

The Dynamics of University Social Responsibility in Latin America

Elizabeth Borelli¹

Luiz Henrique Santos Cardoso¹

¹Pontifícia Universidade Católica de São Paulo (PUC-SP), São Paulo/SP – Brazil

ABSTRACT – The Dynamics of University Social Responsibility in Latin America. The conception that supports this analysis situates the University Social Responsibility (USR) as a systemic project, which materializes the promotion of development from the production and application of knowledge, in close relation with the emerging social demands and with the social and educational commitment with equality social, environment, human rights and diversity. Based on the parameters established by the URSULA Model, developed by the *Unión de Responsabilidad Social Universitaria Latinoamericana*, it is proposed that the university break with the traditional model of institution as a closed system and fight for its autonomy and legitimacy, in order to build its identity institutional responsibility and fulfill its social responsibility. **Keywords: University Social Responsibility. Innovation. Social Transformation. Latin America. URSULA Model.**

RESUMO – A Dinâmica da Responsabilidade Social Universitária na América Latina. A concepção que lastreia esta análise situa a Responsabilidade Social Universitária (RSU) como um projeto sistêmico, que materializa a promoção do desenvolvimento a partir da produção e aplicação de conhecimentos, em estreita relação com as demandas sociais emergentes e com o compromisso social e educacional com igualdade social, meio ambiente, direitos humanos e diversidade. Com base nos parâmetros estabelecidos pelo Modelo URSULA, desenvolvido pela *Unión de Responsabilidad Social Universitaria Latinoamericana*, propõe-se que a universidade rompa com o modelo tradicional de instituição como um sistema fechado e lute pela sua autonomia e legitimidade, de forma a construir a sua identidade institucional e cumprir a sua responsabilidade social.

Palavras-chave: Responsabilidade Social Universitária. Inovação. Transformação Social. América Latina. Modelo URSULA.

Introduction

The concept of social responsibility emerged in the context of management in the 1950s in the United States, when companies and academia began discussions about the importance of social responsibility, based on corporate actions. In the 1960s, social events and transformations emphasized socioeconomic issues, and Europe began to discuss and incorporate the concept. By the end of that decade, in the United States, companies were already expressing concerns about environmental issues, with a strong emphasis to the ethical component of organizations (Lira, 2009).

In the 1990s, social responsibility became more firmly established, leading to the formalization of social reporting in Europe and America. Social responsibility emerged as a new core responsibility, complementing moral and legal responsibilities, while also acting as a collective responsibility that fosters political creativity (Vallaey, 2011).

At the turn of the 20th to the 21st century, environmental issues took on new dimensions, becoming more firmly established in environmental conferences, with the creation of *Agenda 21*, presented at ECO-92. This later evolved into the proposal for the Millennium Development Goals (MDGs) and, subsequently, the Sustainable Development Goals (SDGs), forming part of the Agenda for 2030.

From the 21st century onwards, concerns about the sustainability of the planet took on major proportions, structuring global pacts based on principles such as human rights, labor and the environment.

In the context of universities, studies associate the issue of social responsibility with the very purpose for the university's existence. In academic organizations, the integration of social responsibility has come to be known as University Social Responsibility (USR), a concept that has been evolving in connection with discussions on redefining the role and scope of Higher Education Institutions (HEIs) (Almeida, 2020).

In this sense, Vallaey (2016) warns that the university should never be confused with a company, and that it is not a question of applying business management models to universities, which would cause a distortion of their purpose, whereas the university has different commitments to society, such as training professionals and researchers aimed at promoting the reduction of inequalities, the mitigation of poverty and economic, social and environmental sustainability.

In the early 2000s, a University Social Responsibility (USR) movement emerged in Latin America through the Chilean universities network "Universidad Construye País", supported by the Inter-American Initiative on Ethics, Social Capital and Development of the Inter-American Development Bank (IDB). This movement aimed to formulate a new philosophy regarding the social impact of universities. It introduced a critical ethical approach to the epistemologies and knowledge taught in universities, covering the four fundamental processes of

Management, Teaching, Research and Extension, with the goal of implementing fundamental changes at the level of university governance.

In 2016, the University Social Responsibility Union of Latin America and the Caribbean (URSULA) was established with the aim of implementing USR instruments in Higher Education Institutions (HEIs), fostering social transformations in Latin America, that benefit community, society as a whole, and the environment. The innovation introduced by this movement consists of directly acting on the comprehensive and cross-sectional management of HEIs, presenting ethical requirements expressed through indicators that address institutional barriers that could hinder the real social relevance of the knowledge produced in higher education for solving development challenges, as outlined in the 17 UN Sustainable Development Goals (SDGs).

This analysis seeks to examine and evaluate these instruments within the scope of the 2030 Agenda, aiming to answer the question: are the proposals put forward by the URSULA Model capable of improving cross-sectional management within HEIs to generate an impact that promotes social transformations in Latin America?

