

Makale Türü / Article Type:

Araştırma Makalesi / Research Article

Gönderilme Tarihi / Submission Date:

02/02/2023

Kabul Tarihi / Accepted Date:

09/03/2023

Interaction and development of university and society through the prism of social responsibility

Kateryna TRYMA¹ & Volodymyr RYABCHENKO²

Abstract

This article highlights the social responsibility of universities in the context of sustainable development since both scientific and technical progress and socio-economic development are crucially dependent on the people who have higher education diploma. The evolution of the concept of the social responsibility over the past seventy years has been highlighted. A critical analysis of the theoretical discourse on the issue of social responsibility has been carried out resulting in revealing contradictions of a methodological nature. The theoretical and methodological principles of socially responsible interaction and society in terms of sustainable development have been formulated. Models reflecting the interaction of universities and society in the dimensions of sustainable development have been proposed and interpreted. It has been proven that to ensure sustainable development, universities and other higher education institutions should implement positive or prospective social responsibility, the basic conditions for which are democracy, integrity, and morality.

Keywords: University, Higher education, Social responsibility, Society.

INTRODUCTION

The social responsibility of universities is becoming increasingly relevant in the context of sustainable development. This is because ensuring sustainable development through the achievement of its goals decisively depends on the university and other higher education institutions' graduates, in particular, their professional and worldview competence. After all, it is the population with higher education who ensure not only

¹ Assoc. Prof. Dr.; Institute of Higher Education of the National Academy of Educational Sciences of Kyiv Ukraine

E-mail: katet@ukr.net

ORCID: 0000-0001-5567-1387

² Dr.; Institute of Higher Education of the National Academy of Educational Sciences of Kyiv Ukraine

E-mail: ryabchenkovolodymyr@ukr.net

ORCID: 0000-0001-6404-1045

Atıf İcin / For Citation: TRYMA, K. & RYABCHENKO, V. (2023). Interaction and development of university and society through the prism of social responsibility. *Uluslararası Sosyal Bilimler ve Eğitim Dergisi – USBED* 5(8), 243-258. <https://dergipark.org.tr/tr/pub/usbed>

scientific and technical progress but also socio-economic development, since thanks to higher education degrees they obtain responsible social statuses in the social hierarchy, including those in power (Рябченко [Riabchenko], 2021, 17).

The conceptual essence of sustainable development is to meet the needs of current generations without depriving opportunities of future generations to meet their needs. This was determined in the report of the World Commission on Environment and Development “Our Common Future”, reviewed and approved by the UN General Assembly in December 1987. This report formed the basis for program documents on sustainable development, including:

report of the UN Conference on Environment and Development (1992);

–The Ten Principles of the UN Global Compact;

–Resolution “Transforming our world: the 2030 Agenda for sustainable development”;

–Paris Agreement;

–UN Secretary-General Antonio Guterres' address at Columbia University (New York) on December 2, 2020, “The State of the Planet” etc.

A somewhat paradoxical situation emerges from the analysis of sustainable development program documents and publications that highlight a critical analysis of the state of our planet. Despite the wide-ranging systemic activities of international organizations, and the declared solidarity in support of sustainable development by most countries of the world, the condition of our planet has been deteriorating over the past three decades. This is factually confirmed in the very recent report of the UN Secretary-General A. Guterres “The State of the Planet”.

On the one hand, he noted that “the door to sustainable development is open and solutions are there – the 2030 Agenda for Sustainable Development, the Sustainable Development Goals and the Paris Agreement on Climate Change”. On the other hand, he diagnosed the dire state of our planet: “We are facing devastating pandemic, new heights of global heating, new lows of ecological degradation and new setbacks in our work towards global goals for more equitable, inclusive and sustainable development”.

Therefore, universities and other higher education institutions should ensure that their graduates acquire not only professional but also worldview competence, which would meet the requirements of sustainable development. This is primarily their social

responsibility both to the entire university community and the local community and region of location and to society and humanity in general. At the same time, social responsibility for ensuring sustainable development at the global level should be a kind of common denominator to which all other manifestations of social responsibility at lower levels are subordinated. After all, any social projects and initiatives that demonstrate social responsibility at the local level do not give grounds to consider a university socially responsible, which by its main types of activity contradicts sustainable development.

