

EDYTA SPODARCZYK  
KATARZYNA SZELAĞOWSKA-  
RUDZKA

**Socially responsible  
university from the  
perspective of a student  
as a stakeholder – a pilot  
study report**

## 1. Introduction

Every organisation operating in the modern world should be open and committed to shaping relations with internal and external stakeholders based on the principles of social responsibility (Spodarczyk, 2015; Wolska and Kizielewicz, 2015) and sustainable development (Studzeniecki 2016). This also applies to higher education institutions (HEI) (Benedek and Takács-György, 2014), which do not remain indifferent to the existing trends and undertake such initiatives increasingly more often (Piasecka 2015; Grobelna and Marciszewska, 2016; Saxena and Mishra, 2017; Spodarczyk, 2017; Szelağowska-Rudzka 2018).

The article presents the results of a pilot study whose objectives are: (1) determining the importance to students of the distinguishing (model) features of a socially responsible HEI, shaping the relationship with students in five dimensions (areas) defined by the authors: values, relations, graduate, education, efficient organisation (Szelağowska-Rudzka and Spodarczyk, 2018), (2) indicating the importance of these dimensions by students. It has been assumed in the study that common

Edyta Spodarczyk, Ph.D.,  
Gdynia Maritime University,  
Faculty of Entrepreneurship  
and Quality Science,  
Poland,  
ORCID: 0000-0001-5964-2049.

Katarzyna Szelağowska-Rudzka,  
Ph.D.,  
Gdynia Maritime University,  
Faculty of Entrepreneurship  
and Quality Science,  
Poland,  
ORCID: 0000-0002-8323-7251.

values – based on the principles of social responsibility – proclaimed by the university and shared by the students – are the basis for shaping mutual relations, educational processes and efficient organisation, and their combined product is a graduate appropriately prepared to function in a broadly understood labour market in the knowledge-based economy (KBE).

The article consists of six parts. In addition to the introduction, these are theoretical considerations introducing the essence and dimensions of social responsibility of a HEI, including those proposed by the authors based on previously conducted qualitative research, chapters discussing the methodology and characteristics of the study, its results and conclusions as well as a summary.

## 2. Social responsibility of a university and its dimensions

The concept of corporate social responsibility developed by the International Organization for Standardization ISO in the form of ISO 26000 Guidance on Social Responsibility guidelines is often used in the practice of an organisation. It defines the concept of social responsibility as „the responsibility of an organisation for the influence of its decisions and actions (products, services, processes) on the society and the environment, through transparent and ethical behaviour, which: contributes to sustainable development, health and well-being of society, takes into account the expectations of stakeholders, is consistent with the law and with international norms of conduct, is consistent with the organisation itself and practiced in its relationships” (<http://www.odpo-wiedzialna.firma.pl/o-csr/iso-26000>). The areas of social responsibility have also been defined, among which the following are mentioned (<http://www.pkn.pl/dobre-praktyki-odpowiedzialnosci-spoecznej>): corporate governance, human rights, practices at workplace, environment, fair operating practices, consumer issues, social involvement and local community development. The above depiction is universal. It applies to all types of organisations, including HEI. Without questioning its essence, one can consider adapting the areas of social responsibility to the specifics of the organization.

A socially responsible university is a higher education institution serving its environment whose responsibility towards the society is related to preparing graduates to perform the function of employees of knowledge and to building close relations with the economic practice and local authorities (Szelałowska-Rudzka and Spodarczyk, 2018, p. 88).

The social responsibility of a university (SRU) manifests itself in a wide range of activities aimed at internal stakeholders (students, academic staff,

administrative staff) and external ones (e.g. employers, candidates to study, local community, non-governmental organisations, natural environment) and in shaping relationships with them in economic, social and ethical terms (Leja, 2013; Piasecka, 2015). In particular, it entails ensuring an adequate quality of education, transferring knowledge to economy to stimulate its growth, educating future elites of the society, active social policy towards students and staff, as well as eliminating social barriers (Piasecka, 2015). This objective is to be achieved, among others, through functioning on the basis of national and international legal regulations relating to the European system of higher education, the principles of academic self-governance (the code of good practice), building of an organisational culture conducive to social innovation, transmission of good habits (Cybal-Michalska, 2015), mature civic attitudes and responsibility (Kowalska, 2009; Chmielecka, 2008).

