

SOCIAL RESPONSIBILITY IN HIGHER EDUCATION: A HUNGARIAN BEST PRACTICE

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Introduction

■ The concepts of *social responsibility* and *social engagement* should be examined not only in the context of for-profit organizations, but also in that of the individual, civic organizations and public institutions (Nárai–Reisinger 2016). Similarly to *corporate social responsibility* (CSR), universities should embrace the commitment to such business practices that voluntarily support the well-being of their micro- or macro-level social environment and allocate resources to them. The aim of this study is to call attention to the possibility, and even to the responsibility of higher education institutions to develop socially responsible practices. We would like to inspire this by presenting the case of a possible Hungarian best practice.

We rely on the conceptual framework of *social responsibility* and *corporate social responsibility* as the theoretical bases of our analysis. Therefore, the article first offers an overview, then a detailed description of *university social responsibility* (USR) and the concept of the *third mission* of universities. In doing so, it differentiates them and highlights the importance of their examination and practice. Finally, it presents the USR and third mission practice of the University of Dunaújváros (UoD) emphasizing the stance that higher education institutions, independent of their size, can develop socially responsible institutional behaviour for the voluntary promotion of the well-being of their local and regional communities. In our analysis we rely on institutional documents and earlier research results (Sitku 2019), and focus on those activities that are prominent and/or special in the university's practice.

Social responsibility and CSR activity

The discourse of corporate social responsibility is a highly dynamic dialogue whose foundations and aspects are in constant movement: they get rephrased, confirmed and revised (cf. Rajcsányi-Molnár–András 2013). However, before defining the term it is worth considering what *responsibility* in this context may mean. Angyal (2009: 22) interprets it as ‘such a requirement as arises from causality and involves accountability. Responsibility prevails through accountability to others and its judgement’. Carroll (1979) defined four levels of responsibility for business organizations (CSR pyramid) (Szlávik 2009: 36):

1. *Economic/financial responsibility*: generating profit and creating jobs.
2. *Legal responsibility*: compliance with the law.
3. *Ethical responsibility*: moral-ethical compliance and trustworthiness.
4. *Philanthropic responsibility*: voluntary charity, voluntary promotion of social aims.

The concept of *social responsibility* first appeared in connection with for-profit organizations, and was only related to public sector institutions later, resulting in such varieties as *university social responsibility* (Nárai–Reisinger 2016). Accordingly, we will first discuss the appearance of corporate social responsibility, then its interpretation in higher education. According to the business interpretation of social responsibility, it refers to ‘the commitment to such business practices that an organization voluntarily chooses in order to support the well-being of the community and allocate resources to it’ (Kotler 2007: 11). The *World Business Council for Sustainable Development* defines it as ‘CSR is the ethical behaviour of a company towards society, the management behaves in a responsible way to those it gets into business contact with, it is committed to ethical conduct, and contributes to economic development while improving the quality of life of its employees, their families, the local community and society as a whole’ (World Business Council, 1999). Szlávik’s definition (2009: 13) states that CSR is ‘the business conduct when a company provides allowance and benefits to its employees and stakeholders, including its natural environment, in order to influence their well-being and long-term value in a positive way’. One of the key principles of CSR is voluntarism (see e.g. the term of *corporatively responsible company*, András et al. 2013), which refers to activities not prescribed by law, regulations or moral rules.

It has been shown that the responsible operation of an organization is indispensable to increasing competitiveness and is a factor of improving its prestige. Kotler describes five factors of success for a socially responsible business practice (Kotler 2007: 240):

1. *Persuasion*: Social responsibility is not about PR, but business performance.
2. *Commitment to values*: If a company is committed, it keeps its promises.
3. *Communication*: Open, sincere and direct communication.
4. *Consistency*: It needs continuous development; social responsibility must be a central element of organizational culture.

5. *Responsibility for credibility*: For stakeholders to trust company performance, it must have credibility.

