ACADEMIC SOCIAL RESPONSIBILITY IN THE CONTEXT OF THE WAR IN UKRAINE: NAVIGATING THE EDUCATIONAL LANDSCAPE FOR SOCIAL CHANGE

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Abstract

This paper examines the understanding and implementation of academic social responsibility among teachers of Ukrainian universities in the context of the ongoing war in Ukraine and its relationship to the educational landscape. The study is based on the perspectives of the modern philosophy of education and analyzes the answers of Ukrainian scientists to questions about their views on academic social responsibility.

The analysis shows two main approaches to the academic social responsibility of Ukrainian university teachers: the "communicative" approach and the "academic" approach, both of which are shaped by the educational landscape. The first involves expanding interaction with students and colleagues on topics that do not directly relate to the academic discipline and disseminating information about the events of the war in Ukraine among foreign colleagues. The latter involves acquiring new knowledge and involving students in classes to promote social responsibility. To define academic social responsibility, the study proposes two criteria: the type of thinking of the teacher and the ability of the teacher and the university community to tell the truth about their shortcomings. These criteria emphasize the importance of a "rational academic" approach and integrity in promoting social responsibility. The paper draws several conclusions from the standpoint of the philosophy of education. This highlights the importance of educators and universities actively addressing conflict-related social issues and promoting positive change within the educational landscape. In addition, the article emphasizes the need for clear criteria for defining social responsibility and suggests that a balance between communicative and academic approaches is necessary. The study concludes that academic social responsibility is a moral imperative and a professional duty of teachers and scientists in Ukraine, especially in the current context of conflict. This article highlights the critical role of academic institutions in responding to social challenges and promoting positive change both during and after the war in Ukraine. The educational landscape plays a crucial role in shaping the understanding and implementation of academic social responsibility and can provide a conducive environment for promoting social justice and human rights in times of war and post-war reconstruction.

Keywords: academic social responsibility, war in Ukraine, philosophy of education, educational landscape, communicative approach, academic approach, education for social change.

Introduction. In this era of hybrid warfare, armed conflicts have taken on a complex, multifaceted character that defies traditional modes of understanding. Such conflicts aim to manipulate people's very consciousness and behavior, wielding a potent arsenal of political propaganda, disinformation, and other insidious tactics to undermine the sovereignty and independent development of foreign states.

Against this backdrop, the sphere of higher education finds itself at a crossroads, buffeted by sweeping global changes that are fundamentally reshaping academic discourse and the broader fabric of society. Internationalization, mobility, democratization, diversification, and commercialization have all played their part in the emergence of academic social responsibility. This protean concept embodies a far-reaching sense of obligation beyond the narrow confines of academia.

At its core, academic social responsibility in the context of hybrid warfare implicates the impact of education on society, mainly through the lens of civic education and democratic institutions. However, this responsibility extends beyond traditional teaching and research roles, encompassing a profound understanding of the broader social and cultural dimensions of academic work.

Drawing on the tenets of postmodern philosophy, academic social responsibility posits that education is a social and moral institution that is inexorably intertwined with the common good. It transcends mere individual development or personal gain, elevating education to social progress, cultural diversity, and human flourishing. Through this lens, academic social responsibility becomes a powerful tool for reimagining the relationship between education and society amid a rapidly changing global educational landscape.

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The purpose of the research. The central aim of this article is to delve into the profound philosophical underpinnings of the role played by teachers in the promotion of social responsibility during periods of armed conflict. Drawing on the illuminating experience of the 2014–2023 war in Ukraine, our inquiry seeks to uncover the deep-seated challenges and untapped potential inherent in the academic environment's ability to foster a culture of social responsibility in times of strife.

Furthermore, we aspire to ignite a spirited dialogue on the strategic imperatives needed to cultivate a sustainable culture of academic social responsibility in the aftermath of victory. By foregrounding the philosophical dimensions of this complex and multifaceted issue, our work seeks to elevate the discourse around academic social responsibility to a new plane of insight and engagement rooted in the timeless wisdom of philosophy.

