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СОЦІАЛЬНА ВІДПОВІДАЛЬНІСТЬ СУЧАСНОГО УНІВЕРСИТЕТУ: КОНЦЕПТУАЛЬНІ ЗАСАДИ І НАПРЯМИ РОЗВИТКУ В КОНТЕКСТІ ЗАБЕЗПЕЧЕННЯ ЯКОСТІ ВИЩОЇ ОСВІТИ

Анотація. У статті обґрунтовано сутність соціальної відповідальності сучасного університету, розкрито її вплив на забезпечення якості вищої освіти. Визначено зв'язок між університетською соціальною відповідальністю і якістю вищої освіти, згідно з яким соціальна відповідальність є первинною, а якість вищої освіти – її складником, похідним від неї. Досліджено, що соціальна відповідальність характеризує відповідальність закладу вищої освіти як соціального інституту перед суспільством за результати і якість освітньої діяльності, передачу здобувачам визнаних у суспільстві цінностей, їх інтеграцію в суспільство. Зауважено, що соціальна відповідальність закладу вищої освіти реалізується через такі складники: виробник освітніх послуг, працедавець, учасник соціальних відносин, учасник економічних і політичних відносин з державою, діловий партнер. Розкрито пріоритетні напрями розвитку соціальної відповідальності університету, що пов'язують його освітню діяльність, прийняту в ньому систему відносин, цінностей, норм і принципів із зобов'язаннями перед суспільством і різними категоріями стейкхолдерів. Виявлено компоненти, дієві механізми і відповідні маркери оцінювання якості вищої освіти в контексті університетської соціальної відповідальності, серед яких: знання і компетентності здобувачів вищої освіти; задоволення потреб і попиту стейкхолдерів; процеси й напрями діяльності закладу вищої освіти; результати функціонування університету і життєдіяльності системи вищої освіти. Визначені компоненти, що утворюють механізм оцінювання: знання і компетентності, стейкхолдери, процеси і результати діяльності університету, – є взаємопов'язаними один з одним і тільки у взаємозв'язку можуть гарантувати якість освітньої діяльності в тому чи іншому закладі вищої освіти.

Ключові слова: соціальна відповідальність, вища освіта, якість вищої освіти, соціально відповідальний університет, забезпечення якості вищої освіти.

MODERN UNIVERSITY SOCIAL RESPONSIBILITY: CONCEPTUAL BASIS AND DEVELOPMENT DIRECTIONS IN THE CONTEXT OF HIGHER EDUCATION QUALITY ASSURANCE

Abstract. The article substantiates the essence of modern university social responsibility and reveals its influence on ensuring higher education quality. The connection between university social responsibility and higher education quality is determined when social responsibility is primary. The quality of higher education is its derived component. It has been proved that social responsibility characterizes a higher education institution's responsibility to society for the results and quality of educational activities, the transfer of socially recognized values to students, and their integration into society. It is noted that the social responsibility of a higher education institution is realized through the following components: a generator of educational services, an employer, a participant in social relations, a participant in economic and political relations with the state, and a business partner. The priority directions of the development of the university's social responsibility, which connects its educational activity, the system of relations, values, norms, and principles adopted in it with obligations to society and various categories of stakeholders, are revealed. The components, effective mechanisms, and relevant markers for evaluating the quality of higher education in the context of university social responsibility have been identified, including higher education students' knowledge and competencies; meeting stakeholders' needs and demands; processes, and areas of activity of the higher education institution; the results of the university functioning and the vital activities of the higher education system. The identified components constituting the evaluation mechanism – knowledge and competencies, stakeholders, processes, and results of the university's activity – are interrelated, and only in a relationship can guarantee the quality of educational activities in a particular higher education institution.

Keywords: social responsibility, higher education, higher education quality, socially responsible university, higher education quality assurance.

