The Challenge of University Social Responsibility at the Autonomous University of Chihuahua

PEDRO JAVIER MARTÍNEZ-RAMOS (Ph.D)

Universidad Autónoma de Chihuahua, México

Email: pmartinr@uach.mx

Tel: +521614I817453

Fax: +521614236600

HILDA CECILIA ESCOBEDO-CISNEROS (MBA)

Universidad Autónoma de Chihuahua, México

Email: hildaescobedo1@gmail.com

Tel: +5216141962943

MYRNA ISELA GARCÍA-BENCOMO (Ph.D)

Universidad Autónoma de Chihuahua, México

Email: mygarcia@uach.mx

Tel: +5216141608167

JOSE GERARDO REYES-LÓPEZ (Ph.D)

Universidad Autónoma de Chihuahua, México

Email: jerrytom18@hotmail.com

Tel: +5216141279344

Abstract

A transverse management self-diagnosis of University Social Responsibility (USR) was conducted, which considers that each institution should be responsible for a socially responsible performance in 4 areas: Organizational Management (OM), Training (T), Cognition (C) and Social Participation (SP). The nature of the research was quantitative, descriptive, non-experimental and transectional; the USR was the macro variable to be analyzed, and the sampling frame comprised the list of 79 authorities of the institution. A survey designed by Vallaeys and Solano was applied; this was answered by all the participants. The stated objectives were met and the USR level was found for the areas of OM (3.09), T (2.21), C (2.89) and SP (2.91). In addition, the results obtained from a self-diagnosis made in 2013 were compared, observing progress in Organizational Management, however, the results showed that isolated initiatives have been developed and that only in some cases there are sustained efforts to achieve USR.

Keywords: University Social Responsibility, Organizational Management, Training, Cognition, Social Participation.

Introduction

In the current context, characterized by constant change and challenging paradigms, the analysis of the university-society relationship has been promoted, such action has forced to re-evaluate the institutional vocation and how to face situations such as the massification of higher education access, the progressive decrease of state funding for universities, or the growing interest of the economy and society for the knowledge generated by universities. The change adaptation capacity of higher education institutions (HEI)

has been constantly challenged and unfortunately, the responses obtained have been slow and irrelevant (Pachón, 2009; Gaete, 2016).

Likewise, the reason and vocation of HEIs has been questioned, mainly in terms of whether they really have the capacity to address the social reality of this third millennium; a response from leaders of educational institutions can be found in the World Declaration on Higher Education for the 21st Century, approved by the World Conference on Higher Education, organized by UNESCO (Paris, October 1998), where HEIs are established as promoters of values, among others, human rights, sustainable development, democracy, gender equality, and the culture of peace. They all indicate the background of an USR policy in HEIs (UNESCO, 1998; Vallaeys, 2014; Gaete, 2016).

In December 2002, the United Nations General Assembly (UN), in its Resolution 57/254, proclaimed the period 2005-2014 as the Decade of Education for Sustainable Development (UN, 2003). This has led to the need to refocus the university's social role as a mechanism for inducing sustainability.

At the 2009 UNESCO Conference in Paris, the responsibility of higher education institutions with sustainable development was ratified. It also expresses the urgent need for more information, openness, and transparency regarding the various missions and actions of each educational institution (UNESCO, 2009).

In the field of European higher education, the USR has acquired significant relevance, given its transverse nature, which affects the rest of the pillars of higher education, such as mobility, excellence, quality, etc.; as demonstrated, in the context of the European Higher Education Area (EHEA), by the declarations and communiqués from Europe's top education decision-makers, such as the Bologna Declaration (1999), the Prague Declaration (2001), the Berlin Communiqué (2003), the Bergen Communiqué (2005), the London Communiqué (2007) or the Louvain Communiqué (2009) (Aldeanueva & Jiménez, 2013).

At the beginning of the 21st century, the USR debate is initiated in the context of Latin American higher education, around the theoretical and practical efforts of the Chilean Network "*Universidad Construye País*". There are also some trends in the search for a responsible university, among which are François Vallaeys, Adela Cortina and others, who consider USR as a set of principles that revolve around the substantive functions of HEIs: teaching, research, and outreach. This is how it assumes its Social Responsibility (Martinez & Hernández-Oliva, 2013; Vallaeys, 2014).

Higher education in Mexico is making important efforts for HEIs to rediscover their social commitment, highlighting the efforts of the National Association of Universities and Higher Education Institutions (ANUIES in Spanish), which is working together with the Mexican Corporate Social Responsibility Observatory (OMERSU in Spanish) and the National Association of Colleges and Schools of Accounting and Administration (ANFECA in Spanish). The OMERSU aims to promote the analysis, debate and full understanding of USR in HEIs of Mexico, supporting the monitoring, evaluation and continuous improvement of the obtained results, one of its main contributions are the pieces of training offered since 2015; ANFECA's National Coordination of University Social Responsibility seeks to promote the quality and ethics of the performance of business colleges and schools through responsible management and in 2016, launched the first call for obtaining the USR badge, which aims to recognize HEIs for their contributions to management, training, research and social participation (López, Zalthen, & Cervantes, 2016).

In this scenario, the Autonomous University of Chihuahua (UACH) began a renewal process in 2016, in which it recognizes that it must be reinvented, making fundamental changes to adapt to the new needs of society. The institution works hard to achieve its institutional mission, in which it declares itself to be a public and socially responsible higher education institution, committed to contributing to the sustainable social and economic development of the state. The University Development Plan (PDU in Spanish) 2016-2015, (Fierro, 2017), sets forth 8 guiding principles, which can be observed in table 1.

Table 1. PDU 2016-2025 Guiding Principles.

Guiding Principle	Transversal Focus
Educational innovation and integral university teaching.	Social-humanist and values entrepreneurship.
Generation, application, and transfer of knowledge.	Transparency with a culture of legality.
Holistic, inclusive and innovative management and administration.	Structural reform and university participation.
Outreach and connection with social sense.	
A sustainable university, training for life and university identity and belonging.	

