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Lineamientos en la dirección estratégica para
la integración de la responsabilidad social en
las instituciones de educación superior

Doctoranda

Elva Lizeth Ramos-Monge

Director

Dr. Xavier Llinàs Audet

Departament d'Organització d'Empreses

Universitat Politècnica de Catalunya

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Anexos

Anexo A

Publicaciones que forman parte de la tesis por compendio

Las publicaciones que forman el compendio de esta tesis doctoral, ordenadas cronológicamente respecto a su elaboración, son las siguientes:

Universities as Corporate Entities: The Role of Social Responsibility in Their Strategic Management (Ramos-Monge et al., 2017). Publicado en el 2017 en el libro *Corporate Governance and Strategic Decision Making*. Se incluye el artículo completo en el Anexo [A.1](#).

Drivers and Barriers of University Social Responsibility: Integration into Strategic Plans (Ramos-Monge et al., b). Aceptado en agosto de 2017 (pendiente de publicación) en la revista *World Review of Entrepreneurship, Management and Sustainable Development* indexada en *Scimago Journal & Country Rank (SJR)*. Se incluye el artículo completo en el Anexo [A.2](#).

Catalysts of University Social Responsibility into Strategic Planning by Thematic Analysis and Deductive Coding (Ramos-Monge et al., a). Aceptado en febrero de 2018 (pendiente de publicación) en la revista *International Journal of Entrepreneurship and Innovation Management* indexada en *Scimago Journal & Country Rank (SJR)*. Se incluye el artículo completo en el Anexo [A.3](#).

A.1. Universities as Corporate Entities: The Role of Social Responsibility in Their Strategic Management

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Universities as Corporate Entities: The Role of Social Responsibility in Their Strategic Management

Elva L. Ramos-Monge, Xavier Llinàs Audet and
Jesús Barrena-Martínez

Additional information is available at the end of the chapter

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Abstract

Universities, as educational institutions, play a vital role in the development and improvement of the society, contributing to the welfare of citizens. Considering the social responsibility of universities with a large number of stakeholders (students, institutions, government, employees, companies, local community, etc.), this chapter aims to examine how these institutions establish the mission, objectives and strategic actions oriented at meeting these expectations. In this line, university in its daily management is also considered a corporate entity, which set up strategic plans and practices, an essential process to achieve its success in the long term. The chapter explores the necessary steps for adjusting these strategic plans to the new challenge of introducing a socially responsible orientation in their management.

Keywords: corporate social responsibility, higher education institutions, strategic plans, university social responsibility, strategy, university strategic management, university stakeholders

1. Introduction

Nowadays, the lack of social responsible actions of the institutions and companies provokes that researchers explore the value of ethical behavior for society. In its role, university plays an essential role in the development of educational strategies, having a greater responsibility as a consequence. The term university social responsibility (USR) is explained as the capacity of higher education institutions (HEIs) to disseminate and implement a set of principles, general and specific values aimed at enhancing the educational and social challenges of the society through four key processes: management, teaching, research and extension [1].

Moreover, the role of universities is essential in the social development for the knowledge-based economy [2], assuming a strategic role in the welfare of the nations. The HEIs are considered relevant for their capacity to affect a great kind of interest groups (students, communities and society in general). Hence, USR represents an opportunity to promote the social development from the heart of the university.

However, in order to take advantages from this opportunity, it is important that academic authorities and public institutions use strategic plans which include and allow to manage and meet all of the stakeholders' requirements in the university work.

Considering this background, the chapter proposes a conceptual model which analyzes the inclusion of USR in the university management. For this study, the business scope has been taken, considering different contributions in the field of corporate social responsibility (CSR) and the way in which it has been extrapolated to the education sector. The stakeholder theory is considered as an important theory in the chapter. The stakeholders can be defined as all groups that influence or are influenced by the objectives, actions, political decisions and goals of a given organization with legitimate interests entitled to intervene [3–7].

Thus, it is assumed that decision-making affects in general a whole social system composed by different parties [8], lying in this the importance of the USR, for its high degree of impact on society. Other efforts to integrate CSR into decision-making were made by Porter and Kramer in their study "Creating Sharing Value." They stated that organizations should seek to coordinate their business with social needs and challenges, creating value not only in the company, but also in its environment [9], which demonstrates once again the effort to meet social requirements.

From a strategic point of view, USR represents an opportunity for social development, and in general in all their roles of action and in their multiple scope of impact such as organizational, educational, knowledge and social fields [10, 11]. Thus, due to the wide area of influence, in the development of USR, it is critical to formulate strategies designed to meet the needs of its various stakeholders, orienting the mission, objectives and specific actions to USR. In this chapter, it is suggested that USR actions are strategic whether they meet five specific conditions: (1) they are coordinated with the institution's mission and objectives; (2) they produce a differentiating position for the university; (3) they anticipate the needs of the stakeholders; (4) they are not been imposed by external norms and (5) when those actions are easily visible by stakeholders [12].

Moreover, a content analysis between two Spanish universities is made in order to provide evidence of the strategic inclusion of USR in university strategic plans. The content analysis reports as a main conclusion the existence of specific USR lines as well as a wide number of stakeholders identified in the development of these actions. The result is emphasized in the relevance of stakeholder theory for USR. Specifically, the model highlights the introduction of USR into strategic plan as a management tool, creating a dynamic that benefits all stakeholders.

Finally, the development of the chapter is distributed as follows. Firstly, an analysis of the transition from the CSR concept to the USR is made. In Section 3, we examine the USR inclusion in the university strategic management. In Section 4, the USR is explained based on the foundations of stakeholder theory. Section 5 presents the methods used in the content analysis. Section 6 reports the conceptual proposal. Finally, the conclusions and future research lines are discussed at the end of the chapter.

2. From corporate social responsibility to university social responsibility

The understanding of USR concept needs a review of the previous concept CSR. Therefore, it is essential to know the evolution of the CSR in order to contextualize the field of USR for HEIs.

The contributions of Howard Bowen, considered the father of the CSR [13], stated that businessmen's decision-making affects the society. With this statement, he established the basis of CSR, defining it as the obligations of businessmen to carry out desirable actions for society [14]. It can be seen that, from its beginnings, the *raison d'être* of CSR is to consider the impact of the policies, strategies and in general the organizational work.

In the 1960s, the CSR is evolving, conceiving business actions beyond economic interests in a managerial context [15]. In the educational context, in its first conceptualization, the USR concept has arisen in the university management to attract students and economic profits as a consequence. However, universities as public institutions have social obligations beyond legal and economic duties in areas like the political and educational aimed at achieving the welfare of society [16]. In this sense, compliance with the CSR is achieved by considering the needs of all stakeholders affected by the activity of the company, since institutional decision-making affects the entire social system [8].

The evolution of CSR leads to its relationship with voluntarism [17], disappearing any chance of seeing it as an attraction of economic benefits, as Davis [15] pointed out. In this context, universities have a social role and service to the community, so it is necessary to discuss the voluntary nature of the USR and its transition to compulsory. Regarding CSR definition, some works report that the compliance with the CSR is achieved meeting the social goals of citizens, as well as explain that the responsibility of the company depends on their size, having large companies more responsibility than small ones [18]. It is understandable for the university sector that responsibilities are also bigger regarding the size of the institution, since it has a greater impact on the environment and it affects the daily work in a greater number of people.

In the 1980s, the CSR concept was conceived as a process being defined as a "decision making procedure which constitute a CSR behaviour" (p. 66) [19]. Thus, as the CSR has evolved over time, it has been adapted to different types of organization, with diverse activity in different periods of time [20]. An important contribution is made by Porter and Kramer [9], establishing

that a way to rethink the relationship between society and corporate performance is through “the creation of shared value.” In this line, the authors reinforced the idea that organizations must create a greater understanding of social needs, remodeling capitalism with social relationships [9]. This goes beyond the philanthropy and specific CSR actions.

The development of the USR has been smaller than the development of CSR in private companies [21]. However, the USR studies are gaining attention and value for the necessary promotion and development of civil values and responsibilities [22]. Particularly, this attention is focused on the university capability to influence on the education of citizens in a globalized world [23], and on the university goal of building a fairer society [24]. According to these facts, social responsibility justifies its application within universities.

Unlike the CSR, the USR arises from the concern of the educational sector to contribute to social development and the impacts of HEIs. This process must be taken into account through a participatory dialogue with society in order to promote sustainable development [25]. USR should be planned as a policy of continuous improvement of the university toward the effective fulfilment of its social mission through its different management areas: (1) the organizational scope, as an entity with its own structure that consumes, has staff employed and generates waste; (2) the educational scope as an entity that is responsible for the students training; (3) the knowledge scope, as an entity that researches, producing know-how and transmitting it; and (4) the social scope as an entity which interacts with others agents, communities and social subsystems [10, 11].