Actualization of the defining role of higher education in ensuring sustainable development is a refrain through the founding and regulatory documents of the Bologna process. In particular, the Paris Communiqué (2018) emphasized: “We commit to developing the role of higher education in securing a sustainable future for our planet and our societies and to finding ways in which we, as EHEA Ministers, can contribute to meeting the United Nations Sustainable Development Goals at global, European and national levels” (Paris communiqué, 218).

This emphasis is reinforced in the Rome Communiqué (2020): “Higher education will be a key actor in achieving the UN’s Sustainable Development Goals (SDGs) by 2030. We commit to supporting our higher education institutions in bringing their educational, research and innovation capacities to bear on these fundamental global objectives and to deploying resources to ensure that our higher education systems contribute to the achievement of the SDGs. Moving towards climate neutrality is essential for all of us, and learners must be prepared for new “green” jobs and activities. They must be offered up-skilling and reskilling opportunities in a lifelong learning perspective and enabled to develop and apply new technologies and approaches. Quality education will continue to be the hallmark of the EHEA. A robust culture of academic and scientific integrity that blocks all forms of academic fraud and distortion of scientific truth, will be supported by all higher education institutions and all public authorities” (Rome Ministerial Communiqué, 2020)

Strengthening the actualization of social responsibility of universities and other higher education institutions is confirmed by the increase in the number of publications on this issue. This is confirmed by V. Meseguer-Sánchez, E. Abad-Segura, L. Jesús Belmonte-Ureña and V. Molina-Moreno (article “Examining the Research Evolution on the Socio-

Economic and Environmental Dimensions on University Social Responsibility”) as a result of bibliometric analysis of 870 articles devoted to the study of university social responsibility. These papers were published during 1970–2019 (Meseguer-Sánchez et al., 2020). The authors of the study found that 85.7% of the mentioned publications are from the last decade.

In Ukraine, the issue of social responsibility of business, the state, and higher education institutions became relevant somewhat later than abroad, in particular in the Western regions. But over the past two decades, many publications on the issue of social responsibility have appeared in our country, the number of which is increasing every year. A. Kolot in the article “Corporate social responsibility: modern philosophy, problems of assimilation” actualizes the social responsibility of domestic scientists for the social development of Ukraine: “In the same context, attention should be focused on the need to increase social responsibility of representatives of the scientific community. Behind the abstract categories’ “responsibility”, “social activity”, “social perception” etc. we stop seeing deep processes and phenomena. Scientists are unable to explain complex processes and single out root causes, origins, driving forces of development, modern trends and dominants of social progress. In our understanding, a person with high scientific titles and degrees cannot and has no right to be socially irresponsible, and not to take an active position in life. Everyday scientific rhetoric and real-life develop in parallel, but often in opposite directions from our observationally neutral position. In calls for stabilization and growth of well-being, one cannot help but see a shift from European standards of quality of life, as well as from standards of freedom, justice, social inclusion, social cohesion, etc. Unexpectedly, it turns out that we are approaching the established characteristics of the countries of the “third world” – with anomalous polarization of incomes, unacceptable levels of the merger of power and property and monopolization of everything by oligarchic structures. But we continue to glorify or remain silent based on inertia” (Kolot [Kolot], 2014, 80).

The object of research is modern Ukrainian society in the global civilizational context and its universities and other higher education institutions.

The subject of research is the interaction of universities and other higher education institutions with Ukrainian society through the prism of social responsibility.

The purpose of the research is to critically analyse the discourse on the issue of social responsibility and substantiate the theoretical and methodological foundations of the socially responsible interaction of universities and other higher education institutions with society in terms of sustainable development.

Research methods

To ensure the adequacy and reliability of research results, a set of general scientific, philosophical and special research methods has been used: analysis; dialectical method, induction and deduction; systematic approach; terminological analysis; comparison and systematization; abstraction and prediction.

