

UNIVERSITY MANAGEMENT STRATEGY IN THE CONTEXT OF SOCIAL RESPONSIBILITY

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Abstract

Corporate Social Responsibility (CSR) is gaining more and more importance nowadays. It is connected with the activity that includes the ethical conduct of the organization towards the public, in particular its recipients, employees, other stakeholders as well as the impact on the natural environment. The universities deserve special attention in terms of socially responsible activities, which play a huge role in shaping the society, its development and are a source of information for it. The role of higher education in the context of social responsibility is special. This is due to the fact that, like any educational institution, they are responsible for educating and taking care of young people. Therefore, they bear huge responsibility for the knowledge and skills they provide their students, and thus how they will be able to cope in their lives. However, the university responsibility does not end with this. In addition to educational activities, they also conduct research activities. This means that it is in them that new discoveries are made and the further direction of societies development is shaped. The topic of the work is research in the field of university management strategy in the context of the idea of social responsibility. The work includes collecting, processing and analyzing data, information and knowledge necessary to identify applicable management strategies at selected universities. The developed conclusions will contribute to building a list of recommendations of a new university management strategy taking into account the concept of social responsibility.

Keywords: CSR, social responsibility, higher education, universities, strategy.

Introduction

The issue of the university's social responsibility is of great interest to many scientists. Burton Clark, writing about entrepreneurship universities, emphasizes the importance of building bridging organizations, i.e. those that connect universities with their stakeholders (Clark 1998; Clark 2004). In turn, Judith Sutz recognizes the need to extend the traditional roles of universities, i.e. education and scientific research, by a third mission, known as the creating of mutual relations between universities and the environment (Sutz 1997). Henry Etzkovitz and Loet Leydesdorff emphasize the need to build lasting ties between the university and the business and government and local government environment, calling them a "triple helix", which illustrates the strength of these connections (Etzkovitz, Leydesdorff 1997).

Currently, universities are subjected to great pressure from both the business and governmental and local governmental environment to more effectively create, transfer and use knowledge. Every university should know and understand the concept of social responsibility, in order to create certain values, as well as to meet its obligations to its stakeholders. The strategic objective of higher education is to improve quality in three main areas of activity: education, scientific research and relations between the university and the socio-economic environment. The university's success is also built through openness to dialog with others and awareness of education in line with the needs of society and the market. Persons managing universities should feel the need to develop relationships, both at the university itself, as well as to cooperate with external entities. It is important to ensure that you conduct your business reliably and responsibly, with a view to constantly improve the quality of university activities.

The changing importance of universities is a subject of interest to many world organizations. According to the 2005 Glasgow declaration "Strong Universities for a Strong Europe" (adopted by the European University Association) Europe needs creative and strong universities that will shape the European knowledge society. One of the most important elements of this declaration is the statement that universities recognize the need to strike a balance between autonomy and responsibility by using internal procedures (Leja 2009).

1. University history

The idea of the university is attributed to Latin schools. The concept of university from the very beginning meant a corporation, union or association, always emphasizing the community nature of the university's organization (Aleksander, 2009: 99). Nowadays, following the pattern of Latin *communio*, the term academic community or academic society is used in reference to the university. Recalling the Great Charter of Universities (signed in Bologna in 1088), D. Antonowicz writes, that the university is an autonomous institution that plays an important role in the development of societies (Apanowicz 2005: 21). The University researches, creates and transfers knowledge, as well as academic culture, doing so in the course of teaching and research activities. In turn, E. Wnuk-Lipińska indicates that the purpose of the university (Wnuk-Lipińska 1996: 9) is to multiply, store and transfer knowledge. This is true, regardless of the views expressed, both traditional and new ideas.