Analysis of the latest research and publications. The scholarly literature offers diverse approaches to conceptualizing academic social responsibility. One dominant perspective equates it with the corporate social responsibility of business. Banik and Mitra (2021) contend that academic social responsibility is being implemented globally in academic institutions to achieve sustainable development and ethical responsibility towards society. This approach emphasizes the role of academia in improving health and livelihoods and contributing to social progress (Banik, Mitra, 2021, p. 3). Dima et al. (2016) assert that universities must build stronger relationships with stakeholders and implement social responsibility initiatives as the higher education market evolves and corporate involvement increases. This approach underscores the importance of balancing personal and societal needs, promoting lifelong learning and employment opportunities, and integrating sustainable development into curricula (Dima et al., 2013, p. 23).

A second perspective centers on the ethical nature of scientific research, particularly in medical research. Manabe, Jacob, et al. (2009) propose a concept of academic social responsibility in global health research, where physician researchers use educational opportunities to maximize their impact on trainees and rethink the triple threat (Manabe, Jacob et al., 2009, p. 1421). This approach highlights the moral responsibility of academia to address pressing global health issues.

Dima et al. (2013) defined academic social responsibility as a challenge and goal of the academic environment, emphasizing the formation of young people and a high level of awareness of the involvement of members of society in solving social problems (Dima et al., 2013, p. 25).

The authors highlight the significance of academic social responsibility, as it contributes to developing social awareness and fosters active engagement in social problem-solving.

Chen et al. (2015) proposed the concept of social responsibility of the university, which is perceived as the philosophy of a university that uses an ethical approach to develop and interact with the local and global community, aiming to support social, ecological, technical, and economic development. The authors further argue that the university's social responsibility is a critical factor in social changes, as it implies the existence of a policy of ethical quality that governs the activities of the university community (Chen et al., 2015, p. 165).

The concept of the university's social responsibility can be interpreted from the perspective of the philosophy of education as the obligation of universities to serve society and contribute to its sustainable development through education. This idea is based on the notion that universities are not only responsible for providing quality education to their students but also for contributing to society's social, environmental, technical, and economic development. In this regard, Chen et al. (2015) suggest that universities should interact with citizens, actively dialogue with society and its parts, and promote sustainable human development.

Anand (2019) argues for the case of academic social responsibility. He emphasizes that academic institutions should focus on developing socially relevant research programs, fostering community outreach initiatives, and creating a culture of social responsibility among students, faculty, and staff. Academic social responsibility should be a priority for all institutions, as it can positively impact society and contribute to the sustainability of higher education (Anand, 2019).

Banik and Mitra (2021) propose a framework for implementing academic social responsibility in developing countries, which involves integrating academic social responsibility into quality assurance mechanisms in higher education institutions. Academic social responsibility should be included as a critical performance indicator for academic institutions and measured using appropriate tools and metrics. They argue that implementing academic social responsibility can lead to greater accountability,

transparency, and trust in higher education institutions and can contribute to the overall development of society (Banik, Mitra, 2021).

Bradshaw and Bekoff (2001) argue for the re-embodiment of science, which involves a shift towards a more socially responsible approach to scientific research. The authors propose that ecological science should be integrated with social responsibility and should focus on addressing global environmental problems. They emphasize the importance of interdisciplinary collaboration in science and suggest that scientists should work with policymakers, NGOs, and other stakeholders to promote sustainable development. The authors also suggest that scientific research should be communicated effectively to the general public to promote greater awareness and understanding of environmental issues (Bradshaw, Bekoff, 2001).