Credibility is the basis of trust and refers to proven trustworthiness. It is a sum of such qualities as reliability, trustworthiness, responsibility and commitment. Only those organizations have confidence capital who are accepted as trustworthy by their stakeholders.

CSR should be considered as a constantly renewing, proactive, environmentally conscious strategy. Most organizations have recognized the need of choosing the social issue best fitting their profile and strategy to support before a multitude of issues find them. Kotler (2007) says that organizations are increasingly proactive in finding the social problems and initiatives fitting their image and brand, and formulating their operational practices accordingly. There can be several reasons for this (Kotler 2007: 218):

- There is increasing proof that socially responsible behaviour may lead to profit increase.
- Consumers base their choices not only on product/price/marketing channel/communication, but also on the credibility and reliability of the socially responsible activities of companies.
- Leaders devote more and more attention to their employees, their motivation and satisfaction.
- Consumers may get information about company activities, participation at events and charity work on a growing number of channels, thus companies have become more visible.

According to a Hungarian research (Angyal 2009: 3), socially responsible business practices can be characterized by sponsorship, philanthropy, charity work by training, environmental protection, green investment, social role formation, employee relation activities, supplier relation activities and legal compliance.

CSR is also a management task. The 21st-century responsible leader strives for a higher level of management that assumes responsibility not only for the organization, but also for the environment. The commitment and stance of the management are determining factors of socially responsible operation. It is their responsibility to select, incorporate, realize, communicate and build cooperation for the social issue befitting the profile and strategy of the organization. It is the leaders who must first join the initiatives, thus becoming examples for the employees and the wider environment of the organization. The social issue the organization chooses to promote should involve long-term commitment, yet its social return on investment is indisputable. However, the formulation of a socially responsible policy is a long, time-consuming process that requires absolute commitment from the management. They should determine the set of values the organization could foster, which, in turn, will work as signs for the internal and external environment of the organization influencing its image and preception.

In their meta-analysis of sixty years of CSR discourse, Garriaga and Melé (2004) arrange the trends and schools of social responsibility literature into four groups:

instrumental, political, integrative and ethical (cf. András–Rajcsányi–Molnár 2014). One of the most influential representative of the instrumental school is Milton Friedman (cf. 1970). This approach considers CSR as a strategical tool serving economic goals and striving for stock price maximization. If meeting societal needs involves expenses, the company should refuse them. Preferred CSR strategies are philanthropy and marketing activities for a chosen social issue.

The political discourse of CSR analyses it in the intersection of the economy, society and power. Companies have increasing influence on local and national political decisions competing with national policy integrity. This trend examines the politically responsible application of economic power and influence. Some of its main concepts are *corporate constitutionality*, the *theory of integrative social contract* and *corporate citizenship*.

The integrative approach focuses on the incorporation of social needs and demands into corporate strategies and practice. It argues that the existence, legitimacy and growth of a business organization depends on society, therefore it must react to social problems appropriately. *Problem management*, *public responsibility*, *stakeholder management* and *corporate social performance* are some of the main concepts of this school.

Finally, ethical trends focus on righteous deeds that help create a better, more human society. They often rely on such ethical, or moral philosophical systems as Kant's capitalism, the modern theories of the equitable sharing of ownership and fair distribution, the libertarian freedom-, rights- and approval theories, Aristotelian approaches, Catholic social theory and medieval scholasticism. Moreover the *stakeholder normative theory*, the *universal rights theory* and the sustainable development theory all propagate the service of the mutual benefit of society.

Some of the challenges of the CSR discourse are linked to the moral philosophical dilemmas behind some of its most important questions, such as altruism, egotism and righteousness, i.e. the various opinions about human nature. A responsible organization strives for creating high standard goods and services for its employees and social environment, i.e. operates in a responsible way. This is the cornerstone of credibility, which is especially important for those organizations that serve society directly, e.g. higher education institutions.

