable interest is national culture. As “the standards for CSR differ by social context, and corporations can survive only when their activities meet the expectations of stakeholders and social norms” (Lee & Carroll, 2011, p.117) one has to investigate this social context more closely when looking at the implementation of CSR. This emphasises that with national culture being a concept strongly shaping the social context an organisation operates in, it is highly relevant when it comes to the implementation of CSR.

Therefore, this study will investigate the influence of national culture on the implementation of CSR in the universities’ operations. With students more than ever before being a powerful, central stakeholder group to universities, the special focus will be set on these and their stake in the universities’ decision making processes when it comes to the implementation of CSR.

2. THEORETICAL FRAMEWORK

2.1 Corporate Social Responsibility: Emergence and Motives for Adaption

In his paper on the pressures for increased corporate attention on CSR Smith (2003) explains that in today's society and business world CSR is an emerging topic as environmental and social issues get more and more public attention and are therefore also important to the different organisational stakeholder groups. Smith (2003) defines the concept as "the obligations of the firm to society or, more specifically the firm's stakeholders – those affected by corporate policies and practices". This definition is closely related to the origins of the concept in the 1950s when Howard R. Bowen noticed that the largest corporations as centres of power and decision making strongly influence the lives of citizens in many ways (Bowen, 1953). Due to their impact on the public, organisations also have a responsibility towards greater society. Lee and Carroll (2011, p. 117) argue that "CSR is a socially constructed value, and legitimacy is a core principle both for defining CSR and for determining the success of CSR activities". Therefore, "the standards for CSR differ by social context, and corporations can survive only when their activities meet the expectations of stakeholders and social norms" (Lee & Carroll, 2011, p.117). This makes clear that CSR is an instrument for the legitimization of organisational actions with society as referent of legitimation. Since being very complex and adaptive systems, organisations are highly dependent upon their ties with others in society. CSR is the operational bridge connecting these two, organisations and society, and therefore is essential for organisational survival (Frederick, 2006). This view is also supported by Aguilera, Rupp, Williams and Ganapathi (2007) who defined three different organisational motives for the adoption of CSR – instrumental, relational and moral motives. While instrumental and moral motives derive from the need for a competitive advantage or personal values, "firms have relational motives to engage in the CSR practices of their industry in order to be seen as legitimate by complying with industry norms and regulations" (p. 845).

Considering the literature discussed, one can say that CSR emerged as an organisational response to the responsibilities they have towards society. Especially relational motives are crucial

because it is essential to legitimate organisational actions and through this ensure organisational survival. Therefore, an organisation's relationship with stakeholders is of central concern when focusing on the implementation of CSR. In the context of this research CSR will be defined as "context-specific organisational actions and policies that take into account stakeholders' expectations and the triple bottom line of economic, social and environmental performance" (Aguinis & Glavas, 2012, p. 933). This definition allows for more possibilities of the application of CSR such as in the context of governmental institutions instead of commercial businesses only. Moreover, the emphasis is clearly set on stakeholders' needs which can be seen as main motives for the adaption of CSR and therefore are an essential part of this research.

2.2 Corporate Social Responsibility and National Culture

As "the standards for CSR differ by social context, and corporations can survive only when their activities meet the expectations of stakeholders and social norms" (Lee & Carroll, 2011, p.117) one has to investigate this social context more closely when examining the implementation of CSR. In this study the social context of CSR is investigated by taking a closer look at the national culture within which CSR is pursued.

2.2.1 National Culture

Culture is a multi-level concept, which can be represented through an 'onion' diagram with basic assumptions and values forming the inner layer and practices, symbols and artefacts representing the outer layer (Taras, Rowney & Steel, 2009). Furthermore, it is shared among several people belonging to one group or society, it evolves over a relatively long period of time and it is stable over time. Adam and Westlund (2013) argue that "culture is to the organisation what the personality is to an individuum – a hidden yet unifying theme that provides meaning, direction and mobilisation" (Adam & Westlund, 2013, p. 11) and further explain that

whether culture [...] shapes the ways people think about and behave with regard to their

work and profession, risk taking, time perspectives, cooperation, and competitiveness, its influence on economic activity as well as the propensity for technological and social innovations can be assumed or taken for granted. (Adam & Westlund, 2013, p. 11)

Considering these strong influences of culture on the way people think and behave, also within a professional environment, one can state that with national culture varying per group or society and strongly determining social context, one can expect that the implementation of CSR differs between national cultures.

Based on the important scientific work of Hofstede (1984) in 1993 the Global Leadership and Organizational Behavior Effectiveness Research Project (GLOBE) was founded. Extensive data collection enabled the researchers to measure nine core cultural dimensions across 62 different cultures (House, Hanges, Javidan, Dorfman & Gupta, 2004, p. 30):

1. Power Distance: The degree to which members of a collective expect power to be distributed equally.
2. Uncertainty Avoidance: The extent to which a society, organization or group relies on social norms, rules and procedures to alleviate unpredictability of future events.
3. Human Orientation: The degree to which a collective encourages and rewards individuals for being fair, altruistic, generous, caring and kind to others.
4. Collectivism I (Institutional Collectivism): The degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action.
5. Collectivism II (In-Group Collectivism): The degree to which individuals express pride, loyalty and cohesiveness in their organizations or families.
6. Assertiveness: The degree to which individuals are assertive, confrontational and aggressive in their relationships with others.
7. Gender Egalitarianism: The degree to which a collective minimizes gender inequality.

8. Future Orientation: The extent to which individuals engage in future-oriented behaviours such as delaying gratification, planning, and investing in the future.
9. Performance Orientation: The degree to which a collective encourages and rewards group members for performance improvement and excellence.

These nine different dimensions conceptualise culture in a profound way. Moreover, for each of the 62 studied cultures specific scores are ascribed to each dimension, so that a differentiated description of each culture based on the core cultural dimensions can be made. Therefore, the GLOBE studies will be used as framework for conceptualising culture in the context of this research.

2.2.2 Cultural Differences in Corporate Social Responsibility

Past research clearly indicates that there exist differences in the perception and adoption of CSR between different countries. In their comparison of governmental definitions of CSR Freeman and Hasnaoui (2010) find that the inclusion of elements into the concept of CSR greatly varies between the United Kingdom, France, the United States and Canada. They explain that such differences may derive from different semiotics of the language, which are influenced by the culture, politics, economics, social and institutional frameworks. Moreover, in their international comparison of the valuation of CSR expenditure Bird, Momenté and Reggiani (2011) show that in Europe the expenditure on CSR activities leads to a higher market valuation while in the United States, Japan and Australia such expenditures have a neutral influence. These findings emphasise that the national context within which CSR activities are implemented plays a central role concerning the effectiveness of such measures. Furthermore, in their study on CSR reporting in the United States, the United Kingdom, Australia and Germany, Chen and Bouvain (2009) find that in spite of increasing global CSR standardization, the degree of CSR reporting and the issues presented strongly differ between countries. There could be identified distinct perspectives on the importance attached to publicity of CSR and the importance attached to particular CSR issues. The researchers conclude that these differences can be related to varying importance ascribed to certain CSR issues by stakeholders. In

addition, these results are confirmed by a comparative study of stakeholder dialogue (SD) in Germany, Italy and the United States (Habisch, Patelli, Pedrini & Schwartz, 2010) which found that, based on different public policies, the approaches towards stakeholder dialogue vary across countries. Especially, the number of SD initiatives, the level of stakeholder involvement and the diversity of the initiatives differ.

Considering the discussed literature one can conclude that national culture influences the way in which CSR is implemented within organisations. Moreover, it becomes clear that this influence of national culture takes place via the different stakeholders' needs and relationships. Therefore, it is interesting to compare the organisations' stakeholder relationships between national contexts in order to find out how these impact the implementation of CSR.

2.3 Corporate Social Responsibility in Universities

While there is done much research on CSR in the context of private businesses (Aguinis & Glavas, 2010; Smith, 2003), Idowu (2008) identifies a lack of research on the CSR of not-for-profit organisations such as educational establishments. Due to their societal leadership role universities are in a central position to influence the practice and acceptance of CSR in society through their research and teaching (Idowu, 2008). Therefore, investigating universities' involvement with CSR is of crucial interest to both science and the broader society.

2.3.1 The Shifting Role of Universities

In the past universities "have performed basic functions which result from the particular combination of cultural and ideological, social and economic, education and scientific roles that have been assigned to them" (Enders, 2004, p. 362). However, recent developments implicate extensive changes of universities' role within society. As argued by Scherer and Palazzo (2011) increasing globalization diminishes nations' capacity to regulate the market and therefore widens a regulatory gap. As a reaction both public and private actors try to compensate for this diminished governmental power by

creating governance initiatives that take over governments' former tasks. This in turn leads to blurred boundaries concerning government's, private and public actors' responsibilities and redefines their role within society.

These developments impact the social contract between higher education and society (Benneworth & Jongbloed, 2010). Barnett (2000) discusses this concept and explains that it "is a matter of higher education offering services on the one hand and receiving goods (such as resources and respect) on the other hand" (Barnett, 2000, p. 23). He further cites the Dearing Report of the National Committee of Inquiry into Higher Education (1997) which declares that

We think in terms of a compact between higher education and society which reflects their strong bond of mutual interdependence: a compact which in certain respects could with advantage be made explicit. A compact which is based on an interpretation of the needs of both sides at national, regional and local level requires continuing dialogue and a framework within which it takes place. (NCHIE, 1997, 1.27)

Benneworth and Jongbloed (2010) explain that the discourse on universities' role in society has shifted to a more market-oriented stance redefining this social contract by emphasising commercialisation and universities' responsibilities towards a broader range of stakeholders.

Despite these impacts of globalization and internationalisation, national culture still is strongly influential on the universities' policy making (Teichler, 2004). Vaira (2004) converges these two contradictory forces – with homogenization processes based on internationalisation on the one hand and divergence processes based on the influence of national culture on the other hand – into the concept of organizational allomorphism. He argues that

higher education institutions are neither becoming strictly homogeneous and isomorphic at a global level, nor are highly differentiated and polymorphic at the local-organizational level, but rather they could be conceived as local variants (not different forms) of the same institutional archetype. (Vaira, 2004, p. 503)

The discussion above illustrates the shifting role of universities in society and makes clear that

although internationalisation has a strong influence on the universities, national culture also is an important determinant in this context.

2.3.2 Universities' Corporate Social Responsibility

Considering the described current developments within the 21st century one can say that universities' role in the society is evolving. "They are no longer just institutions of higher education and research, [...] but rather they are turning into institutions [...] which train responsible humans, create cutting-edge knowledge to solve the issues and problems at a global scale and share the knowledge so that it can benefit the community" (Nejati, Shafaei, Salamzadeh & Daraei, 2011). Jongbloed, Enders and Salerno (2008) further argue that in the continuous process of deregulation universities were put more away from the state, what had severe consequences for these institutions' legitimacy. With the government's decreasing role concerning funding and regulation, universities need to legitimise their existence and actions in terms of quality and commitment with their increasing set of varied stakeholders, what in turn leads to an increased relevance of CSR in the context of higher education systems.

In his research on UK universities' perception on their CSR, Idowu (2008) found that many universities recognise their changing role and take issues of CSR and sustainable development serious by providing non-sensitive information to the public. Examples of the recognised responsibilities are contributing to national and international systems of university education, managing the economic, social and environmental impacts of their activities, taking into account the interests of all stakeholders, responding to social needs or joining business in the community. Moreover, Nejati et al. (2011) investigated the websites of the top ten world universities in order to examine in which way these institutions are involved in CSR. Their study reveals that all universities' websites cover the topics organisational governance, human rights, labour practices, environment, fair operating practices and consumer (student) issues. An additional analysis of the universities' mission statements showed that the involved universities incorporate CSR also into these and

therefore verified the universities' seriousness in approaching such issues (Nejati et al., 2011).

All in all it can be said that due to their changing role within society next to their traditional obligations of research, teaching and transfer "a greater weight is placed upon [universities'] commitment to community service in terms of providing training and research, investigation and advice, as well as such services as consultancies, technology transfer, lifelong learning and continuing education" (Jongbloed et al., 2008, p. 312). This rising complexity of obligations asks for a stronger legitimization of the universities' actions within society.

2.4 Universities' Stakeholders

The discussed developments reveal that due to governments' decreasing role concerning funding and regulation, universities need to legitimise their existence and actions in terms of quality and commitment with their increasing set of varied stakeholders (Jongbloed et al., 2008). Therefore, next universities' stakeholders will be identified and discussed.

2.4.1 A Short Definition

Benneworth and Jongbloed (2010, p. 569) argue that "as recipients of public funding, universities must account for their activities and achievements to government and wider society". The success of the universities' goal achievement – the generation of useful knowledge – is assessed by their main stakeholders which are the international scientific community, industry, politics, the public sector and the general public (Benneworth and Jongbloed, 2010). Generally, stakeholders can be defined as "any group or individual who can affect or is affected by the achievement of the organization's objectives" (Mitchell, Agle & Wood, 1997) while in the specific case of universities, stakeholder groups "include those potentially positioned to benefit from universities' social impact" (Benneworth & Jongbloed, 2010).

2.4.2 Stakeholder Theory and National Cultural Influences

A useful framework for classifying stakeholders based on their importance or salience is the stakeholder theory (Mitchell, Agle & Wood, 1997). According to this model there are three different stakeholder attributes:

1. Power: "A relationship among social actors in which one social actor, A, can get another social actor, B, to do something that B would not have otherwise done" (p. 865).
2. Legitimacy: "A generalized perception or assumption that the actions of an entity are desirable, proper, or appropriate within some socially constructed system of norms, values, beliefs, definitions" (p. 866).
3. Urgency: "The degree to which stakeholder claims call for immediate attention" (p. 867).

Dependent upon the stakeholders' number of attributes there is high or low stakeholder salience – "the degree to which managers give priority to competing stakeholder claims" (p. 878). Mitchell et al. (1997) propose that the more attributes are perceived to be present in a stakeholder, the higher the stakeholder salience. The legitimacy dimension reveals a strong connection to the concept of culture because legitimacy is rooted within a "socially constructed system of norms, values, beliefs, definitions" (Mitchell et al., 1997, p. 866) which are determined by culture (Taras et al., 2009). In addition, stakeholder legitimacy has a normative base of organisational moral obligations to fulfil stakeholders' claims (Jones, Felps & Bigley, 2007). As concepts such as norms are determined by culture (Taras et al., 2009) one can also expect that stakeholder legitimacy will vary by national culture.

Due to their changing role in society, universities more and more have to legitimise their actions and decisions within society making CSR crucial to these institutions. When considering the impact of national culture on the implementation of CSR within these institutions, the concept of stakeholder legitimacy plays a central role because it can be expected to vary by national context. With national culture determining norms and values it also determines stakeholder legitimacy and therefore influences which stakeholders matter and through this the implementation of CSR.

Benneworth and Jongbloed (2010) used the stakeholder theory in the context of higher education in order to determine stakeholders' influence on university decision making processes. While the most important higher education institutions funders were seen as most important stakeholders, the researchers recognise that dependent upon the national and institutional context other parties may be classified as essential stakeholders.

2.4.3 Students as Legitimate Stakeholder Group

An important stakeholder group that is key to universities are students (Jongbloed et al., 2008). With students being the universities' customers, they are an essential input factor into the teaching process. Therefore, one can say that students as a stakeholder group derive their legitimate interest in the universities from the fact that they are the 'customers' of these institutions. In their study on stakeholder management in transnational higher education, Bolton and Nie (2010) argue that over the last 70 or so years there was a shift from a corporate to a client orientation meaning that nowadays there is a stronger focus on students' needs in higher education. However, this new 'market-led' university may decrease in intellectual complexity (Molesworth, Nixon & Scullion, 2009). As the confirmation of the student as consumer is preferred over transforming him into a scholar, critical thinking can be derogated and a focus on the content desired by students is set. This brings forward the problematic of students as poorly informed consumers, who are educated in a way that satisfies their predetermined needs rather than fosters their open-mindedness and offers them new points of view.

Furthermore, perceiving students as consumers whose needs have to be satisfied, universities use students' perspective as an indicator for the quality of higher education (Clewes, 2010; Peterson, Kovel-Jarboe & Schwartz, 1997; Richards, 2011). For example, Clewes (2010) presents a student-centred model of service quality in universities. In this research the perspective of the students is taken in order to evaluate higher education quality. In addition, Richards (2011) also decides to take the student perspective in order to investigate which characteristics identify a good

leader in learning and teaching in higher education.

As argued earlier by Jongbloed et al. (2008) with the increasing need of universities for legitimization of their actions concerning educational quality and stakeholder commitment, the interests of students may become even more important. Pledging for the integration of student and institutional goals through cross-functional teamwork, Peterson et al. (1997) support the need for a stronger focus on the students' interests and involvement in the universities' operations.

Based on these different observations one can state that due to universities' increasing client orientation students more and more are put at the centre of attention when it comes to the legitimization of institutional actions, thereby making them a key stakeholder group.

2.5 Research Questions and Research Model

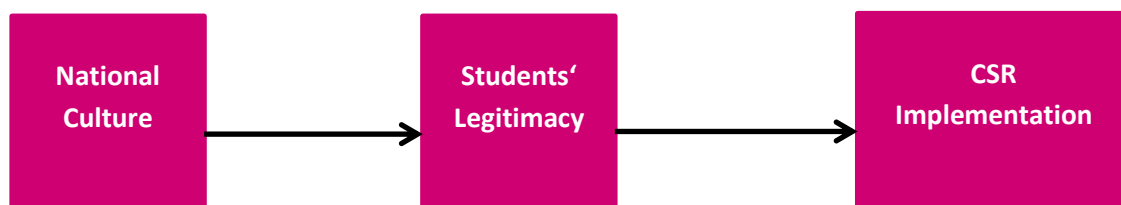
Based on the presented literature three interesting concepts that lend themselves for future research can be identified. First, CSR emerged as an organisational response to the responsibilities towards society (Aguilera et al., 2007; Bowen, 1953; Lee & Carroll, 2011). Due to universities' shifting role in society these institutions more and more seek their legitimization within society and CSR therefore has become an essential concept necessary for universities' survival (Frederick, 2006; Jongbloed et al., 2008; Nejati et al., 2011). Moreover, their societal leadership role enables universities to influence the practice and acceptance of CSR through teaching, research and transfer into society (Idowu, 2008). Therefore, investigating universities' involvement with CSR is of crucial interest to both science and the broader society. Second, as the implementation of CSR is driven by relative motives and depends on the social context of an organisation (Lee & Carroll, 2011) one has to investigate this social context more closely when looking at the implementation of CSR.

Considering that culture strongly influences the way people think and behave, also within a professional environment, (Adam & Westlund, 2013) one can state that with national culture varying per group or society and strongly determining social context, it can be expected that the implementation of CSR differs between national cultures (Bird et al., 2011; Chen & Bouvain, 2009;

Freeman & Hasnaoui, 2010; Habisch et al., 2010). Therefore, examining the impact national culture can have on the implementation of CSR within universities is highly relevant. Finally, with students being a key stakeholder group of universities (Jongbloed et al., 2008) and stakeholders' legitimacy being a stakeholder attribute assumed to be influenced by national culture (see paragraph 2.4.2), students' legitimacy is another relevant concept in this research context. Considering these three central concepts following main research question can be formulated:

How does national culture influence student's legitimacy and the implementation of Corporate Social Responsibility in universities?

Figure 3.1 – Research Model



The assumed relationships between the mentioned variables are represented in the research model (see Figure 3.1). In order to answer the main research question three sub-questions can be formulated. The first sub-question seeks to investigate how the influence of the cultural dimensions becomes visible within students' legitimacy:

- (1) How do cultural dimensions manifest themselves in students' legitimacy as perceived by universities?

The other two sub-questions concentrate more specifically on cultural differences within the two variables of students' legitimacy and CSR implementation. While the second sub-question concerns possible differences in students' legitimacy based on cultural differences, the third sub-question focuses on the relationship between students' legitimacy and CSR implementation and tries to examine how this impacts the implementation of CSR in universities:

- (2) In which way do national cultural differences influence students' legitimacy as perceived by universities?
- (3) In which way do national differences in students' legitimacy as perceived by universities influence the implementation of CSR in universities?

3. METHOD

3.1 Conceptualisation of the Influence of National Culture on Students' Legitimacy

The research is conducted in the specific national context of two countries, Germany and England. Based on the nine different cultural dimensions identified by the GLOBE studies (House et al., 2004) and the definition of stakeholder legitimacy by Mitchell et al. (1997) several propositions concerning the influence of national culture on students' legitimacy can be formulated. A cluster analysis (House et al., 2004) revealed that England and Germany belong to different cultural clusters – England belongs to the Anglo cultures while Germany belongs to Germanic Europe – so that one can expect significant differences between these two cultures. Furthermore, one has to differentiate between cultural values and cultural practices. While cultural practices describe the 'what is' state such as "common behaviors, institutional practices, proscriptions, and perspectives" (House et al., 2004, p. 16), cultural values describe the 'what should be' state, thus "the respondent's' values concerning the practices reported by the respondents" (House et al., 2004, p. 16). As this study focuses on the implementation of CSR and therefore on how certain cultural values are enacted, the cultural practices scores, measured on a scale ranging from 1 to 7, are used in order to formulate propositions about the influence on students' legitimacy and the implementation of CSR.

Moreover, within the GLOBE studies there was used a technique known as test banding in order to guarantee a meaningful interpretation of even small differences and prevent the overinterpretation of rank orderings. "This procedure groups test scores into bands in which the scores within a particular band are considered as being not meaningfully different" (House et al., 2004, p. 220). Formulating the propositions only those dimensions, where England and Germany were categorised into different bands, are regarded: uncertainty avoidance, human orientation, institutional collectivism (collectivism I) and gender egalitarianism (see Table 3.1). Moreover, the GLOBE studies differentiated the measured scores for East and West Germany. In this study only West German universities are involved, so that only the cultural practices scores for West Germany are considered. The scores and bands of the four different cultural practices with significant

differences between West Germany and England are presented in Table 3.1. Based on these scores for each dimension specific hypotheses will be formulated.

Table 3.1: Cultural Practices

Dimension	Band A	Band B	Band C	Band D
Uncertainty Avoidance	Germany	England		
	5.22	4.65		
Human Orientation			England	Germany
			3.72	3.18
Institutional Collectivism		England	Germany	
		4.27	3.79	
Gender Egalitarianism	England	Germany		
	3.67	3.10		

Adapted from "Leadership, culture, and organizations: The GLOBE study of 62 societies" by R.J. House, P.J. Hanges, M. Javidan, P.W. Dorfman & V. Gupta, 2004, Yuan, Y. Bao and A. Verbeke, 2004, *SAGE Publications*, p. 365, 469, 573, 622. Copyright 2004 by SAGE Publications.

First, Blodgett et al. (2001) argue that uncertainty avoidance will have a positive effect on ethical stakeholder sensitivity because low uncertainty avoidance is associated with high risk taking which in turn is positively related to unethical behaviour. High uncertainty avoidance therefore lowers the risk of unethical behaviour and increases the likelihood of ethical behaviour and therefore the sensitivity to stakeholders' needs. This assumption was confirmed by Lu, Rose and Blodgett (1999) who explain that "individuals from high uncertainty avoidance nations should be more likely to adhere to a formalised set of deontological norms than those individuals from low uncertainty nations" (Lu et al., 1999, p. 96). They found that this strong rule following leads to "an increased importance placed on other stakeholders vis-à-vis oneself" (p. 96). So one can assume that high uncertainty avoidance may result in closer ethical rule following and therefore a higher stakeholder

legitimacy. This means that one can expect uncertainty avoidance to have positive impacts on students' legitimacy. More specifically the cultural practices scores of uncertainty avoidance (Table 3.1) reveal that both Germany and England score relatively high on this cultural dimension, but Germany has an even higher score than England. Therefore, following three propositions on uncertainty avoidance can be formulated:

Proposition 1a: The higher the uncertainty avoidance of the culture a university is settled in, the higher the degree of students' legitimacy, because it leads to stricter ethical rule following.

Proposition 1b: The high degree of uncertainty avoidance of both Germany and England is expected to lead to a high degree of students' legitimacy within universities.

Proposition 1c: With Germany scoring significantly higher on uncertainty avoidance than England, one can expect that German universities reveal an even higher degree of students' legitimacy than English universities.

Second, cultures with a high human orientation see others as important and perceive "members of society [to be] responsible for promoting well-being of others" (House et al., 2004, p. 570). This can be expected to positively influence students' legitimacy because human orientation probably will foster the sensitivity towards their stakeholders' well-being. Concerning the cultural practices scores both England and Germany reveal an intermediate degree of human orientation (see Table 3.1). Nevertheless, England scores significantly higher on this dimension than Germany. Therefore, following three hypotheses can be formulated:

Proposition 2a: The higher the human orientation of the culture a university is settled in, the higher the degree of students' legitimacy, because it increases the sensitivity towards students' well-being.

Proposition 2b: The intermediate degree of human orientation of both Germany and England is expected to lead to an intermediate degree of students' legitimacy within universities.

Proposition 2c: With England scoring significantly higher on human orientation than Germany, one can expect that English universities reveal a higher degree of students' legitimacy than German universities.

Third, for cultures characterized by high institutional collectivism (collectivism I) "duties and obligations are important determinants of social behavior" (House et al., 2004, p. 454). In contrast, low institutional collectivism means that "attitudes and personal needs are important determinants of behavior" (House et al., 2004, p. 454). The importance of duties and obligations probably implicates that organisations also take their duties and obligations towards stakeholders serious and therefore can be expected to be positively associated with students' legitimacy. This assumption is also confirmed by Waldman, de Luque, Washburn and House (2006) who found that "societies stressing institutional collectivist values will have a positive relationship with stakeholder relations" (Waldman et al., 2006, p. 826) because institutional collectivism leads to a greater valuation of societal-level entities in the decision making process. The emphasis on duties and obligations as determinants of social behaviour results in a greater consideration of stakeholders in the decision making process. While England scores clearly high on institutional collectivism, Germany shows an intermediate degree concerning this cultural dimension (Table 3.1). Therefore, the following four hypotheses can be formulated:

Proposition 3a: The higher the institutional collectivism of the culture a university is settled in, the higher the degree of students' legitimacy, because it fosters the consideration of stakeholders in the decision making process.

Proposition 3b: The intermediate degree of institutional collectivism of Germany is expected to lead to an intermediate degree of students' legitimacy within German universities.

Proposition 3c: The high degree of institutional collectivism of England is expected to lead to a high degree of students' legitimacy within English universities.

Proposition 3d: With England scoring significantly higher on institutional collectivism than Germany, one can expect that English universities reveal a higher degree of students' legitimacy than German universities.

Fourth, cultures with high gender egalitarianism "afford women a greater role in community decision making" and "have similar levels of education of females and males" while cultures with low gender egalitarianism "afford women no or a smaller role in community decision making" and "have a lower level of education of females relative to males" (House et al., 2004, p.359). As women form an important part of today's student body within both countries investigated, the equality of these and the awareness of their needs can be expected to positively influence universities' students' legitimacy. Considering the cultural practices scores, Germany scores low while England scores intermediate on gender egalitarianism (see Table 3.1). Therefore, following four hypotheses can be formulated:

Proposition 4a: The higher the gender egalitarianism of the culture a university is settled in, the higher the degree of students' legitimacy, because it positively influences gender equality and the awareness of female students' needs.

Proposition 4b: The intermediate degree of gender egalitarianism of England is expected to lead to an intermediate degree of students' legitimacy within English universities.

Proposition 4c: The low degree of gender egalitarianism of Germany is expected to lead to a low degree of students' legitimacy within German universities.

Proposition 4d: With England scoring significantly higher on gender egalitarianism than Germany, one can expect that English universities' reveal a higher degree of students' legitimacy than German universities.

Table 3.2, Figure 3.1 and Figure 3.2 summarise the formulated propositions. For three out of the four cultural dimensions considered England scores higher than Germany, so that one can expect students' legitimacy to be higher in English universities.

Table 3.2: The Expected Influence of the Cultural Dimensions on Students' Legitimacy

Dimension/Degree of	Low	Intermediate	High
Students' Legitimacy			
Uncertainty avoidance			England Germany*
Human orientation		England* Germany	
Institutional Collectivism		Germany	England
Gender egalitarianism	Germany	England	

*Country with Stronger Influence

Figure 3.1: The Expected Influence of the Cultural Dimensions on Students' Legitimacy for England

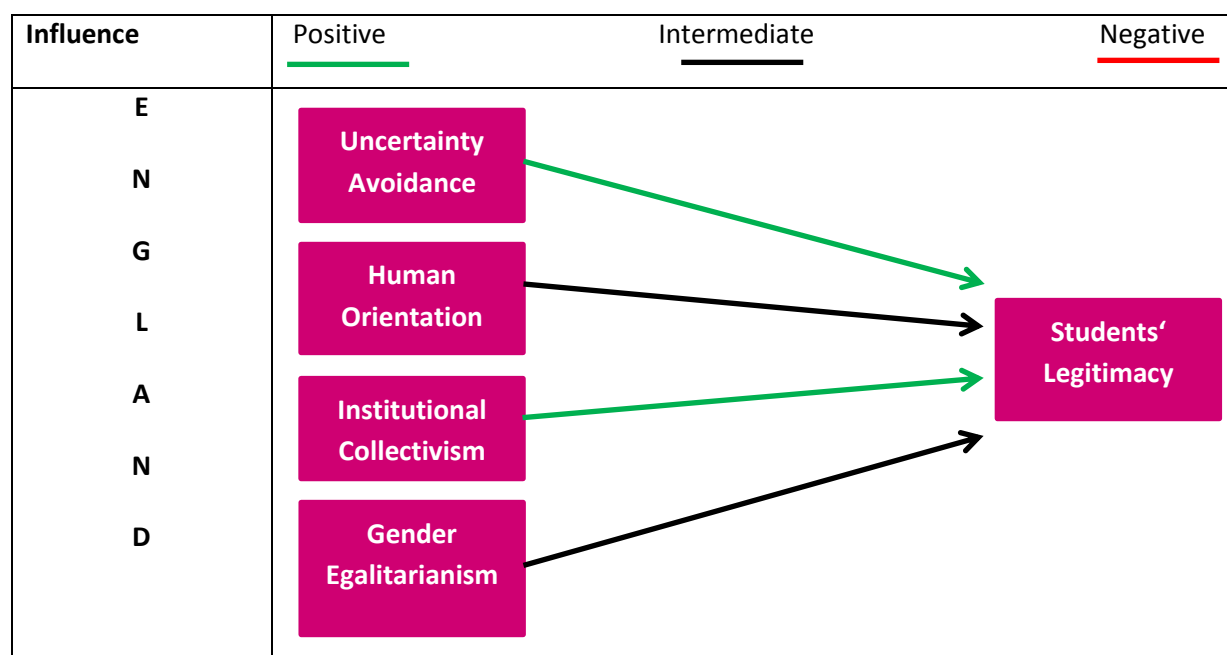
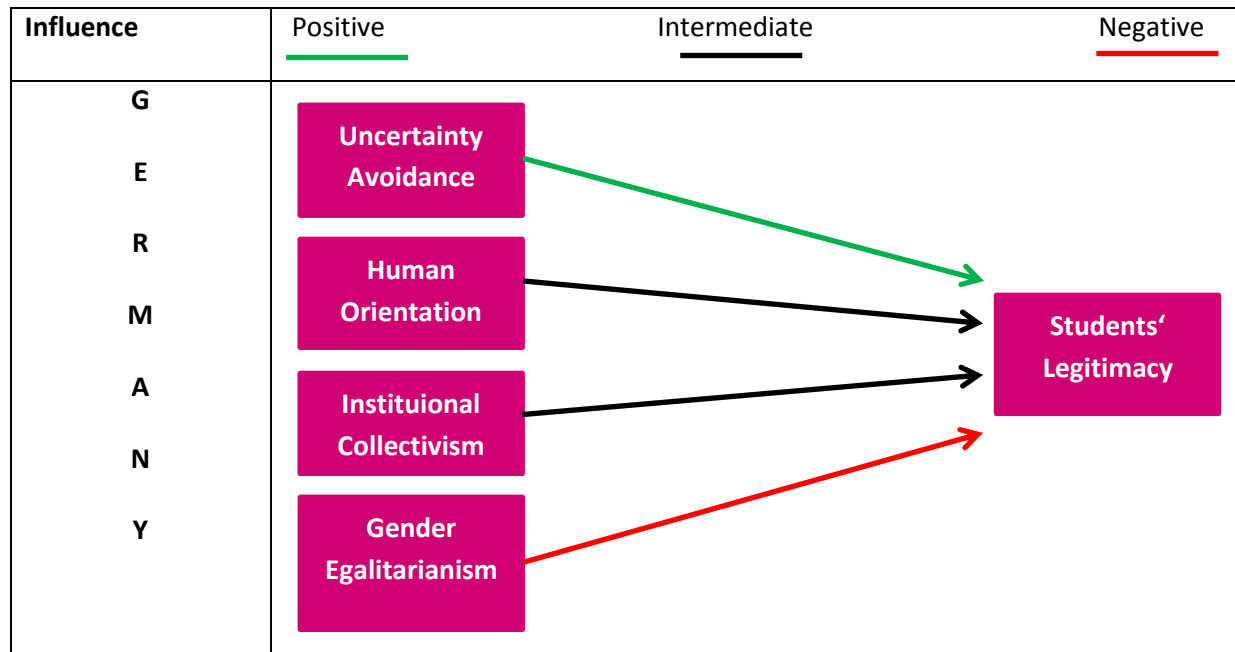


Figure 3.2: The Expected Influence of the Cultural Dimensions on Students' Legitimacy for Germany



3.2 Respondents and Universities

In total 20 universities were involved in this study, 10 German and 10 English universities. Potential German universities were identified via a Google search inquiry with the search term “nachhaltige Universität” (sustainable university). Those universities appearing first on the rank order and located in West Germany were further considered by investigating their website. In total 15 German universities, which appeared to be actively involved in CSR, were contacted resulting in a response rate of 66.7%. In England potential universities were identified via the Environmental Association of Universities and Colleges (EAUC), since a membership in the EAUC was expected to imply an active involvement in CSR. From the list of member universities 43 were randomly selected and contacted, resulting in a response rate of 23.3%. All universities were contacted with a standardized mail and a reminder, if the university did not reply after the first mail (see Appendix 2). In most cases a specific contact person could be identified. As most universities did not have a specific CSR responsible the sustainability officer or someone in a similar position was chosen as an alternative. If it was not possible to identify a specific person a more general department such as the university's press office was contacted and asked to identify a suitable contact person.

Table 3.3: Demographic Data of Respondents

	Total	England	Germany
Average Age in Years	44.6	43.7	45.5
(Range)	(31 – 57)	(32 – 57)	(31 – 57)
Male	11	6	5
Female	9	4	5
Average Years of	9.25	6.5	12
Employment (Range)	(0.4 – 29)	(0.4 – 26)	(1.5 – 29)
Job Title	N.A.	- Sustainability Manager (2x) - Head of Sustainability - Environmental Officer - Environmental Manager - Head of Environmental Strategy - Organisational Development Advisor CSR - Sustainability and Environmental Advisor - Director of Enterprise and Development - Executive Assistance to the Vice-Chancellor	- Research Associate & PhD Student in the Centre for Logistics & Traffic - Director of the Centre of Excellence for a Sustainable University - Vice-Chancellor Young Researchers and Quality Management - Environmental Coordinator - Head of Teaching and Learning - Vice-President Equality, Internationalisation of Teacher Education and Community Relations - Department of Service Learning - Waste and Emissions Officer - Chancellor Finance, Personnel, Facility Management and IT - Chair of Sustainable Management

Per university one employee of the university was interviewed. The numbering of the respondents represents the order in which they were interviewed. The demographic data (see Table 3.3) reveals that the average age of the respondents is 44.6 years ranging from 31 to 57 years without significant differences between England and Germany. Moreover, 11 male and 9 female employees participated in the study. While there are no significant differences concerning age and sex between the two countries, there are some differences concerning the years of employment and the job positions of the respondents. The German universities' employees are on average nearly twice as long employed as the English universities' employees – 12 years vs. 6.5 years. Looking at the job titles, it becomes clear that this difference derives from the different job positions involved in the study. Most English universities' employees have more operational job positions which are located in the lower part of the hierarchy of the universities' governance structure. Only one respondent belonging to the sample of English universities, the Director of Enterprise and Development, is located in the upper part of the governance structure and employed for 26 years. In contrast, German universities' employees involved in the study are more often located in the upper part of the hierarchy of the universities' governance structure. For example, two Vice-Chancellors and one Chancellor of the German universities participated in the interviews. Therefore, one can say that the higher number of years of employment of the German universities' employees derives from the fact that these respondents in general have higher positions within the universities, which implies that they are employed for a longer time within these institutions. The implications of these differences in the English and German sample are further discussed in the methodological limitations (see Appendix 4).

