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UNIVERSITY SOCIAL RESPONSIBILITY: A VIEW FROM THE RESPONSIBLE CAMPUS

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ABSTRACT

Universities appropriate university social responsibility within their mission, highlighting the relevance of the subject in the academic context, where responsible organizational behaviour must be promoted in relation to the members of the academic community, who must involve good governance, democracy, labour rights, environmental protection, among others. The research focuses its attention on the characterisation of university social responsibility practices in its university campus axis, 296 students, 50 teachers and 33 administrative staff, with a descriptive quantitative approach and a non-experimental cross-sectional design. In the first part of this research, literature on university social responsibility in its responsible campus axis is reviewed. Subsequently, the methodological design and the results of the research are presented, where the perception of the internal groups is evidenced, identifying the current state and the actions that must be fulfilled with the commitments required of a responsible campus.

INTRODUCTION

Social Responsibility (SR) has become a pillar of organizations, which allows them to reduce the negative impact generated in the environment based on good practices, in which society and the environment become the common objective. From this perspective, it is not enough to declare its adoption as a corporate policy, but it must be developed from the incorporation of previously defined principles and values, during the design of the strategic axes that guide the course of decisions. In this sense, as part of their investment in society,

companies must articulate their mission and vision with the human and economic efforts that enable responsible sustainable development.

In this field of action, higher education institutions do not escape from the process, since their organizational complex has all the components that should allow them to coherently comply with the basic principles and precepts of Social Responsibility. These components are part of a matrix structure with four basic inputs: *stakeholders*, core activities, society in general and the internal and/or external environment in which the institutions' proposals for sustainable development (UNESCO-IESALC, 2017).

The university maintains an academic responsibility with the dissemination of different scientific works (Coronel-Núñez et al., 2019; García-León et al., 2017; Manzano-Durán et al., 2021; Parada et al., 2017; Pineda-López & Manzano-Sanguino, 2018; Rincón et al., 2020; Salas-Hernandez et al., 2019; Zambrano-Mercado et al., 2020), but the university environment, being understood as an organization, has a strong relationship with social issues, despite the fact that not all actions carried out are directly related to SR. This is why higher education institutions in Latin America strive to raise their levels of quality and competitiveness, while training professionals with a human sense and whose commitment to society's problems allows them to have a positive impact on the development of the communities around them (Clara-Zafra et al., 2019)

When Social Responsibility is addressed within the university environment, it should not only take into account the aspects of professional development, social projection and generation of knowledge, but it is also relevant to relate aspects such as management within the organisation. In this sense, the adoption of a policy of this type within the campus requires efforts to strengthen the quality of the institutional climate and the promotion of ethical principles, in such a way that the daily behaviour of the community is continuously improved, orienting its activities towards the respectful and intelligent use of the environment (Mendez-Ch, 2016).

Universities are large organisations with socio-cultural diversity focused on learning, research and teaching, which are not always properly articulated. For this reason, the new reality of the academy merits that, in each of the processes of training, accreditation and daily management, an environment is generated in which it is necessary to associate work and academic practices with University Social Responsibility (USR) (Uribe Macías, 2015).

USR is understood as a collective responsibility of the whole community, so its emphasis is on addressing the "impacts of collective actions" rather than individual ones. From the university perspective, a reflection of global impacts is carried out, and its actions give rise to a network of interrelated organisations and individuals that require the formulation of policies and actions that contribute to sustainability.

Society expects companies to act in a responsible manner, contributing with actions aimed at benefiting the surrounding communities and preserving the resources available in the environment. As stated by Holme and Watts:

Corporate Social Responsibility is the ongoing commitment of businesses to conduct themselves ethically and contribute to economic development while improving the quality of life for their employees and families (Yucra Mamani, 2016). From this point of view, CSR has evolved from an altruistic and expedient mix of private sector actions to a fundamental component of the strategic direction of organisations (González, 2008).

