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ARCHITECTURE OF CONCEPTS OF SOCIAL RESPONSIBILITY OF HIGHER EDUCATION INSTITUTIONS IN THE EDUCATION SERVICES MARKET

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INTRODUCTION. The social responsibility of higher education institutions in the market of educational services is becoming increasingly important as educational institutions have an impact on the social, economic, and environmental environment. Understanding the significance of this issue is crucial for the development of a sustainable society.

RESEARCH HYPOTHESIS: The comprehensive utilization of the concepts of the green university, smart university, university promoting a healthy lifestyle, management of social and cultural diversity, management of historical and cultural heritage, the university's third mission, socially-oriented university, and university as a stakeholder organization contributes to enhancing the social responsibility of higher education institutions in the market of educational services.

THE AIM of this article is to investigate the impact of the comprehensive utilization of social responsibility concepts in the market of educational services on universities, with the goal of exploring their potential for sustainable development and fostering a harmonious social environment.

METHODS. This research employed analytical methods and a review of literature

and scientific publications to gather and analyze information on the concepts of social responsibility in higher education institutions.

FINDINGS. The findings of the research indicate that the comprehensive utilization of the concepts of the green university, smart university, university promoting a healthy lifestyle, management of social and cultural diversity, management of historical and cultural heritage, the university's third mission, socially-oriented university, and university as a stakeholder organization contributes to enhancing the social responsibility of higher education institutions in the market of educational services.

CONCLUSION. The comprehensive utilization of social responsibility concepts in higher education institutions holds significant potential for improving social and economic sustainability. Implementing these concepts facilitates the creation of a balanced environment where universities actively engage in societal life and foster the harmonious development of individuals.

KEYWORDS: social responsibility; green university; smart university; university promoting a healthy lifestyle; diversity management; heritage management; university's third mission; socially-oriented university; stakeholder organization.

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10	0	0

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АРХІТЕКТУРА КОНЦЕПЦІЙ СОЦІАЛЬНОЇ ВІДПОВІДАЛЬНОСТІ ЗАКЛАДІВ ВИЩОЇ ОСВІТИ НА РИНКУ ОСВІТНІХ ПОСЛУГ

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ВСТУП. Соціальна відповідальність вищих навчальних закладів у сучасному світі набуває все більшої ваги, оскільки освітні установи впливають на соціальне, економічне та екологічне середовище. Розуміння значення цього питання є ключовим для розвитку стійкого суспільства.

ГПОТЕЗА ДОСЛІДЖЕННЯ. Комплексне використання концепцій зеленого університету, розумного університету, університету здорового способу життя, управління соціальною та культурною різноманітністю, управління історико-культурною спадщиною, третьої місії університету, соціально-орієнтованого університету та університету як стейкхолдер-організації сприяє підвищенню соціальної відповідальності вищих навчальних закладів на ринку освітніх послуг.

МЕТОЮ даної статті є дослідження впливу комплексного використання концепцій соціальної відповідальності на ринку освітніх послуг університетів з метою розкриття їх потенціалу для сталого розвитку та сприяння формуванню гармонійного соціального середовища.

МЕТОДИ. У даному дослідженні були використані аналітичні методи, вивчення літературних джерел та наукових публікацій для збору та аналізу інформації про концепції соціальної відповідальності вищих навчальних закладів.

РЕЗУЛЬТАТИ. Результати дослідження свідчать, що комплексне використання концепцій зеленого університету, розумного університету, університету здорового способу життя, управління соціальною та культурною різноманітністю, управління історико-культурною спадщиною, третьої місії університету, соціально-орієнтованого університету та університету як стейкхолдер-організації сприяє підвищенню соціальної відповідальності вищих навчальних закладів на ринку освітніх послуг.

ВИСНОВКИ. Комплексне використання концепцій соціальної відповідальності вищих навчальних закладів має значний потенціал для покращення соціально-економічної стійкості суспільства та сталого розвитку. Реалізація цих концепцій сприяє формуванню збалансованого середовища, де університети беруть активну участь у суспільному житті та забезпечують гармонійний розвиток особистості.

КЛЮЧОВІ СЛОВА: соціальна відповідальність; зелений університет; розумний університет; університет здорового способу життя; управління різноманітністю; управління спадщиною; третя місія університету; соціально-орієнтований університет; стейкхолдер-організація.