The general objective is to assess whether the implementation of the URSULA Model in Latin America HEIs has the capacity to drive societal changes in terms of sustainability practices and reducing social inequality. Specifically, the study intends to characterize the URSULA Model and evaluate the feasibility of its application in participating HEIs.

This research focuses on the theme of University Social Responsibility (USR), conducted within the context of the 17 Sustainable Development Goals, following an analytical-descriptive and documentary approach. It is a study with a qualitative approach to the problem and a descriptive nature regarding its purpose, utilizing documentary research techniques, bibliographic research and multiple case studies. The qualitative approach was chosen, since, according to Minayo (2009), research works with the universe of meanings, motives, aspirations, beliefs, values, and attitudes.

The documentary analysis took the URSULA model as its starting point, along with documents from universities selected by it, as well as consultations with educational legislation and documents produced by policy-making institutions. Texts and data were analyzed and interpreted to identify factual information in documents based on relevant questions and hypotheses, using the document as the object of study (Lima et al., 2021).

The research strategy was based on a case study approach, allowing for a deeper understanding of the phenomenon as a whole. Yin (2001) considers the case study as empirical investigation that examines a contemporary phenomenon within its real-life context, with replication being the predominant logic in case study research. Since the study involved multiple HEIs across different countries, a multiple case study

that was conducted, enabling comparisons and providing a more comprehensive empirical framework.

As a theoretical contribution, the ideas presented in this research were systematized based on the context in which they were structured, grounded in the concept of USR as an intrinsic phenomenon of universities, directly linked to their social function. It is an ongoing process, with innovative ideas and challenges. The proposed practices configure a necessary exercise in achieving meaningful outcomes that contribute to the envisioned social transformation.

Initially, a conceptualization of USR and a characterization of the URSULA Model of USR will be presented, followed by an analysis of the information provided by Latin American HEIs.

USR and the URSULA Model

Institutions such as UNESCO, in the World Declaration on Higher Education, as early as 1998, already highlighted the importance of universities in contributing to sustainable development and improving the quality of life in society, serving as a source for training responsible professionals and citizens, as well as for disseminating knowledge.

According to Vallaey's approach (2006), universities are where individuals achieve the highest level of qualification in technical, scientific and human terms – that is, both professional training and civic education, based on the perspective of the societal changes being sought. Vallaey (2006, p. 26) argues that the university takes on a fourth pillar, in addition to teaching, research and extension: governance, as a “socially responsible and exemplary organization”, enabling faculty, students and technical-administrative personnel to learn “within” and “from” the university in a democratic culture, where they can diagnose and identify the reproduction of their social context (Vallaey, 2006, p. 31).

Calderón (2006) presents the university as a large pyramid with a triangular base, consisting of three interconnected faces. In his view, the visible faces of the pyramid represent teaching, research and extension, all upheld by a base that represents university governance. He adds that university governance consists of the set of administrative and managerial processes and structures that enable the universities to fulfill their institutional mission.

For La Jara et al. (2006), the principles and values of USR form the foundation of the pyramid, serving as guides for human behavior – fundamental in a socially responsible university. USR principles and values are structured according to a systemic logic, classified into three levels: personal, social and university, each with indicators that can be used as management tools related to university social responsibility.

Higher education institutions (HEIs) maintain extensive and diverse stakeholder networks, resulting in a strong dependency on these stakeholders for institutional stability and progress (Fryzel, 2011).

Therefore, drawing from stakeholder theory – originating in Corporate Social Responsibility – several aspects of university extension and its stakeholders can be analyzed, including internal stakeholders (faculty, students, technical-administrative staff) and external stakeholders (the broader community). In this framework, the university can be examined as a set of associations among the groups involved in its specific activities (Moir, 2001).

USR is presented as a comprehensive and cross-sectional management policy addressing the socio-environmental impacts generated by HEIs in all their academic and administrative functions, as well as in their internal and external relationships, oriented towards the total fulfillment of their role as agents of sustainable development through governance, training, research, participation and innovation (Vallaey, 2008).

In 2009, the First Steps Manual for University Social Responsibility (Vallaey et al., 2009) was published, the first freely available USR management tool for Latin America. This manual proposed a road map for its implementation, as well as self-assessment tools including surveys for all internal university stakeholders.

USR is a movement that directly influences the comprehensive and cross-sectional governance of HEIs, addressing development challenges in alignment with the 17 UN Sustainable Development Goals (SDGs) (Rúbio-Rodríguez et al., 2020).

Since the beginning of the 21st century, concepts, methodologies and practices related to university social responsibility have been evolving across Latin America. Various USR models have been developed to guide universities in implementing actions that translate the discourse of social responsibility into practice. Among them, only the URSULA Model incorporates all 17 indicators of sustainable development, which is why the study focuses on its analysis.

