IMPORTANCE OF STAKEHOLDERS WITHIN UNIVERSITY SOCIAL RESPONSIBILITY**Lenka Smolíková¹, David Schüller²**

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Abstract

Research purpose. The paper follows a definition of University Social Responsibility (USR) recently formulated by Kouatli in 2019. In accordance with the definition, the main objective of this study is to identify and establish the importance of individual stakeholders to the university. The article also includes several case studies demonstrating the possibilities of cooperation between university management and other stakeholders to address the social aspects of sustainable development primarily.

Design / Methodology / Approach. The focus group method was used to identify all stakeholders. For individual focus groups, respondents rated their importance for universities on a scale from 1 to 7. Subsequently, different stakeholders were divided into relevant groups by factor analysis. The obtained outputs were used for the identification of important university stakeholders in the field of education and science.

Findings. The university's most important stakeholders in education were found to include applicants for study and their parents, student, and academic staff, and last but not least, foreign students. In the field of science and research, the university's main stakeholders are academics, enterprises, and the professional public. Emphasis is placed on how the university can cooperate with its stakeholders in CSR activities.

Originality / Value / Practical implications. The value of the proposed stakeholder framework can be seen in the identification of important stakeholders for universities. The paper also includes case studies related to the cooperation with the Czech university to fulfil its USR objectives.

Keywords: Stakeholders; University social responsibility; Covid-19; Best practices; Framework.

JEL codes: M14.

Introduction

Consumer social responsibility (CSR) has been a significant topic since the 70s. Authors used different constructs that included environmental perspective, ethical approach, or social aspect. (Anderson and Cunningham, 1972; Fisk, 1973).

The success of customer organisations depends on positive customer response to their products, services, actions. One of the most important factors for a customer is that company is focused on CSR.

The topic of corporate social responsibility is becoming increasingly attractive. Based on a survey conducted in the Czech Republic, it is important for two-thirds of the population of the Czech Republic whether the company from which they purchase products or services is socially responsible. In the case of employees, this emphasis is even higher - almost 90% of employees consider social responsibility to be an important activity of their employer (Holubová, 2017).

The TOP Responsible Company competition is regularly announced in the Czech Republic, and the 17th year took place last year. It is a rating that allows companies to find that their strategies and projects to promote sustainability and social responsibility follow current trends and needs, contribute to their competitiveness in the market, inspire institutions and the public, and effectively involve their employees. However, what is interesting about this competition is that last year it reacted to the situation in the Czech Republic and newly included the Top Responsible Companies category - the COVID 19 subcategory. Subcategories (special awards) for companies that have supported diversity and inclusion in the workplace during the COVID-19 crisis. We will appreciate companies that have supported an endangered or disadvantaged group of employees during the crisis in terms of age, gender, disability, nationality, sexual orientation and other aspects.

COVID-19 situation in the Czech Republic – education

The COVID 19 pandemic affected the whole world, including the Czech Republic. In the Czech Republic, life basically stopped from the beginning of the pandemic. On March 12, 2020, the government of the Czech Republic declared a state of emergency, which also closed schools - primary, secondary and tertiary. Primary and secondary school students were allowed to return to school at least for a while. The situation at universities is basically different, with a few exceptions; students from most universities in the Czech Republic no longer saw their school. In essence, the teaching had to be brought online. No one was ready for that - neither the school's information system nor the teachers or the students. It was and still is a new situation for everyone. At the Faculty of Business and Management, most teaching has been conducted online for a year, and examinations for most subjects took place remotely in the winter semester. All meetings of the faculty management, the academic senate, and the meetings of individual departments have been taking place online for a year. We can observe that the transition to an online system of teaching and functioning has already been mastered by most people. However, everyone started to miss personal encounters, contact with other people, non-verbal communication, and everyone is also much more aware of the values and meaning of their work. Therefore, even in these difficult times, projects have started to help the disadvantaged and needy groups.

Literature review

Corporate social responsibility – stakeholder perspective

CSR, in general, refers to the firms' social responsibility (Mcguire, 1988) with regard to various stakeholders (Maignan, 2004). One of the possible approaches was created by Henriques. The stakeholders can be classified into four major groups: organisational stakeholders such as customers, employees, suppliers and shareholders; community stakeholders such as the residents; regulatory and governmental stakeholders such as municipalities; and finally media stakeholders (Clarkson and Henriques, 1995).