Thus, the importance of the university has been increasing, since these institutions have been pressured to act in a socially responsible way due to the important educational role that they play in the society. This process has been reflected in the third mission of the university based on the transfer of knowledge to society, meeting also its social demands [26].

From a theoretical perspective, the approaches which analyze the USR are diverse. According to Gaete, we identified three main approaches [27]:

1. Managerial approach, which analyzes the impact of university work, strengthens the relations between universities and stakeholders [28, 29].
2. Transformational approach, which links the HEIs with the contribution to the debate and reflection through research and training [30].
3. Normative approach, which fosters and promotes the university values to society through national and international networks.

Furthermore, another interesting framework is developed in the corporate citizenship theory, which concerns about the duties of the company as part of society and the integrative theories that explain that the company works to satisfy the social demands of stakeholders [31]. In this case, universities as organizations operate within society and influence different stakeholders also have rights and obligations and must be managed, taking into consideration the needs of different university stakeholders.

The inclusion of USR into university strategic management is reviewed as follows.

3. The inclusion of USR in university strategic management

In order to study the USR field within HEIs, it is necessary to understand how the work of the university and the inclusion of USR in strategic management are.

First, we determine how the university strategic management performs its functions. It has been suggested that in many educational institutions strategic planning is only a short-term planning that seeks to solve specific problems and not necessarily seek the development of strategic projects [32]. Strategic planning allows HEIs to benefit from the opportunities, using resources strategically and also helping to future plans [33].

At this point, it should be wondered to know whether universities have benefited from the opportunities offered by strategic planning and whether they have taken into account their management of resources. Likewise, strategic planning also provides a sense of autonomy, facilitating decision-making process and improving the communication [34]. Moreover, several studies that support the strategic management in HEIs are becoming more numerous and diverse, mainly because of a greater demand in economic efficiency, as well as the search for a higher quality of teaching and research [35–38].

Although strategic planning is a common process implemented among HEIs, it is difficult to find a method that indicates the degree of success [39]. In addition, the literature does not identify a standardized methodology that determines the effectiveness of strategic planning or institutional learning strategies [40], and unfortunately when the strategic plan is already established, many HEIs fail to execute it [41]. Hence, the degree to which strategic planning is used is important for institutional success [42]. However, to achieve this success, the support of academic departments is necessary [43]. Also, each HEI needs different strategies due to the fact that every university has different needs and resources of each particular environment, because each institution has diverse fields of action and multiple stakeholders.

Now, we should understand how the university work is. First, we have to state their public nature, assuming responsibilities toward society [44], as well as social, environmental and economic concerns [45]. The formulation of university strategies must take into account these needs [45], including them in the mission, goals, objectives, lines of action and other components that form the strategic plan [46]. In other words, university uses a strategic management process, being particularly important the definition of the strategy, as well as its design, implementation, evaluation and control. This process is shown in **Figure 1**.

Thus, the strategic plan, as a management tool [64], helps HEIs to establish a university mission, to identify their goals and objectives and to seek actions that help achieve what is established. Such actions must be oriented toward social responsibility, due to their nature.

The place of the USR within this strategic management is reflected when the development of the mission, objectives and specific strategic actions are taking place. Academic authorities take into account and considerate the impacts of the university work to the stakeholders, as well as to evaluate and control such management. Consequently, the USR is inherent in the entire process of strategic management.

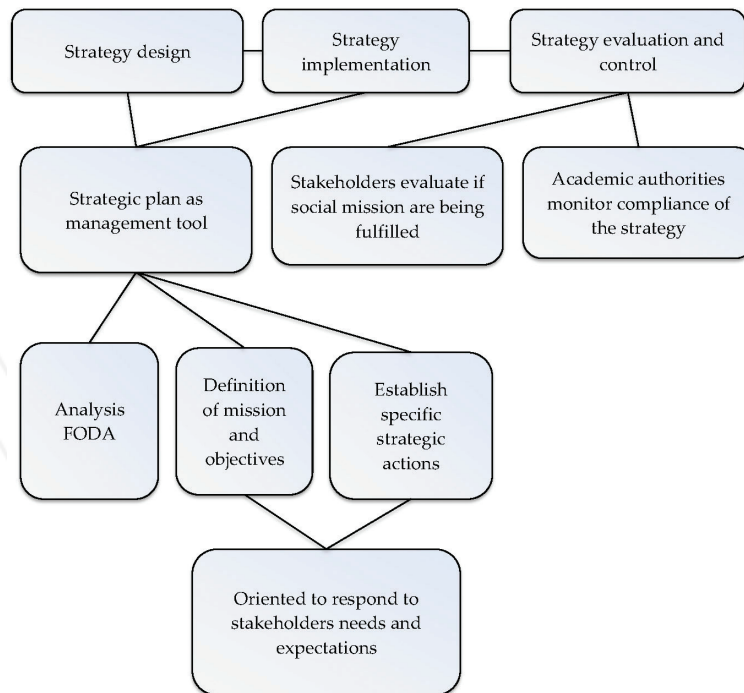


Figure 1. Social responsibility into the strategic management process based on Refs. [47, 48].

In private companies, social responsibility actions are considered strategic if they carry on a benefit to the company, are closely related to the business activities and accomplish its mission [12]. In the university case, the actions that involve the USR are also strategic when they support their social legitimacy. Burke and Logsdon [12] identified five characteristics of strategic activities oriented to social responsibility strategic actions:

1. Centrality, which refers to the proximity between CSR's activities with the mission and objectives.
2. Specificity, which is the capacity of CSR activities to benefit the organization, giving a differential position.
3. Proactivity, which provides the capacity of CSR activities to anticipate the expectations and needs of stakeholders.
4. Voluntarism, which is achieved when CSR activities have not been imposed by external standards.
5. Visibility, capacity of CSR activities to be easily located by their stakeholders.

In the same way, USR activities can be strategic or not. The analysis of the previous authors has value for this chapter, because linking the university strategy with the USR leads to the formalization of the USR into the strategic management.

4. Explanation of USR through stakeholder's theory

The reason for existence of the USR is based on the fulfilment of the needs and expectations of the stakeholders, so it is crucial to study this theory and understand who are those groups and their influence on the university work. Stakeholder theory explains that there are groups that influence or are influenced by the objectives, actions, political decisions and goals of a given organization. Also, there are groups with legitimate interests that are allowed to interfere [3–7].

According to Reavill [49] in the case of universities, the main stakeholders are as follows:

1. Students and families
2. University administrative staff and faculty
3. Suppliers of goods and services
4. Educational sector
5. Other universities
6. Commerce and industry
7. The nation
8. The government
9. Local and national taxpayers
10. Authorities and professional bodies

In order to correctly implement USR in HEIs, it is necessary to consider all university stakeholders in the management of different areas, being useful the basis of stakeholder theory to understand this phenomenon [50]. On the other hand, it is important to understand the influence of these groups on the university.

Different authors have classified this influence in different terms:

1. Theory of stakeholder salience [51], distinguishing those stakeholders according to the urgency for immediate actions, the influence or power of the stakeholders in the development of concrete actions [51, 52], and the legitimacy with the activities that they perform in the institution.
2. Some authors claim that all stakeholders are equal, and none has priority over another [3, 53, 54].
3. Others studies suggest that organizations must recognize what are the critical resources affected by these groups, making it necessary to develop different strategies for meeting these primary interests [55–57].

As a result, the previous authors conclude that some groups are more important than others due to their influence of critical resources:

1. Other classifications are based on whether these groups belong to the internal or external membership of the organization [58, 59], and finally
2. Classifies stakeholders considering their participation into an organization [60] as internal actors (participation in internal management), as stake-watchers (generate influence/pressure in the development of activities), and as stake-keepers (impose external control).

As it was mentioned before, the USR value is due to the benefits it brings to the stakeholders' community. In this perception, students and their legitimacy in university tasks deserve special attention, above all because they represent a significant consumer when obtaining the necessary training to perform professionally, benefiting from a better and responsible system of HEIs. Other stakeholders are benefited too, like academics and administrative staff by improving their training and management work. In the case of society, the achievement of graduates ready for facing the ethical challenges and values needed in the market is important, among others.

Once we have analyzed these groups, it is important to examine how HEIs can manage these relationships with their stakeholders, carrying out pro-action strategies which include social responsibility [56, 61]. The third university mission in the knowledge-based economy [2] involves reconsidering relationships with different stakeholders and then establishing working relationships with each group [59]. Based on the previous background, the strategic management and planning of USR must propose an efficient management as a result of a strategic fit between corporate strategy and social responsibility, able to meet the social and wide demands of society.

Thus, when a university seeks to be competitive, it needs to rethink whether its activities meet the needs of its stakeholders and perhaps need to build stronger strategic relationships with its stakeholders to respond to changes in the education sector [62].