According to ISO 26000, an organisation's responsibility towards society should be characterised by transparency and ethical behaviour, in a way that promotes sustainable development, engages the perceptions and expectations of its *stakeholders*, complies with behavioural regulations and integrates the organisation as a whole (ISO, 2008).

Vallaes et al. (2009) states that SR is "concern for the environmental and social consequences of human or organisational activity", which in turn should be characterised by four main attributes: good governance, management of the impacts generated on the environment and society, communication and transparency with stakeholders, and the generation of alliances that enable sustainable development.

The scope of application of Social Responsibility extends to higher education institutions and is called "University Social Responsibility", in which, like organisations, it is based on the establishment of policies for a new corporate management that allows consideration of the impacts generated by the university on the surrounding environment, as well as the environment, students, teachers, administrative staff and the community in general. Over the last thirty years, there has been a constant concern about the degree of civic engagement of citizens, focusing on the university environment, hence Naval and Ruiz (2012) refer to the so-called "Third Mission" of higher education, which addresses a civic and ethical dimension. However, the role of HEIs in this regard has been ignored, forgetting that they are "possible training spaces" which make possible the use of available resources to be "agents of social change".

In this sense, the Inter-American Development Bank (BID) describes University Social Responsibility as "A policy of ethical quality of the performance of the university community (students, teachers responsible for the educational, cognitive, labour and environmental impacts that the university generates, in a participatory dialogue with society to promote its sustainable development" (OEA-BID, 2008). For their part, Santelli and Montoya (2017, p. 12) establish that university social responsibility is a concept under construction in which higher education institutions are the main actors in an environment of respect, responsibility, equality and inclusion.

Once the role of USR is understood, it can be affirmed that it fosters the development of processes of reflection and analysis within each university environment, making significant contributions to the communities in its area of influence based on its mission. However, many of the models, principles, indicators and instruments used in the field of USR come from CSR, but are adapted according to the needs of educational institutions in the quest to

improve levels of competitiveness and commitment to the environment and society (Ahumada-Tello et al., 2018).

On the other hand, Yampufe et al. (2020) state that in order to take advantage of the functional characteristics of SR as an integrating tool of the university, so that an appropriate implementation and institutional management can be carried out, both internally and externally, "it is necessary to take validated and accepted methodologies from other universities, to apply them and integrate them into their own realities".

According to Ayala (2014) students learn the rules of ethical coexistence and become environmentally aware without the need to go through a classroom, when they reaffirm and abide daily by the values, practices and rules related to respect, good interpersonal relationships, good governance, democracy, environmental care and transparency. However, from the organisational point of view, the responsible campus of a HEI is reflected in the management of human resources, the appropriate working environment and the democratic development of processes.

According to Vallaeyts et al. (2009), the impacts generated can be classified as follows into four main categories, two of which respond to the day-to-day activities of any organisation and two that are directly related to entities whose mission is teaching or knowledge. "In the first are organisational impacts (labour and environmental) and social impacts (extension, transfer and social projection); in the second, educational impacts (academic training) and cognitive impacts (research and epistemology)".

The definition of these impacts makes it possible to establish the fundamental axes that guide socially responsible practices within the university environment: social participation, professional and citizen training, social management of knowledge and responsible campus (Figure 1).

In relation to the social exercise of the universities, Peiró (1997) states that it "is only legitimised if it responds to the social demands and needs for which it was created and which justify its continued existence and its social dimension".

Méndez-Ch (2016) refers to the definition of responsible campus proposed by Vallaeyts: It is one that in its actions promotes responsible organisational behaviour of all members of the university community: teachers, administrative staff, students. From this perspective, the university must be seen by society as a community that is responsible to society and capable of self-management, taking as its pillars the previously mentioned elements, such as democracy, human, labour and social values. Hence, the strategic position is redefined as a new organisational approach, but without neglecting the basic axes of the academy, which are training and research.

