Management and Culture of the University

New Horizons in Management Sciences

Edited by Lukasz Sulkowski

Volume 6

Łukasz Sułkowski (ed.)

Management and Culture of the University

Contents

Anna M. Kola
Faculty of Education, Nicolaus Copernicus University

Krzysztof Leja
Faculty of Management and Economics, Gdańsk University of Technology

The Third Sector in the Universities' Third Mission[1]

Abstract: Interactions between today's university and its environment, as part of the university's social responsibility, have been subject to many scientific papers. Their authors typically focus on interdependencies between universities, the state and the market. What is lacking are publications related to the interactions between universities and third sector organisations, and more broadly – the civil society that may play an important role in shaping the relations between a university and its social environment. The aim of this work is to fill this research gap, as ignoring the importance of these relations results in a society that treats the university instrumentally. The text consists of four parts. The first one presents background on the formation of relationships between academic institutions and their social environment as well as scenarios for advancement of the institutions, developed by international organisations. In the second part, the authors develop and support the thesis that to include interactions with the non-governmental sector into the third mission, in its traditional meaning, will have a positive impact on the development of social capital, the importance of which is presently underestimated. In the paper, there are arguments in favour of extending the third mission of the university to include the social environment, i.e. organisations of different types, active within the 3rd sector. The third part of the article consists of analyses discussing the justifiability of such an approach to the role played by universities, as illustrated with examples of good practice from Poland. The examples not only show the mechanism of cooperation with a university, but also the social context of its activity in a given country. The authors believe that it is context that decides what forms, if any, of pro-social activity shall shape the academia and co-exist with it. In the summary, the authors provide some recommendations that, once adopted, may contribute to enriching the universities' third mission, which are the improvement and strengthening of the relationship between the university and the third sector.

---

1 This article is a more complete version of a paper: Anna Kola and Krzysztof Leja. "Rozszerzona trzecia misja uniwersytetu na przykładzie jego relacji z podmiotami trzeciego sektora", *-mentor* No 4(60), 2015.

Background

In their almost-thousand-year-long history, universities have always played an important social role. In the Middle Ages, according to Henryk Samsonowicz, they were the third power, alongside the state (*imperium*) and church (*secerdotium*) authorities. Samsonowicz argues that a university

> is present as one of the most important factors that determines the world today and develops at an unprecedented rate – the science. It is present in the sense that it bears probably the most important characteristics of a civil society – self-governance…. In order for the universities to be able to serve the society, they had to be self-governing, independent of the current politics and the present ideology. And they must remain that way, because such universities contribute to the modern civilisation, meeting the requirement for creating a civil society[2].

The significant place of the university in a society was also noticed by chancellors of European universities, the signatories of *Magna Charta Universitatum* signed in Bologna on the 18th of September 1988, who concluded that:

> the universities' task of spreading knowledge among the younger generations implies that, in today's world, they must also serve the society as a whole (…) The university as an autonomous institution is at the heart of societies, organised differently due to geographical and historical heritage[3].

The issue of shaping the relations between today's universities and their environment has been subject to discussion during numerous international conferences. For example, the participants of the 2nd Asia-Europe Education Workshop conference dedicated to the social responsibility of universities concluded in their recommendations that "The University of Today is not the University of Tomorrow, both in Europe and in Asia" and underlined the importance of universities' social responsibility in interactions with all stakeholders[4].

---

2   Henryk Samsonowicz, "Społeczna odpowiedzialność uczelni", n: *Społeczna odpowiedzialność uczelni*, ed. Krzysztof Leja (Gdańsk; Wydział Zarządzania i Ekonomii Politechniki Gdańskiej i Instytut Społeczeństwa Wiedzy, 2008), pp. 9–12.

3   Magna Charta Universitatum: (6 Sep. 2016) http://www.magna-charta.org/resources/ files/the-magna-charta/polish.

4   Knowledge Societies: Universities and their social responsibilities. Proceedings: 2nd Asia-Europe Education Workshop 5–7 June 2011, Innsbruck, Austria: 6 Sep. 2016 http://www.seaairweb.info/Collaborations/2011USR_ASEF.pdf.

A clash of the conservative approach to the role of the university and its leading role in shaping the knowledge society is a permanent feature of higher education institutions. Thus, Clark Kerr, the twelfth president of the University of California and the first chancellor of the University of California, Berkeley wrote:

> about eighty-five institutions in the Western world established by 1520 still exist in recognizable forms, with similar functions and with unbroken histories, including Catholic church, the Parliaments of the Isle of Man, of Iceland, and of Great Britain, several Swiss cantons, and seventy universities. Kings that rule, feudal lords with vassals, and guilds with monopolies are all gone. These seventy universities, however, are still in the same locations with some of the same buildings, with professors and students doing much the same things, and with governance carried on in much the same ways. There have been many intervening variations on ancient themes, it is true, but the external themes of teaching, scholarship, and service in one combination or another, continue[5].

Similar in its meaning is a conclusion made by the Polish sociologist Jan Szczepański, who stated that:

> despite the wars, revolutions, changes to social order, collapse of some states and birth of other, religious and political reforms, mass migrations, economic crises and changes in culture – some features of the academic reality remain surprisingly unchanged, the mechanisms have been the same for centuries[6].

The quotes demonstrate that, on the one hand, the academic world is aware of the importance of relations between the university and its environment but, on the other hand, a resistance is noticeable to changes aiming at making the academic institutions more open, leaving behind an obsolete model of a university as the ivory tower.

Some notes on the mission of the university

Soon, it will be 20 years since the first publication of the classic book by Bill Readings, *The University in Ruins*[7]. He asks important, fundamental questions about the direction, in which the university should progress, well-grounded in observations from the present crisis that hits universities:

---

5   Clark Kerr, *The Uses of the University*.(Cambridge MA: Harvard University Press, 2001), p. 115.
6   Jan Szczepański, „Granice reform szkolnictwa wyższego", *Nauka i Szkolnictwo Wyższe* 1993, No. 2.
7   Bill Readings, *The University in Ruins* (Cambridge MA: Harvard University Press, 1996).

> The University … no longer participates in the historical project for humanity that was the legacy of the Enlightenment: the historical project of culture. Such a claim also raises some significant questions of its own: Is this a new age dawning for the University project, or does it mark the twilight of the University's critical and social function? And if it is a twilight, what does it mean[8]?

Since the publication of Readings's book, the university as the institution having a mission of creating the civilisation and culture for the society has experienced a lot of changes and reforms, due to economic, social, political and other factors. Their aetiology is various, although "some might want to call this moment to which I am referring the »postmodernity« of the University"[9].

Polish universities, too, are now facing complex challenges. They include: worsening population decline ("a demographic tsunami"[10]); insufficient workforce in the job market instead of unemployment; growing competition on the educational market, not only domestic, but also the global one; growing competition for obtaining public funding between higher education, R&D and social spending[11].

The result of mass education, which, according to Mats Alvesson, is caused by politicians' idolatry[12], is the decrease in the quality of applicants. At the same time, the 2nd and 3rd cycle programmes become less popular, since work tends to be more attractive than studies. However, according to Martha Nussbaum: "Education is not just for citizenship. It prepares people for employment and, importantly, for meaningful lives"[13].

The situation becomes more complex as legal regulations of higher education and academic career have, according to many experts, reached their limits when it comes to possibilities of affecting the development of Polish higher education institutions towards research universities. It is no coincidence that some academics tend to believe that: "If in Poland we cannot afford to run world-class research in many fields, let's think and choose some of them, and besides let's focus on excellence of the didactic process".