Source: (Fierro, 2017)

As can be noticed in the PDU of UACH, the four processes considered essential in the USR, such as management, teaching, research, and university outreach, were faithfully reflected in the guiding principles. In the UACH, work began with the aim of making USR part of the institution's agenda from 2013, the year the USR implementation plan was presented to the entire institution. Prior to launching this plan, it was necessary that it be developed, to conduct a self-diagnosis, from which the plan derives, which has served as a reference to understand the commitment of the university to USR and how it is responding to the social and environmental challenges it faces. (Martínez, Guerrero, Villalobos, & Reyes, 2014). In 2018, UACH set the objective of carrying out another self-diagnosis of USR transverse management, based on the impacts of the university on: its internal community and environment; students; knowledge and society, considering that each institution should be responsible for socially responsible performance in 4 areas: Organizational Management (OM), Training (T), Cognition (C) and Social Participation (SP) (URSULA, S/F). This action will be very useful to evaluate the course and to elaborate concrete actions for improvement, with the purpose of achieving the stated objectives, in the present research, we proceeded to review the literature on USR, the research methodology was proposed, to thus obtain and analyze results, finally we draw some conclusions.

According to ANUIES (2012), the concept of USR at the university, as already mentioned, arises within the framework of the World Conference on Higher Education organized by UNESCO in 2009. The concept is coined with the intention of placing it as part of the higher education agenda, to highlight the contribution of universities on the eradication of poverty and on sustainable development (Benavides, 2015). However, before that, many authors have sought to define USR; some of these definitions are included in Table 2.

Table 2. Some definitions of the concept of USR.

Author (s)	Year	Definition
UNESCO	1998	To achieve greater social responsibility in training, research, study and counseling and guidance services, technology transfer and lifelong learning.
Universidad Construye País	2002	The capacity of the university as an institution to disseminate and put into practice a set of general and specific principles and values through the key processes of management, teaching, research, and extension, thus responding socially to the university community and the country in which it is inserted.
Principles of Responsible Management Education (PRME)	2007	To incorporate social responsibility in the curricula and the university itself, especially in Business Schools, which are the academic entities that usually train or specialize people who will occupy managerial or decision-making positions in the main companies in each country.
Arana et al	2008	The institution's commitment to disseminating and put into practice a set of knowledge and values in professional training, in the processes of research, innovation and social projection, all of which must be focused

		on solving social problems.
Vallaeys	2008	A policy of continuous improvement of the university towards the effective fulfillment of its social mission through 4 processes: ethical and environmental management of the institution; training of responsible and supportive citizens; production and dissemination of socially relevant knowledge; social participation in promoting a more humane and sustainable development.
Association of Universities Entrusted to the Society of Jesus in Latin America (AUSJAL)	2009	The ability and effectiveness of the university to respond to the changing needs of the society in which it is immersed, through the exercise 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 address the challenges involved in promoting sustainable human development.
De la Cuesta	2010	To carry out all actions under ethical principles, good governance, respect for the environment, social commitment and promotion of civic values.
Gaete	2011	Applying a set of values and principles developed from the university with the purpose of contrasting them with the social values and carrying out a process of transfer and exchange, where the university tries to share an important part of its culture with its immediate local environment.
Guillén	2012	It is the commitment of the university that asks for its ability and effectiveness to respond to the changing needs of the immersed society, through the exercise of its basic functions: teaching, research and extension supported by the search for the promotion of justice, solidarity, and social equality, through the construction of successful responses to meet the challenges involved in promoting integral human development.
Saldaña y Coutiño	2014	A vision and a voluntary behavior that can be expressed in commitment when there is full conviction about their work.

Source: (Beltrán, Íñigo, & Mata, 2014; Benavides, 2015; Gaete, 2016; López, Zalthen, & Cervantes, 2016).

Scholars of the subject affirm that the concept of USR has been developed from two perspectives that could be complementary and inseparable. On one hand, it is based on values and principles contained in the mission and vision; on the other hand, impact management is a perspective closer to Social Responsibility (SR).

Although there are many definitions, as can be highlighted in table 2, the following common elements emerge from all of these: social commitment, values, sustainable development, training of competent professionals and responsible citizens. (Larrán & Andrades, 2015; Gaete, 2016).

The concept of SR was conceived in the business sector, related disciplines have created theories such as the agency theory, stakeholders' theory, legitimacy theory, institutional theory, theory based on resources and capabilities, only to name a few examples. (Larrán & Andrades, 2015). Table 3 shows a summary of the principles of each theory and how it is oriented in the context of the USR.

Of the RS theories in the university context shown in Table 3, according to Gaete, 2012, cited by Larrán & Andrades (2015), the theory of stakeholders could be the conceptual approach that best encompasses the application and understanding of the SR, to the extent that HEIs assume the interest of related groups, in the search for a balance between institutional and social objectives, managing also the cognitive, educational, social and environmental impacts that the university's work generates.

www.irmbrjournal.com
December 2018
International **R**eview of **M**anagement and **B**usiness **R**esearch
Vol. 7 Issue.4

Table 3. Theoretical approach to the USR.

Theory	Principle	USR Guidelines
Agency	Conflicts of interest between administration and university.	Accountability
Stakeholders	Satisfaction of the expectations of stakeholders.	Socially responsible management model.
Legitimacy	The social contract between universities and society.	Improvement of the image and social reputation.
Institutional	Pressure from institutional bodies.	Social responsibility policies.
Resources and capacities	Challenge to differentiate to achieve competitive advantages.	Social responsibility strategy.

Source: (Larrán & Andrades, 2015)

In addition, it should be noted that universities that aspire to be socially responsible should reformulate the social commitment of the institution through greater involvement and relevance of their functions, emphasizing impact management and applying the following strategies (Gaete, 2016).