In this sense, a socially responsible campus takes into account, during the development of its activities, aspects of personal and professional growth, work climate and environment, equity, transparency, good corporate governance and efficiency of marketing and communication systems (Table 1). Similarly, this

axis addresses environmental issues and "becomes a scenario for the promotion of research and the learning of environmentally friendly habits and behaviours" (Mendez-Ch, 2016).

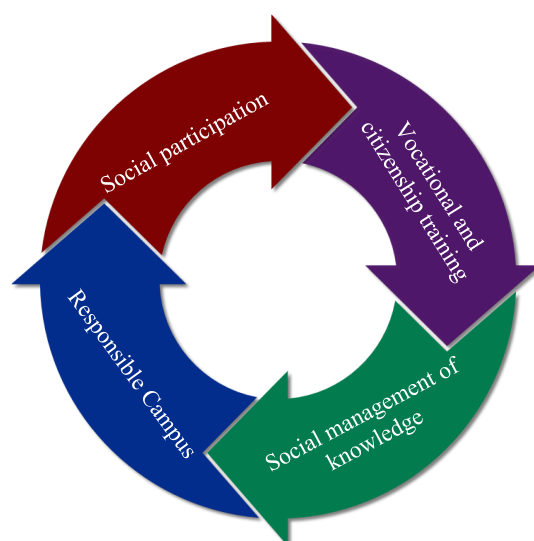


Figure 1. Axes of University Social Responsibility.

Table 1. Main themes of the Responsible Campus Axis.

RSU Axis	Main themes
Responsible Campus	Human rights, gender equality and non-discrimination.
	Personal and professional development, good working environment and enforcement of labour rights.
	Environment (Sustainable Campus)
	Transparency and democracy (Good governance).
	Responsible communication and marketing.

Source: Adapted from Vallaeys (2014).

Vallaeys (2011), finds the foundation of higher education in relation to the responsible campus in the achievement of exemplary ethical behaviour by all members of the organisation as a model of "non-formal continuing education". In this process, "students learn ethical norms of coexistence, without going through the classroom" and "ecological norms of conduct" as evidence of educational sustainability. Hence, the linking of typical corporate governance practices with the everyday activities of individual IES members is relevant. Likewise, Vallaeys (2012) states that university management within the everyday life of the campus generates a series of impacts.

USR takes a pragmatic approach that brings with it a set of policies, programmes or strategies whose objective is to achieve the socially responsible goals that institutions set for themselves. Among these policies proposed by Villanueva (2017), can be found: These policies should contribute to the conformation of organisations congruent with each of the principles and values declared in the image of the university, being a source of development and

promotion of educational programmes that respond to the demands of sustainability of the surrounding communities, but also, facilitating the availability of learning and teaching methods that lead to the solution of problems and the strengthening of social commitment, among which stand out the preservation of the environment.

This research emphasises the responsible campus axis, which implies socially responsible internal management by organisations, taking into account fundamental factors such as human resource management, the working environment, institutional democracy and the preservation of the environment. However, in its development, it is also important to establish solid relationships with suppliers and the community in general (Uribe Macías, 2015).

METHODOLOGY

In order to determine the characterisation and perception of the students, managers and teachers of the Public Accounting Programme and in accordance with the characteristics of the research to be carried out, a quantitative research approach was used, descriptive in nature and with a non-experimental cross-sectional design, since the data are taken at a single point in time. The population is made up of all students, teachers and administrative staff of the public accounting programme, taking into account the requirements of the research and the size of the population, it is necessary to determine the sample as shown in table 2.

Table 2. Sample selection by optimal allocation.