---

8   Readings, p. 5.

9   Readings, p. 5.

10   Dominik Antonowicz and Bartłomiej Gorlewski, *Demograficzne Tsunami*: 6 Sep. 2016 http://instytutsokratesa.pl/pliki/Demograficzne_Tsunami_Instytut_Sokratesa.pdf.

11   The budget limitations are related to the predicted higher spendings on retirement pensions and health care, as well as costly pro-family programmes.

12   Mats Alvesson, *The Triumph of Emptiness*. (Oxford: Oxford University Press, 2013).

13   Martha Nussbaum, *Not for Profit. Why Democracy Needs the Humanities*. (Princeton and Oxford: Princeton University Press, 2010), p. 9.

With a dramatic increase in the number of students in Poland[14], a discussion started, concerning the ways to ensure competitive advantage of academia. Andrzej K. Koźmiński finds it necessary to develop the mission and strategy of the academia, adding that:

> A mission is a general term, which describes all the unique features (as compared to other educational institutions) that the university has to offer to its key stakeholders, i.e. groups interested in its functioning: students, … academic staff, local communities, state authorities, economic circles, professional communities and organisations, religious or ethnic communities, or international and supranational organisations[15].

The features of the academic mission, as proposed by Koźmiński, show its multidimensional character and the necessity to acknowledge the complexity of the relations with the surrounding world. It is relevant to quote here a message formulated by the founders of the University of Warsaw some 200 years ago: "The role of the university is not only to maintain knowledge and skills in the nation at the level they reached in the academic world, but also to refine them, disseminate them and to use their theory to the benefit of the society"[16]. This message shows that the founders of the University of Warsaw noticed the close relation between the university and its environment in a broad sense.

The above examples prove that the social responsibility of universities, though understood differently over the centuries, has always been acknowledged both by the founders of higher education institutions and by the academics. However, the social responsibility of universities, understood as activity that builds the brand of an entity engaged in the issues of its environment (CSR), should be separated from the contacts and interactions of universities and NGOs.

Universities' third mission from the classical perspective

The above changes in the university's functions and roles are often the subject of public debate as well as scientific papers. Some of the publications describe the interactions between the modern university and its surroundings, and their authors usually focus on the interdependency of the university, the state and the

---

14 Mass education is as such a global phenomenon, yet in this publication we refer to Poland.

15 Andrzej. Koźmiński, *Misje i strategie szkół wyższych*, in: Model zarządzania publiczną instytucją akademicką, ed. Jerzy Woźnicki, . (Warszawa: Instytut Spraw Publicznych, 1999).

16 Misja i strategia Uniwersytetu Warszawskiego: 10 Sep. 2016 http://www.uw.edu.pl/uniwersytet/misja-strategia-rozwoj/misja-strategia-rozwoju/misja-uw/

market. These relations gain importance as the importance of the university is noticed, namely its influence on social and economic development of countries. An academic institution, regardless of its type, is not an enclave separated from its environment but one of the key institutions, whose role is to shape the knowledge society and create culture. The need to establish and develop the relationship with its stakeholders becomes clearer also to the academics. Therefore, it is necessary to promote the debate between scholars and the society.

The fundamental mission, nowadays known as 'the first mission' of universities in medieval Europe, was education. The 19th-century Humboldt University was the manifestation of the first academic revolution, as a result of which it was decided that the basic task of a university, apart from education, is scientific research ('the second mission'). As a result of the second academic revolution, the significance of commodification of knowledge and intellectual property protection was noticed. Ewa Solska, when reflecting on the role of the modern university, notices that:

> However, there is a growing number of people that regard science and higher education as fundamental to economic growth based on knowledge, in which science and education, 'sucked' by technological capitalism into the field of commerce, constitute the primary production force as well as a *strategic* commodity and capital (individual and social) on the global labour and services market[17].

The traditional roles of universities, i.e. education and scientific research, have been supplemented with 'the third mission', creating relations between the university and its environment, which is supposed to result in a popularisation of the results of scientific research and their commercialisation[18], and which should make academic institutions to engage in social development processes in the economic, civilisation, ethical, and moral dimension. The third mission is closely related to the first and the second mission, as noticed by the authors of a study under the telling title: "One and two equals three? The third mission of higher education institutions"[19].

Authors of many studies about the third mission analyse the relationship between the university and commercial and public institutions. Yet there are few publications concerning the relations between the university and third sector

---

17 Ewa Solska, „Proces boloński: Co dalej za przełęczą?", *Kultura i Historia* , 2006, No 10.

18 See e.g. Andrea Bonaccorsi and Cinzia Daraio, *Universities and strategic knowledge creation*. (Cheltennham: Edward Elgar, 2007).

19 Rómulo Pinheiro, P.V. Langaand A. Pausits, "One and two equals three? The third mission of higher education institutions", *European Journal of Higher Education,*:, Vol. 5, No. 3 (2015), pp. 233–249.

organisations, or the civil society, which may play an important role in shaping the relations between the university and its social environment.

The aim of this study is to fill this research gap. The authors believe that overlooking these interactions and focusing solely on neoliberal values (meaning market-orientation, the labour market, financial indicators and only economic profits) results, among others, in a situation when the society regards the role of the university as purely instrumental. The university, then, turns into an enterprise that employs scientific workers oriented on achieving aims and not scholars that would assume responsibility for the social development of a country, region and future generations.

For that reason, the authors of this article develop and defend the thesis that the inclusion of interactions with the non-governmental sector into the third mission will positively affect the growth of social capital, which is currently underestimated but may, in fact, bring significant social benefits.

Fulfilling the tasks that belong to the nature of the third mission requires the evolution of the university from the temple of knowledge, called "the ivory tower"[20], into an organisation that would function smoothly, while still respecting the academic standards and values as well as the traditions of the societies that gave rise to the institution.[21] Some find it necessary to offer education in the humanities in order to be able to describe, understand and transform the world, such as Martha Nussbaum, who differentiates between "Education for Profit" and "Education for Democracy". The first type of education (and thinking) generates simple, imitative solutions that are far from being innovative and, moreover, are not prosocial: "Education for economic growth leads to basic skills, literacy, and numeracy.… Equal access, however, is not terribly important; a nation can grow very nicely while the rural poor remain illiterate and without basic computer resources"[22]. However, for the common good and sustainable social development it is important to change this way of thinking about universities, which should not become just enterprises. Nussbaum argues that:

---

20 Derek Bok, *Beyond the ivory tower. Social responsibilities of the modern universities*.(Cambridge MA: Harvard University Press, 1982).

21 Compare with: Robert Merton, *Social Theory and Social Structure*, Simon & Schuster, New York 1968; Victor Rodriquez, "Merton's and Ziman's norms of science: the case of biological and similar material transfer agreements", *Science and Public Policy*, Vol. 34, No 5 (2007) pp. 157–164.

22 Martha Nussbaum, *Not for Profit. Why Democracy Needs the Humanities*.(Princeton and Oxford: Princeton University Press, 2010), pp. 19–20.

> The primary alternative to the growth-based model in international development circles … is known as the Human Development paradigm. According to this model, what is important is the opportunities, or 'capabilities', each person has in key areas ranking from life, health, and bodily integrity to political liberty, political participation, and education[23].

Such an approach allows for a wider perspective when considering the tasks of the University, which goes beyond its campus and begins to shape a truly democratic knowledge society.

The importance of the relationship between universities and their environments was noticed in studies of scientific policy and higher education many years ago, the proof of which is the triangle of coordination proposed by Burton Clark in 1983[24].