Social responsibility in the context of sustainable development

The literature review showed that social responsibility as a phenomenon has a contradictory interpretation, in particular in a broad and narrow sense. In a broad sense, social responsibility is interpreted as an integral component of people's lives, without which normal social relations are impossible. Along with this, there are many publications in which social responsibility is interpreted somewhat in a narrow sense as responsibility for additional obligations that an enterprise or institution undertakes beyond what they have to fulfil according to their purpose.

It is logical to interpret the essence of social responsibility based on a critical analysis of publications that represent the mentioned discourse, taking into account the requirements of sustainable development as an alternative way out of the global environmental crisis and ensuring the successful future development of civilization.

The beginning of the modern theory of social responsibility is associated with G. Bowen's monograph "Social Responsibilities of the Businessman", published in 1953 (Bowen, 1953). Conceptualization of social responsibility in its modern interpretation first took place in the field of business and in particular in industry, and only then in higher education. This was due to the awareness of the need to curb the relentless expansionism of earthly existence on the part of business structures and especially energy-intensive industries, the negative consequences of which on a large scale were demonstrated by transnational corporations.

At the initial stage, the social responsibility of business structures and industrial

enterprises was demonstrated and limited to charity, which was usually used for self-promotion and the formation of a positive self-image. Later, this limitation was criticized. But this does not prevent us from resorting to such limited social responsibility, which is demonstrated by modern business structures and industrial enterprises and other organizations and institutions, including higher education institutions.

The problem of manifestations of such distorted social responsibility, which is called a “smoke screen” in publications, is caused not only by the individual and collective selfish interests and economic benefit of its subjects but also by the perception of such manifestations as proper by the communities and society that are harmed by these subjects. Such a positive assessment is facilitated by a superficial idea of social responsibility, which is formed at the level of theoretical consciousness by a fragmentary and contradictory interpretation of its essence.

An example of this contradiction is the interpretation of corporate social responsibility, which was made in the early 1970s by D. Votav: “The term is simply wonderful; it means something, but not the same for everyone. For some it expresses the idea of legal responsibility or legal obligation; for others, it characterizes socially responsible behaviour in an ethical sense; for the next group, it is given the meaning “to be responsible” in a casual sense; many simply equate it with charitable contributions; someone interprets it as social consciousness; most of those who use it are especially ardent in defending the interpretation of the term as a simple synonym of “legitimacy” in the context of... correctness and reasonableness; some see it as a kind of fiduciary duty to set a higher standard of conduct for businessmen than for ordinary citizens” (Матвійчук, Ткач [Matviichuk, Tkach], 2016, 333). Unfortunately, this inconsistency is observed in publications up to this day, which confirms the relevance of their critical analysis.

This, in our opinion, is an important methodological emphasis given the fact that in many publications the essence of social responsibility is interpreted precisely in a narrow format as responsibility in addition to the main activity of a social nature. At the same time, the authors of the publication note that high-quality higher education is the basis for improving human life and for sustainable development. Universities should prepare socially responsible citizens capable of making responsible decisions from the point of view of ecological integrity, economic viability and just society for present and future

generations.

O. Orzhel, who systematically researches the current issues, in her work “University social responsibility in the context of university leadership” claims that the formation of social responsibility of universities took place under the influence of corporate social responsibility: “Both CSR (corporate social responsibility) and USV (university social responsibility) are primarily implemented through social responsibility policies, strategies, programs, projects, practices, based on similar principles and values. CSR and USV are characterized by similar areas of activity: for example, volunteering, philanthropy, transfer of knowledge and technologies, educational programs for children and youth, the involvement of local public activists in the processes of development and decision-making by the corporation or higher education institutions” (Оржель [Orzhel], 2017, 10).

It should be noted that universities and other higher education institutions do not function by themselves, but in interaction with their societies. Such interaction implies mutual responsibility – universities to society, and society to universities. Ideally, this mutual responsibility should be balanced. But the decisive role in ensuring such an optimum belongs to society. Unfortunately, modern Ukrainian society does not motivate domestic higher education institutions to social responsibility, which would meet the requirements of sustainable development, because it systematically cultivates irresponsibility and does not respect morality (Tryma & Chervona, 2022).