According to Welford (2004), CSR to employees includes the corporate activities that involve the employees' welfare and business ethics, such as non-discrimination policies in the workplace, equal education opportunities to develop the employees' skills, vocational training, and human rights protection within the organisation.

Employees are a key stakeholder group of any organisation and the core asset of any company. Organisations can achieve their goals and high performance only in case they have engaged employees. Employee engagement has a direct linkage to organisational performance and greater business results. An engaged employee advocates for the organisation, its product and services and self-motivated to contribute to organisational success. It can be concluded that engaged employees accelerate the organisation towards success. Employee engagement is a growing strategy for dynamic performance and building a competitive advantage.

It is important to note that employees have their own set of values, personality, self-concept and life goals, and that may care about CSR more than some companies realise.

Employee engagement through CSR: this aspect means that companies want to involve employees and increase employees' passion for an organisation by using CSR.

The second aspect is employee engagement in CSR, which interprets the level of employee participation in CSR efforts, from leading to taking part in existing programs.

The relationship between these two aspects is reciprocal. Employees who are more engaged in the workplace tend to engage in extra activities, including CSR and corporate volunteering. On the other hand, employee participation in CSR and corporate volunteering may lead to higher levels of satisfaction, commitment and engagement.

Organisations cannot implement strategic CSR without involving the employees. By involving employees in CSR company creates an organisational culture of CSR. To apply strategic CSR, it is essential to build a strong and shared culture of caring, giving, responsibility and sustainability, and this cannot be achieved without the involvement of employees. Employees present the link between the company and the community.

Models of engagement

There are good reasons for companies to more fully engage their employees, ranging from simple decency to competitive advantages in recruiting and retention to more effective human resources management.

Mirvis's model

Three different ways companies design and manage their efforts:

1. A transitional approach: programs are undertaken to meet the need and interest of those employees who want to take part in the socially responsible efforts of a company.
2. A relational approach: an organisation and its employees together make a commitment to social responsibility.
3. A developmental approach: a company aims to more fully activate and develop its employees and companies to produce greater value for business and society.

In each of these three models, companies can aim to do good for society and to do well in terms of employee commitment, reputation and benefits, and long-term financial returns. (Mirvis, 2012)

CSR congruence model

According to this model, the optimum results will occur when employees with an intertwined social responsibility pattern work for employers with the very same pattern.

Consistent with the CSR congruence model, when an alignment exists between employees' and employers' socially responsible behaviour and identity, positive outcomes may emerge, such as employee engagement, job satisfaction, and commitment.

The CSR congruence model tries to offer an explanation for why CSR leads to employee engagement but not in all companies and not for all companies. It offers a way of understanding the underlying psychological mechanisms of CSR and employee engagement.

Shareholders involvement in CSR

For the companies, it is important to communicate their values and CSR to all stakeholders and shareholders. Companies can use their annual reports to do that.

It is also essential to develop good relationships with shareholders who understand that CSR and sustainability are important for the company. There are several significant reasons that can motivate shareholders to support a company's CSR.

Firstly, consumer requirements for sustainable development and corporate social responsibility are rapidly increasing. More and more capital investors take into account the social impacts when they

consider future investments. Individual shareholders can prefer socially responsible companies to those with higher financial performance (Riedl and Smeets, 2017).

Secondly, managers of the companies are usually rewarded for increasing the value of the company, turnover or profit (Chevalier and Ellison, 1997). Managers have to achieve the financial goals of the company, and therefore they strive to meet consumer demand and satisfy all customer segments. Consumers are increasingly interested in buying products from companies with sophisticated CSR concepts. For this reason, shareholders invest their money into projects, products and services with a higher social return. The management strategy has changed from negative screening to positive engagements with social and environmental impact (Barber et al., 2017).

Thirdly, shareholders are willing to invest their money into the larger portfolio of companies to reduce their financial risks. A lot of shareholders are interested in investing their capital into companies with the ability to provide sustainable, innovative products and long-term, high-quality services. These companies bring shareholders long-term and safe financial incomes.

CSR and Sustainable consumption

Sustainable consumption is a key issue and has received due attention from various international policy organisations such as Organisation for Economic Co-operation and Development, United Nations or Commission for Sustainable Development. A lot of scientists argue that today's consumption pace of natural resources is not sustainable. Therefore, it is necessary to encourage and make appropriate changes in sustainable consumption.

