University Social Responsibility. A Systematic Review

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This study shows the review of various scientific articles from last 5 years on the importance of university social responsibility, consulting different academic search engines, including articles from Peru and other countries where there is also interest in this topic. The following question was asked: How is importance of university social responsibility shown? The objective of this research is to carry out a systematic review of articles related to university social responsibility. Then, the information in the scientific network has been used, that is, all the documents reviewed are from indexed academic journals, from national to international studies in order to rescue the different approaches to this problem with the different points of view, their approach, the problem, the solutions and their recommendations. In conclusion, RSU is a comprehensive strategy that allows universities to contribute effectively to sustainable development and solution of social and environmental problems. The systematic review of articles related to USR provides a solid foundation for future research and policies in this area. The integration of theoretical and practical approaches, as well as the consideration of student perceptions and teacher training, are key aspects for effective implementation of RSU. In the Peruvian context, it is essential to continue strengthening RSU through greater integration in university management and the development of a clear regulatory framework guides these initiatives.

Keywords: University social responsibility, Rsu.

Introduction

Resumen

Este estudio muestra la revisión de diversos artículos científicos de los últimos 5 años sobre la importancia de la responsabilidad social universitaria, haciendo consulta en distintos buscadores académicos, entre artículos de Perú y otros países donde también existe el interés acerca de este tema. Se formuló la pregunta siguiente: ¿Cómo se muestra la importancia de responsabilidad social universitaria? El objetivo de la presente investigación es realizar una revisión sistemática de los artículos relacionados con la responsabilidad social universitaria. Entonces, se ha utilizado la información en la red científica, es decir, todos los documentos revisados son de revistas indexadas de carácter académico, desde estudios nacionales a internacionales para poder rescatar los distintos enfoques de esta problemática con los diferentes puntos de vistas, su planteamiento, la problemática, las soluciones y sus recomendaciones. En conclusión, la RSU es una estrategia integral que permite a las

universidades contribuir de manera efectiva al desarrollo sostenible y a la solución de problemas sociales y ambientales. La revisión sistemática de los artículos relacionados con la RSU proporciona una base sólida para futuras investigaciones y políticas en este ámbito. La integración de enfoques teóricos y prácticos, así como la consideración de las percepciones de los estudiantes y la formación del profesorado, son aspectos clave para la implementación efectiva de la RSU. En el contexto peruano, es fundamental continuar fortaleciendo la RSU a través de una mayor integración en la gestión universitaria y el desarrollo de un marco normativo claro que guíe estas iniciativas.

Palabras Clave: Responsabilidad social universitaria, Rsu.

Introduction

University Social Responsibility (USR) is defined as commitment of higher education institutions to society, beyond their traditional functions of teaching and research. This concept implies that universities should act ethically and contribute to sustainable development, promoting values such as equity, social justice and respect for environment. USR encompasses a wide range of activities, from environmental stewardship and social inclusion to promotion of health and community well-being.

Globally, USR has become increasingly important in recent decades. Universities around world have begun to recognize its fundamental role in promoting sustainable development and solving social and environmental problems. In this context, USR has become an essential component of mission and vision of many higher education institutions, which seek not only to train competent professionals, but also citizens committed to society and environment. According to Vallaeys (2020), USR is a comprehensive strategy that enables universities to contribute effectively to sustainable development.

In Latin America, USR has acquired particular relevance due to social and economic challenges facing the region. Latin American universities have adopted USR as a key tool to address problems such as poverty, inequality and environmental degradation. Through various programs and projects, these institutions have sought to improve quality of life of local communities, promote environmental sustainability and strengthen citizen participation. USR in Latin America is characterized by its focus on social inclusion and equity, as well as its commitment to sustainable development. According to De la Cruz and Sasia (2019), USR in this region has been instrumental in promoting a more inclusive and equitable education.

In the Peruvian context, USR has been adopted by several universities as part of their institutional mission. These institutions have implemented projects and programs that seek to improve the quality of life of local communities, promote environmental sustainability and strengthen citizen participation. However, there are still significant challenges, such as the need for greater integration of USR in university management and lack of a clear regulatory framework to guide these initiatives. In Peru, USR has focused on areas such as education, health, environment and community development, with aim of contributing to well-being of society and sustainable development of country. According to Pérez (2021), the implementation of USR in Peru has shown significant progress, although important challenges remain.