- The integrated participation of internal and external stakeholders in university-related activities.
- Coordinating curricula, research, and outreach and teaching methods with the solution to society's problems.
- Regular institution self-assessment with appropriate measurement tools for accountability to stakeholders.

Materials and Methods

64 years after its birth, UACH has a presence in 11 municipalities in the state of Chihuahua, it comprises 15 academic units integrated into eight Higher Education Units (HEU): Education and Culture, Health, Agriculture, Engineering, International Economics, Accounting and Administration, Law, and Political and Social Sciences; it offers a total of 127 educational programs: two higher technical levels, 56 bachelor degrees, 47 master degrees, 8 doctorates, and 14 specialties. UACH has a total enrollment of 29,743 students, of which 394 are at the technical level, 26,843 at the undergraduate level, and 2,506 at the graduate level.

UACH has always been characterized for being an institution with a high social commitment and a strong sense of identity. The USR implementation process began in 2011 (Fierro, 2017), following a four-step implementation process: Commitment, participatory self-diagnosis, compliance and accountability (Vallaeys F. , 2008). The starting point was in 2013 when the first participative self-diagnosis was carried out; it allowed the activation of an USR implementation plan in UACH.

The self-diagnosis instrument was designed based on the works of University Social Responsibility: First Steps Guide, by Vallaeys, de la Cruz, & Sasia, (2009) and the publications by Alesandria, Martin, & Chiovetta (2010).

In a first application, the heads of the 15 academic units participated, namely 75 secretaries (academic, research, outreach, extension and administrative) and 15 directors. It is necessary to point out that the results obtained in the self-diagnosis show a modest performance in USR, mainly in the areas of administrative management and environmental management, as shown in Figure 1.

I R M B R

www.irmbrjournal.com   December 2018
International **R**eview of **M**anagement and **B**usiness **R**esearch   **V**ol. 7 **I**ssue.4
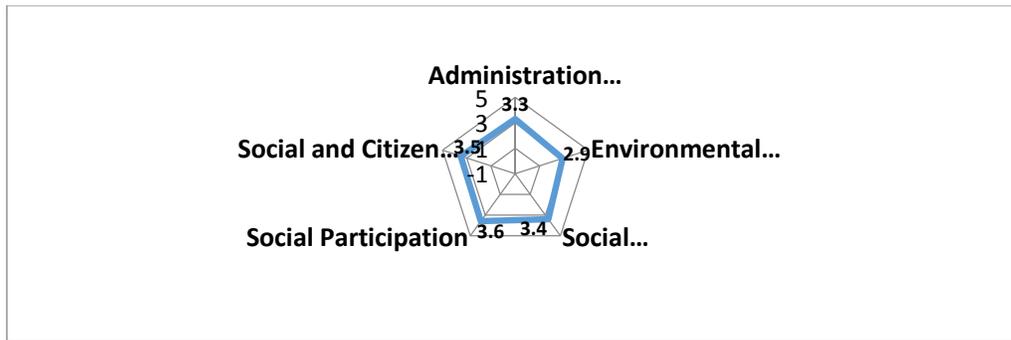
Figure 1. The UACH USR profile according to the perception of the authorities.
Source: Elaborated by the author based on the information gathered.

A second application involved 201 (full-time) teachers, 364 administrative workers, and 836 students, but overall there were not many differences in the perceptions of the participants. In 2013, the USR implementation plan was presented to the senior administration. Since then, the actions of the plan have been followed up, allowing the institution to reinforce its social commitment to the society it serves. Notwithstanding the above and the follow-up given to the institutional framework outlined in the PDU 2016-2025, which ensures the university's focus on social development, there is not enough information about the perception of the university regarding the progress of the USR in UACH.

This is why it was decided to design the present empirical, applied, non-experimental, transverse research, with a quantitative approach and based on a survey applied to the authorities of 15 academic units, that is, 60 secretaries (academic, research, administrative and extension, and dissemination) and 15 directors of academic units and 4 area managers, carried out in the period of May-June 2018.

The used research instrument is a self-diagnosis questionnaire that was designed based on the works of Vallaeys and Solana (2017) that contains the macro variable of USR, broken down into four fields of action: organizational management, training, cognition and social participation. Each of these fields of action is expressed in the achievement of three socially responsible performance goals. The 12 objectives of the USR respond to the fulfillment of certain indicators. (Schwalb, S/F). In table 4, a brief description is given.

Table 4. Subjects Contained in the Research Instrument

Area	Objectives		
Organizational Management	Good work environment	Eco-Campus	Ethics and transparency
Training	Social project-based learning	Inclusion of Sustainable Development Goals in the curriculum	Curriculum designed w/external stakeholders
Cognition	Inter/Transdisciplinarity	Community Research	Useful knowledge produced and disseminated to the public
Social Participation	Integration of Social Participation in Training and Research	Co-created, durable, impactful projects	Involvement in local, national and international development agendas

Source: Adapted from Vallaeys and Solano (2017)

The effectiveness of the elaborated instrument is derived from adopting the contents addressed in the queries to the main theories and proposals of relevant researchers in the subject (content validity).

The proposed procedure for obtaining the necessary data was as described below:

The self-diagnosis was sent, containing the 12 goals of Socially Responsible Management, 3 goals for each field of action of the University (Management - Training - Cognition - Social Participation), and each goal with their respective indicators. Self-evaluation was applied in each school and in each area management. The researchers of the academic body 50 (General Administration) and the Department of Human Resources, gathered the data and wrote the results report of the Self-evaluation of UACH.

The following recommendations were considered by the participants:

If necessary, request through the Human Resources area an advisory session on the completion of the self-diagnosis. Each secretary and area director completed the self-evaluation according to table 5.

Table 5. Self-assessment Assignment by Secretary and Area Director.

