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# SUMMER SCHOOL

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# Social Cohesion – Third mission

Diana Spulber



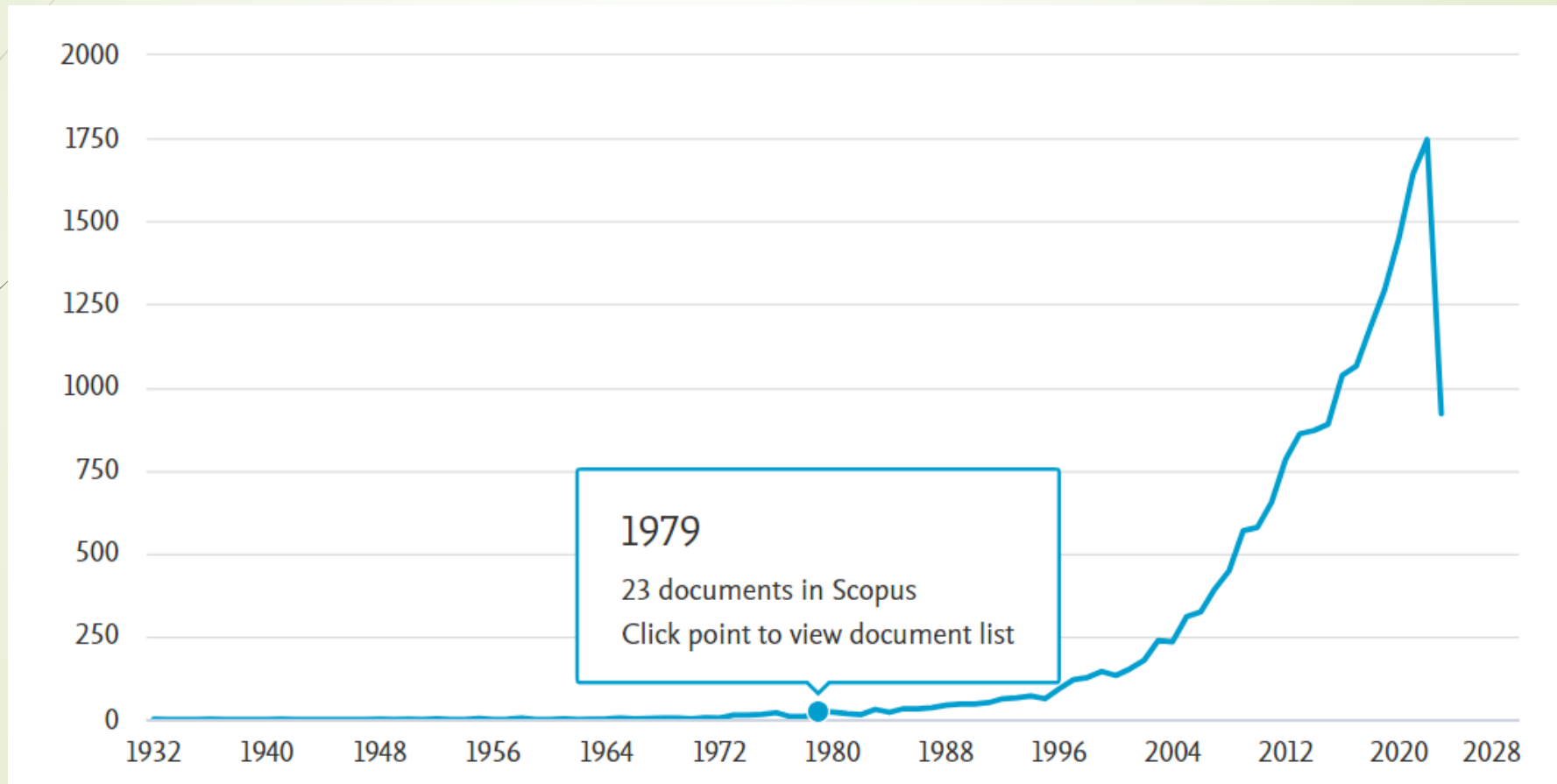
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# Social Cohesion

- ▶ A cohesive society works towards the well-being of all its members, fights exclusion and marginalisation, creates a sense of belonging, promotes trust, and offers its members the opportunity of upward social mobility”.