The Latin American University Social Responsibility Union (URSULA) defines itself as a space for critical discussion on the role of Higher Education in Latin America, proposing the implementation of innovative and sustainable university governance practices that contribute to society and the ecosystem – engaging not only students and researchers but also civil society organizations, governments, funding agencies and corporations.

During the selection process for the 2018 research, universities that had participated in URSULA events between 2016 and 2018 were invited. Initially, 74 universities expressed interest, and 60 provided their information, yielding an 81% response rate from initial participants (URSULA, 2018). In the 2019 continental study, all HEIs registered with URSULA were invited; 66 universities responded, and 40 successfully submitted their information, resulting in a 61% response rate (URSULA, 2019).

Currently, URSULA includes participation from 17 countries in Latin America and the Caribbean, along with Portugal and Spain, and has established partnership with the Latin America Development Bank

(CAF). CAF supports sustainable development and regional integration through technical cooperation and both public and private projects.

According to University Social Responsibility Manual of the URSULA Model (Vallaey, 2020), the greatest advantage of USR is that it directly impacts the comprehensive and cross-sectional governance of HEIs. It operates through ethical requirements expressed in indicators with social relevance for addressing development challenges, aligned with the 17 UN Sustainable Development Goals (SDGs) for 2030, which provide the contextual framework for its structure (Figure 1).

Figure 1 – Agenda 2030: the 17 Sustainable Development Goals



Source: United Nations (2017).

Efforts to achieve the SDGs have spread across all sectors of society. In higher education institutions, discussions focus on how universities and science can contribute to achieving the SDGs, given their social responsibility. The role of universities in implementing the SDGs goes beyond institutional governance, as they serve as key sources of knowledge and research, with the potential to support the production and dissemination of knowledge as a foundation for action (Kestin et al., 2017).

With the objective of transforming universities into an innovation laboratory for social responsibility, URSULA developed a model based on 12 goals, supported by 66 performance indicators, structured across the areas of organizational management, education, knowledge creation and social engagement.

For each of these processes, three socially responsible performance goals were developed, setting challenges to overcome their current state and ensuring academic quality is grounded in social relevance. This model proposed by Vallaey and Solano (2018) highlights key issues universities must address to prevent barriers to the development of their stakeholders.

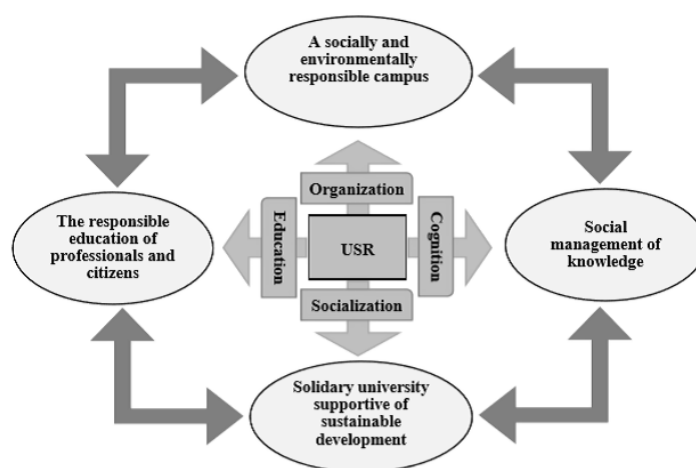
The objective of this initiative is to advance the state of the art of University Social Responsibility (USR) in Latin America through an institutional self-diagnosis, based on a standardized tool used by all higher education institutions (URSULA, 2019). In collaboration with external partners, mutual learning communities are created to foster

sustainable development, aiming to generate collective territorial intelligence. Thus, both internal and external improvements seek to jointly achieve the Sustainable Development Goals (SDGs), as these objectives are not only targets for higher education institutions but for society as a whole, in which these institutions are embedded.

From this perspective, the greater the diversity and synergy among partners, the higher the likelihood of generating impactful, long-lasting, disruptive and creative projects. By promoting and participating in mutual learning communities, HEIs shift their localized efforts towards collaborative alliances in an action-exchange mechanism. In this sense, it is important that the academic community distinguish between the concepts of "Social Responsibility" and "social assistance", considering that responsibilities must precede commitments to drive organizational changes capable of promoting societal transformation.

The USR approach enables universities to build networks with other social actors (local governments, NGOs, companies, local communities, central government, international organizations, national and international universities) to achieve ambitious goals in terms of social transformation. The URSULA Model proposes that socio-environmental emergencies should encourage higher education to generate socioeconomic innovations. To this end, it considers that the regenerative economy should be the new approach to training professionals for the evolving labor market – ensuring value creation without undermining social ties or the planet's habitability. In this context, the social challenge of higher education is to transition from the employability paradigm to the paradigm of socially responsible innovation. To this end, intersection between teaching, research and extension is required, integrated through HEI organizational governance (Figure 2).

Figure 2 – The USR Model



Source: URSULA (2019).