Target population	Number of persons	Formula	Optimum sample
Students	798	$n = \frac{N(p * q)(Z)^2}{(N - 1)E^2 + [(Z)^2 * p * q]}$	296
Teachers	58	$n = \frac{N(p * q)(Z)^2}{(N - 1)E^2 + [(Z)^2 * p * q]}$	50
Administrative	35	$n = \frac{N(p * q)(Z)^2}{(N - 1)E^2 + [(Z)^2 * p * q]}$	33

According to the objectives outlined, the survey was the technique used for the collection of primary data and secondary data. The questionnaire was structured with the aim of obtaining the information required to respond to the objectives proposed in the research. This tool is outlined in a clear and balanced way that allowed in the first instance to know the surveyed population and in the second instance, a questionnaire that evaluated each of the aspects in the process of evidence collection.

The construction of this survey was carried out according to the guidelines set out in the book "Responsabilidad Social Universitaria, Manual de primeros pasos" (Figure 2) (Vallaeyes et al., 2009)

AXES OF UNIVERSITY SOCIAL

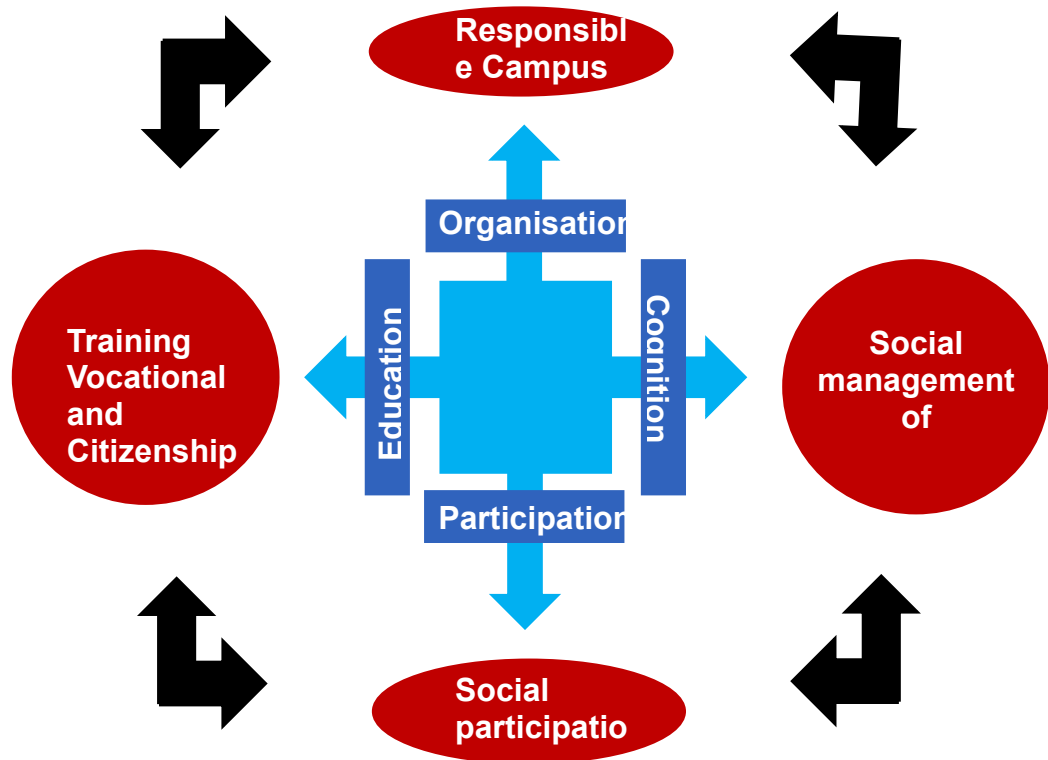


Figure 2. Four MSW Axes. Source: University Social Responsibility: A manual for first steps (Vallaeyes et al., 2009).

For the quantitative treatment of the data obtained, descriptive statistical techniques of arithmetic mean were used, in the same way, in order to find statistical validity of the data, the statistical software SPSS was used, which provides an adequate and complete data management and processing, which allows the analysis of the answers given by 296 students, 50 teachers and 33 administrative staff of the Public Accounting Programme of the Universidad Francisco de Paula Santander Ocaña, evaluating the good practices, in order to characterise the perception of the axis or dimension of study. Finally, the presentation of the results and the diagnosis that allowed to know the degree of compliance of the dimension under study is carried out, in this sense, each of the phases of the research, are exposed in Figure 3.