Looking at the data of the universities (see Table 3.4) one can say that there is no big difference between the average number of students within English and German universities. In terms of staff German universities employ on average about 2,000 employees more than English universities.

Table 3.4: Data of Universities

	Total	England	Germany
*Average Number of Students	21,430	20,115	22,750
(Range)	(5,850 – 40,500)	(5,850 – 34,600)	(7,750 – 40,500)
*Average Number of Staff	6,620	5,480	7,755
(Range)	(630 – 16,575)	(630 – 14,100)	(1,640 – 16,575)
Periods of Evolution			
Urban universities (15 th century)	2	0	2
Elite universities (17 th century)	2	0	2
Industrially-oriented universities (19 th – 20 th century)	6	4	2
Democratic universities (20 th century)	10	6	4
Focus			
Broad vs. narrow	16 4	8 2	8 2
Research vs. teaching intense	14 6	4 6	10 0

*Data retrieved from the Higher Education Statistics Agency (2012) and the Statistisches Bundesamt (2012/13)

Furthermore, as “universities have evolved in response to societal evolution and the changing nature of societal demands placed upon them” (Benneworth, 2014, forthcoming) the universities’ years of establishment are sub-divided into five different periods of university evolution (Benneworth, 2014, forthcoming). The first “western European universities emerged between the

11th and 13th centuries” (Benneworth, 2014, forthcoming). From these very old universities none are included in the sample. Second, triggered by the increasing urbanisation in the 15th century ‘urban universities’ evolved. Next, in the 17th century one could observe “university’s emergence as means of creating and reproducing elite cultures” (Benneworth, 2014, forthcoming). Fourth, from the 19th to the 20th century new industrially-oriented universities emerged as response to the societal shift to the modern, progressive society (Bauman, 1997). Finally, the latest period of university evolution could be observed in the course of the 20th century and was characterized by the support of democracy. Recent findings by the People & Planet Green League (2013), which rank UK universities by ethical and environmental criteria, reveal that newer universities are more sustainable than their older counterparts. Looking at the English universities’ period of evolution it becomes clear that more than half of the sample belongs to the most recent category of universities and no urban or elite universities are involved in the study. In comparison, the periods of evolution indicate that the German sample represents a good spread of both universities coming from old traditions and more recently founded institutions. Therefore, one can assume that there is no systematic bias for German universities involved in this study.

Finally, it is specified whether the universities have a broad or narrow focus in terms of the subjects they offer and investigate, and whether they are more research or teaching intense. There is no difference between the English and German part of the sample concerning the range of subjects the universities focus on, but there is a difference with regard to the teaching and research focus. All German universities can be categorised as research intense, while more than half of the English universities have a teaching focus. The implications of these different constitutions of the English and German part of the sample are further discussed in the methodological limitations (see Appendix 4).

3.3 Interview Guide

The semi-structured interview guide consists of four different parts (see Appendix 1 and Table 3.5). The first part focuses on demographic data concerning the university and the employee interviewed.

Table 3.5: Structure of the Interview Guide

Part	Topics
Demographic Data	Country, university, respondent number, age of respondent, position of respondent, years of employment
General Information about CSR	Respondent's role in the CSR implementation and decision making process, university's involvement in CSR, students' involvement in CSR
Students' Legitimacy and Involvement	Perception of students as relevant stakeholders, students involvement in the decision making process and implementation of CSR
Students' Legitimacy and Cultural Influences	Uncertainty avoidance, human orientation, institutional collectivism, gender egalitarianism

The second part concentrates on general information about CSR in the context of the involved university. In order to get more information about the respondent's degree of influence within the university and define his point of view, his role in the decision making and implementation process of CSR is identified. Moreover, the university's general attitude towards the implementation of CSR into its operations is investigated to get an overview of the university's activities within this field. In addition, it is examined if and if yes in what way students are involved in CSR within the university.

Furthermore, the third part focuses on the university's perception of students' legitimacy and involvement in the context of CSR. The university's general perception of students as stakeholders is investigated in order to get an overview of the university's point of view. After that the involvement of students in the decision making and implementation process of CSR in the university is examined.

Finally, in the fourth part, the influence of the four different cultural dimensions (uncertainty avoidance, human orientation, institutional collectivism and gender egalitarianism) on students'

legitimacy is explored via one to three different questions per dimension which are based on the behaviours expected to represent the four cultural dimensions (see paragraph 3.1).

The interview guide supports the interviewer during the process by predetermining the general structure of the interview and reminding the topics that have to be discussed during the interview. However, the order of topics can be changed in order to adapt to the circumstances of the situation. In concrete this means that before each interview, the interviewer prepared questions on two to three specific CSR initiatives presented on the university's website. These served as triggers for the respondents to start talking about their universities' CSR. During the conversation the interviewer guided the interviewee in the directions required to answer all questions included in the interview guide. This involved interrupting the interviewee when talking about an aspect not central to the field of interest and inquiring when an interesting aspect was only superficially mentioned.

4. ANALYSIS

4.1 Structure of the Analysis

All interviews were conducted via telephone, fully recorded and afterwards written down; repetitions, expletives, statements which do not refer to the core topic and the interviewer's questions and comments were left out. Analysing the interview transcripts, a mix between a deductive and inductive, qualitative content analysis approach (Elos & Kynga, 2008) is taken. This means that in order to analyse the data a predetermined structure is combined with an open approach. Through the combination of these two approaches it is guaranteed that the propositions and research questions can be examined and answered in a structured way and at the same time there is enough space for interpreting and exploring the data in all its facets. For this purpose the analysis is divided into three steps which relate to the three sub-questions (see paragraph 2.5 and Table 4.1).

The first step relates to the first sub-question and shows how the different cultural dimensions manifest themselves in students' legitimacy. Here, the conceptualisations of the four cultural dimensions as expressed within the formulated propositions (see paragraph 3.1) – ethical rule following, sensitivity towards students' well-being, consideration of students in the decision making process, gender equality and awareness of female students' needs – are used. In this first step the collected data is categorised according to these predetermined institutional behaviours. Meaning that each institutional behaviour related to ethical rule following described by the participants is put in one category, every institutional behaviour related to the sensitivity towards students' well-being is put in another category and so forth. In this way it can be described how the different cultural dimensions manifest themselves in institutional behaviour in general.

The second step of the analysis focuses on the second and third sub-question and answers in which way national cultural differences influence students' legitimacy and in which way these in turn influence the implementation of CSR in universities. In this second step the institutional behaviours are grouped according to the countries within which the universities are settled and institutional,

Table 4.1: Structure of the Analysis

Step 1 (Sub-question 1)	Step 2 (Sub-question 2 and 3)	Step 3 (Sub-question 2 and 3)
Uncertainty Avoidance – Ethical rule following	Pattern of institutional behaviour (England)	Pattern of institutional behaviour (England)
	Pattern of institutional behaviour (Germany)	
Human Orientation – Sensitivity towards students’ well-being	Pattern of institutional behaviour (England)	
	Pattern of institutional behaviour (Germany)	
Institutional Collectivism – Consideration of students in the decision making process	Pattern of institutional behaviour (England)	Pattern of institutional behaviour (Germany)
	Pattern of institutional behaviour (Germany)	
Gender Egalitarianism – Gender equality and awareness of female students’ needs	Pattern of institutional behaviour (England)	
	Pattern of institutional behaviour (Germany)	

behavioural patterns for both German and English universities per cultural dimension are identified and compared. As the patterns of universities’ students’ legitimacy are related to their CSR implementation and students’ legitimacy is reflected in activities concerning the CSR implementation, sub-question two and three are closely connected and therefore answered together.

Finally, the third step of the analysis gives a general overview of the results retrieved from step two. The data and results from the second step of the analysis are summarised and grouped

according to the countries the universities are settled in. Taking the different institutional, behavioural patterns per cultural dimension together, an overall pattern of students' legitimacy and CSR implementation by universities per country is defined and compared. In summary, it can be said that there are three main steps in the content analysis of the interview transcripts:

Step (1): Grouping data based on the conceptualisation of the four cultural dimensions (deductive).

Step (2): Defining and comparing patterns of institutional behaviour per cultural dimension and country (inductive).

Step (3): Defining and comparing patterns of institutional behaviours per country (inductive).

4.2 Validation of the Analysis Procedure

In order to increase the validity and prevent researcher bias of this qualitative interview analysis, a second analyst was involved. This second analyst is a 23 years old German graduate with a Bachelor of Arts in Communication Studies. For her bachelor thesis she also conducted an inductive, qualitative interview analysis and therefore is used to this method. She coded and analysed four of the interviews – two English and two German – according to the first two steps of the process described above (Burnard, 1991). Step three was not performed in this preliminary analysis, because it did not make sense to draw conclusions on an overall pattern of national differences based on only four interviews. Next to a verbal introduction to and explanation of the research context, the second analyst was provided with definitions of the different cultural dimensions, students' legitimacy, CSR and information on the first two steps of the analysis (see Appendix 3). After having conducted the analysis both analysts compared the way in which they grouped the data based on the conceptualisations of the four cultural dimensions (step 1) and the patterns of institutional behaviour they identified per cultural dimension (step 2). Discussing the similarities and differences of their analyses, several implications emerged which later on were considered during the qualitative

analysis of the whole sample. Although it did not occur in many cases it was determined that text fragments may be grouped into several categories, e.g. in uncertainty avoidance as well as institutional collectivism. By this it is guaranteed that all influences are considered and eventual interactions between the different cultural dimensions may be recognised. Furthermore, it was decided that the focus of the analysis will be set on initiatives and actions from the universities themselves. Many respondents describe initiatives and student groups which act autonomously. However, the aim of this research is to investigate students' legitimacy and the implementation of CSR from the perspective of the universities. Therefore, the focus should be on how universities treat these student-initiated activities. The mere existence does not say anything about the universities' CSR. Finally, the discussion between the two analysts helped to determine a clearer picture of what exactly the different institutional behaviours reflecting the cultural dimensions – ethical rule following, sensitivity towards students' well-being, consideration of students in the decision making process, gender equality and awareness of female students' needs – meant.

5. Results

Table 5.1: Data of Participants and Universities

Resp. Number	Country	Job Title	Years of Employment	Periods of Evolution	Focus	*Number of Students	*Number of Employees
1	Germany	Research Associate & PhD Student in the Centre for Logistic & Traffic	2	Democratic	Broad, research intensive	39,350	11,710
2	Germany	Director of the Centre of Excellence for a Sustainable University	8	Industrial	Broad, research intensive	40,500	10,665
3	Germany	Vice-Chancellor for Young Researchers and Quality Management	11	Democratic	Broad, research intensive	11,400	2,980
4	England	Sustainability Manager	0.4	Democratic	Broad, teaching intensive	18,400	3,945
5	Germany	Environmental Coordinator	11	Industrial	Narrow, research intensive	7,750	1,640
6	England	Head of Sustainability	2.5	Democratic	Broad, research intensive	14,850	6,500
7	Germany	Head of Teaching and Learning	23	Elite	Broad, research intensive	25,650	12,540
8	England	Environmental Officer	7	Industrial	Broad, research intensive	19,350	3,695

9	England	Environmental Manager	6	Industrial	Broad, research intense	17,050	6,755
10	England	Head of Environmental Strategy	5.5	Democratic	Broad, teaching intense	34,600	5,310
11	England	Organisational Development Advisor CSR	2	Democratic	Broad, teaching intense	21,500	3,745
12	Germany	Vice-President Equality, Internationalisation of Teacher Education and Community Relations	29	Urban	Broad, research intense	24,450	12,300
13	Germany	Department of Service Learning	1.5	Democratic	Narrow, research intense	11,900	1,978
14	England	Sustainability & Environmental Advisor	8	Industrial	Broad, teaching intense	31,050	14,100
15	Germany	Waste and Emissions Officer	20	Urban	Broad, research intense	23,500	16,575
16	England	Director of Enterprise and Development	26	Industrial	Broad, research intense	16,200	5,095
17	Germany	Chancellor Finance, Personnel, Facility Management and IT	2.5	Elite	Broad, research intense	24,200	3,585
18	England	Sustainability Manager	2	Democratic	Narrow, teaching intense	5,850	630
19	England	Executive Assistance to the Vice- Chancellor	6	Democratic	Narrow, teaching intense	22,300	5,040
20	Germany	Chair of Sustainable Management	12	Democratic	Broad, research intense	18,850	3,600

*Data retrieved from the Higher Education Statistics Agency (2012) and the Statistisches Bundesamt (2012/13)

5.1 Step 1: Cultural Characteristics within Students' Legitimacy

5.1.1 Uncertainty Avoidance – Ethical Rule Following

There are several ways of ethical rule following which can be observed in the universities' behaviours and through this reflect the dimension of uncertainty avoidance. Some universities incorporate democratic principles into their decision making processes and governance structure in order to reduce discrepancies between the university and the student body.

A university should serve educational objectives and education always means enabling participation in society, to raise people in such a way, to educate them, to make them strong, so that they are able to engage in a democracy and participate. (Respondent 2)

Integrating these ethical rules in the universities' governance structure empowers the students and gives them the opportunity to bring their concerns into the organisation. Moreover, securing this empowerment by formal structures and rules ensures the continuous exchange between the university and the student body, so that uncertainties on the side of the university about the students' concerns are reduced. Respondent 7 gives a good example of such a formalised integration

Half of the committee are students [...]. Thereby students have a strong co-determination and decision making competence. (Respondent 7)

However, in some universities these formalised participation structures are less elaborated, because some institutions perceive the students not to have such a strong legitimate voice in the universities' business. This of course causes much more uncertainty about students' concerns, desires and needs

And then there are things, dependent on the field of activity, where certain groups just don't have a say. (Respondent 12)

Another way in which uncertainty avoidance is expressed is the incorporation of ethical rules into the CSR focus and strategy of the universities, which ensure the involvement of students into CSR issues.

We can look at it (CSR) in four ways; [...] And within all that it's all about engagement, student engagement as well as staff engagement within the process. We aim to have student engagement within all four areas. And we run various projects, events and trainings to encourage that engagement. (Respondent 11)

However, not all universities have such an advanced view of CSR. While some higher education institutions define CSR very narrowly, often with a focus on environmental issues, some do not even have any definition or strategy.

At this point in time what we refer to is mainly a sort of environmental sustainability area of the range. (Respondent 4)

There is just fragments of activities going on in different areas. [...] but we don't have anything cohesively set up in terms of going on in managing the CSR. There is no overall strategy. (Respondent 8)

Finally, ethical rule following becomes visible in a more informal way through the integration of ethical principles into the universities' organisational culture. Culturally embedded principles, which guarantee the legitimization of students, create informal structures that reduce uncertainty in the university-student body relationship.

I think it really doesn't have to be an additional thing you have to do, it's just a different way of thinking. (Respondent 6)

In order to be successful we need to have a culture change [...] And so I think we're working really carefully to try to do bottom-up which is to capture the enthusiasm of students and staff and at the same time it has also to be structural and top-down. (Respondent 16)

In summary, one can say that there are three ways of ethical rule following which express the cultural dimension of uncertainty avoidance in student legitimacy as perceived by universities: the incorporation of democratic principles in the decision making process, the incorporation of ethical rules into the CSR focus and strategy and the integration of ethical principles into the organisational culture.

5.1.2 Human Orientation – Sensitivity towards Students’ Well-being

The cultural dimension of human orientation is expressed by universities’ behaviours reflecting sensitivity towards students’ well-being. Many universities focus on the academic education they offer and define students’ well-being as the opportunity to access an excellent higher education.

I think it’s about the quality of their education experience, so we want them to have a high quality learning experience and we want them to have access to high quality resources whether that’s teachers or the technical resources they have access to, or the libraries or things like that. (Respondent 19)

Furthermore, for many institutions an excellent education goes along with facilitating students’ entry in the job market and helping them to find employment.

The main agenda for the college is to educate students and to equip them with the skills in a field to secure employment and to have all those things they need to go into the real world and succeed. (Respondent 6)

Some universities even go a step further and define students’ well-being not only as access to an excellent academic education and good chances in the job market, but also aim to transfer ethical norms, values and behaviours to their students. This shows that there are universities which define their responsibility towards their students in a broader sense and perceive the teaching of an ethically correct attitude as an important obligation they have to fulfil in society.

So the primary responsibility is their education experience, which has two aspects. One is the academic work and graduation. The second is the wider experience, which has to do with their development and opportunities and to be engaged in the wider sense in the life of the community. (Respondent 16)

I would say the main responsibility towards its students would be by the end of their time here to equip them with the skills, the knowledge to be successful, to be socially responsible educated citizen. You can benefit local and national society outside the university. (Respondent 11)

Moreover, the sensitivity towards students' well-being of many universities is motivated by the fact that they perceive students to be their own right of existence.

So, I would say the students are one of two marks of identity and one of two reasons of existence. [...] In this respect, one can say that students are 50% of our right of existence. (Respondent 17)

This right of existence of an university also has an economic aspect, because universities depend on funding, which is strongly related to the number of students they educate and their satisfaction.

If you're losing students, it's a loss of business and of course you're going to change your strategies and ensure the way you are delivering your student experience is effective. (Respondent 10)

In conclusion one can say that the different universities define students' well-being differently. Universities with a stronger human orientation tend to include a broader range of responsibilities into their definition of student well-being and also perceive the transfer of ethically correct attitudes towards their students as their responsibility.

5.1.3 Institutional Collectivism – Consideration of Students in the Decision Making Process

Institutional collectivism is reflected through the consideration of students in the decision making process. There can be identified three different ways in which students are involved in decision making within universities. First of all, the majority of the universities seeks to involve students in decision making processes, both on general issues and specific issues concerning CSR, via their formal governance structures.

The Student Union is part of every major decision making group within the university, so they have a strong say within various committees and groups within the university. (Respondent 4)

Second, there are also informal structures that foster students' participation in the universities' decision making processes. This means that ideas and input on CSR issues generated by students are often acknowledged and valued by the universities.

It isn't institutionalised such as a committee which decides what to do, but the lived reality actually is, that the impulses often come from students; that because student initiatives are often accredited and supported, the input is just there. (Respondent 13)

Third, some universities even involve the students in the strategy development, thus higher level decision making processes.

There was an interdisciplinary project of students, who designed a code of ethics, which reflects the norms and values of the university. The code of ethics was developed in exchange with students, professors, and employees of the university and actually everybody has been involved. (Respondent 13)

However, one has to be careful when looking at the way universities consider their students within decision making processes, because as respondent 18 formulates it, even if a student representative is involved, this does not mean that the student body really is heard.

The Vice-president of the Student Union sits on our sustainability¹ committee, so she was involved in the agreement on a definition of sustainability¹, but that doesn't really mean the student body was engaged. That was just her as a union officer [...]. (Respondent 18)

In addition, one has to recognise that some universities see the decision making power more at the top of their governance structure and not so much as a bottom-up approach.

There are no decision making processes about sustainability¹. If it is about integrating sustainability into research and teaching, it is always the autonomous decision of the university teachers. (Respondent 2)

And then there are things, dependent on the field of activity, where certain groups just don't have a say. (Respondent 12)

In some cases one can even observe intentional exclusion of students in the decision making processes on CSR.

Students did not contribute; this was mainly implied by the university board and some university teachers. I know it is a concern of the master students, but there is no institutionalised form how students can contribute. (Respondent 20)

Summarising the different forms and degrees of consideration of students' within the decision making process one can say that this inclusion can take part via three different ways – the formal governance structure, the informal integration of student interests and the involvement of students in the strategy development. However, even if nearly all universities reveal at least some kind of student involvement, one has to be careful what the overriding universities' attitude is as some institutions indirectly or even directly seek to exclude students from higher level decision making processes.

¹ Note: While the interviewer clearly asked for CSR activities, many respondents used the word *sustainability* interchangeably with the term *CSR* not differentiating between these two concepts.

5.1.4 Gender Egalitarianism – Gender Equality and Awareness of Female Students’ Needs

Gender egalitarianism can be observed via behaviours expressing gender equality and the awareness of female students’ needs. Many universities perceive gender issues not to be a problematic topic in their institution. Fewer resources are put into these issues since apparently they are perceived as something that does not have to be addressed actively anymore. The simple fact that the majority of their students is female is seen to be sufficient, so that there is not done much more about gender equality.

I don’t think it’s an issue. We have, I think about 70% of our students are female. So there is not an issue there about equality. It’s sort of automatic; it’s sort of a bit like breathing. That’s not an issue that we are dealing with, we’re not making problems in that area because the majority of our students are women. (Respondent 18)

Although every university states that gender issues are crucial many institutions are very vague about the activities they pursue with regard to gender equality and female students’ needs.

And in the social area equal opportunities, diversity is an important topic at the university. There are done a lot of projects. [...] I don’t know any specific project, but it belongs to the topic sustainability². (Respondent 20)

At least most universities cover gender issues through their formal structures such as an official department or responsible person focused on diversity.

We have equal opportunity commissioners within every faculty and at the central level of the president [...]. (Respondent 2)

We have a gender and diversity department which advises the university board [...]. (Respondent 15)

² Note: While the interviewer clearly asked for CSR activities, many respondents used the word *sustainability* interchangeably with the term *CSR* not differentiating between these two concepts.

Furthermore, many universities see gender issues as independent from CSR. Therefore, those structures supporting gender equality and female students' needs are often not related to the universities' CSR strategy and activities.

It depends on the way you differentiate sustainability³ or CSR. At the moment I am personally not looking at equal opportunities or diversity. [...] I assume that it is sitting somewhere within student and academic affairs, but it's nothing that we actively shape as sustainability³ team at the moment. (Respondent 4)

If there is done something specific in order to increase gender equality it is nearly always about increasing the number of female students within natural-science subjects and / or family issues such as studying with children. These were the needs universities perceived as legitimate female students' claims.

In the area of family issues there's a lot, so that students with children have a lot of opportunities to study; from part-time study, child care to kindergartens. (Respondent 5)

Concerning our natural-science subjects and how we get women into these subjects there have been some initiatives. (Respondent 7)

These observations make clear that gender equality and female students' needs is something that in general is not perceived to be closely related to CSR. Many universities see it so much as a matter of course, that they do not really deal with it in detail anymore.

5.2 Step 2: National Cultural Differences in Students' Legitimacy and Corporate Social Responsibility Implementation

Comparing English and German universities one can say that these institutions have different patterns of students' legitimacy along the four cultural dimensions of uncertainty avoidance, human

³ Note: While the interviewer clearly asked for CSR activities, many respondents used the word *sustainability* interchangeably with the term *CSR* not differentiating between these two concepts.

orientation, institutional collectivism and gender egalitarianism. These patterns of students' legitimacy are reflected in the way in which universities implement their CSR activities. In the following English and German universities are compared separately on each cultural dimension.

5.2.1 Comparing Uncertainty Avoidance – Ethical Rule Following

Considering the impacts of uncertainty avoidance one can say that English and German universities have totally different behavioural patterns of ethical rule following. Only three out of the ten English universities have a clearly defined CSR focus or strategy (respondent 11, 16, 19) and from these only two explicitly mention students within this context (respondent 11, 16). Most English universities, six out of the ten (respondent 4, 6, 8, 9, 14, 18), have a very narrow and superficial or no CSR focus.

We have no formal university strategy that actually says the word Corporate Social Responsibility [...]. So we kind of operate in a strategic vacuum at the moment you could say. [...] Being brutally honest our Vice-Chancellor just doesn't get this agenda (CSR) [...].
(Respondent 9, England)

In contrast, German universities formulate more often more advanced ethical rules (respondent 2, 5, 7, 13, 15). For example, there are two German universities (respondent 2, 7) which clearly incorporate democratic principles into their decision making processes and governance structure in order to reduce discrepancies between the university and the student body and increase student empowerment.

A university should serve educational objectives and education always means enabling participation in society, to raise people in such a way, to educate them, to make them strong, so that they are able to engage in a democracy and participate. (Respondent 2, Germany)

Half of the committee are students [...]. Thereby students have a strong co-determination and decision making competence. (Respondent 7, Germany)

Furthermore, English universities lack the integration of CSR issues within the organisational culture. Only two respondents talk about such cultural processes (respondent 16, 19). In comparison, four of the German universities (respondent 5, 12, 13, 15) integrate ethical rules supporting student involvement into their organisational culture.

We have our sustainability⁴ guidelines which say that the committees have to support the students. Maybe this is something formal, but you can also perceive it more as culture because the university is busy with this topic for such a long time. (Respondent 5, England)

However, one also has to recognise that although German universities' CSR focus in general is more developed than that of English universities, half of them shows few behaviours of ethical rule following and has only a superficial or unstructured approach towards CSR.

Summarising the observations made one can state that there are two different forms of ethical rule following present within the described institutional behaviours. First, the formal incorporation of ethical rules into the universities' CSR strategy or focus, which guarantee the students' interests, can be observed. Second, ethical rules supporting the students' interest are absorbed by the universities' organisational culture. These two forms of integration reduce the uncertainty in the interaction between the student body and the institutions and ensure students' legitimate say in the universities' structures. As described earlier, while English universities show a low degree of these forms of ethical rule following, German universities reveal an intermediate degree. Because ethical rule following is observed to reflect students' legitimacy within the universities one can state that German universities show a higher degree of students' legitimacy than English universities, thereby supporting proposition 1a and 1c. The higher uncertainty avoidance of the German culture is reflected in their stricter pattern of ethical rule following and therefore the universities' higher degree of students' legitimacy. However, proposition 1b cannot be confirmed. Although both countries scored high on uncertainty avoidance, they did only reveal a low to

⁴ Note: While the interviewer clearly asked for CSR activities, many respondents used the word *sustainability* interchangeably with the term *CSR* not differentiating between these two concepts.

intermediate degree of students' legitimacy reflected by the institutional behaviours of ethical rule following.

5.2.2 Comparing Human Orientation – Sensitivity towards Students' Well-being

The behavioural patterns of human orientation expressed via the sensitivity towards students' well-being reveal both similarities and differences. English as well as German universities show sensitivity towards their students' well-being in the sense that they seek to transfer ethical norms, values and behaviours towards them. Many of the higher educational institutions perceive the teaching of ethically correct behaviours as one of their main responsibilities towards students.

I would say the main responsibility towards its students would be by the end of their time here to equip them with the skills, the knowledge to be successful, to be socially responsible educated citizen. You can benefit local and national society outside the university.
(Respondent 11, England)

Focusing on an ethical education of the student body these universities emphasise that they perceive the students to have a legitimate right to personally meaningful development. This behaviour can be observed within German as well as English universities and shows that these institutions integrate socially responsible behaviour into their core task of teaching.

However, there are also clear differences between English and German universities' human orientation. One major difference is that the academic needs of students play a much greater role within German universities than within English universities. Mentioned by eight out of the ten German universities (respondents 1, 2, 3, 12, 13, 15, 17, 20) these institutions define student's well-being mainly as satisfaction of their academic needs. In contrast, only four out of the ten English universities (respondents 4, 16, 18, 19) mention students' academic needs as one of their responsibilities. In addition, German universities in general are much more explicit when it comes to students' academics needs and aspects that are relevant within this context. Nevertheless, the mere

expression of this aspect does not increase students' legitimacy, because it just replicates the universities' core business and does not express any special degree of sensitivity.

Towards their students the university has its main responsibility in the field of education, teaching and thus guiding to autonomous research for a further academic career. [...] Well, primarily simply teaching and guiding to research. (Respondent 12, Germany)

However, the fact that English universities show a weak focus on this essential responsibility means that they neglect a core aspect of students' well-being when talking about their responsibilities towards the student body or at least miss to make this point more explicit.

To sum up the observations on human orientation one can say that there are two forms of sensitivity towards students' well-being present within the universities' institutional behaviour. First, universities show sensitivity towards their students' well-being in the sense that they seek to transfer ethical norms, values and behaviours towards them. This behaviour can be observed within both English and German universities and indicates a high degree of students' legitimacy because it broadens students' legitimate rights beyond the traditional aspects of academic education. Second, the aspect of academic education is also mentioned in the context of students' well-being by the universities. However, German universities recognise the right of an excellent education more explicitly as a legitimate right of the student body than English universities, thereby expressing a higher degree of student legitimacy. While English universities fail to accentuate this essential responsibility in their institutional behaviours, German universities make this point more explicit. As described above, because students' academic needs are an essential responsibility of universities, the failure of English universities to describe these as one of their central duties indicates low students' legitimacy because they disregard a crucial legitimate student need. In total, this reveals a lower degree of students' legitimacy of English universities compared to German universities, so that neither proposition 2a nor proposition 2c can be confirmed. In addition, hypothesis 2c is not confirmed, because neither English nor German universities reveal an intermediate degree of students' legitimacy. While German universities' high awareness of students' academic well-being

and ethical education indicates high students' legitimacy, English universities' failure on their core responsibility of students' academic needs implies low students' legitimacy.

5.2.3 Comparing Institutional Collectivism – Consideration of Students in the Decision Making Process

Comparing English and German universities' consideration of students in the decision making process it becomes clear that these institutions have different patterns of institutional collectivism and therefore different degrees' of students' legitimacy. Nearly every English university formally incorporates students' in the decision making process. Only one English university (respondent 18) does not explicitly mention the incorporation of students' in their formal governance structure. All other English institutions involved have more or less developed formal processes that guarantee the consideration of the student body when it comes to both general issues and specific issues concerning CSR.

With regard to more formal processes what we have in place are various sectorial focus groups, which define the appropriate program within the strategic sectors. [...] And each of these groups has the environmental officer of the Student Union involved and these groups feed into higher level decision making group [...]. (Respondent 4, England)

Especially the Student Union plays a central role within English universities. This institutional body is integrated into the universities' governance structure and used in order to find out more about the students' needs and concerns.

The students were always on the committees. They have been involved. We have a Student Union and the Student Union were represented on the committees. When it became implemented, the five years plan, we also had local committees in each of the six university's colleges and they had students involved in those local committees as well. (Respondent 19, England)

In contrast, although some German universities explicitly mention the formal integration of students' into their decision making processes (respondent 3, 7, 12, 15), one can also observe several cases, in which German universities do not foster the participation of students or even work against it (respondent 1, 2, 12, 17, 20). These universities just do not have structures supporting the consideration of students in the decision making process or see the decision making power more at the top of the organization.

Students did not contribute; this was mainly implied by the university board and some university teachers. I know it is a concern of the master students, but there is no institutionalised form how students can contribute. (Respondent 20, Germany)

Respondent 1 describes an extreme case, in which the university actively hinders students to participate or influence processes related to CSR in the institution.

Then we focused on creating a vision, in spite of oppositions. That didn't suit the plans of some people, and then there came remarks such as "People who have visions should go to the doctor and we don't need all that, that's bullshit." (Respondent 1, Germany)

However, one also has to consider that the other half of the German universities do a lot in order to integrate students into these processes and try to foster the students' say in CSR processes (respondent 3, 5, 7, 13, 15).

We have an instrument at the university, where one can bring forward ideas and proposals to the Central Commission of Study and Teaching and there also students as well as researchers and employees can hand in proposals. (Respondent 7, Germany)

In summary one can state that the consideration of students in the decision making process takes place via the incorporation of students' in the universities' formal governance structure, for example through the participation in committees or the interaction with the Student Union. These integration processes clearly reflect students' legitimacy because ensuring student participation in

decision making processes via the formal, organisational structure guarantees the co-determination of this central stakeholder group. Here, the differences between the universities are very obvious. While English universities in general actively seek the participation of their students, half of the German universities do not foster the participation of students or even work against it. Taking this together one can say that English universities have a high degree of students' legitimacy and German universities show an intermediate degree of students' legitimacy, thereby confirming proposition 3b and 3c. Finally, both proposition 3a as well as 3d can be confirmed because English universities have a higher degree of students' legitimacy than German universities.

5.2.4 Comparing Gender Egalitarianism – Gender Equality and Awareness of Female Students' Needs

When it comes to the dimension of gender egalitarianism reflected by gender equality and the awareness of female students' needs, German and English universities reveal both similarities and differences. The overall tendency of English as well as German universities is the perception that gender equality is not a problematic issue anymore. Although nearly every university states that gender issues are important to them, in the further description of their activities it becomes clear that most of them do not strongly focus on them.

I don't think it's an issue. We have, I think about 70% of our students are female. So there is not an issue there about equality. It's sort of automatic; it's sort of a bit like breathing. That's not an issue that we are dealing with, we're not making problems in that area because the majority of our students are women. (Respondent 18, England)

However, one has to recognise that compared to English universities, German universities are less aware of the link between gender equality and CSR.

Well, spontaneously I wouldn't include equal opportunities in ⁵sustainability. We have an active equal opportunities policy. [...] but we don't see the problem of equal opportunities primarily on the level of students. (Respondent 17, Germany)

These observations make clear that in general students' legitimacy is not really influenced by the universities' pragmatic point of view concerning gender issues because most institutions do not regard or disregard them in a significant way. However, the fact that German universities fail to link gender issues to CSR decreases students' legitimacy, because it makes gender issues less relevant and therefore weakens the focus on female students' needs. Therefore, one can say that while English universities' students' legitimacy is not increased or decreased significantly through gender egalitarianism, the failure to perceive gender issues as an elementary part of CSR has negative effects on German universities' students' legitimacy. Therefore, all four propositions can be confirmed. Proposition 4a and 4d can be confirmed because English universities reveal higher students' legitimacy than German universities. Proposition 4b is supported as the dimension of gender egalitarianism leads to an intermediate degree of English universities' degree of students' legitimacy. Finally, proposition 4c can be confirmed because German universities' have a low degree of students' legitimacy.

5.3 Step 3: Comparing the Overall Pattern of Institutional Behaviours

Answering the stated propositions (see Table 5.2, Table 5.3) one can draw an overall picture of the different patterns of students' legitimacy within English and German universities. Opposite to the expectations one can say that English and German universities reveal a similar degree of students' legitimacy. However, this students' legitimacy appears to be motivated by different cultural dimensions differently, therefore leading to different patterns of students' legitimacy.

While English universities reveal more positive behaviours related to the dimensions of institutional collectivism and gender egalitarianism, German universities do better in terms of

⁵ Note: While the interviewer clearly asked for CSR activities, many respondents used the word *sustainability* interchangeably with the term *CSR* not differentiating between these two concepts.

uncertainty avoidance and human orientation (see Table 5.3). These conclusions are based on the different institutional behaviours which reflect the cultural dimensions – ethical rule following, sensitivity towards students’ well-being, consideration of students in the decision making process and gender equality and awareness of female students’ needs.