In the area of the university–student relations, the SRU manifests itself through (Ławicka, 2016; Kowalska, 2009; Białoń and Werner, 2012): providing students (future graduates) with education that would enable active participation in civilizational development and practising the profession and being a desirable professional on the domestic and global labour market through an adequate quality of education – also linked to the prestige of the university and the competences of academic staff, a wide range of educational services, the culture of the environment (ways of treating students, shaping their attitudes), adequate material resources (equipment in classrooms, laboratories, libraries, reading rooms, social base), as well as the extensiveness of contacts with the scientific and business environment, one’s own region and abroad (traineeships, foreign exchanges, etc.).

A socially responsible student, aware of the importance of mutual relations with the university and, in the future, with a broadly understood labour market, above all, remains faithful to the oath pledged at the beginning of the study, in which he commits to (Białoń and Werner, 2012): persistent pursuit of knowledge, development of one’s personality, interests, truth as the basis of all science, aiding other students in the pursuit of knowledge and new skills, respect for law and academic integrity, attention to the dignity and honour of the student, the good name of one’s university, honest and reliable fulfilment of the imposed duties, knowledge and adherence to the rules and regulations of the functioning of the university.

As a result of a qualitative study conducted among students in 2017, the authors identified the dimensions of social responsibility in the relations between the student and the university tailored to the specificity of a higher education

institution, its tasks, social role and importance in the socio-economic system of the country, i.e. especially in training professionals who would meet the requirements of the modern knowledge-based economy (Geryk, 2011).

Students participating in the research conducted with a use of the technique of focused interviews pointed to the features they expect from a socially responsible university. They also provided answers regarding the identification of manifestations of social responsibility of a university towards students. The authors analysed them and grouped them into the following five dimensions: education, efficient organization, graduate, relations, and values. The features mentioned above did not always clearly indicate one of the areas (e.g. the answer “providing a modern teaching facilities” is part of both education and efficient organisation, while “compliance with regulations of study” falls within the area of values and efficient organisation). The authors recognised (at the same time it was a contribution to further research) that this proves their mutual “permeation” and, consequently, the need to use all identified dimensions in the SRU strategy towards students (Szelągowska-Rudzka and Spodarczyk 2018). The co-existing correlations between these dimensions (Fig. 1) make a university take action to shape a graduate who meets expectations of contemporary economy and is sensitive to the idea of social responsibility. The foundation of these activities lies in values shared by the university and the students which are then consolidated and developed in mutual relations, the process of education and efficient organisation.

**Figure 1. Interaction of areas of social responsibility in university–student and student–university relations**

Source: Szelągowska-Rudzka and Spodarczyk, 2018, p. 96

The final result of such an approach is a graduate equipped with competence and a system of values based on respect for work and other people, tolerance, willingness to help others, honesty in mutual relations, respect for others and the natural environment, as well as due representation of the home university (Szelągowska-Rudzka and Spodarczyk, 2018).

### 3. Research methodology

A survey was used as a test method, and a direct survey as a test technic. The measurement instrument was a questionnaire which consisted of three closed questions concerning the characteristic features describing each of the surveyed areas of social responsibility of the university (values, relations, graduates, education, efficient organisation), the importance of these features for students and the very areas of social responsibility themselves. The questionnaire also included sociodemographic questions.

The pilot study was conducted in the summer semester of 2019 (May - June), among 290 students of economic fields of three Tri-City higher education institutions: Gdynia Maritime University (GMU), the University of Gdansk (UG), WSB University in Gdansk (WSB). The selection of the sample was intentional (non-random). A university with a long university tradition (UG), a university that has developed academic competence over the years and has become a university (GMU) and a private university, the youngest of the three and rapidly developing (WSB) were chosen. 242 correctly completed questionnaires were used for analysis (the remaining incomplete ones were rejected). The GMU respondents accounted for 48% of the subjects (116 persons), from WSB - 30% (72) and from UG - 22% (54). The majority were women - 64%, undergraduate students - 64% (graduate students - 31%, engineering students - 4%), and first-year students - 44% (2<sup>nd</sup>-year ones - 38%, 3<sup>rd</sup>-year ones - 18%). The sample has been analysed as a whole because there were no significant differences in the respondents' replies that would result from the place of study or the type of university (state, non-state). The majority of the respondents (66%) declared knowledge of the idea of social responsibility of an organisation.

#### 4. Results of the pilot study

The results of the pilot study are presented in tables 1-6.