Figure 1. Clark's Triangle of coordination (1a), modified by Jongbloed (1b)[25]

Fig. 1a
University

Fig. 1b
University

State   Market   State   Market
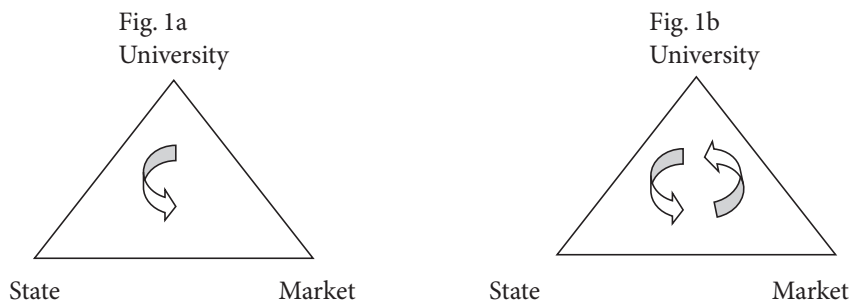
Clark placed academic oligarchy, the market and the state (Fig. 1a) at the vertices, while inside it he positioned higher education systems of particular countries[26]. The researcher has noticed that the way the higher education system is positioned in relation to the triangle's vertices has a major impact on the way the role of higher education is perceived in the given country. It is, however, a static picture, overlooking the relations between the "triangle's vertices".

---

23 Nussbaum, *Not for profit* , p. 24.

24 Coordination means "more than management, more than conscious human activity, as it also includes the regulatory effects of standards and values in the research organisation system" (Julita Jabłecka, *Koordynacja badań akademickich. Teorie, koncepcje i rzeczywistość*.(Warszawa: Centrum Badań Polityki Naukowej i Szkolnictwa Wyższego Uniwersytetu Warszawskiego,2002).

25 B. Jongbloed, "Marketisation in Higher Education, Clark's Triangle and the Essential Ingredients of Markets", *Higher Education Quarterly*, Vol. 57, No 2 (2003) p. 132.

26 Burton Clark, *The Higher Education System. Academic Organization in Cross-National Perspective*,. (Berkeley:University of California Press, 1983).

Ben Jongbloed, in his attempt to make Clark's picture more dynamic, brought attention to the changing role of the state. The state ceases to play the supervisory and controlling role, instead becoming the administrator that coordinates and moderates relations between the market and the university (Fig. 1b). Thus, the interactions between the university, the state and the market become stronger, and they act both ways[27]. Therefore, the task of the state, according to Jongbloed, is to support the relations that change with time and that benefit the creation of knowledge-based economy.

To this conclusion come also the reflections of Henry Etzkowitz and Loet Leydesdorff, who have noticed the evolution of relations between the university, the state and the economy[28]. The change goes from state supervision over the economy and the university through non-interference policy – respecting the autonomy of each party – to their close relation, called 'the triple helix'[29].

The university in the centre: the social benefits of the third mission

The abovementioned H. Etzkovitz noticed three stages in the development of the university, starting from the concept of an enterprising university, proposed by Clark[30]. In the first stage, the control centre of the university was reinforced, the academic core was stimulated by the centre, sources of financing were diversified, the entrepreneurial culture was supported, and peripheral segments were created. The second stage saw active role of the university in the scope of commercialisation of intellectual property created by university staff and students. In the third stage, the university played a proactive role in shaping the relations with the economic environment and the state[31]. The third stage, in this meaning, has

---

27 Ben Jongbloed, Marketisation in Higher Education,p. 132.

28 Henry Etzkowitz and Loet Leydesdorff, "The dynamics of innovation: from National Systems and "Mode 2" to a Triple Helix of university–industry–government relations", *Research Policy*, Vol. 29, No 2 (2000), pp. 109–123.

29 The term of triple helix appeared earlier: see e.g. Henry Etzkowitz and Loet Leydesdorff, *The Triple Helix: University – Industry – Government Relations: A Laboratory for Knowledge – Based Economic Development*. EASST Review 1995, No 14, pp. 14–19.

30 Burton Clark, *Creating entrepreneurial universities: Organizational pathway of transformation*. (Oxford:Pergamon, For IAU Press,1998).

31 Henry Etzkowitz, *The Entrepreneurial University as a Technopole Platform. A Global Phenomenon*, in: Making 21st Century Knowledge Complexes: Technopoles of the World Revisited, eds. Julie Miao, Paul Benneworth, Nicholas Phelps, (New York: Routledge, 2015).

inspired the authors of this article to **extend the meaning of the third mission of the university to interactions between the academia and society**[32]. The process is illustrated by the following graph, presenting a triangle stretching between three points: the public, the private and the social sector. In the middle of it is the university (Fig. 3). In this article, the emphasis was placed on the social benefits of university's third mission as measured with the use of 'soft' indicators that cannot be directly and unambiguously converted into typical social and economic indicators used in the (neo)liberal perspective[33].

Figure 3. Interactions between the university and the public, the private and the social sector

3rd sector (including social economy entities)

University

State   Market
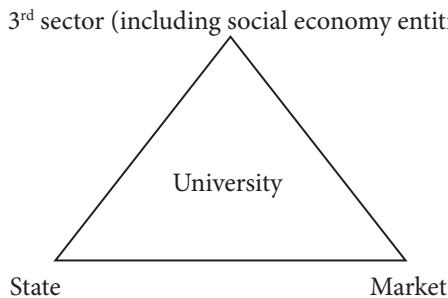
Source: Authors' own work

The interactions are especially important, as the demographic situation – unfavourable from the point of view of education (the first mission) and scientific research funding (the second mission) – results in the university paying more attention to the social significance of the third mission, in the hope that this will result in political decisions of increased funding for R&D and will attract potential students. Etzkowitz emphasised the fact, too, seeing the cooperation between the university and its environment as beneficial not only for its utilitarian qualities, but also the cognitive ones[34].

---

32 Bo Göransson, Rasigan Maharajh, Ulrich Schmoch, "New activities of universities in transfer and extension: multiple requirements and manifold solutions", *Science and Public Policy*, Vol. 36, No 2 (2009) p. 164.

33 Henry Giroux, *Neoliberalism's War on Higher Education, Haymarket Books*. (Chicago: Haymarket Books, 2014); E. Wane Ross, *Neoliberalism And Education Reform (Critical Education and Ethics)*. (New York: Hampton Press,2007).

34 Henry Etzkowitz, "The Norms of Entrepreneurial Science: Cognitive Effects of the New University–Industry Linkages", *Research Policy*, Vol. 27, No 8 (1998) pp. 823–833.

In 1989, a date symbolic for the change of the political system in Poland, a neoliberal order has been introduced in the field of higher education, legitimised in 2005 by the Act on Higher Education. This is also related to a global trend in the development of universities that makes them income-oriented, focusing on obtaining grants and fighting for customers – the students. This not only results in mercantilist way of thinking but also in excess of bureaucratic solutions making the university more like a corporation than an institution with a mission to create culture.

It should be noticed, however, that the model that has been introduced is being increasingly questioned by intellectuals and academics alike[35]. A Polish researcher of universities, Kazimierz Musiał, writes about it in reference to Nordic countries: "the trends to make higher education market-oriented depend on the way the role of the university is regarded in the society and in the state"[36]. The researcher notices and differentiates between two paradigms of thinking about universities: one of them is the *social development* paradigm, the other – the *instrumental and utilitarian* paradigm[37]. The latter is nowadays prevalent in the whole world, due to globalisation processes and tasks assigned to this institution. One expects the university of today to "achieve the main strategic goal that is contributing to the economic growth of the country"[38]. In the Nordic countries, these phenomena, together with cultural values, resulted in a new model of management being discussed (*good governance* or *network governance*)[39].

