

# University of Maribor's Co-workers' and Students' Suggestions in the Survey on Social Responsibility

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## Abstract

In the framework of the realization of the 2014 decision of the bodies of the University of Maribor (UM) to make it a 'sustainable and socially responsible University of Maribor' (S&SRUM), we tried to detect the related situation with a survey. The issues included:

- (1) The level of knowing UM as S&SRUM,
- (2) The perception of social responsibility,
- (3) The level of realization of the contents and principles of social responsibility summarized in ISO 26000,
- (4) The attitude toward treatment of social responsibility in graduation theses,
- (5) The suggestions about realization of social responsibility at UM.

In this contribution we will summarize suggestions about realization of social responsibility at UM (point 5) only.

**Key words:** Sustainable and socially responsible University of Maribor; survey; employees; students

## INTRODUCTION

We conducted an empirical survey on the practice of realization of the Sustainable and Socially Responsible University of Maribor (S&SRUM), as perceived by its teaching and other staff and students. We were specifically interested in:

- (1) The level of knowing UM as S&SRUM,
- (2) The perception of social responsibility,
- (3) The level of realization of the contents and principles of social responsibility summarized in ISO 26000,
- (4) The attitude toward treatment of social responsibility in graduation theses,
- (5) The suggestions about realization of social responsibility at UM.

In this contribution we will summarize only their suggestions about realization of social responsibility at UM (point 5).

## RESEARCH METHODOLOGY

### 1. The type of research

We conducted a survey-based empirical causal – non-experimental research.

## 2. The research samples

Our research on UM as S&SRUM is based on a non-random (convenience) sample of the teaching (n=143) and non-teaching (n=78) employees and students (n=436) in the academic year 2014/15 from all UM member organizations. The number of the sent e-messages linked to the web survey questionnaire says that the estimated percentage of the teaching respondents is 13.4%, of the non-teaching ones 10.3% and of the students 2.6%. The percentage of students is actually higher, because the invitation was sent to e-mail addresses of non-active students, too.

## 3. The data collecting procedure

Data were collected with a web survey conducted by RCUM in May and June 2015 (from 5<sup>th</sup> May to 26<sup>th</sup> June 2015). The questionnaire includes four sets of 5-level numerical and descriptive rating scales, two closed-type and one open-type questions aimed at expressing suggestions concerning realization of SR at UM. The questionnaire matches the basic measurement characteristics: *validity* (consideration of international documents (ISO 26000 by ISO, 2010; EU's documents on SR, 2011) and UM's documents related to S&SRUM, 2012 – 2014); *reliability* (Cronbach coefficient of reliability  $\alpha$  in the sample of teaching employees ( $\alpha=0,930$ ), non-teaching employees ( $\alpha=0,943$ ) and students ( $\alpha=0,914$ ) confirms the high reliability); *objectivity* (web survey, independence from the research team).

## 4. The data processing procedures

Data were processed with the SPSS program. Frequency distributions of responses, arithmetic means of the numerically expressed responses' levels (sets of rating scales), and categorization of responses to the open-type question were used.

## ANALYSIS OF UM'S TEACHING EMPLOYEES' SUGGESTIONS ABOUT REALIZATION OF SOCIAL RESPONSIBILITY

The teaching employees of UM (rare ones – 18) wrote their suggestions about SR at UM. We categorized their statements; the deduced categories will be presented in Table 1 and explained in terms of their contents with references to some original statements.

Table 1: Categories of suggestions by teaching employees of UM

Categories	f
1. Care for SR in UM governance	12
2. Care for environment and infrastructure of schools	6
3. Care for suitable habilitation measures	4
4. Care for health of employees and students	3

Most suggestions of the teaching employees of UM tackle SR in UM governance, followed by the care for environment and infrastructure of schools, then by the need to change the habilitation measures and jobs, and finally the care for health of employees and students. Every category is presented in detail below.

### Care for SR in UM governance

The teaching employees suggest:

- More connections and cooperation inside single professions, between them and between schools and businesses / users of knowledge from UM

E.g.:

- (1) Organizing of work with links based on competencies.
- (2) Cooperation of schools, businesses/practitioners, and students in practice (from production, location and legislation all way to graduation).

