

# REVIEW OF METHODOLOGIES FOR EVALUATING UNIVERSITY SOCIAL RESPONSIBILITY

## REVISIÓN DE PROPUESTAS METODOLÓGICAS PARA EVALUAR LA RESPONSABILIDAD SOCIAL UNIVERSITARIA

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### ABSTRACT

The article presents a review of methodologies for the assessment of the so-called University Social Responsibility from the analysis of indicator systems in the area of higher education in Ibero-America. A publication-based research was conducted, compiling progress made between the years 2006-2013. A total of two doctoral theses that presented evaluation systems in students; two models proposed by universities in Peru and Spain; and the papers of two university networks that designed a University Social Responsibility conceptual development and indicator systems for its assessment were identified. The article points out that despite the spectrum of conceptual proposals produced during the first decade of the 21st century, only a few assessment programs are still in force. This situation is marked as a positive factor to identify strengths and weaknesses in the proposed models, and to allow for a joint development between Ibero-American universities.

**Keywords:** higher education, methodology, social responsibility, ibero-america.

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### RESUMEN

El artículo presenta una revisión de propuestas metodológicas para la evaluación de la llamada Responsabilidad Social Universitaria a partir del análisis de sistemas de indicadores en el espacio de educación superior iberoamericano. Se realizó una revisión en bases bibliográficas de publicaciones, recopilándose desarrollos realizados entre el periodo 2006-2013, identificándose un total de dos tesis doctorales que presentaron sistemas de evaluación en estudiantes; dos modelos propuestos por universidades en Perú y España; y los trabajos de dos redes de universidades

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que diseñaron un desarrollo conceptual de Responsabilidad Social Universitaria y sistemas de indicadores para su evaluación. Se señala que pese a la gama de propuestas conceptuales surgida en la primera década del siglo XXI, son pocos los programas de evaluación que mantienen vigencia. Esta situación es señalada como un factor positivo para identificar fortalezas y debilidades de los modelos propuestos, y posibilitar un desarrollo conjunto entre universidades de Iberoamérica.

**Palabras clave:** educación superior, metodologías, responsabilidad social, iberoamérica.

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## INTRODUCTION

The concept of University Social Responsibility (USR) has had a conceptual development mainly in Ibero-American countries during the first decade of the 21<sup>st</sup> century as a social demand for a higher education model that should contribute to society with professionals with a sense of responsibility (Marti & Marti-Vilar, 2014). Initially, USR had a reference in Ethics through a line of action propitiated by the Inter-American Development Bank (IDB), under the direction of Bernardo Kligberg and French philosopher Vallaey, who promoted a model that would allow the assessment of USR in Latin American universities through the impacts it generates on society and the university community itself (Vallaey, de la Cruz & Sasia, 2009). Progressively, from different universities in Latin America and Spain, the task of incorporating the theoretical discourse about being socially responsible was undertaken, which derived, in some cases, into developing a proprietary methodology to allow analyzing to what extent they fulfilled with what was stated in the mission and vision (Marti, 2011).

This document is relevant by highlighting methodological proposals which influence the development of social and educational USR indicators, in contrast to the model of Social Responsibility (SR) statements of a business nature which focus on evaluating the

management model not contemplating the effect of the education of committed professionals. The results of the research performed permit getting closer to how the approach to a relatively new subject area has been proposed.

It is worth noting that, as indicated by Marti-Vilar, Puerta Lopera, Gaete and Marti (2013), a clear manifestation exists in discourses of supranational entities, such as UNESCO (United Nations Educational, Scientific and Cultural Organization) and specially the Organization of Ibero-American States, to create a socially responsible higher knowledge space that meets the demands of the region.

This investigation, developed partially within the context of Marti's thesis (2011), resorted to the analysis of academic databases, semantic search engines and direct contact with research teams in Ibero-American universities. Cases presented respond to a comprehensive search that, although it included other cases of methodological and discursive proposals, centers on those with a greater degree of development and execution.

Firstly, the USR work of the university proposals selected is contextualized, out of which, as will be indicated later in the conclusions, some have not maintained continuity with their initial purpose, while

others are current in their work, in line with evaluating the instrument systematically and the degree of compliance with the USR. In each of the cases presented, a brief review of the theoretical framework is offered, which sustains the methodological developments undertaken, and the instruments are presented together with data resulting from research applied with them, in such cases where results have been published.