Table 5.2: Propositions on Students’ Legitimacy Answered

Proposition	Confirmed	Not Confirmed
1a The higher the uncertainty avoidance of the culture a university is settled in, the higher the degree of students’ legitimacy, because it leads to stricter ethical rule following.	X	
1b The high degree of uncertainty avoidance of both Germany and England is expected to lead to a high degree of students’ legitimacy within universities.		X
1c With Germany scoring significantly higher on uncertainty avoidance than England, one can expect that German universities reveal an even higher degree of students’ legitimacy than English universities.	X	
2a The higher the human orientation of the culture a university is settled in, the higher the degree of students’ legitimacy, because it increases the sensitivity towards students’ well-being.		X
2b The intermediate degree of human orientation of both Germany and England is expected to lead to an intermediate degree of students’ legitimacy within universities.		X
2c With England scoring significantly higher on human orientation than Germany, one can expect that English universities reveal a		X

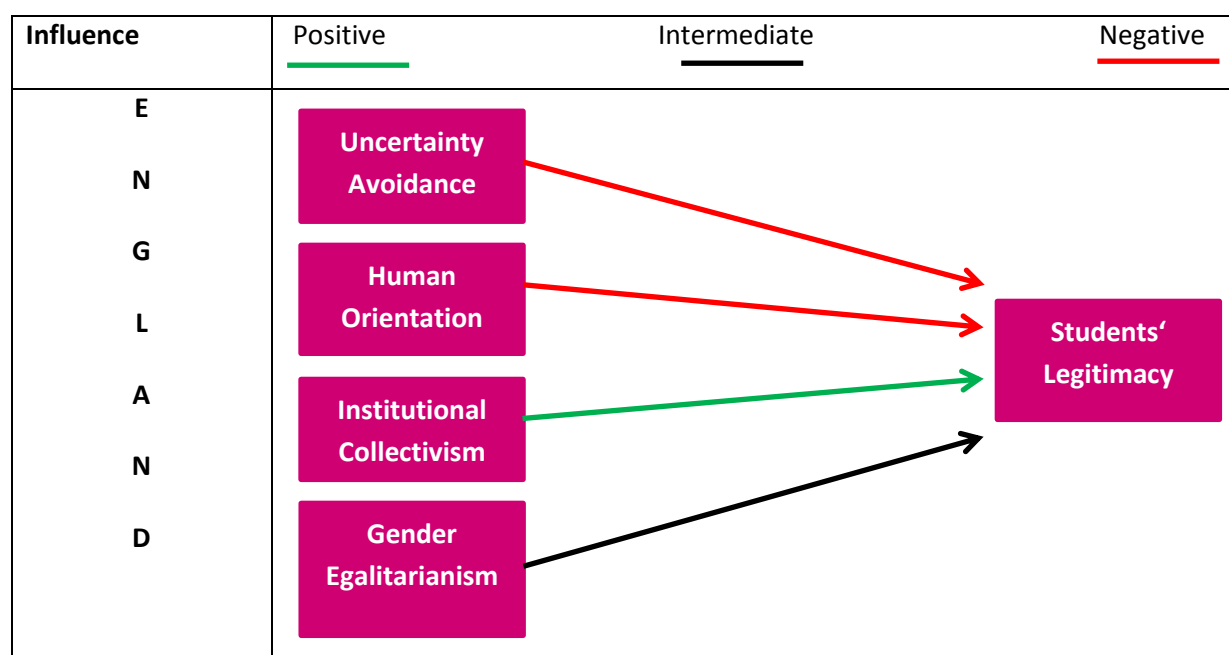
	higher degree of students' legitimacy than German universities.	
3a	The higher the institutional collectivism of the culture a university is settled in, the higher the degree of students' legitimacy, because it fosters the consideration of stakeholders in the decision making process.	X
3b	The intermediate degree of institutional collectivism of Germany is expected to lead to an intermediate degree of students' legitimacy within German universities.	X
3c	The high degree of institutional collectivism of England is expected to lead to a high degree of students' legitimacy within English universities.	X
3d	With England scoring significantly higher on institutional collectivism than Germany, one can expect that English universities reveal a higher degree of students' legitimacy than German universities.	X
4a	The higher the gender egalitarianism of the culture a university is settled in, the higher the degree of students' legitimacy, because it positively influences gender equality and the awareness of female students' needs.	X
4b	The intermediate degree of gender egalitarianism of England is expected to lead to an intermediate degree of students' legitimacy within English universities.	X
4c	The low degree of gender egalitarianism of Germany is expected to lead to a low degree of students' legitimacy within German universities.	X

4d	With England scoring significantly higher on gender egalitarianism than Germany, one can expect that English universities' reveal a higher degree of students' legitimacy than German universities.	X
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Table 5.3: The Observed Influence of the Cultural Dimensions on Students' Legitimacy

Dimension/Degree of	Low	Intermediate	High
Students' Legitimacy			
Uncertainty Avoidance	England	Germany	
Human Orientation	England		Germany
Institutional Collectivism		Germany	England
Gender Egalitarianism	Germany	England	

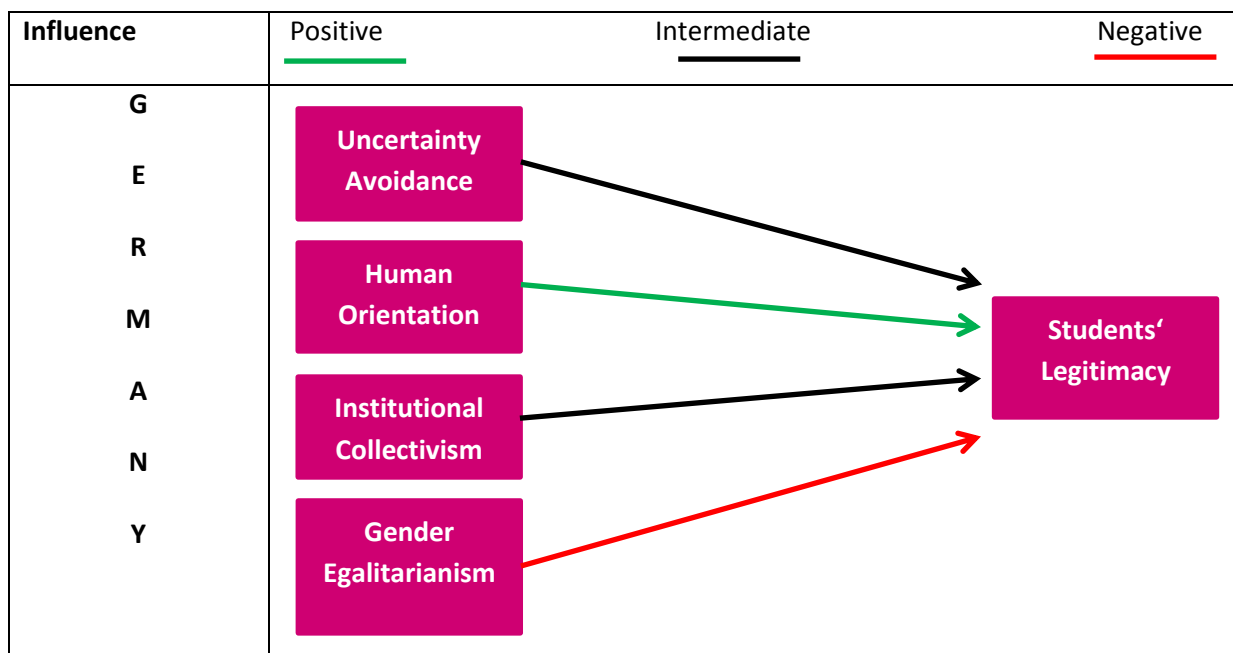
Figure 5.1: The Observed Influence of the Cultural Dimensions on Students' Legitimacy for England



English universities' students' legitimacy (see Figure 5.1) is negatively influenced by a lack of ethical

rule following (uncertainty avoidance) and a lack of sensitivity towards students' well-being (human orientation). A great positive impact on English universities' students' legitimacy can be observed via their consideration of students' in their decision making processes (institutional collectivism).

Figure 5.2: The Observed Influence of the Cultural Dimensions on Students' Legitimacy for Germany



Furthermore, German universities' students' legitimacy (see Figure 5.2) is negatively influenced by a lack of gender equality and awareness of female students' needs (gender egalitarianism) and positively influence by a great sensitivity towards students' well-being (human orientation).

Although not every aspect of students' legitimacy is directly related to the universities' implementation of CSR, there are many impacts that determine these institutional behaviours. Therefore, focusing more specifically on the way in which these differences in students' legitimacy influence the implementation of CSR to sum up one can say that English and German universities have different strengths and weaknesses in the way they implement CSR in their operations. English universities involve students in the process of CSR implementation via their formal governance structure giving students a greater say in and influence on the universities' CSR. In addition, they see the ethical education and transfer of norms and values towards their students as one of their main responsibilities. This emphasises that these English institutions incorporate socially responsible

behaviour into their core task of teaching. Moreover, perceiving gender issues in general to be part of their CSR English universities show that they have a comprehensive understanding of CSR. However, English universities often fail to incorporate CSR issues via a strategic focus into their organisational structure. Although they enable students' to participate in the decision making process they fail to support CSR implementation processes via a CSR focus or strategy.

In contrast, German universities more often have a more developed focus or strategy when it comes to CSR. So in general one can say that in comparison the approach of German universities towards the implementation of CSR is more structured than that of English universities in terms of both the formal governance structure and the organisational culture. In addition, German universities, just like English universities, concentrate on the ethical education and transfer of norms and values onto their students. However, about half of the German institutions fail to incorporate students adequately in decision making processes regarding CSR. It is observed that German universities more often perceive the decision making power to be located at the top-level of the organisation, thereby revealing more hierarchical structures. Furthermore, German universities often fail to link gender issues to their CSR agenda making gender issues less relevant and weakening the focus on female students' needs.

Taking these observations together, one can clearly observe different patterns of students' legitimacy which result in different patterns of CSR implementation when comparing German and English institutions. This indicates that national culture influences the implementation of CSR within universities via students' legitimacy as perceived by these universities. Considering these differences one can say that although not all behaviours reflecting students' legitimacy were relevant in terms of CSR, there are many aspects that stress the impact students' legitimacy has on the implementation of CSR.

6. DISCUSSION

6.1 Theoretical Conclusions

The results of the analysis clearly reveal that the influences of national culture – defined as the cultural dimensions uncertainty avoidance, human orientation, institutional collectivism and gender egalitarianism (House et al., 2004) – do manifest in students' legitimacy as perceived by universities. First, uncertainty avoidance is reflected through the degree of ethical rule following enacted by the universities. The qualitative content analysis shows that this institutional behaviour is expressed via the incorporation of democratic principles in the decision making process, the incorporation of ethical rules into the CSR focus and strategy and the integration of ethical principles into the organisational culture. Second, human orientation becomes visible via the sensitivity towards students' well-being. While universities with stronger human orientation tend to include a broader range of responsibilities into their definition of student well-being and also perceive the transfer of ethically correct attitudes towards their students as their responsibilities, universities with a lower human orientation define student well-being more narrowly. Third, institutional collectivism is reflected through the consideration of students in the decision making process which takes place in three ways: the formal governance structure, the informal integration of this stakeholder group and students' involvement in strategy development. Fourth, gender egalitarianism was expected to be represented via gender equality and the awareness of female students' needs. Most universities reveal a lack of these behaviours which can be related to the low scores of gender egalitarianism within both countries. Therefore, it is logically that few behaviours of gender egalitarianism are enacted. Observing the impacts of these four dimensions it becomes clear that the different cultural dimensions manifest within the concept of students' legitimacy via the four proposed institutional behaviours – ethical rule following (uncertainty avoidance), sensitivity towards students' well-being (human orientation), the consideration of students in the decision making process (institutional collectivism) and gender equality and the awareness of female students' needs (gender egalitarianism). Different degrees of these behaviours reflect different degrees of the cultural

dimensions. These observations clearly confirm Adam's and Westlund's (2013) conceptualisation of culture, which implies that culture is "a hidden yet unifying theme that provides meaning, direction and mobilisation" (Adam & Westlund, 2013, p. 11) and therefore strongly determines how organisations behave.

The degree of students' legitimacy appears to be similar for English and German universities; however, the specific patterns of the institutional behaviours, which determine the degree of students' legitimacy, are different within English and German universities. Therefore, one can state that national cultural differences influence students' legitimacy as perceived by universities. This conclusion coincides with the assumption that the legitimacy dimension of the stakeholder theory (Mitchell, Agle & Wood, 1997) reveals a strong connection to the concept of culture because legitimacy is rooted within a "socially constructed system of norms, values, beliefs, definitions" (Mitchell et al., 1997, p. 866), which are determined by culture (Taras et al., 2009). However, one has to recognise that the variances observed in the concept of students' legitimacy do not always match the directions as predicted by the cultural dimensions of the GLOBE studies (House et al., 2004) – 10 out of the 14 propositions could be confirmed. Regarding the dimension of human orientation the qualitative analysis clearly stresses impacts of this cultural dimension, but these impacts are contrary to the predicted direction with German universities showing a stronger human orientation than English universities. Furthermore, in the cases of uncertainty avoidance there are single discrepancies between the predicted directions of influences of national culture on students' legitimacy, while institutional collectivism and gender egalitarianism completely reflect the predetermined cultural practices scores. Nevertheless, one can state that although the direction of the observed impacts are not always as previously predicted, all cultural dimensions significantly influenced the universities' students' legitimacy. Therefore, the conclusion of Teichler (2004) – that national culture strongly influences universities' policy making – can be supported by the results of this qualitative interview analysis.

Connecting the universities' students' legitimacy with the institutions' implementation of CSR

one can state that these two concepts are closely related. As explained earlier, the different degrees and patterns of students' legitimacy are reflected in the way in which the universities implement CSR. Therefore, it can be said that national culture influences the implementation of CSR within English and German universities via the concept of students' legitimacy. This strong relation between students' legitimacy and the implementation of CSR is confirmed Lee and Carroll (2011, p. 117) who state that "CSR is a socially constructed value and legitimacy is a core principle both for defining CSR and for determining the success of CSR activities." Although English and German universities reveal a similar degree of students' legitimacy, the different patterns of this concept cause unique ways of implementation of CSR, thereby confirming that CSR is determined by the concept of legitimacy. Moreover, this strong connection between students' legitimacy and CSR implementation further implies that many universities have relational motives (Aguilera et al., 2007) for the adoption of CSR. Thus, when universities perceive students as a legitimate stakeholder group in terms of their CSR, they obviously pursue such ethical behaviour in order to maintain an appropriate relation with this stakeholder group.

These processes are especially relevant when reconsidering universities' shifting role within society. Increasing commercialisation, market-orientation and universities' responsibilities towards a broader range of stakeholders (Benneworth & Jongbloed, 2010) strongly impact the social contract between universities and society – "a compact which is based on an interpretation of the needs of both sides at national, regional and local level [which] requires continuing dialogue and a framework within which it takes place" (NCHIE, 1997, 1.27). Applying the concept of a social contract to the universities' relationship with the stakeholder group of students one can state that students' legitimacy forms a crucial part of "the framework within which it [– the social contract –] takes place" (NCHIE, 1997, 1.27). How universities perceive their students' legitimate stake within the institution determines how the social contract between those parties is enacted. In the specific case of English universities the involvement of students in the institutions' formal governance structure, the ethical education and transfer of norms and values towards their students and the inclusion of gender issues

into their CSR focus lead to a social compact clearly considering students' needs. However, a missing CSR focus or strategy which includes and explicates students' stake in the organisation results in an unstructured and vague approach to CSR. These observations emphasise that the social contract between English universities and their students is characterised by an equal dialogue on the interpretation of both parties' needs, but that a missing structured framework within which this dialogue takes place impedes a clear definition of this social contract. Moreover, German universities take a more structured approach towards CSR and also pursue an ethical education and transfer of norms and values towards their students, while they fail to incorporate students' adequately in decision making processes regarding CSR and fail to link gender issues to their CSR agenda. Comparing these observations to those of the English universities one can state that the social contract between German universities and their students is enacted differently in the sense that it is characterised by a clearer framework which gives structure to the dialogue between the parties and explicates students' rights. However, as German universities more often perceive the decision making power to be located at the top of the organisation, the higher education institutions appear to have more power within the dialogue on the interpretation of both parties' needs and therefore are in a stronger position in order to enforce their interests. As these differences between English and German universities derive from national cultural influences one can state that the cultural environment impacts the way in which the social contract between universities and their students is enacted. In conclusion one can say that the social contract between universities and their students is impacted by the culture within which this relationship is built and that these external influences may determine the actual implementation of this contract. This implies that both students' legitimacy and CSR in general are concepts which have to be recognised as mutually interdependent with their cultural context rather than independent, determining forces.

Next to these valuable insights generated one also has to mention that the patterns of CSR implementation are not always coherent for each culture; there are also differences among universities from one country. For example, the degree of ethical rule following and consideration of

students' in the decision making process varies greatly in between German universities. Considering these observations one can state that in most cases the national differences in students' legitimacy are also reflected in the CSR implementation, but that there are exceptions which indicate that there may be additional factors, which can eliminate or diminish national, cultural impacts to a certain degree (see Appendix 4 for further discussion).

6.2 Recommendations for Future Research

When thinking of possible interesting avenues which open up for future research one main problem evolves from the findings of this study – there seems to be a lack of consensus within the higher education sector and literature on what is meant by CSR. Especially vis-à-vis universities' shifting role in society to a more market-oriented stance, which emphasises commercialisation and universities' responsibilities towards a broader range of stakeholder (Benneworth & Jongbloed, 2010), it appears to be necessary to bring clarity into the discourse on CSR within universities. These continuous changes impacting the relationship between universities and broader society also influence the understanding of CSR within this context because it is an important instrument for the legitimization of organisational actions with society as referent of legitimation (Lee & Carroll, 2011). Therefore, future research should start with investigating what CSR means in the context of universities thereby defining a unified concept of 'University Social Responsibility' (USR). As public institutions universities differ in several ways from commercial organizations what also impacts the understanding of social responsibility. The results of this research revealed essential differences which are relevant when extending the discourse on USR. While commercial organisations produce certain products or services which they sell to their customers and consumers, universities' core operations focus on research, teaching and transfer. As these core operations fulfil essential, societal needs one cannot – such as in the case of commercial organisations – only focus on how socially responsible behaviours are integrated into the daily routines. Research, teaching and transfer as core operations imply that anything 'produced' by the universities – knowledge, researchers, educated citizens etc. – impacts

broader society thereby putting universities in a societal leadership role (Idowu, 2008). Thus, when investigating USR one has to recognise that the integration of socially responsible behaviours into the institutions' operations and the impact of these behaviours on broader society are closely intertwined and therefore always have to be considered together. As observed in this study, because different universities define their social responsibilities differently, it would be most valuable to develop a framework which enables to categorise the different foci, rather than developing a generalized definition of USR.

Furthermore, as it was concluded that both students' legitimacy and CSR in general are concepts which have to be recognised as mutually interdependent with their cultural context it would be interesting to further examine in which way culture may work as predictor for legitimacy and CSR. Here, one has to consider that some results were contradictory to the predictions based on the cultural dimensions of the GLOBE studies (House et. al. 2004), so that it would be advisable to use other conceptualisations of culture as base for the development of a suitable research instrument. Either one combines the GLOBE studies with additional theoretical conceptualisations of national culture or one replaces it completely. Converging several theories would lead to greater validity and a better representation of the scientific body on national culture. Developing a framework with national culture as predictor of students' legitimacy and CSR, it would be able to reveal how the social contract between universities and there students is enacted within different cultural environments differently. In the discourse on universities' shifting role within society and their increasing need for legitimation (Jongbloed et al., 2008) this would help to identify possible barriers to the implementation of the social contract between universities and students and may reveal power inequalities within the dialogue between these two parties. In this way the need for a better representation of students' interests and their involvement in the universities' operations (Perterson et al., 1997) would be reached.

Finally, one can take the conclusions drawn from this study beyond the higher education sector and look at which implications may evolve for commercial organisations. As students can be

regarded as universities' 'customers' (Bolton & Nie, 2010; Jongbloed et al., 2008) one could apply the insights from this research to commercial organisations' relationships with their customers and consumers. Examining how national culture impacts the organizations' perception of the legitimate rights of their customers and the involvement of this stakeholder group into the businesses' CSR implementation, would help to identify differences in the degree of co-determination companies assign to their customers. Especially, in the face of the increasing permeability of trade zones such as in the European Unions and the coalescence of trade across the world, it is highly relevant to reveal possible differences in businesses' perception of consumer rights. As trade across borders implies that companies increasingly have to deal with costumers from other national cultures, the identification of eventual discrepancies in the understanding of customer legitimacy and the involvement in CSR may help to prevent misunderstandings and inequalities thereby improve the relationship between commercial organisations and their customers.

6.3 Practical Implications

Benneworth (2014, forthcoming) states that "there is a widespread sense amongst academics and managers that universities are changing, but there is little consensus about the particular form that this change takes". The insights derived from this study elaborate on this ongoing discussion and seek to contribute to it by revealing how the external influence of the national, cultural environment impacts universities' relationship with their students and the involvement of this stakeholder group into CSR implementation. In the face of increasing internationalization in the higher education sector national cultural differences may become more relevant than ever before, because the extensive contact between universities and students from different countries offers much potential for conflict. Being aware of barriers to universities' students' legitimacy and the involvement of this stakeholder group into the institutions' CSR these higher education institutions can anticipate on possible negative consequences and prevent them. In the specific case of English universities these barriers mainly derive from a missing structured framework, within which the dialogue on the interpretation

of both parties' needs takes place, and impede a clear definition of this social contract. However, as respondent 6 formulates it, a clear definition of a CSR focus and strategy is necessary for universities in order to be successful in terms of CSR:

[...] but to do CSR you need to be at the top of the umbrella, which is overarching everything else and that is one of the issues with governance within universities. Those universities, that are leading within these areas, you've got ⁶sustainability and things like that in the responsibility of the principal or the Vice-Chancellor, whereas it is still embedded in state and facilities or departments like that in some universities. You're going to find that those universities are really only focusing on the operational issues around CSR from an environmental point of view. (Respondent 6)

Therefore, English universities can be advised to give their CSR a more structured approach with a strategy explicitly mentioning students' stake within the institution in order to make their CSR activities more successful. This could be achieved by initiating a discussion on what CSR means to the institution including members from all organisational levels – administrative workers, academics, students etc. By creating a clear vision on what the university defines as socially responsible, institutional behaviours within their operations an overall unifying goal for the organisation's members is provided. This in turn will increase support throughout the whole organisation because everybody can contribute to and therefore identify with the vision (Hayes, 2010).

Moreover, the situation of German universities reveals that there is an inequality in the dialogue on the interpretation of both parties' needs. As German universities more often perceive the decision making power to be located at the top of the organisation, the higher education institutions appear to have more power in the social contract. Therefore, German universities can be advised to implement a more participative structure when it comes to decision making processes on both general and specific CSR issues. Although some German universities have established structures

⁶ Note: While the interviewer clearly asked for CSR activities, many respondents used the word *sustainability* interchangeably with the term *CSR* not differentiating between these two concepts.

that foster the consideration of students in the decision making process, there are also several German universities that do not have such structures or even work against it. For these it is advisable to implement formal structures and / or initiate a change in the organisational culture which enables bottom-up processes, so that students' have the opportunity to bring in their ideas on CSR and thereby actively shape the implementation process. This would have advantages for both parties; while the universities' would benefit from the ideas generated by their students, the students would probably become more committed towards their university.

As students' legitimacy appears to be closely connected to culture (Taras et al., 2009) and CSR is an important instrument for the legitimization of organisational actions (Lee & Carroll, 2011), universities in general can be advised to take a closer look at the barriers to students' legitimacy and CSR deriving from their national, cultural environment. As in the specific situation of English and German universities the awareness of the influences of national culture may deliver valuable insights in the negotiation on the social contract between universities and their students. Based on this knowledge national influences do not have to become too great barriers in the relationship between universities and their students. In addition, universities can make use of their national culture by focusing on those aspects which offer opportunities for fostering students' legitimacy and CSR. For example, universities settled in cultures characterised by high institutional collectivism can use the tendency to reward collective action by triggering students' legitimacy and CSR via existing participative structures, which are most likely prevalent within these cultures. High uncertainty avoidance cultures are characterised by a strong reliance on social norms, values and procedures and therefore would lend themselves for the promotion of students' legitimacy and CSR via the universities' formal, organisational structures.

Furthermore, the existing discourse on the increasing client orientation of universities (Bolton & Nie, 2010) addresses the problem of decreasing intellectual complexity (Molesworth, Nixon & Scullion, 2009). As the confirmation of the student as consumer is preferred over

transforming him into a scholar, critical thinking is derogated and a focus on the content desired by students is set. This problem could also be observed within this study.

If you're losing students, it's a loss of business and of course you're going to change your strategies and ensure the way you are delivering your student experience is effective.

(Respondent 10)

This brings forward the problematic of students as poorly informed consumers who are educated in a way that satisfies their predetermined needs rather than fosters their open-mindedness and offers them new points of view. Universities definitely have to recognise their duty of raising educated citizens which can make valuable contributions to the society. When entering higher education, students are not able to decide on their own which aspects are relevant to their scientific education. Although universities should consider their students' desires, they also have to foster students' critical thinking and challenge their existing view of the world in order to transform them into open-minded scholars. Thus, despite the increasing pressures deriving from the commercialisation in the higher education sector universities have to preserve their independence and fulfil their obligation of being "institutions [...] which train responsible humans, create cutting-edge knowledge to solve the issues and problems at a global scale and share the knowledge so that it can benefit the community" (Nejati et al., 2011).

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Appendix 1 – Interview Guide

Notes	
Introduction	
☐ Thank you for your participation! ☐ Approval of recording ☐ Data treated anonymously ☐ Stop of interview possible at any time ☐ Excuse for possible interruptions	
Demographic Data	
Country	
University	
Respondent Number	
Age of Respondent	
Position of Respondent	
Years of Employment	
General Information about CSR	
☐ Your role in the CSR implementation and decision making process ☐ Involvement of the university in CSR, EXAMPLES ☐ Involvement of students in CSR, EXAMPLES	
Students' Legitimacy and Involvement	
☐ In how far are students relevant stakeholders concerning CSR? ☐ Involvement of students in the decision making process of CSR, EXAMPLES ☐ Involvement of students in the implementation process of CSR, EXAMPLES	
Students' Legitimacy and Cultural Influences	
Uncertainty Avoidance	☐ Formal rules in the interaction with students as stakeholder group? EXAMPLES ☐ How does the university manage possible opposition by students (protests, campaigns etc.)? Does CSR play a role here?
Human Orientation	☐ How does the university define its responsibility towards its students?
Institutional Collectivism	☐ How is the university's interest (focus) in CSR defined? ☐ How has the university's CSR focus/strategy emerged? EXMAPLES ☐ Role of students in this process
Gender Egalitarianism	☐ Equal opportunities (of male and female students) ☐ How do equal opportunities (of male and female students) play out in CSR? EXAMPLES
End	
☐ Is there anything you would like to add? ☐ Would you like to receive the results of this project?	

Appendix 2 – Contact Mail and Reminder

Dear Mr./Mrs.,

I am a master student from the University of Twente in the Netherlands and working on the Corporate Social Responsibility in Universities (CSRU) Project. Together with Mr. Paul Benneworth I concentrate on the implementation of Corporate Social Responsibility (CSR) within universities. In this context I would like to compare German and English universities in order to identify possible cultural influences on the implementation of CSR within higher education. Especially, the role of students in this implementation process is essential to the CSRU Project.

I would like to know if it is possible to interview you/a representative of the university, who is responsible for the implementation of CSR within the university. I selected the university as it (is a member of the EAUC and therefore) is actively involved in CSR.

If you have any questions about my project, please do not hesitate to contact me.

Kind regards,

Katharina Lunenberg

Dear Mr./Mrs.,

about X ago I sent you a request concerning the support of the CSRU project. I just wanted to ask whether a support of this project by the university is possible and if so, if you already could identify a suitable contact person?

Thank you very much for your support.

Kind regards,

Katharina Lunenberg

Appendix 3 – Information for Second Analyst

Structure of Analysis

The qualitative analysis of the interview transcripts should consist of two steps:

- (1) Step 1: Grouping data based on conceptualisations of the four cultural dimensions.
- (2) Step 2: Defining and comparing patterns of institutional behaviour per cultural dimension and country.

The first step will show how the national cultural dimensions manifest within students' legitimacy. Here, the conceptualisations of the four cultural dimensions – ethical rule following, sensitivity towards students' well-being, consideration of students in the decision making process, gender equality and awareness of female students' needs – are used. In this first step the collected data is categorised according to these predetermined institutional behaviours. This means that each institutional behaviour related to ethical rule following described by the participants will be put in one category, every institutional behaviour related to the sensitivity towards students' well-being will be put in another category and so forth.

The second step of the analysis will focus on the way in which national cultural differences influence students' legitimacy and in which way these in turn influence the implementation of CSR in universities. In this second step the institutional behaviours will be grouped according to the countries within which the universities are settled and institutional, behavioural patterns for both German and English universities per cultural dimension will be identified and compared.

Definitions of Concepts

Cultural Dimensions

Uncertainty Avoidance: The extent to which a society, organization or group relies on social norms, rules and procedures to alleviate unpredictability of future events. In practice this dimension is expected to be represented by institutional behaviours reflecting ethical rule following.

Human Orientation: The degree to which a collective encourages and rewards individuals for being fair, altruistic, generous, caring and kind to others. In practice this dimension is expected to be represented by institutional behaviours reflecting sensitivity towards students' well-being.

Collectivism I (Institutional Collectivism): The degree to which organizational and societal institutional practices encourage and reward collective distribution of resources and collective action. In practice this dimension is expected to be represented by institutional behaviours reflecting the consideration of students in the decision making process.

Gender Egalitarianism: The degree to which a collective minimizes gender inequality. In practice this dimension is expected to be represented by institutional behaviours reflecting gender equality and awareness of female students' needs.

Students' Legitimacy

A generalized perception or assumption that the actions of students are desirable, proper, or appropriate within some socially constructed system of norms, values, beliefs, definitions.

Corporate Social Responsibility

Context-specific organizational actions and policies that take into account stakeholders' expectations and the triple bottom line of economic, social and environmental performance.

Appendix 4 – Methodological Limitations

Critically investigating the method and research design implemented in the context of this study several important limitations can be identified. When looking at the results and conclusions drawn one has to recognise that this study takes an explorative approach in order to investigate the way in which national culture influences the implementation of CSR in universities via students' legitimacy. The propositions on the national, cultural impacts on students' legitimacy (see paragraph 3.1) serve as general orientation for the interpretation of the results. Furthermore, the relation between students' legitimacy and the universities' CSR was not predicted in a specific way, so that a fully open approach was followed in order to describe the current state within universities. Therefore, the results from this study should be used as a starting point and base for future research and accepted conditionally rather than being perceived as generally applicable description.

Looking at the results one has to consider the specific cultural context in which the study was conducted. The results cannot be generalized for other countries. Comparing other nations different cultural dimensions may be more relevant than within the specific case of England and Germany, dependent upon the unique cultural practices scores. Moreover, the sample limits itself to ten English and ten German universities. This small part of the higher educational institutions existent within each country may not be representative of these due to two main reasons. First, there is a difference in job positions occupied by English and German universities' employees (see Table 3.4). The German universities' employees were on average nearly twice as long employed as the English universities' employees – 12 years vs. 6.5 years. This difference derives from the different job positions involved in the study. Most English universities' employees have more operational job positions which are located in the lower part of the hierarchy of the universities' governance structure. In contrast, German universities' employees involved in the study are more often located in the upper part of the hierarchy of the universities' governance structure. Being located at different levels of the organisational structures, the employees may have had different points of view on the universities' CSR. While the German respondents due to their higher position probably had a more

comprehensive view on the institutions' overall focus and strategy, the English respondents probably were more aware of operational issues with regard to CSR. This in turn could have had an impact on the results of the qualitative analysis. For example, it was found that German universities more often had a more developed CSR focus and strategy, which may simply derive from the fact that the German respondents had a better view on these higher order goals than the English universities' employees. Second, there may be a bias within the English part of the sample. Looking at the English universities' years of establishment (see Table 3.5) it becomes clear that half of the sample belongs to the most recent category of universities and no ancient university is involved in the study (see Table 3.5). As the People & Planet Green League (2013) indicates, one can assume that the newer universities score higher on sustainability than their older counterparts. Moreover, there is a difference with regard to the teaching and research focus of the universities. All German universities can be categorised as research intense, while more than half of the English universities have a teaching focus. This may cause German universities to focus on CSR more in terms of their research and English universities to integrate CSR issues more in their curricula. These differences would imply that English and German universities' CSR may partly be influenced by their organisational constitution and institutional history what may distort differences between the two countries caused by national culture.

In addition, one has to recognise the limitations related to the method of semi-structured interviews and the circumstances under which the data was collected. First, it has to be considered that the respondents were not interviewed face-to-face, but that the conversation took place via telephone or video calling. However, in many cases it was not possible to set up a video connection. This distance between the interviewer and interviewee could have impeded the interviewer's ability to adapt to the situation leading to missed or incomplete information, because face-to-face communication is the richest way of communicating. In order to prevent such disadvantages the semi-structured interview guide was designed and the interviewer was well prepared. Therefore, in the case of this study one can say that the costs of face-to-face communication did not outweigh its

benefits. Furthermore, one has to consider that the representatives of the universities probably were not fully honest when talking about their employers' relation with its 'customers' and its CSR. Although the interviews are totally anonymous, the desire to present their employer in a positive light probably distorted the picture of English as well as German universities' engagement. In addition, the validation of the analysis scheme could have been more extensive. Instead of involving just one more analyst who examines two transcripts, validity could be increased by involving more additional analysts and transcripts compared. This would create a greater and more detailed discussion on the qualitative analysis pursued and thereby would even more diminish the danger of researcher bias.

The described methodological limitations make clear that the results retrieved and conclusion formulated should be accepted conditionally, because there may be factors disturbing the observed impact national culture has on students' legitimacy and the implementation of CSR within universities. Nevertheless, as this study has an explorative approach of investigation it does achieve its aim of delivering a good first overview of the field of interest.

Appendix 5 – Transcripts

Respondent Number	1
Country	Germany
Job Title	Research Associate & PhD Student in the Centre for Logistics & Traffic
Years of Employment	2

Ich bin wissenschaftliche Mitarbeiterin und ich arbeite in einem Projekt des Bundesministeriums für Bildung und Forschung, das heißt „Klimainitiative Essen – Denken und Handeln einer neuen Klimakultur“. Da mache ich ganz viel im Bereich Netzwerkarbeit und koordinierende Maßnahmen, das ist Projektmanagement und das andere ein bisschen inhaltlicher. Das ist eine halbe Stelle. Die andere Zeit verbringe ich damit meine Promotion zu schreiben im Fach Kommunikationswissenschaften.

2005 hat sich eine Initiative für Nachhaltigkeit gegründet. Da war ich noch Studentin, aber da waren damals schon Mitarbeiter dabei und wir haben dann immer so Veranstaltungen gemacht und die Leute versucht zu vernetzen und überhaupt nochmal zu klären, was bedeutet denn Nachhaltigkeit. Dann wollten wir da nochmal richtig Bewegung reinbringen und hatten dann nochmal eine Veranstaltung „Bist du fit für die Zukunft?“ in 2009. Da war der Rektor auch neu und der hatte auch schon ein bisschen Geld gegeben für die Veranstaltung. Dann hatten wir da auch so einen Wettbewerb, da konnten die Studenten ihren ökologischen Fußabdruck berechnen und daraus wurde dann jemand gezogen, der einmal Studiengebühren erstattet bekam.

Der Rektor fand das dann ganz toll und mit dem sind wir dann nochmal anders in Gespräch gegangen und er meinte halt schreibt doch mal ein Papier. Dann haben wir zu dritt, als wissenschaftliche Hilfskräfte, die eigentlich immer wenig zu sagen haben, einen kleinen Antrag geschrieben. Es gibt ja viele Projekte an der Universität, die vom Rektorat gefördert werden und daran orientiert sich dann auch die Macht, die Gestaltungsbefugnis, das heißt wenn du da nur 40000 Studenten hast und nur Hilfskräfte, dementsprechend schwierig ist es dann auch ernst genommen zu werden, das ist schon so ein Statusding.

Wir haben dann mit dem Rektor immer wieder geschrieben und verhandelt und dann sind auch unterschiedliche Vorstellungen deutlich geworden. Das Rektorat hatte meiner Einschätzung nach eine sehr ressourceneffiziente Vorstellung von Nachhaltigkeit. Wir sollten dann Stromspardosen in der Universität verteilen oder uns für Photovoltaikanlagen einsetzen. Und mir ging es viel mehr darum mit den Leuten ins Gespräch zu kommen, Kommunikationskampagnen zu machen und das war dann immer so ein Spagat. Dann haben wir mit dem Rektor zusammen auch erst mal einen Nachhaltigkeitsbeauftragten gefunden, unter dem wir uns dann auch institutionell verankern sollten. Und wir haben den Nachhaltigkeitsbericht im Grunde einmal herausgebracht. 2011 ist der erschienen und das Projekt wurde zwei Jahre gefördert.