- Care for ethical relations between employees in the school – UM

E.g.:

- (3) One must be ethical to one-selves and warn the others when they are not ethical, on our terms. One must also know that one may be found lacking SR in certain cases. Expressing a constructive criticism and constructive accepting of criticism may lead to a better society.

(4) Professors must be required to support the development of their coworkers rather than impeding it.

(5) Too strong hierarchy. Unequal treatment of all employees. Often one decides in hidden locations.

- Professional oath-taking for SR in activities at UM.

E.g.:

(6) With an even higher intensity one ought to reinforce the UM's reputation and public visibility – to show that UM is a positive partner in society!

(7) It is time for the academic area to become a role model to the society and area in which we live.

(8) Academic personalities practice the sustainable development and social responsibility with enthusiasm, their own role-modeling and consciousness that this is their call.

(9) Every UM employee ought to sign the Charter on SR at UM and take an oath before taking the job. Otherwise they should not be allowed to take the job.

- SR in the graduation theses is no imperative, but a desired aspect of investigation or a chapter, if this makes sense from the viewpoint of content.

E.g.:

(10) Recently, demands have been expressed to include in the graduation theses a chapter on sustainable development, human rights and similar topics. I'm not sure that this would improve the attitude toward these topics. Such a discussion does not match very well every graduation topic, e.g. 'Making of eliminated particles in a high-hardness aluminium alloy' or 'Progress of a crack in a cogwheel'.

(11) I agree that despite of deficiencies one must stimulate SR and spread consciousness on SR, but not everywhere and at every price (e.g. chapters in ALL graduation theses – some contents can be presented in this light with difficulty; then this becomes an empty word on

paper). Read what candidates write in these »obligatory chapters on SR« in researches in 'Youngsters for progress of Maribor': just empty words...

(12) This is a justified investigation. Please: do not interpret these results as arguments to impose SR in our education process.

Suggestions of teaching employees about the care for a sustainable and socially responsible climate at UM let us conclude that they admit that they are called as academic personalities to practice S&SR in their personal and professional activities. Last but not least, they are ready to take their oath at the Charter on SR. At the same time one sees the view that SR does not have its room in the higher education unavoidably. In practice this would mean their poor interest in and care about consequences – direct and indirect ones – of their actions for humans and nature, or they do not comprehend these impacts<sup>1</sup>.

### Care for environment and infrastructure of schools

UM's teaching employees suggest:

- Solving the issues of parking lots for employees and students, access to school, transportation of employees.

E.g.:

(13) Long ago one should have solved the shamefully muddy parking lots for employees.

(14) Long ago one should have solved the student campus on Gosposvetska by building a several-levels parking lot for students' vehicles (shameful parking of vehicles anywhere).

(15) Arranging the university transportation ('green shuttle service'). Solving the problematique of parking –A/B/C permissions – teaching, nonteaching staff, students – control – sanctions.

- Creation of an honest / righteous investment plan.

E.g.:

(16) Investment plan based on needs, not wishes, which are now mostly implemented by those with the smallest SR who pursue their particular interests.

- Only control, control, sanctions for broken rules, and maintenance of clean environment.

E.g.:

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<sup>1</sup> The cited two cases quite probably include impact on the natural environment, at least as wastes (thrown-away particles or cracking cogwheel), hence on SR. These cases might be showing one-sidedness and blindness concerning consequences of one's activities. Similar is the conclusion about further suggestions considering the practice when one talks about e.g. environment, infrastructure or habilitation. **Every action impacts humans and other nature! No professional, not only social scientists, may forget about this fact and must think of it in time rather than too late, e.g. when nature is already destroyed for mining, towns, roads, railways, airports etc. building, traffic, food is artificially produced, people lose homes for weapons producers to have markets, about 60 wars are fought right now, beyond 60 million people are (e)-migrants, only 15% of humankind have six USD and more per day, the 3<sup>rd</sup> World War results from all this etc. Mutual reliability does not tackle human resources only, but also product and procedure quality; and it pays of.** (See: Mulej, Dyck, ed., 2014; Mulej et al., ed., 2016, etc. for more data and references). – Authors' comment.

(17) Littering, wrong parking, poor resources management.

(18) Students' parties with no care for environment (terrible rubbish tip; plastic packing instead of a returnable one), no sanctions.

Suggestions concerning environment and infrastructure, show that the teaching employees are worried about the external and internal environment of schools. The point is in unavoidable lasting solutions and solutions related to selected events (students' parties). They are aware that righteous solutions of the environment critically depend on righteous investment plans.