As a result of *institutional analysis perspective*, adopted in this article, the NGOs shall be the main subject of our further deliberations. NGOs are characterised by socially useful activity, as they not only supply goods and services, but they indirectly affect forming of beneficial features in the society[40]. "NGOs create an

---

35 Compare with: Mats Alvesson, *The triumph of emptiness* (Oxford: Oxford University Press,2013); JanSowa, *Inna Rzeczpospolita jest możliwa. Widma przeszłości, wizje przyszłości.* (Warszawa: Grupa Wydawnicza Foksal,2015); Łukasz Sułkowski and Michał Zawadzki, M. *Krytyczny nurt zarządzania* (Warszawa: Difin,2014; Thomas Piketty, *Capital in the Twenty First Century.* (Cambridge MA:Belknap Press of Harvard University Press, 2014); Martha Nussbaum, *Cultivating Humanity: A Classical Defense of Reform in Liberal Education* (Cambridge, MA: Harvard University Press, 1998).

36 Kazimierz Musiał, *Uniwersytet na miarę swego czasu. Transformacja społeczna w dobie postindustrialnej a zmiany w szkolnictwie wyższym krajów nordyckich* (Gdańsk; Słowo/ Obraz terytoria,2013), p. 7.

37 Musiał, pp. 14–15.

38 Musiał, p 15.

39 Musiał, p 47.

40 Piotr Gliński, *Style działań organizacji pozarządowych w Polsce. Grupy interesu czy pożytku publicznego?* (Warszawa: IFiS PAN,2006), p. 19.

institutional framework for a civil society, their development is based on civic activity and on roots grown into various communities"[41].

The United Nations define a NGO as: "any non-profit, voluntary citizens' group which is organized on a local, national or international level. Task-oriented and driven by people with a common interest, NGOs perform a variety of services and humanitarian functions, bring citizens' concerns to Governments, monitor policies and encourage political participation at the community level. They provide analysis and expertise, serve as early warning mechanisms and help monitor and implement international agreements. Some are organized around specific issues, such as human rights, the environment or health"[42].

One can therefore conclude that the aim of a third sector organisation is most of all a non-economic, social effect, while its value added is the improved functioning of democracy. In order for the effect to fully occur, from the perspective of institutions' management as well as that of an individual, a dialogue between various organisations from the field of economy must be held. This in turn is important for the effect of social synergy[43].

The use of the term 'dialogue' here is intentional. "Just as associations inculcate democratic habits, they also serve as forums for thoughtful deliberation over vital public issues"[44]. This provides an opportunity to arrive at solutions acceptable to all parties, it contributes to the quality of public debate in matters important for the state and the society[45], and it builds the societies' social capital[46].

---

41 Małgorzata Jabłońska, Magdalena Mike M. *Organizacje pozarządowe i samorząd*, in: Szkoła partnerstwa. Kompendium współpracy organizacji pozarządowych i samorządu terytorialnego. Poradnik pracowników, członków i wolontariuszy organizacji społecznych praz urzędników i władz samorządowych, eds. Beata Adamczyk-Nowak and Michał Bagrowski (Bielsko Biała: Fundacja Towarzystwa Szkolnego im. M. Reja, 2012), p 14.

42 United Nations, *Arrangements and Practices for the Interaction of Non-Governmental Organizations in All Activities of the United Nations System*, (New York: Report of the Secretary General, United Nations 1998), para.1.

43 Robert Putnam also points to a strong relation between social capital and promotion of ideals of tolerance in a society – Robert . Putnam, *Bowling Alone: The Collapse and Revival of American Community* (New York: Touchstone Books by Simon & Schuster, 2001).

44 Putnam, p 555.

45 Anna Kola, „Z edukacją sprawa trudna… Kilka refleksji po Seminarium Eksperckim, jakie odbyło się dnia 17 czerwca 2014 w Pałacu Prezydenckim w Warszawie – głos nadesłany", *Rocznik Pedagogiczny* 2014, vol. 37, pp. 233–240.

46 In order to build capital one needs social and public participation. Public participation is related to exercising power and making decisions by citizen on matters that are

An increasing number of public-private partnerships forms at universities, as the national qualifications framework introduces the requirement of consulting the curricula with external stakeholders (i.e. enterprises, self-government entities, NGOs). The cooperation with external entities does not always work the way it should. The aim should not be to sign mutual agreements expressing goodwill, but to make the agreement lasting, real and including a growing number of partners. However, a steady increase in interactions between organisations and other economy sectors is noticeable: "This growth in terms of number, power and influence of NGOs represents one of the most important societal developments in the past twenty years, in terms of how the dynamics of public debates and government policies concerning corporate behaviour are changing"[47]. "Researchers have noted both the drivers of NGO pressure on Corporation, as well as how this pressure can affect corporate behaviour"[48].

Does it benefit the university? The benefits and difficulties in cooperation with social environment

Each pro-social activity brings benefits[49]. They do not necessarily have to be regarded in commercial or mercantile terms, they are rather of a social kind, meaning that they contribute to increasing the quality of human life, work standards or the level of satisfaction. On the other hand, such activity counteracts social exclusion, discrimination and other negative social phenomena that seemingly apply to worse-off groups. The language of social benefits is rather uncommon, infrequent

---

vital from the states' functioning point of view, while social participation is defined as participating in collective activity, undertaken in and for local communities (www. decydujmyrazem.pl(22 May2015).

47 JonathanDoh, Terrence Guay, "Corporate social responsibility, public Policy and NGO activism in Europe and the United States: An Institutional stakeholder perspective", *Journal of Managment Studies*, Vol. 43, No 1, (2006), pp. 47–73.

48 John Campbell, "Why would Corporation behave in socially responsible ways? An institutional theory of corporate social responsibility", *Academy of Managment Review*, Vol 32, No 3 (2007) 32(3), pp. 947–967, after: Michael Yaziji, Jonathan Doh, NGOs and Corporations. *Conflict and Collaboration*(Cambridge: Cambridge University Press, 2009), p. 16.

49 There are tools for measuring benefits or influence of third sector organizations on the society, e.g. social return on investment, LM3 multiplier or social audit – Anna Szelest, Agnieszka Kurda, *Dlaczego warto zlecać zadania organizacji pozarządowej i podmiotom ekonomii społecznej*? (Katowice: Stowarzyszenie Wspierania Organizacji Pozarządowych MOSR,2014), p. 13.

in analyses concerning the university, although the benefits are undoubtedly visible on the level of university practice; in research as well as in didactics.

What can be indicated here as obvious benefits of the cooperation between the university and social organisations? A major advantage of joining the university perspective with that of a 3rd sector is empowering of staff of both parties, which is also important in the context of a network society[50]. NGOs create the new labour market order, offering job places in associations, foundations, but also in social cooperatives; as part of student internship, but also in the form of permanent employment. Jobs created in this way satisfy the demand for social services that is neither fulfilled by activity of local government nor private companies[51]. This, in turn, creates and develops social capital of all the participants of the cooperation: the university, the partner organisation, academic staff, university management, students, but also the local community, in which the university functions. In a crisis – e.g. financial or demographic – such partnership may contribute to a faster and cheaper solution of the problem; with use of existing social capital but also due to the innovativeness of the activity (social organisations act in a less bureaucratised way).

Universities, while cooperating with NGOs, adopt flexible, innovative and often less expensive forms and patterns of activity (see Finland). NGOs usually work in a project-oriented way, obtaining funds for subsequent activities. A grant system itself may not be advantageous here, one should however point out to the advantages of purposeful, planned task management, motivated by a social need or/and a necessity to provoke a social change.