Factors that significantly limit the potential scope and actual manifestation of socially active behavior in Ukrainian practice, as well as the perception of the CSR institute, should be attributed to:

- extremely unfavourable economic environment and unsatisfactory business climate;
- the role of the state as a social institution and social partner not adequate to today’s needs;
- a distorted view of the modern mission of the business, the relationship and interdependence of the economic and social components of sustainable development;
- lack of proper institutional prerequisites for socially active activities;

- humiliation or lack of awareness of the true role of social resources in ensuring sustainable development;
- massive manifestations of the degradation of ethical values of the top management of business organizations and the lack of proper moral prerequisites for active socially responsible activities;
- the insufficient scientific study of the applied principles of CSR implementation in the corporate management system” (Колот [Kolot], 2014, 80).

Agreeing with the cited list of reasons for the low demand for social responsibility in Ukrainian society, it is necessary to make a fundamental methodological clarification. The fact is that the mentioned reasons are the consequences of the lack of a civilized competitive environment in Ukraine, the formation of which was blocked by the hybrid regime of power, which seized the state back in the 1990s and keeps it under control and uses it in the interests of oligarchic-clan groups. The fact that Ukraine, from the beginning of its state's independence from the metropolis set foot on the path of the existence of the so-called banana republics, freed from colonial dependence, is the result of the choice of the direction to transform its political and economic institutions, made at that time by those subjects of power on which this decisively choice depended.

Models of interaction between society and universities in the context of ensuring social responsibility

Social responsibility is manifested in interaction with the society in which they function. As it was found out, social responsibility will be higher, the more it corresponds to the goals and values of society, provided that they do not contradict sustainable development. The more the goals and values of society correspond to sustainable development, the more demanding society is to the social responsibility of its universities in terms of sustainable development. Universities differ in their potential to ensure social responsibility. Depending on the demands of society and the capabilities of universities, different models of their interaction may arise.

Taking into account the real state of earthly existence in terms of sustainable development as a result of the development of modern man-made civilization and the discrepancy between what is declared and what is done for its preservation, we offer for consideration

four models of such interaction:

- a model of interaction when society has a high demand for social responsibility in the dimensions of sustainable development, and the university can satisfy it.
- a model of interaction when society demands social responsibility in the dimensions of sustainable development, and the university is partially or completely unable to satisfy such a request.
- a model of interaction, when the university carries out socially responsible activities in the dimensions of sustainable development, and society shows disinterest in this.
- a model of interaction, when society tolerates social irresponsibility, and the university demonstrates it in its activities.

Undoubtedly, the first model is logically considered optimal, at least the best in ensuring the sustainable development of the university itself, the region where it is located, the society in which it functions, and civilization in general. Such a request is possible in societies with a civilized competitive environment in which reputation is valued more than money. In such societies, it is beneficial to be responsible and moral. Therefore, the reputation of a socially responsible university based on the criteria of the quality of its educational and scientific activities and the impact on the development of the local community and the country as a whole is capitalized in such societies, which provides competitive advantages and increases the rating of universities that can adequately respond to such public demand. Moreover, leading universities in countries with a civilized competitive environment carry out proactive activities in the development of local communities and their society, determining in advance their possible requests.

The second model visualizes the mechanism of healthy social selection of higher education institutions, requiring them to be reactive, with which they should demonstrate social responsibility that satisfies public demand. In the case of the inability to have socially responsible interaction with their society in a civilized competitive environment, universities lose the perspective of their development, and therefore their existence. Losing the reputation of a socially responsible higher education institution in a civilized competitive environment is bankruptcy.

The third and fourth models of interaction are characteristic of societies that do not have a civilized competitive environment, which is evident in Ukraine. These models show

that in such societies, social responsibility is given to universities, that is, to their voluntary consideration and choice of the philosophy of their activities.