This systematic research will allow inferring the answer to problem posed, the correlation between university social responsibility and its relevance in different contexts and how universities can improve their practices in this area. The central question guiding this study is: How is relevance of university social responsibility shown? The main objective is to conduct a systematic review of articles related to USR, analyzing the various perspectives and approaches adopted by higher education institutions. This study will identify best practices and common challenges, providing a solid foundation for future research and policy in field of USR.

Methodology

Systematic reviews (SR) are secondary studies seek to answer a research question by conducting exhaustive searches of the available evidence (i.e., studies that have already answered the research question) and synthesizing results found in these investigations (Fernández, et al. 2019). Bibliographic-level research was conducted, with objective of identifying and analyzing scientific articles oriented to the study variables. In order to obtain the most up-to-date information on subject matter, articles published during five-year period between 2019 and 2024 were sought. The systematic review was conducted using the following academic search engines: The following databases were consulted: Google Scholar, Scielo, ProQuest, Dialnet, and Redalyc. This is where articles from scientific journals pertaining to the significance of university social responsibility were sourced. The search terms employed were "University social responsibility" and "Social responsibility."

Figure 1: Flow chart of the inclusion and exclusion criteria used for the systematic review.
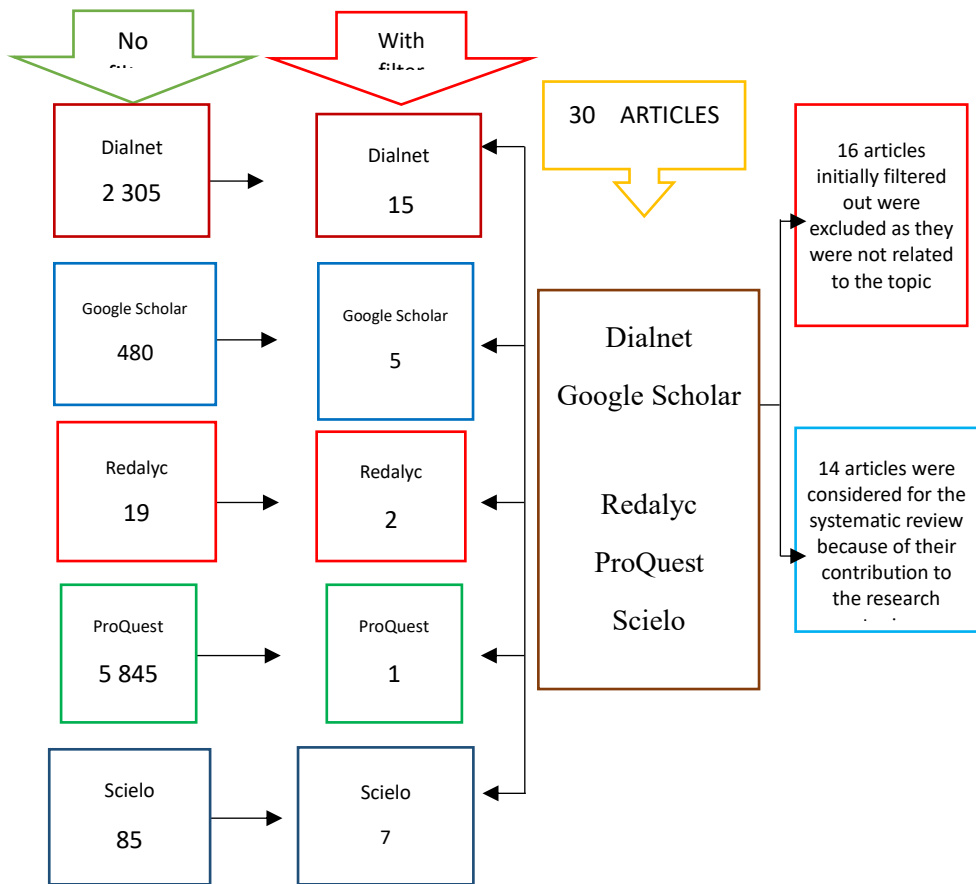
Note: Dialnet, Google Scholar, Redalyc, Proquest and Scielo databases.