State of the Art of USR in Latin American Universities

The First Continental Investigation of the Latin American University Social Responsibility Union (URSULA), held in 2018, aimed to generate a continental dynamic to promote a new socially responsible approach. In total, 60 universities from 12 countries in Latin America and the Caribbean participated in an unprecedented experience, carried out a self-diagnosis using the same indicators, thereby enabling the creation of a continental average and comparative analysis between countries.

The Second URSULA Continental Survey, conducted in 2019, involved 40 universities from 9 Latin American countries, using the same standardized tool in 12 goals, 66 indicators and 5 levels of realization for the comprehensive and cross-cutting management of USR (URSULA, 2019). Thus, between 2018 and 2019, it was possible to quickly collect and compare standardized data on the USR performance of 83 HEIs from 12 countries efficiently, thanks to the collaboration of each institution (Table 1).

Table 1 – Number of universities participating in the continental survey: university social responsibility (USR) by country in Latin America and the Caribbean in 2018 and 2019

COUNTRY	2018	2019
Argentina	7	0
Bolivia	1	1
Brazil	2	4
Chile	2	0
Colombia	16	11
Costa Rica	1	1
Ecuador	0	1
El Salvador	0	1
Mexico	12	6
Paraguay	0	1
Peru	18	14
Uruguay	1	0
TOTAL	60	40

Source: URSULA (2018, 2019).

In both studies, an institutional self-diagnosis was carried out using the same standardized tool: 12 goals, 66 indicators and 5 levels of implementation of comprehensive and cross-cutting USR management across 4 areas of action: 1. Organizational management (OM), 2. Training (T), 3. Cognition (C) and 4. Social Participation (SP).

During the data collection process, a research team responsible for the self-diagnosis of the 12 goals identified the individuals responsible within the HEI most suited to respond to each of the 66 indicators in the tool. A meeting was then organized with these individuals to determine the level achieved by the HEI for each indicator (from 1 to 5).

The idea was for this exercise to become an inventory of internal best practices. The deficiencies identified during the self-assessment meetings allowed HEIs to begin redefining their strategic plans.

The final average results were sent to URSULA, which calculated the total continental average each year. The results of individual HEIs are not published – only the continental averages and, where applicable, the national average for countries in which at list 10 HEIs participated in the annual Continental Survey.

In 2009, an initial version of the surveys assessing the perception of internal actors regarding Hei performance was published in the Manual of the First Steps of University Social Responsibility (Vallaey's et al., 2009). The 2018 and 2019 editions reorganized the questions and added new ones based on the 12 USR goals and the 4 areas of action in the URSULA model.

The survey aimed to understand the opinions of students, professors, researcher-professors, extension managers, and non-teaching staff regarding their institution's performance in relation to University Social Responsibility (USR). The results were measured using positive statements on a Likert scale: (1) strongly disagree, (2) disagree, (3) somewhat disagree, (4) somewhat agree, (5) agree, (6) strongly agree. It is essential to ensure that each sample is representative of the studied population, calculated through statistical sampling techniques.

The questionnaire contains 175 statements, with each internal actor being surveyed using 6 to 7 questions for USR goal, corresponding to the action areas (Organizational Management, Training, Cognition or Social Participation). Each actor was asked about the parts they should be familiar with and provide a meaningful opinion on behalf of the institution. The idea was for the results to reflect institutional community members' perceptions regarding the university's fulfillment of the 12 USR goals.

Conflicting, uncertain, or disappointing topics presented to participants enabled HEIs to initiate a process of reflection, dialogue and participatory work with their internal community, fostering continuous improvement of USR.

The results also allowed for comparisons of the adoption and evolution of USR from the university community's perspective and assessment of progress in best practices, actions and projects carried out by the institution when the same study was conducted every two to three years.

The results of the 2018 URSULA Continental USR Study revealed that no goal achieved an average score above 3, indicating that the 12 proposed goals represent continuous improvement benchmarks useful

for constructing USR management models within institutions. The highest averages were recorded in internal climate and work equity management (goal 1) and ethics-transparency-inclusion (goal 3). These contrasted with the lower scores in internal environmental management (goal 2), inclusion of Sustainable Development Goals (SDGs) in training (goal 5) and Challenge-Based-Learning (goal 4). The immediate conclusion from the 2018 USR self-diagnosis study was that Latin American higher education institutions were still transitioning towards assuming responsibility for their impacts (Table 2).

Table 2 – The 12 socially responsible performance goals - Continental URSULA MODEL Survey 2018 and 2019

AREAS OF ACTIVITY	GOALS	2018	2019
Organizacional management	1.Good working climate and equity	3,35	3,50
	2.Sustainable Campus	2,60	2,84
	3. Ethics, yransparency and inclusion	3,32	3,54
Training	4.Learning based on social challenges	2,66	3,25
	5. Curricular inclusion of the 17 ODS	2,18	2,58
	6.Matrices developed with external stakeholders	2,88	3,14
Knowledge construction	7.Inter and transdisciplinary	3,00	3,39
	8.Research "in" and "with " the co-community	2,88	3,12
	9.Production and dissemination of useful knowledge	2,82	3,00
Social participation	10.Integration of extension with teaching and research	3,00	3,44
	11.Co-created, long-lasting and impactful projects	2,75	3,07
	12.Participation in the local, national and international agenda	2,79	3,01

Source: URSULA (2018, 2019).