University social responsibility and the third mission of universities

The concepts of *social responsibility* and *social engagement* should be examined not only in the context of for-profit organizations, but also that of the individual, civic organizations and public institutions. Indeed, the two terms are relevant for public organizations and refer to such activities that 'they undertake voluntarily over the performance of their operational tasks and the compliance with legal obligations, and by which they benefit others and promote the interests of their community and society' (Nárai–Reisinger 2016: 24). Such organizations

are aware of the immediate and long-term economic, social and environmental impacts of their operation, are open to the problems of their locality, realize their responsibility for searching for solutions, and take an active part in the shaping of social and environmental issues (Nárai–Reisinger 2016). How can this be interpreted for higher education institutions?

University social responsibility

In the international literature various definitions exist for *university social responsibility*. In their meta-analysis of 15 years of journal articles, Jorge and Peña (2017) arrive at the conclusion that universities¹ must adopt ethical, societal, employment, social and environmental principles and values in their main activities (management, teaching-learning, research and community engagement), and consider the needs and demands of their various stakeholders when planning and realizing them. This is only possible by interactive dialogue between the partners, considering the effects of institutional operation, and recognizing the need for institutional accountability (Jorge–Peña 2017; Molnár–Farkas 2007; Mook et al. 2016; Rajcsányi–Molnár 2019; Vasilescu–Barna–Epure–Baicu 2010). It is the external and internal effects of the three university missions that make USR visible. Thus a university can be seen as socially responsible if:

- it includes social, ethical and environmental issues into its curricula in order to represent the principle of sustainable development on the highest educational level and make higher education the basis of a more sustainable society;
- it disseminates the results of academic research to society;
- it accepts the codes of good governance, adopts the processes of good governance and accountability, has reporting practices on social and environmental issues, and involves its external stakeholders in decision making;
- it incorporates membership in civic organizations, civic values (e.g. social justice, equity and diversity), education for citizenship and contribution to the social-economic environment into the design of its community engagement activities (Jorge–Peña 2017).

Another thoughtful definition of USR comes from Vallaey (2014) who says that it is ‘the model of a university anchored in its territory, open to dialogue, concerned about its local and global social and environmental impacts and active in promoting democratically produced science as a public and non-commodified good. USR encourages ongoing self-reflection by the academic community regarding epistemic horizons and the repercussions of its task. A „green” university cares for its people and environment, aspires to worldwide academic diversity, rejects monopolies and the standardization of knowledge production, and encourages sustainable and equitable learning and research in communities of knowledge.’

He concludes that ‘there is no indication that its contribution to the universal cognitive and spiritual progress of humanity might be less than that of the model

that holds science and knowledge to be commercial goods.’ (Vallaey 2014: 96).

In the Hungarian literature Bodorkós (2010), Kerekes (2013), Rechnitzer (2015), Reisinger (2015) and Dános (2015) have written extensively about university social responsibility. Reisinger and Dános (2015) also emphasize that USR must be present in all the three university functions. In the education function by the incorporation of the topics of sustainable development and social inclusion into university curricula; by the formation of green and socially sensitive attitudes; by scholarships and student support schemes that promote equity; by the foundation of special colleges; by offering student support services (e.g. mentoring) and courses on minority languages and cultures; and by the inclusion of civic organization activities into coursework.

Similarly, there are various ways the research function may support a university’s socially responsible strategy (Bodorkós 2010; Kerekes 2013; Reisinger–Dános 2015):

- by research projects in partnership with various social actors (e.g. participatory action research about the social competencies students may develop during their community service)
- by networking at conferences (the academic staff and civic organizations)
- by university research about local social problems
- by research about sustainable development (Kóvári 2019; Vukmirovic et al. 2018; Saule et al. 2018), and social equality and equity
- by the incorporation of their results into university strategy.

As for the third mission, the principles of USR may appear via the voluntary work and civic organization membership of teachers, students and university employees; in the observance of equal opportunities in university employment; in the networking and various cooperation activities with cultural and sport organizations; in the series of talks for the local community on various contemporary issues; in the strategic inclusion of the principle of sustainable development, and in the development of a sustainable campus (Reisinger–Dános 2015).