5. Methods and results

Based on the fact that the university has different stakeholders, a deeper study about their environment deserves more attention. This can be understood as areas of university impact, organizational, educative, social and cognitive scope [10, 11], explained as follows:

1. Organizational scope, related to the responsibilities that HEIs have toward teaching, research, administrative and services staff; in this sense, the university has an important responsibility role of administration.
2. Educational scope, related to the responsible education of students and building the profile of graduates.

University of Cadiz (Cadiz)	Polytechnic University of Catalonia (Barcelona)
<ul style="list-style-type: none"> • Coordination and elaboration of a social responsibility program • The promotion and technical support to the evaluation and certification of the services and administrative units in collaboration with the general inspection of services and with the management • The elaboration of the objectives and action plans of the library and the General Directorate of Information Systems • The elaboration of the objectives, action plans and management criteria of the Publications Service of the University of Cadiz • Coordination of the Program for the Promotion of Books, Reading and Writing • Coordination of the relationships with former students • Participation in Health Promotion Programs, coordinating volunteer projects • The promotion of participation, volunteering and social commitment of the university community, cooperation with the associative fabric, as well as attention to diversity, especially in the areas of disability, culture and social disadvantage • Coordination of cooperation programs for development, immigration, culture and the promotion of human rights and social and solidarity action • The management of the Office for Sustainability • Coordination of environmental policies, sustainability and energy efficiency, with the collaboration of Management and the General Directorate of Infrastructure and Heritage • Coordination and preparation of the Annual Report of the University of Cadiz, subject to verification by an independent certification agency • Coordination of university sports, with the aim of contributing to the integral development of people • Improving student training by developing it on the principles of the Fair Play Program • The promotion and management of cultural activities that involve the participation of members of the university community • Collaboration with public and private institutions for the dissemination of culture in society with seasonal programs 	<ul style="list-style-type: none"> • Integration of the competition “Sustainability and social commitment” in the studies of degree • Creation of the STEP 2015 Program • Creation of the VISCA Teaching Innovation Group • Studies related to the dimensions of social responsibility • International Campus of Energy for Excellence • Research Groups linked to Social Responsibility • The important contribution of the community and the creation of an internal network of units, forums, debate, promotion and dissemination around the paradigm of social responsibility

Table 1. Comparison of USR practices between UCA and UPC.

3. Social scope, referred to the participation of universities into society activities to boost plenty welfare into its community.
4. Cognitive scope, related to the generation of knowledge that contributes to solve social challenges, linked with theoretical approaches, lines of research, processes of production and dissemination of knowledge.

Thus, when universities evaluate their impacts, it can be considered that university implements a cycle of continuous improvements toward the effective fulfilment of its social mission through four processes: (1) ethical and environmental management of the institution; (2) formation of responsible and supportive citizens; (3) production and dissemination of socially relevant knowledge and (4) social participation in promoting a more humane and sustainable development model [10]. Therefore, we must also emphasize that the importance of the USR comes from the commitment to society where HEIs must generate a dynamic of change toward a more fair society [63].

This chapter in order to provide evidences of the USR practices and their integration in university strategic programs made a content analysis of the web pages of the authors of the contribution. A content analysis of the University of Cadiz—UCA—and Polytechnic University of Catalonia—UPC—allows the identification of several USR practices (**Table 1**).

Source: USR practices extracted from the web pages of the universities, UCA: <http://www.uca.es/vrsocial/funciones> and UPC: <https://www.upc.edu/rsu/es/eliminar/las-acciones-que-hacemos-en-la-upc>

In both universities, we identified several cultural, environmental and educational activities related to the integration of social responsibility in university activities. Most of these activities are focusing in two of the most important stakeholder groups for the universities: the employee's staff and the students. In the specific case of the UPC, the web page classified these activities in four specific groups, aimed at satisfying and introducing socially responsible orientation in: research, teaching, organization and reflection. This classification allows us to identify what are the key strategic areas in the implementation of socially responsible practices in universities.

Most of these USR practices also meet the conditions of Burke and Logsdon [12], because they take part from the central aim of the universities, can give a differential position to them, provide the capacity to anticipate future stakeholder expectations and are voluntary and visible in the university web pages.

Despite the fact that the content analysis is limited to two universities, it represents the first step in the identification of USR activities as well as their integration into strategic programs and plans of universities. Hence, we proposed the use of USR management tool for those universities, which are interested in integrating responsible initiatives.

6. Proposal of USR management tool

In order to develop USR in a proper and formal way within HEIs, social responsibility should be introduced in the strategic planning of the university [64]. In this line, the HEIs are managed

by the university strategic management, which is composed by the technical and human team in charge of managing activities related to the university work and tasks. This process is implemented in cyclical steps through three important sections: planning, execution and evaluation at different levels (institutional, sectorial, unit and individual) [65].

Moreover, university strategic management must include in its strategic plan the mission, vision and definition of objectives and actions, ensuring an appropriate use of resources to serve to its social mission and the development of internal and external diagnostics. The conceptual proposal is presented as follows (Figure 2).

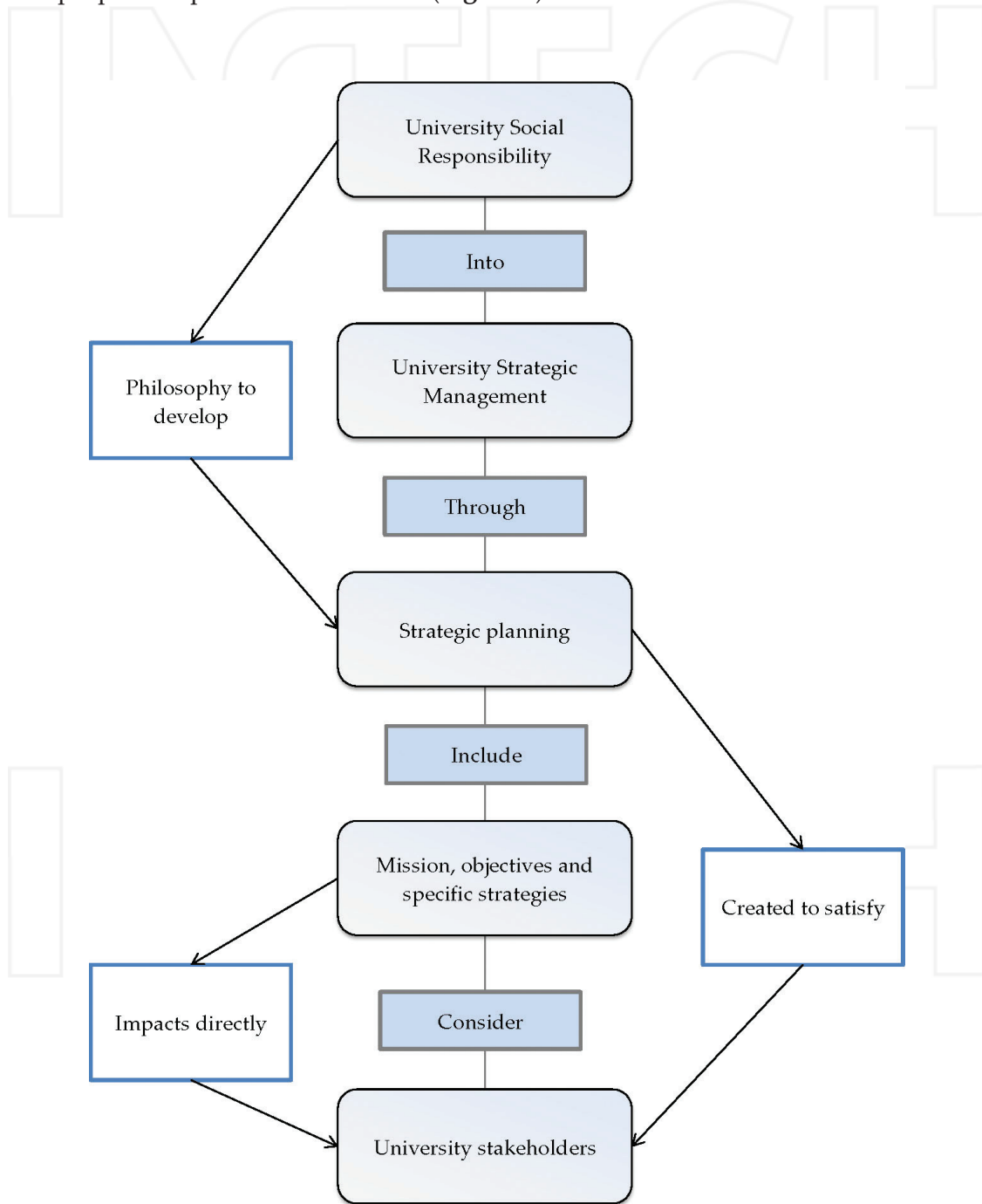


Figure 2. Role of the USR into the universities.

Therefore, it is necessary to identify how this perception could be included in the strategic plan, which includes mainly the integration of USR as philosophy of planning strategic actions (**Figure 2**). University strategic management should be oriented to evaluate the fulfilment of the needs and expectations of the stakeholders tracing the course of the university, which must be based on the USR.