According to which model - the third or fourth – the university interacts with Ukrainian society, it primarily depends on the leadership of the university, on its voluntary choice. The choice of the third model of interaction requires moral stability, courage and hard work from all subjects of the university's activity, thanks to which its real social responsibility is demonstrated. The fourth model of interaction of universities and other higher education institutions with Ukrainian society is the most destructive for its current state and even more so for development. Educational institutions that interact according to this model demonstrate social irresponsibility. No number of social projects and programs for the development of local communities, which denote social responsibility in a narrow format, can justify and level this irresponsibility.

Indicators of the fourth model of interaction of domestic higher education institutions with their society logically include the following:

- minimal or completely absent competition among applicants, which is most systematically practised in the formation of a contingent of students under a contract;
- low grade on the external examination of enrolled students;
- minimal or no deductions from the number of students for unsatisfactory study results;
- the only source of funding for the institution's activities is the payment of educational services, etc.

In previous studies, we identified the key reasons for the activity of domestic higher education institutions that correspond to this model, in particular, the following: broad demand in Ukrainian society for nominal higher education, which is legitimized by a state diploma, without requirements for the real competence of diploma holders; protectionism of incompetence as a factor in the formation of such demand, blocking the improvement of the quality of domestic higher education and reducing the competitiveness of Ukraine; liberalization of educational services in the field of higher education, the volume of which, firstly, exceeds the public demand for qualified specialists in the least resource-intensive specialities. And secondly, the licensed volume of admissions to study at

domestic higher education institutions exceeds the number of secondary school graduates (Рябченко [Riabchenko], 2009).

The lack of a civilized competitive environment in Ukrainian society has created ample opportunities for the employment of persons who are uncompetitive in civilized labour markets because of the formality of their higher education diploma, regardless of their real competence. In particular, in such budgetary spheres of activity as politics, civil service, power structures, fiscal bodies, education, science, health care, etc. These are mainly those spheres of activity in which no added value is directly made, but the productivity of society and its sustainable development depend decisively on the competence of their subjects and their socially responsible performance of their work, starting with politics and public administration.

For its part, the lack of civilized competition has given rise to the cultivation of protectionism of incompetence in society, which consists not only in promoting the employment of less competent persons in comparison with other applicants for the position but also in the unjustified removal from positions of persons whose level of competence corresponds to them. This is also manifested in the retention of students who are unable or do not seek to obtain a high-quality higher education, as well as in the tolerance of various types of academic dishonesty, in particular, falsification of study results, etc.

Only those domestic universities and other higher education institutions that will interact with Ukrainian society according to the third model will be able to withstand this competition and integrate successfully into the European higher education area.

This model requires universities to be proactive in all directions, thanks to which they will be a kind of locomotives for accelerating the democratization of our society, which will contribute to the formation of a civilized competitive environment in it. Only higher education institutions, in whose social environment it is beneficial for all subjects of their activity to be moral, virtuous, and responsible will be capable of such socially responsible interaction.

CONCLUSIONS

Based on a critical analysis of the discourse on the issue of social responsibility,

contradictions of a methodological nature have been revealed, in particular between goals, values and requirements of sustainable development in the global dimension and goals and values of societies; the broad and narrow format of social responsibility; the imperative of sustainable development requirements and voluntary social responsibility; philosophical understanding of social responsibility and superficial and fragmentary ideas about social responsibility as something partial in human activity.

These contradictions create methodological obstacles both in the development of the theory of social responsibility of universities and in the practice of its implementation. Ignoring these contradictions misleads both the theory and practice of social responsibility. To create relevant theoretical-methodological basis to appear in the theory and practice of social responsibility, it is necessary to rise to a philosophical vision, understanding and awareness of social responsibility as general, which is actualized wherever there is a person and human communities.

There is every reason to consider social responsibility as a generic concept that encompasses all types of responsibility of both individual people and their communities for their activities and their impact on earthly existence, the guarantee of which is sustainable development.

Sustainable development will be possible only if each person and humanity in general in their life activities are guided by worldview principles, values, norms, etc., which focus on the harmonization of earthly existence, its preservation, multiplication and prosperity. Currently, the deterioration of the state of our planet confirms that the daily life of modern people is dominated by a worldview that contradicts the requirements of sustainable development. This actualizes the worldview competence of each person in particular and humanity in general.