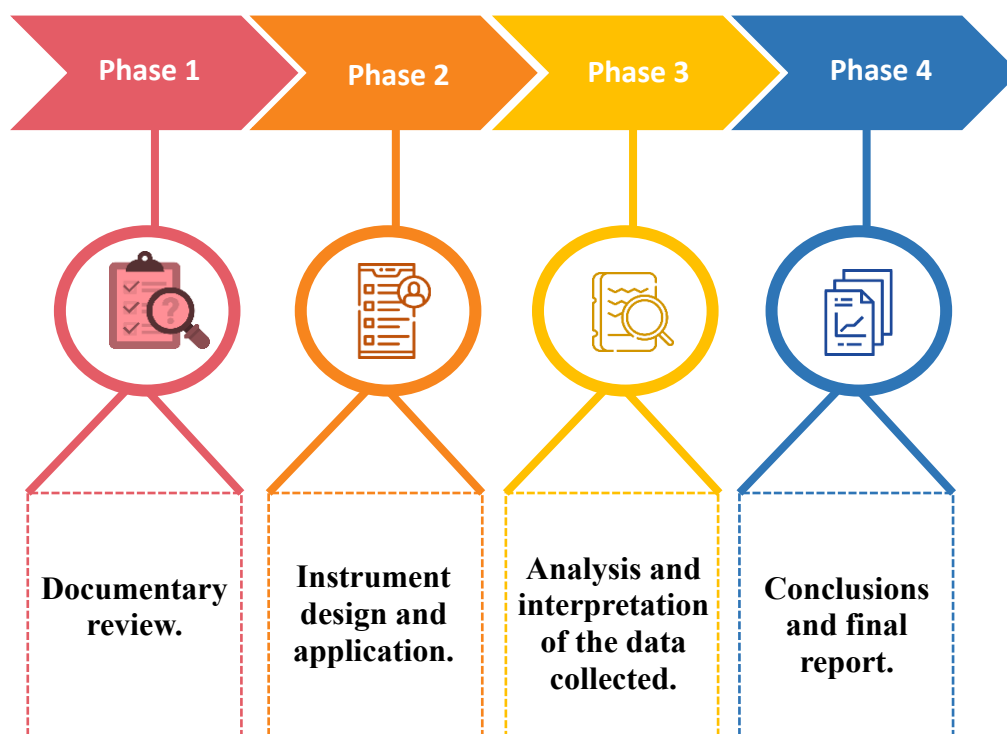


Figure 3. Procedure for data analysis

1. RESULTS

In this phase of the research, a comparative analysis of the responsible campus axis is carried out based on the arithmetic mean, as shown in Figure 4, where the dimensions are given under the following variables:

- A= Interpersonal relations in the Programme are based on respect and cordiality.
- B= Within the programme there is a good working climate and satisfaction among workers.
- C= In the programme there is no perceived discrimination on the basis of creed, political orientation, gender, age, race, disability in the processes.
- D= Teamwork and solidarity are promoted.
- E= An institutional policy for the protection of the campus environment is in place.
- F= The programme is regularly accountable to staff.

The Responsible Campus axis, with regard to students, teachers and administrative staff, shows that teachers perceive a high level of commitment on the part of the directors in their duty of accountability to the community, while the perception of students and administrative staff is 3.8 and 3.6 respectively.

When an institution is fully committed to the impact that its activity generates on the environment, it permanently develops policies to mitigate it. In this sense, the teachers' perception of the policy in place stands out with an average of 4.2,

followed by the administrative staff with an average of 4.0 and the students with 3.9.