Nowadays, sustainable consumption has to take into account economic, social, ecological, and ethical aspects. A lot of people are aware of the necessity to change the view of society on consumption. However, a substantial amount of the population remains ignorant of sustainable consumption. Peattie and Collins (2009) emphasise that many customers find it difficult to consume sustainably predominately because the acts of consuming and sustaining are contradictory to each other. To implement changes in consumer behaviour, it is important to define a basic framework of sustainable consumption. This framework includes the following points:

1. Meets the basic needs of the current generation
2. Does not impoverish future generations
3. Does not cause irreversible damage to the environment
4. Does not create a loss of function in natural systems such as ecological and human value systems
and also environmental and social responsibility
5. Increase resource use efficiency
6. Increase the quality of life
7. Avoids consumerism and modern hyper-consumption

Sustainable consumption is combined with production as well. This whole concept is called sustainable consumption and production (SCP), and it contains a life cycle perspective and equity dimension besides the seven points aforementioned.

Each customer should behave as a sustainable consumer and positively contribute to sustainable goals. Consumers can buy products and service that comply with environmental norms and regulations, are made of recycled materials and support the local economy. Producers should implement technologies that enable to decrease carbon and ecological footprints. A sustainable consumer should be aware of producers that take care of the ecological, social and economic aspect of production. Consumers get appropriate information from companies through labels and standards. The behaviour of consumers and companies has to be in harmony to reach sustainable development goals effectively.

University Social Responsibility – Stakeholder perspective

Even before University Social Responsibility (USR) was recognised as a separate subject, Matten and Moon (2004) proposed CSR education in business schools, where they reported on social responsibility and ethical behaviour. The formal difference between CSR and USR began around 2009, where Sawasdikosol (2009) addresses the need to provide a universal USR framework. In terms of the education and knowledge gained from university, graduates are expected to be empathetic, altruistic, benevolent, selfless and caring as part of their competencies.

Vasilescu et al. (2010) described the shift from CSR to USR by presenting a framework, pointing out expectations of a specialised type of stakeholders. For instance, students at universities cannot be seen from the same perspective as customers or employees in the private sphere. This fact is one of the main drivers that emphasises the need for a specific area of USR for universities instead of general CSR.

Kouatli (2019) formulated the following definition of USR:

“University Social Responsibility is one of the strategic dimension of a university targeting the well-being and involvement of all stakeholders in encouragement and management of holistic view of economic, social, environmental and academic knowledgeability as well as acting as a hub among corporates and local and global environmental needs of the society by creating shared value activities and projects with the objective of achieving high sustainability.”

The author of this definition further states that it is necessary to improve the quality of life of university stakeholders, predominately students as the most important university stakeholder. From this perspective point of view, it is advisable to identify other important stakeholders of universities in the context of the main college fields – Education and Science. Furthermore, the definition implies that the main objectives of university management should include activities that enhance both the well-being of stakeholders and also contribute to sustainable development. In accord with the above-mentioned information, the main objective of this study is to identify and establish the importance of individual stakeholders to the university. The article also includes several case studies demonstrating the possibilities of cooperation between university management and other stakeholders to address the social aspects of sustainable development primarily.

Bjørkquist (2009) lists in his dissertation four possible management regimes in relation to college stakeholders. His work makes the following distinction: expert regime, social regime, bargaining regime and business regime. Under the expert regime, a university is seen as a cultural institution with a high degree of autonomy, and academic freedom is seen as an integral part of that organisation. Under the welfare regime, the college is heavily state-run and performs the role of an institution to meet the objectives set by the state's policy. Its organisation is strictly hierarchical and structured. Under the negotiating regime, college is seen as an institution with democratic governance, where individual interest groups have divided power. Negotiation and participation are key factors in this regime. In a business regime, a university acts as a business entity providing services in a market environment. The above breakdown is mainly based on research by Olsen (2005). For each of those schemes, they are defined as relevant distinct groups of stakeholders.

As far as university interest groups are concerned, what is interesting is the division given in terms of the importance of these stakeholders in the dean's assessment relationship. Kezar and Lester (2009) provide the following breakdown:

Primary stakeholders – those responsible for designing the rector's job evaluation system, its implementation of modification, etc.

Secondary stakeholders – these are groups that are directly influenced by the chancellor's decisions and also act as occasional evaluators of his work.

Tertiary stakeholders – they come into contact with the rector only occasionally, mostly not as evaluators but interested in the results of the rector's work.