### **Methodologies for University Social Responsibility. Case studies**

The document starts with the presentation of two dissertations which approach, from a theoretical framework, the creation of instruments to assess social responsibility in university students. In chronological order, the thesis defended by De la Calle (2010), from Universidad Francisco de Vitoria (UFV) in Spain and Torres' thesis (2013), from Escuela Nacional de Trabajo Social of Universidad Nacional Autónoma de Mexico (UNAM), which try to give answers to the commitment that specifically social workers acquire, although they are propounded to be utilized by other fields of knowledge.

Next, cases from Universidad de Valladolid (UVa) will be presented, in which an integral program called "Social Responsibility Factory" was carried out, from which a profound analysis of its University Social Responsibility in the teaching and research environments was undertaken, and the experience of a proposed instrument generated by the Social Responsibility Academic Department of Universidad Católica del Perú (PUCP), which prepared an instrument oriented towards reinforcing their university extension processes.

To finish, two processes generated within the scope of intercollegiate networks

are presented: the Chilean case of the Build the Country University Project, a network of centers both public/private, secular and private and denominational, and the work on USR by the Association of Universities entrusted to the Society of Jesus in Latin America (AUSJAL, per its acronym in Spanish).

### **A) Universidad Francisco de Vitoria (UFV)**

UFV defines Social Action as a mainstay of the integral education of future professionals. It considers fundamental that the student body commits to the society in which it lives through service to others and, based on this approach, the Santander Chair for Social Responsibility was created as well as the inclusion in the curricula of a mandatory specific subject, of a theoretical/practical nature, given in the 2nd year.

De la Calle, Garcia Ramos, and Gimenez Armentia (2007) define the concept of integral education at University as that which allows shaping an individual into a person who can reach all his/her possibilities and skills, being the university the one providing the means to make those pathways possible. Thus, they define USR as:

The implication of developing in the students the ability to commit, to listen and to dialogue, to distance oneself when facing problems, to know how to see through somebody else's eyes, to learn to put oneself in somebody else's place, to possess critical thinking capable of identifying parts of a whole and their interdependency, to have empathy (...). It is about learning to do, to be able to influence one's environment, learning to work as part of a team to participate and cooperate with others in social change, learning to develop fully one's own

abilities with a sense of responsibility in order to have a more active participation in society. To form persons committed to their environment and their fellow men, from the recognition that their actions as professionals not only have repercussions in their more immediate surroundings but far beyond (...) going through a personal self-discovery: awareness of their own talents, interests, values, aspirations and weaknesses, namely, a discovery of one's personal identity (p. 58).

Based on this, De la Calle (2010) distinguishes between the University's SR and the university student's SR, which can be summarized as "the social commitment that I assume today as a university student to learn to practice my profession from the perspective of service to others" (p. 57). Five dimensions shape his definition of the university student's SR concept: A personal implication through commitment to others specially to those most in need, a personal discovery of values, the forming of SR, a greater knowledge of the reality of the suffering of others and an approach to practicing one's profession from a social commitment perspective.

Based on the commitment of UFV to establish SR as a subject, De la Calle, Garcia Ramos, Gimenez and Ortega de la Fuente (2008) presented the results of their research to have a measuring instrument prepared based on the five dimensions that make up the definition of USR oriented to the universities' student body, and these are: personal implication through commitment to others, personal discovery of values, shaping of a social conscience, knowledge of the reality of the suffering of others and approaching one's profession from a social commitment perspective.

The instrument of Universidad Francisco de Vitoria consists of 30 items, six for each of the dimensions in their model. The validity of the instrument was tested in an exploratory research on a sample of 93 2<sup>nd</sup> year students and four different professions. Descriptive analyses and differential and correlational studies were conducted with SPSS, obtaining a degree of reliability with a Cronbach coefficient of 0.93 and a concurrent validity of 0.70, with an explained variance of 50% of the criterion (De la Calle, Garcia Ramos & Gimenez, (2007). De la Calle (2010), in his dissertation, expands the research in a quasi-experimental pretest-posttest study applied to a sample of 729 questionnaires (measurements corresponding to students) of Universidad Complutense de Madrid (UCM) and UFV. The reliability of the total scale of 30 items exceeds a reliability value of 0.93. Also, all reliability indices of the global scale and their dimensions for the total sample (UFV and UCM) are also satisfactory in both applications since they exceed a value of 0.83. Concludes De la Calle (2008) that the questionnaire measures with accuracy and consistency the concept and in the conclusions of his work, he presents a proposal for a measuring instrument of the university student's degree of SR that could be used to value the SR of university students in general (whether they have taken a SR subject or not), which consists of 24 items and five dimensions.