Results

The results of research are presented below. The bibliographic analysis was carried out through the academic network, that is, using virtual resources, but in reliable pages for scientific searches. The following search engines were used: Dialnet, Google Scholar, Redalyc, Proquest and Scielo, in that order. The articles are current, no less than five years old; on other hand, important articles in Spanish were found. The terms for this search were "Social responsibility" and "University social responsibility", yielding results very similar to research problem.

Figure 1 shows information search process. At the beginning, by entering the search terms without any filter, results were shown with numerous articles: Dialnet 2305, Google Scholar 480, Redalyc 19, Proquest 5845, Scielo 85. Applying filters of language (Spanish), age not

less than five years, specifying that they are only articles from scientific journals, a smaller number of articles were obtained. It is also worth mentioning the personal choice, discarding articles that are not related to application of topic in regular basic education. Thus, the search is as follows: Dialnet 15, Google Scholar 5, Redalyc 2, Proquest 1 and Scielo 7.

For this study, an attempt was made to collect articles from different academic search engines, in order to obtain different results, although it is noteworthy that, as shown in Figure 2, the presence of articles related to the topic is more abundant in the academic search engine "Dialnet", being interesting when we observe most of the articles, as shown in Figure 1, are from the search engine "ProQuest". It should be noted that, in latter mentioned, the searches through the filter discarded many results, in addition to personal selection, highlighting that, although search terms were precise, results with little relation to the research topic were found. On the other hand, in "Dialnet", articles similar to the research topic were shown, giving possibility of taking several interesting articles.

Figure 2. Percentage distribution of articles by academic search engine.
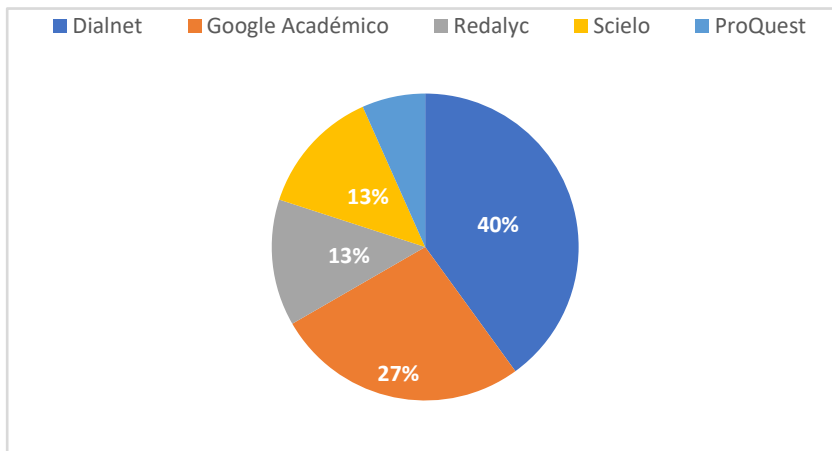

Note: Dialnet, Google Scholar, Redalyc, Proquest and Scielo databases.

On the other hand, the origin of research has been rescued in order to make a comparison in terms of the countries that have studied the problem raised. Venezuela stands out in this opportunity, in this research 21.45% are Venezuelan articles.

Figure 3: Percentage distribution of items by country.

Note: Dialnet, Google Scholar, Redalyc, Proquest and Scielo databases.
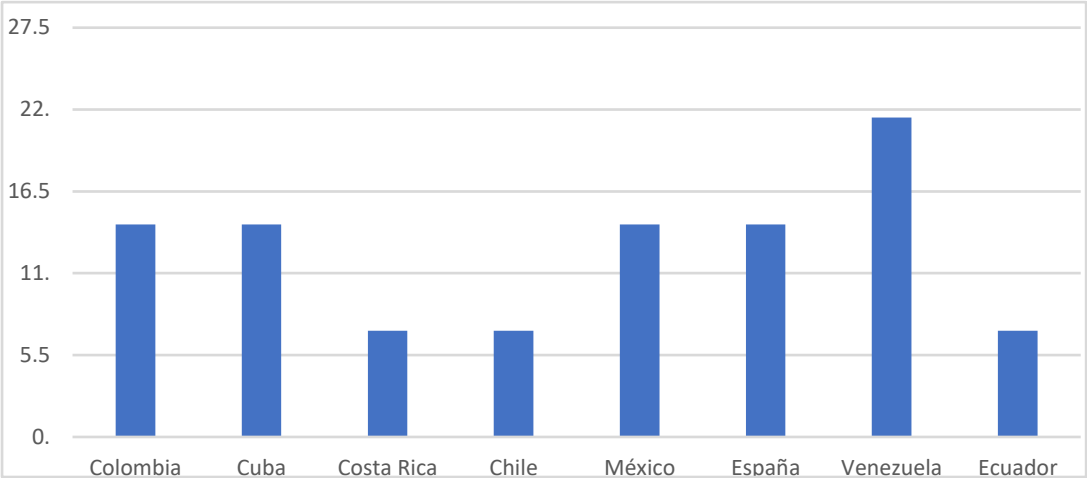
Some of the articles selected for research yielded more general results. For example, Allaës and Rodríguez (2019) In 2019, the authors defined USR as the responsibility of university for the social and environmental impacts it generates, through ethical and efficient management. This definition is consistent with systematic review, providing a clear and structured conceptual basis for evaluating USR in different university contexts.