Observing the results presented in Table 2 from the 2019 study, it is evident that no goal achieved an excellent average, as all fluctuated between levels 2 and 3 – that is, between isolated initiatives and the beginning of a collected effort that has not yet reached its institutionalization as a general policy with consolidated organizational routines. As in the first Continental Study of 2018, there is evidence that USR is a relatively new concern, undoubtedly growing but not yet established as a management system in Latin American HEIs.

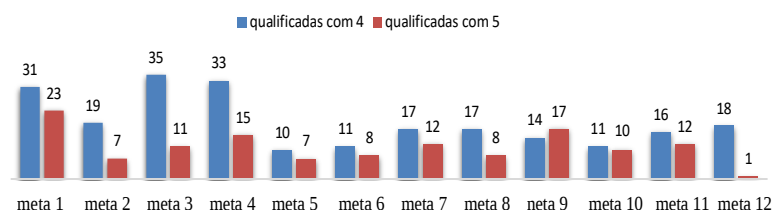
From this perspective, the highest-scoring aspects are those dependent on administrative work. Conversely, lower-scoring aspects are those requiring internal coordination and a shift in how the university community carries out its daily activities in its spheres of influence.

This suggests that the greatest current challenge for USR is organizational learning, both among internal actors and through connections with new external actors, to promote co-created impact projects in community development and academic quality.

Comparing the results of both studies, it is evident that the findings from the first year are confirmed in the second, which reinforces to validate the relevance of the exercise, and the reliability of the practices implemented in each HEI. A significant improvement in all goals is also observed, suggesting that USR managers at each HEI have gained greater persuasive power to implement significant changes in institutional policies and strategies. This positive trend is expected to strengthen in the future, positioning the URSULA Continental Study as a force for progress – a tool for generating and publicly disseminating useful knowledge for higher education in Latin America.

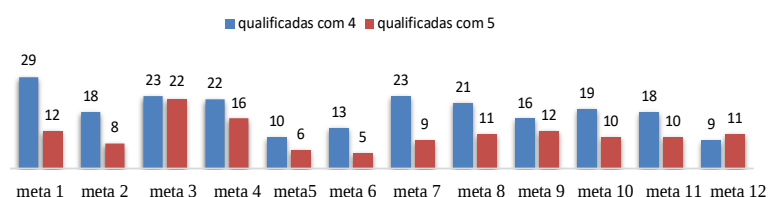
Additionally, it is important to note that a one-year timeframe is relatively short for generating consistent changes, as the results of practice implementation require medium- and long-term efforts. As universities become more involved with the model, these changes are expected to become more substantial, benefiting USR across Latin America. Successful experiences have been highlighted, particularly at universities in Peru (Figure 3) and Colombia (Figure 4). Notably, the successful initiatives identified are distributed among the participating HEIs, contributing to the aggregate results for Latin America (Figure 5).

Figure 3 – Peru - Successful experiences identified by target

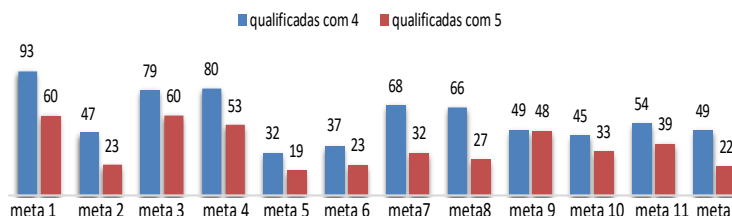


Note: blue: qualified with 4; red: qualified with 5. Source: URSULA (2020).

Figure 4 – Colombia - Successful experiences identified by target



Note: blue: qualified with 4; red: qualified with 5. Source: URSULA (2020).

Figure 5 – Successful experiences by Goal in Latin America

Note: blue: qualified with 4; red: qualified with 5. Source: URSULA (2020).

Here are some considerations about the development of USR, particularly in Brazilian universities.

USR in Brazilian Universities

The process of establishing the educational system in Brazil was strongly influenced by European models, especially after the arrival of the Portuguese royal family. A university education model focused on professional training was adopted to meet the expectations of aristocratic families whose children no longer had easy access to European universities.

Thus, in 1808, law schools were founded in Olinda, medical schools in Salvador, and engineering schools in Rio de Janeiro (Simões, 2013). This explains the lack of critical thinking and the strong emphasis on professionalization within Brazilian higher education institutions, as, since the arrival of colonizers in the country, there was no concern with fostering or implementing any form of critical education (Garcia; Torres, 2016).