The vast majority of respondents think that all of the mentioned features of particular areas should characterise a HEI socially responsible to students (the sum of affirmative responses). Therefore, while discussing the research results, the authors focused on the responses "definitely yes" (and not on the average ones). These responses reflect the students' strong attitudes (their full conviction) towards the investigated feature and at the same time may point to a certain hierarchy of these features proposed by students to characterise areas of social responsibility of a higher education institution.

**Table 1. Characteristic features of a higher education institution socially responsible to student in the area of values**

A socially responsible higher education institution:	Responses (%)					
	definitely yes	yes	rather yes	rather no	no	definitely no
has content relating to issues of social responsibility and sustainable development in its mission and strategy of action	26	43	26	4	1	0
instils universal values in students (e.g. willingness to help others, tolerance, freedom, rights, justice)	27	37	23	11	2	0
brings up	11	23	35	21	7	3
keeps the promises made during the admission process	46	20	22	8	3	1
observes students' rights	50	22	21	4	3	0
respects students' time	46	21	17	10	4	2
takes into account the proposals submitted by students directly or through their representatives (students' self-government, parliament)	28	37	27	7	1	0
is concerned about the natural environment	23	34	36	5	1	1

**Source:** own study based on the research results

In the dimension of values, the answer “definitely yes” was given by 11–50% of the respondents (tab. 1). Most often they indicated such features as: observing students' rights (50%), keeping the promises made during admission process (46%), respecting students' time (46%). Next, the respondents emphasised the importance of students' proposals regarding decisions taken by the university authorities (28%), instilling universal values in students (27%), presence of matters related social responsibility and sustainable development in the university's mission or strategy (26%). The fewest responses definitely preferring the examined features in the area of values were related to the university's concern about the natural environment (23%) and its role in upbringing (11%).



**Table 2. Characteristic features of a higher education institution socially responsible to student in the area of relations**

A socially responsible higher education institution is characterised by:	Responses (%)					
	definitely yes	yes	rather yes	rather no	no	definitely no
observing ethical principles in the relations between employees and students	40	41	15	2	2	0
academic teachers' openness to cooperation with students	41	37	19	3	0	0
understanding for and openness to students' problems and willingness to solve them together	40	32	21	6	1	0
academic teachers' respect for students	38	38	19	2	2	1
respect of the administrative staff for students	38	37	18	5	2	0
arousing students' interests	31	32	26	6	5	0
fair assessment	47	23	21	5	2	2
help to new students in adapting by:						
a) academic teachers	27	32	33	5	2	1
b) administrative staff	24	28	32	13	3	0

**Source:** own study based on the research's results

In the area of relations (tab. 2), the answer "definitely yes" was given by 24–47% of the respondents. Most often they strongly felt about such features as: fair assessment (47%), academic teachers' openness to cooperation with students (41%), observing ethical principles in relations between employees and students (40%), understanding for and openness to students' problems and willingness to solve them together (40%), as well as respect of the academic teachers and the administrative staff for students (38% each). Slightly fewer respondents were strongly convinced of the university's role in arousing students' interests (31%) and in helping new students adapt by teachers (27%) and the administrative staff

(24%).

**Table 3. Characteristic features of a higher education institution socially responsible to student in the area of the university graduate**

A socially responsible higher education institution:	Responses (%)					
	definitely yes	yes	rather yes	rather no	no	definitely no
ensures that graduates are appropriately qualified	35	38	21	4	2	0
cooperates with potential employers	34	37	22	5	2	0
adapts the transferred knowledge and skills to the needs of the labour market	43	30	20	4	2	1
prepares graduates to meet the expectations of the labour market	38	30	19	9	3	1
keeps in touch and collaborates with graduates	16	29	36	13	5	1

**Source:** own study based on the research results

The dimension “graduate” indicates responsibility for shaping students’ competences and preparing them to meet the labour market objectives after leaving the university (tab. 3). Here, the respondents consider the following features as the most important: adapting the transferred knowledge and skills to the needs of the labour market (43%), preparing graduates to meet expectations of the labour market (38%), caring about the graduates’ appropriate qualifications (35%), cooperation with potential employers (34%). The fewest of the definite responses concerned keeping in touch and collaborating with graduates (16%).