Teamwork and solidarity serve to ensure that the formative foundations of a person go beyond the problems that only concern him/her, as he/she begins to see him/herself as a key member in the development of the society in which he/she lives and as a critical actor in its reality. In this premise, the assessment of teachers, students and administrative staff stands out significantly, with an average of over 4.3.

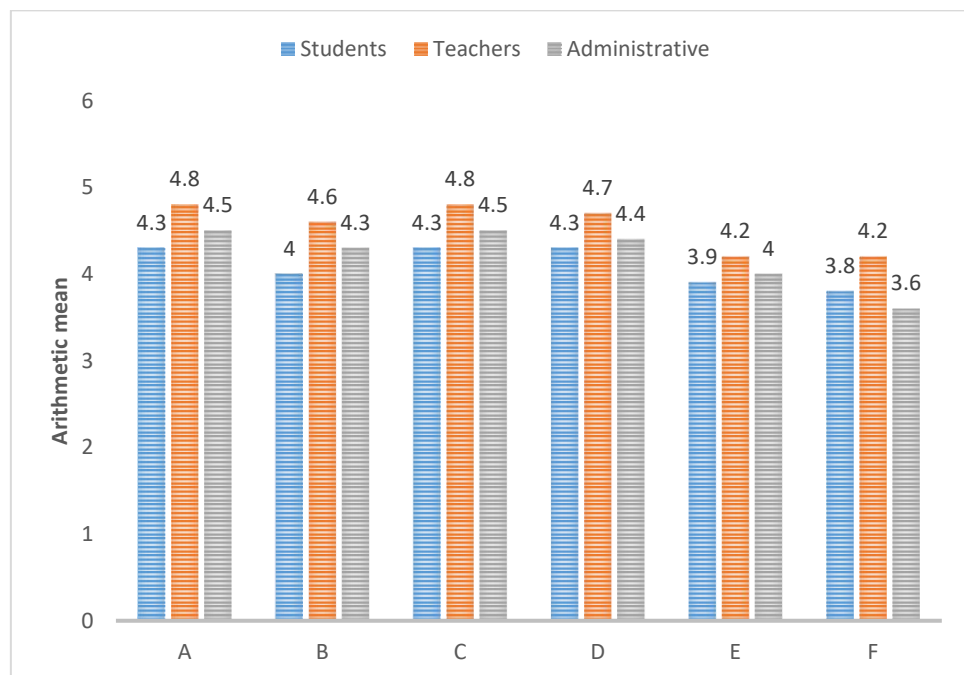


Figure 4. Responsible Campus Dimension

One of the fundamental rights of human beings is equality in every sense of the word, and it is essential that the different educational environments create spaces for inclusion, respect for creed, political orientation, gender, race and age. Consequently, a review of the appreciation of the internal stakeholders under study shows a high level of respect for equality and non-discrimination as the basis of the rule of law.

However, the way teachers and administrative staff feel in their workplaces has an impact on decision-making and pedagogical processes. Sometimes, the way in which actions or strategies are implemented may be constrained because workers feel dissatisfied and therefore limit their productive capacity, and the achievement of the objectives and policies of RSU would not be fully met. According to the results, the perception of teachers prevails with an average of 4.6, followed by administrative staff with an average of 4.3 and students with 4.0.

In order to measure the real impact generated by the university social responsibility actions carried out by the Public Accounting Programme, an analysis of descriptive statistics was carried out, from which the arithmetic

mean was selected to carry out an analysis at the level of variables and dimensions.

Figure 5 shows each of the arithmetic means obtained, the standard deviation, as well as the sample for each of the groups of interest: students, teachers and administrative staff.

The results obtained show that students, teachers and administrators have a high perception of the university campus, seen as the socially responsible management carried out by the Public Accounting programme in relation to the members of the academic community, involving good governance, democracy, labour rights, environmental protection, among others.

Teachers have the highest perception of the university campus with an average of 4.6, followed by administrative staff with 4.2 and students with an average of 4.1, where it is necessary to promote actions that commit the management of good governance and involve students more in order to increase their perception, as shown in figure 6.