The article by Oleksiyenko et al. (2021) explores the challenges displaced scholars face in Ukraine and their struggle with identity in the context of ongoing conflict. The authors argue that "civic commitment and actions of anti-interventionist solidarity shrank to nearly naught in areas of Eurasia (including Crimea and the Donbas) where the prevailing discourse was that of materialism and utilitarianism, and where the power to guide social reproduction rested primarily with Soviet legacyholders" (Oleksiyenko et al., 2021, p. 15). This insight is necessary for researchers interested in exploring academic social responsibility in similar contexts, as it suggests that external factors significantly impact scholars' ability to engage in socially responsible activities. Additionally, the article raises important questions about the role of universities in conflict-affected regions and how academic institutions can support scholars displaced or otherwise impacted by conflict. The article underscores the importance of considering broader social, political, and economic contexts when exploring academic social responsibility, as these factors may shape the opportunities and challenges scholars and academic institutions face.

In contrast, Robertson's (2009) study focuses on the relationship between corporate social responsibility and economic development in three different countries: Singapore, Turkey, and Ethiopia. While the article is not directly related to academic social responsibility, it provides insights into the broader social responsibility discourse and how different economic contexts may affect the implementation and effectiveness of social responsibility initiatives. These findings suggest that a society's cultural and economic context may play an important role in shaping academic social responsibility practices and approaches (Robertson, 2009).

Segal's (2011) model of social empathy highlights the importance of empathy and social responsibility in promoting social justice. This model emphasizes the need for individuals to deeply understand the social and cultural context in which they operate and to actively work towards addressing social inequalities. The concept of social empathy is highly relevant to academic social responsibility, as universities have an essential role in promoting social justice and addressing societal issues through research, teaching, and community engagement (Segal, 2011).

Terepyshchyi and Khomenko (2019) propose a conceptual model for reintegrating Ukrainian displaced universities, focusing on peacebuilding in higher education. The authors argue that reintegration of displaced universities into the higher education system is a complex and long-term process, requiring a comprehensive approach, both at the policy and institutional levels. The model includes four stages: (1) building a shared vision, (2) developing a collaborative action plan, (3) implementing the plan, and (4) monitoring and evaluating progress (Terepyshchyi, Khomenko, 2019).

Wilson (2015) examines the impediments to community development in post-war Sierra Leone diamond and rutile mining areas due to corporate social responsibility (CSR) and power relations. The author argues that mining companies often use CSR initiatives to deflect attention from the negative impacts of their operations and that power relations within the mining industry and between the industry and local communities play a significant role in shaping CSR practices (Wilson, 2015).

The literature review reveals several trends related to academic social responsibility. Firstly, there is a growing recognition of the importance of academic social responsibility as a critical factor in social change, sustainable development, and community engagement. This is highlighted by several authors who emphasize the obligation of universities to serve society and contribute to its sustainable development through education (Chen et al., 2015; Manabe et al., 2009).

Secondly, there is a focus on the challenges and opportunities of implementing academic social responsibility in different contexts, such as post-war Sierra Leone (Wilson, 2015) and the displacement

of scholars in Ukraine (Oleksiyenko et al., 2021; Terepyshchyi, Khomenko, 2019). These studies suggest that the success of implementing academic social responsibility depends on the specific socio-political and economic contexts in which universities operate.

Thirdly, there is a recognition of the need for collaboration between universities and other stakeholders, such as the community, government, and private sector, to promote social responsibility and sustainable development. This is emphasized by several authors who suggest that universities should not act in isolation but should interact with citizens, conduct an active dialogue with society and its parts, and develop partnerships to promote sustainable human development (Chen et al., 2015; Manabe et al., 2009; Wilson, 2015).

Overall, the literature review highlights the importance of academic social responsibility as a critical factor in promoting social change and sustainable development. It also underscores the challenges and complexities of implementing it in different contexts. The success of implementing academic social responsibility depends on the specific socio-political and economic contexts in which universities operate and emphasizes the need for collaboration and partnership between universities and other stakeholders.