**Table 4. Characteristic features of a higher education institution socially responsible to student in the area of education**

A socially responsible higher education institution:	Responses (%)					
	definitely yes	yes	rather yes	rather no	no	definitely no



educates for the needs of the labour market	42	30	22	4	1	1
creates opportunities for students' development through:						
a) student exchanges	31	38	27	3	1	0
b) extracurricular activities	24	36	29	8	2	1
c) scientific circles developing interests	30	34	29	5	2	0
provides scientific and teaching staff at the relevant substantive level (knowledge, communication skills)	42	32	19	5	2	0
is characterised by:						
a) teachers' involvement in the conducted classes	34	37	23	3	3	0
b) maintaining interactions with students	26	38	30	3	3	0
helps students find traineeships appropriate to the field of study	36	35	20	6	2	1
provides the optimum number of practical activities	33	38	17	8	2	2
involves students in collaboration on projects, scientific research	22	38	23	11	4	2
provides a well-equipped library and reading room	36	38	19	3	3	1

**Source:** own study based on the research results

The respondents considered the following to be the most important features of a socially responsible university in the area of education: competent staff and educating for the needs of the labour market (42% each), helping to find traineeships (36%) and a well-equipped library and reading room (36%). In addition, the university should be characterised by the teachers' involvement in the conducted classes (34%), providing an optimal number of practical activities (33%), creating opportunities for students' development through student exchanges (31%) and scientific circles developing interests (30%). The respondents focus less on teachers' maintaining interaction with students (26%), extracurricular activities (24%) and involving students in collaboration on

projects and scientific research (22%) (tab. 4).

**Table 5. Characteristic features of a higher education institution socially responsible to student in the area of efficient organisation**

A socially responsible higher education institution provides:	Responses (%)					
	definitely yes	yes	rather yes	rather no	no	definitely no
efficient organisation of classes	34	41	20	3	2	0
efficient communication with students (accessibility, legibility of information, ongoing information about changes, efficient information flow)	37	41	15	3	3	1
modern teaching facilities (equipment of lecture halls and classes, laboratories)	32	38	22	5	2	1
compliance with the agreed deadlines (credits, exams, etc.)	42	30	24	2	1	1
adequate quality of service for students by the dean's office	37	37	18	5	1	2
protection of personal data/ documents stored at the university	42	34	21	2	1	0
infrastructure - parking spaces, social facilities, students' hostels	42	31	18	4	3	2
a) including those adapted to the needs of disabled persons	40	31	20	5	2	2
insurance for students	32	37	25	5	1	0
material assistance to students	37	37	22	4	0	0
safety on the premises (appropriate health and safety conditions)	41	38	17	3	1	0
areas for rest between classes	39	33	19	5	2	2

gathering information from students (surveys) on the university's activity	26	36	28	7	2	1
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**Source:** own study based on the research results

In the area of efficient organisation (tab. 5), the respondents' definite answers concerned most of the listed features. Important were both the infrastructure, protection of personal data, compliance with the agreed deadlines (42% each), safety on the university premises (41%) and issues related to efficient communication and passing on information, or student service in the dean's office (37%). The fewest respondents strongly pointed to the significance of the feature of gathering information from students (surveys) on the university's activity (26%).

**Table 6. The importance for respondents of particular areas of social responsibility of a higher education institution caring about building the university–student relations**

Areas	Importance (arithmetic mean of the number of awarded points)
Values	18.16
Graduate–university relations	19.28
Graduate	16.77
Education	27.18
Efficient organisation	18.91
<b>Total</b>	<b>100</b>

**Source:** own study based on the research results

When asked to specify how important the dimensions of social responsibility of a university towards the student identified in the study were to them, the respondents distributed the full pool of 100 points (which they had at their disposal) into individual areas. This question was supposed to induce the respondents to a deeper reflection which dimension (dimensions) of social responsibility of a university was really the most significant to them. The area

of education (27/100) received the most points. The remaining areas obtained a similar value of indications (approx. 20/100). The detailed data is presented in tab. 6.

## 5. Conclusions

Based on the results of a qualitative study, the authors identified five areas of social responsibility of a higher education institution from the students' perspective. These areas include: values, relations, graduate, education, efficient organisation. In compliance with the adopted objectives of a quantitative pilot study, the authors determined (based on the students' opinions) the importance of features characterising these dimensions. They also attempted to determine whether students perceive the investigated areas as more or less important for building university's strategy of social responsibility.