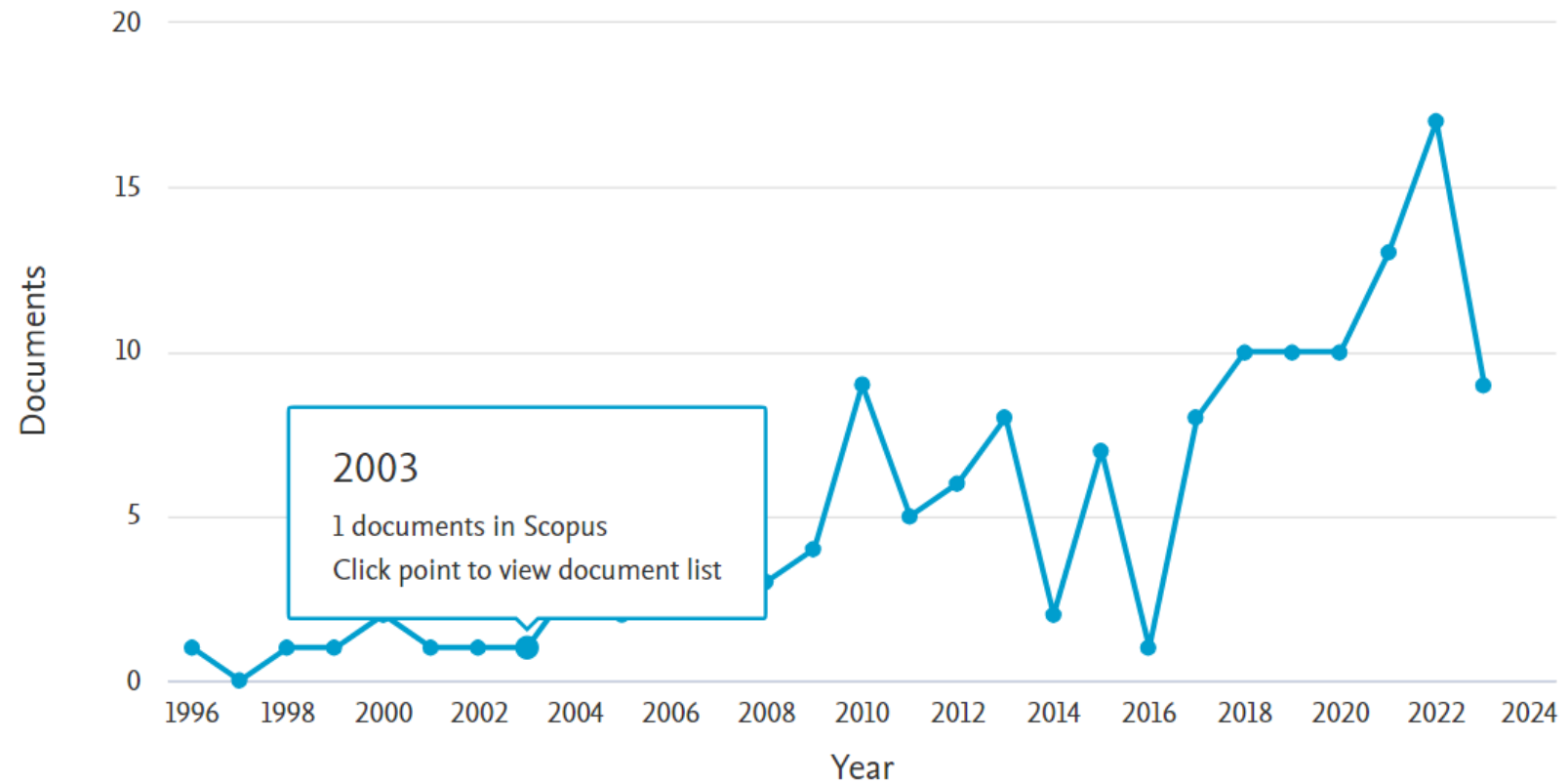


# Social Cohesion



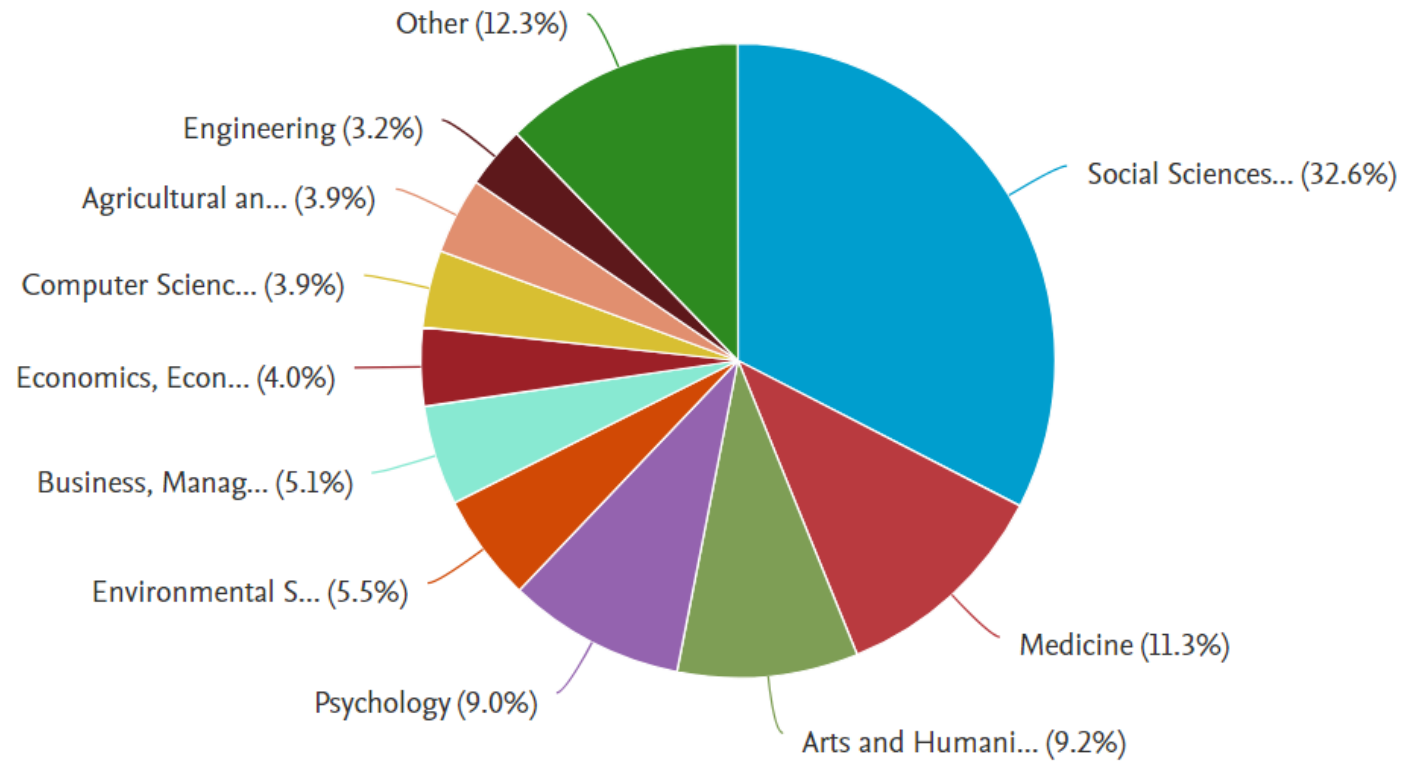
# Social Cohesion and third mission

Documents by year



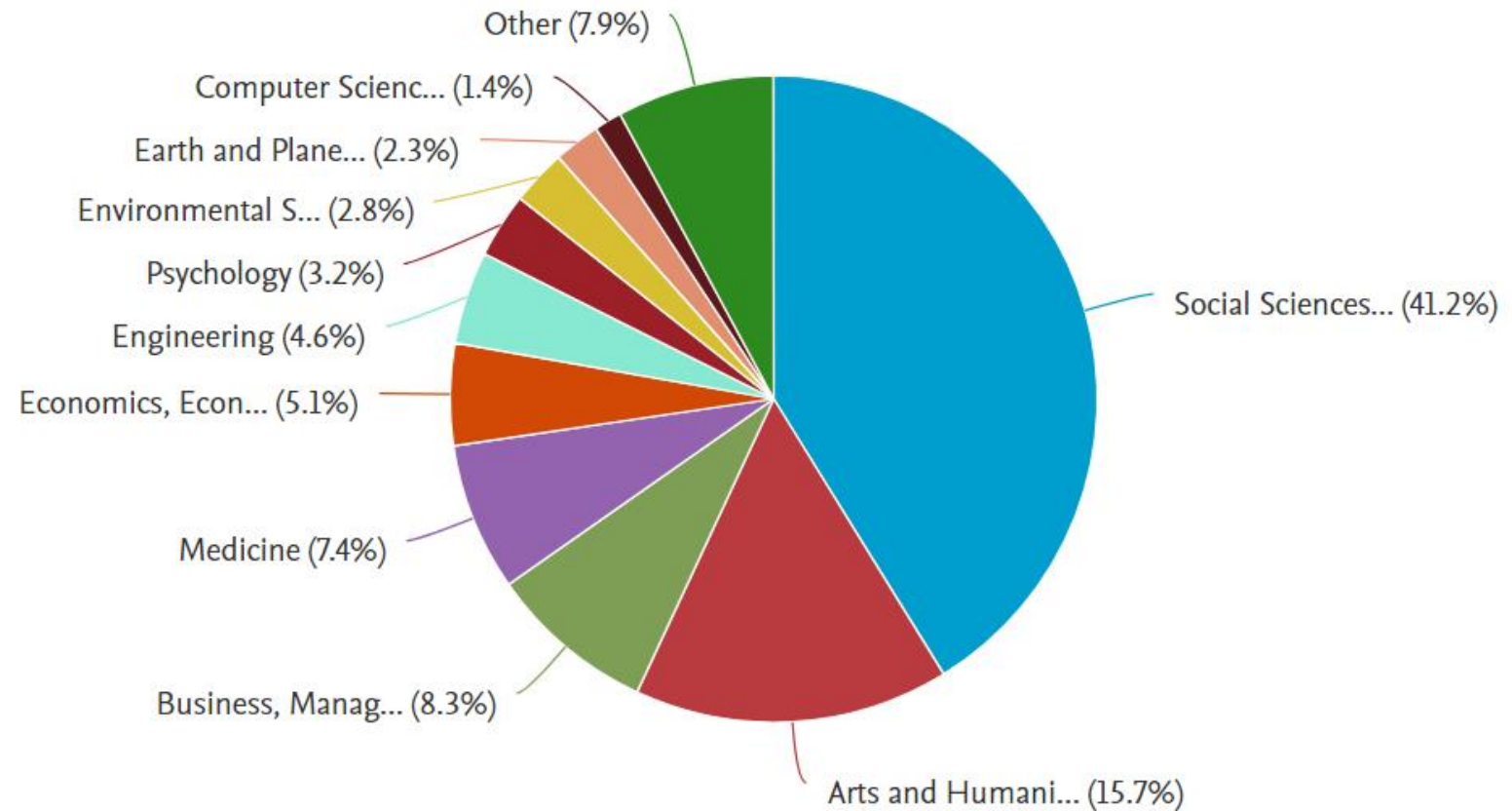
# Social cohesion

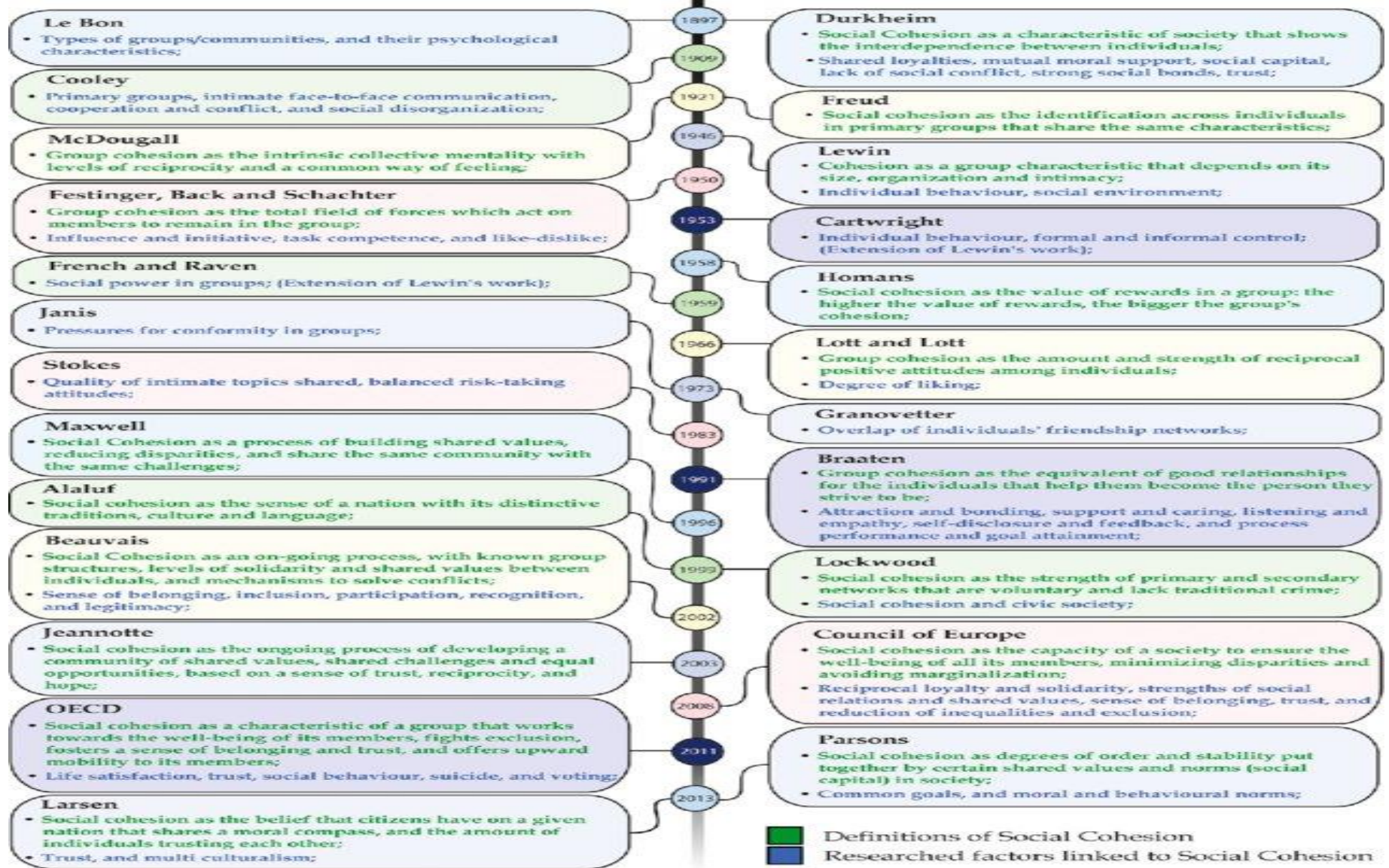
Documents by subject area



# Social cohesion and third mission

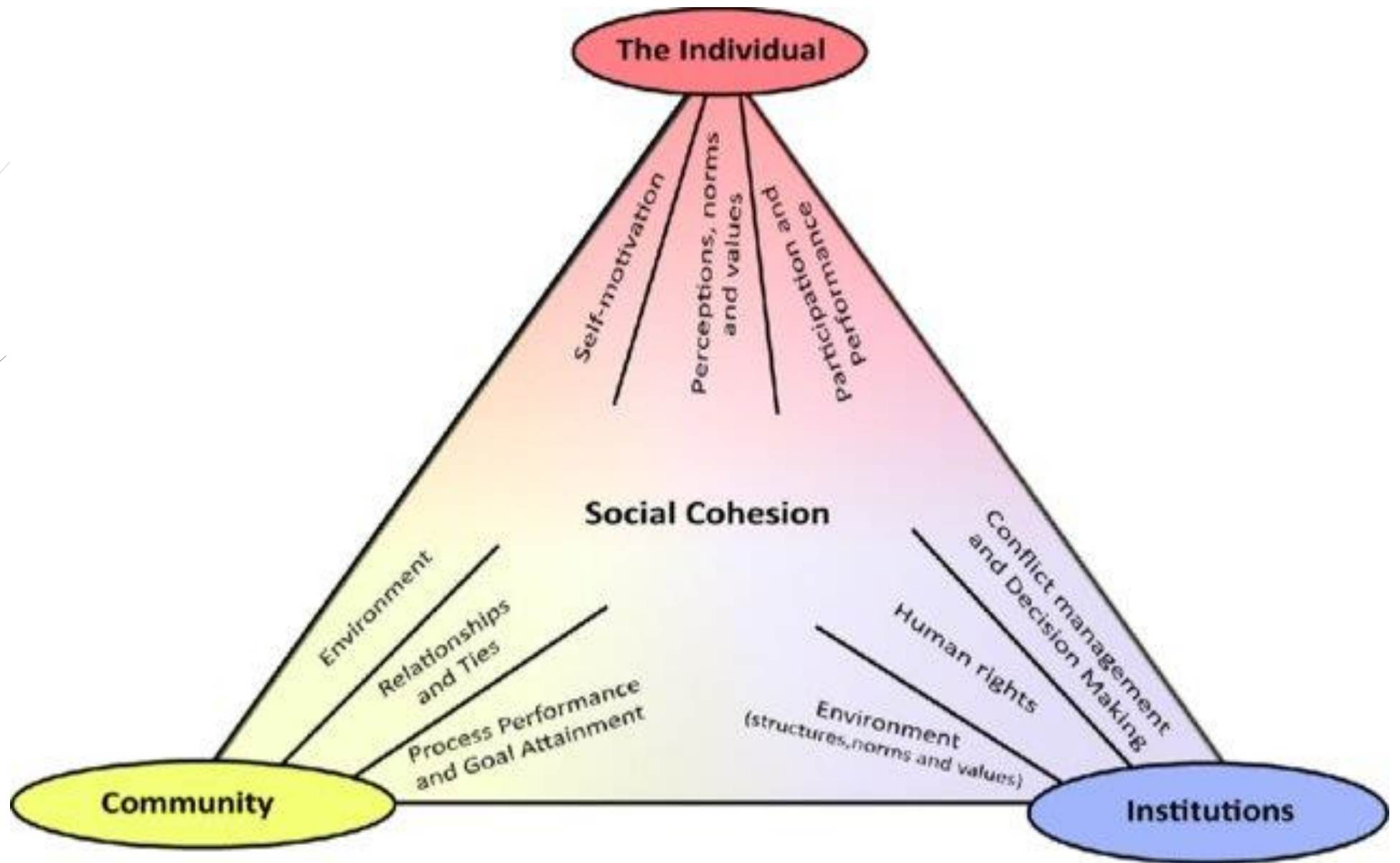
Documents by subject area



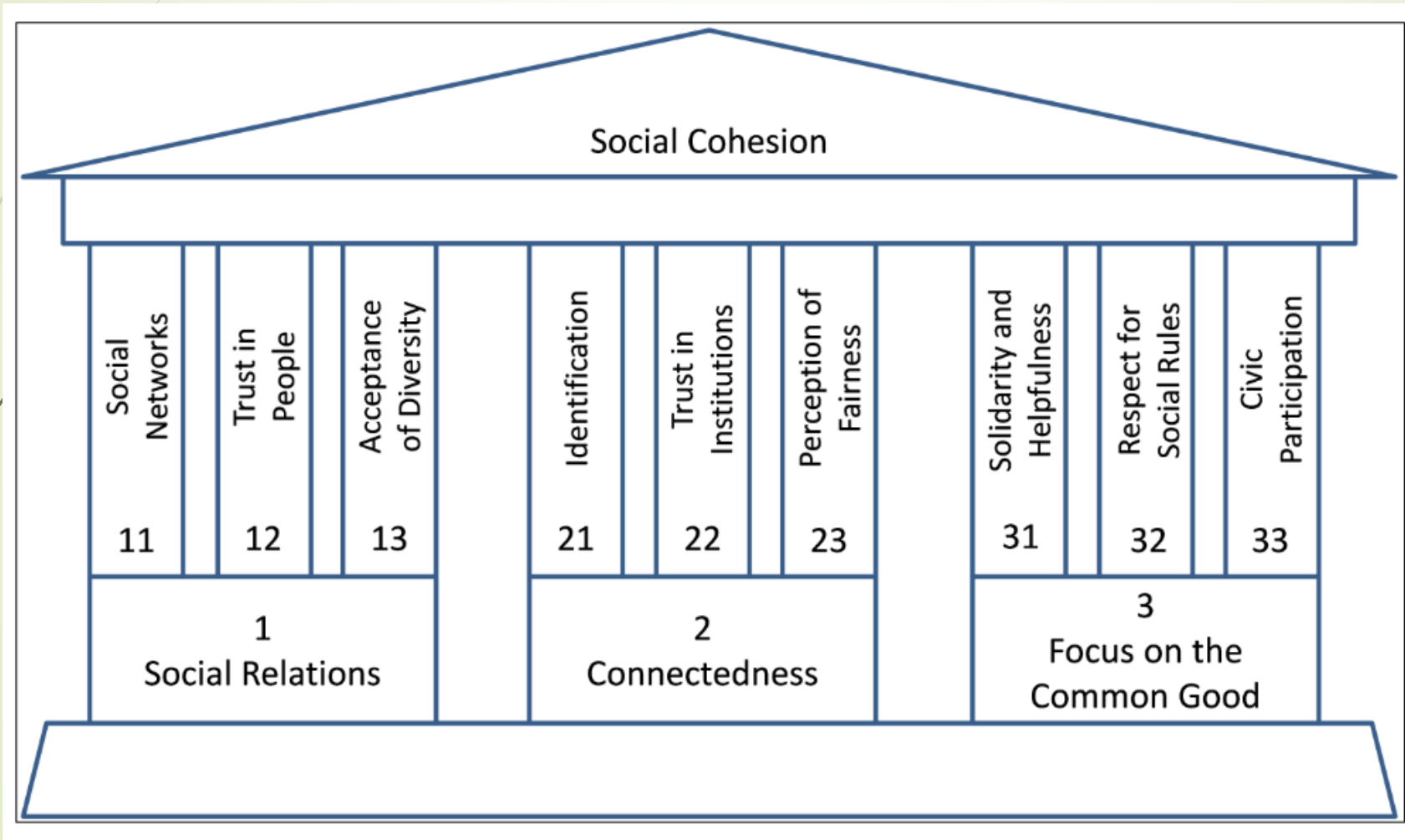


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# Social Cohesion