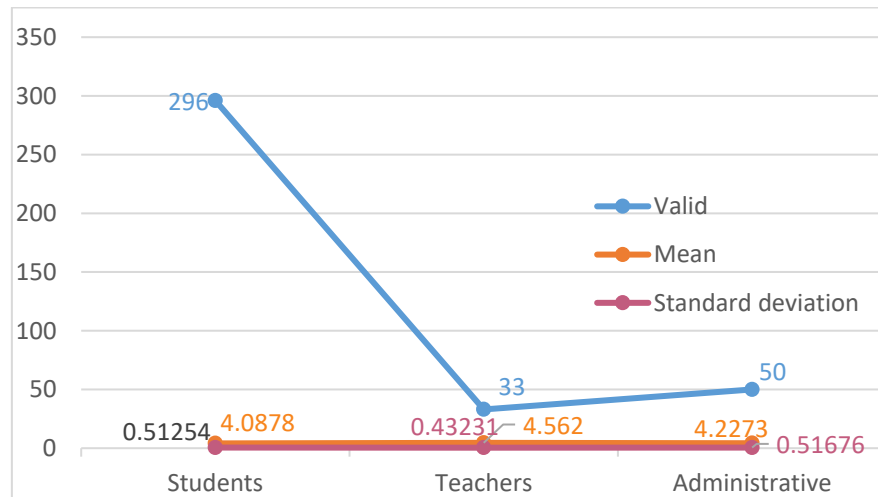


Figure 5. Statistics Students , teachers and administrators

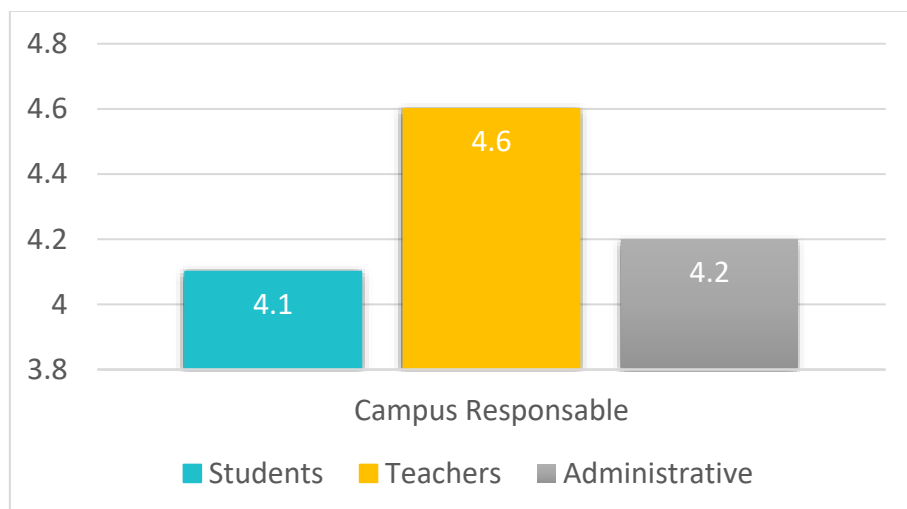


Figure 6. Perception of the responsible campus.**CONCLUSIONS**

In the university space, social responsibility is facilitated by the commitment achieved in favour of the internal groups that make it up, allowing for coexistence in solidarity, respect for the environment and human rights. This socially responsible management is demonstrated by the construction of a social conscience, knowledge transfer, updating of the curriculum in response to the demands of society, as well as research and extension activities, all aligned with institutional principles and the integrated management system that includes environmental policies, health and safety at work and other institutional systems.

However, this way of exercising its social responsibility is coherent with institutional principles, but a greater commitment is required on the part of the university to integrate a University Social Responsibility management model into the quality management system, so as to enable the construction of an institutional policy that permeates the academic programmes with clear guidelines aimed at sustainable human development.

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