The modern university was established from the combination of two traditions: medieval and Enlightenment. They shaped the model of the university, whose main objectives are education and scientific research. This model is undergoing some transformations due to the development of the information society and knowledge-driven economy. Generations of universities stand out in the literature. The first generation university is called the medieval university (dated to 1700). The University of Bologna was called the "student university", in which students employed professors. The University of Paris was known as the "professor university", in which teachers were the dominant force. These universities belong to the archetypes of the university from the Middle Ages. The third model, appearing in Paris in the 12th century, was a university college (Rosa, Wanat 2013: 17), which was followed by the first transitional period (1450-1850). From 1850 to 1950, the period of the second generation university counts. Humboldt University (Leja 2013: 43) was based on a modern scientific method, including drawing conclusions from objective, systematic and repetitive experiments. These conclusions were formulated as laws that predict the behavior of various systems or arrangements. Later, there was a second transition period. Literature dates the year 2000 as the establishment of the third generation university. This is the concept of professor J.G. Wissema (Wissema 2005: 40), who claims that high level of teaching and scientific research is still of key importance in the educational activity of universities, but the development of universities depends on their ability to create or change into international technology transfer centers. A characteristic feature of this model is the university's third goal, understood as the practical use of know-how by the academic society (Burawski 2013: 9). This objective includes cooperation between science and business spheres. In the discussions on university management (Leja 2009; Pawłowski 2004; Thieme 2009, Kozłowski 2000; and others) the concept of a fourth generation university appears. This model defines a university as a university of entrepreneurship, based on knowledge, creating opportunities for local development. The key importance of areas, i.e. knowledge and technology transfer (Pawłowski 2005: 19-37), education of residents, innovation of companies and scientific research, is also emphasized.

2. Social responsibility of the University

The concept of social responsibility has been used both in business (the idea of CSR) and in non-profit organizations, such as hospitals, theaters, cultural centers, art centers and universities. Corporate Social Responsibility is a concept that, according to the ISO 26000 standard, means "The responsibility of an organization for the impact of its decisions and activities (products, service, processes) on society and the environment" (PN:ISO26000: 2012), through transparent and ethical behavior that contributes to the sustainable development, health and well-being of society, takes into account the expectations of stakeholders, is in accordance with applicable law and consistent with international standards of behavior, is consistent with the organization and practiced in its relations. To confirm this definition, it is worth mentioning that the World Business Council for Sustainable Development¹ defines social responsibility as "the commitment of business communities to active participation in sustainable economic development, in cooperation with employees, their families, the local community and broadly understood society to improve their quality of life"². According to Griffin, the subject of social responsibility is "a

¹WBCSD, World Business Council for Sustainable Development.

²The World Business Council for Sustainable Development is a leading association, grouping about 200 enterprises pursuing business-only interests and supporting sustainable development. The Council provides programs to enterprises wishing to explore sustainable development, knowledge of actions taken, gain experience, optimize operations and support the position presented by business environments in various forums, while working with governments, non-governmental and intergovernmental organizations. The Council focuses on four key areas: energy and climate, development, the role of business and ecosystems (compiled on the basis of www.wbdsd.org).

set of organizational obligations to protect and strengthen the society in which it operates” (Griffin 1998: 144). It can be acknowledged, that this definition can also refer to the mission of any university. Implementing the needs of potential clients in a socially responsible way allows to clearly define the main message of the existence of universities. Universities must be guided by global thinking (Geryk 2007: 271), where the social interest is perceived higher than the own interest of the organization. Only long-term goal planning and systemic measures can condition the enhancement of the effects of socially desirable activities, and often may prove to be necessary for the organization’s market survival.

Changes in operating conditions and the environment of higher education in Poland (Piotrowska-Piątek 2018: 103), both in terms of the external and internal institutional order of the university, as well as economic, demographic and social changes, mean that higher education management cannot currently be limited to an administrative approach, but requires a conscious and responsible concept of managing various resources, as well as shaping proper relations with external stakeholders (Piotrowska-Piątek 2015: 26). Systemic changes expressed, among others, in the evaluation model in the field of financing the activity of universities, joining Polish universities into the mainstream of new public management. It is understood as a transition from bureaucratic administration (Humboldt model) to commercial management (market model), adhering to the development of the entrepreneurial university (Dziedziczak-Foltyn 2011: 183). Strategy is considered as a tool enabling management of higher education in a managerial manner (Piotrowska-Piątek 2018: 104). A. Piotrowska-Piątek defines strategy as “a management plan for all university resources, created in the process of rational analysis and environment, facilitating conscious shaping of the university’s future (Piotrowska-Piątek 2018: 104)”. It is worth mentioning, that in light of the Act on Higher Education, amended in 2011 (Act of 18 March 2011 amending the Act on Higher Education), the rector is required to develop and implement a development strategy for universities and individual organizational units. The new Act of 20 July 2018 on Higher Education and Science (Act of 20 July 2018 on Higher Education and Science) also determines, in the tasks of the rector, among others, university management, preparation of the university’s strategy project and submitting a report on the implementation of the university’s strategy.