Es gibt halt einmal diese Studierendenbewegung mehr von unten kommend, dann gibt es so einen Zwischenpunkt von Sympathisanten, das sind auch Professoren, die die Bewegung gut finden und die sich auch ein Stück auf diesen top-down, bottom-up Ansatz einlassen, und es gibt auch eine kleinere Gruppe...also wir wurden da auch oft nicht ernst genommen, das ist sehr an Effizienzgedanken gebunden, man glaubt man kann alles mit Naturwissenschaften erklären. Wir haben dann Visionsarbeit gemacht, eigentlich ein total wichtiger Prozess, große Universität 5000 Angestellte,

30000 Studierende, die müssen sich erst mal überhaupt einig werden was heißt hier eigentlich Nachhaltigkeit. Es gab bestimmt einzelne Akteure. Ein Professor zum Beispiel, der hat dann auch schon was zum Thema Kommunikation und Nachhaltigkeit gemacht. Wenn man jetzt sagen würde wir haben das vorangetrieben und durch uns ist das gekommen, dann ist das schon zu sehr auf unsere Initiative. Ich würde schon sagen wir hätten es auch gar nicht so vorantreiben können, wenn nicht auch gewisse Akteure an der Universität da gewesen wären, die auch gewisse Strukturen kennen, ich glaube nicht, dass man uns da überhaupt gehört hätte. Du musst ja dann auch in diese politischen Gremien gehen, ob das jetzt Fachschaften sind, Dekanate, du musst dich dann auch auf einer sehr organisationalen Ebene mit Wissenschaft beschäftigen und das hat dann auch viel mit Macht zu tun. Du brauchst am Ende immer Leute, die gut finden was du machst. Und ich glaube schon, dass es ein Problem ist, dass Studierende da oft nicht ernst genommen werden. Natürlich haben die noch nicht den wissenschaftlichen Reifegrad wie ein Professor und überschätzen sich auch eher einmal oder unterschätzen sich, aber Nachhaltigkeit würde ja im Grunde sagen, das kannst du nur dadurch erlernen, dass du das auch ausprobierst, in dem du zum Beispiel so ein Projekt hast, wo man im Grunde auch eine Art Vertrauen an uns geäußert hat, macht. Wir haben für so wenig Geld so viel gearbeitet. Dann haben wir halt diese Visionsarbeit gemacht, trotz Widerständen. Das hat dann vielen nicht gepasst, dann kamen auch so Sprüche wie „Wer Visionen hat der sollte zum Arzt gehen und wir brauchen das doch alles nicht und das ist doch Schwachsinn“. Aber das ist oft so mit diesen Kommunikationsprodukten auch, das kann man ja mal eben schnell machen. Dann haben wir dieses Leitbild aber auch konsequent durchgezogen, da hatten wir schon so ein Selbstvertrauen, dass wir gesagt haben wir machen auch Stromsparaktionen, aber wir ziehen auch unsere Vorstellungen mit durch. Wir wollten auch immer selbstständig bleiben. Wir haben dann am Anfang dieses Leitbild aus Workshops zusammengetragen und haben das dann feinjustiert mit fünf, sechs wenigen Professoren, die dann aus einzelnen Fachbereichen oder anderen Instituten auch. Dann haben wir noch versucht so einen Beirat zu konstituieren, der das dann auch umsetzt, weil wir ja letztendlich nicht mehr weiter finanziert wurden. Letztendlich muss es ja von mehreren getragen werden, das schaffen wir alleine ja auch nicht. Da ist aber immer noch die Verhandlung mit dem Rektorat. Der Rektor war auch mehrmals bei den Workshops, aber zum Beispiel mit dem gesamten Rektorat einen Workshop machen oder dass die sich mal austauschen, was heißt eigentlich Nachhaltigkeit für uns...zum Beispiel ist Diversity ja eigentlich auch ein Thema von Nachhaltigkeit aber trotzdem denken die das halt nicht zusammen. Ich glaube die denken Nachhaltigkeit sehr ökologisch. Es erweckt so den Eindruck, naja das ist eine schwere Anschuldigung, das ist für euch nur ein Modethema. Vielleicht ist es auch einfach so, dass die so überarbeitet sind und so viel zu tun haben, dass sie da keine Zeit haben. Der Rektor hat da auch nicht aufgehört, das muss man ihn zu Gute halten. Nachdem der eine Nachhaltigkeitsbeauftragte aufgehört hat, hat er sich dann auch mitbemüht einen neuen zu finden und er bleibt irgendwie an dem Thema, ganz egal wie sich das inhaltlich ausgestalten soll und da haben wir jetzt nächste Woche ein Gespräch mit einem potentiellen Beauftragten.

„Green Urban Campus“ ist die Leitbildentwicklung, darunter subsummiert sich erst mal alles. Dann gibt es noch VeloCityRuhr die machen viel zum Thema Fahrradmobilität im Ruhrgebiet. Grundsätzlich können sich und konnten sich alle Studierenden, die Interesse haben, einbringen. Die können Ideen oder Projektideen einbringen oder sich irgendwo andocken. Viele sind aber auch einfach überfordert. Dieser ganze Empowermentprozess, du kommst da in so eine initiative und wenn du nicht schon vorher gelernt hast dich eigenständig zu organisieren, deine Meinung eigenständig zu vertreten, dann bist du sehr konsumistisch. Da steht einer und der sagt mir wie die Welt funktioniert. Im

Grunde müsste man noch viel mehr als Universität so selbstorganisierte Seminare machen. Es wäre halt besser wenn man das viel mehr mit in den Seminarplan integriert.

Sie (die Universität) haben definitiv ein Interesse daran, aber es geht ja auch um Verständigung und es geht ja auch um das Erkennen, dass es sehr wichtig ist und das tun sie einerseits aber letztlich ist es halt nur ein Thema von vielen. Ich glaube schon, dass man es anders aufbauen könnte, dass man viele Themen unter diesem Thema begreifen kann, aber dafür braucht man eine viel intensivere Auseinandersetzung. Und das ist so ein Prozess, ich weiß nicht ob man das dem Rektorat zumuten kann. Der Rektor zum Beispiel ist Geologe und schaut ganz anders auf das Thema als zum Beispiel ein BWler, da muss man sich erst mal austauschen und darüber sprechen. Und das fehlt halt manchmal. Das IOS, Institut für Optionale Studien, bietet Studenten interdisziplinäre Kurse, die von ihrem Hauptfach abweichen. Hier möchte das Rektorat auch das verstärkt Kurse im Bereich Nachhaltigkeit angeboten werden.

Das Rektorat gewinnt in Deutschland an den Universitäten auch immer mehr an Macht, aber eigentlich ist die Macht auch viel auf Dekanate verteilt. Und deswegen muss man die Universität auch nochmal vielfältiger sehen als nur das Rektorat. Wir haben Profilschwerpunkte und einer ist urbane Systeme und da ist zum Beispiel ein Fokus auf Nachhaltigkeit gelegt, der wird sowohl in der Lehre als auch in der Forschung verfolgt. Wir haben Verhandlung geführt mit dem Papierbesteller, dass sie bitte auch Recyclingpapier in ihr Angebot aufnehmen. Das haben die dann auch gemacht, aber du musst dann tausende von Blättern bestellen, damit du das überhaupt bekommst. Also es ist im Portfolio, ich weiß aber nicht wie intensiv das genutzt wird. Die Universität muss die Nutzung von Strom alle paar Jahre neu ausschreiben und sich neue Preise usw. einholen. Da gab es Treffen mit Professoren und Verwaltungsleuten um darüber zu sprechen Ökostromangebote mit einzuholen. Das wäre ja zum Beispiel ein Ziel, dass die Universität 100% Ökostrom bekommt. Dann gibt es immer mal wieder Forschungsprojekte, wo zum Beispiel eine Photovoltaikanlage aufgestellt wird. Jeder hat da halt so seine eigenen Vorstellungen. Der Rektor findet dann halt wenn die ökologischen Aspekten wichtig, der interessiert sich für erneuerbare Energien und Begrünung und solche Sachen. Ich würde sagen es könnte viel mehr noch sein.

Es gibt Gremien, die musst du besetzen und da müssen immer glaub ich ein oder zwei Studierende mit gewählt werden. Da werden halt ganz unterschiedliche Themen besprochen wie zum Beispiel Diversity, Mentoringprogramme. So werden ganz klar die Rechte von Studierenden vertreten. Allerdings ist die Wahlbeteiligung hier auch sehr niedrig.

Es gab diese Studiengebühren-Geschichten. Zum Teil haben die die einfach aussitzen lassen. Das war nicht so eine krasse Demonstration, aber schon so ein, zwei tausend Leute. Die haben dann auch schon mal das Rektorat besetzt. Es gibt auch einen Facebookauftritt und als diese Demonstrationen waren haben die Studenten auch soziale Medien genutzt um auch darüber zu kommunizieren. Einmal im Semester sind alle eingeladen über Wissenschaft zu diskutieren. Ich glaube das war jetzt das erste Mal nicht so gut besucht. Das (Nachhaltigkeit) wird nicht mitgedacht (in der Strategie). Ich habe das Gefühl, das sind alles PR-Floskeln. Natürlich ist dieser Universität Gesundheit wichtig, natürlich ist dieser Universität Diversität wichtig, da haben die auch sehr viel gemacht. Zum Beispiel Mentoringprogramme, gerade auch weil wir viele Studenten aus nicht-akademiker Familien haben. Überall vergeben die mittlerweile auch Stipendien, also die geben auch Gelder. Und auch Studieren mit Kind und arbeiten mit Kind, diese Gender-Themen. Da macht die Universität sehr viel, das subsummiert sich auch alles unter diesem Diversity-Rektorat. Da haben die sich auch auf jeden Fall

profiliert, denn das gab es vorher in dem Maße auch noch nicht; das es überhaupt die Möglichkeit gibt dein Kind irgendwo zu wickeln zum Beispiel. In den MIND-Fächern (Mathematik, Naturwissenschaften etc.) weiß ich nicht, ob die da versuchen weibliche Studenten zu fördern.

CSR ist halt ein unternehmerischer Ansatz und es ist sicherlich ein Problem das eine Universität immer mehr diesen ökonomischen Zwängen ausgeliefert ist. Und deswegen nutzen Universitäten wahrscheinlich auch nicht dieses CSR, weil das oftmals in der Wirtschaft halt genutzt wird. Das was ich die letzten zwei Jahre miterlebt hab ist einfach fehlendes Wissen, fehlende Kompetenz warum auch immer, ob das jetzt mangelndes Interesse oder Zeit ist.

Respondent Number	2
Country	Germany
Job Title	Director of the Centre of Excellence for a Sustainable University
Years of Employment	8

Das Kompetenzzentrum Nachhaltige Universität ist eine wissenschaftliche Plattform an der Universität, in der wir Initiative, Forschung, Ideen zur Nachhaltigkeit oder zu Forschungsprojekten mit Bezügen zur Nachhaltigkeit versuchen zu vernetzen, zu initiieren, zu fördern und in der Universität ein Verständnis dafür zu schaffen, dass alle möglichen Forschungsprojekte auch mal unter der Brille der Nachhaltigkeit gesehen werden können. Wir machen das in drei Teilen. Wir haben einen Bereich der dafür zuständig ist solche Projekte zu initiieren, sich zu überlegen wie kann man die fördern, auch mit Anschubsfinanzierungen für Doktoranden. Dann haben wir einen zweiten Bereich, der sich mit Nachhaltigkeit in der Lehre beschäftigt und damit wie das in die Studien reingehen soll. Dann haben wir einen dritten Bereich für die Nachwuchsförderung und das ist im Moment das Kernstück, wo auch die meisten Fördermittel reinfließen, nämlich der Aufbau eines Postdockkollegs, nämlich für Forscher, die in der zweiten Qualifizierungsphase sind, die an einem Forschungsprojekt mit Nachhaltigkeitsbezug arbeiten. Das kann aus den unterschiedlichsten Fakultäten sein, sowohl Geisteswissenschaften als auch Naturwissenschaften. Diese Wissenschaftler, zehn sind es zurzeit, bilden dann zusammen dieses Postdockkolleg.

Wir haben ja eine relativ Breite Definition darüber, was dieser Nachhaltigkeitsbegriff alles umfasst. Unser Nachhaltigkeitsbegriff beinhaltet auch die wissenschaftskritische reflexive Dimension, die Frage wie man eben beispielsweise wenn man Ethnologin ist, oder so wie ich Betriebswirtin, dass die mit in dieser Forschung, die sie tun, überlegen, was hat das denn eigentlich für einen Bezug zur Nachhaltigkeit. Wozu wir jetzt immer auffordern und da geben wir in dem Sinne jetzt auch nicht eine Definition vor, ist eben die Idee unseres Förderexperten; wir dürfen nicht aufschreiben und sagen „Nachhaltigkeit ist...“, weil Leute dann immer in dem was sie beantragen diese Begrifflichkeiten aufnehmen und versuchen zu sagen das ist genau was sie tun. Sondern die Deutungshoheit dessen was das sein soll das müssen die Leute, die dazu arbeiten wollen und gefördert werden wollen uns anbieten. Also dass die sagen, aus meiner Perspektive, in der Forschung, die ich tue, sehe ich, dass das einen Beitrag zur Nachhaltigkeit liefert oder zu einer Universität der Nachhaltigkeit Komma weil. Da muss Nachhaltigkeit eben mehr sein als Langfristigkeit oder Dauerhaftigkeit. Es gibt natürlich auch so was wie „Green Campus“ und ich kenne auch diese ganzen Zeitschriften „Sustainable University“ und diesen ganzen Kitzel. Dann sind das ja mehr Verwaltungsinitiativen, was weiß ich, dass es keine Pappbecher mehr in der Cafeteria gibt. Bei uns soll es wirklich die wesentlichen Wissenschaftlerinnen und Wissenschaftler ansprechen und damit eben auch das Angebot sein zu sagen, es ist doch lohnend mal darüber nachzudenken das aus dieser Perspektive zu interpretieren oder zu reflektieren. Und wenn das mehrere Leute machen würden, dann entstehen vielleicht auch wieder neue Konstellationen von Leuten, die miteinander ins Gespräch kommen. Natürlich ist das Thema interdisziplinär hier ganz groß, wobei das Wort auch ein bisschen abgelutscht ist. Man braucht natürlich zunächst mal disziplinäre Expertise. Wir sehen aber, dass wenn man das wirklich ernst meint mit solchen Projekten...

Das Thema Nachhaltigkeit ist ein Thema geworden an der Universität, als es darum ging zu überlegen ob es ein Klammerthema gibt für die gesamte Universität, mit dem man sich als Institution Universität künftig an Ausschreibungen, an Förderinitiativen bewerben kann. Die Ursprungsidee vom Präsidenten war, dass er dafür ein Team braucht, dass wenn solche Förderlinien ausgeschrieben

werden, wenn irgendwas da passieren soll, dass man dann schon so aufgestellt ist, dass man schnell miteinander ins Geschäft kommt und nicht dann erst das erste Mal anfängt zu überlegen wo sind denn eigentlich die Leute, die etwas zu Nachhaltigkeit wissen und die man mal miteinander vernetzen könnte. Deshalb hat es schon stärker diesen Vernetzungsfokus und diesen capacity building Fokus in der Wissenschaft, als jetzt irgendwie das Unterbringen von Nachhaltigkeitskriterien in irgendwelchen Lehrveranstaltungen.

Wir haben natürlich auch studentische Initiativen, wir haben ja auch Eukos und die haben auch einen Nachhaltigkeitsbericht gemacht. Eukos ist die internationale Studenteninitiative, die sich um Nachhaltigkeitsprojekte kümmert. Die haben beispielsweise den ersten Nachhaltigkeitsbericht für die Universität Hamburg gestellt. Die haben sich dann überlegt, da gibt es ja schon Nachhaltigkeitsberichte an anderen Universitäten, da haben die dann das Kriterienraster adaptiert und sind wirklich durch alle Verwaltungsbereiche gegangen und haben da versucht die Daten zusammen zu sammeln und das aufzustellen und so weiter. Die binden sich da selber ein, also das ist kein Auftrag, den die Universität an die erteilt sondern das ist eine Eigeninitiative, das ist ganz ganz wichtig. Das ist studentisches Engagement, das ist jetzt nicht etwas, was sie in der Lehre machen müssen. Eukos ist eben eine Studierendenorganisation, die sich für nachhaltiges Wirtschaften und Management einsetzt, die gibt es in über 20 Ländern. Ganz ehrlich in der Universität ist das noch nicht so richtig, da passiert noch nicht so viel (das Einbeziehen von Studenten).

Da versuchen wir jetzt eine Generation Wissenschaftler heranzuziehen, die Forschungsprojekte macht, die wirklich gesellschaftlich relevant sind, die sie in ihren eigenen fachspezifischen Disziplinen nicht unterbringen konnten oder auch vielleicht keine Förderung dafür erhalten, weil sie da nicht disziplinär oder funktional genug ausgerichtet sind. Das ist natürlich aber eine sehr langfristige Geschichte.

Es gibt keine Entscheidungsprozesse über Nachhaltigkeit. Wenn es darum geht Nachhaltigkeit in Forschung und in Lehre unterzubringen ist es immer die autonome Entscheidung des Hochschullehrers. Und es reagieren auch ganz viele das sehr allergisch drauf, das muss man mal so sagen. Es gibt viele die das jetzt nicht toll finden, sondern finden, das ist ja so eine übergestülpte Klammer und jetzt sollen wir vorgeschrieben kriegen worüber wir arbeiten und forschen. Das meine ich jetzt nicht von den Studenten aber von den Kollegen und Kolleginnen von der Universität. Das kann ja immer nur bottom-up passieren, das kann ja immer nur passieren, dass ein Professor sagt „so in meinem Studiengang, den ich als Programmdirektor verantworte, da mache ich das jetzt, da mache ich jetzt Wahlpflichtkurse und die studieren bei mir Management, aber ich will, dass die da aus der naturwissenschaftlichen Fakultät was hören, damit die eine Grundlage davon haben wie bestimmte Probleme funktionieren.“ So kann man das machen, aber da kann jetzt nicht die Unileitung sagen, du musst da jetzt Nachhaltigkeit einbauen.

Wir sprechen immer von Statusgruppen. Es gibt die Statusgruppe der Hochschullehrer, der Studierenden, des Mittelbaus, das sind die wissenschaftlichen Mitarbeiter und des technischen und Verwaltungspersonals. Und die Rechte, die diese Statusgruppen haben an Entscheidungsprozessen zu partizipieren, die sind groß in unserem System. Eine Universität soll nämlich der Bildung dienen und Bildung heißt immer Ermöglichung an der gesellschaftlichen Teilhabe, also Leute so zu erziehen, so zu bilden, so stark zu machen, dass sie in der Lage sind sich in einer Demokratie zu engagieren, da mitzuwirken. Und deswegen funktionieren deutsche Universitäten, und hier ist das ganz besonders so, das liegt an der Tradition, wie ein Miniabbild einer Demokratie. Jetzt sagen die Studierenden

vielleicht, das stimmt doch gar nicht, weil das wäre erst erreicht wenn, alle Statusgruppen gleich viel haben. Die Professorengruppe hat immer eine Stimme Mehrheit zusammen gegen die anderen Statusgruppen. Aber das würde ja bedeuten, dass grundsätzlich bei allem was diskutiert wird, irgendwie immer ein Gegensatz wäre und das ist ja gar nicht so. Und es gibt Studierendenparlamente und da finden Wahlen statt und da kandidieren die verschiedenen Gruppierungen und dann können die Studenten das wählen. Die Wahlbeteiligung ist aber immer unterschiedlich hoch, also dass man sagen kann, viele Leute nehmen ihr Wahlrecht gar nicht erst in Anspruch. Die haben offensichtlich nicht das Bedürfnis sich über ihr enges Studium hinaus irgendwie an den Prozessen in der Hochschule zu engagieren. Aber wenn der Asta jetzt zum Beispiel sagt, das geht nicht weiter so mit dem Bachelor-Master-System und das ist alles viel zu verschult, da wollen wir drüber diskutieren auch mit Vertretern aus der Politik, dann bekommen die auch so einen Tag und dann müssen an diesem Tag alle Lehrveranstaltungen ausfallen und dann kann das da diskutiert werden. Also insofern finde ich schon, dass es sehr viele Möglichkeiten an institutionalisierter demokratischer Teilhabe gibt. Die haben regelmäßige jour-fixes im Präsidium und die sind sogar so stark, dass die das dann tatsächlich auch gemeinsam hinkriegen, dass das jetzt nicht irgendwie an so einem Sonntagnachmittag in den Semesterferien stattfindet, sondern so ein ganzer Dienstag mitten im Semester.

Der Leitspruch der Universität ist ja „Der Forschung, der Lehre, der Bildung“. Und wir finden, weil man ja in der Universität immer von Kernaufgaben Forschung und Lehre spricht, dass dieser Bildungsgedanke oft ein bisschen runterfällt. Und der ist ja eine schöne Verknüpfung zwischen Forschung und Lehre. Lehre könnte ja runterreduziert werden auf reines da vorne steht einer und erzählt was und die andern lernen was auswendig. Und das empfinden sicherlich je nach Studiengang Studierende auch so. Es geht darum, sind wir in dem Curriculum so aufgestellt, dass es daran anschließt was die Schüler können wenn sie in die Universität kommen, müssen wir die Übergänge anders machen, dient das eigentlich dem Ziel der Bildung.

Wir haben Gleichstellungsbeauftragte in jeder Fakultät und eben auch der zentralen Ebene direkt beim Präsidenten, das ist auch eine hauptamtliche Position. Wir haben in Deutschland auch den gesetzlichen Auftrag den Anteil von Frauen in allen Stellen zu fördern. Das Ziel ist das das 40% sein sollen, bei Professuren und bei Studierenden und Doktoranden ist das schon mehr als erreicht. Aber natürlich auf dem weiteren Karriereweg verlieren wir die Frauen. Also wir haben mehr Abiturientinnen, wir haben mehr Studentinnen, wir haben ungefähr gleich viel Doktorandinnen, aber nachher dann eben nicht mehr. Also wir setzen die Förderung in der Regel schon eher auf dieser Ebene an, um zu gucken wie kriegen wir die jetzt auch noch durch den Rest der Prozesskette durch, damit die dann auch eben oben ankommen. Es gibt diese Girls Days zur Gewinnung von weiblichen Studenten für Studiengänge, die hauptsächlich von Männern belegt werden und dann haben wir auch neu das Universitätskolleg. Das ist ein vom Bundesministerium gefördertes Zentrum, wo es die unterschiedlichsten Projekte aus den verschiedenen Fakultäten von Forscherinnen und Forschern gibt, die sich immer mit diesem Lernen lernen und Studiumskonzept beschäftigen. Also zum Beispiel haben wir Studiengänge wo Studierende auch ohne Abitur studieren dürfen. Da muss natürlich geregelt werden, wie kommen die in die Studiengänge rein, sind die qualifiziert genug, was brauchen die noch an Ergänzungsunterricht, damit die überhaupt da dem Unterricht folgen können. Man kann natürlich Gleichstellungsarbeit auch immer unter dem Thema Nachhaltigkeit sehen im Sinne des Sicherstellen des Ressourcenflusses des Human Brains oder so, aber die Gleichstellung ist jetzt nicht explizit an dem Kompetenzzentrum angehängt oder umgekehrt. Aber die entwickeln jetzt zum

Beispiel ein Diversitätskonzept und natürlich könnten da auch immer nachhaltige Argumente eine Rolle spielen, aber explizit angelegt ist es noch nicht.

Respondent Number	3
Country	Germany
Job Title	Vice-Chancellor for Young Researchers and Quality Management
Years of Employment	11

Ich bin zum einen Professor für ökologische Ökonomie im Bereich des Departments für Wirtschafts- und Rechtswissenschaften an der Fakultät für Informatik-, Wirtschafts- und Rechtswissenschaften. Und dazu bin ich Vizepräsident für wissenschaftlichen Nachwuchs und Qualitätsmanagement.

Wir haben schon lange einen Forschungsbezug zum Thema. Im Forschungsbereich gibt es Verschiedenes. Es gibt eine lange Forschungstradition im Bereich Küsten- und Meeresforschung oder Marine- und Umweltforschung. Dann gibt es eine sehr lange Tradition im Bereich erneuerbare Energien, gerade Wind und Solar. Dann auch schon relativ lange im Bereich der Umweltökonomie und Ressourcenökonomie und dann der ökologischen BWL und dann der Umweltsozialwissenschaften. Diese Forschungstraditionen hatten verschiedene Strukturierungsformate. Alle haben natürlich viele Drittmittelprojekte gehabt und haben die auch noch. Das Meeresforschungsinstitut ist auch als interdisziplinäres Institut konzipiert, Chemie, Biologie und auch physikalische Aspekte. Und 2005/2006 haben wir die anderen Zentren gegründet. Einmal die Windenergie, dann die Umweltmodellierung und das Zentrum für Sustainability und Management. Und neu ein Zentrum für nachhaltige Raumplanung und Entwicklung. Und was noch keine deutliche Struktur hat ist die nachhaltige Bildung, Lehrerbildung und Energiebildung, dafür haben wir aber kein eigenes Zentrum, aber die Dachstruktur, die über diesen Zentren steht um das zu bündeln ist COAST.

Lehre ist auch ein Schwerpunkt der mit der Forschung zusammenhängt. Also wir haben so Masterklassen entwickelt, damals in den Diplomangeboten war es schon immer mit drin und haben dort teilweise auch profilierte Angebote in diesen Themenfeldern entwickelt, die auch überregional beliebt sind.

Im Bereich organisatorische, gesamtuniversitäre Bezüge gibt es zum einen, seit ich das Amt angetreten habe, auch eine Initiative zur Nachhaltigkeitsberichterstattung, die Uni-weit Daten sammelt um den Bericht fertig zu machen über die Nachhaltigkeitsleistung in den drei Großbereichen, wie wir sie jetzt genannt haben, Forschung, Lehre und Hochschulmanagement. Das ist aber auch gedacht als Organisationsimpuls, dass mit dem Bericht ein Status quo dokumentiert wird auch nach innen, um diesen dann als Ausgangspunkt zu nehmen um weitere Schritte zu konkreten Verbesserungen zu nehmen. Es gibt aber schon lange Auseinandersetzung und gewisse Strukturen über einzelne Themenfelder. Beispiel Energiemanagement; das ist für Die Universität, wie für viele, ein großes Thema, denn das ist mit großen Kosten verbunden. Wir expandieren räumlich und mit den Projekten und Mitarbeiterzahlen und das beinhaltet zusätzlich zu den steigenden Energiekosten, einen Kostenschub und eine Herausforderung damit umzugehen mit teilweise stagnierenden Förderungsbudgets vom Land. Das ist ein großer Druck, dass wir von diesen Energiekosten runterkommen und da gab es eine Reihe von Maßnahmen, zum Beispiel Gebäudesanierungen oder wir haben ein neues Konzept hier entwickelt an der Universität, dass sich „intracting“ nennt. Das bedeutet innerhalb der Universität Rücklagen so zu nutzen, dass sie für die Investitionen in Energiesparmaßnahmen herangezogen werden können und dann die Rückzahlung aus den eingesparten Energiekosten, zumindest teilweise, geleistet wird.

Die Nachhaltigkeitsberichterstattung ist sehr stark von Studenten betrieben, angetrieben, eingefordert worden. Wir haben das immer auch kombiniert mit projekthaften Lehrveranstaltungen. Ein Großteil des jetzigen Nachhaltigkeitsberichtes ist im Rahmen einer Lehrveranstaltung entstanden. Also zumindest die Datenbasis und auch viele Textteile. Jetzt gab es gerade den Versuch eine Veranstaltung für die Mitarbeiter der Universität zu organisieren, die auf eine studentische Initiative zurückgeht. Also wir haben eine sehr aktive studentische Initiative im Bereich Wirtschafts- und Unternehmensethik. Die ist deutschlandweit aufgestellt. Die haben dann Regionalgruppen an den aktiveren Standorten und vor Ort machen die dann halt verschiedene Aktionen. Handlungsfeld für die ist die Universität selbst und das haben wir jetzt eben auch besprochen und soll auch weitergeführt werden. Wir haben noch eine AG Nachhaltigkeitsberichterstattung. Zumindest durch das Nachfrageverfahren und die Beteiligung ist das natürlich immer ein wichtiger Faktor. Wenn Veranstaltungen oder Studienangebote überhaupt nicht wahrgenommen werden, ist da natürlich ein potentiell Risiko dafür. Und das war eigentlich immer ziemlich gut. Die Frage in Richtung Konzipierung und konkrete Mitgestaltung der Inhalte, was häufig so ist, ist dass Studenten auch hier bleiben als Mitarbeiter oder Promovierende und dann Lehrveranstaltungen machen und dann in die Lehrorganisation mit hinein kommen. Und natürlich werden wichtige Lehrentscheidungen alle von den Studienkommissionen beschlossen, wo die Studierenden 50% haben, also gibt es immer eine Beteiligung in wesentlichen strukturellen Fragen oder auch Finanzierung von Lehraufträgen, Werbungsmaßnahmen und und und, da sind die Studierenden sehr aktiv beteiligt. Der Nachhaltigkeitsbericht soll ja auch dokumentieren was hier angestoßen wird, versucht wird oder erreicht wurde, um halt auch Studierende, Interessierte herzulocken.

In der Tradition der Gremien an der Universität sind Studenten immer dabei und das ist auf jeder Ebene eigentlich so. Wir haben Departments mit einem Departmentsrat, wo Studierendenvertreter dabei sind. Die Mehrheitsverhältnisse sind immer so, im deutschen Recht ist das ja immer so, dass eine professorale Mehrheit gegeben sein muss, aufgrund der verfassungsrechtlichen Vorgaben. Ich muss sagen, dass die Nachhaltigkeitsinitiative, Strategie, auf der gesamten Uniebene, in den normalen Gremien bisher wenig diskutiert wurde. Es gibt immer einzelne Themen und der Asta ist so ein bisschen draußen, zum Beispiel im Senat hat der eine ständige Vertretung, aber kein Stimmrecht. Die haben natürlich eine Reihe von Eigeninitiativen, zum Beispiel das Semesterticket, was gut genutzt wird hier. Das steht aber jetzt an, dass wir das Nachhaltigkeitsthema nochmal größer diskutieren, sicherlich im Senat auch.

Die Universität hat eine sehr diskursorientierte Kultur, sehr streitorientiert in dem Sinne, dass es halt eine offene Austragung oder Diskussion gibt über die Punkte und dass man am Ende aber doch eine Konsensorientierung hat. Ein Beispiel dafür ist vielleicht der Umgang mit den Studierendenprotesten 2009, wo dann die Probleme mit dem Bachelor-Master-System sehr stark diskutiert wurden. Hier gab es da lange Diskussionen, das ging dann in die Gremien und der Senat hat dann Beschlüsse gefasst zur Reduktion von Prüfungsbelastungen, Abschaffung von Anwesenheitspflicht. Und damit sind dann die Proteste auch beendet worden, weil das von allen auch mit getragen wurde. Es hat sich dann jetzt im Nachgang gezeigt, dass damit viele Probleme verbunden sind auf der Ebene der einzelnen Fächer, aber ich würde sagen es gibt hier eine Kultur, wo man versucht letztendlich zusammen zu kommen und nicht der reinen Konfrontation. Aber es gibt natürlich auch sehr heftige Debatten und natürlich auch sehr kontroverse Haltungen, aber das kommt meiner Meinung auch durch ein starkes Engagement und eine Identifikation mit der Institution. So ein Absentismus ist nicht die dominante Haltung. Wir haben natürlich gerade unter den Bachelorstudierenden, das Problem, dass die ein

deutlich engeres Anforderungsraster haben und dass es da ein deutlich optimierungsorientiertes Studierenverhalten gibt und dass auch durch das enge Zeitkorsett das Engagement für die Universität nachlässt. Das sehen wir auch an den Wahlbeteiligungen für das Studentenparlament, die gehen dauernd runter, obwohl wir steigende Studierendenzahlen haben. Aber zurzeit führen wir wieder runde Tische durch mit den Studierenden für die Verbesserung der Studiensituation, da ist das Engagement gut.

Studenten sind hier natürlich die wichtigste Zielgruppe unseres Handelns, natürlich ist Forschung auch immer ein Faktor, aber die Konzeption hier an der Universität ist es Forschung und Lehre zu integrieren. Wir haben hier auch viele externe Programme zum forschungsorientierten Lernen und Lehren um auch halt Studierende in den Forschungsalltag mit ran zu holen um auch Impulse von den Studierenden in die Forschung mitreinzuholen, also Ideen in Forschungsprojekte zu führen und vielleicht weiterzuführen. Und sie sind natürlich eine ganz wichtige Zielgruppe, dass eine hohe Qualität der Lehre und Ausbildung hier für uns hohe Priorität hat, weil natürlich eine hohe studentische Zufriedenheit die Existenzsicherung ist für den Standort ist und das Land natürlich sehr genau darauf guckt wie das Nachfrageverhalten ist und wie die Auslastung der Studiengänge ist, dass es da halt auch eine sinnvolle Mittelverwendung gibt.

Also Gleichstellung ist ja in Deutschland schon lange gesetzlich geregelt und ist hier auch eine Gleichstellungsstelle in der Person und mit Ressourcen auf zentraler Ebene und dezentral. Also wir haben fast 70 dezentrale Gleichstellungsbeauftragte, die teilweise mit geringen Umfängen da mitwirken, weil das eine hohe Arbeitsbelastung auch ist. Die sitzen ja in allen Besetzungskommissionen, auch für Mitarbeiter und ähnliches um halt gerade da einzugreifen und den Gleichstellungsaspekt da mit einzubringen. Das ist fest strukturiert, in den großen Bereichen sind die auch budgetiert, also viele Ämter, die wir im Verwaltungsbereich übernehmen sind nicht mit extra Ressourcen versehen sondern werden zum Großteil erwartet. Als Gesamtuni sind wir relativ gut aufgestellt, wir müssen alle paar Jahre das Erreichen der DFG Gleichstellungsstandards dokumentieren und haben das letzte Mal auch in die Spitzengruppe geschafft, wo es sowohl auch um Konzeptentwicklung geht, als auch die Zahlen der Anteile von Frauen in den Professuren. In dem Mittelbaubereich sind wir eigentlich gar nicht schlecht, es gibt sogar viele Bereiche in denen Frauen über repräsentiert sind, zum Beispiel in den künstlerischen und gestaltenden Fächern, sodass man schon wieder diskutiert, wie man den Männeranteil steigern kann. Eigentlich gibt es unter den Studierenden da kein großes zahlenmäßiges Problem, ein bisschen in den MINT Fächern. Also es hat sich als eigenständiges Thema entwickelt und ich würde Gleichstellung jetzt auch nicht nur auf Mann und Frau beziehen, sondern bei uns ging es auch immer viel darum Diversity, Diversitymanagement, wo wir natürlich noch interkulturell einiges zu tun haben. Wir sind sehr stark Deutsch westlich weiß geprägt. Wir haben ein Zentrum für interkulturelle Bildung und Pädagogik, wo es auch Studienangebote für Migrantinnen gibt. Oder Themenfeld familiengerechte Hochschule, da sind wir auch ausgezeichnet worden. Es gibt da eine Reihe von Themenfeldern, die auch mit unterschiedlichen Motivationslagen entstanden sind, wo Nachhaltigkeit nicht der erste Impuls war, die sich jetzt aber mit dem Nachhaltigkeitsthema ganz gut bündeln lassen.