Worldview competence consists of a person's ability to be adequate in his worldview to the statuses and roles he occupies and performs in his life. Sustainable development becomes possible as a result of virtuous human activity. The principles, program goals and objectives of sustainable development are oriented towards this. Therefore, the basis of a worldview that corresponds to sustainable development are virtues that are not always in demand and supported in the social environment, both during the initial socialization of the individual and during adult independent life. This is the root of the problem. As

long as social environments prevail on the planet in which it is not profitable to be virtuous, the result of human activity will not be in favor of sustainable development. Only morality as an external regulator and conscience as an internal controller can save humanity from self-destruction. These are the universal fuses that, even at the stage of thinking, warn a person against reckless, harmful and destructive actions.

The essence of the social responsibility of universities is to provide high-quality higher education as a factor in the improvement of human life and to prepare socially responsible citizens who can make responsible decisions from the point of view of ecological integrity, economic viability and just society for present and future generations.

Universities and other higher education institutions should ensure that their graduates acquire not only professional but also worldview competence, which would meet the requirements of sustainable development. To ensure sustainable development, universities and other higher education institutions must implement positive or prospective social responsibility, the basic conditions of which are democracy, integrity, and morality.

Positive social responsibility as voluntary compliance with the norms of successful social life is born in the personality of a human who has enough freedom and conscience for this. The extent of the freedom of an individual to freely express his principled civic position depends on the democratic nature of the social environment in which he resides. And the conscience of an individual as an internal regulator of his actions and behaviour is supported or blocked by the morality that dominates the social environment in which he lives. Currently, we mean the social environment of the higher education institution in which a person works or studies. Therefore, the positive social responsibility of universities should begin not with the development of projects and programs for their implementation, but with the formation of an appropriate democratic and virtuous moral environment (Рябченко [Riabchenko], 2022).

The social responsibility of universities is manifested in the interaction with the society in which they function. It will be higher if it corresponds to the goals and values of society, which do not contradict sustainable development. The more the goals and values of society correspond to sustainable development, the more demanding society is to the social responsibility of its universities in terms of sustainable development and vice versa.

Universities differ in their potential to ensure social responsibility. Depending on the demands of society and the capabilities of universities, different models of their interaction may arise:

- a model of interaction when society has a high demand for social responsibility in the dimensions of sustainable development, and the university can satisfy it.
- a model of interaction when society demands social responsibility in the dimensions of sustainable development, and the university is partially or completely unable to satisfy such a request.
- a model of interaction, when the university carries out socially responsible activities in the dimensions of sustainable development, and society shows disinterest in this.
- a model of interaction, when society tolerates social irresponsibility, and the university demonstrates it in its activities.

The fourth model of interaction of universities and other higher education institutions with Ukrainian society is the most destructive for its current state and even more so for development. Educational institutions that interact according to this model demonstrate social irresponsibility. No social projects and programs for the development of local communities, which denote social responsibility in a narrow format, can justify and level this irresponsibility.

The key reasons for this model of interaction are the following: broad demand in Ukrainian society for nominal higher education, which is legitimized by a state diploma, without requirements for the real competence of diploma holders; protectionism of incompetence as a factor in the formation of such demand and blocking quality improvement of the domestic higher education and the reduction of Ukraine's competitiveness.

REFERENCES

- Bowen, H. (1953). *Social Responsibilities of the Businessman*. New York: Harper.
- Meseguer-Sánchez, V., Abad-Segura, E., Belmonte-Ureña Luis Jesús, and Molina-Moreno, V. (2020) Evolution on the Socio-Economic and Environmental Dimensions on University Social Responsibility. *International Journal of*

Environmental Research and Public Health. 17(13):4729. <https://doi.org/10.3390/ijerph17134729>

Колот, А. М. (2014). Корпоративна соціальна відповідальність: сучасна філософія, проблеми засвоєння. *Економіка України*. 3. С. 70-82. <https://core.ac.uk/download/pdf/32615153.pdf>

[Kolot, A. M. (2014). Korporatyvna sotsialna vidpovidalnist: Suchasna filosofii, problemy zasvoiennia. *Ekonomika Ukrainy*. 3. S. 70-82. <https://core.ac.uk/download/pdf/32615153.pdf>]

Матвійчук, Л. О., & Ткач, К. І. (2016). Генеза концепцій корпоративної соціальної відповідальності. *Економіка і суспільство*. Мукачівський державний університет. 6. 333. https://economyandsociety.in.ua/journals/6_ukr/57.pdf.