Area of activity	People in charge
Organizational Management	Administrative Secretary and Administrative Direction
Training	Academic Secretary and Academic Direction
Cognition	Research and Postgraduate Secretary and Research and Postgraduate Direction
Social Participation	Outreach and Extension Secretary, and Outreach and Extension Direction

Source: Elaborated by the author.

As shown in table 5, each secretary of the academic unit and area director made a diagnosis based on the activities they carry out. The evaluation levels are shown in table 6.

Table 6. Evaluation levels:

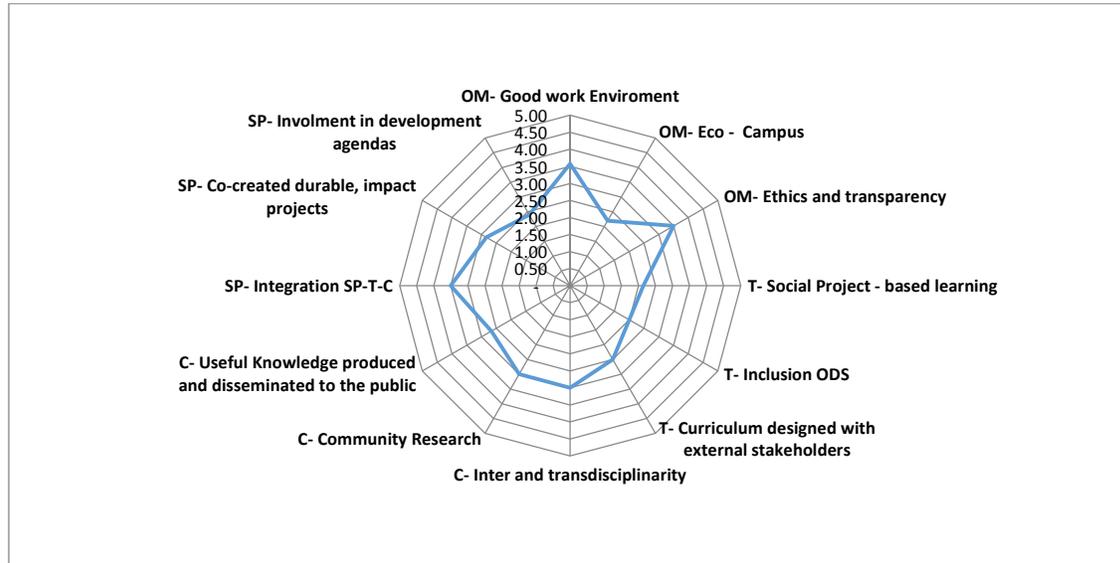| Level Number	Level	Meaning
1	We haven't contemplated it.	There is no record of University work on the topic.
2	There have been isolated initiatives.	There are isolated non-institutionalized initiatives from members of the university community.
3	There are sustained efforts to achieve this.	The University gives importance to the subject and promotes it on a case-by-case basis. There are clear initiatives in this regard, either at the central level or at the level of certain Schools, Divisions and Departments.
4	The University has institutionalized the subject as a policy and has some results.	The University officially promotes the topic, based on written policies, strategic plans, and regular resources, but there are still no sustainable results nor are they systematized.
5	Our transverse policy has systematized impacts and results.	The University's policies have yielded sustainable and systematized results, which can be shown as exemplar for other universities.

Source: Elaborated by the author.

For indicators that were evaluated at a level of 4 or 5, which was considered a successful practice in USR, the school and/or direction were asked to add evidence to support this score.

Results and Discussion

The self-diagnosis through the perception of the various internal stakeholders revolved around the question: How is the current situation of the Autonomous University of Chihuahua regarding USR?
Figure 2 shows the results of the participants' perception of USR in UACH.

Organizational Management (OM)	OM- Good work Enviroment	3.57
	OM- Eco - Campus	2.20
	OM- Ethics and transparency	3.50
Training (T)	T- Social Project - based learning	2.14
	T- Inclusion ODS	2.00
	T- Curriculum designed with external stakeholders	2.50
Cognition (C)	C- Inter and transdisciplinarity	3.00
	C- Community Research	3.00
	C- Useful Knowledge produced and disseminated to the public	2.67
Social Participation (SP)	SP- Integration SP-T-C	3.50
	SP- Co-created durable, impact projects	2.83
	SP- Involment in development agendas	2.40

Figure 2. Perception of the participants of the USR level in UACH.
Source: Prepared by the authors based on the results obtained.

As can be seen in Figure 2, among the most perceived indicators, two of them are within the scope of organizational management, these are the good work environment, ethics and transparency. On the other hand, the indicator of integration of social participation with training and research, which belongs to the field of social participation, is also one of those with the best perception. It is also noteworthy that the two indicators with the lowest perception belong to the field of training, these are learning based on social projects and the inclusion of the 17 objectives of sustainable development (SDGs) in the curriculum.

In general, the self-diagnosis made it possible to establish the level of USR in the areas of Organizational Management (3.09), Training (2.21), Cognition (2.89) and Social Participation (2.91), which shows that isolated initiatives have been developed; also that there are sustained efforts to achieve it, which in some cases, the University gives importance to the subject and promotes it; in addition, there are clear initiatives in this regard, either at the central level or at the level of certain Schools, Divisions and Departments; however, they refer to modest performance.

In table 7, a comparison of the self-diagnosis can be observed, the one carried out in 2013 and on which the present research focuses (2018).

Table 7. Comparison of results of USR self-diagnoses in UACH.

Principles of USR (2013) (Vallaeys, de la Cruz, & Sasia, 2009).	Directors (Range 1-5)	Principles of USR (2018) (Vallaeys y Solano, 2017)	Directors (Range 1-5)
Administrative Management	3.30	Organizational Management (OM)	3.53
Environmental Management	2.91	Eco-campus	2.20
Social Management of Knowledge	3.43	Cognition (C)	2.89
Social Participation	3.63	Social Participation (SP)	2.91
Social and Citizen Training	3.55	Training	2.21

Source: Elaborated by the author.