Naturschutz ist ein Thema, was wir in dem Nachhaltigkeitsbericht noch stark machen mit dem Universitätsmanagement. Wir haben sowohl einen botanischen Garten, als auch steht die Universität an einem Naturschutzgebiet. Wir versuchen da auch Impulse zu setzen für die Naturschutzarbeit hier ganz konkret einmal lokal aber auch mit einer Naturschutzbehörde im Wattenmeer, wo wir einen engen Austausch haben mit der Stationen zur Forschung und wir haben da auch mehrere

Forschende, die da mit vor Ort sind. Gerade aus den Naturwissenschaften sind da viele Studenten mit einbezogen, via Projekte oder Praktika.

Respondent Number	4
Country	England
Job Title	Sustainability Manager
Years of Employment	0.4

I'm leading the university sustainability team. I'm pretty much involved in everything from defining the university's sustainability or CSR program, engaging with different stakeholders to discuss various thematic areas and to come to an agreement internally as to how the organization wants to move forward. In addition, I supervise the implementation of this program and make sure objectives are agreed and whether people are aware of their responsibilities and tasks and that the program is monitored.

As you are talking about CSR you have to be careful as to what you exactly are referring to. Some people refer to community engagement; others refer to HR aspects etc. At this point in time what we refer to is mainly a sort of environmental sustainability area of the range. Within that range we identified various sectorial focus areas. For each we have defined policies and action plans. And these focus areas are energy and carbon, waste, water, procurement, which covers a bit fair trade and the sustainability food area, and sustainable transport. Sustainability transport basically refers to any activities we implement in order to help people, students as well as staff, to choose between various options to commute to the university. So apart from using their car, they also have facilities available as well as certain schemes that offer them certain benefits for commuting with public transport, bicycle or just walking to campus.

What I know is that my predecessor has actually started the whole CSR program from 2000 which has developed since. We have had various campaigns directed to students as well as staff on various areas of CSR and sustainability over the last years, but I don't know when the student engagement has actually started, but it has already been in place for a couple of years. What we do have are sort of discussion groups, which discuss various topics across the organization. In addition to that we run various events across the academic year such as climate week or bicycle week. Students have the opportunity to become actively involved in any sustainability related areas.

You have to consider that students are quite often quite busy and cannot commit to structured projects considering the limitations on resources that we can draw from students. So it depends on the schemes we are talking about. We just had recently the "Students Switch Off Campaign", which was kind of a nationwide campaign during which energy savings across accommodation, workplaces and study places are promoted. We run a competition between various student halls and recorded their energy savings over a certain period of time. And those student halls that achieved the greatest savings against a certain baseline basically won the competition. We had about 400 students actively involved in the program that run about two weeks.

If you consider the type of organization, higher education institute, you won't achieve much if you save 10% more water across your property. What you want to is actively build capacity with students as to what kind of behaviour changes they can apply and of what kinds of technology are available to achieve sustainability at a much wider scale, rather than you trying to turn of the taps. So the students are certainly the key stakeholder; to some extent staff as well because it is important for the organization to build capacity across its workforce.

As an institution as a whole the strategic objectives are set in certain policies to enhance student experience, to build global citizens, to build excellence within the environmental sense of any type of aspects stakeholders are affected to. So these are the high level university objectives and these may be related to the research and education part; but you can read between the lines that global citizenship as well as sustainability performance across the physical environment suggests certain targets towards students in terms of sustainability. So there is a high level commitment which you can interpret as such to promote global citizenship and ethical behaviour and those kinds of things. The team that I'm leading here is more or less taking that forward, implementing the strategy, defining parts of the strategy that are relevant for the sustainability team.

Students are able to participate in decision making on the sustainability strategy; informally through institutions such as the "Sustainability Champion Network", but also in a formal way through our governance system. The informal way would relate to all areas that my team has contact with students on sustainability such as the events I was referring to, but also referring to the "Sustainability Champion Network", which includes parties interested in areas of sustainability here at the university. Through this network we receive a lot of feedback on sustainability at the university, both by staff and by students and that feedback we will continuously keep in mind when deciding on our action plans going forward. And then obviously the events I was referring to before, where we are able to gather feedback, have a face-to-face conversation and get some feedback. On top of that we run training programs that are directed at various topics such as waste management or energy. With regard to more formal processes what we have in place are various sectorial focus groups, which define the appropriate program within the strategic sectors. For example within energy and carbon we have a group which is discussing on the next step forward. And each of these groups has the environmental officer of the Student Union involved and these groups feed into higher level decision making group, which is basically the CSR steering group, which is composed of various directors or deans, how they call them here, so the directors of each department and each faculty. And on top of that the president of the Student Union is part of this as well.

One project is that we are implementing in order to enhance biodiversity at the university. In this project we implement beehive at the ground of the university, which serves two purposes; one is to serve as research tool for students in ecology and secondly it is placed in such a way that is very close to a local gardening project. The Student Hub is a group of volunteers mainly related to sustainability, that is not only a X University thing. It is usually across several universities and cities. It is mainly student run but is part of a bigger network. The Student Union runs this projects and the Student Union is more an organization on its own, so I was not that much involved in this.

The Student Union is part of every major decision making group within the university, so they have a strong say within various committees and groups within the university. We as a team have mainly these kinds of informal feedback mechanisms as I said before, these events and the network. And we try to incorporate feedback in our action plans. So it's not a very strong process on our side, which doesn't mean that it doesn't exist in the university.

It depends on the way you differentiate sustainability or CSR. At the moment I am personally not looking at equal opportunities or diversity. Those are topics which are implemented through the human resource department on the staff side. And I assume that it is sitting somewhere within

student and academic affairs, but it's nothing that we actively shape as sustainability team at the moment.

I've been basically giving the task of advancing more the areas of student engagement. One of my main areas that I'm looking to is increase the engagement of students in sustainability.

Respondent Number	5
Country	Germany
Job Title	Environmental Coordinator
Years of Employment	11

Ich bin als Stabsstelle am Präsidenten angehängt und bin als Schnittstelle zwischen den Fakultäten und der Universität als Organisation anzusehen. Ich koordiniere die Projekte, die in den Fakultäten entwickelt werden, und die Forschungsergebnisse, die entstehen, so dass das auch Eingang in die Universität findet.

Ende der 90iger ging das hier erst mal los mit dem Thema Umwelt und dann auch schnell mit dem Thema Nachhaltigkeit. Der Impuls kam aus der Forschung und die haben gesagt, wenn wir an dem Themenbereich so intensiv forschen und lehren, müssen wir uns das als Organisation auch anschauen und auch leben dementsprechend. So hat man dann auch die Universität als Organisation mitgenommen und das Ganze entwickelt.

Also Nachhaltigkeit, da gibt es ja auch verschiedene Konzepte, es gibt halt das klassische drei Säulen-Modell Ökonomie, Ökologie und Soziales und wir haben hier auch noch die vierte, die kulturelle Dimension. Dieses theoretische Konzept ist das, was dahinter steht. Hier war es in der Tat auch so, es ging mit Umwelt los so Ende der 90iger. Da haben die auch angefangen hier ein Umweltmanagementsystem einzuführen und diese klassischen Dinge alle zu machen, also auch in der Universität als Organisation. Und dann ging es auch ziemlich schnell, 2004 glaube ich, um Nachhaltigkeit, initiiert durch ein großes Forschungsprojekt. Da kamen dann auch die anderen drei Dimensionen dazu und dann ging es auch darum, was heißt das eigentlich für uns? Das kann ja nicht nur für uns heißen, dass wir hier Abfall trennen und Energie einsparen an der Universität, weil das ist nicht unser Kerngeschäft. Das ist natürlich auch wichtig und ganz oft werden wir dazu befragt, da drauf zurückgeworfen, das müssen wir unbedingt machen, das ist überhaupt keine Frage, aber das ist nicht das Hauptgebiet sozusagen. Der Kern ist hier Forschung, Lehre, Transfer, also Transfer auch ganz wichtig für uns. Transdisziplinarität ist das was dahinter steckt usw. und Lehre natürlich formal, aber auch informell. Wir haben hier einen großen Schwerpunkt auch auf informelles Lernen für die Studierenden aber auch die Beschäftigten, dass wir Handlungsoptionen überhaupt ermöglichen und ein Lernen initiieren ohne dass man darüber nachdenkt. Formelles Lernen ist ja klar, ich sitze im Hörsaal und höre mir die Theorien an und dann gehe ich raus und muss auf dem Campus auch Handlungsoptionen dafür finden, was ich gerade gelernt habe. Hintergrund ist, dass wir den Campus als Lebenswelt definieren für Beschäftigte und Studierende, weil wir den größten Teil der Zeit hier verbringen und dass dieser möglichst nachhaltig gestaltet werden sollte. Das ist ein Prozess, also da ist man auch nie zu Ende. Das sind auch einfach profane Beispiele. Das ist zum Beispiel, dass ich hier überall nur FairTrade Kaffee trinken kann ohne große Schilder, das ist halt einfach da. Oder dass wir jetzt versuchen, dass die To-go-Becher rausgehen, also es geht dann auch schon so Richtung kulturelles Verständnis der Universität. Oder wir haben hier einen Biotopgarten, da haben wir die Möglichkeit geschaffen, dass man da entspannte Pausen zwischen den Seminaren machen kann. Das ist aber alle so konzipiert, dass ich das erst mal wenn ich hier ankomme vielleicht gar nicht so wahrnehme, sondern gleich als Selbstverständlichkeit mitbekomme. Oder in den Seminarräumen haben wir überall CO2-Ampeln hängen und das ist wirklich alles um dieses informelle Lernen zu unterstützen. Natürlich, die Universität hat sich das Leitbild Nachhaltigkeit auch gegeben, ein Stück weit ist das auf der Ebene natürlich schon strategische Ausrichtung und auch das man interessant

wird für Studierende oder auch Drittmittelgeber usw., aber hier vor Ort soll es dann wirklich gelebt werden.

Wenn wir über das Thema Nachhaltigkeit sprechen ist es hier so verankert, dass es auf allen Ebenen zu finden ist. Also wirklich von unserem Leitbild auf der höchsten Ebene, da ist es drin, dann haben wir auf der Forschungsebene die Wissenschaftsinitiative Nachhaltigkeit und die Fakultät Nachhaltigkeit, haben da aber immer die Verknüpfung mit den anderen Fakultäten, dass da interdisziplinäre Forschungsprojekte gemacht werden. Dann haben wir es natürlich auf der Ebene der Lehre und da ist es so, dass alle Studierenden im ersten Semester ein Drittel sich mit Nachhaltigkeit beschäftigen, egal was ich werde, alle. Die kommen hier an und das ist dann gleich im Curriculum ein Drittel. Dieses Semester ist ein bisschen vergleichbar mit den amerikanischen Modellen, da haben wir auch im ersten Semester grundlegende Dinge, die vermittelt werden und ein Drittel geht nur um Nachhaltigkeit. Am Ende des ersten Semesters bereiten alle Studenten dann eine nachhaltige Konferenz vor. Da werden dann Externe eingeladen, da werden dann die Ergebnisse präsentiert, die sie erarbeitet haben, da gibt es Podiumsdiskussionen und Vorträge und auch andere Formate wie zum Beispiel Flashmobs und Worldcafés. Im Komplementärstudium, das sind so Nebenfächer die jeder wählen kann, haben wir auch diese Nachhaltigkeitsthemen implementiert.

Was dann noch dazu kommt ist, dass die Universität sich selber auch unter Nachhaltigkeitskriterien anschaut. Es gab da verschiedene runde Tische und Diskussionsforen. Es wurden halt die Nachhaltigkeitsleitlinien entwickelt und da waren Studierende immer dran beteiligt und in diesen ersten Projekten, das wurde auch mit Studierenden zusammen erarbeitet. Das hat sich auch so fortgesetzt. Wir haben sehr vermehrt diese Projektseminare, dass Studierende über zwei Semester meistens an einem Projekt arbeiten, also meistens im Sommersemester an einem Konzept und im Wintersemester dann Umsetzung. Wir haben ja jetzt das Thema klimaneutrale Universität, da haben wir immer mal wieder Projektseminare rangesetzt, die dann das hier vor Ort mitentwickeln und erarbeiten.

Im Bezug auf das Projekt klimaneutrale Universität haben die Studenten nochmal Schwachstellen auf dem Campus identifiziert und ein Konzept entwickelt wie wir auf hundert Prozent regenerative Energien umsteigen können. Im Bereich Mobilität und Verkehr haben die Studenten verschiedene Konzepte entwickelt bezüglich eines Auto freien Campuses, wie man das umsetzen kann, das haben die für das Präsidium erarbeitet als Entscheidungsgrundlage, wie man so etwas voranbringen kann. Ich habe selber Seminare zum Thema nachhaltiger Konsum gegeben und da ging es dann darum wie können wir das auf dem Campus voranbringen, hier ging es mehr um Kommunikation und Motivation. Das schöne hier ist auch, dass diese ganzen Konzepte, wenn die gut sind, auch von der Verwaltung umgesetzt werden. Das klappt wirklich gut, dass die Verwaltung das auch gerne aufnimmt und dann mit den Studenten weiterentwickelt. Es wird natürlich nicht alles gemacht, das muss schon Hand und Fuß haben.

Wir haben ja unsere Nachhaltigkeitsleitlinien und da steht drin, dass die Gremien auch die Studenten unterstützen. Das ist vielleicht so etwas Formelles. Dann ist es hier aber auch schon wieder eher als Kultur anzusehen, weil die Universität sich schon so lange mit diesem Thema beschäftigt. Die Universität nimmt das gerne auf, da sie selber diese ganzen neuen Ideen so nicht generieren kann. Es gibt ja auch noch ehrenamtliches Engagement ohne Ende hier, aber natürlich auch das Formelle. Wenn wir zum Beispiel Seminare zu diesen Themen haben, dann ist das formell.

Nicht nur Studenten sind die Hauptinteressensgruppe wenn es um Nachhaltigkeit geht. Wir haben ja auch noch Forscher hier und Externe. Es ist ja auch diese Herangehensweise wie auch andere Universitäten das formulieren, wir bilden hier aus für weitere Unternehmen usw. und hoffen natürlich, dass wir denen da was mitgeben von diesem ganzen Konzept, dass sie das weiterleben.

Es gibt ja an deutschen Hochschulen gesetzlich vorgeschrieben ganz viele Kommissionen und Ausschüssen oder der Asta. Wir haben hier an der Universität eine Ombudsperson für Studierende und da können sich alle mit allen Themen an den wenden und er ist auch genau dem Präsidenten zugeordnet und steht dann im ständigen Gespräch als Vermittler auch nochmal zum Präsidenten und macht auch Runden mit dem Präsidenten. Also wenn es da Probleme oder Vorschläge gibt, dann ist er die erste Anlaufstelle. Als es Proteste bezüglich der eingeführten Studiengebühren gab, gab es Kommissionen an denen natürlich auch Studenten beteiligt waren und da wurde festgeschrieben wofür die Studiengebühren verwandt werden. Und dann haben die aber auch jährlich berichtet wo wie viel Geld reinging, sodass es transparent war. Es gab einen großen Leitfaden mit Leitlinien usw. wofür die Studiengebühren überhaupt eingesetzt werden dürfen. Da waren Themen aufgelistet und ganz klar gesagt wofür diese verwendet werden. Und die Kommission die es gab hat dann immer diskutiert und entschieden ob das so in Ordnung ist oder nicht.

Wir haben eine Frauen Universität, wir haben mehr Frauen, die studieren als Männer. Es ist natürlich ein Thema, das ist dann aber bei dem Frauengleichstellungsbüro angesiedelt und da wird auf jeden Fall versucht auch Angebote zu machen. Also im Bereich Familie, da gibt es ganz viel, sodass Studierende mit Kindern ganz viele Möglichkeiten haben zu studieren, vom Teilzeitstudium bis hin zur Kindernotbetreuung, Krippe und auch mehrere Kindergärten. Das Angebot ist sehr gut. Und dann gibt es auch noch eine Studieninitiative für Studierende mit Kind, die auch ganz eng mit unserem Frauenbüro zusammenarbeitet. Das ist in das Thema Nachhaltigkeit integriert. Das sieht man auch an unserem Nachhaltigkeitsbericht, da ist das auch alles mit drin.

Die Studenten machen auch total viel hier, aber ich denke das liegt auch daran, dass das Thema hier so verortet ist. Ich glaube das besondere hier ist, dass wir bei großen Themen und Projekten auch wirklich alle auf allen Ebenen einbinden, also auch die Verwaltungsmitarbeiter, die Studierenden, die Wissenschaftler und dass da zusammengearbeitet wird.

Respondent Number	6
Country	England
Job Title	Head of Sustainability
Years of Employment	2.5

My job basically is to manage everything from a Corporate Social Responsibility angle. So basically everything from utility management to engagement with staff and students and internal and external stakeholders, trying to get more sustainable development into the curriculum and research. So it's basically everything that falls under this sort of Corporate Social Responsibility.

Before I got there, they (the university) only focused on managing the utilities. So on a very small scale they got involved in some engagement in terms of getting staff and students think about energy consumption and water consumption. And then once I've started, I started to broaden that and get more people involved, so that I get that academics involved, to get different organizations involved with stuff that was going on in the college and trying to bring all those things together. What I tried to get away from was me trying to do everything to basically engaging with different people that are responsible for different things within the college, because it's such a large institution. There are so many people that do so many different things and have impacts in different areas. What I'm trying to do is get into, understand what their impacts are and how they can change the way they do things to not necessarily change what the ultimate outcome is, but to influence supply change, to influence student initiative in a way to get better authority or impact. You know, really basic things like getting staff and students involved in volunteering.

The students have a student green society, they have got their own group and they do small scale things on engaging with other students in the agenda and they sort of lobby the college, but our governance structure is, we've got a sustainability committee and there is a student group, a teaching and research group and an operational group. So any student can attend the student group and it's all about finding out what's important to them and what they think what important issues are and working out how we can address those through different means throughout the college.

They've (the student initiative) done small scale things like promotion of fair trade and such things. They've not really done a project as such. We have given out some funding recently to a PhD student in geography or I think she also works for the Student Union, I'm not sure; she has applied for funding for materials to run a regular clean-up of the canal. So we have given that to her, so that basically allowed her to run a regular volunteering project for students or staff to help clean up the canal and make sure that it visually looks fantastic. But also the water quality is maintained. That is one thing that comes out of the engagement with students through the Students' Union. That's (work in the community) is mostly run through the Student Union and they do a lot of work with local community groups, sometimes students are placed on projects with local community groups to help them implement whatever they are trying to implement. There is also going on another project at the college and they have small scale grants for students, that have like enterprise ideas. One has been awarded recently for a student, who wants to do workshops on how to maintain your own bike, like how to change tires or the chain, so that people would be less put off cycling and understand that it actually is not so hard to maintain a bike and if you do it yourself it doesn't cost very much.

The Freedom of Information and Publication Theme is relating to, if you want to obtain any information about the college, that isn't publicly available, so say you want to know what the water

consumption was last year, you could put a freedom of information request into the college and they have to provide that information to you within 21 days. So it's just an avenue for people to obtain information from the college. But actually it's a requirement on all public bodies.

The Green XXX Group is invited to every sustainability committee and any decision around CSR, whether water, waste, biodiversity, whatever it is, would be decided at that meeting and then from there it goes up through the chain of different people and depending on the level of the decision, you know if it was something that was fairly simple it would be decided and accepted in the sustainability committee and they would have a say in it. If it would be something that needed to go up through the chain and eventually, members of the Student Union council seats on the college council and then they would have a say in what's happening at that level as well.

The president of the Student Union is invited to sit on every committee within the college. So they are invited to finance and investment committees etc. and at that point that president is the spokesperson for the student body. So basically students have something to say if they want to raise an issue through the college. If students have got an issue relating to CSR/sustainability whatever, they come to me first because I might be able to answer the question and address something very quickly, but generally what they do is, they lobby the key people within the Student Union for whatever they want and then that key person takes it to the committee maybe.

It's all managed through the Student Union. Basically there is a memorandum of understanding between the Student Union and the college. So the Student Union is the body that acts for all of the students and if there is some sort of disagreement, it is managed hopefully in a very calm and nice way through those two bodies. I've not seen any sort of protesting or anything at the college in the time that I've been here.

We go into a process at the moment that includes updating our strategic plan and the teaching, learning, research and assessment strategy, so what I'm trying to do at the moment, I mean overall without considering CSR, the main agenda for the college is to educate students and to equip them with the skills in a field to secure employment and to have all those things they need to go into the real world and succeed. From a CSR point of view it's bringing in the aspects of CSR, that are relevant to the profession, to ensure that they can act in a way that's relevant to the local community but also the global environment. If you think about an engineer, an engineer needs to think about doing things the right way to make sure that they are not impacting the local environment in any way but in a broader sense, like water issues, resource issue, implementing technology. So they need not only to protect the local environment, but also have to consider the global issues. I think if you look at the reasons UNESCO has brought out why education on sustainability is an important part of educating, I think that pretty much sums it up and that's where I would like the university to get to; to get to a point where every single discipline that is taught at the college has an element of sustainable development embedded in it. So it's not necessarily another module that they have to do, but it's just built into the way that modules are taught and courses are delivered. I think it really doesn't have to be an additional thing you have to do, it's just a different way of thinking.

We have an equality and diversity group and they sit within the human resources department. And they have an agenda on, not only female and male issues but all issues relating to equality and diversity at the college. It is part of our CSR strategy, but we don't have a CSR strategy written down. But in fact as far as I'm concerned it is part of what we do and where ever possible we trying to

interact with the equality and diversity group, so that it is addressed at the same time. For example we did an event that promoted equality and diversity at the college, but also addressed other CSR issues at the same time. So in summary, yes it is part of the CSR strategy.

Traditionally, we've had environmental issues and this is something I'm sort of grappling with at the moment. You've got environmental issues being addressed by people in the State Directorate. Where I sit people think I'm very operational, which I am to a degree, but to do CSR you need to be at the top of the umbrella, which is overarching everything else and that is one of the issues with governance within universities. Those universities, that are leading within these areas, you've got sustainability and things like that in the responsibility of the principal or the Vice-Chancellor, whereas it is still embedded in state and facilities or departments like that in some universities. You're going to find that those universities are really only focusing on the operational issues around CSR from an environmental point of view.

We had a new director and he's really supportive of CSR and he wants the college to take it at a more business strategy, that's something we should be doing because that's what everybody is doing. So I think moving for the university will be not so much about operational things, that will be broadening and about having a proper CSR strategy.

Respondent Number	7
Country	Germany
Job Title	Head of Teaching and Learning
Years of Employment	23

Ich bin der Leiter der Abteilung Studium und Lehre, die zuständig ist für alles, was mit Studium und Lehre zu tun hat. Also die Studierendenadministration, aber auch so etwas wie Hochschuldidaktik, die Entwicklung der Lehre, der Studiengänge, die E-Learning Koordinationsstelle, da liegt bei uns das Qualitätsmanagement für Studium und Lehre und so weiter und sofort.

Die Universität ist in vielen Bereichen, die aus meiner Sicht zur Nachhaltigkeit gehören, auch aktiv. Das eine sind Angelegenheiten im Studium, wo wir beispielsweise Studiengänge haben wie Ökosystemmanagement oder auch die Universität und Ökologie oder unsere Studiengänge in den Agrarwissenschaften und in den Forstwissenschaften, wo viele nachhaltige Aspekte auch eine Rolle spielen. Dann im Bereich der Forschung gibt es eine ganze Reihe von Forschungsprojekten an der Universität. Zum einen gibt es das Institut für Nachhaltige Entwicklung, dann haben wir aber auch ein Institut zur Biodiversität und Nachhaltigen Landnutzung, wo eine ganze Reihe von Projekten durchgeführt werden, die sich befassen mit der Stärkung von Bioenergieregionen oder auch mit Klimafolgenforschung, in Niedersachsen das sogenannte Cliff-Programm. Gerade auch weil eine starke internationale Komponente in diesem Center of Biodiversity and Sustainable Landuse ist, gibt es verschiedene Untersuchungen zur Nachhaltigkeit beispielsweise in Tieflandregenwaldregionen, Indonesien sind wir da unterwegs. Auch im Bereich der Entwicklungsökonomik, also mehr so in dem sozialwissenschaftlichen Bereich, wo es auch darum geht wie Einkommen beispielsweise von sogenannten Kleinbauern durch nachhaltiges Bewirtschaften vielleicht gestärkt werden kann. Da haben wir ein breites Bild an der Universität.

Das zeigt auch das große Engagement nach außen. Wir haben eine Veranstaltungsreihe, wo jedes Jahr eine riesen Konferenz stattfindet, die sich mit Fragen der Nachhaltigkeit beschäftigt und da hatten wir im letzten Jahr, also in 2012, eine große Konferenz, die sich beschäftigt hatte mit der Armutsbekämpfung. Wir haben in diesem Jahr, 2013, eine Konferenz, die geht dann das ganze Wochenende. Die Veranstaltungsreihe hat den Namen „Wissenschaft für Frieden und Nachhaltigkeit“ und die Nachhaltigkeitskonferenz 2013 trägt den Namen „Nachhaltigkeit – Verantwortung für eine begrenzte Welt“. Ein großes Thema ist das Gebäudemanagement. Da geht es teilweise um Energieeinsparungen, die bei Gebäuden gemacht werden, die gerade gebaut werden, sei es im Hochschulsport oder sei es auch an vielen anderen Stellen; unsere Lern- und Studiengebäude, da wird auch gerade ein neues hochgezogen, wo dann nach energetischen Gesichtspunkten geplant und umgesetzt wird, bis hin zu einer Kindertagesstätte, wo es auch um eine Begrünung der Dachflächen ging.

Wenn man sich beispielsweise die Agrarwissenschaften oder die Forstwissenschaften anschaut, die sagen schon immer, dass sie die Nachhaltigkeit sozusagen mit erfunden haben. Wenn wir jetzt auf universitärer Seite sehen, beispielsweise Programme, die gekommen sind auch zur Verbesserung der energetischen Situation wie Ersatz von Einfachfenstern zu mehrfach Verglasung oder auch eine punktgenaue Abrechnung der Heizkosten. So kriege ich jeden Monat für meine Abteilung beispielsweise eine Abrechnung über meine Energiekosten, Heizung, Wasser, Strom usw., um dann auch Maßnahmen zu überlegen, wie das noch weiter auch optimiert werden kann. Das sind Maßnahmen zum Gebäudemanagement, wo Beratung zu Energiefragen stattfindet. Das spielt eine

größere Rolle bei den energieintensiveren Forschungen auch. Das hat sich in den letzten Jahren entwickelt und es gibt auch so eine Art Energiemanager und ein Energiemanagement, das aufgebaut worden ist in den vergangenen Jahren, wo auch Überlegungen dann angestellt werden wie zukünftig bei steigenden Energiepreisen über die Mengen versucht wird die Energiekosten nicht zu sehr in die Höhe schnellen zu lassen, weil bei einem gedeckelten Budget wird sonst immer ein größerer Teil von den steigenden Energiekosten aufgefressen, sodass die Universität da viele Dinge angeschoben hat und auch mit der Versorgung der Energie für die Universität sich beteiligt an Biogasanlagen, die zum Teil auch auf den Versuchsgütern der Universität stehen und da sind natürlich auch verstärkt Überlegungen inwieweit biothermische Verfahren zukünftig genutzt werden können und so weiter und sofort.

Studierende sind hier an der Universität in fast allen Bereichen eingebunden und natürlich auch bei der Nachhaltigkeit. Wir haben so ein Instrument an der Universität, da kann man Ideen und Anträge selber einreichen an ein Gremium, das sich die Zentrale Kommission für Studium und Lehre nennt und da können beispielsweise auch Vorschläge für Projekte von Studierenden aber auch Vorschläge von Mitarbeitern und Wissenschaftlern eingereicht werden. Und da haben Studierende die Möglichkeit auch zusammen mit ihren Lehrenden Projekte einzureichen. Da ist zum Beispiel auch ein Projekt eingereicht worden „Studium Ökologikum“, also eine Zertifikatsprogramm fakultätsübergreifend für viele Studierende, was da als Idee an das Gremium getragen worden ist, wo das Gremium dann nach Beratungszeit das dann auch positiv empfohlen hat und das Präsidium dann auch entschlossen hat, die Idee dann auch umzusetzen und dafür dann auch Mittel im fünfstelligen Bereich zur Verfügung gestellt hat um das dann jetzt anzuschieben und umzusetzen, sodass da jetzt ein Curriculum entsteht für dieses Studium Ökologikum und wie gesagt wenn andere gute Ideen kommen für Nachhaltigkeit, dann können die da jeder Zeit eingebracht werden. Wenn die Kommissionen das für positiv erachtet haben, dann kann das auch gefördert werden. Das Besondere ist hier, dass die Kommissionen paritätisch besetzt sind, Hälfte der Kommissionen sind Studierende, die andere Lehrende. Dadurch haben die Studierenden da eine ganz hohe Mitsprache- und Entscheidungskompetenz und die Studierenden haben eine hohe Sitzungsdisziplin, sodass die dann häufig in der Mehrheit sind, weil auf der Lehrendenseite dann doch vielleicht manchmal einer fehlt und so ist das ein Gremium, was sehr stark auch von den Studierenden für ihre Interessen genutzt wird.

Die Studierenden spielen da eine große Rolle. Sie sind in allen Gremien der Universität auch vertreten, auch da, wo Themen zur Nachhaltigkeit dann angesprochen werden. Es finden auch regelmäßige Abstimmungsgespräche mit Studierendenvertretern statt, wo der zuständige Vizepräsident für Studium und Lehren dann auch zu den Studierendenvertretern, zum Asta hier fährt und in regelmäßigen Abständen dann alles was die Studierenden bewegt und da hat der dann an vielen Stellen mit Nachhaltigkeit zu tun. Auch bei der Infrastruktur, Verkehrswege. Wir sind eine sehr stark Studierende Stadt von rund 120000 Einwohnern, rund 30000 Studierende, d.h. es ist relativ flach hier, sodass viele mit dem Fahrrad unterwegs sind. Es gibt hier so eine Metropolenregion, wo wir für die Mobilität auch eine Vorreiterrolle haben. Es gibt auch eine Überlegung zu einer Fahrradautobahn vom Bahnhof zum Zentrum der naturwissenschaftlichen Institute im Nordbereich der Universität. Die Universität hat eine Straße in Überlegung, ob das nicht eine reine Fahrradstraße werden soll und bei solchen Überlegungen sitzen Studierende natürlich auch mit dabei. Das war ein ganz wichtiges Anliegen von Studierendenseite. Wir haben auch so einen Ideenwettbewerb und eine Idee, die da reingekommen ist, ist die Idee für eine internationale Fahrradstadt, weil wir immer

wieder festgestellt haben, wir haben ja auch eine ganze Reihe von ausländischen Studierenden. Für viele aus dem asiatischen oder afrikanischen Raum ist so etwas auch erst mal neu mit dem Fahrrad, sodass da Überlegungen sind Fahrradkurse anzubieten. Und da hat die Studierendenvertretung eine eigene Werkstatt, wo dann auch ausländische Studierende hinkommen können und ihr Fahrrad reparieren lassen können. Wir haben im Winter auch mit Glatteis zu tun und da gab es schon gefährliche Situationen und Verletzungen und da hatten die Studierenden die Idee noch mehr etwas zu machen und das werden wir jetzt eine Homepage aufbauen um diese ganzen Initiativen noch stärker zu verbinden.

Ein Beispiel wäre die Verminderung der Studienbeiträge. Also wir sagen die Studienbeiträge werden ja von den Studierenden selber bezahlt, das sind 1000 Euro pro Jahr, und von daher sollen die Studierenden auch einen großen Anteil mit an der Diskussion und Entscheidung über die Verwendung haben. Da gibt es auch etwas, so eine Controllerin, die Einnahmen und Verwendung von den Studienbeiträgen kontrolliert. Da gibt es eine formelle Richtlinie, da steht dann auch drin wie das Gremium zusammengesetzt ist und dass die Hälfte der Gremienplätze an Studierende zu vergeben sind. Das ist schriftlich festgelegt und das ist auch gut so.

Zu dem Thema Nachhaltigkeit, da gibt es glaube ich keine Opposition. Ich glaube da ziehen auch alle am gleichen Strang. Es gibt natürlich Proteste und Kampagnen und insbesondere natürlich gegen die Studienbeiträge. Da hat es regelmäßig Demonstrationen und Proteste gegeben und das Zweite ist studentischer Wohnraum. Auch das ist immer eine große Frage wie weit man bezahlbaren und adäquaten Wohnraum gerade in Zentrumsnähe und um die Universität bereitstellen kann für die Studierenden, und da geht es bis hin zu Hausbesetzungen. Wie man damit umgeht, es finden wie gesagt regelmäßige Abstimmungsgespräche statt um da im Vorfeld vielleicht viele Dinge schon auf einer Zeitlinie dann auch abzustimmen, gegebenenfalls auch heilen zu können, ohne dass es da zu großen Konflikten oder Kampagnen kommt. Auch die Präsidentin hat mit den Studierenden beispielsweise gesprochen, als sie da das Haus besetzt hatten. Also da versucht man dann über Gesprächsbereitschaften, weil wir da ein gemeinsames Interesse in den meisten Punkten haben und dass man dann versucht auch gemeinsam eine Lösung zu finden. Ein Partner ist das Studentenwerk, wo wir auch fast 5000 Wohnheimplätze haben. Die sind natürlich auch immer sehr dran interessiert, die Wohnraumsituation weiter zu verbessern.

Ich glaube die Hauptverantwortlichkeit, die die Universität gegenüber ihren Studierenden versucht zu definieren ist einmal, dass wir versuchen auf die Eigenverantwortung insgesamt, der Universität und all der Gremien und Fakultäten und Institutionen, zu stärken. Damit versuchen wir natürlich nicht nur die Eigenverantwortung der Gremien sondern auch derjenigen, die da als Interessensvertreter in den jeweiligen Gremien sind. Und dann ist für die Universität natürlich sehr wichtig, dass wir eine enge Kooperation, also forschungsorientiertes Lehren, Forschung und Lehre in enger Verbindung, für die Studierenden auch haben, sodass wir die politischen und gesellschaftlichen Themen da durchaus auch berücksichtigen und auch die kritischen Reflexionen berücksichtigen und auf jeden Fall die Forschungsfreiheit und die Unabhängigkeit unserer wissenschaftlichen Lehre halten und verteidigen mögen.

Die Universität ist natürlich sehr stark in dem Genderbereich unterwegs und das hat sich natürlich auch noch damit verstärkt, dass wir als Universität zum ersten Mal eine Präsidentin an der Spitze der Universität stehen haben, die natürlich noch ein stärkeres Augenmerk auf die Situation der weiblichen Studierenden und auch der weiblichen Nachwuchswissenschaftlichen, der weiblichen

Lehrenden gelegt hat. Jetzt im Bezug auf die Nachhaltigkeit fällt mir kein Beispiel ein. Speziell zur Förderung von weiblichen Studierenden, es spielt eine Rolle in einigen Programmen, auch in dem naturwissenschaftlichen Bereich, wie schaffen sie es da auch mehr Frauen zu begeistern. Für unsere naturwissenschaftlichen Fächer und damit auch den Aspekt die Frauen in die naturwissenschaftlichen Fächer hineinzubekommen, da sind einige Initiativen gewesen. Soweit ich das überblicke, wüsste ich jetzt nicht wo da genau die Bezüge zur Nachhaltigkeit sind.

Respondent Number	8
Country	England
Job Title	Environmental Officer
Years of Employment	7

It basically touches on a variety of different areas. Most of them are around engagement type of activities, you know, awareness raising and that kind of things. In addition to that, I got direct responsibility for the university's strategic plan, the university's biodiversity strategy, waste and recycling strategy and then the overall environmental management system.

It's (CSR) not something that we're really doing much of. In fact we're not doing anything in regards to CSR, you know, specifically. There is just fragments of activities going on in different areas. So there are different areas of the university that are doing a little bit of these things that could all be considered CSR, but we don't have anything cohesively set up in terms of going on in managing the CSR. There is no overall strategy. One of the things that we've tried to do in the past, and we just really have not been very successful at doing, is ideally all that we take would be to just collectively come together to identify all the various areas of CSR, that are going on in order to identify them in one place, so that everyone would have knowledge of and realize that type of CSR activities that are taking place. So we've just never been able to reach that point and I think it's just quite difficult. There are so many different areas that are touching on their own thing, that they can't define the common ground. That's really where we struggle in terms of getting a sort of set-up.