The methodology employed in this study involved using semi-structured interviews as a qualitative research method. Semi-structured interviews were selected as they allow for flexibility and exploration of additional information while providing a predetermined set of open-ended questions. The research aimed to gain insight into participants' experiences, perspectives, and attitudes toward a specific phenomenon or topic. Purposive sampling was used to select participants who were relevant to the research question and could provide valuable information. Criteria for selection included academic background, age, and experience related to the research topic. Participants from both natural and social sciences were included in the study. Data was collected through individual interviews conducted via Zoom or GoogleMeet in a comfortable and private setting. The interviews were recorded, transcribed, and analyzed. A total of 20 interviews were conducted in August-September 2022. Data analysis involves a process of coding and classification to identify common ideas and patterns. The analysis aimed to identify key themes that would provide a deeper understanding of academic social responsibility in the context of the war in Ukraine.

The results. Next, we will give a brief overview of the conducted semi-structured interviews.

Quote: "*Academic social responsibility in the context of the war in Ukraine, as I feel it, means the obligation of universities and scientists to use their knowledge, skills, and resources to solve social problems that arise as a result of the conflict*" (Respondent 1). The concept of social responsibility in education is frequently discussed in philosophy as it relates to the role of education in society. It involves developing cognitive abilities and preparing individuals to be responsible citizens who play an active part in addressing social problems facing their communities and the wider society. Respondent 1's statement suggests that academic social responsibility, in the context of the war in Ukraine, entails utilizing academic expertise and resources to tackle the social issues that arise due to the conflict. This indicates that universities and academics have a moral duty to promote social welfare by employing their knowledge and resources, particularly in crisis and conflict. This idea aligns with the broader notion of education as a vehicle for promoting social justice, human rights, and peace, a fundamental concern in the philosophy of education.

Quote: "*Academic social responsibility consists in the fact that universities and scientists also take an active role in responding to the humanitarian crisis caused by the war in Ukraine, in particular, they participate in the volunteer movement like many in our department*" (Respondent 2). The text explains that academic social responsibility in the context of the war in Ukraine involves universities and academics actively addressing social problems arising from the conflict. This includes responding to the humanitarian crisis by participating in volunteer movements and assisting affected communities. The responsibility of universities and academics extends beyond the production of knowledge, as they must interact with society and contribute to developing effective strategies to address social challenges caused by war. Additionally, academic institutions should use their expertise and research to influence policy decisions and promote social change. The importance of volunteering is emphasized, as it played a significant role in providing humanitarian aid and support during the war in Ukraine.

Quote: "*Academic social responsibility in the context of the war in Ukraine involves the obligation to use academic knowledge and research to form policies and practices aimed at solving social problems related to the war,*

primarily saving families from divorce, as well as supporting orphans who have lost their mothers or dad" (Respondent 3). The third quote stresses the importance of academic knowledge in resolving social problems caused by the war in Ukraine. The quote implies that academic institutions and their scholars must apply their expertise and research to shape policies and practices that can address the social challenges arising from the conflict, such as preventing family breakups and supporting children who have lost their parents. It emphasizes the active involvement of academic institutions in the broader social and political context, beyond just producing knowledge, to promote positive social change.

Quote: "*In the face of the ongoing war in Ukraine, academic social responsibility requires universities and scientists to step up and participate in initiatives that promote social justice and human rights, be a mouthpiece in the international arena. I, for example, call for a boycott of Russian scientists in all international scientific projects"* (Respondent 4). The fourth quote highlights the importance of academic institutions and scientists in promoting social justice and human rights in the context of the ongoing war in Ukraine. The quote suggests that academic social responsibility requires active participation in initiatives promoting social justice and human rights, and academics must use their voice in the international arena. In particular, the respondent calls for a boycott of Russian scientists in international scientific projects to take a stance against Russian aggression in Ukraine. This quote emphasizes the role of academic institutions and scientists in advocating for social justice and human rights in their local communities and on a global scale.