Thus, university strategic management will succeed if managers are able to respond to stakeholder's needs and create welfare and if they are capable of gaining trust and generating cooperation between all university stakeholders.

7. Conclusions and future research lines

The aim of this chapter is the formal inclusion of the university social responsibility into strategic management, presenting an innovative conception of formulating strategies based on stakeholder's needs.

University potential comes from the perception of its labor on educating future professionals, but higher education institutions have much more impact beyond that. This study highlights the potential of universities through USR, by giving more attention to the academic authorities that make strategic decisions within the university.

Their strategic decisions affect to multiple stakeholders into organizational, educative, social and cognitive scopes, and the importance of this issue also comes from the perception that universities are a good opportunity to generate society welfare; on the basis that university strategic management is constantly in a decision-making process. One important suggestion of this chapter is to include the university social responsibility as an inherent part of this decision-making, considering every impact that university could cause from its strategic decision.

Several contributions from corporate responsibility have been taken to explain the implementation of social responsibility into universities, such as "the creation of shared value" [9], where companies look forward the integration of social needs into daily work, creating value for organizations and for society.

Also as special contribution of this chapter we based on strategic management process: design, implementation, evaluation and control [47, 48]. In this process, it is proposed to establish an orientation of the mission, objectives and specific strategic aimed at achieving university goals and evaluate if the social mission of university is fulfilled.

In the same line, USR in the content analysis we made meets the conditions of Burke and Logsdon [12]: centrality, specificity, proactivity, voluntarism and visibility, suggesting that there is not too much difference between the CSR implementation and USR implementation in the practice. The work of Burke and Logsdon plays a relevant role in the identification of strategic USR practices. Moreover, the content analysis shed light on the identification of four strategic sections for implementing socially responsible actions: teaching, researching organization and reflection concerns.

Thus, the only way for USR to increase the university values is to be integrated into the strategic management of universities as a formal process. The university decision makers must establish a mission, objectives and specific strategic actions to respond to stakeholder's needs and expectations and coordinate all process by using the strategic plan as management tool. Once they create this plan, they should execute it and evaluate if university work truly accomplishes the stakeholder requirements. Consequently, university social responsibility should be placed as a philosophy to develop the strategic plan, and authorities should implement strategies anticipating stakeholder's expectation.

Therefore, the complexity of this issue deserves more analysis in its different aspects, such as current demands of university stakeholders and how universities meet the expectations; what is the situation of USR into the university strategic management in other Spanish and European universities; and knowing from university decision makers whether they are really interested in implementing USR initiatives and monitoring these activities. These issues have to be considered by all people interested in university performance and development in future research lines.

Author details

Elva L. Ramos-Monge^{1*}, Xavier Llinàs Audet¹ and Jesús Barrena-Martínez²

*Address all correspondence to: elvaramos27@gmail.com

1 UNESCO Chair of Higher Education Management, Polytechnic University of Catalonia, Barcelona, Spain

2 Department of Business Organization, Faculty of Economics and Business, University of Cadiz, Cadiz, Spain

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INTECH

A.2. Drivers and Barriers of University Social Responsibility: Integration into Strategic Plans

Drivers and Barriers of University Social Responsibility: Integration into Strategic Plans

Elva L. Ramos-Monge

*Polytechnic University of Catalonia, Department of Management, Barcelona, Spain
elva.lizeth.ramos@estudiant.upc.edu*

Xavier Llinàs-Audet

*Polytechnic University of Catalonia, Department of Management, Barcelona, Spain
xavier.llinas@upc.edu*

Jesús Barrena-Martínez

*University of Cadiz, Department of Business Management, Faculty of Economics and Business, Cadiz, Spain
jesus.barrena@uca.es*

Abstract

The implementation of University Social Responsibility (USR) in its strategic plans is a subject of great social interest. However, the lack of understanding produces deficient stakeholder's engagement, obstructing USR applications and potential benefits. USR in a formal context and as part of strategy should be a path that leads to its fulfilment. A Delphi method was used and several experts have participated in it. Results show that USR is related to student's issues, among main drivers are to work under a code of ethics and acquire civic competences as a part of their vocational training. Among barriers to be involved in social responsibility activities is the lack of engagement of university community. The insufficient communication into the university community is mentioned as one of the main obstacles to incorporate USR into strategic planning. Relevance of this work relies on the holistic points of views of the results.

Keywords: University Social Responsibility, Delphi method, Strategic Management, Strategic Plan, Stakeholders Theory.

1. INTRODUCTION

Nowadays, social challenges lead universities to play a critical role into society, being their actions essential in its development (UNESCO, 1998). In this context, it is necessary to rethink the Higher Education Institutions (HEI) role and its objectives (GUNI 2017). Therefore, University Social Responsibility (USR) represents a topic worthy of study, and its existence is justified from its public nature and its intrinsic responsibilities to society (Neave 2000).

Consequently, HEI management must be oriented towards fulfilling these social, environmental and economical responsibilities (Velandia & Giroto 2015). For this reason, the ability of universities to meet the needs of stakeholders has great importance when seeking social responsibility. To achieve this commitment, it is necessary that academic authorities get engaged and be able to identify how to assist their responsibilities.

This work aims to find the actions that universities implement to achieve USR. In this way, hypotheses related to actions that lead universities to USR and their stakeholders, barriers, and their place into strategic plan are exposed. As a method to test these hypotheses, Delphi has been applied in order to identify these actions. This method consists of doing several iterations of questionnaires to experts of the topic, being each questionnaire modified according to the feedback provided by experts in previous iterations. The objective of this method is to gain consistent consensus about a specific issue (Linstone & Turoff 1975). The success of Delphi relies on knowledge and experience of consulted experts and the design of the questionnaire.

This study considers a panel of experts from Spanish and Mexican universities. In the first round, the panel was composed by six Spanish experts, who refined the questionnaire to be applied in the second round. Next, in the second round, twenty one experts participated; four of them were Mexican and the rest were Spanish. The questionnaire uses a Likert scale and open questions related to these areas: 1) university management, 2) academic training, 3) responsible research, 4) university staff, and 5) social development. The first round consisted of 84 questions and the second of 69 questions. Every question deals with ethical and sustainable actions taken from the literature related to social responsibilities. Alpha of Cronbach was used to validate each area of the questionnaire and the results show that there exists good correlation between the items.

Results had shown that students play as a focal stakeholder related to USR, their training linked to an ethical way to investigate and work under a code of ethics are among top priorities to achieve USR. Lack of communication and engagement of university community are barriers to USR. Finally, results suggest that USR should be inherent into university mission.

The document is structured as follows: Section 1 develops the research gap, theoretical framework on USR and its drivers, strategic management/strategic plan, USR into the strategy, stakeholder theory, together with hypotheses being presented in this section. Section 2 presents the method, procedure, panels of experts, instrument and validation of the questionnaire. Section 3 shows and discusses the results obtained. Finally, Section 4 presents the conclusions.

1.1. Research Gap

Society is currently experiencing an economic and social crisis, which motivates many organizations to reorient their roles. This is the case of HEI, where social responsibility increases its relevance due to its strong engagement to all its stakeholders. However, misunderstanding the USR concept could affect its implementation into university activities. Also, there is a lack of studies focused on the social responsibility of public administration (Dumay et al. 2010; Navarro-Galera et al. 2014), which may be related to the intrinsic mission of public organizations to meet social demands (Vázquez et al. 2016). Nevertheless, process standardization helps the USR implementation (ISO 26000 2014; GRI 1997). For this reason, implementing strategies related to USR are necessary to understand it in a greater way in order to: 1) knowing the focal actions that drive to the achievement of USR and the main barriers to develop these actions, and 2) identifying how USR should be implemented into the strategic plans.

1.2. Theoretical Framework

There are important concepts and background related to USR that should be introduced for a proper understanding of this work: USR, strategic management and strategic plan, and the stakeholder theory.

1.2.1. *University Social Responsibility and its drivers*

Social responsibility into public administration institutions (Hernández 2007; Navarro et al. 2010), and particularly inside HEI (Atakan & Eker 2007; Brown & Cloke 2009; Vasilescu et al. 2010) has been hardly studied in recent years, in order to react responsibly to social demands, due to its social inherent engagement. In this line, expectations of social responsibility are more related to public organizations due to its social mission than to those organizations whose purpose is to obtain economic benefits (Vázquez et al. 2016).

The USR can be understood as a policy of ethical performance in HEI through responsible management in the university areas of teaching, research, extension and university management (Vallaeyts et al. 2009). USR develops a participative dialog with society pursuing sustainable development (Linares et al. 2012). Likewise, USR is the university capacity to disseminate a set of ethics and values, leading to effective implementation of their social mission into its entire management field (Vallaeyts 2008; Domínguez 2009).