We've got a sustainability committee here at the university and that's really the only university committee or group that even looks at this area at all. And in the past the sustainability committee has attempted to go out and do some audits and trying to determine where CSR activities lie in order to trying to build up a database, these types of things, but it's not really the remit of the sustainability group to do that. It's just very difficult to try to get anything accomplished because it's been more or less a pressure type group to trying to get that.

The first thing we see is the lack of being able to identify what CSR is and what it means to the university. I do a lot of work with students and we never really have had much engagement at all from the students. In fact we struggle to get them involved in just general environment type of activities. I've never seen any type of pressure or anything from the students trying to get these things implemented, definitely not. What I think concerning the lack of interest, that's the big million dollar question, I wish I knew. We can't explain it. I mean it's something that we ask ourselves all the time, why we don't see more interest and engagement from our students on these issues. It would be nice if we did because it's the students' voice that counts the most anyway and it would definitely be a huge driver for getting something done in these areas.

There is certainly some really involved activity and interest in certain areas such as that (community involvement). We do have great success in those areas. We offer all sorts of community engagement, volunteering opportunities, mentoring schemes. All of that things are quite successful here at the university.

I would say that most of that takes place via our Student Union, because we have a network of student representatives for each of the schools, that then represent their schools and sit on more formalised committees and boards that give them the voice and put in the governance of what's happening. So that's really the key mechanism that they have for those decisions. It does not seem to

be that much of an issue here (student protests and campaigns). We do get some kind of double feedback from an opposition of certain students but it doesn't seem to be the mainstream and I'm not really quite sure how we would handle it in situations where that was an issue.

If it does get advanced in any way, then I can see this most likely happen as a result of the sustainability committee just continuing to push the issue until something gets addressed, because they have the drivers there to take it forward, but it's definitely something we haven't completely forgot about. I mean then we wouldn't continue to trying and push forward in that area. Well, at the same time trying to gather student interest, but as I said, most of those types of activities are not coming to student pressure at all, that's it. It's coming from within, it's coming from staff, so I would imagine that's how it's going to continue, to carry on.

Respondent Number	9
Country	England
Job Title	Environmental Manager
Years of Employment	6

I'm the environmental manager at the university. I've been at the university for six years. Before I arrived there wasn't anybody doing this post and the university had quite a long way to go with regard to environmental sustainability. So when I arrived, I've grown a team and we cover areas such as carbon and energy, travel, waste and also communications and engagement.

You could say it (CSR) is defined by different levels of the university differently. We have no formal university strategy, that actually says the word Corporate Social Responsibility and if you try and find on the webpage a kind of high level university strategy. So we kind of operate in a strategic vacuum at the moment you could say. Although we are anticipating change because our Vice-Chancellor will be leaving next year and they've already started the process of trying to get a new Vice-Chancellor at the university. So hopefully in the near future we should be operating at least in a strategic direction with the whole institution that will properly manage it. Being brutally honest our Vice-Chancellor just doesn't get this agenda (CSR) and so I've known that from the moment I arrived. And what you might find and what might be interesting about the university is, because we haven't had that high level strategy, the way we developed projects and things that we developed in relation to CSR and sustainability have been very much more about grassroots. Part of that was also because my own background in my career. I've worked in different types of organizations; I've worked in public, private and the volunteer sector and I brought a lot of the kind of voluntarial third sector approach to what we were doing at the university, which is the reason why we have a student volunteering program. My definition of CSR and hopefully the definition of the team, who agree with me, is that CSR is very much more about how the university is looking at itself and how it is engaging with all the different types of stakeholders that it might have, be that local or you know like local schools or the local community or be that yourself actually, because engaging in research with all the different institutions I think is also a way of being socially responsible.

I sort of took the approach (on environment) when I arrived, because my role is environmental manager, because of where I am in the institution in theory I can influence sorts of high level strategy but the university operates in the greatest kind of manner, so the agenda is limited and that what we are doing, I have some contacts and networks across the university, but in terms of implementing higher level strategy it's meant that it's been difficult to do. So if you look at the environmental sustainability strategy that we've got, all the things in there are the things the environment team had control of and a lot of other things the university committee put in the document and that didn't happen yet. The university has a link with a university in Uganda and they do a lot of knowledge sharing and engagement with this university. In my mind the environment aspect is one part of the CSR agenda. If you talk to me in three months or six months, I probably have a better idea of what else is going on because the university just decided to create a community engagement policy and I think the people who are speaking about that, they are doing lots of great work in terms of engaging with the local community, looking at the side of the university at different levels and with different types of stakeholders. We're just at a point where things vehemently change.

We've got students here, who work in the Student Union. What happens is every year the Student Union, which is officially and independent body from the university, they have a voting system where

students can be voted into officer roles for the following academic year and that is a number of roles, that is the president, there is various of these roles, there's welfare and there is also a role, which is a campaign and events kind of role. And that's actually the key persons we interact with, the Student Union. A number of the university's committees invite those officers to sit on their meetings. They therefore have a contribution to development of all sorts of things at the university. So it's not just sustainability, but it's also the buildings we build, the finance committee, they sit on all sorts of things. So you could in a sense say that the student body has an influence on the whole direction of the entire institution, not just sustainability. But it's only that kind of committee level.

We set the student volunteering scheme back in 2007 when we had a green week and needed volunteers to help and that was the kind of kick off for the volunteering scheme. And that was like I said, because I came from a volunteer background. We needed about 1000 volunteers to make that event happen and in the beginning there were only 50 students showing up. And that was the level of engagement we had from the students. One of the Student Union officers sits on our environmental management working group, so we had student involvement at the point when we were discussing the direction we would take. We have done surveys about volunteers a couple of years, where we said to them "well, what is it that you want to do?". It's more about what kind of volunteering opportunities they want to get involved with. We offer a lot more implementation opportunities. This year we had over 2500 hours of volunteering time, this is more than we had in any other year. We've also changed how this scheme is managed, so we recruited three voluntary roles, one who kept the records for us, one who did communications and another one organizing events. So all three are full-time students who would then be in the office one day a week. In addition to volunteering we are also providing some kind of work experience. We also try wherever possible to engage students in research projects. It's mainly where the students come and they need a project idea. We have a lot of ideas of various pieces of research that we are doing. So we would say ok, take this project to do this for the environment team. Last year we had two students, who were working at reducing the carbon emission of the IT infrastructure of the university. But actually that is a part of their course work. This is actually the dissertation they have to produce. And in case of the maths students we were working with in the past, we were directly working with the head of maths, who comes to us and says "please can we have some more projects". So in that sense we have a solid link there and it's been incorporated in their study. More generally we're not in a situation where everybody is studying sustainability or environmental university, but there is a module that has been developed by the interdisciplinary science department, they are based within physics and it's called 'Sustainable Futures'. Basically that provides learning around sustainability for interdisciplinary science students, but in theory, not in practice, but in theory that is actually open for any student in the university to take part in, but we only got space for 30 every year.

I would say for us at the university, because things have developed, they are probably a main stakeholder group. Our staff and our students are really a main stakeholder group, but the way it's developed and because of the students' enthusiasm and engagement with what we do the students' side has more grown in the last six years.

What we found in the UK in particular is that students politics is really dropped off in the last ten, fifteen years and in terms of campaigning they don't actually really do. The only thing that has really excited them was the fees but there have been campaigns generally off campus. So it hasn't been something that really has been in the university. The only kind of opposition that we've had, at all has been that with the fees. There might be opposition on how they taught etc. but actually we have

a lot of evaluation mechanisms at an academic departmental level. It should in theory deal with those issues and we're scoring high on student satisfaction as a university. And a lot of that satisfaction is about how students are satisfied with that teaching and learning experience. You could say that we are pretty engaged with the students in terms of feedback they give us. What I think has happened with protest and campaigns regarding environmental issues, is that because we've students joining us and becoming members of our team and they don't protest. I think because we give them so much opportunity they don't really feel like they need to protest. One key thing for us has been the way that we market the environment team on our webpage is that we actually say the environment team is bigger than just the central team. And so staff and students who work with us do feel that they are part of that big team and I think the consequence is that they don't really have to oppose anything we do. We're always open in listening to them in terms of their ideas on what we can do.

I think, the thing that is really important for the university, you know it's a big business, so it sees students as customers and therefore if customers have requirements and aren't satisfied, that's what we have to do. So in terms of our responsibility towards our students; you know it's all about student experience, what their experience of their education is, the facilities at the university and also, we've had a push in the last couple of years, the university doesn't do brilliantly on employability scores, so our students come out and they don't all get jobs. So anybody that had the opportunity to improve the employability of students and that was actually good for the environment team because when they do these projects with us or the volunteering, then they have an experience they can reflect on in their CV. I think student experience drives everything. It's kind of business mind that is there.

I wouldn't say sustainability plays a role but I think we have equal opportunities policies, we have actually an equal opportunities advisor at the university. Although I think he spent more time working indirectly with staff than students because it's about the staff opportunities and you know desires for equal opportunities. In terms of how we have interpreted the local level in the environment team, for example we have a student who is doing a project and he is in a wheelchair so that it is difficult to get him in all meeting rooms. So I have to go and meet him in the accessibility centre because it is just easier for him to meet there. So that are the kinds of adjustments that we would make. I think we do quite well with getting women into 'male' subjects, science, technology, engineering. And I know that there is actually one lady at the university, she is engaged with pushing the opportunities for women in science as an agenda. One interesting thing though, we do find that we get a lot more girls engaging on sustainability than we do men. We've done a student survey last year and we did really see the gender difference there between the men and women. Female students were a lot more engaged and they care more about it. The male students are only willing to engage if it is convenient to them. What we actually thought was we would try to change our marketing more, so that we can attract the male audience so that they engage more.

Respondent Number	10
Country	England
Job Title	Head of Environmental Strategy
Years of Employment	5.5

My role is Head of Environmental Strategy, which means I'm responsible for all environmental policies and all environmental strategy and basically helping the university plan its future from a sustainability point of view. So I'm involved in a lot of things really from planning and execution of capital development from a sustainable buildings and sustainable infrastructures point of view including energy efficiency and passive design. I'm also involved in external landscape and public room, I'm involved in low carbon technologies and I lead a team of eight people, a team that looks after the environmental sustainability of the university as a whole. Now this isn't really a common practice in the UK. If you take waste management for instance, in some universities waste management is looked after by departments other than the environment teams such as domestic or house services, which focus on budgetary, complaints and responsibility. We as an environment team look after all ways of management, so contractual budget and complaints, we're responsible for all energy procurement, carbon complaints, environmental legislation, environmental management systems and travel planning and we're doing some innovative work with the curriculum at the moment. So it's quite a busy job across the university, but it's quite an exciting job.

The institution's corporate plan has five main themes and one of those main themes is institutional sustainability, which is financial and environmental and social. So when I talk about sustainability, I not only talk about green sustainability or environmental sustainability. I like to think about it as 'is what we are doing helping the business to be more efficient and financially sustainable? And is it helping the direction of the university concerning delivery, what means developing graduates and research?'

I've seen the university grow over the past five and a half years. This was a time in the sector around 2001 when things just started to get a little interesting, various people getting in touch with the topic within universities and beginning to shout about it a little bit in terms of 'we need to be greener' and the whole emphasis in the sector really in terms of environmental sustainability point of view has been on driving this and over the last twelve years that I've been involved in this sector, I've really seen that grow massively. And one of the key drivers has been the 'People and Planet Green League' because obviously universities like being measured against each other because they like beating each other. The 'People and Planet Green League' is an assessment of two main aspects; one is the way you are implementing policy and the second is a measure of how effective that policy is; Are you really using carbon? Are you recycling more? Are you being more efficient? And that goes right across the university as a measure of evidence for policy, evidence for meetings, evidence for projects, from food, waste, curricula. When I first came to the university back in 2007, the university was near bottom of this Green League Table. It was a bit of a task to be done and I think it was a time where large universities had really begun to wake up and take the challenge more seriously. There was a lot of student activity. And it's really been a process of organizing the support from senior management to invest in a team to do the policy development and implementation and then as a result of that and creating a brand has been essential really, creating a visible brand that people can relate to. Even though it's been five years, the university is a huge university, 37000 students, 4000 staff and when you're a team of eight people, that's an enormous task.

I would say the first principal action really was from the students because they couldn't recycle as there were no facilities. The voice of the students really grew to a peak in 2007. When I got the position it was central to me to get to know what the students were after, but also to say just give it time, this isn't something that can be done in a year, but some things mean a lot of investment. There's been interest from the students right from the off really and in the past few years you've seen number of groups start up. An exciting group is the student food network, which talks about health and nutrition, but also a lot about sustainability. In the past year and a half, or two years, there's been a scheme which is based on three pillars; the first one is sustainability, the second one employability and then the third one is community. And this scheme is aimed at students doing extra curricula activities, being involved. And we as a team design or co-design activities to be advertised for students. The hook or the incentive for them is to get points as recognition. It's beginning to be integrated in the curriculum. I would say one of the really key activity or interests across the higher education sector at the moment is, yes people, or the sector understands the issues, but how they are implemented into the curricula is a real challenge or a perceived challenge and to the extents to which people are doing this or universities are doing this is, it's not really easily measured. The main thing is we've got to make it relevant, to make sustainability relevant to individual causes, we need to be the cause leader. There's a lot more activity within this sector to do and one of the measures of the 'People and Planet Green League' is around that actually, it's around 'Does the senior management or university have a commitment to embed sustainability in the curriculum?' We have a very visible statement, which is the commitment to place sustainability at the heart of course design, well that's a really, really big statement to say and how you do that and how you measure impacts is also a difficult thing. The questions coming forward next year are really going to test universities concerning the curriculum development. They are going to look at things like percentage of causes that are focused on sustainability, which I guess is one thing like environmental science. And there is also going to be questions like percentage of causes that have embedded sustainability.

Students are involved at various levels in the university. The Student Union is involved in a lot of higher level committees for instance. And the Student Union President is a governor of the university as well. Each year every president gets onto the board of governors. It's interesting that you ask that question because that again appears in the questions the green league asks you in terms of sustainability decisions but also whether they are actively involved in the development and management of the carbon management program. Obviously carbon management program is a big program of work. There are various aspects that students really helped us with such as calculating scores for emissions, and they have been given projects to work on. But recently we had agreement from our environmental strategy board to elect a student to that board to help make decisions. The fact that students are really transient, they are here a couple of month before Christmas, then there are the exams, then they have a break, then there are exams, then there is summer. So it's about this continuity. I think the way we are going to address this is hopefully some funding we've co-applied for this the Student Union. So we've applied for funding to deliver really exciting projects, it's basically a sustainability app, but the delivery of that also involves the employment of three people.

I would say the main stakeholders for the university are a number of people actually. The students are absolutely one of the key ones because universities wouldn't be there without them and this whole challenge relating to fees and the environment and quality of buildings, the quality of the workspace, that absolutely stake holds. The way the university engages with students for these decisions is in cluster groups, so they all take ideas. There will be focus groups and we do the same

and we are developing sustainability initiatives as well. We will get members of staff and students together to discuss the initiative and help design it. So they are very key, but I would like to see more of that if I'm honest, because it's not really visible. One of the biggest example of that, that I've seen recently is, we developed our second plan of our master plan for the university development and about eight master students have been working on the development area in the public room concerning how the public room could look differently. So they have been involved in producing an excellent document actually, which is now worked into the university master plan. So I think that is a very good example of how you can use the skills and expertise of your architectures built into the university development plan. And really, you got so much skill in the university, why shouldn't you use that as consultancy all the time?

Basically there are several key risks to the university, for example key emergencies such as IT failure, perception of students and dropping student numbers. So there are various mitigation strategies to make sure that those risks are reduced or eliminated. We've just introduced a tripling of student fees in the UK. I think there was a fall of 13% across the UK in students going to university. That's so much people. So it's been a little bit of a shock of students coming to university. There is a whole social experience of coming to universities. We've had been reactive with our management plans and strategies to ensure that the university remains an attractive business. You've got to remember this is a competitive market.

I think the main responsibility towards students is to ensure that they have an effective and engaging student journey from when they first hit on the first Saturday they attend. The welcome, the whole experience, the social support, the quality of the accommodation and their living environment. I guess the whole student journey is very, very important to the university and especially now. If you're losing students, it's a loss of business and of course you're going to change your strategies and ensure the way you are delivering your student experience is effective.

Equality and diversity is something that the university takes very seriously and the Student Union at the university takes equality and diversity very, very seriously. Does sustainability play a role? Concerning students, we are inclusive as we can, for different campaigns that we might run. I've got several different cultures in my team, I have quite a diverse team, that's really exciting. It has to belong to the sustainability approach. Gender diversity is something the university measures on a continuing basis.

Respondent Number	11
Country	England
Job Title	Organisational Development Advisor CSR
Years of Employment	2

I'm part of corporate services within the university and within that I work in human resources and I'm part of a team called organisational development and we deal with kind of any projects anything to do with changing behaviours, anything to do with performance management, staff development, training etc. My particular remit is, I work on corporate social responsibility and I also deal with some business continuity planning. That's working with all of the different departments and schools here at the university.

We currently have lots of different projects running. We can look at it in four ways; we have policies, procedures and governance, how we manage it, we look at it in the curriculum, we look at it in terms of environmental and then we look at it in terms of business community links. And within all that it's all about engagement, student engagement as well as staff engagement within the process. We aim to have student engagement within all four areas. And we run various projects, events and trainings to encourage that engagement. Out of those four areas, the governance of CSR, we have a CSR committee. That committee reports to the university executive board and underneath that committee we have groups that work in each of these areas and they are all into the CSR committee. In terms of environmental, that's probably our most advanced area, because it's something that we've been working on for a long time. Carbon reduction has been an on-going issue in lots of university businesses. We work closely with our states and facilities team on that and they have a carbon management plan where they are reducing our carbon emission. We've lots of projects running in that area from 'Green Impact', which is a staff project where people start with very small behaviours from turning off PCs, printing less etc. and it is a competitive thing. We run that every year and teams within departments compete against each other. We have awards and we celebrate that every year. That's an annual thing. We also have things like a fruit growing space on one of our campuses, we run cycling initiatives, we work with the safety, health and well-being team on well-being, health and walking, you know running events etc. And then there's obviously the bigger plan, which is about reducing our energy usage, recycling etc. In terms of the curriculum we're currently running a research project in my team to look at every part of the curriculum, every course to see which ones contain sustainability or CSR elements or environmental elements. And then we have a university wide project called 'Learning Futures', which is looking at the sustainability at the university over the next ten, fifteen years; how we teach, looking at sustainability. In terms of community and business we have sustainable procurement and that's about how we deal with all of our suppliers internally, externally. We have quite a few contractors for catering, for security and for cleaning. So we employ outside firms to cover those aspects, so we work closely with them in terms of their CSR, sustainability policies. We're into fair trade as well. We have lots of links through our business school with local businesses and national businesses. Again we look at CSR elements of that and we try and work with them to get placements for our students. We're also working on a volunteer program for staff and students. We're looking at different initiatives for staff and students to get involved at least a day a year, so we're putting currently that together in that area. We also report on all of this. We spent a lot of time on gathering evidence to benchmark what we are doing. It's such a big project to find out what everybody is doing. That's an on-going project for me.

It's one of those things that started off maybe ten years ago. The CSR committee developed about three years ago. I think it emerged via, there was a report from the Higher Education Funding Council, that's where the universities here get funding from. And I think HEFC did a report back in 2008, which is around CSR, sustainability within universities and how this needed to be embedded. And I think probably from that point, that's when it started to get much more promotion and visible. I think this is more a higher level strategic aim to begin with.

The president of the Student Union sits on the CSR committee or a deputy attends. We are also trying to get student representatives on all of our committees. Then CSR goes obviously to quite a lot not only CSR committee, but it's part of lots of other areas in the university. Each committee requires a student representative and then we work very closely with the students in terms of the projects and events that we worked on and we always have a student representative within that as well. We also get work placements here for students within the CSR team, so we have a student working with us the next few months. So it's promoted from both directions, from a strategic within the formal processes of the university, we have student representation, but then we also work kind of organically on the ground with these students.

They are one of the most important stakeholders, but not the key stakeholder.

That's not something I had direct experience of or knowledge that it is happening (student opposition). I would say that something like this would be dealt with much more within Student Union representatives and their schools and tutors. Everything can link to CSR. There were demonstrations around about two years ago around student fees. And the university as an institution was supportive of that in terms of letting the students have a voice, you know protest, attending meetings etc. so I guess you can look at that as a kind of socially responsible way to act for an institution. So if students have an issue and they want to protest or if they just need help there are certainly things across the university to help them.

I would say the main responsibility towards its students would be by the end of their time here to equip them with the skills, the knowledge to be successful, to be socially responsible educated citizen. You can benefit local and national society outside the university.

Within the HR team, which is where I'm based, we also have policies and processes on diversity, equality, sexual orientation. So we all work together and feed into the same large HR strategy and that's obviously across the university for staff and for students. So yes, all links up with CSR. It's part of CSR, but they have their own strategies as well. We have regular trainings around diversity and equality. We get staff and students to attend and it's part of an induction process and we highlight it for our students when they first come into the university.

Respondent Number	12
Country	Germany
Job Title	Vice-President Equality, Internationalisation of Teacher Education and Community Relations
Years of Employment	29

Ich bin eine der Vize-Präsidentinnen hier an der Universität. Ich bin akademische Oberrätin und bin im Bereich physische Geografie tätig.

Es wird derzeit eine Kommission für Nachhaltigkeit bestellt, deren Vorsitz ich dann übernehmen soll eben in der Funktion des Vizes. Es gibt die Kommissionen in der Form noch nicht. Die Leute sind zwar benannt, aber wir haben noch nie getagt oder so. Aber ein Großteil der Leute, die in der Kommission sind haben sich seit letztem Jahr ein paar Mal in einer rein informellen interessegesteuerten Arbeitsgruppe getroffen und haben das Thema Nachhaltigkeit einfach mal aufgegriffen. Es gab schon in der Vergangenheit immer mal so einzelne Vorstöße, aber meines Wissens ist es jetzt das erste Mal, dass sich Leute über die verschiedenen Universitätsgruppen hinweg zusammen gefunden haben. Es gab zum Beispiel mal seitens der Studierenden vor ein paar Jahren mal so eine Initiative, das lief dann zwar Richtung Studentenwerk, wurde aber umgesetzt meines Wissens, also es gibt jetzt fair gehandelten Kaffee in der Cafeteria. Oder es gab mal eine Phase, die sich dann aber aus Qualitätsgründen wieder aufgelöst hat, wo vermehrt Umweltschutzpapier dann eingesetzt wurde und solche Sachen. Oder auch im Bereich Recycling von Chemikalien war schon mal ein Einzelvorstoß, also aus dem Bereich Arbeitssicherheit von Mitarbeitern, wenn ich richtig unterrichtet bin. Also das sind jetzt so die Dinge, die man spüren konnte ohne dass man jetzt mitgekriegt hat wer das initiiert und durchgeführt hat. Also es waren so Einzelaktionen. Wir wollen uns darum bemühen, dass man erst Mal die Kommunikation anders betreibt. Also, dass einfach mal so ein status quo erhoben wird, welche Aktivitäten gibt es denn schon an der Universität, weil vieles ist auch gar nicht bekannt. Die Universität hat zum Beispiel auch größere Universitätsforstbereiche und die werden, wie es in der Forstwirtschaft wohl sehr häufig ist, schon lange nach Nachhaltigkeitskriterien bewirtschaftet und haben auch das Nachhaltigkeitssiegel.

Wir unterliegen auch solchen Moden und im Moment ist glaube ich durch die allgemeine Strömung so gesamtgesellschaftlich der Begriff Nachhaltigkeit durchaus hier auch mehr Thema beziehungsweise eben dass sich jetzt auch vor ein paar Monaten diese Arbeitsgruppe gebildet hat ist mit Sicherheit auch so ein bisschen in dieser Gesamtströmung zu sehen. Es gibt die Universität verteilt auf verschiedene Standorte in der Stadt und seit den 70ziger Jahren gibt es einen Campusbereich am Stadtrand, der relativ groß ist, ein richtig schönes großes Gelände mit 70ziger Jahre Neubauten. Und dann haben wir 2011 nach Abzug der Amerikaner noch ein sehr großes Kasernengelände dazubekommen, auch mit Gebäuden die jetzt schon hergerichtet sind für Büros, Praktikumsräume, Hörsäle etc. Also es ist einfach eine räumliche Ausdehnung mit Gebäudenutzung, aber eben auch sehr aufgelockert gebaut mit viel Platz dazwischen. Da kam jetzt die Idee auf, dass es doch schade ist wenn diese Flächen einfach nur Flächen sind, dass man doch da was mit machen könnte. Es gibt jetzt im Moment Überlegungen einen Teil der Flächen mit Schafen zu beweiden. Dann gibt es von der Biologie aus auch schon lange einen Forschungsschwerpunkt im Bereich Honigbienenforschung und da stehen halt schon immer Bienenkörbe mit den Forschungsbienen in der Nähe des Gebäudes und auch da sollen die Standorte eventuell ausgeweitet werden, dass sie also mehr Bienen hier oben verteilen. Also das ist von den Gedanken her oben offen. Die Flächen sind eben da, es kommt halt darauf an was man damit macht. Alternativ könnte man auch Flächen

wildwachsen lassen. Das macht zwar alles zusammen noch keine Nachhaltigkeit aus, aber das sind so kleine Schritte, die da vielleicht einfach so ein bisschen was verändern. Auch in der Außenwirkung und auch in der Haltung von Studierenden, Mitarbeitern, des ganzen Universitätspublikums, wenn man einfach mal solche Flächen anders wahrnimmt.

Alle drei Aspekte wollen wir in der Kommission versuchen voranzubringen, das Ökologische, Soziale und Wirtschaftliche. Wenn man das geschickt macht, dann trägt sich das selber, aber es wird nicht so sein, dass der Campus zu einer biolandwirtschaftlich genutzten Fläche wird. Daher ist das eine Nullrechnung. Da geht es eher so um kleine Schritte, Außenwirkung, Wandel im Bewusstsein und vielleicht zum Teil dass man das mit einbinden kann in die Lehre. Zum Beispiel eine Lehramtsausbildung für Sonderpädagogik. Also das geht so Richtung ökologische Nachhaltigkeit. Dann muss man schauen ob man vielleicht das Recycling noch anders strukturieren kann. Da hatten wir ein bisschen Probleme, da ist der Rücklauf, wie üblich, noch sehr gering. Was es auch schon gibt ist also die Energiesteuerung, also Heizungssteuerung und so was für den ganzen Campusbereich, weil das geht natürlich sehr schnell richtig ins Geld wenn da Möglichkeiten nicht ausgenutzt werden. Ich meine die Gebäudesubstanz, 70iger Jahre, ist zum Teil grottenschlecht, aber das sind dann auch riesen Investitionen, das dann auch wieder hinzukriegen. Wo dann neu gebaut wird oder wo dann renoviert wird, legt man dann auf solche Dinge schon Wert.

Die Aktivitäten, die ich bereits genannt habe, sind sehr viel auf studentische Initiative zurückzuführen. Mit dem Umweltschutzpapier weiß ich es nicht mehr genau, bin aber ziemlich sicher, dass das auch mitgetragen wurde von der Studierendenvertretung. Bei dem Café, das war praktisch eine eigene Initiative der Studierenden, wo sie dann Unterstützung angefragt haben, aber die haben das dann alleine durchgezogen. Und diese Arbeitsgruppe jetzt, die ist auch mitinitiiert und vor allem die Treffen dann auch als Sprecher geleitet worden von einem Studierenden und der wird jetzt auch in der Kommission als Studierendenvertreter mit dabei sein.

Vom Hochschulgesetz in Bayern her ist ein Studierendenvertreter als Mitglied im Senat stimmberechtigt, sonst nirgends. Und wir haben jetzt auf Antrag der Studierenden letztes Jahr die Grundordnung geändert und wir haben jetzt einen stimmberechtigten Studierendenvertreter mit in der erweiterten Hochschulleitung mit drin, wo er vom Gesetz her gar nicht rein muss. Und im Senat, wo nur einer rein muss laut Gesetz, haben wir zwei mit drin. Klingt jetzt super toll. Das ist natürlich auch schön, nur Stimme ist halt Stimme. Also wenn die anderen jetzt etwas nicht wollen würden, wäre die eine oder zwei Stimmen jetzt auch Wurst, aber was natürlich sehr wichtig ist, ist dass man natürlich in solchen Gremien, egal jetzt ob mit einer Stimme oder mit zwei oder nur mit beratender Stimme, dass man Diskussionen anstoßen kann beziehungsweise seine Meinung auch einfach mal sagen kann. Und da denke ich, dass die Studierenden hier eigentlich ganz gut aufgestellt sind. Generell ist die Hochschulleitung, also auch der Präsident selbst offen für Gespräche mit den Studierenden. Also es gibt wie gesagt diese institutionalisierten Treffen und dieses Informelle, was auch schon regelmäßig angesetzt ist und wenn dann halt mal was ganz eng wird, dann kann man auch nochmal extra einen Termin machen. Also das läuft von der Beteiligungsmöglichkeit her ganz gut, ja also die formalen und auch informellen Möglichkeiten würde ich jetzt mal als gut bezeichnen.

Es ist schwer zu sagen, weil Nachhaltigkeit in dem Sinne keine rechtlich einklagbare Sache ist. Wenn Sie jetzt zum Beispiel Hausmittel verbraten, dann müssen Sie einen Rechenschaftsbericht beibringen oder jetzt Personalrecht. Da gibt es ganz klare Vorgaben. Mit dem ganzen Bereich Nachhaltigkeit ist das immer noch eine sehr schwammige Geschichte. Von daher würde ich sagen, also wenn sich hier

jemand über etwas beschwert muss man entweder sagen ‚oh ja stimmt, das ist blöd‘ oder sagen ‚das ist so, weil das und das und das dafür spricht‘. Also da möchte ich auch mit der Kommission im Bereich ökonomisch Nachhaltigkeit, wenn solche Dinge an uns herangetragen werden, zum Beispiel Ressourcenverschwendung, nachhaken. Ich habe neulich einen Vortrag von einem Wirtschaftswissenschaftler zum Thema Nachhaltigkeit gehört und der hat ganz klar gesagt, die ganze Nachhaltigkeit darf kein Zuschussgeschäft sein. Also man muss investieren und so, aber dann muss es sich auch wirtschaftlich tragen, weil sonst ist es eine Sache von ein, zwei Jahren Zuschussgeschäften und dann schläft es ein. Und das fand ich sehr überzeugend, weil gerade die Universitäten haben ja zu wenig Geld und wenn man dann noch kommt und viel im Bereich Nachhaltigkeit machen, weil es halt schön ist, damit kommt man nie durch. Vielleicht mal für einen Versuch, für drei Monate oder so, aber wenn es sich dann nicht trägt, dann ist das Ding wieder gestorben, weil die Kernaufgabe der Universitäten ist nicht primär alles zu tun, damit es nachhaltig ist, sondern primär erst mal Forschung und Lehre zu ermöglichen. Also ich polarisiere das jetzt bewusst so stark. Und optimal wäre es, denn Nachhaltigkeit ist ja auch kein Absolutwert oder so, das ist ja nicht etwas was man extra machen muss, sondern eher etwas, das überall mitschwingen sollte, so wie Gleichberechtigung oder solche Dinge. Also die Leute, die jetzt in der Arbeitsgruppe sind, die mit denen ich schon gesprochen habe, denen schwebt es jetzt so vor, dass man das so unterschwellig überall mit einfließen lässt. Ein Punkt wäre zum Beispiel, wo es dann aber auch wieder auf die finanzielle Wirtschaftlichkeit ankommt, dass manche Bereiche, die im Moment outgesourct werden, also zum Beispiel Reinigungsbetriebe, ob das nicht letzten Endes wirtschaftlich günstiger wäre und gleichzeitig sozial nachhaltiger, wenn man selber entsprechend Putzleute anstellt. Also das ist so was wo ich schon seit Längerem immer wieder mal drüber stolpere, wo ich mir denke, ich bin mir nicht sicher ob das nicht einfach nur bequemer ist oder besser das ganze einfach nur nach außen zu geben. Also ich finde alle drei Punkte gehören immer so zusammen und es sollte immer so mitschwimmen als Grundströmung, aber es ist nichts, was jetzt eigentlich nochmal extra kosten darf, weil dann ist es nicht mehr nachhaltig.

Das kommt darauf an mit welchen Entwicklungen sie nicht zufrieden sind. Dann kommt es darauf an, ob das wirklich so eine Gesamtmeinung ist oder nur ein paar sich daran stören. Und dann kommt es auch noch darauf an, wie das geäußert wird. Es gibt Dinge, die sind begründet, da kann man dann einfach sagen, ‚ja ihr habt Recht, wir würden auch gerne, aber ist halt nicht‘. Also wir haben zum Beispiel in dem Gebäude, in dem ich bin, eine Treppe von allen Seiten rein, aber bis jetzt noch keine Rollstuhlrampe oder so. Also wer im Rollstuhl sitzt, kommt erst gar nicht ins Gebäude. Widerspricht allen Vorgaben von öffentlichen Gebäuden seit 20 Jahren oder so. Jeder ist der Meinung da muss was hin und wir sind auch schon seit Jahren dran. Jetzt haben wir die Zusage, nächstes Jahr soll es jetzt gebaut werden. Es ist schon gemessen, die Pläne gibt es und so weiter. Also das sind so Dinge, wenn Studenten sich über solche Missstände beschwerten, kann man nur sagen ‚Leute ihr habt Recht‘. Wenn es jetzt um so Dinge geht wie die Mitbestimmung, das sind ja so gravierendere Sachen. Da gibt es nun mal gesetzliche Vorgaben, an die ist auch die Hochschulleitung gebunden. Also wenn da bestimmte Partizipationsmengen vorgegeben sind, kann man sich da nicht einfach komplett drüber hinwegsetzen. Was man halt machen kann, aber das dauert dann auch wieder den Weg über die universitären Ämter und Gremien, das man so Dinge wie die Grundordnung zum Beispiel ändert, so wie wir das jetzt gemacht haben. Und dann gibt es Dinge, je nach Aufgabenbereich, da haben bestimmte Gruppen einfach nichts drin verloren. Ich sage jetzt einfach mal ein erfundenes Beispiel. So wie der Präsident nicht sagen kann er möchte als stimmberechtigtes Mitglied im studentischen Konvent mit drin sitzen, geht es halt umgekehrt auch nicht. Hat jetzt auch keiner verlangt, aber es gibt einfach Dinge, die widersprechen einfach der Gremienlogik und dem Gesetz. Da sagt man dann

halt, das ist nicht. Wenn es jetzt so ist, dass zwei Leute sich furchtbar aufregen und beschweren, kommt auch wieder darauf an worüber. Es gibt Dinge da gibt man denen Recht, oft bekommen die auch kein Recht und dann gibt es so Situationen, da sagt man ‚oh die schon wieder‘. Dann muss man dem sachlich natürlich auch nachgehen, aber es ist einfach nochmal ein Unterschied ob es jetzt so eine Gesamtmeinung ist von der Gruppe, oder halt nur von Einzelnen. Und dann kommt es natürlich auch immer noch darauf an, das ist dann aber auch so vom persönlichen abhängig, also wer mit wem jetzt können muss. Also das ist andersrum ja auch nicht anders. Wenn man jetzt gleich sehr massiv auftritt, sehr aggressiv, dann ist natürlich eher die Tendenz zu sagen, ‚Moment mal, so schon mal gar nicht‘. Umgekehrt muss man dann natürlich auch manchmal sagen, ‚wir bitten aber nachdrücklich darum‘ um gehört zu werden, also dieses Gleichgewicht zu finden. Aber so insgesamt würde ich mal sagen sehe ich hier jetzt keine so großen Probleme. Also zum Beispiel das Thema mit den Studiengebühren jetzt, egal wie man dazu steht, das wissen die dann gar nicht, wie man dann als Person angegangen wird, das man eine Haltung vermeintlich automatisch vertritt. Also so ein undifferenziertes Verhalten ist dann natürlich schade, das muss man dann erst mal wieder gerade biegen.