Cooperation between NGOs and universities also makes it possible to go beyond the technocratic university solutions, which influences local development opportunities due to more efficient and effective diagnosis of the needs of a region, town or local community.

In order to obtain the benefits, the university has to lift some barriers and overcome difficulties. Most of all, it needs to stop defining itself as an ivory tower and, instead, get involved in the development processes, including conscious building of the social capital[52]. In this process, some negative aspects of social capital

---

50 Michel Casstells, *The Rise of the Network Society: The Information Age: Economy, Society, and Culture,* Volume I (Malden MA: Wiley-Blackwell; 2 edition, 2009).

51 Szelest, Kurda, p. 11.

52 Maria Dudzikowa, Renata Wawrzyniak-Beszterda, Sylwia Jaskuska , Mateusz Marciniak, Ewa Bochno, Ireneusz Bochno, Karina Knasiecka-Falbierska, *Oblicza kapitału społecznego uniwersytetu: diagnoza, interpretacje, konteksty* (Kraków: Oficyna Wydawnicza IMPULS, 2013).

may emerge, understood as activity detrimental to the public: whenever it serves nepotism, corruption, unfair competition ('political capitalism'), or even crime[53]. The social capital may also restrict individual freedom, entrepreneurship and innovation. This happens when solutions are enforced and become the *source of oppression hampering individual mobility*[54].

There might also appear legal restriction to cooperation between the university and its social environment, related to the activity of the legislator. One should remember that *social capital and civil society develop as long as they are actively encouraged by the state*, which is also related to financial barriers. In order to develop the cooperation between the university and the non-governmental sector, the funding system needs to be modified, with additional funds assigned to the aim[55].

Apart from legal regulations and low budget, one should also mention the obstacles of mentality that render maintaining civil dialogue impossible[56]. What adds to that is a weak representation of the non-governmental sector, insufficient recognition of non-governmental environments and no possibility to affect decision-making processes. Those who have the recognition and who function in the public space are unable to speak about all the matters and issues[57]. Thus, we should not call it a dialogue, since there is "chaos, lack of clarity, generality of legal regulations concerning the dialogue, which weakens the social party". What happens is "treating the dialogue instrumentally by its hosts, who attempt to avoid conflicts or use it to their own purposes", while we talk about "low quality of the dialogue", "juggling the representation", "corporate model of dialoguing"[58].

---

53 The social capital may also take on the negative form of familism or clientelism, where certain groups take hold of a property, restricting access to it and excluding others.

54 Tomasz Kaźmierczak, "Kapitał społeczny a rozwój społeczno-ekonomiczny – przegląd podejść", in: Kapitał społeczny. Ekonomia społeczna, eds. Tomasz Kaźmierczak, Marek. Rymsza, (Warszawa: Instytut Spraw Publicznych,2007), p. 55.

55 Kaźmierczak, p. 60.

56 Grzegorz Makowski, „Nowe płaszczyzny dialogu między władzą iI organizacjami pozarządowymi w Polsce.", in: Organizacje pozarządowe i władza publiczna. Droga do partnerstwa, eds. Grzegorz Makowski and Tomasz Schimanek, (Warszawa: Instytut Spraw Publicznych, 2008), p. 91.

57 Makowski, p. 90.

58 Tomasz Schimanek, "Introduction to part II", in: Organizacje pozarządowe i władza publiczna. Droga do partnerstwa, eds. Makowski, Schimanek, pp. 98–99.

Good practice of the extended third mission of the university: organisations cooperating with Polish universities[59]

Przemysław Czapliński diagnoses the social involvement of Polish people, as researched by Stowarzyszenie Klon/Jawor[60] for nearly 20 years[61]. In the 1990s, Polish people established numerous associations and foundations, mainly as a result of freedom-inspired social and political changes[62]. For all the years of the communist era, the establishment would not allow any associations. However, according to Elżbieta Matynia[63], due to the political system and also the Polish Round Table Agreement, Poles learned the rules of democracy: participation, representation, discussion. After 1989, Poles finally obtained the possibility to associate freely and raise not only social, but also political issues.

At the moment, we observe an ongoing decrease in social trust and social capital levels, although the engagement of Polish people in organisations has been growing for the last years. As the research data of Stowarzyszenie Klon/Jawor shows, there are 17,000 foundations and 86,000 associations registered in Poland[64]. For comparison, in 2002 there were about 36,500 associations and over 5,000 foundations[65]. At the moment, there are about 70,000 active organisations. Typically, they deal with sports, tourism, recreation and leisure activities (34% of all registered organisations). 15% of NGOs implement projects in the field of education and upbringing. The third most frequent type are cultural institutions

---

59 The examples of good practice have been chosen on purpose in order to illustrate a magnitude of possible ways to support social sector by the university, but also the other way around – to show how the university makes use of the "instruments" of the non-governmental sector for its own development (staff, scientific research level, improving the position in the world, financial situation).

60 Piotr Adamiak, P.,. *Zaangażowanie społeczne Polek i Polaków, Wolontariat, Filantropia, 1% i Wizerunek Organizacji Pozarządowych. Raport z badania 2013* (Warszawa: Stowarzyszenie Klon/ Jawor, 2014).

61 Janusz Czapliński, Tomasz Panek (eds.), *Diagnoza społeczna 2013: warunki i jakość życia Polaków: raport* (Warszawa: Rada Monitoringu Społecznego, 2014).

62 Stowarzyszenie Klon/Jawor has been studying functioning of organizations and social engagement of Poles since 2000 in two-year cycles.

63 Elżbieta Matynia, *Performative Democracy* (London: Routledge 2009).

64 Piotr Adamiak, Beata Charycka, Marta Gumkowska, *Kondycja sektora organizacji pozarządowych w Polsce 2015. Raport z badań* (Warszawa: Stowarzyszenie Klon/ Jawor,2016), p. 9.

65 Justyna Dąbrowska, Marta Gumkowska, Jakub Wygnański, *Podstawowe fakty o organizacjach pozarządowych – Raport z badania 2002* (Warszawa: Stowarzyszenie Klon/ Jawor, 2002), p. 3.

that promote the arts (13%). There is a significantly smaller number of organisations dealing with social issues, health protection and local development (6–8%). There is a noticeable difference between current and 2002 data as, back then, most associations and foundations named the three most important fields of activity to be sport (59.3%), school and education (48.2%), health protection, rehabilitation and support for the disabled (32.6%) as well as arts and culture (27.4%).

Do the organisations, when focusing on their activity, contact other institutions? This is an important question, as it reveals possible cooperation with universities. The research conducted by Klon/Jawor shows that NGOs are most often in touch with local government (92%), other foundations and associations (92%), local communities (89%), local media (83%), educational institutions and sports centres (80%) as well as companies/enterprises (75%). 33% of such interactions are of permanent and regular nature, constituting an important part of their activity (yet only as little as 14% of NGOs declare permanent cooperation with private companies)[66].

Such initiatives and organisations that raise the issues of the university and higher education are so valuable and important. They may provide a model for others to copy. Therefore, we are going to present various initiatives operating with different tasks and in different areas of the academic world – from the process of education through social diagnoses to scientific research. Their role, despite fulfilling different functions in the academic community over the 25 years of free Poland, cannot be overestimated.