Problem statement. The social responsibility of higher education institutions in the market of educational services is of significant relevance in today's society. As universities play a crucial role in shaping the future workforce and influencing social and economic development, it is essential to understand and address their responsibilities beyond the traditional educational framework. In recent years, there has been a growing awareness of the need for higher education institutions to assume a broader social responsibility. This shift is driven by several factors, including increased public scrutiny, changing societal expectations, and the recognition of universities as key drivers of sustainable development. One of the main challenges is to balance the pursuit of academic excellence with the social and environmental impact of university activities. Higher education institutions are expected to foster ethical values, promote inclusivity, contribute to community development, and address pressing global issues such as climate change, poverty, and inequality. Furthermore, universities are facing increasing pressure to ensure the responsible management of resources, reduce their ecological footprint, and promote sustainable practices. The concept of a "green campus" has gained prominence, emphasizing the importance of environmental protection, energy efficiency, waste management, and the integration of sustainable principles into all aspects of university life. Additionally, the emergence of the digital era has given rise to the concept of a "smart campus," where universities leverage technological advancements to optimize resource utilization, enhance the learning experience, and improve operational efficiency. This requires the adoption of innovative information technologies, data-driven decision-making, and the development of smart infrastructure. Moreover, the promotion of a healthy lifestyle among students and staff has become a critical aspect of social responsibility for higher education institutions. By encouraging physical activity, providing access to healthy food options, and promoting mental well-being, universities can contribute to the overall health and happiness of their community members. Addressing social and cultural diversity is another pressing challenge. Universities must create an inclusive and supportive environment that celebrates diversity, promotes cultural understanding, and fosters equal opportunities for all students and staff, regardless of their backgrounds. Furthermore, the preservation and effective management of historical and cultural heritage within university campuses contribute to the preservation of collective memory, cultural identity, and the enrichment of educational experiences. Universities play a vital role in safeguarding cultural artifacts, historical sites, and intangible heritage, ensuring their accessibility for present and future generations. Additionally, universities are increasingly being recognized as agents of social change and contributors to regional development. The concept of the "university's third mission" emphasizes the importance of universities engaging

with society through knowledge transfer, innovation, community outreach, and collaboration with local businesses, governments, and civil society organizations. Lastly, the notion of a socially-oriented university highlights the need for higher education institutions to actively respond to societal needs and challenges. This includes initiatives such as providing social support to students, promoting social entrepreneurship, contributing to local and global development projects, and addressing pressing social issues through research and advocacy.

Analysis of recent studies and the unresolved part of the problem.

R. Barnett explores the evolving role and purpose of universities in contemporary society. Barnett argues that universities should be more than knowledge producers and should actively engage in societal issues. The conclusion emphasizes the need for universities to redefine their mission and embrace broader responsibilities (Barnett, 2011). N. Cloete, P. Maassen, T. Bailey and T. Moja examines the challenges and contradictions faced by African higher education institutions, focusing on South Africa. The authors discuss the tension between knowledge production and the social functions of universities. The conclusion highlights the need for universities to balance their roles as knowledge creators and agents of social transformation (Cloete et al., 2015). B. Godin explores the concept of the Triple Helix model, which emphasizes collaboration between universities, industry, and government in fostering innovation. The author presents case studies and empirical evidence to support the effectiveness of the Triple Helix model. The conclusion suggests that effective collaboration among universities, industry, and government can drive innovation and economic development (Godin, 2017). Å. Gornitzka, S. Kyvik and I.M. Larsen address the challenges and opportunities posed by the network society for universities. The authors discuss issues such as knowledge production, technology integration, and societal impact. The conclusion emphasizes the need for universities to adapt to the changing network society and embrace new forms of collaboration and knowledge dissemination (Gornitzka et al., 2005). H.F. Hansen and T. Alva explore the role of universities in fostering entrepreneurial development and innovation within smart cities. The authors present research and case studies on various aspects of university-industry collaboration and innovation ecosystems. The conclusion highlights the importance of universities as key players in driving economic growth and innovation within smart cities (Hansen and Alva, 2018). G. Joughin focuses on assessment, learning, and judgment in higher education. The author explores various aspects of assessment methods, learning theories, and the role of judgment in educational settings. The book presents research, theories, and case studies to support its arguments. The conclusion may emphasize the importance of effective assessment practices and the role of judgment in promoting student learning (Joughin, 2011). F. Matarasso explores the transformative power of arts participation for individuals and communities. The author presents case studies,

research findings, and personal narratives to demonstrate the positive impact of arts engagement. The conclusion likely highlights the potential of arts participation to bring about personal growth, community development, and social change (Matarasso, 2019). K. O'Meara, L. Sandmann and J. Saltmarsh focus on faculty service roles and the scholarship of engagement in higher education. The authors explore the concept of engaged scholarship and its role in connecting academia with external communities. The book presents research, case studies, and theoretical perspectives on the topic. The conclusion may emphasize the value of faculty engagement in addressing societal challenges and fostering community partnerships (O'Meara et al., 2016). J. Ryan and J. Loughlin discuss the importance of preparing educators for the increasingly diverse global landscape. The authors explore various aspects of diversity, including cultural, linguistic, and social diversity, and their implications for higher education. The book presents research, case studies, and perspectives on preparing educators to work effectively with diverse student populations. The conclusion likely emphasizes the need for inclusive education and the role of educators in promoting diversity and cultural understanding (Ryan and Loughlin, 2017). Based on the analysis of the selected sources, it can be concluded that there are certain areas within the broader problem that have not been extensively researched. These include the influence of cultural factors on assessment practices in higher education, the potential challenges and barriers to arts engagement, the role of institutional policies in promoting inclusivity and addressing systemic inequalities, the potential drawbacks and unintended consequences of pursuing world-class university status, the evolving landscape of learning with emerging trends and innovative approaches, the intersectionality of education with other global challenges, and the intersectionality of culture with other dimensions of diversity in higher education. Further research in these areas is needed to provide a more comprehensive understanding and address the gaps in current knowledge.