To understand the USR phenomenon is necessary to considerate the approaches under which USR has been studied (Gaete 2011). First, the management approach analyses the impact of all university activities, which are justified in accountability. An example is the creation of standards to create sustainability reports, which could be based on the Global Reporting Initiative (GRI). Second, the transformational approach links HEI with debate on social issues, using university tools such as research and training, thus benefiting from their social leadership (Kliksberg 2009; Chomsky et al. 2002; UNESCO 1998b). Third, the normative approach refers to university dissemination of values to society through national and international networks, for example the Principles for Responsible Management of Education (PRME), and Global University Network for Innovation (GUNI 1999), which disseminate values to society.

This research is based on the management approach as it is closest to strategic focus. Since USR is the responsible management aimed to meet the needs of university stakeholders, it is necessary to explain some of the main drivers to USR:

- Drivers to responsible university management. They are those related to communicate main activities making use of transparency, this could be done by sustainability reports based on GRI (GRI 1997). Also a responsible management promotes communication among stakeholders, which is a key for successful strategies (Peng & Littlejohn 2001). This management should meet social and environmental responsibilities (PRME 2007; GRI 1997), and promote gender equality (Jacobs 1996; Teelken & Deem 2013).
- Drivers to responsible management of staff. Examples of these drivers are training of university staff, due to its positive effect on university community (Gibbs & Coffey 2016), also, this training seems to have a positive influence on the good attitudes of academic staff and researchers (Murray & Lombardi 2010). Likewise, cultural activities and attraction of new talent to university (Araya & Peters 2010) are good examples.

- Drivers to responsible academic training. They are those that develop responsible capabilities and competences among students (PRME 2007). Part of the role of universities is to formulate an environmental behaviour among students, as well as to stimulate knowledge to take action (Hines et al. 1987). Another driver is volunteering, an activity that encourages work-integrated learning, experiential learning and service-learning (Cronje 2015). Nevertheless it is an issue worthy of further research (Francis 2011). Furthermore, teaching and learning about new businesses could be considered a driver to USR, since promotion to entrepreneurial activities could benefit society, reducing informal economy's activities (Williams et al. 2016), and, above all, because universities are identified as the driver of an entrepreneurial society (Ratten 2017). However, there is a need to promote business skills, because entrepreneurs do not have them. In this sense, universities play an essential role (Gnyawali & Fogel 1994). Thus, increasing the quantity and quality of courses on entrepreneurship may lead to an improvement of those skills and could have a positive influence on students who had not previously thought of becoming entrepreneurs (Palalić et al. 2017).
- Drivers to responsible research. They are mainly related to the ethical way to investigate and to produce useful research to society, helping to solve community problems (Owen et al. 2012; PRME 2007; UNESCO 1998a; GUNI 2017).
- Drivers to responsible social development. They are those that universities implement in order to achieve a more inclusive society (GUNI 2017; De la Cruz & Sasia 2008; UNESCO 1998a). Actions like the participation in regional development and the association with local organizations are good examples. In the same way as companies are called to act in issues such as poverty, social justice and climate change (Rexhepia et al. 2013), this study takes those drivers to university activity. Also, the role of helping transformational relationships among stakeholders in the economic and developmental process (Morris et al. 2011) is part of these drivers.

To sum up, all these drivers are examples of actions that a HEI carries out in order to meet the needs and expectations of its stakeholders.

1.2.2. Strategic Management and Strategic Plan

In order to reach a transversal and formal application of USR, the organization of universities must be efficient and careful to considerate stakeholders' expectations and demands. This task belongs to strategic management, which includes a technical team controlling activities related to HEI work by using the strategic plan as a principal management tool (Llinàs et al. 2011).

In this sense, it is crucial to consider a planning process, which begins with decision making taken by the governance, this includes "thinking" as strategy diagnosis and formulation and "doing" by implementing those strategies requiring resources, organization, processes, actions, tactics, coordination and management, and strategic commitments as a key aspect. Finally, "learning" takes place, embracing the evaluation, the review and the improvement of all the planning. These three component of strategic management are achieved with communication (Velandia & Girotto 2015).

In this planning process, strategic decisions are taken. These decisions are characterized by their long term focus, global scope, and proposing significant changes that leads to complex activities (Planellas & Muni 2015).

In the field of Corporate Social Responsibility (CSR), strategies must be adapted to service social needs (Porter & Kramer 2011). To develop those strategies it is needed for leaders to be able to understand organizational impacts, inside or outside the organization (Andriof & McIntosh 2001). Thus, CSR is becoming a part of the companies, especially when they search for greater value and competitiveness (Rexhepia et al. 2013). On HEI, the core of strategic decisions is the social mission, as the reason of being of each university, the vision, what HEI wants to become in the future and values, how universities want to do all those actions.

For the development of strategic planning it is necessary to study the HEI environment, for this, internal strength and weakness, external opportunity or threat (SWOT) are models that help to combine external and internal analyses. Although there is not enough research about implementation of social responsibility into strategic management (Sánchez & Mainardes 2016), the success of USR depends on its implemented strategies. These strategies should include mission, goals, objectives, lines of action and other components that constitute a strategic plan (Quinn 1980). In this way, the perspective of this work is the study of the USR within the strategic plan.

It is important to highlight that each HEI carries out its own strategies differentiated by their particular environment, with specific resources and needs. Moreover, the strategic plan allows to take advantage of opportunities by using resources strategically and help the development of future plans (Hunt et al. 1997). Also, it provides a sense of autonomy, facilitating the decision-making process and improving communication (Lumby 1999), helping to implement and control activities that drive to USR.

1.2.3 University Social Responsibility into the strategy

The strategic plan facilitates the development of the strategy. As explained above, this plan involves thinking, doing and learning. In this section the focus will be on doing, which includes:

- Implementation
- Communication
- Alignment

Doing, is often the most difficult step, as it is the achievement of the objectives and strategy execution (Hrebiniak 2007). Strategic implementation requires more people, and therefore, more special commitment of people in charge (Hrebiniak 2007), and as a cycle, commitment is achieved with an efficient doing (Velandia & Giroto 2015).

Commitment is the involvement and dedication of all areas in terms of strategic decisions (Wooldridge & Floyd 1990), it evaluates the degree of willingness to focus efforts and resources on accepting and implementing the strategies. Its importance relies on strategy implementation which may fail by lack of support and commitment of university community (Velandia & Giroto 2015).

Nevertheless, commitment can be obstructed by factors as lack of communication, which has been identified as the most frequent barrier to an effective strategy implementation (Alexander 1985). Communication represents a key aspect for strategy success (Peng & Littlejohn 2001) and increases commitment, helping strategy implementation.

If the strategy is not clear and reliable, people will not understand it, causing lack of commitment on its realization. For this reason, academic authorities, such as managers, should contribute to emotional and intellectual connection among stakeholders fostering employee engagement (Gibbons 2006).

1.2.4. Stakeholder Theory

The achievement of a successful social responsibility strategy needs the engagement and satisfaction of all of the stakeholders immersed in corporate actions. The aim of social responsibility is to respond opportunely to all the actors involved in the university activity, those who participate in the HEI work and those who are influenced by this task. In this sense, stakeholder theory helps to explain and support USR (Larrán & Andrades 2015). A common classification of these groups is based on the internal or external membership of the organization (Burrows 1999; Jongbloed et al. 2008). Also, Reavill (Reavill 1998) classified stakeholders as:

- Students and families;
- University administrative staff and faculty members;
- Suppliers of goods and services;
- Educational sector;
- Other universities;
- Commerce and industry;
- The nation;
- The Government;
- Local and national taxpayers;
- Authorities and professional bodies;

Other authors classify stakeholders between their level of influence, as theory of stakeholder salience (Mitchell & Wood 1997), distinguishing those stakeholders according to the urgency for immediate actions, the influence or power of the stakeholders in the development of concrete actions, and the legitimacy with the activities that they perform in the institution. Students, as the main client of HEI, attract special attention, this is the case of the study “University social responsibility: a student base analysis in Brazil” (Sánchez & Mainardes 2016); which considers students as the main stakeholder. In the same vein, efforts to cover student’s demands can be seen through Principles for Responsible Management of Education (PRME), which promote student’s values in business schools.

Therefore, this study is an effort to include main actors that impact on university activity, such as students, professors, researchers, other staff, and society.

1.3. Hypotheses

It can be understood by literature review, that stakeholders expectations of universities are seen more related to educational impacts (Vázquez et al. 2016), and that principal stakeholder on HEI are students (Sánchez & Mainardes 2016). Moreover, it seems that communication represents a main component to implement strategy (Peng & Littlejohn 2001) and, without communication, the participation of stakeholders is obstructed. Additionally, transversal inclusion of USR into strategic planning seems to be the most accepted way to include USR. Transversal means that USR is inherent to mission and represents the

base of decisions, taken from the strategic management. This, due to its inherent social mission (Domínguez 2009; Vallaey 2008; Vázquez et al. 2016).