This division shows that stakeholders can be divided by different criteria, factors and situations. Matlay (2010) also uses the division of college interest groups into primary, secondary and tertiary.

Universities in the Czech Republic and CSR

A university is a legal entity, an educational institution providing tertiary education. Students and teachers form an academic community. The university is the only institution that has the right to award academic degrees. The university implements accredited study programs (these are divided into individual fields of study) and lifelong learning programs. The type of higher education activities is determined by the type of accredited study programs carried out - the types of study programs are bachelor's, master's and doctoral.

Public universities are established and abolished by the Higher Education Act. There are currently 26 state universities with 138 faculties and 33 private universities in the Czech Republic.

The bodies of the public university are:

Academic self-government bodies:

- academic senate
- rector
- a scientific council or artistic council or an academic council at a non-university college
- the Internal Evaluation Board, if established
- disciplinary board

Other public university bodies:

- Board of Directors
- questor

At prestigious foreign universities, social responsibility and sustainability are an automatic part of their strategy, and supporting the solution of socially beneficial goals is one of the priority areas.

Although universities are often perceived as institutions that are mainly supposed to teach and develop knowledge with the help of scientific approaches, they are also important employers and actors in the public sphere. They should therefore improve the working environment of employees, strive to protect the environment, promote volunteering or award public contracts responsibly and transparently. In addition, because they are educational institutions, they can educate their students and lead by example to such an approach.

Many universities are already engaged in some activities within the framework of social responsibility, but most of them are more activities of individuals or isolated deeds. In some schools, they are already beginning to apply these principles systematically and to include them in their strategic plans.

At Czech universities, we are still at the beginning of implementing the principles of social responsibility. This is a relatively new topic for universities.

Universities should be environmentally friendly or charitable. Universities provide education and, in social responsibility, should focus mainly on whether and how they meet the expectations of potential employers and society as a whole. Scientific work should contribute to the development of society and cooperate in this with private companies or local governments.

The most important thing is working with students. Not only that, universities should prepare students professionally. Students should behave responsibly and adhere to ethical and moral principles and principles of social responsibility and should disseminate them further in the management of companies. It is, therefore, necessary to prepare students for this but to set an example for them.

Universities are most often involved in philanthropic activities in the Czech Republic, and Covid-19 has helped to increase the number of volunteer activities. Still, in contrast to foreign universities, the area of environmental protection and compliance at universities remains problematic.

For the purposes of this article, we will use the Brno University of Technology as an example. The Brno University of Technology is a public university-type university focused on technical, economic and artistic sciences. The Brno University of Technology (BUT) has eight faculties and three university institutes, in 2019 BUT had 17,975 students.

Cooperation with practice is an important part of every university. Representatives of companies can get involved in university life, for example, by conducting students' diploma theses, offering students internship opportunities, etc. Companies can become equal partners of universities and can influence university operations, university strategic plans and the structure of individual study programs. In the context of university social responsibility, companies can put pressure on the establishment and greater involvement of universities in corporate social responsibility.

Foreign students

International students play a major role in corporate social responsibility, although it might not seem so at first. This role is that foreign students can bring experiences and best practices from their home universities to the university and can thus be a great inspiration.

Other stakeholders

A customer is defined as the person who is using a specific product or service. In the case of the school, the main customers are students who chose a particular school and used its educational services. Parents are also important when choosing a school because they can advise their children on a course or programme. In addition, parents financially support their children in their studies and can therefore have not an insignificant influence on their choice of university (Světlík, 2006). There are other noteworthy stakeholders who cooperate with universities, such as suppliers, competitors, secondary schools, enterprises, media etc. Suppliers are companies or individual who provide the necessary resources for the school to provide services (education) or produce goods. Suppliers have a significant influence on the school's activities with their price, sufficient supplies and availability (Francová, 2003).

Competition - every business faces competition and educational institutions are no exception. Especially in the 21st century has seen a lot of new schools, new lucrative fields and the supply of education services has started to outstrip demand. Competition in education intensifies, and universities cannot ignore it. The universities' competitive environment concerns, in particular attracting pupils or students, quality teachers, positive reputations (goodwill), sponsors, etc. Media are also important partners as they offer a space where universities can communicate and promote important information about education, science and research.