Torres Maya and Verdecia Marín (2021) demonstrate current issues surrounding USR, emphasizing its connection with cognitive and epistemological impacts. This connection can serve as an ideal index of research in field of environmental education, which is inextricably linked to the university's organizational impacts, including both labor and environmental dimensions. It also encompasses university's formative impacts on students and its social impacts on external agents.

In light of aforementioned considerations, the following table (Table 1) presents a synopsis of the most significant contributions of each research study in addressing the question of the significance of university social responsibility.

Table 1: Articles by author and contribution.

N°	Authors	Contribution to the study
1	Duque, P., & Cervantes-Cervantes, L. S. (2019).	This article provides a comprehensive overview of the current state of research on USR and highlights the importance of continuing to explore this field in order to improve university practices and policies for the benefit of society. The study revealed that most of the scientific production on USR comes from South America, reflecting a particular interest in this region to

		address social and environmental challenges through higher education.
2	Ibarra Uribe, L. M., Fonseca Bautista, C. D., & Santiago García, R. (2020).	He concludes that it is necessary to mention that higher education institutions should, as a fundamental principle of their work, not only become socially responsible institutions, but also consider USR as a transversal training axis in any of their educational programs. We are referring in particular to the fact that study plans and programs should include, in a transversal manner and regardless of the area of knowledge, ethical reflections of human commitment to the natural and social environment, and in strict adherence to respect for human rights.
3	Martínez-Usarralde, M. J., Gil-Salom, D., & Macías-Mendoza, D. (2019).	It concludes that the role of universities in the dissemination of knowledge and research increases and is enriched thanks to the social commitment maintained through methodologies such as the ApS that so well endorse the model of University Social Responsibility. Thus, a line of work that is being strengthened and will continue in the coming years continues, linking both terms with a view to their definitive institutionalization.
4	Gaete Quezada, R., & Álvarez Rodríguez, J. (2019).	The results obtained in the research show the relevance of the effective incorporation of the main aspects of the USR model in institutional strategic plans, especially when HEIs join inter-university networks promoting USR in Latin America, which will allow them to better guide their respective academic communities towards a real implementation of this model and, therefore, effectively translate it into the organizational culture and activities.
5	Andia Valencia, W., Yampufe Cornetero, M., & Antezana Alzamora, S. (2021).	Universities in the process of linking with their environment must establish the approach to be used in the development of their activities, most of them have used the RSU for this purpose. In its application, it has been biased towards social projection activities and impact management, which limits its development in an integral way in the university. Consequently, the USR becomes, strategically, an integral perspective of institutional management that allows a greater interrelation with its internal and external stakeholders. Likewise, this perspective enables the incorporation of its guidelines in a transversal