Higher education in Brazil was introduced relatively late compared to Spanish colonies in Latin America, and any initiative for universities establishment was closely tied to the political interests of the Brazilian elite (Teixeira, 1976).

Only in 1946, through Decree 8.393/1945, did universities in Brazil gain administrative, financial, pedagogical, didactic and disciplinary autonomy. In 1961, the first Law establishing the Guidelines and Bases of National Education was enacted. Law 4024/61 (later repealed by Law 9394/96) outlined the national education system, establishing that education should be inspired by the principles of freedom and ideals of solidarity, aiming at the “full development of the human personality and participation in the common good”, as well as preparing individuals and society to master scientific and technological resources to utilize opportunities and overcome environmental challenges (Law 9394/96, art. 1).

In 1968, Law 5540/68 was enacted, reinforcing the didactic-scientific, disciplinary, administrative, and financial autonomy of higher education institutions (HEIs). It addressed the structure of universities, reshaped the academic profile, and aimed to boost scientific and technological production in the country.

The National System for Higher Education Evaluation (SINAES), established by Law 10.861 of April 14, 2004 (Brazil, 2004), mandated the implementation of USR among HEIs. From this legal milestone, the concepts of social responsibility and social commitment became central to discussions on the social role of HEIs.

According to Calderón (2011), the term USR gained prominence in Brazil in the first decade of the 21st century, with the institutionalization of the higher education market, when private institutions incorporated corporate social sustainability discourse into their marketing strategies. For Dias Sobrinho (2005), higher education's social responsibility should not be limited to technical capacity and professional training; it must also include socially relevant activities that address societal needs and deficiencies.

University extension projects, developed through a multidisciplinary perspective and with diverse approaches, enhance USR alongside teaching and research practices. Thus, HEI engagement is driven by four core processes: management, teaching, research and university extension (Menegat et al., 2018).

Currently, Brazilian public universities – though not uniformly – have developed a range of socially connected practices, including work in public hospitals and schools, inclusion programs benefiting individuals in vulnerable contexts, complex and current research initiatives, advancement the science-technology-innovation complex, and implementation of racial and social quota policies as a means of equitable access to higher education (Souza; Brandalise, 2015).

Thus, although USR policies in Brazil are not yet at the same stage as those in other Latin American countries, such as Peru and Colombia, it can be said that they have been providing contributing elements for social transformation in the country.

Conclusion

Returning to the central concern that guided this research and considering that University Social Responsibility (USR) remains a developing topic in academia, the URSULA Continental Study can be evaluated as a positive initiative aimed at establishing an initial state-of-the-art assessment at the Latin American level.

The URSULA methodology serves as a tool for institutional management support concerning USR. As a standardized and consolidated approach, its replicability over time enables ongoing monitoring of participating institutions year after year, facilitating the definition of strategies that drive continuous improvement of this subject within the academic environment (Schneider et al., 2020).

The initiative encourages the creation of new knowledge beneficial to all participating universities and holds the necessary potential to influence higher education public policies. Representing a continental effort, universities from different countries are assessed using the same tool, allowing for comparisons of similarities and differences, even at an early stage.

USR emerges as a broad and dynamic concept linked to the development of Latin American society and management practices; it redefines the social role of universities, promoting the democratization of institutional processes within higher education.

The URSULA Model, analyzed in this article, highlights sustainability and the university-society relations as potential frameworks and operational practices for USR. It sets the conditions for pursuing the sustainable development goals outlined in the 2030 Agenda, acting as a mechanism for promoting social transformations.

Thus, the implementation of a Latin American USR policy becomes imperative – one that incorporates social responsibility indicators into the evaluation and accreditation systems of higher education institutions. This policy should serve as a catalyst for change, fostering an education system integrated with contemporary social realities and committed to addressing societal challenges and major global transformations.