The first of the presented organisations is the *Collegium Invisibile* association, established in 1995, which directs its activity at the most promising Polish students from all universities and all fields of knowledge. It offers scientific and didactic support to them via participation in tutorials, in which teachers-tutors are professors chosen by the students. Thanks to this support, which can also be financial, students may experience the best education, based on direct master-apprentice relationship. This builds students' symbolic and social capital, increases their competences, and contributes to the creation of schools of thought in academic milieus. It should be noted that the activity of Collegium, on the one hand, refers to the 18th-century Collegium Nobilium, a school educating the Polish elites, but also to the best European universities – in Oxford and Cambridge (with its working methods and teaching by tutoring).

Students enrolling for a Collegium programme choose a master-tutor, with whom they carry out their own scientific research. Most often, they choose a

---

66 Adamiak, Charycka, Gumkowska, , p. 15.

prominent, world-renown professor (not necessarily from Poland) who, apart from the knowledge, has a high social capital and is an authority in a certain field. He or she introduces the 'apprentice' in the world of knowledge, but also in the arcana of academic life, teaching the student its rules and the tasks of science. Every year students prepare reports presenting their scientific activity, but also the forms of engagement in academic life, for example as a tutor for secondary school students (*The First Tutor*[67] programme). Collegium is an association, which means that all of its activity is directed by its members – students – but the responsibility for its scientific character lies with the Scientific Counsel of professors, traditionally including the rector of the University of Warsaw, one of the best universities in Poland. An undeniable advantage of the Association is that, due to direct interaction with a professor, forms an ethos of a scholar as a person, whose vocation is to share knowledge with students and create an environment for intellectual exchange, in which responsibility for the new generation of scholars prevails. Science and education, thus, become a sort of a conveyor belt for transferring particular, humanistic values that go beyond business relations.

Support for the exceptionally gifted and talented students is also offered by several other institutions that notice the intellectual capital and scientific potential of young people. An especially interesting one is a foundation established by Zuzanna Lewandowska – The Kings Foundation – which sends Polish students to study on prestigious world universities. There are many highly talented young people in Poland. The problem is low financial capital of their families, who often cannot afford to pay for studying abroad (mostly at private universities).

In a similar way to The Kings Foundation, there functions the Harvard Club of Poland, an organiser of the *Droga na Harvard* (Road to Harvard) contest. Its aim is to promote the idea of studying at the world's best universities. The foundation's activity is focused, as it is responsible for interactions with a particular American university.

An important role, connecting different sectors of economy with the university, play *graduates' foundations*, founded by universities and their graduates[68]. The goals of such organisation are different, their task being mostly to maintain a network of relations between the university and its former students. The dimension of

---

67 Apart from the *First Tutor* programme, other important initiatives are the Summer Schools, organised for the beneficiaries of Krajowy Fundusz na rzecz Dzieci (National Fund for Children), or the Wioska Olimpijska (Olympic Village) programme for winners of contests in different subjects.

68 In Poland, where higher education at state universities is free, this form of relationship between the university and its graduates is relatively rare and limited.

the relationships is often merely a symbolic one, although top universities (usually private) show strong financial bonds with their graduates. An important task is to support student culture, which aids the integration of academic milieus as well as promotion of the achievements of people related to the university. The foundations support scientific research financially, fund study programmes, organise student internships and also help poorer students pay for accommodation during their studies (by scholarships for tuition or accommodation). The foundations are also using *fundraising* to obtain financing for university research and projects (including social, charity and local projects addressed to communities).

One can learn how to build social capital, for example, by *implementing projects together with NGOs* or for their benefit. Universities increasingly decide to include practical subjects in their curricula, which they call projects. This is true not only about the "social" faculties, such as Social Work, Sociology, Social Policy, or Management, but also as part of internship on faculties less typical in this respect – such as Balkan Studies. Faculties and institutes cooperate with *nonprofit* organisations that offer internships or traineeships, during which students can learn how to develop and run projects, thus obtaining universal skills. Many organisations also offer a possibility to participate in voluntary work abroad, such as the *European Voluntary Service*.

Research competences and scientific knowledge may be used in *think tanks*, non-governmental expert organisations that provide analyses in the field of public matters and organise public debates concerning specific challenges and solutions. Due to their scientific character, they were firstly academic, although they did not educate students. Their profile of interest changed as well, which is related to such social and political events as wars or the economic crisis. In Poland, there are at the moment many expert centres with different scopes of interest and research activity. These are such centres as: Centrum im. Adama Smitha (est. 1989), Krytyka Polityczna (2002), Think Tank Feministyczny (2005) or Forum Obywatelskiego Rozwoju (2007).

One of the prominent think tanks is *Instytut Spraw Publicznych* (ISP; est. 1995) that promotes the idea of public debate as solution to increasing the quality of public life. The founders of ISP want "(1) a citizen of our country to be educated, aware of his/her rights and responsibilities, co-responsible and engaged in public life; (2) the Polish society to be open (tolerant, inclusive), active, supportive, well-off and European; (3) the Polish state to be democratic, deliberating, law-abiding, modern, efficient, able to define short- and long-term goals that are citizen-oriented, partner, transparent, active, responsible before an international community"[69].

---

69 www.isp.org.pl , [30 May2015].

The leading think tanks function also outside of the capital city of Warsaw and without the support from the best Polish scientific units, as illustrates the example of *Instytut Spraw Obywatelskich* (ISO), whose mission is to create a society for and by conscious citizens. The ISO offers activities dealing with issues of environmental protection and sustainable development (such projects as *Tiry na tory (Trucks on the track)*, *European Car-Free Day* or the necessity to label processed food), social (free labour of women, a KLUCZ project promoting social entrepreneurship) and civil issues (publishing the *Obywatel* magazine). Just like ISP, from the beginning, ISO has cooperated with scholars, who deliberately and purposefully direct their scientific careers not only to further their scientific development, but also to contribute to social development.

Recommendations in place of a summary

The aim of this article was to indicate the necessity to extend the university's third mission to interactions between universities and the social environment, in its broad understanding, mostly to third-sector organisations. According to the authors, it is justified to treat the relationships between the university and each of the three socioeconomic sectors equally. Therefore, when analysing the relationships, the university was placed in the centre of the triangle (Fig. 3). While the authors notice the advantages and disadvantages of the cooperation of the university with its social environment, they attempted to illustrate the possibilities of extending the third mission with examples of good practice. Basing on the deliberations above, the following recommendations were chosen as relevant:

1. The improvement communication between the university and social organisations (as well as between the university and state and economic sector organisations), since its contents, form and relations builds mutual trust. This happens because: "Although there always is some degree of bonding capital, which makes it possible to survive, there is never enough of bridging capital, responsible for development; a challenge requiring special concern and engagement is building the bridging capital"[70]. The way to improve the relations described in this article is

---

70 Bonding and bridging capital are the concepts of R. Putnam. Bonding or exclusive capital is related to social structures functioning at the lowest level. These may be family or neighbourly bonds that build local communities. Bridging or inclusive capital is present in a situation when a group acts as part of a formal organisation, often without the set goals and standards, or they cooperate with people they did not know before – Kaźmierczak, p. 64.

to build social capital, despite the fact that it does not replace other forms of capital but makes it possible to reach for them and use them in more effective ways[71].

2. The inclusion of tenders for obtaining funding for undertakings in the evaluation processes, based on the cooperation between two or three parties: the university, the NGOs and the private sector. As long as top-down initiatives are not well-set in communities, they will not provide a 'pro-developmental impulse'[72], which also applies to interactions between the university and its environment.

3. The financial support by the ministry of the initiatives undertaken by academic communities in the scope of building the relations with the NGO sector, as they demonstrate considerable potential, which may result in an improvement of relations with the social environment.