Thus, the hypotheses that support this study are listed as follows:

- H1. Main drivers that experts identify as part of USR are those related to students' training.
- H2. Barriers of the inclusion of USR on strategic planning are related with lack of university community engagement.
- H3. Inclusion of USR into the university strategies is most accepted into university missions.

2. METHOD

Delphi method (Dalkey & Helmer 1963) was applied to address the proposed objectives. This technique is a structure method of a group communication process, useful to solve complex issues (Linstone & Turoff 1975). It consists of applying a series of questionnaires (hereafter rounds) to experts in a specific subject, a controlled feedback is made after each round and the objective is to gain consistent consensus about an specific issue.

Several authors consider the Delphi method may have different interpretations and applications (Keeney et al. 2001). The success of the method relies on the design of the questionnaire, and the experience and knowledge of consulted experts. In this sense, their specific qualifications and the number of participants are key aspects for the method success (Powell 2003). The number of experts could differ depending on the subject and the resources available (Delbecq et al. 1975; Fink et al. 1991; Hasson et al. 2000). Actually, the real value of this method depends on the quality of the consulted experts, rather than the number of experts.

Delphi technique is a consistent method to develop this research, due to the difficulties in quantifying the subject and because it allows a prospective analysis. In this way, this method allows to find those actions that universities could adopt to have social responsibility, to detect main obstacles to develop those actions and to include this social responsibility into the universities.

This study was developed under a deductive approach, which focuses on pre-defined theoretical categories and collected data pre-defined. Although deductive research offers orientation needed for successful research, using this approach implies risks as "circularity" (misalignment between theories used and research.) and risk of "abstract actors" (misunderstandings in the definition of the unit of analysis) (Dana & Dumez 2015). To avoid circularity, theories used were mentioned on text and drivers to USR were well defined. To avoid abstract actors, HEI stakeholders and areas of HEI were taken as units of analysis. Results presented in this study are beyond the hypothesis proposed, since it is value-laden and may limit results (Tinker et al. 1982; Morgan 1983; Berry 1986).

Open and closed questionnaires have been applied and a holistic-inductive approach has been chosen. Holistic-inductive approaches requires a flexible design with constant evolution (Dana & Dana 2005). In this context, objectives were not imposed since the beginning, rather efforts to understand phenomena, new questions were formulated and the first questionnaire allowed creating more accurate questions for the second questionnaire.

2.1. Procedure

The construction of the Delphi method has followed a series of steps. First step was delimitation of the context, and the development of hypotheses. Next, decision to include two panels of experts, researches and academic authorities was taken to improve the study.

Then, the selection of experts (key step to method success), here, Spanish and Mexican experts were invited to participate. We contacted them and explained the complete study and tried to get their commitment to participation. Then, the process continued sending the first questionnaire, on January the 27th 2017, and the round finished on March the 21st 2017. The second round was sent on 4th of May 2017 and finished on 14th June 2017 (to review complete process, see Figure 1). The total process lasted six months.

2.2. Panels of experts

Two groups of experts were requested by mail to answer the questionnaire through the institutional web of the Polytechnic University of Catalonia. The first panel was chosen principally based on their research area, quantity and quality research and they helped to refine the questionnaire. The second panel was selected according to their years of experience (average of 25 years) and position as an academic authority, the positions of experts are:

- Vice Chancellor of Social Responsibility
- University Professor
- Chancellor
- Director of the Sustainability Center
- Academic Director of Virtual Area
- Professor and Director of Graduate Area
- Director of the Department of Quality Management
- Professor and Director of Business Chair
- Responsible for Strategy
- Chancellor of Quality Management and Teaching
- Secretary of the Social Council
- Dean and Professor
- Executive Secretary
- Head of Department of University Extension and Social Service
- Director of Laboratory of Innovation and Talent Detection

The first panel was made by ten experts, obtaining responses from six of them. The second panel contained thirty experts, getting the responses from four Mexicans and seventeen Spaniards.

Both groups combine knowledge and experience, achieving heterogeneous groups which lead us to obtain a higher quality of the method as it allows to consider different perspectives (Murphy et al. 1998).

2.3. Instrument

The instrument was a questionnaire based on a Likert scale (Armstrong 1987) of five points and levels of importance, 1) unimportant, 2) somewhat important, 3) quite important, 4) very important and 5) extremely important. Two different questionnaires were developed for each round. In the first round, the questionnaire included a series of drivers to USR,

taken from GRI, GUNI and UNESCO (see Table 1). On the other hand, in the second round, the questionnaire included the feedback of the first group of experts.

Both questionnaires included the key issues (see Figure 2) to achieve the same objectives. Additionally, open questions were included to allow experts to expose their knowledge and experience about more actions that lead to USR.

As part of open questions about the inclusion of USR into strategic management, experts were requested to answer about the role of USR as internal strength, internal weakness, external opportunity or external threat.

2.4 Validation of the questionnaire

To carry out the validation of the questionnaire, we calculated the Alpha of Cronbach to validate the internal consistency. It is applied independently to each area of the questionnaire (see Table 2) to estimate the reliability of the answers of the questionnaire through the set of items that are expected to measure the same construct. Also, the Alpha of Cronbach was calculated for the two rounds.

The reliability of the internal consistency of the questionnaire is calculated by proving that questions of the instrument measure the same construct and are highly correlated (Welch & Comer 1988). When value of alpha is closer to 1, internal consistency of the analyzed items is higher.

The area with higher internal consistency and excellent correlation between the items in round two was “University management”. On the other hand, the lowest consistency was the “Responsible research” in the second round. This result shows that the five items that were tested in the second round have a questionable degree of correlation.

3. ANALYSIS OF RESULTS

The analysis of results is organized in three sections. First, the methodology used to obtain the results is introduced; next, the results are presented; and finally the results are discussed.

3.1. Methodology

For the Delphi method, the main statistical analysis uses measures of central tendency and dispersion and the Alpha coefficient of Cronbach (García & Suárez 2013). In this study we decide to calculate the standard deviation, which measures dispersion of values regarding to arithmetic mean. The items with the lowest standard deviation are these with a greater consensus.

For a better explanation, the Coefficient of Variation (CV) has been calculated. It expresses the standard deviation as a percentage of the arithmetic mean, showing a better percentage interpretation of the degree of variability. Thus, the lower CV, the greater homogeneity in the values of the variable.

Equation for CV expressed in percentage, where σ is the standard deviation and \bar{x} is the mean, is represented as follows:

$$C_v = \frac{\sigma}{|\bar{x}|} \cdot 100$$

Its values range from 0 to 1. Closer to zero means lower variability and reflects a compact sample. It measures the size of the standard deviation regarding the mean of the data set that is examined, and it is interpreted as Table 3 shows.

Thus, to create the second questionnaire we selected items with CV of 20% or greater. The objective was to test them again in the second questionnaire and the rest of the items were removed. Therefore, the second questionnaire was formed by (1) the items with CV higher than 20%, (2) the items suggested by experts, and (3) open questions to add more flexibility to the experts' answers.

The second questionnaire was applied to both panels. Considering that the main objective of this method is to reach the highest consensus, the Likert scale score with the highest repetition of the first round (mode) in each item was shown in the second questionnaire. Consequently, experts were informed of latest responses and were able to agree or disagree with the first consensus.

3.2. Results

According to the main drivers and stakeholders involved, the results obtained in the first round of the questionnaire are described in Table 4 and Table 5, where the CV of each driver is showed. Table 4 includes the drivers with CV lower than 20%, so it exposes the drivers with the highest agreement in the first questionnaire. Moreover, Table 5 includes the results of the two rounds, where the CV of each driver for both questionnaires and the difference between them is showed, helping us to identify the drivers that have demonstrated a higher consensus after the second round.

Both questionnaires included open questions in order to allow participants to better express their opinions. Table 6 details others drivers of USR proposed by the experts. Table 7 considers the barriers related to the participation in university activities and the barriers to include USR into strategic management. According to the inclusion of the USR as objective into the strategic plan, interesting views were mentioned by the experts. Thus, to complete the quantitative information, they are presented in Table 8. Finally, Table 9 shows the experts' opinions about the importance to incorporate USR into the strategic plan, with the purpose of support the transcendence of the USR into the university management system.

3.3. Discussion of results

Results showed that drivers related to students training have a greater relationship with USR, demonstrating that expectations and needs of students are a priority to HEI. It is observed on the results that the most accepted drivers are to promote the ethical way to investigate among students, and the ability to work under a code of ethics (see Table 4).