In 2013, even though teachers, students and administrative workers participated, in the first stage only the directors participated, which allows for a comparison, as shown in table 7; the environmental issue was perceived as the lowest (in 2013 and 2018), the general opinion is that there is no comprehensive environmental management system. In 2013 social participation was the best perceived, in 2018 was the second best perceived, the appreciation was that the integration of social participation, training and research has provided improvement to the social training of students and enhanced the social role of UACH, the axis of training was the second best evaluated in 2013, in 2018 was the fourth, it seems that there is a great setback but it is the most important change in terms of the topics evaluated, in 2013, there was talk of Presence of citizen issues and social responsibility in the curriculum (human rights, ethics, sustainable development, SR management, among others), the articulation between professionalism and volunteerism, based on social projects and the presence of external stakeholders in the design of curricula, in 2018 the methodology of learning based on social projects is evaluated in greater depth and a new component arises that is just being worked on in the university: the inclusion of the 17 Sustainable Development Objectives (SDGs) in the curriculum. In 2013 and 2018, the social management of knowledge (cognition) was the third in the order of perception, the advances in the research focus can be said not to have been significant. In 2013, organizational management was the fourth, but it was the best perceived in 2018. In this area, if an improvement can be appreciated, the work that has been developed through the USR unit, in the area of human resources, has generated a better working environment, we can mention the obtaining of the family responsible company distinction, the certification of 100% tobacco smoke-free spaces, the gender equality mainstreaming project, the "my commitment is my health" program, among others. In this area, mention should be made of the university program to promote the culture of legality, which has generated advances in ethics and transparency.

As already mentioned, UACH is made up of 15 academic units, in order to better analyze the results, the researchers integrated the results into eight units, which have much connection with the eight Higher Education Units (HEU) in which they are usually integrated, (Fierro, 2017), these were: Area Direction; Education and Culture (School of Philosophy and Letters, School of Arts); Health (School of Medicine and Biomedical Sciences, School of Physical Culture Sciences, School of Nursing and Nutrition, School of Dentistry); Agriculture (School of Agricultural and Forestry Sciences, School of Animal Science and Ecology, School of Agro-technological Sciences), Engineering (School of Chemical Sciences, School of

Engineering), Economics-Administrative (School of International Economics, School of Accounting and Administration), Law, and Political and Social Sciences. The results of the participants' USR Perception in UACH for each unit of analysis is shown in table 8.

Table 8. Participants' perception of USR in UACH, by an analytical unit.

		UACH	Area Direction	Health	Agricultural	Law	s-Administrative of	Education & Culture	Engineering	Social & Political Sciences
Organizational Management (OM)	Good work environment	3.57	3.57	3.75	3.67	3.71	3.14	3.93	2.36	4.29
	Eco-campus	2.20	2.20	2.65	2.53	2.60	1.50	2.40	1.70	2.20
	Ethics & transparency	3.50	3.33	3.38	3.72	2.83	4.00	3.92	2.67	4.17
Training (T)	Social project-based learning	2.14	2.57	3.04	2.14	1.43	1.79	2.29	2.14	2.29
	Inclusion of SDGs	2.00	1.17	1.63	1.56	2.00	2.83	2.17	2.33	2.50
	Curriculum designed w/external stakeholders	2.50	2.50	2.00	3.58	2.00	2.25	1.88	4.25	2.75
Cognition (C)	Inter/transdisciplinarity	3.00	3.40	1.90	3.53	1.80	2.90	3.60	2.50	3.20
	Community Research	3.00	3.60	2.10	3.67	1.40	2.50	3.20	2.90	2.80
	Useful knowledge produced & disseminated	2.67	3.17	2.38	2.89	2.33	2.42	2.92	2.75	2.50
Social Participation (SP)	Integration of SP w/Training & Research	3.50	4.00	3.38	3.58	4.00	3.00	3.50	3.13	3.50
	Co-created projects	2.83	3.67	2.92	2.06	2.50	2.42	4.08	3.08	1.83
	Involvement in development agendas	2.40	3.40	2.25	2.33	1.40	2.30	2.50	2.60	2.00

Source: Elaborated by the author.

As shown in table 8, the best perceived goals are in Organizational Management, while the goals with the lowest perception are in Training. The data analysis was carried out around the areas of USR proposed by Vallaeys and Solano (2017), cited by (Schwalb, S/F), which are described below:

Organizational Management (OM)

The first area, Organizational Management, with the indicators of good work environment, eco-campus and ethics and transparency, refers to how a socially responsible university should be organized, in this sense the participants considered the following indicators as strengths.

1. The hiring processes are carried out in a responsible, inclusive and non-discriminatory manner, since they are stipulated in the Collective Labor Contracts signed between the Autonomous University of

Chihuahua and the Union of Workers at the Service of the Autonomous University of Chihuahua (STSUACH in Spanish) and the Union of Academic Personnel of the Autonomous University of Chihuahua (SPAUACH in Spanish).

2. Workers are given opportunities for professional and personal development, as well as welfare services (health, arts, sports, etc.), all of which are covered by collective labor contracts, and the benefits granted in these areas are much higher than the average of those granted by other workplaces, among others.

- Permits and leaves of absence up to 6 months with pay
- Free legal defense
- Free medical benefits
- Promotion of sports and culture
- Upgrades and promotions
- Scholarships for workers and their families

Through the Human Resources Department and the University Medical Office, the "My commitment is my health" program is implemented with the objective of promoting good eating habits in employees, as well as physical fitness. Employees are provided with nutritional guidance and all sports facilities are open for them to be physically active.

One of the greatest achievements in promoting a healthy university has been the implementation of the 100% Smoke-Free University Certification, which was awarded in 2016.