### **Care for suitable habilitation measures, and jobs**

UM's teaching employees suggest:

- In the habilitation measures the teaching work requires higher evaluation.

E.g.:

(19) It is very necessary to change the habilitation measures for UM to be able to attain SR (scientific measures repress the professional and teaching work).

(20) The teaching employees are higher-education teachers and hence responsible for the quality of the higher education; therefore the habilitation measures must provide a higher weight of teaching compared to the scientific research.

- Allocation of teaching employees to suitable jobs.

E.g.:

(21) Now, a total absence of SR is visible in the allocation of UM's teaching assistants and assistant professors to suitable jobs and payment classes.

- Work experience outside university as a University employment (election) precondition.

E.g.:

(22) Before election into a teaching position the practice outside university, in 'the real society' is obligatory.

Suggestions tackling habilitation measures and job uncover the currently critical burden of – especially younger – teaching employees: the given habilitation measures make them unable to pay equal attention to their teaching, professional and research work.<sup>2</sup> There is also a number of teaching employees waiting for suitable jobs and payment classes.

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<sup>2</sup> Quality of the teaching work is essential, of course. Dilemma remains open: how much quality of it would be assured by an essential diminishing of the impact of the research work; this might cause a routine-based teaching with no input of the novelties from the world-wide practice, teachers' own research, and cooperation with practitioners from outside university. Similarly open remains the dilemma how can one have enough time for all three necessary contents – teaching, practice, and research, as well as for family and regeneration with sport, culture, etc., especially in the case of teachers with several hundred students. Namely, the 'Bologna reform' presupposed a relatively small number of students per a professor, but at UM this is an exception rather than the practice. – Authors' comment.

## Care for health of employees and students

UM's teaching employees suggest:

- Assure regular health inspections and guided physical activities of employees.

E.g.:

(23) Care for health and physical activity should be concretely visible in preventive health care and guided physical activity of employees. Regular inspections aimed at checking of the physical capacities.

(24) Fitness in the open air.

- Assure in all study programs the obligatory sports education for students.

E.g.:

(25) Where is UM's sustainable development, if students do not have their obligatory sport education (care for health) in all study programs?

Suggestions about health show the teaching employees' care for their and students' health. They expose the need for an organized regular physical activity at UM.

## 2 ANALYSIS OF UM'S NON-TEACHING EMPLOYEES' SUGGESTIONS ABOUT REALIZATION OF SOCIAL RESPONSIBILITY

The non-teaching employees (17) wrote their suggestion on SR at UM. We categorized their responses and determined their frequencies. Below we, first, present them in Table 2; then we interpret them, quoting some original responses.

**Table 2:** Categories of UM's non-teaching employees' suggestions

Categories	f
1. Care for ethics of relations at UM	12
2. Care for personal, professional development of employees	8
3. Involvement of non-teaching employees in realization of the S&SRUM vision	3

Most of the written non-teaching employees' suggestions tackle care for ethics of relations at UM; then the suggestions come about the care for personal, professional development of employees, and then suggestions about the need for education and involvement of non-teaching employees in realization of the S&SRUM. Below every category is presented in detailed contents.

### Care for ethics of relations at UM

Non-teaching employees suggest:

- Role-model type of SR behavior of leaders of UM members and UM.

E.g.:

- (1) As long as SR remains only a desired phrase in nice-talk of the responsible stakeholders of the society – power holders – (hence the leading persons), the realization of social responsibility will remain a foggy goal. Unfortunately, the private interests remain favored, first of all. Therefore, only persons ought to be nominated to the leading positions who are morally and ethically stable and capable of practicing the social responsibility on every step. Thus, we are prisoners of the political power lovers, who think only inside their own interests and politics to which they belong – on a short-term basis and even aggressively with all means. And then they use the term of social responsibility in their presentations. Unfortunately, this is a too frequent and cruel reality.
- (2) Generally, we live in a country in which social responsibility is supported only on paper, while realization is poor. People are too selfish, irresponsible, unable to see the whole and do not care for it; this results from the fact that the strategic positions are not taken by suitable 'role models'.
- (3) The SR standard needs acknowledgement from the leading persons on all positions, a public debate, conscious individuals; otherwise realization of SR is under a big question-mark.
- (4) Leaders of UM members and UM care for themselves and their interests only. They are not interested in the development and regulation of the system – every change tackles a name; they do not care for solving and elimination of anomalies and incorrect or even illegal behaviors.
- (5) Too poor consciousness of the leaders of schools and UM concerning SR – even the responsible ones for this topic do not act as they should, if they really wanted to realize SR; this is visible already in human-to-human relations!