INTRODUCTION

The problem formulation. In the modern conditions of the spread of ideas for sustainable development, the role of public institutions is being revised and a new approach to assessing the effectiveness of their activities in the context of social responsibility is being formed. Taking into account the fact that education is the foundation of human development and society's progress, the problem of social responsibility of the modern university is actualized. This requires the transition of higher education to the market language, changes in the functions and role of the state and its educational policy, definition of the new essence of governance of the institution of higher education, and its relationship with the «interested society». Under such conditions, higher education becomes a special product on the services market, and subjects interested in developing their economic, industrial, and social activities receive a «decent reward» for their contribution to higher education (Grishnova O., Bekh S., 2014, p. 11).

Ensuring higher education quality is one of the key conditions for the growth of the society's intellectual potential and the state's socio-economic development, which actualizes the issue of corresponding the level of higher education development in Ukraine with world standards, improving the quality of education and teaching, and training competitive specialists in the labor market (Iliichuk L., 2022, p. 125). It should be noted that the recognition of the social role of higher education and the university's social responsibility changes the attitude towards the phenomenon of higher education quality in the context of the dependence of quality on the expediency and social value of the mission and development strategy of the higher education institution, the usefulness of the implementation of educational programs, social partnership and relations with the public for the general public and individual communities, the ability to meet the needs of applicants, teachers, potential employers, representatives of local communities, authorities, etc. Therefore, the specified problem is extremely relevant and requires further scientific study and theoretical and methodological justification.

Analysis of recent research and publications. The problem of social responsibility of higher education institutions is investigated by V. Andrushchenko, V. Baylevych, S. Beh, M. Vievska, O. Grishnova, O. Ivanenko, I. Ivanova, O. Ivanytska, S. Kvit, I. Kyrchata, A. Kolot, N. Kuznetsova, O. Orzhel, N. Orlova, A. Panchenko, N. Smentyna, N. Ushakova, A. Kharlamova, R. Khusainov, L. Shevchenko, O. Shershenyuk. In particular, N. Orlova and A. Kharlamova reveal the conceptual foundations of corporate social responsibility (Orlova N., Kharlamova A., 2014); I. Ivanova, N. Ushakova outlines the higher education proactive position regarding the implementation of social responsibility (Ivanova I., Ushakova N., 2011); S. Kvit defines the main directions of formation of Ukrainian university's social responsibility (Kvit S., 2013); I. Kyrchata, O. Shershenyuk research social responsibility as a component of the innovative educational process and ensuring the competitiveness of higher education institutions (Kyrchata I., Shershenyuk O., 2020); O. Ivanytska, A. Panchenko, G. Panchenko reveal the content and principles of social responsibility, conditions for its observance in institutions of higher education (Ivanytska O., Panchenko A., Panchenko G., 2017); O. Orzhel characterizes the essence and directions of university social responsibility in the context of evaluating the quality of higher education (Orzhel O., 2017; Orzhel O., 2019); O. Grishnova, S. Beh carry out an analysis of the development of social responsibility in leading Ukrainian higher education institutions (Grishnova O., Beh S., 2014); V. Andrushchenko clarifies the role of social responsibility in expanding the autonomy of universities (Andrushchenko V., 2017); M. Vievska determines the peculiarities of the formation of social responsibility of future specialists based on a review of the values of modern youth (Vievska M., 2010); L. Shevchenko substantiates the social responsibility of the state in the field of education and the social responsibility of the university concerning ensuring the quality of higher education (Shevchenko L., 2011; Shevchenko L., 2012). Despite the existence of a large number of scientific studies revealing the essence and various aspects of higher education institutions' social responsibility, this issue requires further thorough study, particularly in the context of ensuring higher education quality.

AIM AND TASKS RESEARCH – to justify the conceptual principles of a modern university social responsibility and to find out the main directions of its implementation in the context of ensuring the quality of higher education.

RESEARCH METHODS: research of scientific sources and modern approaches to the problem of social responsibility of higher education institutions; analysis, synthesis, generalization, and systematization to identify the conceptual foundations of the formation of social responsibility of modern universities; modeling and forecasting of strategic directions for the development of social responsibility of higher education institutions in the context of ensuring the quality of higher education.