Received on August 26, 2023
Approved on October 16, 2024

References

- ALMEIDA, Adilson José. **Responsabilidade social universitária no contexto dos objetivos de desenvolvimento sustentável em universidades da região Sul do Brasil**. 2020. Tese (Doutorado em Educação) – Programa de Pós-Graduação em Educação, Universidade do Vale dos Sinos, São Leopoldo, 2020. Disponível em: <http://www.repositorio.jesuita.org.br/handle/UNISINOS/9486>. Acesso em: 05 jan. 2023.
- CALDERÓN, Adolfo Ignacio; PEDRO, Rodrigo Fornalski; VARGAS, Maria Caroline. Responsabilidade social da Educação Superior: a metamorfose do discurso da UNESCO em foco. **Interface - Comunicação, saúde, educação**, v. 15, n. 39, p. 1185-98, 2011.
- CALDERÓN, Adolfo Ignacio. Responsabilidade Social Universitária: contribuições para o fortalecimento do debate no Brasil. **Estudos** 36, v. 24, p. 07-22, 2006. Disponível em: <http://www.abmes.org.br/abmes/public/arquivos/publicacoes/Estudos36.pdf>. Acesso em: 18 jan. 2023.
- DIAS SOBRINHO, José. Educação superior, globalização e democratização: qual universidade? **Revista Brasileira de Educação**, Rio de Janeiro, v. 10, n. 28, p. 164-73, 2005.
- FRYZEL, Barbara. **Building stakeholder relations and corporate social responsibility: a sensemaking perspective**. Chippenham: Palgrave Macmillan, 2011. Disponível em: <http://www.palgraveconnect.com/pc/doifinder/view/10.1057/9780230308817>. Acesso em: 28 dez. 2022.
- GARCIA, Mariane Vieira; TORRES, Adriana Amadeu. Compromisso social da universidade no Brasil: um panorama histórico. In: COLÓQUIO INTERNACIONAL DE GESTÃO UNIVERSITÁRIA, 16., 2016, Florianópolis. **Anais [...]**. Florianópolis, 2016. Disponível em: <https://repositorio.ufsc.br/xmlui/handle/123456789/171046>.

KESTIN, Tahl et al. **Getting started with the SDGs in universities**. Australia, New Zealand and Pacific Edition. Australia/Pacific, Melbourne: Sustainable Development Solutions Network, 2017. Disponível em: <https://ap-unsdsn.org>. Acesso em: 30 dez. 2022.

LA JARA, Mónica Jiménez et al. Responsabilidade universitária: uma experiência inovadora na América Latina. **Estudos** 36, n. 24, p. 57-73, 2006. Disponível em: <http://www.abmes.org.br/abmes/public/arquivos/publicacoes/Estudos36.pdf>. Acesso em: 25 fev. 2023.

LIMA, Eduardo Brandão. Junior et al. F. Análise documental como percurso metodológico na pesquisa qualitativa. **Cadernos da Fucamp**, v. 20, n. 44, p. 36-51, 2021.

LIRA, Zarah Barbosa. **Balanço social como instrumento para avaliação das ações sociais de instituições públicas**: uma proposta à Fundação Joaquim Nabuco. 2009. Dissertação (Mestrado) – Programa de Pós-Graduação em Gestão Pública para o Desenvolvimento do Nordeste, Universidade Federal de Pernambuco, Recife, 2009.

MENEGAT, Jardelino et al. Qualidade da educação superior e a responsabilidade social. **Roteiro**, v. 43, n. 1, p. 297-316, 2018. Disponível em: <https://doi.org/10.18593/r.v43i1.15136>, 2018. Acesso em: 10 fev. 2023.

MINAYO, Maria Cecília de Souza. **Pesquisa social**: teoria, método e criatividade. Rio de Janeiro: Vozes, 2009.

MOIR, Lance. What do we mean by corporate social responsibility? **Corporate Governance**, v. 1, n. 2, p. 16-22, 2021. Disponível em: <http://core.ac.uk/download/pdf/138652.pdf>. Acesso em: 20 jan. 2023.

ONU. Organização das Nações Unidas. **Objetivos de desenvolvimento sustentável**. 2017. Disponível em: <https://ipe.org.br/noticias/projetos-do-ipe-estao-com-prometidos-com-a-agenda-global-dos-ods/> Acesso em: 20 dez. 2022.

RÚBIO-RODRÍGUEZ, Gustavo et al. Responsabilidad social universitaria: incidencia en diferentes grupos de interés en una universidad colombiana. **Revista de ciencias sociales**, v. 26, n. 4, p. 180-189, 2020. Disponível em: <https://doi.org/10.31876/rcs.v26i4.34656>. Acesso em: 20 jan. 2023.

SCHNEIDER, Vania Elisabete et al. Responsabilidade Social Universitária: estudo de caso da Universidade de Caxias do Sul, RS. **Revista gestão & sustentabilidade ambiental**, Florianópolis, v. 9, n. esp., fev. 2020. Disponível em: <http://dx.doi.org/10.19177/rgsa.v9e02020816.829>. Acesso em: 20 fev. 2023.

SIMÕES, Mara Leite. O surgimento das universidades no mundo e sua importância para o contexto da formação docente. **Revista temas em educação**, v. 22, n. 2, p. 136-152, 2013. Disponível em: <https://periodicos.ufpb.br/index.php/rteo/article/view/17783>. Acesso em: 23 fev. 2023.

SOUZA, Andrelisa Cristina; BRANDALISE, Mary Angela Teixeira. Democratização, justiça social e igualdade na avaliação de uma política afirmativa: com a palavra, os estudantes. **Ensaio: Avaliação e Políticas Públicas em Educação**, v. 23, n. 86, p. 181-212, 2015. Disponível em: <https://doi.org/10.1590/S0104-40362015000100007>. Acesso em: 20 fev. 2023.

TEIXEIRA, Anísio. **Educação no Brasil**. 2. ed. Rio de Janeiro: Editora Nacional, 1976.