- Democratic communication between all employees whatever their age, job, or function.

E.g.:

- (6) ...positions based on seniority prevent the youngsters from democratic communication with their superiors, since they fear for their employment; most of the older ones do not practice the SR principles; the younger ones are powerless and unsure; hence they prefer the short term increasingly and therefore cannot internalize the concept of sustainability.
- (7) Too much individualism and too little communication lead to an unclear and un-holistic development of SR.

- Righteous allocation of work tasks with taking the individual responsibility with all consequences.

E.g.:

- (8) Clear division of responsibility and suitable pay in agreement with employees. No possibility of manipulation and collection of five signatures (at least) and transfer of responsibility. One must eliminate the collective responsibility on all levels.
- (9) The basic 'issues' are not solved concerning the responsibility per work areas and jobs and related remunerations – pay for responsibility of individuals on their jobs. There is much room for manipulation and transferring of responsibility to the subordinates, whose employment contracts do not include such responsibilities. They include only a statement

'.. and tasks by order of the superior'. But 'subordinates' are not involved, when pay is allocated and employees are put in payment classes. This is our reality.

- (10) Sanctioning of all employees if they do not realize their tasks.
- (11) Awarding and public praising of the ones who do something well, or do it beyond expectation; rational definition of work procedures; equal allocation of work obligations.
- (12) Too poor trend toward the 'family friendly organization'; unequally allocated tasks to employees; unhealthy work climate due to daily small pressures that pill up over time and reflect in health of employees.

Suggestions concerning the care for ethical relation discover the wish of non-teaching employees to enjoy a role-model behavior of the leaders of the UM members and UM, democratic communication and a righteous and optimal work load.

### **Care for personal, professional development of employees**

Non-teaching employees suggest:

- Autonomy of the university concerning employment.

E.g.:

- (13) Lobbying for the change of the law (ZUJF, i.e. law on retirement) that disables the autonomous decision making about employment and hence about investment in development of UM.
- (14) Employment preconditions do not match the SR principles; they disable investment into human resources and thus the continuity that would block the intergenerational gaps. This is not good in a long term.

- Acquiring the project means aimed at development of human resources.

E.g.:

- (15) Obligatory participation of the non-teaching employees in projects (20 % at least) - investment in development of project offices – the means earned by the school with projects, should always be invested in development of employees.

- Formal and informal cooperation in and among UM members.

E.g.:

- (16) Cooperation inside and between UM members. One social and formal event a year should happen, at least.
- (17) More shared events, enabling employees to learn to know each other.

- Education about SR.

E.g.:

- (18) The SR concept must be included into the first education program of the new employees. They must pass the exam on their knowledge of the included topics (as well as all other topics of the courses in which they are included as topics with strategic importance for UM; this matters especially for the leading positions); results of tests must

be kept in 'human resource files'. Thus, the frequent excuses 'I did not know'; 'I was misled' etc. are off.

- (19) All employees should have a chance of education on SR's essence and showing up in practice. With cases of a good practice and analysis of the practice in our work environment.
- (20) We people think too little about SR, and we practice SR in our entrusted tasks even less. Those 'few' idealists who know the laws of life well in their consciousness are left alone, and exposed to mockery and even punishment...
- (21) From the first day of employment until the retirement, from the viewpoint of their professional development, employees are left alone or to a rather narrow group of coworkers, although not totally; therefore the introduction of SR in 'the way normal at UM' is left aside to the same degree, at least.
- (22) Support to, and realization of, the open access to works and data that are generated at the university by UM's employees as their authors, is also directed toward SR. University has already done a lot about it and signed the Berlin Declaration; this belongs to UM's strategy. I suggest a more holistic consideration of the topic and formation of systemic encouragements.
- (23) One starts working on values and role-model practices that will encourage a broader circle of people.

➤ Care for a healthy work environment.