RESULTS OF THE RESEARCH

The current stage of society's development determines the need for the formation of an innovative economy, the foundation of which is high-quality higher education and the possibility of applying the acquired knowledge and formed competencies to acquire sustainable competitive advantages in the labor market (Kirchata I., Shershenyuk O., 2020, p. 66). In this context the thesis that «the education system is balanced if socio-economic interests are balanced and actions of all institutions and actors are coordinated; if the education system is characterized by inequality or discrimination, the whole society will be unstable» (Shevchenko L., 2012, p. 185). Therefore, it is possible to achieve this balance under the condition of the formation of social responsibility – awareness of one's social role, the satisfaction of mutual obligations and requirements by the main institutions and subjects of the educational sphere regarding the results of joint activities in the production and consumption of educational services, the formation of comprehensively developed and highly moral citizens, necessary for the socio-economic development of the country.

The socially responsible activity of education as a subject of the provision of educational services and institutions of higher education – as organizations that are subjects of the market of educational services, determines the social responsibility of employees of educational institutions about consumers (students, employers, etc.), organization of

university activities based on the concept of corporate social responsibility, compliance with the principles of fair competition and socially responsible marketing, development of partnership with local authorities and the community, cooperation with non-governmental organizations, responsible attitude to the environment (Orlova N., Kharlamova A., 2014, p. 150). In addition, the role of higher education institutions should be leading not only in the production of educational goods but also in the transfer of socially recognized values to the students, and their integration into society. Therefore, modern universities have a social responsibility for the effective use of state resources to increase the efficiency of educational activities, ensure the unity of education and upbringing, the inclusion of students and teachers in various social practices, as well as their resources – for the development and consolidation of society, implementation of democratic reforms, interaction with individual citizens, authorities, business structures, various organizations, and institutions, which is the basis for the functioning of a higher education institution as an open-type social institution, a center of social policy in the region of its presence (Shevchenko L., 2011, p. 6).

It is indisputable that the primary basis and basis of any entity's social responsibility is the highly efficient, professional, and high-quality performance of public functions. From this point of view, the basis of the university's social responsibility is the provision of high-quality and socially demanded educational services and conducting of relevant scientific research. At the same time, the social responsibility of a higher education institution is also manifested in its performance of the functions of an employer for employees, a business partner, and a participant in economic and political relations with the state, social relations in society, and the local community (Grishnova O., Bekh S., 2014, p. 11). At the same time, an educational institution, implementing the principle of a socially responsible institution, should also implement such functions as:

- the reproduction of social intelligence in the process of providing educational services aimed directly at the student and his/her free development;
- training of highly qualified specialists necessary for rapid scientific-technical and socio-economic progress of the country;
- the formation of the labor market during the creation of new knowledge, its impact on the quantitative and qualitative requirements for labor resources;
- development of culture and norms of behavior that determine the psychological climate in the university and its market capitalization;
- stabilization of social relations with interested parties and representatives of the social environment of the region (Smentyna N., Khusainov R., 2014, p. 24).

A socially responsible university is a higher education institution that spreads social responsibility in society through its transparent and ethical activities, and high-quality and responsible education. At the same time, social responsibility is implemented in various areas of activity, in particular:

- a responsible producer of educational services (providing high-quality educational services based on modern scientific research, compliance with legal norms, focusing on preserving the health of participants in the educational process and the environment, implementing innovations to increase the effectiveness of educational activities, the quality of learning and teaching);
- a responsible employer (creating conditions for improving the professional qualifications of scientific and pedagogical workers and administration, compliance with labor legislation, ensuring proper working conditions and social welfare of its employees);
- a responsible participant in social relations (participation in supporting the well-being of society, manifested in educational activities, dissemination of ideas and knowledge on social responsibility, development of spirituality, science, and culture, implementation of volunteer activities, development of one's region);
- a responsible participant in economic and political relations with the state (implementation of transparent activities by the norms of current legislation regarding tenders, purchases, finances, charitable incomes, support of legality, independent justice, and political competition);
- a responsible business partner (establishing relations with partners based on the principles of compliance with contracts, agreements, and professional standards of activity, financial responsibility, etc.) (Grishnova O., Beh S., 2014, p. 12).