[Matviichuk, L. O., & Tkach, K. I. (2016). Geneza kontseptsii korporatyvnoi sotsialnoi vidpovidalnosti. *Ekonomika i suspilstvo*. Mukachivskyi derzhavnyi universytet. 6. 333. https://economyandsociety.in.ua/journals/6_ukr/57.pdf.]

Оржель, О. (2017). *Університетська соціальна відповідальність у контексті університетського лідерства : навчальний посібник*. Київ : ДП «НВЦ «Пріоритети». https://ihed.org.ua/wp-content/uploads/2018/09/Sots_vidpovidalnist_v_Univ_liderstve_O.Orzel_2017-40p.pdf

[Orzhel, O. (2017). *Universytetska sotsialna vidpovidalnist u konteksti universytetskoho liderstva: navchalnyi posibnyk*. Kyiv: DP «NVTs «Priorytety». https://ihed.org.ua/wp-content/uploads/2018/09/Sots_vidpovidalnist_v_Univ_liderstve_O.Orzel_2017-40p.pdf

Sots_vidpovidalnist_v_Univ_liderstve_O.Orzel_2017-40p.pdf]

Paris communiqué. (25 may, 2018). EHEA. http://www.ehea.info/media.ehea.info/file/2018_Paris/77/1/EHEAParis2018_Communique_final_952771.pdf

Rome Ministerial Communiqué. (19 november 2020). EHEA. http://www.ehea.info/Upload/Rome_Ministerial_Communique.pdf

Рябченко, В. (2021). Корпоративна академічна нечесність як проблема соціальної

відповідальності університету. *Неперервна професійна освіта: теорія і практика*. 2. С. 16-24.

[Riabchenko, V. (2021). Korporatyvna akademichna nechesnist yak problema sotsialnoi vidpovidalnosti universytetu. *Неперервна професійна освіта: теорія і практика*. 2. С. 16-24.]

Рябченко, В. (2022). Соціально відповідальна взаємодія університетів та суспільства у вимірах сталого розвитку: теоретико-методологічні засади. *Неперервна професійна освіта: теорія і практика*, (1), 38–48. <https://doi.org/10.28925/1609-8595.2022.1.4>

[Riabchenko, V. (2022). Sotsialno vidpovidalna vzaiemodiia universytetiv ta suspilstva u vymirakh staloho rozvytku: teoretyko-metodolohichni zasady. *Неперервна професійна освіта: теорія і практика*, (1), 38–48. <https://doi.org/10.28925/1609-8595.2022.1.4>]

Рябченко, В. І. (2009). Номінальна вища освіта як актуальна проблема на шляху забезпечення реальної компетентності в сучасному українському соціумі. *Модернізація вищої освіти в Україні і світі; десять років наукового пошуку* : колектив. моногр. / Акад. пед. наук України; Ін-т вищої освіти України. Харків : Вид-во НУА, С. 133-156.

[Riabchenko, V. I. (2009). Nominalna vyshcha osvita yak aktualna problema na shliakhu zabezpechennia realnoi kompetentnosti v suchasnomu ukrainskomu sotsiumi. *Modernizatsiia vyshchoi osvity v Ukraini i sviti; desiat rokiv naukovooho poshuku*: kolektyv. monohr. / Akad. ped. nauk Ukrainy; In-t vyshchoi osvity Ukrainy. Xarkiv : Vyd-vo NUA, С. 133-156.]

Tryma, K. & Chervona, L. (2022). Social Responsibility of University: the Student Aspect . *Uluslararası Sosyal Bilimler ve Eğitim Dergisi* , 4 (7) , 641-656 . Retrieved from <https://dergipark.org.tr/en/pub/usbed/issue/70167/1140604>)