## **B) Escuela Nacional de Trabajo Social of Universidad Nacional Autonoma de Mexico**

The proposal is a result of the Dissertation in Educational Sciences, presented in Universidad Nacional Autonoma de Mexico (UNAM) and the Colegio de Estudios de Posgrado de la Ciudad de Mexico titled "Construction of an Instrument to Learn the University Social Responsibility in the Escuela Nacional de Trabajo Social of Universidad Nacional Autonoma de Mexico" (Torres, 2013).

The interest guiding the thesis was to make available an approximation to the degree of social responsibility that students from Escuela Nacional de Trabajo Social of Universidad Nacional Autónoma de México (ENTS-UNAM) have towards the country, through its substantive functions: teaching, research and dissemination and extension of culture. The work done intends to serve by making available information that responds to the commitment that higher education social workers acquire during their professional training, preparing for that a questionnaire for the gathering of information.

For the construction of the USR concept, three conceptual documents were reviewed with the purpose of putting together a proposal within the context of UNAM. The most representative, the one adopted by Vallaeys (2008), defines USR as: "align the three basic university processes: teaching, research and extension and dissemination of culture with scientific, professional and educational demands" (p. 208).

In the end, the USR at ENTS-UNAM is conceptualized by Torres (2013) as a commitment that social workers acquire during their professional training based on the three substantive functions of teaching, research and dissemination of culture with full adherence to values, traits and human rights for the benefit of society and the environment.

In the first phase of development of the methodology, five instruments prepared between the years 2004 and 2011 were reviewed with the objective of learning the methodological process followed for their design by the higher education institutions in Ibero-America that follow: Universidad de Concepción in Chile (Navarro, 2006), Universidad Católica de Temuco in Chile

(Jimenez, 2008), Universidad de Valladolid in Spain (2009), Universidad de León in Spain (Dominguez, 2009) and Alonso (2004).

The second phase consisted of a thorough analysis for the design of the instrument. Significant regularities of the five documents mentioned were identified, prioritizing the substantive functions for the case of UNAM, resulting in the construction of categories. The categories which arise from the theoretical framework of the research are: professional ethics (Bermejo, 2002; Hirsch, 2011), social capital (Dominguez, 2009) and social commitment (Bermejo, 2002).

The questionnaire finally included 90 reactants, divided into eight sections: a) General information; b) social work (e.g., reasons for selecting this profession in UNAM, expectations regarding the profession and its social impact); c) decision making processes; d) dimensions (teleological, deontological and methodological); e) intervention (forms and characteristics); f) social capital (knowledge, abilities, skills and attitudes that the social worker should have with respect to his/her direct and indirect beneficiaries); g) ethics (ethical values acquired during his/her education); and h) university: teaching, research and extension and dissemination of culture (quality of teaching, if research is carried out and the impact of graduates in connection with society). The instrument was applied to a sample of 167 students in the three teaching levels at ENTS (undergraduate, specialties and masters).

Torres (2013) indicates that knowledge, skills and attitudes contained in the current undergraduate, specialties and masters curricula at ENTS do not establish teaching practices in a direct manner and under the name University Social Responsibility, even

if actions of this kind take place inside the classroom and in community, regional and institutional practices.

With regards to the proposal developed, Torres (2013) considers that the methodology generated for the design, application and evaluation of USR dimensions for ENTS-UNAM is useful for other research, both for the profession of Social Worker and other disciplines and higher education institutions, as well as for the training of teachers and undergraduate and graduate students. In the dissertation's conclusions, the epistemological, deontological, theoretical and methodological elements are explained with regards to what to contain in a proposal to assess University Social Responsibility in the Schools and Departments of UNAM.

### C) Universidad de Valladolid (UVa)

UVa, in its 2008-2014, strategic plan, included in Axis 4: University in society, the strategic objective of promoting equality, the development of social rights and social responsibility. An agreement was signed with the Caja de Burgos, driven by the secretariat of Social Affairs of the Vice-presidency of Students and Employment, to carry out initiatives linked to SR by means of the "Social Responsibility Factory" project. General objectives were set to generate training activities for SR development in an academic and extra academic scope, promote lines of research applied on attitudes and collaboration initiatives and SR (Lucas, Ruiz & Martinez, 2012).

SR at Uva, according to the document "Social Responsibility at the Universidad de Valladolid-Attitudes of the university student body" (2009), may be defined as the capacity to disseminate and implement a set of principles and values, by means of four key processes:

teaching, research, management and extension, thus satisfying the responsibilities of diverse nature contracted with the society in which it is inserted. Those four processes can be managed as the impacts that the university organization generates in its surroundings (Vallaey, de la Cruz & Sasia, 2009).