The realization of the three university functions in such ways may be beneficial not only for the local-regional community, but also for the higher education institution itself. For example, in terms of competence development in teaching, research and learning; science popularization; an increase in social capital; the development of the university’s social network, and a growth in local trust. Also, specific local and regional social issues may be revealed and research results may get more appreciated, while the principles of volunteering and sustainable development may be propagated (Rechnitzer–Reisinger 2015).

The challenges of realizing university social responsibility

After overviewing the international and Hungarian practice of USR, the two pairs of authors cited above summarize its challenges and results. About the inclusion of *responsibility* and *sustainable development* into university curricula,

Jorge and Peña (2017) highlight its incomplete achievement that they explain by teachers' resistance to change, a lack of knowledge about these topics and the insufficiency of resources. At the same time, active learning does increase students' civic awareness and personal responsibility for handling environmental, social and ethical challenges. In research they recommend a more problem-oriented approach, a greater involvement of stakeholders into research design, the enhancement of transdisciplinarity and the increase of community research locations. As for institutional management, the foundation and application of the principles of good governance and accountability are still necessary, just like the setting up of reporting practices on social and environmental issues, and a greater involvement of stakeholders in university governance. In order to gain legitimacy, universities should have their activities approved and evaluated by their stakeholders, as well as must be held accountable to the various partners involved (e.g. the government, external and internal stakeholders) (Molnar 2012). To achieve these aims they need to operate in a much more efficient and effective way, however, there is still no generally accepted measurement tool or indicator system in the international literature that would make the assessment and comparability of universities' social and environmental activities possible.

Jorge and Peña also talk about the conditions of becoming a socially responsible university in terms of the third mission. By its activities it should actively support the values of social justice, diversity and equity, promote responsible and democratic citizenship, and contribute to the sustainable development of its social and economic environment. Yet, for many years research has focused on those factors that support sustainable development by increasing productivity (e.g. human resources, university knowledge base, R&D investments and innovation). Universities' role in the knowledge-based society, the models of university-community partnerships and the practice of civic education have been some of the popular research topics. The problem of measurement appears in this university function, too: partly as not focusing on performance, partly for the absence of standardized tools of measurement, and partly due to the versatility of approaches used (Jorge–Peña 2017). Most recently, a European Union project called TEFCE (Towards a European Framework for Community Engagement in Higher Education) aims at setting up a universal framework for the assessment of the community engagement of universities (Benneworth et al. 2018).

Among the achievements of the work on university social responsibility we must mention the formation of international organizations (Vasiliescu et al. 2010), one of which is the *University Social Responsibility Network* (USRN) founded in 2015. It promotes the practical implementation of USR by sharing international best practices, running common projects, organizing conferences and having its own publications.²

As for the development of USR theory and practice in Hungary, Bander (2011) and Reisinger and Dános (2015) have found that its principles are given more and more weight in university strategies and refer to an expanding range of activi-

ties. These strengthen the local and regional embeddedness of universities either by the priority of social cohesion (University of Miskolc), or by the promotion of equal opportunities via a series of activities (University of Kaposvár), or by the expansion of health and cultural services (University of Pécs), or by the strengthening of the university's role as a local and regional economic development promoter (Széchenyi István University) (Komlósi 2015; Gál 2016; Reisinger–Dános 2015). However, the experiences of USR implementation call attention to the inadequacies of its institutionalization: the lack of a deliberate, comprehensive and united USR strategy and the fact that they hinge on certain individuals or organizational units rather than being incorporated into the university organization as a whole (Reisinger–Dános 2015). Further challenges include the exploitation of the developmental potential of university-stakeholder relations, the availability of financial and HR resources and their structure, and certain conditions that determine the long-term economic developmental potential of these activities: the number of local businesses able to play an active role in the partnerships, the purchasing power of the local community and the critical mass of marketable university research (Gál 2016).