Researching the essence of university social responsibility in the context of ensuring higher education quality, it should be noted that this concept is interpreted both in a narrow sense – responsibility to the specific community where the university is located (Mapping Social Engagement and Responsibility, 2016) and in a broad sense – responsibility for everything, what takes place in a higher education institution. In the latter case, the connection between university social responsibility and higher education quality is obvious, that is, ensuring the quality of the educational services provided and the formation of a quality culture of higher education is the university's unconditional responsibility (Orzhel O., 2017, p. 147). Therefore, social responsibility is primary, and higher education quality is a derived component. Modern trends in the formation and assessment of higher education quality from the point of university social responsibility outline the need to define the markers necessary for understanding the ability of a higher education institution to respond in a timely and adequate manner to social challenges, to be aware of its responsibility to various categories of stakeholders, to cooperate with local authorities and the community, to conduct public, scientific, expert discourses on various issues, in particular regarding the development of the region, etc. These markers include values defined in the mission and strategic goals of the higher education institution; principles and procedures stated in the statute and other institutional

documents; implementation of projects, programs, and other activities aimed at public service; providing services to the community at the local, national and global levels; organization of university governance, leadership, and management taking into account the needs and interests of various groups of internal and external stakeholders; filling the content of educational programs with issues of social responsibility; implementation of charity and volunteer projects and programs; conducting research aimed at solving socially oriented problems; responsible attitude to the environment and saving resources; establishing partnerships and close ties with external stakeholders; dissemination of acquired knowledge outside the academic environment (Orzhel O., 2019, p. 102).

Evaluating the higher education quality in the context of the social responsibility of universities, it is necessary to determine effective mechanisms and identify markers that will testify to the social significance of educational programs and scientific research, the positive impact of socially oriented research projects, a socially responsible attitude to cooperation with partners, business and the community, applicants' and teachers' active civic position, etc. Let us consider each of them (Orzhel O., 2019):

1. Knowledge and competence as determining conditions of higher education quality.

Socially responsible higher education can be considered high-quality if it is relevant for one or another stage of social development, takes into account the global context, the existing socio-economic, security, and political situation at the national level, local and regional features, meets the demands of the stakeholders of a particular university and the general public, can offer knowledge, skills, and abilities that can ensure applicants' personal and professional development, the socio-economic progress of the state, promote social harmony, economic growth, etc. Therefore, the task of higher education, in addition to training future specialists for professional activities, consists of ensuring students' personal development, and their preparation for complex and contradictory social transformations, which is a characteristic feature of modernity. From this point of view, markers of social responsibility should include knowledge and competence in the field of combating climate change, rational use and preserving natural resources, ensuring the ecological sustainability of regions, social justice, respect for citizens' rights, ensuring equality, inclusion, overcoming poverty and inequality, spreading tolerance, peacekeeping, which should be reflected in the content of educational programs and courses taught at the university.

2. Quality of higher education to meet stakeholders' needs and demands.

Higher education quality is determined by meeting the stakeholders' needs and requests for knowledge, information, competencies, and other services they receive from the university, as well as the social benefit that a higher education institution can bring to certain categories of stakeholders and society in general. Two groups of stakeholders are involved in evaluating the quality of higher education: internal (students, academic staff, administration) and external (employers, business, authorities, civil society, etc.).The quality of higher education is assessed by each category of stakeholders differently: for students, it is determined by satisfaction with the process of obtaining an education, the quality of academics (access to educational resources, the Internet, teachers' tolerance, necessary equipment, etc.) and non-academic (gym, psychological service, swimming pool) services, as well as employment opportunities, the ability to compete on the labor market; for employers – it is connected with the satisfaction of their demand for qualified specialists with necessary competences; for authorities, it is associated with the public wellbeing, that is, the benefit that society will have from public investments in higher education.

It should be emphasized that external stakeholders are involved in the evaluation of higher education quality to confirm the relevance and modernity of knowledge, carry out its verification, and certify its demand by industry and the labor market. Therefore, the cooperation of the university with external stakeholders becomes a criterion for higher education quality, a tool for legitimizing expenses for research activities, investments in the development of human resources, and educational infrastructure. On one hand, the higher education institution cannot cover all stakeholders and turn them into permanent and active partners, on the other hand, the dynamics of quantitative and qualitative changes, and the expansion of the circle of partners as evidence of the university's implementation of social responsibility are important.