3. Labor rights and work-family balance are respected, once again through collective labor contracts at UACH, it contemplates within its regulation's activities in favor of work-family conciliation, for example, flexibility in schedules to carry out family activities, that is, taking children to school, attending festivals at the end of courses, etc. In addition, since 2014, UACH has received the Family Responsible Company Award from the Department of Labor and Social Welfare, which is granted to institutions or companies that accredit themselves as promoters of good labor practices in the areas of gender equality, prevention and fight against labor violence and sexual harassment, as well as actions and policies to facilitate that workers meet their family responsibilities.

4. Processes of integration of diversity in the university community, gender equality and non-discrimination in managerial positions are generated. In this sense, in 2013, the Gender Mainstreaming Project was launched at UACH, which works on guidelines to promote equal opportunities between women and men in the university community.

5. There is a code of ethics and a university plan to promote the culture of legality, which includes transparency and the fight against corruption. In the PDU, there is a transverse focus called transparency and the culture of legality, with strategies, actions and compliance indicators.

6. Democratic participation in the institutional life of all university members is encouraged.

7. There is a policy for the admission and retention of vulnerable students, the Indigenous Student Support Program (PAEI) is the best example of this.

As can be seen in figure 3, in this OM area, the Engineering HEU had the lowest perception with respect to the three indicators, which contrasts with the Social and Political Sciences HEU perception, which has the best perception in this OM area. Also it is clearly visible area of opportunity that all participants receive in terms of the eco-campus indicator, which is the lowest level of perception in OM; we may attribute this phenomenon to the fact that there is no environmental management system, the ecological footprint is not regularly measured, and environmental volunteering is not promoted, among others.

Figure 3 shows the level of USR in the scope of OM in UACH, with the respective indicators.

	UACH	Area Directors	Health	Agriculture	Law	Economics and Administrative	Education and Culture	Engineering	Social and Political Science
OM - Good Work Environment	3.57	3.57	3.75	3.67	3.71	3.14	3.93	2.36	4.29
OM - Eco-Campus	2.20	2.20	2.65	2.53	2.60	1.50	2.40	1.70	2.20
OM - Ethics and Transparency	3.50	3.33	3.38	3.72	2.83	4.00	3.92	2.37	4.17

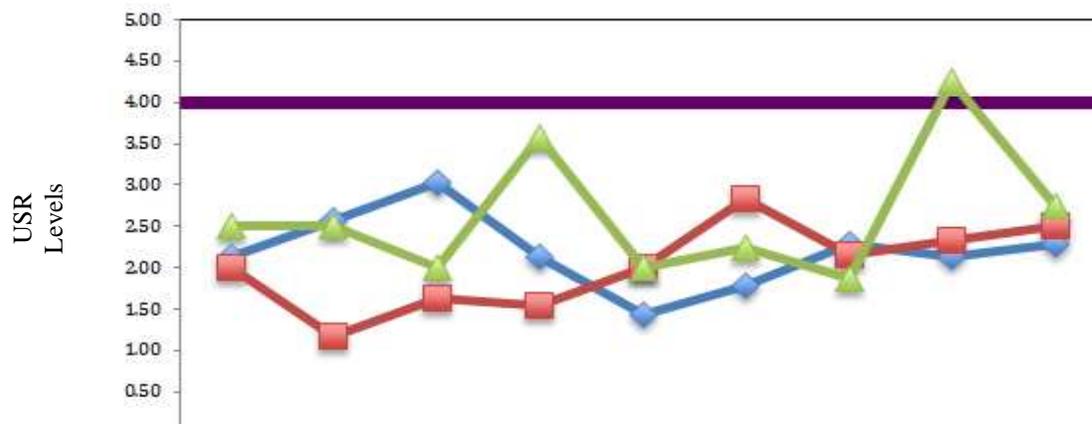Figure 3. USR Level in Organizational Management (OM) at UACH.

Source: Elaborated by the author.

Training

The second area, Training contains the indicators that must be taken care of, so that the university builds a responsible citizenship and promotes a more human and sustainable development. In Figure 4, the USR level can be observed in the training area, considering the indicators of social project-based learning, the inclusion of the 17 sustainable development objectives (SDGs) in the curriculum, and curriculum designed with external stakeholders.

Indicators in this area have the lowest perception rates by participants; however, they stated that one indicator that has some results is the follow-up, communication, and inclusion of graduates in university life. UACH has institutionalized an annual forum for graduates, which seeks feedback and relevance in the processes of continuous improvement, as well as strengthening permanent ties with university graduates.

As can be seen in Figure 4, the Engineering HEU and the Social and Political Sciences HEU had the highest perceptions of the Training indicators; on the other hand, Law is the one that obtained the lowest results in this area.

	UACH	Area Directors	Health	Agriculture	Law	Economics and Administrative	Education and Culture	Engineering	Social and Political Science
T - Social project-based learning	2.14	2.57	3.04	2.14	1.43	1.79	2.29	2.14	2.29
T – Inclusion of SDGs	2.00	1.17	1.63	1.56	2.00	2.83	2.17	2.33	2.50
T – Curriculum w/stakeholders	2.50	2.50	2.00	3.58	2.00	2.25	1.88	4.25	2.75