		way to the functions developed by the university, in addition, it encourages the participation of teachers and students in an interdisciplinary and interinstitutional way.
6	La Cruz-Arango, O. D., Zelada-Flórez, E. A., Aguirre-Landa, J. P., & Garro-Aburto, L. L. (2022).	It concludes that USR is relevant in university institutions to achieve a better positioning, since, by contemplating aspects such as training, research, management and extension, it allows them to have a better identity, communication and image in their target public. Therefore, there should be policies and procedures that encourage greater participation of all university members in USR activities.
7	Vallaeys, F., & Rodríguez, J. Á. (2019).	It suggests the construction of a concept of USR, based on this double dimension of management and participation, which we could formulate as follows: University Social Responsibility is the responsibility of the university for the social and environmental impacts it generates, through an ethical and efficient management of its administrative processes and substantive academic functions, in order to participate together with the other actors of its territory of influence in the promotion of a fair and sustainable human development.
8	Torres Maya, H. F., & Verdecia Marín, M. (2021).	It shows the current problems where the RSU connection and its aesthetic-social and environmental vision are inserted in the "cognitive and epistemological impacts". This connection can constitute a perfect index of research in the formation with which the university is linked from an environmental education, together with the organizational impacts inwards, including both the labor and environmental dimensions; formative impacts towards the students and social impacts towards all external agents.

9	Garbizo Flores, N., Ordaz Hernández, M., & Lezcano Gil, A. M. (2020).	Nowadays, the integral preparation of the university professor to educate in the XXI century, becomes a topic of special interest for Cuban Higher Education, due to its impact on the formation process of the university student's personality. Therefore, achieving such purposes requires the permanent training of teachers to fulfill their role as professional educators, preparation that acquires the essential quality of being "integral", by transcending the particular discipline they teach, and integrating the following components: ethical-moral, cultural, political and ideological, psycho-pedagogical and environmental.
10	Rubio-Rodríguez, G. A., Sánchez, J. M. E., & Vega, G. P. (2020).	It proposes that, in future lines of research, the sample units should be expanded in order to contrast the findings with greater significance. In addition, it is pertinent to advance this study in other universities with the same or dissimilar characteristics, in order to increase reflection on the adoption of social responsibility in them. The finding of other explanatory factors that show the level of commitment to social responsibility, such as, for example, the strategies implemented by universities to attract their collaborators, will make it possible to achieve a better organizational compartmentalization and a commitment of the institution's leadership, among others.
11	Vilela, D. M., & Vaca, C. B. (2019).	The research evaluated the students' perceptions using the proposal of Villaeys et al. (2009), which considers three axes: social participation, professional and citizen training, and responsible campus; however, the comparison of means (t-test, and analysis of variance/ANOVA); and regression analysis (where the means of the factors represent the independent variables, and the auxiliary variable of organizational climate, the dependent variable). The results of the tests (significant at 5%) show both the concurrent validity and the predictive validity of the scale.

12	Santillan, X. L. Z., Romero, E. J., Núñez, D. W. T., Rodríguez, A. E. A., & Vicuña, J. A. G. (2019).	Social Responsibility is the commitment that institutions or organizations have with the society of which they are part, to which they serve and from which they are served; therefore, it is to allow themselves to have an ethical behavior with society. In the case of universities, it is the way to evidence the formation of ethical professionals, responsible and capable of generating answers to social demands. However, it is unfortunate but a reality, universities do not have clear and accurate information about the social needs of the various communities in the country. Social problems are various, they are related to health, education, employment, culture, etc., hence the need to identify priority groups, in order to direct actions to improve their quality of life. The study found that among these social problems is drug addiction and that one of the most affected groups are children and adolescents, especially because of their emotional fragility.
13	López-Aza, C., Burguete, J. V., & Carrizo, A. L. (2019).	Nowadays, universities are working in very dynamic competitive environments, so they need to find competitive advantages to strengthen their market leadership opportunities. In this situation, universities must see themselves not as a provider of high-quality educational services, but as an institution that meets all the needs of its main stakeholder, the student (Geryk, 2016). Hence, service quality is an essential factor for success, especially as a means to achieve satisfied students who recommend their university to others (Landrum et al., 2007). From this framework, the results of this study are in line with previous literature (Hanaysha et al., 2011; Hasan et al., 2008) that evidences the positive effect of perceived quality on student satisfaction, reinforcing the idea that both are inseparable constructs that are predictably associated with high levels of student retention leading, ultimately, to universities being seen as trustworthy institutions (Qureshi et al., 2010; Tan and Kek, 2004).
14	Lascano, M. D. L. T. (2019).	Although it has been established that there is an intrinsic relationship between CSR and USR, it should be noted that there is much work to be done, especially to empower citizens as the main actor in determining the relevance of the academic programs offered by universities, since there is an accumulation of needs of the community that must be solved by HEIs, generating the obligation to have higher numbers

of researchers to meet the increasing demands of society, especially in Latin America due to the existing inequality in the distribution of wealth.