E.g.:

- (24) We employees hear a lot about SR, but less about ergonomics; therefore one should make leaders aware about the care for a healthy work environment in various ways for them to internalize this segment of SR, too.
- (25) Introduction of separate garbage collection.

Suggestions concerning the employees' personal and professional development draw our attention to the need for autonomy of the university in employment, acquiring of project means for this aim, education on SR, and care for a healthy work environment.

**Involvement of non-teaching employees in the realization of the S&SRUM vision**

The non-teaching employees suggest:

➤ Discussion of UM members' leaders with the non-teaching employees

E.g.:

- (26) The non-teaching employees are dealt with like numbers. Although we individuals have our personal visions that contribute to SR of the UM member, the leaders are not interested; discussions about human resources are 'reserved' for the teaching employees only, and about plans of human resources for realization of the teaching process for the next academic year. The dean should be entrusted with obligation to discuss with the non-teaching employees; the realization of this assignment should be included in evaluation of success of the dean and the individual. I miss clear measures for evaluation of the non-teaching employees.

- Voting right of all employees.

(27) Having no voting right in the election of deans and rectors makes me feel pushed away from the chance of decision making about working of UM and my UM member.

(28) I suggest the voting right to be introduced for all employees.

Suggestions about involvement of the non-teaching employees into the realization of the S&SRUM vision point out the importance of the regular discussions of the non-teaching employees with the leaders and their voting right.

### **3 ANALYSIS OF STUDENTS' SUGGESTIONS ABOUT REALIZATION OF SR**

We categorized suggestions of some (39) students concerning the realization of SR in UM members and the entire UM. The deducted categories are presented in Table 3 and their content is explained based on some original statements of students.

Table 3: Categories of students' suggestions about realization of SR

Category	f
1. Care for socially responsible teaching and research work	15
2. Care for socially responsible governance of UM and UM members	13
3. Care for awareness generation on social responsibility	11
4. Care for natural environment	4

Table 3 lets us see that most of students' suggestions tackle the socially responsible teaching and research, followed by the socially responsible governance of UM and UM members, awareness generation on social responsibility, and the care for natural environment. Every category's content is presented in more detail.

#### **Care for socially responsible teaching and research work**

Students suggest:

- More order in exercises, written exams and colloquia.

E.g.:

(1) Begin to check what happens in clinical exercises: how is the employees' attitude toward the students.

(2) The need for two professors, at least, to be present in the classroom when colloquia are written, should be somehow acknowledged.

- Integrated practical training

E.g.:

(3) I can no longer speak about measures because I am finishing my studying, despite all efforts. If I changed something, I would radically enlarge the concept 'practical training with

the employer' and include it into the studying concept. I hope you do not expect students to easily find employment in Slovenia after graduation with no work experiences in their professional field. This makes us an un-interesting investment to foreign employers, too.

- More learning from the globally leading schools.

E.g.:

(4) More information about the good practices from the acknowledged schools / universities / educational institutions.

(5) I suggest the school to watch more closely its competitors, too, in order to remain competitive itself, too. The underestimation of rivals is never prudent; you never know when a revenge can result.

- Fewer formal obstacles, e.g. in parallel studying.

E.g.:

(6) Students who wish to acquire more knowledge (2 study programs), especially the interlinked ones, should be granted this possibility. Instead of mainly shuffling papers around and watching formal rules (matching this precondition, not matching this precondition).

- More support in research.

E.g.:

(7) As a member of the UNI Maribor Grand Prix Engineering team I suggest the University to more actively, especially financially, support our project since it provides acquiring of new knowledge and potential employment to its members; this would critically contribute to a bigger social responsibility of the University.

(8) A unified university platform for labs and their work, presentations, chances of cooperation, projects, capacities, activities, contacts, briefly, an integrated universal platform for cooperation of UM members on one location.

Students' suggestions show their desire to enjoy a higher quality of the teaching and research work. They expose exercises and various forms of testing their knowledge that must be done seriously and responsibly, and including of students into research projects, including a UM's financial support.

### **Care for socially responsible governance of UM and UM members**

Students suggest:

- Exemplary SR behavior of the leading persons.

E.g.:

(9) Change the mentality and clean your own house entrance first. Changes always begin in the upper part of the hierarchy for masses to be able to follow good examples.

(10) The first necessary change tackles the contemporary manner - capitalism, which has its own orientation and does not value SR.

- Unavoidable is a realistic estimation of the need for graduates.