UVa highlights, firstly, considering SR in teaching as a primary social function, from a social commitment standpoint, both in curricula content and in teaching methodology. Secondly, responsibility in research, from the standpoint of production and dissemination of useful knowledge, pointing out that it should contribute to improve the situation of the immediate context, starting with the transfer of science and technologies generated within the universities in collaboration with social and economic agents. The third point indicates the internal organization that contemplates labor relations, the participation of the university community, democracy and sustainability. In fourth place stands out the participation as a social agent in the sustainable social development in society.

In the conceptualization of university SR, are understood as implicated actors on the one hand, institutional authorities, Teaching and Research staff (PDI, per its acronym in Spanish), Administrative and Service staff (PAS, per its acronym in Spanish) and the student body, and on the other, entities implicated in university activities such as public and private investors, providers and suppliers, society in general (companies, trade unions, the media, employers, NGOs, etc.) It is understood as a University that has a direct impact on the education of the student body, its way of understanding, interpreting and imagining the world, its behavior in it and valuing certain things in life more than others.

Because of this, excellent professionals will be trained and at the same time, persons actively committed to their social environment, for exercising their conscious citizenship, to the situation of their societies and their solidarity. It is considered that a university should seek to educate professionals competent in one activity, with a hierarchy of values and attitudes to utilize in their lives; with a set of convictions about the nature of the world, prepared to organize and live together with others; with an ethical commitment to act always for the benefit of the human being and not harm him.

It is particularly highlighted the document "Social Responsibility at Universidad de Valladolid - Attitudes of the university student body" (Universidad de Valladolid, 2009), which had as an objective to build an instrument that would allow to know the attitudes in favor of social responsibility among the university student body and its knowledge about the scope and practices carried out by the University. The methodological process started with the gathering of related bibliography, studies and research works to configure the design of the scales. It was worked the hypothesis that higher education is a propitious environment to encourage participation and social commitment in the student body. The questionnaire is based on a series of statements and propositions to prepare a scale based on the main epistemological works and existing examples. In the configuration of items, a previous association was established between certain variables and previously defined thematic axes, trying to find out, in a systematic and orderly fashion, which attitudes that drive to action or behavior are based in social responsibility (SR) convictions. Figure 1 presents the axes of the instrument.

The sample selected was by strata, representative of the student body of UVa as

a function of their presence in certifications according to the fields of knowledge imparted in the other campuses. The study tried to obtain data that indicated that, by means of university education, a significant improvement in the student body's attitude towards SR would be achieved. It also highlights the importance of inferring whether different attitudes occur between the students in first year and those in the last years and differences in responses according to their field of knowledge (Humanities, biological and health sciences, experimental, social and legal sciences, engineering and technology).

In the results, it is observed that the reliability index, according to the Cronbach Alpha coefficient averaging the correlations between the items, obtained a maximum value of 0.85. The correlation between 51 of the 57 items shows values between 0.20 and 0.57 and those values which did not exceed the minimum were maintained because it was considered that they show the students' appreciation of new technologies being introduced into the curricula of the European Higher Education Area. The results of the study conclude that students in the last semesters show a slightly more favorable attitude than those in the first year and with some divergences between other fields of knowledge.

#### **D) Pontificia Universidad Católica del Perú (PUCP)**

Since 2005, PUCP had been adopting a USR approach after three decades working on Social Projection and University Extension, being 2006 when a USR theoretical framework was formulated and included in the university's Strategic Plan as an institutional project, and establishing the Academic Office of Social Responsibility (DARS, per its acronym in Spanish) with the mission of promoting SR

within PUCP by means of the preparation of the assumptions that go along with USR and its dissemination in the university community, a step prior to its implementation in different instances of PUCP. DARS' mission is to provide technical assistance to facilitate the linking of processes between university and society to those university initiatives that are participants in the USR approach. In the same manner, carries out an analysis of central administrative processes by means of an integral diagnosis of the University's impacts through monitoring systems with USR indicators, to align university processes with USR policies.

The result of these work the document "USR Approach at PUCP: A proposal" (DARS,2009) was published, gathering the experience developed, presenting a set of indicators for the evaluation of the University's performance, coming from the basis by which USR allows to reformulate the university's social commitment towards a greater relevance and integration of the four university processes: management, education, research and extension, with the scientific, professional and educational demands required by a sustainable global and local development. It is understood that the university seeks management with an

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Axis 1: Attitudes, appreciation and behavior of Axis No. 1: Attitudes, appreciation and behavior of the student body towards social responsibility.

Axis 2: Degree at which the student body perceives that UVa Axis No. 2 Degree at which the student body perceives that Universidad de Valladolid encourages social responsibility.