Gegenüber den Studierenden hat die Universität ihre Hauptverantwortlichkeit im Bereich Ausbildung, Lehre und damit dann natürlich das hinführen zur selbstständigen Forschung für einen akademischen weiteren Lebensweg. Und der Rest fällt dann noch auf so erzieherische Aspekte. Also primär einfach Lehre und hinführen zur Forschung.

Also gleiche Chancen für männliche und weibliche Studierende wäre dann der Bereich soziale Nachhaltigkeit aber auch wirtschaftliche, weil wenn man jetzt rein mal so nach Zahlen wirtschaftlich geht, ist es einfach Verschwendung von Ressourcen wenn man Frauen erst teuer ausbildet und dann dieses Ausbildungslevel hinterher nicht nutzt. Von daher ist es auf jeden Fall ein Punkt zur Nachhaltigkeit, wirtschaftliche Nachhaltigkeit und soziale Nachhaltigkeit spielt da natürlich auch mit rein, weil man kann nicht einfach eine Gruppe da benachteiligen, egal welche. Also so kann man sagen spielt dieser Begriff Nachhaltigkeit da grundsätzlich mit rein. Also im Bereich Studium sehe ich da keine Probleme. Also Einzelfälle gibt es da natürlich immer mal, wie in jeder Institution, zum Beispiel Einzelfälle von sexueller Belästigung. Aber ansonsten würde ich jetzt mal pauschal sagen im Studium haben Frauen keine Nachteile. Wir haben auch schon relativ enge Kontakte zu Schulen und haben dann auch so Mädchenprogramme, um dann Mädchen auch bevor sie an die Universität kommen, auch zu öffnen für so nicht typische Mädchenfächer wie Physik oder Nanostrukturtechnologie oder so etwas. Es sind glaub ich sogar etwas mehr Frauen die dann im Studium sind. Also da ist es überhaupt kein Problem. Bei den höheren Qualifikationsstufen verschwimmt das dann. Also die Promotionen sind auch noch relativ ausgewogen. Der Bruch ist dann zwischen Promotionen und Habilitationen, obwohl auch im Bereich Habilitation das Ganze ein bisschen aufgeholt hat und mehr Frauen dabei sind als noch vor zehn, fünfzehn Jahren, aber es ist schon noch so ein Abbruch. Und auch bei den Professorinnen sind es noch deutlich zu wenig, dass jede die kommt oder nicht kommt, gleich mehrere Prozentpunkte ausmacht. Es liegt zum Teil auch daran, und das ist ein bundesweites Problem, dass es zum Teil auch wenig habilitierte Frauen gibt. Und es gibt auch diese ganzen Frauenförderungsprogramme. Das heißt wenn sich jetzt eine habilitierte Frau, die fachlich gut ist natürlich, wenn die sich auf eine Professur bewirbt, dann passiert es relativ häufiger als beim Mann, dass die mehrere Hochschulplätze gleichzeitig bekommt. Also der gute Will ist dann auch nachweisbar da von verschiedenen Fakultäten, aber oft klappt es dann nicht. Also das ist mehr dann so ein gesamtgesellschaftliche Problem noch.

Respondent Number	13
Country	Germany
Job Title	Department of Service Learning
Years of Employment	1.5

Ich bin in der Stabsstelle Studium und Lehre im Referat Servicelearning, das auch CSR-Bereiche abdeckt und die Stabsstelle ist ans Rektorat gegliedert.

Im Bereich CSR gibt es zwei Felder. Einmal direkt in der Lehre, es gibt die Juniorprofessur für Corporate Social Responsibility und es gibt das Referat CSR, das allerdings mit dem Referat Servicelearning zusammengelegt ist und dort wird dann fakultätsübergreifend das Thema CSR behandelt. Ich habe gehört, dass die Universität jetzt bald 100% Ökostrom bezieht. Also im Leitbild der Universität ist die Gleichstellung von Frauen und Männern in Wissenschaft und Gesellschaft als vorrangiges hochschulpolitisches Ziel benannt. Und da gibt es dann verschiedene Strategien. Also ein Schwerpunkt liegt auf der Förderung von jungen Wissenschaftlerinnen. Da gibt es dann die Stabsstelle Gleichstellung und Diversität. Ich weiß jetzt nicht ob das explizit so veröffentlicht wird, aber klar, wenn man das jetzt grob in die Richtung Nachhaltigkeit, Verantwortungsübernahme denkt, dann ist das sicherlich ein Unterpunkt. Die Universität bekommt immer das Zertifikat „Audit familiengerechte Hochschule“. Es wurde jetzt ganz neu hier eine Kinderkrippe für Angehörige der Universität in Betrieb genommen mit Öffnungszeiten, die dann auf den Alltag wissenschaftlicher Mitarbeiter abgestimmt sind. Es gibt die Möglichkeit Home-Office an bestimmten Tagen, wenn es dienstlich zu vereinbaren ist, zu machen. Es gibt viele Veranstaltungen jetzt zum Beispiel schwerpunktmäßig für die Förderung von Wissenschaftlerinnen. Es gibt ein Eltern-Kind-Büro, das gemietet werden kann, wenn ein Elternteil ein Kind mal zur Arbeit mitbringen muss, dann kann dieses Zimmer gebucht werden. Da gibt es Einiges.

Es gibt auch eine Professur für Wirtschaftsethik, die sich durchaus auch mit diesen Fragen beschäftigt, das ist eine Professur, die sich die Universität zum 100jährigen Bestehen gewünscht hatte, und vom Land bekommen hatte um auch die wirtschaftsethischen Fragen behandelt zu wissen. Das Profil der Universität ist ja stark betriebswirtschaftlich geprägt und da war es dem Rektorat und der Hochschule wichtig, dass neben den harten BWL Fächern, auch die Lehre zu wirtschaftsethischen Fragen vertreten ist.

Ich glaube das war in 2007, dass in der Stabsstelle das Referat Servicelearning und das Referat CSR geschaffen wurde, damals also auch schon in Personalunion. Servicelearning ist eine Lehrform in der universitäre Lehre mit konkreten Projekten aus dem gemeinnützigen Bereich verknüpft wird. Das wird also flächendeckend an der Universität unterstützt, also akademisches Lernen mit gesellschaftlichem Engagement zu verbinden. Das lässt sich in nahezu allen Fächern, Seminaren und Fachbereichen einsetzen. Das ist für die Dozenten, für die Studierenden, ein bisschen mehr Aufwand, ist aber natürlich für den Lernerfolg eine große Bereicherung und bringt dann den Gedanken der gesellschaftlichen Verantwortungsübernahme tatsächlich in jede Fakultät hinein. Zum Beispiel der Lehrstuhl CSR bietet ja hauptsächlich Lehre für Studierende der BWL an, und die Seminare sind auch so stark nachgefragt, dass Studierende aus anderen Fächern und Fachbereichen die Möglichkeiten haben an solche Themen herangeführt zu werden.

Das kann man tatsächlich so sagen. Also seit 2003 gab es Servicelearning an der Universität, also dass diese Seminare angeboten wurden. Das hatte zunächst ein einzelner Professor angefangen, die

Studierenden haben das so positiv aufgenommen, dass eine Studierendeninitiative ‚Campus aktiv‘ gegründet wurde, mit dem Ziel Servicelearning ganz flächendeckend an der Universität zu implementieren und daraus entstanden dann mehr Servicelearning Seminare. Die Universität wurde dann auch für diese Anstrengungen ausgezeichnet und dann kam es auch zur Verankerung des Themas im Rektorat. Und dann kann man auch sagen, dass es Studierende gab, die Servicelearning Seminare besucht haben, sie sich stark für das Thema interessiert haben, die dann zum CSR gekommen sind. Es gibt jetzt einen Arbeitskreis CSR, der sich an Absolventen, an Doktoranten wendet, dort sind auch Mitglieder, die als Servicelearning Studierende angefangen haben. Ich meine, dass auch unsere Studierendeninitiative ‚ennective‘, da gestalten Studierende Projekte im sozialen Bereich. Sei es jetzt eine komplette Marketingkampagne für ein Projekt der Lebenshilfe oder Arbeitslose in Arbeit bringen durch ein Projekt ‚Grüne Kiste‘. Das ist sehr erfolgreich hier an der Universität. ‚Ennective‘ selber ist ein internationaler Verbund und die Universität war jetzt auch schon zum zweiten Mal in der Endausscheidung und hat jetzt dieses Jahr den zweiten Platz weltweit gemacht. Und auch das wurde gegründet von Studierenden, die Servicelearning gemacht haben. Also da sind Studierende selbstständig sehr aktiv. Für Studierende aller Fächer wird einmal pro Semester das CSR-Wochenende angeboten. Das fängt an freitags mit vier Vorträgen, sowohl aus der Wissenschaft, als auch aus der Praxis, in denen verschiedenen Aspekte und Herangehensweisen zum Thema CSR vorgestellt werden, sei es jetzt aus ökologischer, ökonomischer oder theologischer Sicht. Natürlich auch verschiedene Ansätze aus der Praxis wie zum Beispiel Corporate Volunteering oder CSR-Strategien. Das bietet dann halt einen Einblick und der erste Vortrag hat dann auch meistens einführenden Charakter, sodass auch Studierende, die nicht aus dem Bereich der BWL kommen gut Anschluss finden. Am zweiten Tag, dem Samstag, werden drei Workshops angeboten, die auch aus verschiedenen Bereichen des CSR kommen und nach diesem Wochenende haben die Studierenden, die daran teilnehmen konnten, nochmal sehr viel Wissen vertieft. Es ist jetzt nicht institutionalisiert, dass man sagt es gibt jetzt ein Gremium das entscheidet was wird jetzt gemacht, aber die gelebte Realität ist tatsächlich, dass die Impulse oftmals von Studierenden kommen, dass dadurch, dass die Universität Studierendeninitiativen akkreditiert und dann auch unterstützt, natürlich der Input einfach da ist.

Also das sind natürlich einmal die Studierendeninitiativen und dann gibt es natürlich noch den Asta. Es gibt die Vertreter der Studierenden, die in verschiedenen Fakultätsräten, auch im Senat tätig sind und die dort meistens auch stimmberechtigt sind und dann zumindest den Input ihrer Kommilitonen und Kommilitoninnen ablegen können.

Also es ist sicherlich erst mal uneingeschränkt mit ja zu beantworten, weil natürlich das Geschäftsfeld der Universität ist es natürlich eine Lernumgebung für ihre Studierenden anzubieten, sodass die Studierenden möglichst ausgebildet werden. Alles was mit CSR zu tun hat, sei es das CSR-Wochenende, sei es das CSR-Leitbild sagt, dass die Studierenden zu gesellschaftlich verantwortlichem unternehmerischen Handeln ausgebildet werden sollen. Sämtliche Maßnahmen zielen auf die Studierenden.

Also wenn es jetzt Themen gab, die an die Universität adressiert wurden, dann gab es Arbeitskreise, die sich damit beschäftigt haben. Wenn es jetzt zum Beispiel darum ging, dass in Fakultäten im Ablauf etwas war, das für Widerstand gesorgt hat und dass darüber dann auch dort gesprochen wurde und auch unter Einbeziehung der Studierenden das Thema besprochen wurde. Es gibt auch das Qualitätsmanagement, das sich unter anderem mit dem Feedback, also dem Feedbackportal beschäftigt. Es kommt glaube ich immer darauf an wie man es definiert. Sicherlich hat es alles im

weitesten Sinne mit Nachhaltigkeit zu tun, aber das ist ja wirklich ein extrem weiter Begriff, der auch sehr, sehr unscharf ist und daher würde ich jetzt mal spontan sagen, dass das wahrscheinlich nichts mit Nachhaltigkeit zu tun hat, es sei denn Sie würden jetzt eine sehr weite Definition nutzen.

Eine der Hauptverantwortlichkeiten wird sein eine exzellente Lehre anzubieten, exzellente Forschungsumgebung, gute Lehrende zu haben, dass auch großen Wert auf die Weiterbildung der Lehrenden gelegt wird. Es gibt auch ein Hochschuldidaktikzentrum, da können Dozierende ein Zertifikat erlangen, das ist relativ umfangreich und geht über 1,5 Jahre, um eine didaktische Kompetenz am Ende nachweisen zu können. Dann geht es natürlich darum, dass die Universität sagt, dass das Kerngeschäft die Vermittlung von Fachwissen, aber das eben auch das Bewusstsein für übergreifende Zusammenhänge und die gesellschaftliche Verantwortung von den Absolventen mitgedacht wird. Und dass sozialverantwortliches unternehmerisches Handeln gefördert wird, das geht natürlich damit einher, dass man sagt, dass natürlich fachlich die besten Absolventen ausgebildet werden, aber eben auch Absolventen, die die Möglichkeit haben über den Tellerrand zu gucken, die auch schon innerhalb des Studiums die Möglichkeit haben ihr Fachwissen anzuwenden wie zum Beispiel durch Servicelearning. Also es soll eine ganzheitliche Ausbildung am Ende stehen und die Studierenden sollen viel Auswahl haben, sollen fachlich bestens ausgebildet werden und auch ihre Rolle in der Gesellschaft vermittelt bekommen.

Es gab jetzt ein fachübergreifendes Projekt von Studierenden, die einen Ethikkodex entworfen haben, der die gemeinsamen Normen und Wertevorstellung der Universität widerspiegeln soll. Der Ethikkodex wurde im Austausch mit Studierenden, mit Professoren, mit Mitarbeitern der Universität entwickelt und tatsächlich wurden alle beteiligt. Also es gab Workshops, Umfragen etc. und am Ende ist dann dieser Ethikkodex entstanden und es gab dann die Möglichkeit im Studierendenportal, dass die Angehörigen und Studierenden der Universität unterzeichnen aktiv und dann sozusagen sagen „Wir stehen für Leistung, Chancengleichheit, Fairness, Nachhaltigkeit. Wir erwarten die Ausbildung zu Mitgliedern der Gesellschaft, Reflexion, bestehende Wertvorstellung, Transparenz, Qualifizierung fürs Berufsleben. Wir fördern gesellschaftliche Verantwortung, soziale Kompetenz. Wir vermeiden Arroganz, Überheblichkeit.“

Die Universität ist auch noch Mitglied oder Unterzeichner verschiedener Initiativen, zum Beispiel ‚PRIME – Principles for Responsible Management Education‘ oder die ‚Globally Responsible Leadership Initiative‘ oder die ‚Academy of Business and Society‘. Das sind alles Initiativen, die sich genau mit diesen Themen beschäftigen, sei es entweder fokussiert auf die Wirtschaftsausbildung, die nachhaltig sein soll, oder jetzt die wissenschaftliche Forschung.

Respondent Number	14
Country	Germany
Job Title	Sustainability & Environmental Advisor
Years of Employment	8

My job title is sustainability and environmental advisor, so very broadly speaking it's the support and implementation of the university's environmental policy.

Obviously its main business is research and teaching, which I don't have any influence on. That's all the courses depend on what call there is for them, for example is there demand for energy courses, courses around climate change and solutions. We have a lot of interesting research projects around engineering. For example looking at more sustainable energy systems you may use a certain fuel to run electric cars and that's a very clean energy system.

We do have a lot sometimes, there are sometimes when we can help academics by maybe having a demonstration on campus. We have one or two fleet vehicles, so it helps us in small scale reducing emissions from travel and transport and helps the academics. But most of it if you look at our website you see a carbon management implementation plan. So I'm involved directly with that. So that's obviously reducing, trying to reduce energies on campus. There are one or two engineering type projects where colleagues in estate are involved with. So we got the steam bridge which makes our turbines more efficient, say it's about 15 tonnes of carbon a year. I'm also more directly involved in the behavioural change projects. You might have heard of the "Green Impact Scheme". So that's a big part of what I do, I sort of manage that here at the university. We have targets from the government, which is the Funding Council for Higher Education in England. So each university sets its own carbon reduction targets and has to have a publicly available carbon management plan. It's every year really, we have to report our figures on an annual basis, which you see on our website as a small summarised report. That gives a good overview of what we are doing. You see how we are reducing emissions and we have reduced sort of 19.7% from our baseline in 2005/6. But it's also other things related to CSR we look at such as sustainable travel, we got a separate group for that. Travel isn't directly a target, so that's what's known as a skirt three emission, but we got lots of emissions around travel and trying to get people cycle to work. We don't do very well, but we trying hard and we empower diversity as well. We've got a diversity working group, so we're trying to increase diversity on campus. It's not just, it's a lot of focus on carbon at universities in the UK, but we do other things as well and trying to raise awareness, communication. We got a "Girls' Green Week" in February and an environment day in October I think. So it's quite a broader remit than carbon definitely. There are a lot of initiatives, but I wouldn't say that it is part of a strict policy of sustainability, which says you need to consider the three areas of environment, society and economy. We did a report in 2008 using the GRI Index, so that indicators look at how we treat our staff in terms of health and safety and well-being. So we got lots of institutions around well-being of staff, occupational health, but it's not really tied together under the sustainability strategy.

It's similar to other universities. It's used to be health and safety and environment. So you have a health and safety and environment team, but the environment has become more important. So we now got separate governance structures for the environment. It now reports through the sustainability task group. So it's a lot more important and we've got within this eight years employed more staff. We've got a separate waste and recycling team. We've got a separate sort of energy team. We've got a travel coordinator. We've got a sustainability project officer and she works with

the students concerning the student residences. Students definitely played a role in there. Formally we have two student representatives on the sustainability task group. They are related officers through our guild of students and they got a specific ethical and environmental officers, so they give input into all sustainability initiatives. We work with them particularly in February, where we have a "Girl Green Week". It's student led, the initiative, so they coordinate various projects during that week and we're trying to support them. And we got things concerning the student residences, the "Student Switch-Off" initiative, so there is definitely student involvement.

There is some evidence that suggests that students are looking at a university how many initiatives it has got in terms of the environment. So the students like opportunities in terms of initiatives to take part in. So they are an increasing important stakeholder group.

There are two students that stay on the sustainability task group, so that's a decision making group. We just signed up to the web workers' rights consortium. We as a university have just signed up to that and that was as a result from pressure of the students and they looked for reasons why we should sign up, the ethical benefits etc. It's related to clothes, you know there are many university branded clothes we buy. And we looked at this as a result of the students, who said this is a good thing to do. It takes quite a long time, because universities have a lot of committees. Absolutely yes, there are formal processes for students to participate in decision making. The role of the two students on the group is to directly represent the students' view in terms of environmental sustainability, so they bring something in the group they are perhaps concerned about, The ELIA, a big French company, they do our waste and recycling contracts, they do a good job, but students are concerned that one of their company has got links to a rebel in Palestine. So there is some discussion at the moment as to whether we should be using this company and the students forward their view to this committee. So it's just one example how the students can forward their views through the university governance structure. This is also an example of concern that the students put forward. It's by no means an argument, it's a very civilized discussion.

Those protests we had within the past few years have been about student fees. It has more to do with money than environment. There were students marching on campus with banners. So there was obviously security. I really wasn't involved directly in that. They are relatively civilized. I remember they occupied one of our buildings and it was a typically British protest like the protesters were allowed to go to the toilet and go back again.

There is a lot of talk at the moment about improving in a way that we've called the student experience. It's related to the increasing fees again, so we have to give them in effect more value for money. So one example is, we're helping out within this area, the environment area. There is something at the university called the "Personal Skills Award", where students are recognised for volunteering. When they got 150 points, they will get the "Personal Skills Award" which would help them gain experience, might help them in their future employment or whatever. One thing we start next year with the "Green Impact Scheme" is get some students work as project assistance. So they'll get 15 points towards that "Personal Skills Award", so that is kind of responsibility towards the students, making sure that they get credits for what they are doing and then obviously get a degree at the end of the courses as well, so it's giving them extras if you like. I think universities see their responsibilities increasing maybe because the fees are increasing. So to attract students, students have to know that when they come to the university that they'll first of all will be doing a very good course, but that there also might be extras such as the "Personal Skills Award".

In terms of equality, well we have another equality policy for staff. There will be government legislation we have to respond to, to implement. I see in terms of the students I don't see any discrimination in terms of race, colour or sex. It would be reported on it in terms of the GRI report, there are criteria around diversity I think. It's done, but it's done separately rather than driven, it's done because it's the right thing to do rather than driven by a sustainability policy.

Respondent Number	15
Country	Germany
Job Title	Waste and Emissions Officer
Years of Employment	20

Emissionsschutzbeauftragter bin ich hier, weil dieses Gebäude hier für das Management unserer gefährlichen Abfälle nach Emissionsschutzrecht genehmigt werden muss. Das Gebäude hat ein Gefährdungspotenzial in einer Höhe, dass es nicht im Abfallrecht gehandelt werden kann. Also wir haben hier eine Anlage zur Lagerung und Behandlung von gefährlichen Abfällen, die entsorgen wir dann für die gesamte Universität, das Klinikum und die medizinische Fakultät und auch andere Einrichtungen des Landes, wo wir amtliche Vereinbarungen für haben. Das ist dann eine Position, die auch zu anderen Fragestellungen befragt werden kann, zum Thema Energie, Lärm, alles was so dazu gehört.

Einmal diese politische Entscheidung ist etwa vor acht Jahren gefällt worden diese Richtlinien aufzustellen. Da steh drin was man sich eigentlich so vorstellt, das brauchen wir jetzt im Einzelnen nicht durchzugehen. Parallel dazu wurden quasi drei Arbeitskreise ins Leben gerufen. Einmal eben der Arbeitskreis, der die Umweltleitlinien ausarbeitet und unsere Universitätsleitung dann auch in Kraft setzen lässt. Die zweite Geschichte war dann eine zeitlich begrenzte, damals dann zu erwarten, dass es ein gesetzliches Rauchverbot irgendwann mal geben wird und der Rektor der Universität hat dann entschieden, wir werden bevor ein gesetzliches Gebot erlassen wird, werden wir ein freiwilliges Rauchverzicht implementieren. Wir haben hier ein freiwilliges Gebot des Nichtrauchens und haben versucht alle Leute mitzunehmen. Wir haben für die Hardcore-Raucher Raucherecken eingerichtet, sodass nicht irgendein böses Verbot rausgeschossen wird sondern, dass man im Kontext mit den Personalräten und den Betriebsräten eine einvernehmliche, akzeptable Lösung für alle trifft um das auch Konflikt frei zu machen. An andere Universitäten gab es da richtig Stress und Proteste, da hat man das von einem auf den anderen Tag verboten, sich auch keine Gedanken dazu gemacht. Der dritte Arbeitskreis war der Arbeitskreis nachhaltige Universität. Der hat die Aufgabe Projekte vorzuschlagen und in der Universität zu installieren, die einmal geeignet sind auf den Ressourcenverbrauch Einfluss zu nehmen. Dieser Arbeitskreis hat offen zu sein für Beschäftigte und Studierende, die Ideen haben. Wir haben fast alle Projekte mit Studierenden gemacht, also bei uns arbeiten dann auch immer wieder Studierende, die die Projekte koordinieren, die mit den anderen Studierenden kommunizieren, das ist ja auch ganz wichtig. Es sollte sich Gedanken gemacht werden, wie die Umweltbilanz verbessert werden kann. Es sollten alle möglichen Aspekte mit einbezogen werden. Sagen wir mal so der Umweltbezug sollte da sein. Ein Projekt, das wir gerade machen, ist eine Kampagne gegen die Flut an Coffe-to-go Wegwerfgeschchern, die die ganze Universität verschandeln. Wir haben jetzt im Moment einen Mehrwegbecher. Der darf jetzt an allen Zapfstellen der Universität geführt werden. Das ist ein Mehrwegthermobecher mit Deckel und den haben wir vor 1,5 Jahren gestartet. Da haben wir ein Umweltquiz gemacht in der Mensa und an Weihnachten im Studienmagazin verlosen wir ein paar Becher für die Early Birds, die sagen wir posten das auch. Der hatte dann schon nach einem Jahr 12% Umsatz. Also der wird ganz gut angenommen, wir haben damit schon 200.000 Wegwerfbecher eliminiert. Das machen Studierende, das ist ein Projekt für Studierende. Dann bei den Wettbewerben, bester Umwelttipp oder Visualisierung von Nachhaltigkeit, haben die Studierenden auch sehr viele Preise gewonnen. Die beiden Wettbewerbe wurden auch von Studierenden gewonnen, das war ein Wettbewerb für alle hier, also nicht nur für Studierende. Dann war es die Geschichte Recyclingpapier, die wird von allen gut angenommen. Wir

sind bei diesem Papierökonetz. Ich glaube in den letzten Pressemitteilungen wurde das Zitat auch von unserem Chef verwendet. Das ist auch ein freiwilliges Projekt, es gibt da keinen Zwang.

Die Studierenden haben in allen Gremien einen festen Platz mit Stimmrecht bei uns. Die sind also im Arbeitskreis nachhaltige Universität, die sind im Steuerungsausschuss, quasi in unserem Nachhaltigkeitsbeirat sind die mit drin und stimmen mit ab. Die diskutieren da mit, die sind in jede Sitzung eingeladen. Wir haben am Anfang gesagt die Studierenden haben die Mehrheit an der Universität und gegen die Studierenden kann man ja nichts bewegen und wir hatten zum Beispiel auch dieses Rauchszenario in der Fachschaftskonferenz ganz kontrovers diskutiert und haben auch dort quasi eine Abstimmung, die ging knapp aus, die Studierenden die waren nicht leicht zu überzeugen, weil je jünger desto höher ist auch der Raucheranteil, aber wir haben das rauchfrei Gebot auch erst eingeführt nachdem die Fachschaftskonferenz, die ja dann für die ganze Universität spricht, zugestimmt hatte. Da sind wir zu zweit rein. Für die Beauftragte der Sicherheit war das natürlich ein ganz wichtiges Thema, Zigarettenqualm, Brandmeldeanlagen und so weiter. Nichtraucherchutz, Arbeitsschutz, da hat uns der Betriebsarzt sehr gut unterstützt. Und wir zwei sind dann in die Konferenz und haben das mit denen diskutiert und haben das vorgestellt, das erklärt, 1000 Fragen beantwortet, haben dann halt zugeschaut bei der Abstimmung, weil wir sind ja nicht stimmberechtigt in dem Gremium. Wir versuchen die da immer wieder miteinzubeziehen. Im Moment waren sie damit beschäftigt die Wiedereinführung der verfassten Studierendenschaft umzusetzen. Die haben halt einen festen Sitz, die können auch zu mehreren kommen, da sind wir offen. Wenn man eine Idee hat und der Arbeitskreis will das machen, dann kann man da mitarbeiten und helfen das Projekt umzusetzen und wir versuchen das immer konsensual zu mache, aber die gewählten Vertreter haben immer einen Sitz im Gremium. Die kriegen auch alle Tagesordnungen, alle Protokolle, die haben den gleichen Einblick, wie jedes andere Mitglied auch.

Klar sind die Studierenden eine Hauptinteressensgruppe, ich schreib ja auch immer wieder meine Message in den Studierendennewsletter, also mit der Redaktion, das die auch was mitkriegen. Der Personalrat hat auch immer eine Stimme, also die Vertretung der Beschäftigten, ohne die können wir ja nicht arbeiten sonst macht das keinen Sinn.

Wir haben schon in den 90iger Jahren den Umweltpreis gewonnen und Wasser gespart und solche Späße gemacht. Wir hatten schon vor 20 Jahren Werkstofftrennung. Die Stadt hier, ist jetzt halt auch eben die nachhaltigste Großstadt Deutschlands. Wir sind in Google seit sechs oder acht Jahren der erste Hit der nicht bezahlt wenn man einfach nur nachhaltige Universität reinschreibt und nichts. Irgendwann hat dieX Universität dann bezahlt, dann waren die vor uns, bezahlte Anzeigen haben eine leicht andere Schattierung. Im Moment finde ich wird der Begriff extrem strapaziert und für Bereiche verwendet wo ich ihn eigentlich komplett falsch finde. Vor zehn Jahren waren die Leute die Nachhaltigkeit gesagt haben Exoten, dann war es schick den Begriff zu verwenden und der steht in jedem Absatz, heute steht der in jedem Satz und in fünf Jahren steht er wahrscheinlich drei Mal in jedem Satz. Und ich verstehe unter Nachhaltigkeit nicht die Nachhaltigkeit der Finanzierung eines Drittmittelprojektes. Das ist einfach Budgetplanung dann. Der Kernsatz für uns ist, wir wollen versuchen uns so zu verändern, dass alle Generationen, die uns nachfolgen, das Recht und die Möglichkeit zu einer gleich guten Bildung haben. Deswegen sparen wir Strom, kaufen zertifizierten Strom aus Wasserkraft, weil wir Strom aus Lebensmitteln extrem blöd finden. Für mich ist eine Biogasanlage auf Maisbasis nicht nachhaltig. Der Mais ist eine C4 Pflanze, der hat in Europa nichts verloren, der kann nachts auch wachsen, der speichert CO₂, das können alle unsere heimischen Gewächse nicht, das laucht extrem die Böden aus. Was wir zu Biogas umwandeln sind dann nur

Bioabfälle und die gehen dann in eine Biogasanlage, die ausschließlich Bioabfälle verarbeitet. Zum Beispiel die Komposttonne der Bürger geht auch dahin. So was finde ich total klasse. Anstatt Bioabfall einfach zu kompostieren, was viel CO₂ frei setzt, macht die Anlage Strom und Wärme und es wird vollständig genutzt. Deswegen haben wir das als Projekt aufgesetzt und das wissen die Leute auch. Das ist für mich eigentlich der Zusammenhang der gesellschaftlichen Verpflichtungen, die wir eigentlich haben.

Erst mal, dass sie mit einem guten Abschluss von uns gehen. Das ist unser Job. Natürlich wollen wir auch, dass sie diese Gedanken möglichst autofrei zu sein, Recyclingpapier zu benutzen, dass sie das Wissen auch mitnehmen. Wer heute raus geht in die Welt und keine Ahnung hat von Ressourcen sparen, der tut sich schwer. Wir haben die Verpflichtung denen das auch mitzugeben. Davon gehen wir natürlich auch aus. Auch wenn es jetzt nicht für eine Juristen prüfungsrelevant ist. Jeder kann unsere Umweltdaten komplett einsehen, Stromenergie, Wasserverbrauch, Abfälle. Es ist sozusagen ein dynamischer Nachhaltigkeitsbericht. Jeder kann sich das im Internet ansehen und uns dann auch verantwortlich dafür machen. Das ist ein anderer Denkansatz.

Ich weiß nicht ob das mit zur Nachhaltigkeit gehört in dem Kontext wie wir sie hier zu verstehen haben. Sie zählt zur Kernstrategie der Universität. Die Universität hat auch einen Genderpreis gewonnen von der Bertelsmann Stiftung. Wir haben Familienservice, Gleichstellungsbüro. Wir haben Kinderunterbringungsmöglichkeiten sowohl vom Studentenwerk für Studierende als auch für unsere Beschäftigte. Die Klinik hat sogar die Möglichkeit für schichtendes Personal, wir haben Krabbelgruppen für alle Altersgruppen. Für Studierende auch, die können da mit dem Studentenwerk verhandeln und das auch nutzen und da wird auch großer Wert drauf gelegt. Bei uns gibt es eine Gender und Diversity Stabsstelle, die Berät die Universitätsführung und die haben auch diesen deutschlandweiten Preis gewonnen. Das wird also auch sehr sichtbar gemacht. Wir versuchen extrem Professorinnen zu gewinnen. Wir haben extra Förderprogramme für weibliche Wissenschaftlerinnen. Da gibt es auch Beratungen wie man das flexibler machen kann mit der Familienplanung. Das kann jeder in Anspruch nehmen. Wir haben extrem flexible Teilarbeitszeitregelungen um familienfreundlich zu sein. Wir haben in meinem Bereich alles umgestellt von 30 Kilo auf 5 Kilo, also bei uns können sie alles unterhalb der 10 Kilogrenze. Wir haben auch den höchsten Teil an ausländischen Studierenden zum Thema Diversität, 16% glaube ich im Moment. Sie bekommen auch alles hier auf Englisch, Laborunterweisungen etc. bekommen sie zweisprachig. Wir haben internationale Studiengänge. Und da wird großer Wert drauf gelegt, dass das so bleibt und bei allen Strukturentwicklungsplänen wir das Thema Diversity sehr betont.

Wir sind auch der Meinung, dass es völlig egal ist wo man steht in dem Kontext, wichtig ist, dass man sich verändert. Wenn man sieht Universität X, die nachhaltigste Fakultät auf der ganzen Welt, wenn ich die angucke und in Ehrfurcht erstarre komme ich ja nicht weiter. Ich brauche ja nicht niedersinken. Man muss sich mit sich selber vergleichen und schauen, dass man die Veränderung in die richtige Richtung einfach startet. Ich vergleiche mich doch nicht mit Managern von Topfirmen, die mit ihrer Million im Jahr nach Hause gehen. Wenn ich schlecht dastehe, dann ist es egal. Ich muss eine Änderung bewerten und nicht den Startpunkt. Es ist doch egal wann man wie nachhaltig ist, wichtig ist, dass man einen Prozess hat, der nie fertig ist. Es wird nie einen Zeitpunkt geben an dem wir sagen „Heute sind wir nachhaltig.“ Das ist eine ständige Veränderung, das wird nie fertig. Es ist einfach nur extrem wichtig, dass man losgeht. Das ist so der Kerngedanke der dahinter steht. Da ist immer noch was zu tun. Das ist besonders wichtig auch an Universitäten. Wir haben eine so extrem hohe Fluktuation bei der Bevölkerung, bei den Studierenden und fast die Hälfte von uns hat

Zeitverträge bei Beschäftigten. Nachhaltigkeit an Hochschulen ist ein ständiger Input, einfach nur um es auf einem Level zu halten. Als Ausbildungsbetrieb hat man mit jedem Jahrgang Studierender die gleiche Mühe denen solche Gedanken nahezubringen. Das ist die gleiche Arbeit mit jedem neuen Jahrgang, das ist schon viel zu tun ohne jede Verbesserungsmöglichkeit und man muss mehr Input liefern, wenn man noch besser werden will. Genauso schwierig ist es diese unterschiedlichen Nationen einzusammeln, die überall herkommen.

Respondent Number	16
Country	England
Job Title	Director of Enterprise and Development
Years of Employment	26

They got to be a little unusual and different to the areas you are working in, but I'm Director Enterprise Development and that means I work in our enterprise office, which is all about engagement with organizations outside the university to deliver impact and use our research and teaching. I work on major projects and initiatives, so things like we're setting up our presence in London, or we have a major science and enterprise park, so I tend to work on major projects and bits. My involvement in CSR probably dates back to previous life at the university where I've been in other things.

I think one of the things is that we have a very clear sense that we exist for public good and public benefit in all that work. That's why we're established. But we're in a small town, 50,000 people, within the university 15,000 people, so we have a big impact on the local area. So I think actually over the last 10, 15 years, heightened our sense of our significance in the local area. There are several areas. A key one is around sustainability, climate change, low carbon, activities driven a little bit by national policies. And then there are a range of things to do with our impact in the community. Trying to have a positive impact and trying to mitigate a negative impact. Quite a lot around that is having half of our students living in the town.

Probably the two tracks where it started were sustainability where it was emerging in our estates department, in our facilities management group. And the funding's council, which is the government department that funds us, began to start to have to bring policies forward which required us to reduce our carbon emissions. So this meant that we were beginning to look at things as energy consumption and sustainable practice. At the same time around the early 2000s community relations started to become closer, in the end we decided to hire a community relations officer to work on the program. At that stage students weren't involved in that process. It wasn't a strategic decision to do this, it was a response to probably two areas where there were issues. By 2005/6 it became more strategic. And the strategic plan that was prepared in 2006 included an element, a section on social impact and engagement.