3. The quality of higher education from the point of evaluating educational processes and activity areas of higher education institutions.

The process (activity) approach to the quality of higher education considers it from the point of view of efficiently, rationally, and qualitatively adjusted processes that give the expected result. In the context of university social responsibility, it is about socially oriented teaching and learning, the inclusion of the subject of social responsibility in the content of educational programs at all levels; effective university governance and management; student self-government, implementation of social projects, development of volunteerism and charity; international cooperation, conducting socially responsible research; creation of favorable conditions for students personal development, formation of their general, professional, civic competences, life skills; ensuring a favorable climate for teaching and administrative staff, including opportunities for professional development and self-improvement, physical and mental health; establishment of cooperation with the local community, public service, exchange of knowledge with stakeholders, dissemination of knowledge outside academic communities.

4. Higher education quality as a result of the university functioning and the higher education system activity.

The higher education results are closely related to stakeholders, which implies their involvement in quality assessment. In addition, the results of higher education are the university's fulfillment of its mission and the mission of

higher education as a whole. In this context, the social responsibility of the higher education institution is implemented through three universally recognized missions: teaching and learning; research; public service. It should be noted that each university in different periods of its development, depending on the time circumstances, and global and local context formulates missions, and strategic and operational development goals in its choosing the development of research activities or teaching and learning as a priority direction, developing partnerships with international organizations, domestic enterprises or local communities and society.

Regarding the first mission − teaching and learning − the quality result of higher education is the prestige of a diploma from a particular university on the labor market, which guarantees the graduate's competitiveness in employment. Developing students' professional competencies, contributing to their personal development, acquisition of social skills, civic competence, and experience of intercultural interaction, the higher education institution affects the graduates' employability and life success, fulfills its social role, providing the labor market with specialists with necessary qualifications.

The second is research − the production of new knowledge, which can be of high quality and useful for expert-professional teams, communities, authorities, and missions to solve social, technological, environmental, and other problems. The research activity of the higher education institution is of considerable importance for students, who receive modern and advanced knowledge through research. Therefore, the evaluation of the results of the university's research activity should be carried out by taking into account the influence it has on a certain social sphere or sector of the economy at the institutional, local, national, and global levels.

The third mission is service, defined as cooperation with business, the transfer of knowledge from a higher education institution as a center of knowledge to industrial enterprises, and production, applying knowledge in practice, using it to serve society. In the context of social responsibility, high-quality service and cooperation with the community and society mean bringing knowledge to consumers to transform it into innovations, technologies, scientific and technical developments, creative startups, cultural and artistic events, and programs, etc. The result of the high-quality performance of this mission by the university is an active community that responds to initiatives, a wide range of partners, cooperation with authorities, and holding various events with the community and for the community, which would testify that the knowledge offered by the university is in demand and able to positively to influence various aspects and spheres of social life.

CONCLUSIONS AND PROSPECTS OF FURTHER RESEARCH

Increasing competition in the higher education system as a result of globalization and increasing the role of knowledge in society have led to the fact that higher education institutions, acting as integrating agents of society, must solve specific tasks that were not inherent to them before. This primarily concerns the ability to satisfy not only students' educational needs but also to take into account stakeholders' interests of various categories in the production of knowledge and the performance of their inherent functions, which allows for obtaining sustainable competitive advantages in the market of educational and scientific services. The growth of the social role of higher education leads to an increase in the social obligations of the university, strengthening its social responsibility to all interested parties and society in general, including for the educational services quality. Therefore, a certain pressure of social expectations causes paradigmatic changes within the higher education institution, leading to taking into account public requests, and meeting the needs of individual teams and communities training highly qualified specialists.

We see the prospects for further scientific research in the study of the key directions of the implementation of social responsibility in the corporate policy and strategy of sustainable development of higher education institutions.

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