University third mission and university social responsibility

The gradual extension of university missions, i.e. those functions that its founders, supervising bodies and society have ever expected of this tertiary education institution (Benneworth et al. 2018; Frondizi et al. 2019; Scott 2006), have raised university extramural activities to the strategic level over the past few decades. The neoliberal higher education governance, which has been prevailing in Western Europe since the 1980's; the second phase of tertiary education expansion (Kozma 2012; Polónyi 2002, 2008); the unfolding of the knowledge-based economy and society; such new concepts as *life-long learning* and *sustainable development* (OECD-CERI 1982) have made higher education institutions to increasingly reconsider and develop those educational, research and community outreach activities that they offer to the various segments of their society. In the turbulent 21st century operational environment, which can be characterized by intensifying international trends and challenges (e.g. internationalization, open innovation, graduate employability, national skills policies and sustainability), ever-expanding stakeholder demands (Jongbloed–Enders–Salerno 2008; Benneworth et al. 2018), continuously intensifying competition and various infringements on institutional autonomy, universities need to include the *third mission* into their strategic planning and main activities (Clark 1998; Halász, 2012, 2013, 2018; Hrubos 2013, 2014, 2018; Kozma 2012; Polónyi 2002, 2008).

On the other hand, the third function may be a useful tool for demonstrating direct institutional commitment to the service of local-regional society (Bander 2011; Benneworth et al. 2018; Carrión–García-Gutiérrez–Bas–Carot 2012; Hrubos 2013; Jongbloed et al. 2008; Kálmán 2013; Reichert 2019), which the *Renewed*

EU Agenda for Higher Education (2017) and the latest higher educational strategy of the European Union also promote (OECD/EU 2017). According to them, *community engagement* is a preferable mechanism of university contribution to social development, which involve the incorporation of local, regional and social issues into their curricula, the inclusion of members of local communities into educational and research projects, the provision of adult education possibilities, and the engagement in communication with local communities to build and strengthen contacts (Benneworth et al. 2018).

As a consequence, in the past few decades the *third mission* has been elevated next to the two main functions of education and basic research (Clark 1998; Laredo 2007). First it referred to 'applied research' (Clark 1998), then its scope has gradually extended (Benneworth et al. 2018; Jongbloed et al. 2008; Reichert 2019) to include the many-faceted knowledge transfer activities towards the business world and those activities that arise from the social and community engagement of higher education institutions (Benneworth et al. 2018; Goddard 2018; Maassen et al. 2019; Reichert 2019). Therefore, we define the *third mission* of universities as all those educational, research and development, innovation, and public service activities that universities perform on the basis of the needs and demands of their local, regional, national, and even international stakeholders in order to increase the economic competitiveness, promote the social development, preserve the cultural values, sustain the natural environment and increase the well-being of their local, regional and national communities. The third mission overlaps with the other two functions (Goddard 2018; Jongbloed et al. 2008), yet today it is increasingly realized in the form of a colourful variety of socially committed, local community engagement activities (Benneworth et al. 2018), which may range from 'for-profit attitudes to volunteering on a multicolour scale of motivations' (Hrubos 2013: 36) and adapt to changing needs.

How does the present interpretation of the third mission relate to university social responsibility? As we have seen, some understand it as an overriding principle and examine its realization in the various university functions (Jorge-Peña 2017; Reisinger-Dános 2015). Others interpret it on the basis of the expansion of university stakeholder relations (Jongbloed et al. 2008), which is demonstrated by the Quadruple and Quintuple Helix Models (Reisinger-Dános 2015), and is considered as a special aspect of third mission activities (Benneworth et al. 2018). The third mission, which can basically be understood as for-profit knowledge transfer and non-profit community engagement activities (Benneworth et al 2018, Maassen et al 2019), is meant to actively promote the increase of the economic, social, cultural and environmental well-being of the local and regional society of universities. Those activities that are organized as part of the community engagement stream of the third mission can be related to the local societal, social, ethical and environmental problems that universities commit themselves to, or even fall in line with the concept of *university social responsibility* based on the similarity, or identical nature of their aims, target audience and forms of realization.