Quote: "*Academic social responsibility in the context of the war in Ukraine is not only a moral imperative but also a professional duty for teachers to use their experience and resources for the victory and post-war recovery of our long-suffering Ukraine"* (Respondent 5). The fifth quote emphasizes that academic social responsibility in the context of the war in Ukraine is both a moral imperative and a professional duty for teachers to contribute to the victory and post-war recovery of Ukraine. This highlights the unique role teachers and academics can play in Ukraine's recovery, especially in education, social services, and community development. The quote also suggests that academic institutions have an essential responsibility to respond to social challenges and promote positive change during and after the war in Ukraine. Overall, this

quote emphasizes the idea that academic social responsibility combines moral and professional obligations for teachers and scholars.

Discussion and concluding remarks. The concept of educational landscape has been a topic of interest in the philosophy of education for several decades. Terepyshchyi (2017) argues that the educational landscape is "*a philosophical concept for denoting the totality of spatial, socio-economic, political, cultural and anthropological characteristics of education that varies within a particular region in the process of preservation, transfer and production of knowledge"* (Terepyshchyi, 2017, p. 380). One such perspective is the historical perspective, which examines the evolution of education over time. The historical perspective highlights how education has been used to shape individuals' and communities' values, beliefs, and behaviors. For example, in many societies, education has been used as a tool for socialization and cultural transmission, while in others, it has been used to promote social mobility and economic growth.

Another perspective that Terepyshchyi (2017) highlights are the sociological perspective. The sociological perspective examines the social and cultural contexts in which education occurs. This perspective highlights the role of social institutions, such as families, schools, and governments, in shaping the educational landscape. For example, the sociological perspective highlights how social inequalities, such as poverty and discrimination, can affect the educational opportunities of individuals and communities.

Terepyshchyi (2021) states that it is crucial to shift from "education for war" to "education for peace" to create a more peaceful and just world. To achieve this shift, Terepyshchyi proposes several peacebuilding strategies. One such strategy is to promote a culture of peace through education. This involves teaching individuals and communities about the values of peace, non-violence, and cooperation (Terepyshchyi, 2021).

The concept of academic social responsibility and the educational landscape are closely related as they both emphasize the importance of education as a tool for promoting social change and addressing social issues. Academic social responsibility refers to the responsibility that academics and educational institutions have to use their knowledge, skills, and resources to contribute to the betterment of society. This involves using education to address social problems, promote social justice, and advance

the common good. The educational landscape, on the other hand, refers to the combination of all educational practices, institutions, and policies that shape the learning experiences of individuals and communities. This includes formal and non-formal education and the social and cultural contexts in which education takes place.

The relationship between these two concepts is that the educational landscape provides the context for academic social responsibility. Educational institutions and practices can either facilitate or hinder academic social responsibility. For example, an educational landscape emphasizing the importance of community engagement, social justice, and environmental sustainability can provide a conducive environment for academics and institutions to engage in academic social responsibility.

Academic social responsibility can shape the educational landscape by influencing educational policies and practices. Academics and educational institutions can use their expertise and resources to advocate for policies that promote social justice, environmental sustainability, and other social issues. They can also incorporate these issues into their curricula and research to raise awareness and promote action among students and the wider community.

In contemporary philosophy, the concept of academic social responsibility is viewed from various approaches depending on the teacher's understanding and application. This study identifies two main approaches to implementing academic social responsibility among teachers in Ukrainian universities. The first approach is communicative, and it involves expanding interaction with students and colleagues outside the classroom, for instance, sharing information about the events of the war in Ukraine with foreign colleagues. The second approach is academic and involves the production of new knowledge in the laboratory and the involvement of students in the classroom. While both approaches have their

strengths, there is a need for clear criteria to identify social responsibility. To this end, we propose two criteria for discussion. The first criterion is the teacher's thinking, whether suggestive "Russian-mir" or rational academic. The second criterion is whether the teacher and the university community can honestly acknowledge their flaws rather than hide behind patriotic rhetoric and clichés like "we are the best".