Research methodology

In the first phase, a pilot study was carried out to identify all possible stakeholders of the university. For this purpose, the focus group technique was used in combination with the brainwriting technique. Controlled interviews were conducted with 6 focus group of 6-7 people. The respondents included 18 women and 15 men. The members of the focus groups were the staff of the rectorates and faculties who are responsible for the marketing communications of these institutions. These members of focus groups came from 14 public universities in the Czech Republic. The interviewees were asked the following question: What are the interest groups of the university? Respondents identified 14 university stakeholders. Identification of the interest group occurred when it was mentioned by at least one of the respondents. Figure 1 contains the full list of university stakeholders.

In the second phase, the same 33 experts assessed the importance of individual stakeholders from the university's perspective within the questionnaire. The significance of individual stakeholders was assessed on a scale of 1 to 7 when 1 signified the lowest importance, and 7 signified the highest importance.

It is advisable to use exploratory factor analysis to detect latent links between individual stakeholders (variables) because this analysis tries to describe each observed variable as a linear combination of the influences of individual factors using the matrix operations of a typical correlation or variation-covariance matrix. The number of factors used can vary; the more factors are extracted, the greater the percentage variance of variables is explained. On the other hand, the point of factor analysis is to find as few acceptable factors as possible. Therefore, the number of search factors must be determined by specific data. We can use a theoretical assumption based on knowledge of the field of investigation or some method to identify the number of factors (for example, Kaiser rule, scree fence analysis etc.). New variables can be created from identified factors and further worked with statistically. The exploratory factor analysis allows splitting the stakeholders into more latent factors that help to identify and understand the structure and logic of stakeholder relationships. This is significant for universities in terms of cooperation with their stakeholders.

Fig.1. Stakeholders of University (Source: created by the authors)

Factor Analysis

Factor analysis is a statistical method used to explain the variance of observed variables using fewer latent variables so-called factors. The idea is, therefore, to measure something that is not measurable directly.

Today, there are two main approaches: so-called Exploratory Factor Analysis (EFA), which seeks to identify individual factors (and generally assumes that each observed variable is "saturated" by each extracted factor), and Confirmatory Factor Analysis (CFA), which places certain restrictions on the model (e.g. limits which items are saturated by which factors). Confirmatory factor analysis is, therefore, a simpler variant of so-called structural modelling (SEM).

The factor analysis explains the linear interdependence of the observed variables by the existence of fewer unobservable factors called common factors and other sources of variability called error or

specific factors or also interfering or residual components. Common factors produce correlations between variables, while error factors only contribute to the variance of individual observed variables. Factor analysis is primarily concerned with common factors. The basis of factor analysis is the assumption that observed covariates, respectively correlations between variables, are the results of common factors and not the interrelationship between variables.

Let us assume that $x^T = (x_1, x_2, \dots, x_p)$ is one object described by “ p ” observed variables. The general factor analysis model assumes that “ m ” exists in the background of the common factors $F_1, F_2, \dots, F_m$, which is less than “ p ”. Then we can write the object as a linear combination of common factors as follows:

$$x_1 = l_{11}F_1 + l_{12}F_2 + \dots + l_{1m}F_m + e_1$$

$$x_2 = l_{21}F_1 + l_{22}F_2 + \dots + l_{2m}F_m + e_2$$

$$x_p = l_{p1}F_1 + l_{p2}F_2 + \dots + l_{pm}F_m + e_p,$$

where $F_1, F_2, \dots, F_m$ are common factors that produce correlations between p and original variables. These factors have a zero mean and unit variance. In the model, further are the error components $e_1, e_2, \dots, e_p$, referred to as specific factors that contribute to the variance of individual variables. We call l_{ij} coefficients to factor weights or loads (factor loadings) i -th variables on j -th common factor, $i=1, \dots, p$, $j=1, \dots, m$. In other words, The factor loads of l_{ij} , assuming the same measurement units, can be interpreted as contributing to the i -th factor of the explained variable. Factor loads, therefore, represent (if certain conditions of resolution) covariance or correlation between original and new variables. We can rewrite this factor model in matrix form as

Research results

Factor analysis with varimax rotation was used to examine the individual links between the variables (stakeholders) in depth. Based on the gained results, two latent factors were defined in the factor analysis. The number of latent factors was determined on the basis of the graphical results in scree plot – Fig.2. In the second node, a significant change in trend can be observed, which is how the number of latent factors was determined.

Fig. 2. Number of Eigenvalue in Scree Plot Graph

The cumulative variance of gained data from the questionnaire is almost 49%. The eigenvalue of the first latent factor explains 4.53 linear combination of original factors, and the eigenvalue of the second latent factor is 2.26. Figure 3 clearly summarises the aforementioned results.