Each activity of both enterprises and universities is not only based on external resources, but also interacts with the environment. The idea of social responsibility is increasingly considered as an indispensable element of the enterprise management strategy, regardless of the adopted scope of its activities (Geryk 2007: 271). Currently, it is even treated as a necessary condition to achieve harmonious coexistence of the company with the environment. Universities as an indispensable element of social life are, in particular, obliged to meet the requirements of the environment, which, in turn, translates into their image and prospects for further development. They play an important role in shaping the knowledge society. The source of knowledge is not only the work and cooperation of research teams, but also the increasingly important relations of the university with the economic, government and local government environment, as well as the social environment (Leja 2008: 5). The quality of these relationships is of key importance to building the social position of universities.

3.Principles of social responsibility of the University

Today, the perception and functioning of higher education institutions is changing. Based on literature sources (Hajduk 2014: 23) and available reports, one can note the significant impact of commercialization, technological progress, as well as economic development on the shape and functioning of educational services. The USA, Great Britain and Australia, which are closely competing with each other, are at the forefront of the most chosen study countries, thus setting industry trends. New technologies treated as a knowledge transfer, as well as European funds, which enable the development of academic mobility and contribute to the deepening of inter-institutional cooperation, are often the instruments of university success. Implementation of the principles of social responsibility seems, therefore, necessary to ensure the expected level of satisfaction (Lawrence, Weber 2008: 17-18). Such an approach can ensure the sustainable development expected by all, based on coexisting relations with the natural environment and its resources.

More and more researchers are asking themselves about the role of universities in educating future leaders and paying attention to the need for providing adequate education for future managers (Stachowicz-Stanusch 2010: 141-144). Interest in ethics is increasing both in the business world and in the academic environment (Stachowicz-Stanusch, Amann 2018). Due to the above needs, some initiatives have been created, which aim to improve the teaching process of those responsible and ethical business leaders. One of them is PRME, Principles for Responsible Management Education, which were introduced at the Global Compact Summit in Geneva in 2007. PRME is the world’s largest initiative enabling the United Nations to cooperate with business schools. The PRME mission is to

transform global managerial education, research and leadership by providing a framework for responsible management education, developing learning communities and promoting awareness of the United Nations Sustainable Development Goals. Educational institutions that have signed a PRME declaration undertake to implement 6 basic principles (www.unprme.org). The characteristics of the PRME principles are presented in Table 3.

Table 1 Characteristics of PRME principles

Principle	Name	Characteristics
Principle 1	Objective	This principle allows students to develop their abilities, so that they can be future creators of sustainable values for business and the general public and that they can work for an inclusive, global economy.
Principle 2	Values	This principle consists in incorporating the principles of global social responsibility, presented by international initiatives, such as the United Nations Global Compact, into academic activities and school curricula.
Principle 3	Method	This principle creates an educational framework, materials, processes and environments that will enable effective assimilation of learning and knowledge of responsible leadership.
Principle 4	Research	This principle implies a commitment to conceptual and empirical research that will develop an understanding of the role, dynamics and impact of corporations on creating sustainable social, environmental and economic values.
Principle 5	Partnership	This principle means working together with corporate and business management to broaden knowledge of the challenges that the university faces on the way to undertaking environmental and social responsibility and to jointly explore effective approaches to these challenges.
Principle 6	Dialog	This principle assumes facilitating and maintaining dialog and debate on decisive issues related to global social responsibility and sustainable development, between educators, students, business, governments, consumers, the media, non-governmental organizations and other stakeholders.

Source of own study based on www.unprme.org (accessed 20/10/2019).

The objective of these principles is to establish a process of continuous improvement of institutions educating managers to create a new generation of business leaders able to face the complexity of challenges faced by

companies and society in the 21st century. PRME principles are a useful instrument for management schools, enabling the development of educational activities towards the implementation of ethical goals. Dissemination of the principles of social responsibility through their implementation in the everyday life of the university affects the increase in awareness of future social and economic leaders. The result of these activities is also the growing number of consultants, legal regulations and international actions promoting socially responsible business, as well as social reporting (Utting 2003: 9).

Conclusion

The issues of the social responsibility of universities discussed in the article constitute an interesting topic for further scientific research. In order to increase the level of knowledge in the field of social responsibility, it is reasonable to take actions aimed at disseminating the quoted idea and to use educational policy instruments in the development of academic social responsibility. The PRME initiative, discussed in the chapter, indicates that both the world universities and Polish institutions, that declared their principles, strive for continuous development of society in the field of social responsibility.

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