The Student Union, which is an independent body we're working very closely with, has several areas. I mean they particularly have student volunteering, which is known as action. And they have more than 2000 students volunteering in the community every year. And then they also do fundraising for charity and they raise more than 1 million pounds a year for charity. So these are big activities involving very many students. There is a sort of sense that they are engaged, they have groups in the Student Union, which are very interested in areas such as sustainability. So they work with our facilities management people and some of those projects are a group here called "People and Planet". And we also have Student Union representatives on our council, so they are also engaged what we call governance level management. We have two student representatives in our council, which has about 30 members. Two are students, that's 7% or so. CSR in terms of governance and decision making is very interesting. I'm looking at a chart produced by sustainability insights which looks at stages of CSR moving across from "it's a nice thing to do" to "it's strategically important to our business". There are six stages and we are probably around stage five in terms of the things we do. But in terms of how strategic and governance this is we're probably lower than around three.

This has been recognised. We've got a new strategic plan being developed during this year and it has been recognised that we have to resolve where this sits within the university's management structure. But it's not easy because many activities fall within what we call our professional services. They support the university doing its work, so facilities management, marketing, community relations. But we also have some real significant interests in our academic department. So we do research and teaching on sustainability. And having activities managed that span the whole university are the most difficult. It doesn't fit in one department. There is something to do to improve it, but yes we would expect to engage with students on this.

I would say the community at large is our main stakeholder group when it comes to CSR. I mean there are external stakeholders, staff and students. And then I guess the university as a corporate body, as a business which is just the sum of the staff and the students. But sometimes there's a different perspective.

Our students are not particularly political, so those issues are not as big as in some institutions. They did engage in demonstrations against the fees, but they tended to go to London for that. They have been involved in some campaigns, but that have been around for example catering and halls. They have independent groups and organizations, clubs that have some of these issues in this area and they will from time to time raise issues within the university. Things like the businesses the university works with, environmental performance, and we welcome that as contacts and that engagement. But we have built up a practice that if they have an issue they raise it. I mean the president of the Student Union meets with the Vice-Chancellor at least once a month if not more often. If they have an issue they are bothered about, we expect them to come to us and talk to us. We work in partnership.

The main responsibility we have to the students is the quality of their education experience and I'm drawing that quite widely. So the primary responsibility is their education experience, which has two aspects. One is the academic work and graduation. The second is the wider experience, which has to do with their development and opportunities and to be engaged in the wider sense in the life of the community. And we see that as two sides of the same coin. We wouldn't separate them. They're both important in terms of student employability and they are both important in terms of developing students. A very high proportion of our students are young people, who are then equipped to be full members of society at large. So we want students to be informed about and engaged in all sorts of issues.

If we take that in everything is CSR. Although there is a CSR element, so for example the fact that we have a very clear code on practice for equal opportunities for students and staff. That affects the recruitment, that affects the managing and the support for, it affects every aspect of employment. So in terms of balance between male and female students it varies from department to department. Our engineering departments have fewer female students, where we actually have activities in place to encourage female students to study in those areas. Equal opportunities in terms of gender are, let's say they are just fundamental to what we do.

Certainly some of the early drives were about environmental aspects, because the matrix, the measuring devices and the funding from the funding council was focused on that. We've been engaged with this, but also with the community. I got to a forum that involves CSR leaders from local businesses and they're all trying to learn of best practises, so we're quite clear that Corporate Social

Responsibility should be in anyone area inside out. We believe that it covers every aspect of what a university does. We do tend to have some themes within it and probably the environment is one, but another is the whole people thing and that's staff and students and covers issues like you mentioned, equal opportunities. Another would be around the way you do business, so that would affect marketing which is honesty in terms of what we are doing there and good business practice. We've recently taken it on things like procurement. For contracts we now ask suppliers to tell us about their activities in this area. We're encouraging them to hire local labour. So it goes across our procurement. And there is another fourth big area that it kind of covers. We tend to think of it as the four big pillars of what we do. We have a major ethics framework and it covers that. Community relations is the other one. The community relations has been a very significant standard activity.

These things are all in progress. In order to be successful we need to have a culture change and that requires that for CSR to be effective we can't just be, in company terms you would say the placing of the chairman or executive which is here the Vice-Chancellor. And so I think we're working really carefully to try to do bottom-up which is to capture the enthusiasm of students and staff and at the same time it has also to be structural and top-down. I think that is a wide recognition at the level of our governing body. CSR is absolutely the right thing to do. Both because it's the right thing, we want to do right, but actually it's also very good for our business. We believe that having a strong record in CSR helps us with our external engagement which is good for our business. We think it makes us an employer of choice that people will choose to work for. We also think it makes students to choose us as a place to come. So in a way we're looking for that match. There are institutional ambitions aligning with our business needs and so it's good. I mean it's no longer fighting the battle "why should we do this?" People are saying we want to do this because it helps us to be a better university.

Respondent Number	17
Country	Germany
Job Title	Chancellor Finance, Personnel, Facility Management and IT
Years of Employment	2.5

Ich bin Kanzler. Das bedeutet ich bin Mitglied des Präsidiums. Das Präsidium hat fünf Mitglieder und leitet die Hochschule. Ich bin verantwortlich für den gesamten Bereich Finanzen, Personal, Gebäudemanagement, Baufragen und IT. Darüber hinaus bin ich dienstrechtlich, also im Personalbereich, Vorgesetzter sämtlicher Mitarbeiter in der Universität mit Ausnahme der Professoren.

Seit ich an der Universität bin haben wir viele verschiedene Initiativen in diesem Bereich gestartet. Wir haben zum einen ein Projekt im Bereich der Lehre gestartet, ein großes Projekt. Das nennt sich „School of Sustainability“ und ist ein Lehrangebot, das sich schwerpunktmäßig auf den Masterbereich erstreckt und was sowohl eigene Studiengänge im Masterbereich umfasst in diesem Bereich Nachhaltigkeit im weitesten Sinne und auch Module für andere Studiengänge anbietet. Das ist sozusagen ein Projekt um diesen Bereich der Nachhaltigkeit in der Lehre stark zu verankern in der Universität. Im Bereich der Forschung haben wir viele Einzelbereiche, die zu diesem Thema passen. Ein ganz starker Forschungsschwerpunkt ist im Bereich der Klima und Meeresforschung, das ist so einer der vier großen Forschungsschwerpunkte der Universität. Darüber hinaus gibt es aber noch in vielen Einzelbereichen der Forschung zum Beispiel in der Geographie kommt dieses Thema vor. Das kann man jetzt nicht so wie diese School festmachen an einer einzelnen Einrichtung, sondern das erstreckt sich eigentlich über die gesamte Universität. Und dann haben wir, das habe ich jetzt auch vor allem angeschoben, in dem Bereich Campus viel auf den Weg gebracht. Wir sind zertifiziert nach EMAS. Im letzten Jahr haben wir das Zertifikat bekommen. In diesem Bereich EMAS haben wir einen umfangreichen Bereich zum Thema Umweltmanagement eingeleitet. Wir haben einen Arbeitskreis Umweltmanagement gebildet, der aus Vertretern aller Einrichtungen der Universität besteht, der Umweltziele definiert hat und Umweltleitlinien und letztendlich auch einen umfassenden Maßnahmenkatalog definiert hat, den wir jetzt in verschiedenen Initiativen abarbeiten. EMAS bedeutet ein Umweltmanagementsystem, das heißt, dass wir Aspekte von Nachhaltigkeit in allen relevanten, also vom Bau bis zu der Frage Mobilität, Verkehr etc., also alle diesen Themen werden davon umfasst von diesem Umweltmanagement, weil das Präsidium beschlossen hat mit dem Jahr 2030 klimaneutral zu sein. Also das ist ein Gesamtziel für die Universität und da gibt es eine Vielzahl von Projekten. Projekte zur Energieeinsparung, Projekte zur Mobilität, bauliche Sanierungsprojekte.

Als ich kam vor 22 Jahren war noch relativ wenig da. Also wir haben zum Beispiel überhaupt keine Projekte von energetischen, regenerativen Energien oder so was auf dem Campus gehabt. Das heißt was den Campus selbst angeht haben wir eigentlich erst vor 2,5 Jahren selbst angefangen was zu entwickeln und einer der großen Treiber für mich, also neben der ökologischen Verantwortung, die wir natürlich sehen als Universität auch Vorbild zu sein, in der Gesellschaft hinterherzulaufen, was wir bis dahin ehrlicherweise getan haben ein Stück weit, also in eine Vorreiterrolle zu kommen, auch Pilotprojekte zu machen, diese Verantwortung sehen wir. Das ist ein großer Treiber, also sozusagen eine ethische Herausforderung. Und das zweite ganz normal sind Energiekosten. Die Energiekosten steigen und steigen und steigen und wir wissen ganz genau, dass wenn wir die Universitätsmitglieder nicht alle gewinnen daran mitzuwirken, dann werden wir es nicht schaffern diese Energiesteigerung auch wieder herunterzufahren. Das heißt dieses Umweltmanagement ist auch sehr stark öffentlich auf dem Campus. Das heißt viele Veranstaltungen über nachhaltige Themen, von Verkehr über

Energie etc. etc. Und wir machen das sehr öffentlich, d.h. wir versuchen die Hochschulmitglieder auch zu gewinnen für diesen Prozess mit dem Ziel letztendlich, dass die Universität auch weniger CO2 emittiert, aber auch die Energiekostensteigerung versucht zu drosseln und tatsächlich wir hier zu Einsparungen kommen. Das war einer der wesentlichen Treiber, da muss man ganz ehrlich sein, dieser finanzielle Aspekt, der auch dahinter steht.

Studenten sind sehr stark involviert und sind auch sehr initiativ. Wir haben einen sehr aktiven Bereich, das ist der Bereich Geografie bei uns im Institut. Die haben auch schon bevor ich kam Pilotprojekte gestartet für einen nachhaltigen Campus. Die haben eine Initiative entwickelt, die heißt „Next Step“. Die ist sehr stark von Studierenden heraus entwickelt worden. Die ist der Versuch am Beispiel des Instituts für Geografie sozusagen die Beschäftigten, die Studierenden dazu zu gewinnen Energie einzusparen. Also ganz viele Einzelmaßnahmen zu machen. Dafür haben wir auch eine Organisationseinheit, die viel mit studentischen Hilfskräften arbeitet. Wir versuchen auch im Rahmen von Masterarbeiten etc. Studierende einzubeziehen. Auch die Studierendenvertretung hat ein Umweltreferat mit dem wir sehr stark zusammenarbeiten. Es gibt ein Projekt, was sehr interessant ist, was jetzt relativ neu im letzten Jahr gestartet ist, das nennt sich „Changemakerprojekt“ und das ist ein Projekt, was auch von der Geografie ausgeht, was Studierende aller möglichen Studienbereiche im Bereich der freien Wahlfächer, also die kriegen auch dafür Credits, und die sollen im Grunde Projekte entwickeln, die auch das Zeug haben für eine Unternehmensgründung. Also das ganze steht auch ein bisschen unter dem Stichwort „Social Entrepreneurship“ und die Idee ist, dass die Studierenden dafür ein bisschen Geld kriegen. Wir haben auch ins Präsidium sozusagen für die besten Projekte für den Campus Preise ausgelobt. Die machen das als Studienprojekte, bilden Teams und bekommen dann auch wenn die Projekte gut sind Preisgelder um diese Projekte realisieren zu können bis hin eventuell auch zur Unternehmensgründung. Und die ersten zwei, drei Unternehmensgründungen entstehen jetzt schon aus diesem Projekt.

Ich würde das eingeschränkt sagen, weil die Studierenden haben natürlich ein bestimmtes Interesse an diesem Thema Nachhaltigkeit. Also die haben ein Interesse an ihrem Campus. Also diese Projekte zum Beispiel, die aus diesen „Changemakerprojekten“ zum Beispiel entwickelt werden, sind häufig Projekte, die irgendwas mit dem Campus zu tun haben. Es ist zum Beispiel ein Projekt Campusrat entwickelt worden, es ist ein Gemüsegarten entstanden, dessen Produkte auch vermarktet werden auf dem Campus. Es entsteht jetzt gerade ein Projekt mit Bienenstöcken auf dem Campus, aber auch in der Stadt. Wo Studierende nicht der Haupttreiber oder die Interessensgruppe sind ist natürlich alles das, was mit Energiekosten zusammenhängt. Das ist natürlich primär unser Interesse bzw. das Interesse des Gebäudemanagements der Universität. Ich würde sagen bei den Studierenden muss es etwas zu tun haben mit Lehre. Die müssen irgendwie davon profitieren können in der Lehre und bezogen auf ihren Campus, dass sie ihren Campus gestalten können. Und alles was da rein fällt in diese Bereiche, da sind Studierende ganz wichtig gestellt, aber das ist eben nur ein Teil dieses Bereichs Nachhaltigkeit.

Studierende sind beteiligt und waren auch sehr aktiv beteiligt in diesem Arbeitskreis Umweltmanagement, also da ist die Studierendenvertretung beteiligt. Und das ist im Grunde ja das Hauptgremium, was die Projekte im Umweltmanagement für den Campus entwickelt und diskutiert. Da sind die Studierenden dabei. Es gibt Studierende, die unter der Regie unserer Organisationseinheit für das Umweltmanagement, die da auch angedockt sind mit ihren Projekten und da auch mitwirken. Das ist jetzt nicht sozusagen schon direkt, also das sind nicht Entscheider in dem Sinne, aber sie wirken mit und in dem Arbeitskreis Umweltmanagement sind sie direkt auch

dabei. Und die Studierendenvertretung selbst entwickelt auch Projekte, die wir unterstützen, zum Teil auch finanziell unterstützen. Ich würde sie als wichtige Partner bezeichnen. Ich würde sie nicht als Entscheider so in dem Sinne, das wäre ein bisschen zu weitreichend.

Bezogen auf das was diese Klickstelle macht und das was dieser Umweltmanagementarbeitskreis auch macht liegt der Schwerpunkt klar auf dem Umweltmanagement, auf dem Energiemanagement. Bei diesem „Changemakerprojekt“ ist das weitergehend mit der Nachhaltigkeit, weil hier geht es auch darum nachhaltig zu wirtschaften. Also die wollen Studierende ermutigen Unternehmen zu gründen oder Projekte zu definieren, in denen ein ganz weiter Begriff von nachhaltigem Wirtschaften da ist. Und das bezieht sich auch auf andere Dienstleistungen, das bezieht sich auf Finanzen, das bezieht sich auf regionale Produkte etc. Also das ist jetzt nicht nur Umweltschutz im engeren Sinne. Was wir gerade dabei sind aufzubauen, das nennt sich „Gustav-Radbruch-Netzwerk“ für Philosophie und Ethik der Umwelt. Das ist ein Netzwerk aus unterschiedlichen Professorinnen und Professoren unterschiedlicher Fächer und in diesem Netzwerk wird der Begriff von Ethik in Verbindung gebracht mit Medizin, mit Naturwissenschaften, mit Wirtschaftswissenschaften. Also wir haben eine Professur für Wirtschaftsethik neu eingerichtet, wir haben eine Professur für Umweltethik eingerichtet und eine Professur in Medizinethik. Und die Idee ist, dass dieses Netzwerk sozusagen kritisch reflektiert wie wir eigentlich mit Ressourcen umgehen, was Nachhaltigkeit eigentlich in der Medizin bedeutet, also wo auch die ethischen Grenzen sind der modernen Medizin und Spitzenforschung. Da gibt es diesen Schwerpunkt auch noch, der Bereich Ethik und Umwelt.

Was wir sehr stark suchen ist der Kontakt zu den Studierendenvertretungen. In regelmäßigen Abständen von zwei bis drei Monaten nimmt die Studierendenvertretung an einer Präsidiumssitzung teil und wir tauschen uns aus, um auch ein Gesprächsforum zu haben für solche Themen. Und ich selbst treffe mich auch nochmal alle zwei bis drei Monate getrennt mit der Studierendenvertretung, auch für Themen der Campuserwicklung, bauliche Fragen etc. Das heißt wir versuchen es im Idealfalle zu einer großen Opposition gar nicht erst kommen zu lassen in dem wir versuchen einen ziemlich guten und engen Draht zu den Studierenden zu haben. Da gelingt natürlich mal besser und mal schlechter und manchmal gibt es mal Themen wo wir keinen Konsens finden, aber im Großen und Ganzen ist die Zusammenarbeit eigentlich sehr gut und auch sehr eng.

Also ich würde sagen die Studierenden sind eine von zwei Identitätsmerkmalen und eines von zwei Gründen warum wir überhaupt existieren und wofür wir da sind. Nämlich das zweite ist die Forschung. Also es sind die Studierenden und es ist die Forschung. Und das würde ich jetzt mal sagen ist absolut Selbstverständnis der Universität. Insofern sind die Studierenden, wenn sie so wollen, 50% Existenzberechtigung der Universität. Und ich versuche auch ganz stark die Verwaltung, für die ich ja verantwortlich bin, die zentrale Verwaltung, wirklich darauf auszurichten, dass das unsere Identität rechtfertigt. Also die Studierenden sind da für uns sehr, sehr wichtig. Und wir arbeiten jetzt auch gerade mit einem neuen Projekt sehr intensiv daran, dass wir zum Beispiel Abbrecherzahlen in den ersten Semestern in schwierigen Fächern reduzieren, dass wir auch wirklich versuche die Studierenden zu unterstützen bei Fächern wir Mathe und Physik nicht sofort das Handtuch zu schmeißen, sondern sie auch mit Tutorien und allen möglichen Dingen zu unterstützen. Also ja ich würde sagen, dass das sehr wichtig ist.

Also Gleichstellung hätte ich jetzt spontan nicht unter Nachhaltigkeit gefasst. Wir haben eine sehr aktive Gleichstellungspolitik. Meine Einschätzung ist aber, dass die Problemstellung bei uns ganz stark fokussiert auf die noch nicht Gleichstellung bei Professorinnen und Professoren insgesamt, weil

wir haben ungefähr eine gleiche Anzahl von männlichen und weiblichen Studierenden. Also wir haben nur in bestimmten Fächern eine über und unter Repräsentanz und das hält sich ungefähr die Waage. In den technischen Fächern sind Frauen unterrepräsentiert. Da arbeiten wir auch dran, also wir versuchen da auch Maßnahmen, zum Beispiel Schülerinnen, auch gerade in den MIND-Fächern, da werben wir in Schulen, machen auch Kampagnen. In anderen Fächern wiederum, in den Sprachwissenschaften oder Sozialwissenschaften oder in der Medizin sind Männer ganz stark unterrepräsentiert. Da arbeiten wir nicht dran muss ich fairerweise sagen, aber das Problem der Gleichstellung sehen wir nicht primär auf der studentischen Ebene, sondern eher auf der Ebene der Professoren, wo wir noch eine eklatante Unterrepräsentanz von Frauen haben. Also das Problem der Studierenden fokussiert sich auf die Fächer, wo wir sowieso Nachwuchs brauchen aus den Schulen und die nicht so beliebt sind wie zum Beispiel die Ingenieurwissenschaften und Naturwissenschaften. Und da machen wir auch Kampagnen und da legen wir auch einen Fokus. Aber ich würde sagen das sind Einzelbereiche und das zieht sich nicht generell durch die Studierenden.

Respondent Number	18
Country	England
Job Title	Sustainability Manager
Years of Employment	2

I'm the sustainability manager and I lead on sustainability. We engage with sustainability on learning, teaching and research, our campus operations and also our engagement with stakeholders like local businesses, local communities, local government.

My background is, I work many years for BT, which is one of the largest telecommunications companies in the UK. My role there was in the CSR, so my answers will be informed by my experience in the field. CSR is really the public face if you like of sustainability activities. And sustainability has three pillars, the social and economic pillars are just as important as the environmental one. So I work on things like fair trade and ethical supply chain. The university is concerned with all these three pillars, absolutely. And it is busy with it. Is it doing enough? No. It's like you can never do enough. It's a journey, it's not a destination. It's a question of how much resources you put into the journey really.

When I arrived the focus was exclusively environmental sustainability. It's very common. I mean great work was done, I could build on, but my mission was to broaden the agenda. The Vice-president of the Student Union sits on our sustainability committee, so she was involved in the agreement on a definition of sustainability, but that doesn't really mean the student body was engaged. That was just her as a union officer, so what I'm doing is working on and getting many more students and schools engaged in the way that works for them and it's taking a long time.

I noticed some students have chosen to work on some aspects that are relevant to the environmental aspects of sustainability. So I've made links with them and supported them. And that was kind of when I arrived, I thought, well, that school seems to be a very important area for exploring and communicating social, environmental and economic challenges we face, but I didn't know how to do it. But my assumptions were proved correct when they began to develop projects and come to me with requests for support. The business school is probably the school with the most obvious focus on sustainability. It's launching a master's program on sustainable business, if we get enough students. There is a commitment to do this anyway. The courses haven't been approved and it's all ready to go. And the head of the business school is personally very committed and interested to make a contribution from his school and making this school a leading organization on sustainability in higher education. We have people working on things such as cloud computing and really quantifying benefits concerning the energy efficiencies that cloud computing can deliver. We have a school of nursing, so they are also interested and engaged in the agenda in terms of the social welfare and impact on health and environmental changes. The school of social sciences, there is no specific project yet, but we have capabilities which are very relevant there, for example accessible transport. This generally means low carbon transport or lower carbon than personal car ownership. It's accessible because it's transport which can be used by people who are at the lower end of the income scale. Mostly I think the academic schools have initiatives themselves and in some cases there are things and capabilities they are already doing, so they are not necessarily things I've created or I've made happen. A lot of what I'm doing is recognizing and highlighting the good stuff we are doing and then identifying opportunities to do more. I recently agreed with the Student

Union, that we will do anything together, any initiative like walk to uni, cycle to uni, it will be the university and the union doing.

What I've done is, I created a sustainability champions approach and I have to say, I haven't had any support from senior management. That's the problem actually; we don't get support from the executives. However, the Student Union, I think it's great, I will take this forward. And what I've seen out there is how students and staff, because I think it's important that there is not a distinction on sustainability between students and staff, became sustainability champions and what that means to them and how that can benefit them. It allows them to represent their views into the committee, which is the governance structure we have on sustainability that advises the executive board on investment. So the sustainability champions approach does give students and staff direct input into decision making. I suppose the other thing is that any student or any member staff at any time, we have a suggestions process, so they can use that and they do use that. That's a formal process. Once they make suggestions for change it will be sent to me and I have to respond, but we're also very visible on our intranet, so people can do contact me directly as well. I'm working on that. I suppose that we have more interaction. We have every year a "Freshness Fair". It's becoming a lot better and bigger than before, there's a lot more students participating. We got students, who agreed to promote cycling. And I've got several activities on the way. We also got a new initiative, also for returning students, not just freshmen. All the students will have a presentation and I'll have a section in there. So this will help to raise the visibility of sustainability and ensures that people know whom to talk to. It shapes things and influences things. It's really important that it comes from ground up and not top down.

I think students are the key stakeholder group. We exist to serve them, so they are the key stakeholder group. Staff is also an important stakeholder group, but then you know other organizations and individuals, such as local businesses, local governments and local community are very important stakeholder groups as well, but primarily students.

It is well around ensuring that their education is delivered in a way that is informed by contemporaries, I mean they are not taught like you're still in 1981, knowing about climate change, knowing about economic crisis. So you're making sure that everybody is up-to-date you know. What they learn is delivered in a way, which is relevant today, so they are best equipped to make a contribution when they graduate and enter the world of employment whenever they decide to do. Nobody would disagree with that, but that is a lot of work to be done to help staff to do that. I'm talking here about how that is delivered via the curriculum, its delivery. So I'll bring some continuous professional development sessions for staff from September onwards. And I'll be using materials that was produced by the United Nations on helping teachers at all levels to do their teaching in a way which is relevant and informed by current things. I'm working with the quality enhancement team within our university to look at how the new guidelines on sustainability can be used. Sustainability is one of the cross-cutting themes that can be built into the curriculum and that can be used in the design of specific modules. So that's two things. The issue on the curriculum is "Is it constructed in the right way?" and so "Is it informed by sustainability?" and secondly, ensuring that the staff is equipped to deliver a curriculum that is relevant to students. So that the students are best equipped for the future they play an important part in.

In terms of student kind of activism there is not enough of it. I would like to stimulate more. I ran an open space event for students. And the open space was really "What does sustainability mean to

you?” the question that framed it. And at the end of it one girl made a very important comment I think. She said “Well, you’re asking us to think about our future, but actually all I’m thinking about is whether I will have enough money left after I’ve been to the pub on Thursday night to buy some food on my way home.” So she was really making the point and I was respecting that. There’s a strong sense across the student body that the horizon is that sustainability encourages the things that are too far away and they are much more focused on very near-term. And I want to change that because they are the people having the biggest stake in a sustainable world to live in.

I don’t think it’s an issue. We have, I think about 70% of our students are female. So there is not an issue there about equality. It’s sort of automatic; it’s sort of a bit like breathing. That’s not an issue that we are dealing with, we’re not making problems in that area because the majority of our students are women.

The only thing I haven’t really mentioned is that the university is very active in locally economy development. We’re very much focused on that.

Respondent Number	19
Country	England
Job Title	Executive Assistance to the Vice-Chancellor
Years of Employment	6

So the Vice-Chancellor runs the university and he has a team of people, who work with him. My role is Executive Assistant, so I work on different projects for him. One of the projects I used to work on was sustainability, which is why I have some knowledge of this area. But at the moment I don't work on anything that's particularly focused on CSR, it's just different organizational projects.

When I started working at the university six years ago sustainability was just emerging as an area of interest. The Vice-Chancellor at that time wanted me to look at it, so we set up a university committee to start to talk about sustainability. And really the focus there was around the estate side of it, looking at things as electricity consumption, water consumption, heating, all those sorts of issues. And then over time for the first year or eighteen months that grew which was very much people, who were interested in sustainability and environmental issues on a personal level, who were passionate and interested and wanted the university to do something. But the university wasn't really that interested with engaging in it. Probably three years ago things started to change and the university became more aware of it as an issue and the university created a five year plan which is 2010, 2015 and sustainability was one of the themes of that five year plan and at that time we identified four different areas. The areas were the curriculum, which was new that we were thinking about how we integrated issues into the teaching and the research activities at the university. One was campus, so that was very much building on the physical environment of the university and the sorts of things that we always had been talking about. One was culture and that was about the organizational culture and that was about changing people, behaviours and about creating a community of people, who are interested in this really. So that was an internally focused issue and then community, that was looking more externally and that was thinking about the university's profile in that area, in particular as an academic leader, so sustainability was in the curriculum, but also thinking about different organizations that we maybe should partner with to take this forward. Everything was under the banner of sustainability, but there was a recognition I think at that stage. It was more than just environmental issues, say it was social issues and perhaps some of the broader CSR issues, but it's still been under that sustainability banner, so I think environmental issues have been sort of the main driver.

The students were always on the committees. They have been involved. We have a Student Union and the Student Union were represented on the committees. When it became implemented, the five years plan, we also had local committees in each of the six university's colleges and they had students involved in those local committees as well. For example College of Communication had a college committee and it had students from CC on that group, but there were also university committee and that had the Student Union representative. The students always talked about sustainability as being very important and being a strong theme, but at the same time it was always very difficult to get them to the meeting and to engage. So I think they were involved but we didn't, it wasn't as good as it could have been.

Every year the Student Union changes its group of students, they are elected for one year sabbatical post and every year it changes and probably three years ago the student Union had sustainability as one of their priority areas. Within the last years it hasn't been one of their priority areas within their

kind of activities. We organize a “Green Week” every year and the Students Union are always involved in organizing that and sometimes they have organized things like a clothing swap or social events. In the colleges they have organized workshops and partnerships, for example a local cycling project, to come in and talk to students about cycling to college rather than public transport. And then the other side is really in relation to their courses. Money has been put aside for curriculum focused projects and some of those would involve students, but there isn’t, it’s difficult to think of examples here really.

It would be through the committees, either the local committee or the central committee. The other way that they can influence, every college they have regular meetings with the head of college, with the students and it’s an open forum and sustainability issues often come up there, so they are able to speak to the head of college and say “I’m concerned about recycling facilities” for example and then they have a direct dialogue in those meetings as well.

Definitely, students belong to one of the main stakeholder groups when it comes to CSR.

I think it’s about the quality of their education experience, so we want them to have a high quality learning experience and we want them to have access to high quality resources whether that’s teachers or the technical resources they have access to, or the libraries or things like that.

The Student Union is represented on most of the university committees, so those might be committees about academic issues or it might be more operational issues down, those committees. The Vice-Chancellor meets every term with the president of the Student Union. The heads of college again they would meet the local representatives of the Student Union once a term and then the final way would be via the university’s board of governance, which is the top level of governance. The Student Union has representation on that board of governance as well. And at the board of governance meetings, which take place, I think four times a year, the Student Union reports on every meeting.

The university has equal opportunities, well we tend to say diversity, we have diversity key performance indicators that relate to staff and students and they are monitored and reported on every year. So for students they would look at gender balance, it would look at the economic backgrounds and it looks at all those in terms of that participation as students at the university, but also their levels of achievement, so that we know what portion of students from the different areas are coming to university, do they stay at university and complete their studies and how well do they achieve in their studies. And there are funds put aside to address areas, where students are not achieving. So that’s monitored and that’s reported on to the university executive board and the university board of governance every year and that’s staff and students. It’s on its own really. The equality, leadership and diversity group, that’s a separate university committee structure and there are also specialized committees for example around religious issues. So it’s a separate structure really. The staff side tends to report to the human resources function. On the students’ side we have student participation and all the data around that reports to him, the student.

Respondent Number	20
Country	Germany
Job Title	Chair of Sustainable Management
Years of Employment	12

Fachlich vertrete ich das Gebiet nachhaltiges Management. Das ist im Bereich Wirtschaftswissenschaft, das ist damit auch einmalig an der Universität, ich bin sozusagen einer der Ansprechpartner für das Thema Nachhaltigkeit auch intern. Es gibt auch noch ein Forschungszentrum Nachhaltigkeit und interdisziplinäre Bühne, da arbeiten vier Kollegen zusammen zum Thema Nachhaltigkeit und ich vertrete dort die wirtschaftliche Perspektive.

Wir haben 2005 und 2010 jeweils einen Nachhaltigkeitsbericht herausgegeben. Also die Universität ist, ich würde mal sagen gut vorbereitet sich mit dem Thema Nachhaltigkeit zu beschäftigen. Wir haben das Problem, dass alle Universitäten haben, dass sie sich relativ frei definiert welche Themen sie aufnimmt und welche nicht; dass es vor allen mit an den Fachkollegen hängt ob sie sich dem Thema Nachhaltigkeit zuwenden oder nicht. Aber das war dem Kanzler der Universität immer sehr wichtig, das Thema Nachhaltigkeit, wobei er es hauptsächlich verstanden hat als die Frage der Energieeffizienz; er hat es aber auch sehr stark gefördert im sozialen Bereich, das die Universität miteinander gestalten. Das ist eigentlich immer eine Frage der Reihenfolge. Ich würde sagen die meisten Universitäten öffnen die Nachhaltigkeitstür über diese Energieeffizienzfragen. Das Problem ist immer wenn man da stehen bleibt, weil das ja noch nicht wirklich das Nachhaltigkeitsthema ist. Damit haben wir auch angefangen und wir haben auch seit sieben oder acht Jahren regelmäßig dieses EMAS Audit. Es gibt auch eine Umweltkoordinatorin an der Universität, also dieser ganze Bereich von Umweltmanagement ist gut abgedeckt hier und wird sehr intensiv verfolgt. Daneben kommt dann aber dieses Thema der sozialen Nachhaltigkeit und das ist auch durch die Hochschulleitung sehr stark gefördert worden und das steht auch in unserem Bericht. Also es ist im Wesentlichen vom Kanzler aus gegangen, dass der soziale Bereich als sehr wichtig angesehen wird. Wir haben das immer genannt das Miteinander an der Universität gestalten. Wir haben den Ansatz gewählt, dass wir gesagt haben es gibt zwei verschiedene Arten, wie wir uns dem Thema Nachhaltigkeit zuwenden können. Das eine ist wie schaffen wir eine nachhaltige Universität, also eine Institution die selber nachhaltig ist und wie erhöhen wir die Beiträge der Universität für eine nachhaltige Gesellschaft. Das ist Forschung, Lehre und Transfer, wie kriegen wir das Thema da unter, also wie wirken wir in die Gesellschaft hinein und das andere ist eben wie werden wir als Institution selber nachhaltig. Da steckt natürlich auch ein Stück weit meine Perspektive eines nachhaltigen Managements drin, zu sagen das ist ein Unterschied. Und darum haben wir unseren letzten Nachhaltigkeitsbericht so aufgebaut, dass er von zwei Seiten zu lesen ist. Nämlich einmal zu sagen was tun wir für die eigenen Nachhaltigkeit und was tun wir für unsere Beiträge, Forschung, Lehre, Transfer in die Gesellschaft hinein.

Studenten haben da nicht mitgewirkt, also das ist im Wesentlichen durch die Hochschulleitung oder einige Hochschullehrer gekommen. Ich weiß, dass das den Studenten im Master ein Anliegen ist das Ganze, aber es gibt eigentlich keine institutionalisierte Form wie die Studierenden sich einbringen können. Wir versuchen sehr viel stärker den Studierenden das im Bereich der Lehre zu vermitteln.

Eigentlich sitzen die Studierenden in fast allen Entscheidungsgremien der Universität mit drin. Das heißt sie können formal das Thema immer miteinbringen, sie können natürlich niemals alleine eine

Mehrheit erzeugen, das können sie nicht, aber sie sitzen in allen wichtigen Entscheidungsgremien und können das Thema mitbestimmen. Also sie können bestimmen, dass darüber diskutiert wird.

Im Bereich Umwelt haben wir ja unser EMAS unser Umweltmanagementsystem. Und im Bereich des Sozialen ist das Thema Chancengleichheit, das Thema Diversität ein ganz großes an der Universität. Da werden ganz viele Projekte gemacht. Ja natürlich wird etwas gemacht zum Thema Gleichstellung von männlichen und weiblichen Studenten, das ist ja ein wesentlicher Punkt von Diversität. Wobei gleichgestellt sind sie schon, die Frage ist wie wird es gelebt. Ich weiß kein konkretes Beispiel, aber es wird schon zum Thema Nachhaltigkeit gezählt.

In der Lehre sind Studenten eine Hauptzielgruppe zum Thema Nachhaltigkeit, aber da kann ich jetzt nicht so sehr für die gesamte Universität sprechen, so weit sind wir dann doch noch nicht. Wir haben ja sogar Nachhaltigkeitsleitlinien, die finden sie auch in dem Bericht. Und mein Ziel und ich hoffe auch bald das Ziel der Universität ist, dass jeder Student in seinem Studienfach die Gelegenheit hat etwas zum Thema Nachhaltigkeit zu lernen. Also, dass es fest in die Lehre integriert wird. Aber es ist eine Illusion zu glauben, dass dann alle Studenten Hurra schreien. Also das ist es nicht. Ich habe nicht den Eindruck, dass die Studierenden die stärkste Kraft sind.

Die Hauptverantwortlichkeit ist eine qualitativ hochwertige Lehre anzubieten.

Da sind wir relative gut drin, weil wir schon seit Jahren hier mit vielen Studentenprotesten gelebt haben. Anfänglich rein politisch und nachher auch so eher organisatorisch bezüglich der Studienbedingungen. Den Studenten werden schon sehr viele Diskussionsbühnen angeboten. Die werden aber fast immer nur in ganz kritischen Situationen genutzt. Also die Studenten nehmen das nicht an, weil sie aber auch keinen großen Anlass dazu haben, das heißt die Studienbedingungen sind eigentlich ok. Und die, die sich wirklich engagieren wollen, wenn man die mal finden würde, zum Thema Nachhaltigkeit, die würden schon bis zum Rektorat gehört werden, das glaube ich schon.

Es ist ein langer mühsamer Prozess der Organisationsentwicklung, aber immerhin gehen wir ihn. Es könnte alles schneller laufen, aber der mühsame Weg wird gegangen.