E.g.:

(11) A thought is necessary about the need for some (especially social science) schools in the framework of UM and Slovenia, more broadly, or is their point limited to employment of professors. It is well known that they accept many students every year, a big share of them graduates, but have no employment and are over-educated in terms of the general needs for work force in the labor market.

(12) What about SR, I would like to mention that one should calculate how many professionals in the given fields does Slovenia need, and adapt to these findings the number of studying places. Of course, it is clear to me that no precise calculations are possible per every student, but it is quite obvious: e.g. there have been too many architects in Slovenia already before opening of this program in Maribor, the number of student places in Ljubljana should be diminished accordingly. Etc.

- More of the real and real-time attention to students' opinions.

E.g.:

(13) We students have no privileges concerning the changing of the way of the behavior of the omnipotent full professors; hence we may only point to the mistakes of the system every year again and again in the anonymous surveys and similar questionnaires.

(14) At least once or even twice a year surveys should collect students' suggestions, first of all. I would also like a person to be there in the school with the duty to accept suggestions, provided both written and in person, concerning changes at e.g. FERİ and elsewhere at UM.

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Suggestions related to socially responsible governance of UM and UM members show that students expect exemplary behavior of the leading – influential persons, provision of study programs matching the real needs of the labor market, and a more careful attitude toward environment. Along with that let us expose the students' wish to have more real-time opportunities to express their opinions.

### **Care for awareness generation on social responsibility**

Students suggest:

- Education about SR in the framework of the studying.

E.g.:

(15) Introduction of a short course or classes inside the regular education process, contributing some ECTS points or being acknowledged as a partial or complete exam. I suggest potentially some obligatory classes, courses, anything that would present to us students all aspects of SR, since many are missing it.

(16) SR deserves more stressing. It is really important and timely, especially in terms of the current conditions in Slovenia and elsewhere. I feel that we students have not been informed on SR inside the formal or informal education; rather, we formed our impressions of some kind about SR on our own or learned to know it outside the formal study environment.

(17) Awareness on SR should be brought into all study programs, not only in social sciences and education. It is namely important for the society that all its members share this awareness and act in line with some shared guidelines that can lead to more righteous and solidary society.

(18) I think it would make sense to include certain segments of social responsibility into the formal education process at its very beginning in order to acquaint students in an interesting way and help them to face the importance of SR for every individual and the broader social environment and to envision the long-term advantages caused by SR.

➤ Information about SR in other forms.

E.g.:

(19) More advertisement about SR.

(20) Lectures and roundtables about SR in the round hall of FF.

(21) SR ought to be a topic of roundtables, conferences etc.

(22) One talks too little about SR. First of all, one would need to present SR from another viewpoint, e.g. not only the one about its reflection on the individuals, but on the society's development, or a discussion on how the society will develop without SR. I feel everybody knows something and partially follows the SR principles, but a stamina is missing, a wish for a broader success.

(23) In the Scandinavian countries they have in the primary school, already, a philosophical course called 'Happiness' to talk about attainment of the personal satisfaction and happiness. I think, this course should be introduced in our primary and secondary schools, too.

(24) I suggest everyone to think at home and inside his or her family about SR and then this is transferred to the entire society.

Students' suggestions about generation of awareness let us see that students are aware of dependence of practice of SR in one's daily life and work at UM on the explicit exposition of SR (be it in the framework of the regular education or in other forms of the oral or written communication). It means in brief that students understand that SR means, first of all, serious work and honesty, taking interdependence into account.

### **Care for the natural environment**

Students suggest:

➤ Consequent separation of wastes

E.g.:

(25) Separation of wastes (currently only paper and other wastes are separated). This brings social, educational and financial benefits on the level of the entire university and implementation of SR. The only reason of the current non-separation is keeping the »status quo« on the part of the so-far leadership of the UM engineering schools. The only cost of waste separation are the baskets. If the problem is financial, paper-baskets will do it with inscriptions what must be put in a specific basket. If the baskets are too expensive for UM, one can think about UM's valuing of SR, ISO standard or societal benefit. The suggested categories of the baskets are: Paper, Packing, Glass, and 'Other waste', and Biological waste (biological wastes must be removed every day).