# HEI

- Higher education must play its part in tackling Europe's social and democratic challenges. This means ensuring that higher education is inclusive and that its institutions are well connected to their communities.



# HEIS

- ▶ HEIs are expected to ‘incorporate ethical, social and environmental principles and values within their main functions and this must be achieved from a perspective based on satisfying the needs and expectations of stakeholders.’ (Larrán Jorge and Andrades Peña 2017,



# THIRD MISSION



- Within the broad area of research on higher education, recent decades have witnessed strong interest in the social responsibility of higher education institutions (Larrán Jorge and Andrades Peña 2017; Godonoga and Sporn 2022).
- Social responsibility theoretical approaches (in particular, stakeholder and legitimacy theories) and highlight
  - (i) how HEIs build up legitimisation subject to pressure from the institutional environment (Lounsbury and Zhao ,2013)
  - (ii) the factors shaping their legitimacy and accountability to multiple stakeholders (Suchman ,1995).



# Third Mission

- ▶ Making higher education systems inclusive and connected to society requires providing the right conditions for students of different backgrounds to succeed. This goes beyond the question of offering financial support to disadvantaged groups, although this is vital for those from low-income backgrounds.
- ▶ To ensure that the student body entering and graduating from European higher education institutions reflects the diversity of Europe's population, improved access and completion rates by disadvantaged and underrepresented groups should be targeted. To this end, national authorities and higher education institutions should:
  - take a holistic look at how admission, teaching and assessment are organised
  - put measures in place to mentor students
  - provide both academic and non-academic support
- ▶ Strategies to help disadvantaged and underrepresented students access and go on to complete higher education are a promising way of achieving these objectives. Flexible study options (part-time or online) and more widespread recognition of prior learning are also required to make higher education more accessible, particularly for adult learners.



# References

1. Godonoga, A., and B. Sporn. 2022. "The Conceptualisation of Socially Responsible Universities in Higher Education Research: A Systematic Literature Review." *Studies in Higher Education*, 1–15.
2. Francesco Rentocchini & Ugo Rizzo (2023) The impact of teaching on third mission activities of higher education institutions: evidence from the UK, *Studies in Higher Education*, 48:5, 747-757, DOI: [10.1080/03075079.2023.2184788](https://doi.org/10.1080/03075079.2023.2184788)
3. Suchman, Mark C. 1995. "Managing Legitimacy: Strategic and Institutional Approaches." *The Academy of Management Review* 20 (3): 571–610.  
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