However, there is a fundamental difference between the two terms: while USR refers to top-down, transactional activities initiated by the university towards certain groups of the local community (Bowen et al. 2010), third mission activities are based on equal partnerships and the common design, planning and realization of mutually beneficial activities (Benneworth et al. 2018; Jongbloed et al. 2008; Himmelman 2001). The nature of university-stakeholder relations may range from transactional to transformative partnerships (Bowen et al. 2010, Benneworth et al. 2018), or from volunteering to a holistic civic engagement of the higher education institution (Hazelkorn 2016, Benneworth et al. 2018).

A national best practice: an overview of the USR and third mission activities of the University of Dunaújváros

As the literature overview above has shown, *social responsibility* is, and must be, a relevant concept for non-profit organizations, too. Similarly to CSR, universities should embrace the commitment to such business practices that voluntarily support the well-being of their micro- or macro-level social environment and allocate resources to them. This subchapter intends to present an overview of the *university social responsibility* (USR) and *third mission* practice of the University of Dunaújváros. We have chosen this higher education institution for practical reasons: the authors all teach at this university and thus have easy access to internal documents. Moreover, they aim at the presentation of the strategic level realization of USR showcasing the practice of a small, regional university with a modest market share and moderate resources in order to highlight the exploitability of the prevailing possibilities. We will demonstrate that socially responsible behaviour is not necessarily dependent on the size or the number of students of a higher education institution.

The University of Dunaújváros is one of the knowledge hubs of the Central Transdanubia region and offers an extended third mission and social responsibility practice for the citizens of its town and the area. In the university's mission and strategy education, research and innovation form a synergic unity in which quality education presupposes quality research, and is supplemented by the principle and practice of social responsibility. In the annual quality objectives of the university, the management sets up such educational, R&D and third mission targets and activities that are aligned with the institutional strategy, and pairs them with as exact indicators as possible. The university focuses on the strengthening of its social, economic, scientific and cultural relations on the local, national and international levels, and, at the same time, placing the third mission in a strategic position in the everyday operation of the institution to increase trust and cooperation with both internal and external stakeholders.

Although the University of Dunaújváros is a small higher education institution, based on its size and student numbers, its community engagement on the local

and regional levels is commendable. It continuously strives for initiating and realizing various activities and events in the scope of responsibility: besides its several USR initiatives, it has a wide range of third mission activities. For the year 2019 the former include:

- *Researchers' Night*
- *Everyone's University (earlier Senior University)*
- *UoD Entrance Examination Preparation Programme*
- Charitable initiatives
- *DuFiókák* nursery
- 'Family-friendly workplace' policy

As for the third mission activities, in 2019 the following events were organized:

- *European Mobility Week*
- *DUDIK Festival (Dunaújvárosi Diák Köztársasági Napok)*
- *Science Week*
- Charitable initiatives and events:
 - 'Több lett? Maradhat!' (food collection)
 - #trashchallenge (garbage collection)
 - *Hollywoodi Gólyabál* (a fundraiser ball for freshmen)
 - 'Cipősdoboz Akció' (toy and stationary collection)
 - *XVII. Carissa Kupa* (a national futsal cup)
 - blood donation
 - screening (local Catholic Church renovation project)
 - traffic safety competition for schoolchildren
 - *Szuperkupa Döntő* (football finals)
 - *Charitable Footrace*
 - Charitable Ball (for the local hospital)
 - *eWave Emobility Show*
 - *Integrated Vocational Education Centre Project*
- Town and area employment and economic cooperation events

The detailed description of all of these events would exceed the limits of this study, therefore in the following subchapters we intend to highlight only those USR and third mission activities that were the most prominent in 2019 and/or have been sustained over several years.