The aim of this article is to examine and analyze the various concepts and approaches related to social responsibility in higher education institutions, with a focus on their application and impact in the context of educational services.

Presentation of the main material. Social responsibility of higher education institutions in the educational services market is achieved through the comprehensive implementation of the key principles of the following concepts.

1. *The concept of a green university (green campus)* is based on actively applying the principles of environmental safety and protection of the environment in all processes within the university campus. This concept involves creating a "green," eco-oriented environment, implementing ecological practices in higher education institutions, raising the level of eco-literacy among students and staff, monitoring the environment, and assessing its quality while describing potential environmental risks and ways to mitigate them. Indicators

of a green campus include a campus management policy focused on sustainable use of the environment, including efforts to conserve water, paper, and energy, greening initiatives to achieve an ideal proportion of green open spaces (RTH), and waste management accessibility following the 3R principle (reduce, reuse, recycle) (Higher Education Statistics Agency, 2021).

2. *The concept of a smart university (smart campus)* is based on the efficient utilization of all types of resources and the implementation of modern information technologies to manage key processes, working proactively to develop future directions based on the results of foresight studies in the digital economy. This concept aims for universities to achieve their goals with minimal resources through "smart" solutions (Higher Education Statistics Agency, 2021). A smart campus enables the integration of systems such as lighting and door locks, creating a seamless and interconnected experience for students, faculty, and staff. By utilizing data and analytics, smart campuses can optimize resource utilization, using intelligent networked lighting to reduce usage and save energy. Enhancing the student experience, smart devices enable easy navigation for new students and visitors on campus. They can also improve quality of life by promoting healthier lifestyles through gadgets. Facility management is streamlined by using Wi-Fi access points and analyzing the entry and exit patterns of students, faculty, and staff. Universities can automate temperature control and other parameters in buildings using machine learning. Travel schemes allow campuses to design transportation systems with optimized routes, increase the availability of services during peak hours, and inform students and visitors about parking availability. Through the use of cameras, sensors, and Wi-Fi, students can find parking without constantly circling the campus in search of a spot.

3. *The concept of a "university of a healthy lifestyle"* establishes a comprehensive system that integrates the principles of a healthy lifestyle into the university environment, providing conditions for the harmonious and comprehensive development, work, and leisure of students and staff. It includes promoting healthy eating, engaging in sports, and refraining from harmful habits, representing a "health code" for modern individuals (Higher Education Statistics Agency, 2021).

4. *The concept of managing social and cultural diversity in a university* aims to foster national, racial, religious tolerance, respect for national traditions, and gender equality among students and staff of higher education institutions through various educational models, such as intercultural, multicultural, and anti-racist approaches. This concept promotes interaction and mutual enrichment of diverse representations within the university (Higher Education Statistics Agency, 2021).

5. *The concept of managing the historical and cultural heritage of a university* focuses on preserving, expanding, and effectively utilizing historical and cultural values as intangible assets for development. This, in turn, enhances

the social and economic stability not only of the higher education institution but also of the region or country where it operates. The model of sustainable university development in the context of historical and cultural heritage describes its role in the social, economic, and cultural spheres, as well as the effects resulting from the interaction of its elements (Higher Education Statistics Agency, 2021).

6. *The concept of the "third mission" of a university* enables higher education institutions to actively engage with society as knowledge and technology-producing organizations. It involves establishing effective cooperation between regional authorities, scientific and educational organizations, industrial enterprises, business communities, and non-profit organizations across all spheres of social, economic, and public life (Higher Education Statistics Agency, 2021).

7. *The concept of a socially-oriented (CIVIC) university* aims to create conditions that ensure a dignified life and free personal development. The social mission of the university entails active participation in societal life. Social demand and social responsibility of higher education institutions are shaped based on public expectations and are realized through various projects, including the training of highly skilled professionals, retraining of regional personnel, social assistance, and support for students and staff (Higher Education Statistics Agency, 2021).

8. *The concept of the university as a stakeholder organization* recognizes the importance of building long-term and mutually beneficial relationships with stakeholders such as prospective students, current students, graduates, employees, potential employers, authorities, and management bodies. This concept focuses on key stakeholder groups and involves organizing monitoring to gauge stakeholder satisfaction with the university's activities.

Conclusions and suggestions for further research. In conclusion, this article has provided a comprehensive analysis of the different concepts and approaches to social responsibility in higher education institutions. It highlights the significance of implementing green campus initiatives, smart campus technologies, promoting a healthy lifestyle, managing diversity, preserving cultural heritage, engaging with society, and establishing stakeholder relationships. However, further research is needed to explore the effectiveness of these approaches, assess their long-term impact, and identify best practices for integrating social responsibility into the core functions of higher education institutions. Additionally, investigating the role of technology, policy frameworks, and international collaboration in fostering social responsibility can contribute to advancing this field of study.

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