4. The empowerment of the voluntary services as well as any civic initiatives directed at improving relations between the university and its environment, as they develop social attitudes among students, which is important for their future professional work, regardless of their careers[73].

It is also worth posing the following question: what will happen if we do not trigger the potentials of civil organisations, including the university-based ones. Piotr Gliński argues that: "In such situation, Poland will suffer stagnation and a growing cultural and social crisis, which would not be stopped even by the possible economic growth. This would be a world of cultural poverty and increasing social problems, a sad world, in which a formatted clerk and an enslaved consumer would prevail over a free citizen"[74]. Are these words not an illustration of the dilemmas of today's universities?

The authors of this work attempted to show how important a task it is to build the relations between the university and its environment, not only the market but also with the organisations from the social sector. One cannot overestimate the importance of building mutual trust between academic institutions and each of the economic sectors. The civic initiatives that originate at the university are beneficial in this respect, as they may help build the social capital that acts *pro publico bono*, when the social system also acts *pro publico bono*, which makes extending the university's third mission that more important.

---

71 Kaźmierczak, p. 64.

72 Kaźmierczak, p. 64.

73 Jeremi Mordasewicz, a counsel to the Board of Konfederacja Lewiatan, during a conference organised as part of the 70th Anniversary of the University of Lodz commented that the main weakness of university graduates, according to the employers, is their pathological individualism, lack in communication abilities and civil attitudes.

74 Gliński, pp. 272–273.

Afterword

The importance of the academic institutions in forming the society of knowledge inspires international organisations to develop scenarios for the development of higher education. Some emphasise that "scenarios are not meant to predict the future. They can be defined as consistent and coherent descriptions of alternative hypothetical futures that reflect different perspectives on past, present, and future developments, which can serve as a basis for action"[75]. During the 2006 meeting of ministers in charge of higher education in OECD countries, four scenarios for the future of academic institutions were developed. The first one, called the 'Open Networking' assumes that: "higher education is much internationalised and involves intensive networking among institutions, scholars, students and with other actors such as industry"[76]. The second one, called 'Serving Local Communities' assumes that "higher education institutions are focused (or refocused) on national and local missions. They are embedded in their local and regional communities, and are dedicated to addressing local economic and community needs in their teaching and research". Another scenario is 'New Public Management' that assumes that "higher education is currently the case, but there is a greater focus on the use of <<new public management>> tools, including market forces and financial incentives"[77]. The fourth scenario: 'Higher Education Inc.' assumes that "higher education institutions compete globally to provide education services and research services on a commercial basis"[78]. The authors of this work, certain that the future of higher education should be a hybrid of the above scenarios, believe that academic institutions will constantly improve, aiming at perfection, which cannot be attained in practice. In this endless journey, they will be accompanied by a tripartite mission, as mentioned in the beginning of this work.

The ideal of the university changes with time, as Russell Ackoff remarked; however, historically, it has always stood for balance and interaction between education, scientific research and services offered on behalf of the society[79]. Ackoff writes:

---

75 http://www.oecd.org/edu/skills-beyond-school/42241931.pdf (19 Sep.2016]

76 http://www.oecd.org/edu/skills-beyond-school/42241931.pdf [access (19 Sep..09.2016]

77 http://www.oecd.org/edu/skills-beyond-school/42241931.pdf [access (19 Sep..09.2016]

78 http://www.oecd.org/edu/skills-beyond-school/42241931.pdf [access (19 Sep..09.2016]

79 RussellAckoff, "Toward an Idealized University", *Management Science*, Vol 15, No 4 (1968) pp. B121-B131.

> Strictly speaking, every university is itself a community that is part of a larger community. As a community in itself it has (or should have) all or most of the skills required for its efficient operation. But even where these skills are currently available they are seldom turned inward on to university itself…. The university should be an example to other communities of how the skills which it contains can produce and maintain a near-ideal community.

Let the words of José Ortega Y Gasset close our deliberations: „The University must be open to the whole reality of its time. It must be in the midst of real life, and saturated with it"[80]. In the asymptotic pursuit of perfection, extending the importance of the third mission seems well justified.

Bibliography

Ackoff, Russell. "Toward an Idealized University." *Management Science*, Vol. 15, No 4, 1968, pp. B121-B131.

Adamiak, Piotr. *Zaangażowanie społeczne Polek i Polaków, Wolontariat, Filantropia, 1% i Wizerunek Organizacji Pozarządowych. Raport z badania 2013.* Warszawa: Stowarzyszenie Klon/Jawor, 2014.

Adamiak, Piotr. Charycka, Beata and Gumkowska, Marta. *Kondycja sektora organizacji pozarządowych w Polsce 2015. Raport z badań.* Warszawa: Stowarzyszenie Klon/Jawor, 2016.

Alvesson, Mats., *The triumph of emptiness*, Oxford: Oxford University Press, 2013.

Antonowicz, Dominik., Gorlewski, Bartłomiej. „Demograficzne Tsunami", http://instytutsokratesa.pl/pliki/Demograficzne_Tsunami_Instytut_Sokratesa.pdf, (6 Sep 2016).

Bok, Derek. *Beyond the ivory tower. Social responsibilities of the modern universities.* Cambridge MA: Harvard University Press, 1982.

Bonaccorsi, Andrea and Daraio, Cinzia., *Universities and strategic knowledge creation*. Cheltenham: Edward Elgar, 2007.

Campbell, John, "Why would Corporation behave in socially responsible ways? An instituti:onal theory of corporate social responsibility", *Academy of Management Review* , Vol. 32, No 3, 2007 , pp. 947–967.

Casstells, Manuel. *The Rise of the Network Society: The Information Age: Economy, Society, and Culture* Volume I. Malden, MA:Wiley-Blackwell; 2 edition, 2009.

Clark, Burton. *The higher education system. Academic organization in Cross national Perspective*, Berkeley: University of California Press, 1983.

---

80   J. Ortega Y Gasset, *Mission of the University* (New York: The Norton Library,1966), p. 89.

Clark, Burton, *Creating entrepreneurial universities: Organizational pathway of transformation*. Oxford:Pergamon, For IAU Press, 1998.

Czapliński, Janusz. and Panek, Tomasz. eds. *Diagnoza społeczna 2013: warunki i jakość życia Polaków: raport*. Warszawa: Rada Monitoringu Społecznego, 2014.

Dąbrowska, Justyna, Gumkowska, Marta and Wygnański, Jakub. *Podstawowe fakty o organizacjach pozarządowych – Raport z badania 2002*. Warszawa: Stowarzyszenie Klon/Jawor, 2002.

Doh, Jonathan, , Guay, Terrence. "Corporate social responsibility, public Policy and NGO activism in Europe and the United States: An Institutional stakeholder perspective", *Journal of Management Studies*, Vol. 43, No 1, 2006. pp. 47–73.

Dudzikowa, Maria, Wawrzyniak-Beszterda, Renata, Jaskuska, Sylwia, Marciniak, Mateusz, Bochno, Ewa, Bochno, Ireneusz, Knasiecka-Falbierska Karina. *Oblicza kapitału społecznego uniwersytetu: diagnoza, interpretacje, konteksty*. Kraków: Oficyna Wydawnicza IMPULS, 2013.

Etzkowitz, Henry, Leydesdorff, Loet. "The Triple Helix: University -Industry -Government Relations: A Laboratory for Knowledge-Based Economic Development", *EASST Review*, Vol. 14, 1995, pp. 14 -19.

Etzkowitz, Henry. "The norms of entrepreneurial science: cognitive effects of the new university–industry linkages", *Research Policy*, Vol. 27, No 8, 1998, pp. 823–833.