Among the drivers best ranked by experts are the commitment of teachers to incorporate social and civic competences as part of the vocational training, the promotion of social development as part of the academic program, the understanding of the social responsibilities of the fields of study, and the promotion of ethical training linked to the professional profile. These drivers are highly related to other studies about the ethical way to investigate and the production of research that could solve community problems (Owen et al. 2012; PRME 2007; UNESCO 1998a; GUNI 2017). Also, volunteering is a highly-ranked driver because of its positive effects on students (Cronje 2015). Consequently, hypothesis H1 (main drivers that experts identify as part of USR are those related to students training) was accepted, given that the highest approval of the experts is on the area of students training.

Furthermore, the results showed the importance of drivers such as: equal opportunities for people with disabilities, acquisition of ability to interact with people of different cultures, promotion of solidarity, and university cooperation and gender equality (see Table

4). These drivers are related to inclusive HEI perception (De la Cruz & Sasia 2008), and they are connected with transformational approach, which links HEI work to social issues. The promotion of the social development driver is related to university social leadership (Kliksberg 2009; Chomsky et al. 2002; UNESCO 1998b). These results agreed with the university role of helping the transformational relationship on development process (Morris et al. 2011), and with the need of university actions on gender equality (Jacobs 1996; Teelken & Deem 2013). The promotion of entrepreneurial projects involving the participation of society seems to be among the principal drivers to USR (see Table 4). This could be explained with the fact that universities are identified as a driver of entrepreneurial society (Ratten 2017).

As we can observe in Table 5, CV was reduced, which means higher consensus. Consequently, the objective of the Delphi method focused on reducing the dispersion of opinions was achieved. It is also observed that fostering relationships with national and international universities is not well accepted as driver by researchers on USR, but it was highly accepted among academic authorities (see Table 5). On the other hand, transparency and accountability driver has a low acceptance, in spite of the great efforts made by institutions such as GRI, ISO26000 and PRME. Additionally, the driver related to promote a healthy and balanced diet has the lowest acceptance among experts (see Table 5). This could be a topic for further research.

The results about barriers to include USR on strategic planning (see Table 7) indicated that the main barriers are: lack of involvement of the university community, lack of engagement of team leaders, poor communication, and lack of political will. In this line, experts made emphasis to boost engagement of university community as a key part of the success of social responsibility. These results agreed with the definition of USR as a participative dialog with the society, pursuing a sustainable development (Linares et al. 2012). Likewise, the results about a lack of engagement matched with the “doing” step of developing a strategic plan. This step includes implementation, communication and alignment, which require a high level of engagement among university community, especially among people in charge (Hrebiniak 2007). This is aligned with the experts’ opinions about disagreements in the governance system, between objectives and individual responsibilities.

Also, Table 6 shows that there is a consensus among experts about considering dialog, participation and engagement as key drivers. Taking into account the aspects mentioned above, hypothesis H2 (barriers of the inclusion of USR on strategic planning are related with lack of university community engagement) was accepted, since the barriers of inclusion of USR on strategic planning are related with a lack of university community engagement.

On the other hand, results about the inclusion of USR on strategy (see Table 8) indicated that its transversal inclusion is more acceptable, which suggests immersion of USR on all university areas. This is justified by the experts considering the benefits to all stakeholders. Furthermore, the experts highlighted the importance of USR as core of university activities by attending stakeholder’s demands. Also USR was perceived as an internal strength, and as a philosophy of action (see table 9). On other words, USR appeared as part of the mission, since HEI mission is considered as the broadest word used to describe a university’s purpose (Allen 1988). These results are supported by other studies on the high expectation of HEI’s social mission as public organizations (Vázquez et al. 2016). Consequently, hypothesis H3 (inclusion of USR into the university strategies is most accepted

into university missions) was accepted due to the recognition of USR into the university strategy as part of the mission.

Finally, the results suggested that USR makes HEI sustainable, and that USR implementation could provide a series of benefits to all stakeholders due to the university obligation to react responsibly to social demands.

4. CONCLUSIONS

The importance of this research lays on the relevance of the University Social Responsibility. The necessity to promote ethical behaviours requires greater commitment from Higher Education Institutes and their academic authorities, due to their scope of influence, universities represent a great opportunity for social progress.

Nevertheless, a greater understanding and engagement is necessary among stakeholders and especially amongst academic authorities due to their responsibility for carrying out strategies to implement drivers to University Social Responsibility. In this line, efforts to make it work inside universities represent an opportunity of social development. Hence, in this research, three main aspects were studied: 1) drivers to achieve social responsibility, 2) barriers to include University Social Responsibility in strategic planning, and 3) the position of social responsibility for strategic planning.

The Delphi method was used to carry out this analysis. This technique consists of consulting a group of experts about a specific area of interest, and gaining its value from the holistic point of view of the group. Due to its nature, the quality of Delphi method relies on the experts' level of knowledge and experience. In this work, two groups have been selected, the first group includes researchers in University Social Responsibility and the second group embraces authorities selected by years of experience and high positions in university management; thus, experts such as university chancellors were included.

This work has presented three hypotheses. The first one proposed that the main drivers to University Social Responsibility are related to students' training, which has been accepted to make the highest approval of drivers related to academic training, especially ethical ways of investigating and working under a code of ethics. The second hypothesis proposed that barriers including University Social Responsibility for strategic planning are related to a lack of university community engagement. This hypothesis was accepted since community engagement and lack of communication were the main barriers including social responsibility into strategic planning. The third hypothesis proposed that the inclusion of University Social Responsibility as a strategy is more accepted in university missions than as a specific objective. This hypothesis was accepted due to the fact that experts highlight the University Social Responsibility as a way to act in all university activities.

Although research construction was carefully prepared, we are aware of the limitations as well as of the improvement aspects in the development of the research method. First of all, the expert panels were chosen meticulously by their high knowledge of University Social Responsibility and by their key positions as academic authorities. Both groups are experts in busy schedules and the questionnaire responses were quite time-consuming (more than seven weeks for the first round and three weeks for the second round). Thus, the main method limitations emerge from their tedious progress. Also, the nature of the method cause to concentrate only on those aspects that obtained a consensus, causing a low attention to those far-from-average opinions, may be of great interest of study.

To sum up, it is evident that universities need to get more involved in community activities and create effective strategies together with a plan, a timeline and specific involved stakeholders, and must cover all university activities. To divide the university activities into sections (university management, academic training, responsible research, university staff, and social development) and to coordinate specific drivers (based on the demands of each group of stakeholders) could be the beginning of an organized social responsibility.