Dividing 100 points between the surveyed areas, they awarded the most to "education" (27/100). The differences in points assigned to other areas are insignificant (approx. 20/100). Education stands out here, as the quality of education can determine the graduate's value in the labour market. However, from the point of view of the university, as an organisation creating a strategy of social responsibility, taking into account the stakeholders' needs (here: students), it should be remembered that the effects of implementing curricula will be much better if the process is supported by an appropriate base. Among others, this base consists of a system of values based on ethical principles, mutual respect, tolerance and interpersonal relations that give a sense of safety and partnership within the academic community. Efficient organisation is also important for the educational process. From a student's point of view, a graduate (being one) is a more or less distant future. However, from the organisation's (university) perspective, this is the effect (culmination) of its activity. Graduates are the showpiece of the university. Their competences, both hard and soft, are assessed by the labour market. The university is also evaluated through the prism of its graduates, their knowledge, attitudes and behaviours. Therefore, education, in line with the essence of the university's activity, was recognised by the students as the most important area in shaping its social responsibility. Thus, the students focused on the activities of the university in which they directly participate and which they perceive as the key ones. The perspective of the graduate remains somewhat distant for them, which is emphasised by the authors. The authors focused their attention on a strategic point of view – the perspective of a university interested in shaping graduates needed in the

modern labour market in a knowledge-based economy. Students focused on the path to this goal, on education. Therefore, education (student perspective) should especially be included in the strategy. In particular, it should be included in the strategy, because it is the most important for students and it directly leads to the formation of a graduate who meets the expectations of the modern labour market and knowledge-based economy.

From the analysis of the number of “definitely yes” answers to the question about the features distinguishing individual areas of the university’s social responsibility, certain regularity emerges in all these areas. Features characterising the areas of social responsibility can be divided into three groups, according to the percentage of indications of their importance for the respondents. The most frequently, respondents consider as definitely important (from 35% to 50% “definitely yes” answers for individual features, tab. 1-5) those features/ examples of activity of a socially responsible university whose implementation primarily requires involvement of the university, giving the student an opportunity to make a passive use of their effects (e.g. observing students’ rights, keeping promises made during the admission process, understanding for and openness to their problems, educating for the needs of the labour market). The second group (from 25% to 34% of indications, tab. 1-5) comprises those features whose implementation requires some student involvement (e.g. taking into account student proposals regarding decisions made by the university authorities, arousing students’ interests). The third group of features (up to 24% of indications, tab. 1-5) mostly comprises those that bring specific benefits to students, simultaneously requiring more student participation and effort than in other cases (e.g. involving students to cooperate in projects, research). The last group also includes features that, while showing the university’s social responsibility, do not translate into direct benefits for the respondents (e.g. care for the natural environment, keeping in touch and cooperating with graduates) or are a certain (maybe not fully approved of) intervention in their behaviour and attitudes (upbringing). Thus, features requiring less involvement and effort on the students’ part are definitely more desirable by them as attributes of a university socially responsible towards students, regardless of whether it is state or non-state institution.

## 6. Summary

The concept of social responsibility is dedicated to various organisations. While implementing this concept, organisations usually rely on the ISO 26000

guidelines. These guidelines concern both the principles on which social responsibility is based and the areas in which these principles are applied. There is no doubt that a responsible organisation should consider the impact of its activity on its stakeholders. As a result, it should shape its strategy in such a way that achieving goals does not violate the stakeholders' welfare and even enhances the situation of their particular groups.

While conducting research on social responsibility of a higher education institution, the authors considered adapting areas of social responsibility to the specificity of this type of organisation. They attempted to identify these areas (values, relations, graduate, education, efficient organisation) and their characteristic features from the students' perspective as stakeholders (of particular importance in the university's activity). As a result of the pilot study, the authors found that students rather seem to be passive beneficiaries of the university offer who expect the greatest benefits for themselves (efficient organisation, education at the appropriate level to equip the graduate with the required competences, focus on these relations and values that lead to this), and they are not very willing and ready to cooperate in this regard. Such an attitude is somewhat legitimate. The university makes an offer to candidates for studies and offers a specific set of benefits for the profile of future graduates. Being a conscious internal stakeholder engaged in taking advantage of this offer (as vowed in the oath), or even shaping it by students, could strengthen university activity for the benefit of students, other stakeholders and the university itself. Yet, it is the university that is primarily responsible for building relations with its stakeholders based on the principles of social responsibility and its dimensions, and the main burden of activity (as well as the need to intensify them) lies with the higher education institution. On the one hand, this is to make students aware of the importance of issues of social responsibility and sustainable development in the modern knowledge-based economy. On the other hand, this is to make these activities a real practice (and not just image-building activity) resulting from the mission and strategy of the university and bringing various benefits to the stakeholders (future professionals sought by employers, achieving professional and economic success, caring for the effects of their activities for the local and global community, and the natural environment), and thus also the university (prestige, competitive position on the market of educational services). Special care for education as a dimension of social responsibility will convince students that the objective of a socially responsible university focused on values, relations, efficient organisation and education is actually a graduate with the skills desired in modern economy.