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*Axis 1.1 Learning and SR*

- a. Social implication
- b. Solidary work
- c. Environmental care
- d. SR and company-economy

*Axis 2.1 In learning*

- a. Contents
- b. Methodology

*Axis 1.2 Student's behavior*

- a. Social implication
- b. Attitude towards learning

*Axis 2.2 On objectives and activities of UVa*

- a. Teaching / Education
- b. University in society
- c. Environment

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*Figure 1. Axis of the Instrument SR Attitudes of UVa's student body*

Source: Adapted from "University Social Responsibility: a study of behaviors, values and empathy in students of Ibero-American universities", by Marti, J.J. (2011), p. 47. Dissertation, Universitat de València.



ethical quality of the impacts it generates which are defined as:

- **Organizational impacts.** Refer to aspects of labor, environment and habits of daily life on campus.
- **Educational impacts.** Related to teaching-learning processes that derive in the profile of the graduate in training.
- **Cognitive and epistemological impacts.** Related to knowledge management through epistemological orientations, theoretical approaches and research lines, production processes and knowledge dissemination.
- **Social impacts.** Refer to the links of the University with external actors, its participation in the development of community and its social capital; these links derive from the social role that the University plays as the promoter of sustainable human development.

The four lines of impact generation are divided into two axes: one links learning processes with those of knowledge generation through research, both on the basis of their social relevance and interdisciplinarity; and on the other axis, society's participation in the conformation of the curricular mesh in which the internal organizational management and the University's organizational capacity are structured to participate in sustainable development projects through learning communities. That is the basis of the first proposal of indicators to assess the USR which consists of four areas, each with a series of indicators which reflect effect, impact or product data. Areas and variables to analyze for these are:

- **Education indicators:** curricula contents, impact of USR in curricular contents, link with society, interdisciplinarity and post graduate studies.

- **Research indicators:** academic departments, centers and institutes, Academic Research department, publishing fund, test, interdisciplinarity, inter-institutionality, knowledge transfer.
- **Organizational management indicators:** Within the human-social scope, it is contemplated an organizational climate, decent work, human capital development, relation with providers and social inclusion and equal opportunities; in the environmental scope, management of environmental resources and environmental communication is contemplated.
- **Link with society indicators:** projects and programs participatory work with external actors, volunteerism and resources.

### E) Build the Country University Project Universidad de Concepcion (UdeC)

The study and practice of University SR at UdeC are given within the framework of the program "Build the Country University" (UCP, per its acronym in Spanish), started in 2001 with the purpose of expanding the concept and practice of SR in the Chilean university system. The program was formed by 13 universities, both public and private with a catholic orientation, with the support of the Avina Foundation and the Participate Corporation. The first seminar, carried out jointly, was called "Assuming the Country: University Social Responsibility", under the question: "Chile, what do you demand from your universities?", generating a context of dialogue necessary to define the articulation of a critical process in the evolution of how universities can be socially responsible.

Universities participating agreed to define the USR as the capacity that a university has as an institution to disseminate and put

into practice a set of principles and values through four processes: management, teaching, research and extension, agreeing on the values that should be the guides of the process. On the personal level: dignity, liberty and integrity; on a social level: common good and social equality, sustainable development and environment, sociability and solidarity for coexistence; acceptance and appreciation of diversity; citizenship, democracy and participation; on the university level: commitment to the truth, excellence, interdependence and trans-disciplinarity.

The University's responsibility for living and putting into practice the principles and values declared was defined; i.e., it is responsible to place at the center of its academic and organizational life, an ethical conception that should express itself when making management, teaching, research and extension decisions. Facing the question "To whom the University should answer", it was agreed that in a first instance to the university community itself and secondly, to the country of today and of the future, anticipating the needs that society will formulate for our services. In a globalized society, it was decided that not only it has to respond to the requirements of the country or region (Latin America) but also the world's. Finally, it was asked "How is one responsible?", alluding in the answer to the development of key management, teaching, research and university extension processes, crossed by instances of reflection that grant them the depth and social contingency that university responses require.

The UCP project assumes that the University is responsible in its daily functions; USR is not an extra activity for the University but part of its essence. To have the parameters from which to orientate the state in which participant universities were in and their evolution, a USR observation questionnaire was designed. In the

process, they proceeded to the description of a set of university practices to give an account of the principles and values that determine the USR, where its indicators correspond to concrete practices referred to the areas of teaching, research, extension and management.

To comment on the UCP project due to the special relevance of the job undertaken, the work carried out by Universidad de Concepcion (UdeC) is presented. In this university, a member of the UCP network, a USR study program has been carried out with the purpose of formalizing the objectives and activities established in the thematic section of the Strategic Plan "Human and social development with the purpose of improving quality of life and reducing poverty". The USR program is defined as pluralist and interdisciplinary and has the main objective of establishing spaces for debate, reflection and idea exchanges among the institution's teachers, students, authorities and officials.