Value	Eigen Value Extraction: Principal Components			
	Eigenvalue	% total variance	Cumulative Eigenvalue	Cumulative variance (%)
1	4,536129	32,40092	4,536129	32,40092
2	2,268914	16,20653	6,805043	48,60745

Fig. 3. Eigenvalue and Variance of Latent Factors

Original factors (stakeholders) that had a factor load greater than 0.5 (which indicates at least a medium relationship) were marked in bold type in Fig. 4.

The first latent factor was named “Education” because the structure and relationships between the variables (stakeholders) logically reflect this area within the university. Latent factor - “Education” includes the following important stakeholders – applicants for study, regional students, foreign students, parents of applicants and the public. This mix of stakeholders primarily reflects the area of education within the university. Applicants of study and students form the core of education because their factor loads were above 0.7 respectively 0.8, indicating a strong dependency. These stakeholders are potential customers and clients of universities. Parents are also important in the field of education, as they can give good advice to their offspring on what college to choose. University's goodwill is one of the main aspects by which interested students choose the college they want to study. The university's reputation is largely made up of public opinion. The public, therefore, plays an important role in interacting with the university. Figure 4 shows the factor loading of original factors within the latent factors - education and science.

Kinds of Stakeholders	Factor Loading (Varimax rotation)	
	Education	Science
Applicants for study	0,783834	-0,146795
Regional students	0,817320	0,038500
Foreign students	0,814745	0,140446
Alumni (Graduates)	0,075534	0,648457
Academic employees	-0,170720	0,624892
Non-academic employees	0,497673	0,260696
Enterprises	-0,038343	0,827603
Competitors - other universities	0,041841	0,505530
Parents of applicants	0,672881	-0,163654
Public	0,644573	0,483293
Other educational institutions - secondary schools	0,494162	0,228128
Media	0,393605	0,580378
Suppliers	0,368061	0,442653
Ministry of Education	0,493519	0,468306

Fig. 4. Factor Loadings – Varimax Rotation

The second latent factor was named “Science” as the structure and relationships between the variables (stakeholders) logically reflect this area within the university. Latent factor “Science” contains the following important stakeholders – alumni, academic employees, enterprises, competitors (other universities) and media. This mix of stakeholders reflects the area of education within the university. Enterprises are the leading stakeholder within the science field with factor loads above 0.8, indicating a strong dependency. Enterprises can be considered as the most significant partners of universities in connection with research and development activities. Another important group is made up of alumni

and academic employees, who often become prospective members of expert teams in the scientific collaboration between enterprises and universities. Other colleges are competitors of the university, particularly in the field of education. In the case of science and research, the situation is the opposite. Very often, several universities have to work together on research projects. This is mainly due to the multi-disciplinarity of scientific research and its financial demands. Thus, individual science and research universities act as partners and not competitors. Media is the last major target group in science and research. Results of research projects are published in renowned scientific journals, and the media are also behind the popularisation of science and research.

Discussion and conclusions

This part of the article describes six case studies from the Brno University of Technology and its approach to the university social responsibility and the involvement of their important stakeholders in the whole process. The authors of the article chose this university because they know its environment very well and participate in some of the examples themselves.

These case studies serve as recommendations and practical examples of how universities and their stakeholders can engage in university social responsibility. Some examples have been in operation at the university for some time; others have originated and been instigated by the COVID - 19 pandemic.

1. Christmas Tree of the Faculty of Business and Management of the Brno University of Technology

Every year, the Faculty of Business and Management of the Brno University of Technology organises the FBM Christmas Tree event, where the management, employees and students of this faculty help obtain gifts for children from foster families. The main objective of this event is to give as many gifts as possible to make as many children as possible happy. Gifts usually include books, art supplies, cosmetics (for teenage girls), plush toys, and other toys. Gifts are bought based on the requirements of the children themselves. This event is an excellent example of charity and philanthropy and has a great impact on the development of the community of the Faculty of Business and Management. The management is aware of the importance of building good relationships with faculty stakeholders and regularly invites seniors (former employees), employees on maternity leave with children or representatives of selected companies, with which the faculty cooperates, on scientific and educational projects. The pleasant Advent atmosphere at the FBM Christmas Tree event is topped with a choir of art school pupils.