Etzkowitz, Henry, Leydesdorff Loet. "The dynamics of innovation: from National Systems and "Mode 2" to a Triple Helix of university–industry–government relations", *Research Policy*, Vol. 29, No 2, 2000, pp. 109–123.

Etzkowitz Henry. "The entrepreneurial university as a technopole platform. A global phenomenon." In:*Making 21st century knowledge complexes: Technopoles of the world revisited*, eds. Julie Miao, Paul Benneworth, Nicholas Phelps. Oxon: Routledge, 2015.

Giroux, Henry. *Neoliberalism's War on Higher Education*, Haymarket Books, Chicago: 2014;

Gliński, Piotr. *Style działań organizacji pozarządowych w Polsce. Grupy interesu czy pożytku publicznego?* Warszawa: Wydawnictwo IFiS PAN, 2006.

Göransson, Bo, Maharajh, Rasigan, Schmoch Ulrich. "New activities of universities in transfer and extension multiple requirements and manifold solutions", *Science and Public Policy*Vol. 36, No 2, 2009, pp. 157–164.

Jabłecka, Julita. *Koordynacja badań akademickich. Teorie, koncepcje i rzeczywistość*: Warszawa: Centrum Badań Polityki Naukowej i Szkolnictwa Wyższego Uniwersytetu Warszawskiego, 2002.

Jabłońska, Małgorzata and Mike, Magdalena. Organizacje pozarządowe i samorząd, In: *Szkoła partnerstwa. Kompendium współpracy organizacji pozarządowych i samorządu terytorialnego. Poradnik pracowników, członków i wolontariuszy organizacji społecznych praz urzędników i władz samorządowych*, eds. Beata Adamczyk-Nowak and Michał Bagrowski . Bielsko Biała: Fundacja Towarzystwa Szkolnego im. M. Reja, 2012, pp. 10–13.

Jongbloed, Ben. "Marketisation in Higher Education, Clark's Triangle and the Essential Ingredients of Markets", *Higher Education Quarterly*, Vol. 57, No 2, 2003, pp. 110–35.

Kaźmierczak, Tomasz. „Kapitał społeczny a rozwój społeczno-ekonomiczny – przegląd podejść.˝In: Kapitał społeczny. Ekonomia społeczna, eds. Tomasz Kaźmierczak and Marek Rymsza., . Warszawa: Instytut Spraw Publicznych, 2007, pp. 41–64.

Kerr, Clark. *The Uses of the University*, Cambridge MA: Harvard University Press, 2001.

Kola, Anna. *Z edukacją sprawa trudna… Kilka refleksji po Seminarium Eksperckim, jakie odbyło się dnia 17 czerwca 2014 w Pałacu Prezydenckim w Warszawie – głos nadesłany, Rocznik Pedagogiczny* Vol. 37, 2014, pp. 233–240.

Koźmiński, Andrzej. „Misje i strategie szkół wyższych", Inn: *Model zarządzania publiczną instytucją akademicką*, ed. Jerzy Woźnicki (.), . Warszawa: Instytut Spraw Publicznych, 1999.

Makowski, Grzegorz. „Nowe płaszczyzny dialogu między władzą i organizacjami pozarządowymi w Polsce.", In: Organizacje pozarządowe i władza publiczna. Droga do partnerstwa, eds. Grzegorz Makowski and Tomasz Schimanek . Warszawa: Instytut Spraw Publicznych 2008, pp. 73–92.

Matynia, Elżbieta. *Performative Democracy*. London: Routledge, 2009.

Merton, Robert. *Social Theory and Social Structure*. New York: Simon & Schuster, 1968.

Musiał, Kazimierz. *Uniwersytet na miarę swego czasu. Transformacja społeczna w dobie postindustrialnej a zmiany w szkolnictwie wyższym krajów nordyckich*. Gdańsk: Słowo/obraz terytoria, 2013.

Nussbaum, Martha. *Cultivating Humanity: A Classical Defense of Reform in Liberal Education*. Cambridge, MA: Harvard University Press, 1998.

Nussbaum, Martha. *Not for Profit. Why Democracy Needs the Humanities*, Princeton and Oxford: Princeton University Press, 2010.

Ortega Y Gasset J. *Mission of the University*. New York: The Norton Library & Co Inc., 1966.

Piketty, Thomas., *Capital in the Twenty First Century*. Cambridge,MA: Belknap Press of Harvard University Press, 2014.

Pinheiro, Rómulo, Langa, Patricio and Pausits, Attila., "One and two equals three? The third mission of higher education institutions", *European Journal of Higher Education*, Vol. 5, No. 3, 2015, pp. 233–249.

Putnam, Robert. *Bowling Alone: The Collapse and Revival of American Community*. New York: Touchstone Books by Simon & Schuster, 2001.

Readings, Bill. *The University in Ruins*. Cambridge MA: Harvard University Press, 1996.

Rodriquez, Victor. "Merton's and Ziman's norms of science: the case of biological and similar material transfer agreements", *Science and Public Policy*, Vol. 34, No 5, 2007, pp. 157–164.

Ross, E. Wane. *Neoliberalism And Education Reform (Critical Education and Ethics)*. New York: Hampton Press, 2007.

Samsonowicz, Henryk., „Społeczna odpowiedzialność uczelni", In: Społeczna odpowiedzialność uczelni, ed. Krzysztof Leja, . Gdańsk:Wydział Zarządzania i Ekonomii Politechniki Gdańskiej i Instytut Społeczeństwa Wiedzy, 2008.

Schimanek, Tomasz., *Wstęp do cz. II*. In: Organizacje pozarządowe i władza publiczna. Droga do partnerstwa,eds. Grzegorz Makowski and Tomasz Schimanek. Warszawa: Instytut Spraw Publicznych 2008, pp. 95–99.

Solska, Ewa. Proces boloński: „Co dalej za przełęczą?", *Kultura i Historia* 2006, No. 10.

Sowa, Jan. *Inna Rzeczpospolita jest możliwa. Widma przeszłości, wizje przyszłości*. Warszawa: Grupa Wydawnicza Foksal, 2015.

Szczepański, Jan. Granice reform szkolnictwa wyższego, *Nauka i Szkolnictwo Wyższe* 1993, No 2.

Sułkowski, Łukasz, Zawadzki, Michał. *Krytyczny nurt zarządzania*, Warszawa: Difin, , 2014.

Szelest, Anna, Kurda, Agnieszka. *Dlaczego warto zlecać zadania organizacji pozarządowej i podmiotom ekonomii społecznej?* Katowice: Stowarzyszenie Wspierania Organizacji Pozarządowych MOSR, 2014.

United Nations, *Arrangements and Practices for the Interaction of Non-Governmental Organizations in All Activities of the United Nations System*, New York: Report of the Secretary General, United Nations, 1998.

Yaziji, Michael, Doh, Jonathan. *NGOs and Corporations. Conflict and Collaboration*. Cambridge: Cambridge University Press, 2009.

Netography

www.decydujmyrazem.pl (22 May 2015).

www.isp.org.pl (30 May 2015).

www.magna-charta.org/resources/files/the-magna-charta/polish (6 Sep. 2016]

www.seaairweb.info/Collaborations/2011USR_ASEF.pdf (6 Sep. 2016)

www.uw.edu.pl/uniwersytet/misja-strategia-rozwoj/misja-strategia-rozwoju/ misja-uw/ (10 Sep. 2016)

www.oecd.org/edu/skills-beyond-school/42241931.pdf (19 Sep. 2016)