To operationalize the program, a Social Responsibility chair was created and, in a first instance, a review process of the curricular meshes of the whole academic offer at UdeC was carried out, proceeding with incorporating SR performance and practice concepts with the objective of achieving training professionals and technicians capable of responding to current social needs, keeping in mind the development of skills at cognitive, affective and behavioral levels. This process implied changes in teaching strategies, in the evaluation and in the teacher-student relationship (Navarro, 2003).

Education for SR at UdeC has as the basis of its tasks delivering-strengthening values, assumptions and practices that have been evaluated and reformulated with the purpose of favoring the development of the educational community and the society into which it is inserted. This process is coherent with the USR

concept adopted by the “Chair of University Social Responsibility Studies at the UdeC”, understood by Davidovich, Espina, Navarro, and Salazar (2005) as:

The capacity and obligation of each person to respond to society for actions and omissions that translate into the personal commitment of each one to others and which is exercised through moral behaviors that guide individual and collective activities, in a sense that contribute to generate equal opportunities for the development of the capabilities of all persons. (p. 126).

It comprises three dimensions: understand that every person belongs to a wider social network, that one has decisive influences on the construction of one’s identity, understand ethical and justice considerations and consideration for others into which relationships with others should be framed and to act consistently with one’s own values.

The analysis of the SR proposal starts at the so called Socially Responsible Behavior (SRB) expected by those who are part of UdeC and is defined as the set of moral behaviors developed by one person. With respect to time, Davidovich et al. (2005), state that for the person to achieve the practice of SR it is necessary that, in addition to developing morality, he/she acquires specific social skills that will allow him/her to practice pro-social behaviors and behaviors oriented to considering one’s own needs as well others’. SRB can take place in different environments, they have at their base an intention oriented towards mutual welfare and it is exercised with a certain frequency, for which they are stable. The program understands that the professional practicing his/her SR has behaviors and intentions such as the concern for his/her own personal and professional development, paying attention to the needs of

others; provides excellent professional service, both for personal gratification and for rendering an adequate service to the needs of others. It is a constant in the vehicular concept that self interest in learning is linked to participating in teams of cooperative and interdisciplinary work to give a better answer to the community’s needs (Navarro, 2006).

To be able to analyze the impact of the Chair in the education of students with a sense and practice of SR, from the theoretical basis that SR Behavior is that which has at the base a common benefit intention, for which the election of being socially responsible or not will depend on the intentions that the person executing it has at his/her base and not only frequency with which that behavior occurs, Davidovich et al. (2005) carried out a pilot study on first year Psychology students at UdeC for the construction and validation of a Questionnaire of Self-attribution of Socially Responsible Behaviors (CACSR, per its acronym in Spanish).

The instrument consists of two scales of 10 behavior categories described in figure 2. In the construction of this questionnaire, representative behavioral references were selected for each of the behavior categories, from which 40 items were made. Both scales are in Likert format.

The first scale evaluates the frequency at which SRBs described in each category occur. The format of the items corresponds to an affirmation in the present tense, with five alternative frequencies of occurrence of that behavior, in a continuum that goes from Never to Always. In the second scale the same list of 40 behaviors is presented in which three alternative answers are included (“Personal Benefit”, “Benefit for others”, “Mutual Benefit”) that allude to the intention that underlies said

behavior and a fourth alternative that indicates ignorance regarding the intention (“the intention is not clear to me”).

The instrument underwent examination by expert judges chosen based on academic curricula and participation in USR programs criteria to assess its validity. The pilot study of CACSR showed a Cronbach Alpha of 0.82 in scale 1 and 0.76 in scale 2. The internal reliability of scale 1 is 0.75 and of scale 2, 0.74; the relation between both scales showed an  $r^2=0.25$  ( $p < 0.0044$ ). Davidovich et al. (2005) concluded that the pilot study offered high internal consistency indices for both scales and a statistically significant influence of the second over the first.

In a second study, Bustamante and Navarro (2007) applied the instrument to 261 students of the Department of Social Sciences of UdeC to measure its relation with variables: a) cognitive, whose clear example is the effect of the field of study on how the student body carries out interpretations of its social role in society, for which the research was carried out in different programs and with students of first and fourth year; b) environmental, in which was taken into consideration the students' place of residence, whether they had a scholarship, the place where they received their secondary education (public, charter or private school), if the family performed volunteer activities; and c) biological, such as the students' gender. The authors concluded that the study done allows stating that the students self-attributed socially responsible behaviors although they could not conclude if they were socially responsible behaviors because the self-attributed intention was mainly related to an individual beneficial interest and not the common benefit.