Our aim is to call attention to the social responsibility of higher education institutions, i.e. that regardless of their economic and institutional limitations, universities may have many possibilities for facing local social issues in a selfless and voluntary way, and attempts at their solution can improve the well-being of the local community even in the short run. However, the exploitation of the arising possibilities is the responsibility of the higher education institution.

Best practices of university social responsibility at UoD

This section presents those USR activities of the university which have been sustained for several years now and recur in every academic year. We consider them unique and innovative initiatives, such as the *'Family-friendly workplace'* policy, the *UoD Entrance Examination Preparation Programme* and the *Everyone's University* talks.

Family-friendly workplace. There are five nurseries for altogether 356 children in Dunaújváros, which is inadequate to meet the demand for the daycare provision of the young children of the town and its area. Day nurseries are indispensable for parents to return to work, therefore the university runs its own nursery school called *DUFiókák* to support its employees and part-time students. This means that those children aged 1–3 who have a parent who is an employee or student of the University of Dunaújváros and would like to return to work from maternity leave are eligible for a place at DuFiókák Nursery School. The aim of the university is to support its employees and students to reconcile their family, private and work responsibilities. The nursery provides high quality educational, childcare, catering and hygienic services appropriate for the needs of children aged between 1 and 3 years. Its motto is 'Children belong to their families and the best place for them is in the family'. Therefore the management and teachers of the nursery seek to build a reliable cooperation with parents and families. They allow for and respect the specific value system of each family and the personality of the children, and organize several family programmes throughout the year. In their educational programme DuFiókák Nursery School focuses on healthy lifestyle and the promotion of the love of music making rhythm, singing and songs part of everyday educational work and playtime.

The nursery has a significant place in the university's social responsibility practice, and, as the number of enrolled children shows, in the life of the town and the region. For example, in the 2018–19 academic year it took care of 14 children, the maximum of its capacity (DUFiókák Group 1: 8 children of 6 UoD employees and 2 students; DUFiókák Group 2: 5 children of 2 UoD employees and 3 students). This trend continues into the 2019-20 year when the nursery has 13 children for permanent and 1 child for temporary daycare (Group 1: 7 children of 6 employees and 1 student, Group 2: 6 children of 6 employees).

UoD Entrance Examination Preparation Programme. In January 2018 the university launched a higher education entrance examination preparatory programme in Mathematics and EFL under the name of *DUE FFP*. Its aim is to offer help with the successful preparation for the high-school leaving examination in Maths and/or the CEFR B2 level complex language examination in English, both of which being conditions of university entrance at the time. The programme is open for applicants of all ages in the town and its area, and provides high quality and motivating courses at an affordable price. Thus the university both extends its educational services to the citizens of the region, and promotes the studying of a STEM subject.

Everyone's University. It is a series of talks initiated with the aim of opening the gates of the university to the citizens of the town and its area, who thus join the educational activities of UoD. By listening to talks on exciting, contemporary topics and issues, the participants can glimpse into the life of the university, meet its teachers and students. The talks are free, and open to anyone to attend either one, or all of them. For instance, in the spring semester of the 2018–19 academic year there were 8 lectures in the fields of social sciences and pedagogy, while in the autumn semester of 2019–20 the same amount of talks were given about technology and engineering.

Best practices of university third mission at UoD

Integrated Vocational Education Centre Project (ISZK). One of the priorities of the University of Dunaújváros is to foster good relations and build long-term cooperation with the local secondary schools. The ISZK project was launched in September 2015 in partnership with one of the institutions of *Dunaújváros Szakképzési Centrum*. Later it got extended to include all the high schools of the town and two more secondary grammar schools in the region. Presently, there are nine institutions in the partnership. As part of their cooperation, there are free preparatory courses in several subjects for the secondary school-leaving examinations, common educational competitions (e.g. in Maths, Physics, IT and EFL) (Bolla 2018), science popularizing lectures, experimental lessons in Physics, study trips, professional training courses and an English language club. These events take place on the university campus, in its lecture halls, seminar rooms and laboratories, and are mainly conducted by university teachers. The location, the teaching and learning processes, and the shared experiences bring the world of tertiary education closer to secondary school students who get acquainted with many of the university's teachers, try out modern educational methods and technologies (Katoná-Kóvári 2018; Molnár et al. 2018; Sziládi 2019), gain a glimpse into academic life, and by the end of the year move familiarly on the campus.