Note: Dialnet, Google Scholar, Redalyc, Proquest and Scielo databases.

These 14 articles have served to demonstrate importance of university social responsibility. Each study has brought a part of the answer for the topic, together, they offer a comprehensive view of USR from diverse perspectives, which is essential for a systematic review that seeks to understand and evaluate implementation and impact of USR in universities. Vilela, D. M., & Vaca, C. B. (2019), Evaluating student perceptions of USR using statistical methods. Systematic review can benefit from these methods to validate and predict effectiveness of USR in different university contexts.

Discussion

Once the results have been reviewed, the need for a sustained and precise implementation of training in university social responsibility for future lines of research or institutions becomes apparent. It is said University Social Responsibility (USR) is a concept that has gained relevance in last decades, and its study has been approached from different perspectives. The articles reviewed provide a comprehensive and multifaceted view of USR, highlighting its importance and challenges associated with its implementation in higher education institutions. It is in this context we see the consequences of not paying attention to the importance of university social responsibility.

For example, in study by Vallaeys and Rodriguez (2019), they offer a comprehensive definition of USR, emphasizing dual dimension of management and participation. This approach is crucial to understand how universities can structure their USR policies and practices effectively. The definition proposed by these authors serves as a solid theoretical framework that can guide the systematic review, providing a clear conceptual basis for evaluating USR in different university contexts.

For their part, Torres Maya and Verdecia Marín (2021) highlight the current issues of USR, focusing on cognitive and epistemological impacts. This allows a deeper analysis of how these issues can be addressed through university policies and practices. The connection between USR and environmental education, as well as organizational and formative impacts, are aspects should be considered in any comprehensive study on USR.

This can be complemented by Garbizo Flores, Ordaz Hernández and Lezcano Gil (2020), where they focus on the integral preparation of university faculty, an essential component for the effective implementation of USR. Faculty training is a key factor directly influences the ability of universities to promote USR. This article provides a valuable perspective on need

for continuous and holistic teacher training, including ethical, cultural, political and environmental components.

What Rubio-Rodríguez, Sánchez and Vega (2020) propose is relevant, being the expansion of the sample units and the carrying out of studies in different universities to contrast findings. The inclusion of different universities with similar or different characteristics can enrich analysis and provide a more complete view of implementation of USR.

To conclude, Vilela and Vaca (2019) assess students' perceptions of RSU using statistical methods. This quantitative approach is useful to validate and predict effectiveness of RSU in different university contexts. The results of this study can be used to identify areas for improvement and develop more effective strategies for the promotion of USR.

Conclusions

The purpose of review was to make known importance of university social responsibility. The objective has been achieved, highlighting each contribution of research reviewed, whose results have been able to demonstrate not only the importance, but also need to apply a training model in university social responsibility in higher education institutions. Between theoretical studies, based on systematic reviews and empirical studies on variable of "university social responsibility", the importance of USR in the promotion of sustainable development and in solution of social and environmental problems can be proven.

In Latin America, USR has acquired particular relevance due to social and economic challenges of region. Latin American universities have adopted USR as a key tool to address problems such as poverty, inequality and environmental degradation (De la Cruz and Sasia, 2019). The implementation of USR in this region is characterized by its focus on social inclusion and equity, as well as its commitment to sustainable development.

In the Peruvian context, USR has been adopted by several universities as part of their institutional mission. These institutions have implemented projects and programs seek to improve quality of life of local communities, promote environmental sustainability and strengthen citizen participation (Pérez, 2021). However, there are still significant challenges, such as the need for greater integration of USR in university management and the lack of a clear regulatory framework to guide these initiatives. Research by Duque and Cervantes-Cervantes (2019) reveals most of scientific production on USR comes from South America, reflecting a particular interest in this region to address social and environmental challenges through higher education.

Finally, it should be realized that, in a globalized context, USR is defined as responsibility of universities for social and environmental impacts they generate, through an ethical and efficient management of their administrative processes and academic functions (Vallaeys and Rodriguez, 2019). This comprehensive approach enables universities to contribute effectively to just and sustainable human development.

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