Figure 4. USR Level in Training (t) at UACH. Source: Elaborated by the author.
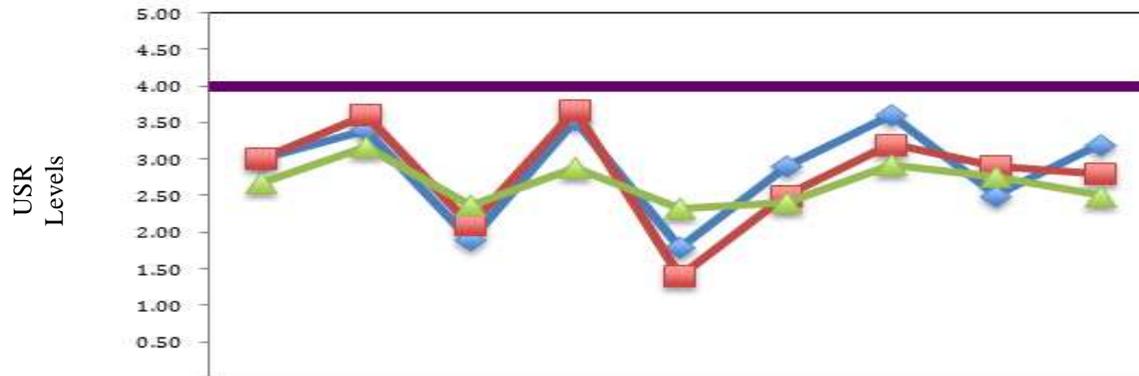
There is a lot of work to be done in Training, e.g. using the social project-based learning methodology, including Sustainable Development Objectives (SDGs) across the curriculum of each career and updating the curriculum meshes of careers, through meetings with external stakeholders in open academic forums.

Cognition

The third area of action refers to the social relevance of knowledge, which was measured through the following indicators: Inter/transdisciplinariness; Community Research and the Production and Dissemination of Useful Knowledge. This area involves managing the impacts of knowledge production and dissemination, research, and epistemological models promoted from the classroom.

As can be observed in Figure 5, Law was the one that showed the lowest perception in the Cognition indicators, on the other hand the Agricultural HEU and the Area Directors had the highest perceptions in this field C, although, in general terms, all the participants denoted that there are many areas of opportunity regarding these indicators, the main areas of opportunity marked were: that the social impact of the knowledge produced in the university is not measured and that territorial development priorities are not defined for the university's research policy.

In Figure 5, it is possible to observe the level of USR in the field of cognition.

	UACH	Area Directors	Health	Agriculture	Law	Economics and Administrative	Education and Culture	Engineering	Social and Political Science
C – Inter and transdisciplinarity	3.00	3.40	1.90	3.53	1.80	2.90	3.60	2.50	3.20
C – Community Research	3.00	3.60	2.10	3.67	1.40	2.50	3.20	2.90	2.80
C – Production/Dissemination of Useful Knowledge	2.67	3.17	2.38	2.89	2.33	2.42	2.92	2.75	2.50

Figure 5. USR Level in Cognition (C) at UACH. Source: Elaborated by the author.

Social Participation

The fourth and final area of action refers to the management of the impacts of university participation on the community.
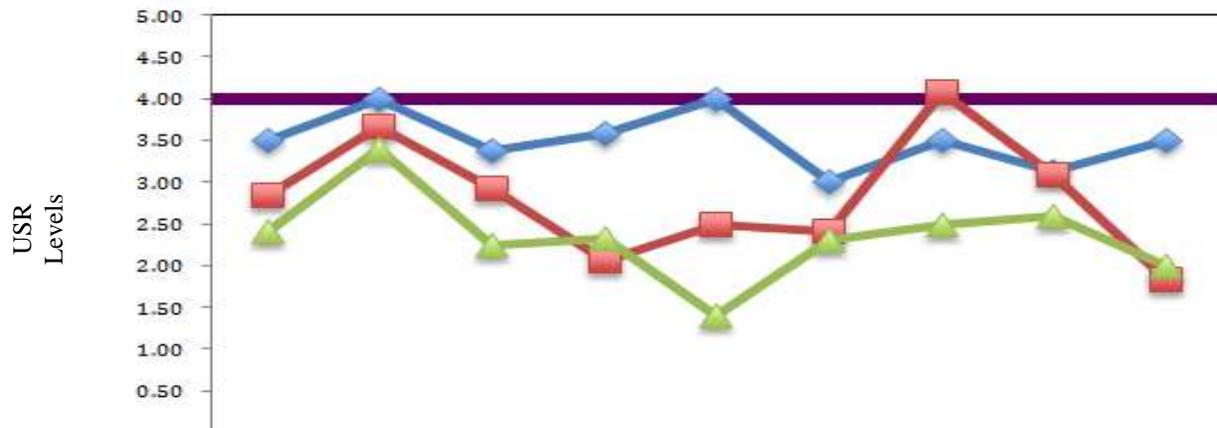
The indicators for measuring Social Participation (SP): integration of social projection with training and research, co-created projects, lasting impact and involvement in local, national and international development agendas, made it possible to identify UACH's strengths in this area, such as:

1. The link between social service and student volunteering with professional training, research and innovation, programs such as PERAJ embraces friendship, university heart and citizen support, are some examples of this indicator
2. The commitment of the senior UACH authorities, to enhance the social role of the university.

But there were also areas of opportunity among which can be mentioned:

1. There are no mechanisms to promote entrepreneurship for the financial sustainability of social projects
2. There is no process of incidence participation of the university community in the SDGs agenda at the local, national and international levels
3. The university does not participate in academic and non-academic networks to meet the SDGs.
4. The university has no incidence on the discussion and design of private development policies.

In figure 6, the USR level can be observed in the SP area.

	UACH	Area Directors	Health	Agriculture	Law	Economics and Administrative	Education and Culture	Engineering	Social and Political Science
SP – Integration of SP wT&Research	3.50	4.00	3.38	3.58	4.00	3.00	3.50	3.13	3.50
SP – Co-created projects	2.83	3.67	2.92	2.06	2.50	2.42	4.08	3.08	1.83
SP – Involvement in external agendas	2.40	3.40	2.25	2.33	1.40	2.30	2.50	2.60	2.00

Figure 6. USR level in Social Participation (SP) at UACH. Source: Elaborated by the author.

As can be seen, the indicator with the highest score was the integration of social projection with training and research; the worst score was participation in local, national and international development agendas. In addition, in Figure 6, it can be noted that the Area Directors and the Education and Culture HEU evaluated the SP area the highest, in contrast, the Social and Political Sciences HEU evaluated SP the lowest.