The conducted study is of a pilot nature; therefore, there are some restrictions. The results of the study are not representative. The conclusions concern only the examined sample. The study sample (non-randomly selected universities from the Tri-City area) is too small to generalise the conclusions for other universities. Taking into account existing restrictions, an attempt was made to enable identifying – based on the students’ opinions – the dimensions of the university’s social responsibility and their characteristic features tailored to its specificity in the student-university relationships. They can be a certain model (pattern) of a socially responsible university interested in building mutual relations with students as internal stakeholders of particular importance for the implementation of the basic tasks of a higher education institution reflecting its role and significance in the socio-economic system of the country. This is a model to which different higher education institutions pursuing or intending to implement a strategy based on the principles of social responsibility can be compared.

The authors plan to conduct representative studies in the future. They consider conducting them both among domestic universities (e.g. universities of economics) and among purposefully selected (due to established cooperation) foreign universities (economic universities or faculties). Such an approach will allow better verification of the initial conclusions regarding the proposed dimensions of social responsibility of a university in mutual relations with students. It will also allow national and international comparisons. As a result, it will be possible to verify the accuracy of selection of the proposed SR dimensions in relations with students, but also to learn about solutions used in universities. The conclusions from the research and the identified good practices could be a guideline for any university interested in implementing a strategy of social responsibility in relations with students. At the same time, they do not forget about other groups of university’s stakeholders (employees, local authorities, community, employers, cooperating institutions, natural environment), including employees as the second key group of internal stakeholders. In the authors’ opinion, identification of further areas of social responsibility relevant from perspective of various groups of addressees (stakeholders) – a further research perspective - may lead to outlining certain guidelines which universities really interested in implementing the strategy of social responsibility and sustainable development could follow.

## **Abstract**

### **Socially responsible university from the perspective of a student**

### **as a stakeholder - a pilot study report**

The article presents results and conclusions of a pilot study. This study aimed to determine the importance of distinguishing (model) characteristics for students of SRU, shaping mutual relations with students in five dimensions distinguished by the authors (values, relations, graduate, education, efficient organization) and to indicate the importance of these dimensions by students. It was found that education is the most important dimension for students, and it should be included in the social responsibility strategy implemented by the university, because it leads to the formation of a graduate desired in the modern labour market in the KBE. The features of particular dimensions identified by the authors were considered important by the respondents. They constitute a certain model to which universities can be compared, and which can be a hint as to what to look for when designing activities addressed to students as internal stakeholders of socially responsible university.

**Keywords:** *socially responsible university, socially responsible student, dimensions of the university's social responsibility.*

### **Streszczenie**

#### **Uczelnia społecznie odpowiedzialna z perspektywy studenta jako interesariusza - komunikat z badania pilotażowego**

W artykule przedstawiono wyniki i wnioski z badania pilotażowego. Miało ono na celu określenie ważności dla studentów cech wyróżniających (wzorcowych) USO, kształtującą wzajemne relacje ze studentami w pięciu wyodrębnionych przez autorki wymiarach (wartości, relacje, absolwent, kształcenie, sprawna organizacja) oraz wskazanie przez studentów rang ważności tych wymiarów. Stwierdzono, że wymiarem najważniejszym dla studentów jest kształcenie i ono przede wszystkim powinno być uwzględnione we wdrażanej przez uczelnię strategii społecznej odpowiedzialności, gdyż prowadzi do ukształtowania absolwenta pożądanego na współczesnym rynku pracy w GOW. Zidentyfikowane przez autorki cechy poszczególnych wymiarów uznane przez respondentów zostały jako ważne. Stanowią pewien wzorzec (model), do którego mogą być porównywane uczelnie,

i który może być wskazówką na co zwracać uwagę projektując działania adresowane do studentów jako interesariuszy wewnętrznych uczelni społecznie odpowiedzialnej.

### Słowa

**kluczowe:** *uczelnia społecznie odpowiedzialna, student społecznie odpowiedzialny, wymiary społecznej odpowiedzialności uczelni.*

### JEL

**Classification:** I23, M14

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