Later, Navarro et al. (2010) performed a study applied to a sample of 5,515 students

of six universities of the project Build the Country University with similar conclusions, with similar results as well for which further research is required to adapt the instrument. On an international level, Marti-Vilar et al. (2011) performed a study in which they proposed an Ibero-American research that linked the instrument to values and empathy constructs, obtaining a certain validity of social responsibility construct.

### **F) Association of Universities entrusted to the Society of Jesus in Latin America (AUSJAL, per its acronym in Spanish)**

In 2003, a meeting of people responsible for social projection in Universities members of AUSJAL took place, in which it was agreed the preparation of an institutional document that would define University SR (USR) and determine some indicators. In 2005, a draft about “Policies and Indicators of University Social Responsibility in AUSJAL” was submitted, developed by Universidad Javeriana of Bogota, Javeriana of Cali, Alberto Hurtado of Chile universities and the executive secretariat of AUSJAL. Between 2006 and 2007, through the executive secretariat of AUSJAL, activities and analysis about USR were promoted and the preceding document was discussed. Currently, University Social Responsibility is a project in network which is still valid as can be seen in its Web page: <http://www.ausjal.org/responsabilidad-social-universitaria.html>

At the level of assessment methodologies, the “Institutional strengthening of the USR at AUSJAL Project” was worked on to set the foundation for reflection and define the guidelines for an institutional strengthening project aimed at the design of indicators, management diagnosis and the subsequent strengthening of Universities in AUSJAL in the field of USR. The results of this work are

Category	Definition
Academic responsibility (AR)	Includes behaviors linked to the practice of a university life according to the opportunities or exigencies that each career offers or demands.
Volunteerism activities (VA)	They are the behaviors linked to the practice of a life with a sense of solidarity, attending to and satisfying directly what others lack and need.
Social help (SA)	Refers to behaviors linked to solidarity which indirectly attend to and satisfy what others lack or need.
Religious activities (RA)	Pertain to them behaviors linked to the practice of a spiritual life based on the values of one's own religion, not in detriment of the values and beliefs of others.
Social coexistence (SC)	Includes behaviors linked to the practice of a life in a community, according to individual and group norms and needs.
Civic responsibility (CR)	It has to do with behaviors linked to the practice of the civic rights and duties that each student possesses as a member of a university and social community.
Self-care (SC)	Pertain to it behaviors linked to guarding one's physical and psychic health.
Cultural development (CD)	Refers to behaviors that contribute to the integral education of a person but that are not related directly to his/her area of academic training.
Ecology and environment (EE)	Are behaviors linked to environmental care?
Respect for shared spaces (RSS)	This category alludes to the utilization of public spaces in a responsible manner.

Figure 2. CACSR categories

Source: Adapted from "Construction and pilot study of a questionnaire to evaluate socially responsible behaviors in university students", by Davidovich, M. P.; Espina, A.; Navarro, G., & Salazar, L. (2005), *Revista de Psicología of Universidad de Chile*, p. 130.

presented by Gargantini and Zaffaroni (2009) in the “Policy Manual and Self-evaluation and Management System of University Social Responsibility in AUSJAL”.

Universities in AUSJAL understand USR as the University’s ability and effectiveness to respond to the transformation needs of the society in which it is immersed, through practice of its substantive functions: teaching, research, extension and internal management. These functions should be encouraged by the search for the promotion of justice, solidarity and social equality, through the construction of successful responses to meet the challenges that promoting sustainable human development imply (AUSJAL, 2009).

The network considers that USR should be a transversal axis in its work, where university authorities guarantee coherence between management, formulation and implementation of SR actions. Its definition conveys that it is a matter for the whole university community, of the identity and essence of the universities, aiming at achieving a social transformation linking the university community to projects and initiatives oriented to contributing to the transformation of local, regional and national reality in agreement with meaningful actors in their environment. Also, requires an opening to pedagogical and scientific innovation, implying interdisciplinarity, inter-institutional cooperation and working as a network, given that the realities being tackled require so.

In order to measure USR, the “USR Self-evaluation and Management System” (AUSJAL, 2009) was created, a set of common indicators to facilitate the follow-up and self-evaluation of USR management in universities in the network. The Self-evaluation and Management System comprises: a) a conceptual framework that makes explicit the dimensions of the

concept, its main variables and the relations existing among them; b) indicators that allow their operationalization; instruments for data revealing; and c) proposals referred to the use of information to feed the institutional learning and continuous improvement processes.