➤ Measures for saving electrical energy

E.g.:

(26) I would like you to investigate the financial effects of introduction of the LED lights over the entire UM area and to suggest the same also to other Universities in Slovenia, with the aim to attain financial saving in electricity cost and a much longer duration. I foresee that the UM engineering schools have enough engineering knowledge to need no outer coworkers to realize this project.

Suggestions about the natural environment show that students care for the natural environment. Waste separation and search for innovative engineering solutions saving the electrical energy provide two convincing examples.

## CONCLUSIONS

On a non-random (convenience) sample of the teaching (n=143) and non-teaching (n=78) employees and students (n=436) from all UM member organizations we investigated the practice of realization of the decision UM to be S&SRUM in the academic year 2014/15. In this contribution we summarize suggestions about realization of social responsibility at UM. Although suggestions were expressed by rare surveyed teaching (13 %) and non-teaching (22 %) employees and students (9 %), they are worth respect, because the suggestions uncover their interest, worry and readiness to implement S&SRUM; probably, they reflect findings from the practice, including contacts with the ones who did not respond.

The teaching employees suggest:

**First:** More care for the socially responsible UM governance including:

- ✓ More connections and cooperation inside single professions, between them and between schools and businesses / users of knowledge from UM;
- ✓ Care for ethical relations between employees;
- ✓ Professional oath of employees on socially responsible behavior at UM;
- ✓ SR in the graduation theses is no imperative, but a wished viewpoint of consideration or a chapter, if the content justifies it.

**Second:** More care for the environment and infrastructure, including:

- ✓ Solving the issues of the parking lots for employees and students, access to schools, transportation of employees;
- ✓ Generation of a righteous investment plan, based on needs;
- ✓ Self-control, control about clean environment maintenance, and resources management; sanctions for rules breaking.

**Third:** More care for the habilitation measures, including:

- ✓ A higher valuing of the teaching work inside the habilitation rules;
- ✓ Allocation of the teaching employees to the suitable jobs;
- ✓ Work experiences outside university as a precondition of employment (election) at university.

**Fourth:** More care for health, including:

- ✓ To assure the regular health inspections;
- ✓ To assure the guided physical activity for employees;
- ✓ To assure obligatory sports education for students of all study programs.

The non-teaching employees suggest:

**First:** More care for ethical relations at UM, including:

- ✓ Exemplary SR behavior of leaders of UM members and UM;
- ✓ Democratic communication between all employees regardless of age, job, and function;
- ✓ Righteous allocation of work tasks including the acceptance of the individual responsibility.

**Second:** More care for the personal and professional development of UM employees, including:

- ✓ University's autonomy in employment;
- ✓ Acquiring of project means with the aim to develop employees;
- ✓ A formal and informal cooperation in and between UM members.

**Third:** Involvement of the non-teaching employees in realization of the S&SRUM vision, including:

- ✓ Discussion of UM member leaders with the non-teaching employees;
- ✓ The voting right of all employees.

Students suggest:

**First:** More care for a socially responsible teaching and research work, including:

- ✓ More order in exercises, written exams and colloquia;
- ✓ Integrated practical training;
- ✓ More taking of the globally leading schools as role models;
- ✓ Less formal obstacles, e.g. in the parallel studying;
- ✓ More support in research.

**Second:** More care for a socially responsible UM governance, including:

- ✓ Exemplary SR behavior of the leading persons;
- ✓ Unavoidable real estimation of the need for graduates;
- ✓ More real and timely attention to students' opinions;

**Third:** Care for awareness generation about SR, including:

- ✓ Education about SR inside the studying;
- ✓ Informing about SR in other forms.

**Fourth:** More care for the natural environment, including:

- ✓ Consequent separation of wastes;
- ✓ Measures for saving of the electrical energy.

Suggestions related to socially responsible governance of UM and UM members show that the teaching and not-teaching employees and students are concerned with the socially responsible governance of UM and all UM members (ethical relations, exemplary behavior of the leading – influential persons, voting right of all employees, real-time consideration of students' opinions, consideration of the real needs in the labor market), care for quality of both the teaching and research work, care for development of UM employees, care for health of employees and students, care for the natural environment.

What we are facing, is an opportunity to change this worry into the practical realization of S&SRUM.

N.B. Because every human activity tackles humans and nature around humans directly or indirectly, only very exceptionally any e.g. graduation thesis would not have to do with social responsibility as one's responsibility for one's influence over humans and nature, i.e. society.

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