This event has a long tradition, as it has been held regularly since 2008. During the whole time, faculty students, employees and management have offered gifts to more than 1,000 children. Every year we manage to collect about one hundred gifts. This example indicates that charity does not only have to be carried out by private organisations but also by public institutions. The Christmas Tree event of the Faculty of Business and Management of the Brno University of Technology is an example of connecting and strengthening several areas within CSR. This is not just a charitable activity but a significantly more comprehensive matter. The Faculty of Business and Management has long been striving to develop an organisation with a positive approach to CSR and build relationships with its stakeholders. It seeks to promote ideas such as humanism, philanthropy or building a sustainable community.

2. The Brno University of Technology helps to solve the crisis situation related to the coronavirus pandemic.

- Production of disinfection

The Faculty of Chemistry managed to obtain a permit for the production of ANTI-COVID disinfectant. This disinfection was provided free of charge for the needs of the university, organisational units of the state, county and cities. All this happened at a time when there was a lack of disinfectants in the Czech Republic. Faculty staff worked in the production of disinfection in their free time.

- Production of protective shields

The Brno University of Technology has produced and distributed more than 36,000 protective shields. It was a purely voluntary action, which operated in an exchange regime to prosecute production. The shields were handed over to paramedics, nursing homes and school facilities. The Faculty of Business and Management also took part in this initiative.

- Mobile application

BUT students have created a mobile application *Nepanikař*, which helps with depression or panic. The user of the application has the opportunity to quickly and directly on the spot handle a panic attack. The application also helps with depression, anxiety, self-harm, etc. The *Nepanikař* application is the only one of its kind in the Czech language. To date, the application has saved more than a hundred lives and registers 120,000 downloads from 151 countries. Covid-19 has increased downloads. In the beginning, it was around 30%; today, the number is doubled. Covid-19 caused, in addition to the application, online counselling, and a non-profit company was established.

3. *Alfons - BUT consulting centre*

The Alfons advisory centre was established within the BUT. Jehovah's mission is to provide counselling and services to students and applicants with special needs. On average, the centre has 140 to 150 clients in the academic year.

Next to specific learning disabilities, such as is dyslexia, dysgraphia, dysorthography, attention deficit disorders or hyperactivity, they can be hearing, vision, movement, further chronic somatic disease, autism, mental illness or impaired communication skills.

Compared to consulting centres at other universities, Alfons is at a very good level. As the only university counselling centre, Alfons offers Biofeedback. Biofeedback is a training method that harmonises brain activity.

4. *Non-profit organisations and students from the Faculty of Business and Management*

Students of the Faculty of Business and Managements actively cooperate within their subjects with non-profit companies. For these companies creating, for example, marketing campaigns, proposals for marketing strategies and posters for various event centres. Thanks to this cooperation, students will be given the opportunity to look at the operation and functioning of non-profit companies, they have the opportunity to participate in meaningful projects. Non-profit organisations, on the other hand, will receive help from our students and young people's ideas.

The results of the study indicate that universities have to seek to deepen relationships with their stakeholders constantly. Moreover, the external environment is influencing universities to further develop corporate social responsibility in economic, social and environmental terms. The University's objectives influence the behaviour of other stakeholders and vice versa, so key activities need to be planned and implemented in line with the objectives of the university's partners.

As part of the research carried out using factor analysis, two crucial areas were identified within the university's management. This is an area of education and science. Education area (factor) includes the following most relevant stakeholders – applicants for study, regional students, foreign students, parents of applicants and the public. The field of research and development contains the following most relevant stakeholders – alumni, academic employees, enterprises, competitors (other universities) and media.

Currently, the entire world is facing many challenges, such as climate change or the epidemic caused by the Covid-19 virus. Also, due to these problems, it is essential for the Brno University of Technology in close cooperation with their stakeholders to rapidly increase the momentum for change in university social responsibility.

The ongoing COVID-19 pandemic has further increased the pressure on universities to engage in social responsibility and to include university social responsibility in university's strategic plans. The Brno University of Technology is striving to incorporate USR in its strategic objectives. It would also be beneficial to establish the USR department as an integral part of the organisational structure of the university.

This article brought several real case studies that show the possibilities of involving the academic community in CSR. These case studies can serve as an example and guide for other universities not only in the Czech Republic but also abroad, how universities can include their most important stakeholders in the university social responsibility. The given examples showed that university could involve their employees, students, and university counselling centres in the university social responsibility. In this way, they can lead by example to companies and enterprises and at the same time help them to educate a socially responsible society.

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