The system is based on the impacts model (Vallaes, De la Cruz & Sasia, 2009), structured in five dimensions. From these dimensions, two instruments were prepared: an institutional indicators system and a perception survey designed to be applied to Direction, PDI, PAS and students, which contemplates in each of the impacts a series of variables for each indicator:

- **Educational impacts:** Integration of USR with the curricula, existential experience, reflection and critical analysis, graduate profile.
- **Cognitive and epistemological impact:** Orientation of the agenda, methodology adapted to ethical principles, knowledge interaction, socialization, incidence.
- **Social impact:** Planning and assigned budget, scope of programs and projects, articulation with other social actors, disciplinary articulation, generated learning.
- **Organizational operation impact:** Organizational climate, human talent development, relations with providers, inclusion, communication, participation, transparency and continuous improvement.
- **Environmental impacts:** Environmental resources management, environmental culture and education.

The assessment of this networking maintains its validity in 2014 and the results of the application of instruments are accessible on AUSJAL’s Web page for an updated follow-up of the tasks of this inter-American initiative.

## CONCLUSIONS

The methodological developments presented, as indicated in the beginning, must be put into the context of the boom experienced by the USR concept during the first decade of the 21st century. Partly, they have been the result of projects financed for a set period (Universidad de Valladolid, Build the Country University project) leading to a commitment that has generated its own structure within universities (AUSJAL, PUCP) or they are doctoral theses (De la Calle, 2010; Torres, 2013) which undertake the task of promoting a methodology that agrees with the theory. At some point, in the USR discourse it was designated as the third mission of the university (Marti & Marti-Vilar, 2014) and was reflected in the universities' development plans; it has been necessary the strengthening of internal processes, in their respective institutions, for creating indicator systems to assess USR.

A review of the Web pages of the initiatives presented by each university, carried out in 2014, permits the observation that not all methodologies have come to keep its expected work, which shows only in the AUSJAL network case. Anyway, the process that started with the implementation of Social Responsibility subjects in the curricula mesh has been maintained at Universidad Francisco de Vitoria and at Universidad de Concepcion; also, Pontificia Universidad Catolica del Peru maintains the Social Responsibility Academic Department, UdeC maintains a Chair and there is an office in each of the campuses of the universities in the AUSJAL network. In the case of the Universidad de Valladolid, after funding for the project ended, all references to the information published in this article were deleted from its Web page. The work developed at the Escuela Nacional de Trabajo Social of UNAM, by being the latest proposal generated,

still has room for assessing its assimilation as a tool within ENTS-UNAM.

In conclusion, a basis exists over which it could be seen as viable the development and improvement of instruments that will allow carrying out a transversal insertion process of Social Responsibility in Universities. Further, based on the proposals presented, the validity of University Social Responsibility requires the development of a methodological model that will allow, by means of indicators, to obtain information that will make possible to evaluate the degree of compliance with regards to the agreements reached, since, as stated in the Build the Country University project, one cannot manage what is not communicated, communicate what is not measured, measure what is not defined and define what is not understood, because just declarations of principles and values do not guarantee the generation of commitments.

The objective of this work is linked to the process of internationalization of higher education, considering that it is necessary articulating universities with important methodological proposals oriented towards a sensitive environment, as is training socially responsible professionals, to work jointly for a system that guarantees not only the production and transfer of knowledge but that the basic raw material, which is the human being part of academia, has a sense of responsibility.

In the proposals presented in this article, stand out commitments of people in universities, involved with giving shape to UNESCO's demand for higher education that train professionals with a solid preparation alongside an understanding of the needs of their environment which they can support with their knowledge. Dissertations of Torres (2013) and De la Calle (2010), as well the work

of Davidovich et al. (2005) orient the need for information about if during the educational process it is really given a being conscious of the importance that the training received has to society, as opposed to a dynamics where individual profit takes precedence. Models proposed by AUSJAL (2009), DARS (2009) and Universidad de Valladolid (2009) are innovative since they go beyond the organizational management reports, which focus on economic and management results balances, to go deeper into aspects of social and human relations at university, as an intrinsic part of social development.

Ultimately, this article presents a summary of what years of work by universities have been, not exempt of difficulties to integrate USR as an inherent part of the proper role of higher education. The documents, fruit of the labor carried out by different universities, allow those who start similar processes not only to document themselves but to establish contacts with teams driving the methodologies, since in the age of IT, contact and discussion are relatively accessible. Communication among universities will be a fundamental factor to face the main challenge of the upcoming decade, join efforts towards a common USR framework in Ibero-America, together with commercial and migratory dynamics that require professionals prepared to undertake the challenges of a sustainable and egalitarian development.

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