From the standpoint of the philosophy of education, the analysis of the respondents' answers highlights the importance of academic social responsibility as a fundamental aspect of teaching and learning. The different perspectives presented by the respondents demonstrate diverse understandings of what academic social responsibility entails and how it should be implemented in practice.

One conclusion that can be drawn from this is that academic social responsibility is not a fixed concept but rather a dynamic one shaped by the socio-political context in which it operates. As such, it is essential for educators to be aware of the different interpretations of academic social responsibility and to engage in ongoing critical reflection and dialogue about the role of academic institutions in society.

Another conclusion that can be drawn is the need for clear criteria to identify social responsibility in academia. The proposed criteria of "Russian-mir" thinking and the ability to be honest about shortcomings are starting point for further discussion and debate. However, ensuring that any criteria developed are fair, objective, and relevant to the current social context is important.

Overall, the philosophy of education emphasizes the need for academic institutions to be socially responsible and contribute to developing a just and equitable society. This requires educators to engage in critical reflection and dialogue about the meaning and implications of academic social responsibility and to actively work toward the promotion of social justice and human rights in their teaching and research practices.

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АКАДЕМІЧНА СОЦІАЛЬНА ВІДПОВІДАЛЬНІСТЬ У КОНТЕКСТІ ВІЙНИ В УКРАЇНІ: ОРІЄНТУВАННЯ В ОСВІТНЬОМУ ЛАНДШАФТІ ДЛЯ СОЦІАЛЬНИХ ЗМІН

Анотація

У цій статті досліджується розуміння та реалізація академічної соціальної відповідальності викладачами українських університетів у контексті війни, що триває в Україні та її зв'язку з освітнім ландшафтом. Дослідження ґрунтується на перспективах сучасної філософії освіти та аналізує відповіді українських науковців на питання про їхні погляди на академічну соціальну відповідальність. Аналіз показує два основні підходи до академічної соціальної відповідальності викладачів українських університетів: «комунікативний» підхід і «академічний» підхід, обидва з яких сформовані освітнім ландшафтом. Перший передбачає розширення взаємодії зі студентами та колегами за темами, які безпосередньо не стосуються навчальної дисципліни, та поширення інформації про події війни в Україні серед іноземних колег. Останній передбачає отримання нових знань та залучення студентів до занять з метою формування соціальної відповідальності. Для визначення академічної соціальної відповідальності дослідження пропонує два критерії: тип мислення викладача та здатність викладача та університетської спільноти говорити правду про свої недоліки. Ці критерії підкреслюють важливість «раціонального академічного» підходу та чесності у просуванні соціальної відповідальності. У роботі зроблено кілька висновків з позицій філософії освіти. Це підкреслює важливість того, щоб освітяни та університети активно вирішували соціальні проблеми, пов'язані з війною і сприяли позитивним змінам в освітньому середовищі. Крім того, стаття наголошує на необхідності чітких критеріїв визначення соціальної відповідальності та припускає, що необхідний баланс між комунікативним та академічним підходами. Дослідження робить висновок, що академічна соціальна відповідальність є моральним імперативом і професійним обов'язком викладачів і науковців в Україні, особливо в контексті війни. У цій статті підкреслюється критична роль академічних установ у відповіді на соціальні виклики та сприянні позитивним змінам як під час, так і після війни в Україні. Освітній ландшафт відіграє вирішальну роль у формуванні розуміння та реалізації академічної соціальної відповідальності та може створити сприятливе середовище для просування соціальної справедливості та прав людини під час війни та післявоєнної реконструкції.

Ключові слова: академічна соціальна відповідальність, війна в Україні, філософія освіти, освітній ландшафт, комунікативний підхід, академічний підхід, освіта для соціальних змін.