European Mobility Week. For years, the University of Dunaújváros has been a regular participant and co-organizer of the European Mobility Week programme series organized by the municipality of Dunaújváros. It also promotes its events and activities among its students and staff. The university-town cooperation extends to the following programmes:

- *Green Day at the University:* Talks about sustainable energy, green attitudes, electromobility and global environmental problems given by the four institutes of UoD.
- *Green Day at the Municipality:* An open-office, two-day long event for primary and secondary school children to glimpse into the work of the environmental department (topics: air pollution, noise pollution, water quality; activities, equipment and measurements)

- *Green Streets, Green Squares*: A week-long programme for schools, civic organizations and the local community to clean their neighbourhood of garbage as a way of protesting against pollution and to raise awareness of environmental protection and a greener way of life.

Summary

By showcasing the example of the University of Dunaújváros the aim of this study was to call attention to the possibilities of higher education institutions to adopt socially responsible institutional behaviours and practices, which, in our opinion, is also one of their obligations. Therefore, we have summarized some of the main results of the literature on corporate social responsibility describing its role and importance for business organizations and society. We have also shown that several factors may influence the realization of CSR for an organization of which the role of responsible management, i.e. the operation of its management was highlighted. The Hungarian practice of the responsible behaviour of for-profit organizations go hand in hand with branding. Examples emphasize the priority of selecting such social issues and events that are in parallel with the profile and brand of the organization, be that in the for-profit or non-profit sector.

When talking about the responsible activities of higher education institutions, we have differentiated between two concepts: *university social responsibility* and *the third mission of universities*. The literature overview has shown that university third mission activities are basically understood as income generating knowledge transfer and social/community engagement activities for the increase of the economic, social, cultural and environmental well-being of the local and regional society. We can see similarities and an overlap between the two concepts: the community engagement activities in the third mission and the local social, ethical and environmental problems a university identifies with can be related to or even coincide with each other. At the same time it must be highlighted that while USR activities are initiated from the university towards its local community in a 'top-to-bottom' fashion, community engagement activities are based on equal partnerships and coordination as evident in the co-planning and co-realization of activities for the mutual benefit of all sides involved (Benneworth et al. 2018).

To illustrate the difference between university social responsibility and third mission activities, we have presented some of the relevant practice of the University of Dunaújváros for the year 2019. Based on the categorization of the activities and a more detailed description of some, we may state that the university adopts and realizes the concept of *social responsibility* for the benefit of its micro and macro community, at the same time deepening its embeddedness into these and demonstrating openness and commitment to the needs of its stakeholders. As a result, its activities contribute to the handling of the „wicked problems“ of the 21st-century on the local level, yet they are designed and executed in accordance

with the university's unique institutional profile and brand having found those local and regional stakeholder issues that may be relevant to them. The practical examples demonstrate that the University of Dunaújváros has found meaningful and sustainable answers to them in the framework of its USR and third mission community engagement activities.

The theoretical background to the CSR and USR activities presented in this paper has shown that these concepts are still relevant for scientific interest. Besides, higher education institutions should not only carry out research in these fields, but should also employ their results and present best practices for the other actors of society. The case shown here has demonstrated that, like for-profit organizations, the institutions of tertiary education also have possibilities for and the obligation of adopting and practising socially responsible organizational behaviour as the social challenges that they may give adequate answers to are in abundance.

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Notes

¹ In this article we use the term university for all kinds of higher education institutions. Thus higher education institution and university are synonyms here.

² For more information visit <http://www.usrnetwork.org/>



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