URSULA. Unión de Responsabilidad Social Universitaria Latinoamericana. **Investigación continental de autodiagnóstico RSU**: avances institucionales en 12 metas socialmente responsables, 2018. Disponível em: <http://unionursula.org/wp-content/uploads/2018/04/12-metas-RSU-indicadoresmatrizinvestigacion-continental-URSULA-2018.pdf>. Acesso em: 20 dez. 2022.

URSULA. Unión de Responsabilidad Social Universitaria Latinoamericana. **Guía de llenado de la matriz de autodiagnóstico y envíos de evidencias. Obtido de 2da Investigación continental URSULA**: Estado de la arte de la Responsabilidad Social Universitaria (RSU) en América Latina. 2019. Disponível em: <http://unionursula.org/wp-content/uploads/2019/04/guia-llenado-i-c-rsuursula-2019-espanol.pdf>. Acesso em: 20 dez. 2022.

URSULA. Unión de Responsabilidad Social Universitaria Latinoamericana. **Resultados investigación continental URSULA**: estado del arte de la RSU en América Latina. 2020. Disponível em: https://unionursula.org/wp-content/uploads/2020/09/Informe-Final-Investigacion-Continental-RSU_URSULA-2018.pdf. Acesso em: 01 out. 2024.

VALLAEYS, François. O que significa responsabilidade social universitária? **Estudos** 36, v; 24, p. 35-56, 2006. Disponível em: <http://www.abmes.org.br/abmes/public/arquivos/publicacoes/Estudos36.pdf>. Acesso em: 20 dez. 2022.

VALLAEYS, François. Responsabilidad Social Universitaria: una nueva filosofía de gestión ética inteligente para las universidades. **Revista educación superior y sociedad**: nueva época, v. 13, n. 2, p. 193-220, 2008. Disponível em: <http://www.iesalc.unesco.org.ve>. Acesso em: 28 dez. 2022.

VALLAEYS, François. **Introducción a la Responsabilidad Social Universitaria RSU**. Sierra Montoya, Barranquilla: Ediciones Universidad Simón Bolívar, 2016. Disponível em: <http://publicaciones.unisimonbolivar.edu.co/edicionesUSB/dptopublicaciones@unisimonbolivar.edu.co>. Acesso em: 28 dez. 2022.

VALLAEYS, François. **Responsabilidad Social Universitaria**: El Modelo URSULA, estrategias, herramientas, indicadores. CAF, URSULA, 2019. Disponível em: <https://unionursula.org/wp-content/uploads/2020/09/RSU-El-modelo-URSULA.-Estrategias-Herramientas-Indicadores.pdf>. Acesso em: 28 dez. 2022.

VALLAEYS, François. ¿Por qué la Responsabilidad Social Empresarial no es todavía transformadora? Una aclaración filosófica. **Andamios**, v. 17, n. 42, p. 309-333, 2020. Disponível em: <https://doi.org/10.29092/uacm.v17i42.745>. Acesso em: 05 jan. 2023.

VALLAEYS, François et al. Responsabilidad Social Universitaria. **Manual de primeros pasos**. México D. F.: McGraw-Hill Interamericana Editores, Banco Interamericano de Desarrollo, 2009. Disponível em: <https://publications.iadb.org/es/publicacion/14191/responsabilidad-social-universitaria-manual-de-primeros-pasos>. Acesso em: 28 dez. 2022.

VALLAEYS, François; ÁLVAREZ, Juliana. Hacia una definición latinoamericana de Responsabilidad Social Universitaria. Aproximación a las preferencias conceptuales de los universitarios. **Educación XX1**, v. 22, n. 1, p. 93-116, 2019. Disponível em: <https://revistas.uned.es/index.php/educacionXX1/article/view/19442>. Acesso em: 28 dez. 2022.

YIN, Robert. **Estudo de caso**: planejamento e métodos. Porto Alegre: Artmed, 2001.

Elizabeth Borelli holds a Bachelor's degree in Public Administration from EAESP-FGV, a Master's degree in Economics from PUC-SP, a Ph.D. in Social Sciences from PUC-SP, and a Postdoctoral degree in Social Sciences from the CLACSO Network – Colombia. She is a Ph.D. professor in the Professional Master's Program in Accounting Sciences, Controllership, and Finance at the Pontifical Catholic University of São Paulo (PUC-SP).

ORCID: <https://orcid.org/0000-0003-0502-4434>

E-mail: eborelli@pucsp.br

Luiz Henrique Santos Cardoso holds a Bachelor's degree in Economics from Faculdades Metropolitanas Unidas (FMU) and a Master's degree in Political Economy from PUC-SP. He is an Economics professor at FMU.

ORCID: <https://orcid.org/0000-0003-1602-9820>

E-mail: felin@uol.com.br

Availability of research data: the supporting data set for the results of this study are published in the article itself.

Editor in charge: Carla Karnoppi Vasques