According to the results obtained, we can affirm that the proposed objective of conducting a USR transverse management self-diagnosis was achieved. We can highlight that in the diagnosis the UACH USR performance was modest, mainly in the areas of Training and Cognition.

Conclusions

An empirical, applied, non-experimental, transverse research was conducted, with a quantitative focus, based on a survey applied to 79 directives, which objective of carrying out a UACH USR management self-diagnosis was reached. In this sense, the USR level was set in the areas of Organizational Management (3.09), Training (2.21), Cognition (2.89) and Social Participation (2.91). In addition, the results obtained from a self-diagnosis made in 2013 were compared, observing progress in the axis of Organizational Management. However, the results showed that isolated initiatives have been developed and that only in

some cases there have been sustained efforts to achieve the USR. Feedback from the self-diagnosis reflects modest performance and generates lines of action for continuous improvement.

The present research has provided certainty that USR must be worked at UACH, since it may contribute, if a real commitment is made, to achieve: social function and positively influence the environment; excellence in teaching and research; and transparent and inclusive management.

The challenge for future research is to derive broader comparative research from the USR actions of other national and foreign universities. Some limitations of this study were: that the sample included only authorities, no stakeholders that could provide interesting insights were included; the study also contains some elements of insight, in which respondents tend to answer according to the ideal situation and not according to what actually happens.

A USR plan has already been implemented at UACH, it has not been an easy task, and it is possible to improve it, so that researchers, teachers and administrative staff, coordinated by the USR unit, in human the resources area, can focus on strengthening university identity and a real, permanent and evaluable social outreach.

It is necessary to reassess all the substantive functions of the university to achieve an effective social impact that is sustainable, subject to monitoring, transparency, and evaluation. The USR must be a cross-cutting focus that supports the renewal of UACH, so that in the areas of Management, Training, Cognition and Social Participation, the goals are achieved and therefore the pertinence and social vocation of the university is rescued.

References

Aldeanueva, I., & Jiménez, J. (2013). International Experiences in University Social Responsibility. *Forward-looking approach, 17* (1), 1-16.

Alesandria, H., Martin, M., & Chiovetta, C. (2010). A reflection on university social responsibility: Approach to its practice at the National University of Loja. *XXIV EDUCA-AL* (see pages 1-22). Buenos Aires, Argentina.: FCE - UNICEN.

Beltrán, J., Íñigo, E., & Mata, A. (2014). University social responsibility, the challenge of its permanent construction. *Iberoamerican Journal of Higher Education (RIES), V* (14), 3-18.

Benavides, M. (2015). Social responsibility as the ideology of public state universities in Mexico. Scope and limits from the philosophical analysis of the concept. *The Latin American Journal of Educational Studies (Mexico), XLV* (4), 157-187.

Domínguez Pachón, M. J. (2009). University Social Responsibility. *Humanism and Social Work, 8*, 37-67.

Fierro, L. (2017). *University Development Plan 2016-2025*. Obtained from Universidad Autonoma de Chihuahua, Institutional: http://www.uach.mx/planeacion/2018/02/28/PDU-2016-2025.pdf

Gaete, R. (2016). University Social Responsibility in the Corporate Identity of Chilean Universities, a Content Analysis. *Documents and Contributions in Public Administration and State Management, 16* (26), 43-74 .

Larrán, M., & Andrades, F. (2015). Analysis of university social responsibility from different theoretical approaches. *Iberoamerican Journal of Higher Education*, *VI* (15), 91-107.

López, M., Zalthen , L., & Cervantes, M. (2016). University Social Responsibility from a Student Perspective. *Ra Ximhai, 12* (6), 305-314.

Martínez , P., Guerrero , M., Villalobos, A., & Reyes, G. (2014). Evolution of the University Social Responsibility Model at the Universidad Autónoma de Chihuahua. In S. García, & F. Garcia, *Social Responsibility in Mexican Universities* (IESALC-ORSLC-OMERSU). Morelia, Mexico: Universidad Michocana de San Nicolás de Hidalgo.

Martinez, P. J., & Hernández-Oliva, A. V. (2013). University social responsibility: a challenge for the Mexican public university. *Contributions from Coatepec* (24), 85-103.

ONU. (February 21st, 2003). *General Assembly Fifty-seventh session*. Retrieved from http://www.un.org/en/ga/search/view_doc.asp?symbol=A/RES/57/254&Lang=S

Schwalb, M. (S/F). *Latin American University Social Responsibility Union*. Obtained from USR Management Experience from Universidad del Pacifico: http://unionursula.org/wp-content/uploads/2018/06/Sistema-gestion-RSU_M-Schwalb.pdf

Secretariat of Public Education. (2011). *SEP*. Obtained from the Interactive Consultation System for Educational Statistics: http://168.255.106.22/principalescifras/Default.aspx

UNESCO. (July 5th, 2009). *World Conference on Higher Education - 2009: The new dynamics of higher education and research for social change and development.* Retrieved from http://www.unesco.org/education/WCHE2009/comunicado_es.pdf

UNESCO. (October 9th, 1998). *World Declaration on Higher Education in the Twenty-first Century: Vision and Action.* Retrieved from http://www.unesco.org/education/educprog/wche/declaration_spa.htm

URSULA. (S/F). *Latin American University Social Responsibility Union.* Retrieved from http://unionursula.org/investigacion-continental-rsu-2018/que-es/

Vallaeys, F. (2014). University social responsibility: a new university model against mercantilization. *Iberoamerican Journal of Higher Education, V* (12), 105-117.

Vallaeys, F. (2008). University Social Responsibility: A New Philosophy of Ethical and Intelligent Management for Universities. *Higher Education and Society* (2), 191-219.

Vallaeys, F., de la Cruz, C., & Sasia, P. M. (2009). *University Social Responsibility: First Steps Manual*. México, D.F.: Interamerican McGraw-Hill.