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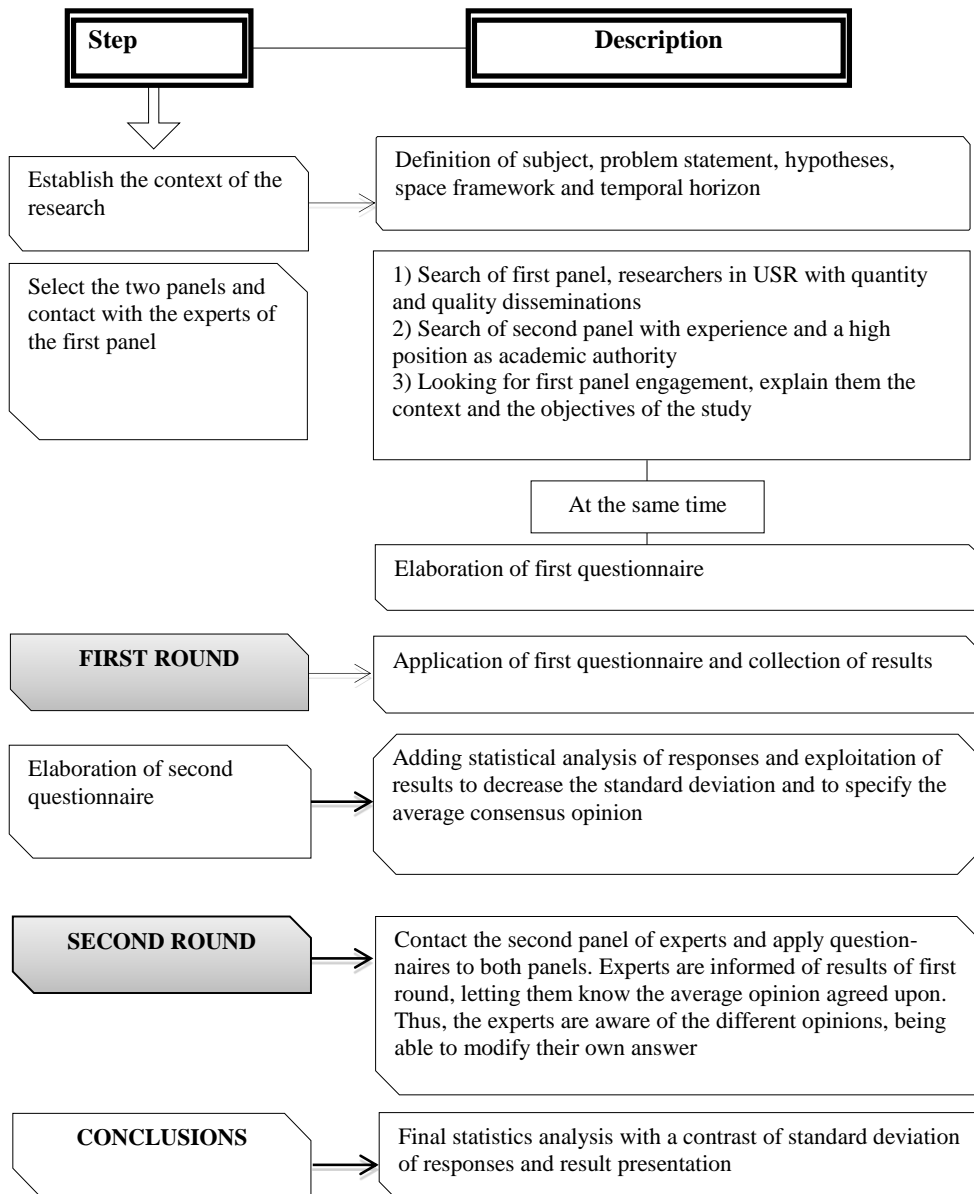
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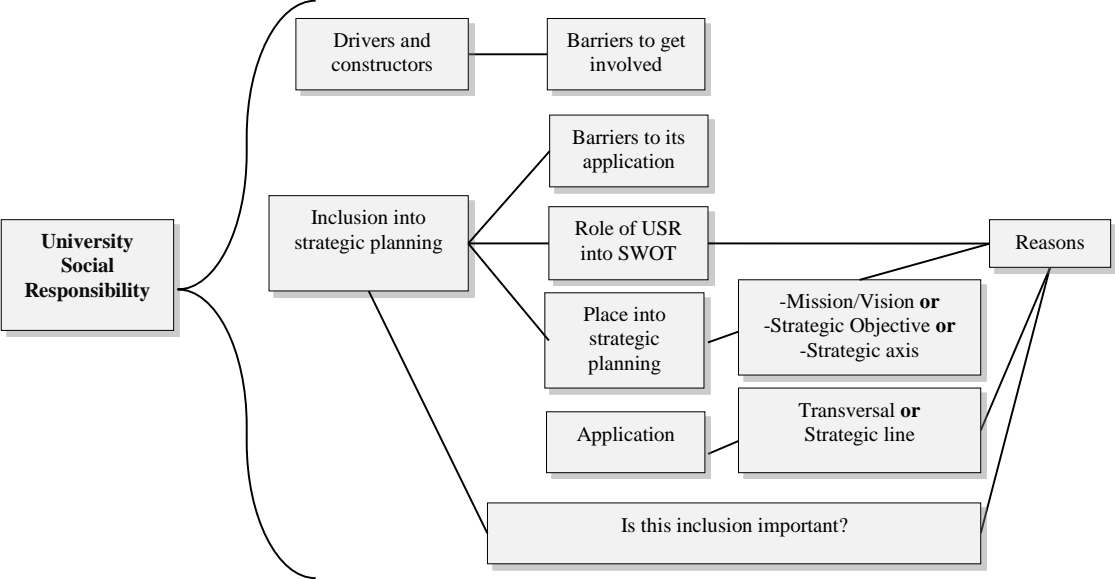
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Figure 1: Delphi method applied to the study of University of Social Responsibility.



Source: Own creation based on Delphi method (Dalkey & Helmer 1963).

Figure 2: Questionnaire content



Source: Own creation

Table 1: Drivers that lead to University Social Responsibility

Areas	Definition
University management	Ethical and environmental management
Drivers (actions that lead to USR): - Transparency and accountability - Gender equality - Equal opportunities for people with disabilities - Promotion of environmental care - Use of renewable energies - Recycling programs and energy optimization - Dissemination of regulatory programs, health codes, environmental standards and codes of ethics - Promotion of conferences, courses, programs and / or projects related to the environment - Promoting a healthy and balanced diet - Fostering relationships with national and international universities - Promotion of networks with technology-based companies and services - Attention to current problems of politics, economy, health, etc.	
University staff	Responsible management of employees
- Promotion of cultural activities among staff - Promotion of sports activities among staff - Training of university staff inside and outside the institution - Scholarship programs or financial support for staff - Attraction of staff talent - Evaluations of the teaching performance - Evaluations of administrative performance	
Academic training	Training of responsible students
- Promotion of cultural activities - Promotion of sports activities - Promoting learning about environmental care - Promotion of foreign language learning in the university - Promotion of ethical training linked to the professional profile - Commitment of teachers to incorporate social and civic competences as part of their vocational training - Promotion of social development as part of the academic program - Promotion of volunteering - Promotion of entrepreneurial projects - Promotion of scholarships or financial aid - Promotion of exchange programs with other institutions Key competences for USR - Ethical way to investigate and interpret findings - Effective oral and written communication - Ability to interact and collaborate into a team - Find, evaluate and use information responsibly - Generation of ideas / products / methods useful for society - Use of knowledge to solve community problems - Understanding of the social responsibilities of the fields of study - Ability to interact with people from different cultures - Ability to work under a code of ethics and responsible behaviour	
Responsible research	Ethical dissemination of knowledge
- Look for public funds for research - Infrastructure for the development of research - Contribution of research to social development - Contribution of research to the protection of the environment - University actions to disseminate research (publications, seminars, conferences, etc.)	
Social development	Social participation for human and sustainable development
- Promotion of solidarity and university cooperation	

- Promotion of university communication through different paths (social networks, meetings, web pages, conferences, congresses, etc.)
- Promotion of cultural and sporting activities to society
- Promotion of conferences, courses, programs and / or projects related to the environment
- Promotion of entrepreneurial projects involving the participation of society
- Promotion of actions to reduce and prevent corruption inside and outside the university by boosting the participation of society
- Promotion of action to combat poverty
- Promotion of action to combat unemployment

Table 2: Alpha of Cronbach interpretation of two rounds

Areas	Alfa of Cronbach of first questionnaire		Items tested	Alfa of Cronbach of second questionnaire		Items tested
University management	.98	Excellent	12	.93	Excellent	13
University staff	.89	Good	7	.73	Acceptable	7
Academic training	.94	Excellent	20	.60	Questionable	5
Responsible research	.97	Excellent	5	.75	Acceptable	4
Social development	.87	Good	8	.86	Good	5

Source: Own creation based on George & Mallery 2003.

Table 3: Degree of accuracy of Coefficient of Variation

Coefficient of Variation	Precision
Until 10%	Precise
From 11 to 20%	Acceptable
Greater than 20%	Unconfinable

Source: Levin & Rubin 2004

Table 4: Drivers of first round with highest agreement and their Coefficient of Variation.

Actions that lead universities to USR	Coefficient of Variation
Ethical way to investigate and interpret findings	0
Ability to work under a code of ethics and responsible behaviour	
Equal opportunities for people with disabilities	8,45
Commitment of teachers to incorporate social and civic competences as part of the vocational training	
Promotion of social development as part of the academic program	
Understanding of the social responsibilities of the fields of study	
Ability to interact with people of different cultures	
Promotion of solidarity and university cooperation	11,07
Promotion of ethical training linked to the professional profile	
Promotion of volunteering	
Find, evaluate and use information responsibly	
Promoting action to combat poverty	
Promoting action to combat unemployment	

Communication between the university community	12,17
Integration of all areas of university management	
Training of university staff inside and outside the institution	
Effective oral and written communication	
Ability to interact and collaborate into a team	
Gender equality	17,5
Generation of ideas / products / useful methods for society	
Use of knowledge to solve community problems	
Promotion of actions to reduce and prevent corruption inside and outside the university boosting the participation of society	18,59
Promotion of scholarships or financial aid	
Public funds for research	
Infrastructure for the development of research	
Promotion of entrepreneurial projects involving the participation of society	

Table 5: Comparison between Coefficients of Variations of the drivers of the second round.

Area	Drivers that lead universities to USR	Coefficient of Variation		Differences between CV
		First Round	Second Round	
University management	Transparency and accountability	27.22	25.72	1.5
	Promotion of networks with technology-based companies and services	30.50	25.08	5.42
	Attention to current problems of politics, economy, health, etc.	22.36	18.85	3.51
	Recycling programs and energy optimization	28.06	21.71	6.35
	Promoting healthy and balanced diet	31.62	27.72	3.9
	Promoting environmental care	27.22	21.06	6.16
	Dissemination of regulatory programs, health codes, environmental standards and codes of ethics	27.95	19.72	8.23
	Use of renewable energies	27.95	21.06	6.89
	Fostering relationships with national and international universities	30.50	18.72	11.78
University staff	Promotion of cultural activities among staff	25.65	23.80	1.85
	Evaluations of the teaching performance	22.36	18.72	3.64
	Evaluations of administrative performance	22.36	20.43	1.93
Academic training	Promoting learning about environmental care	25.65	14.92	10.73
	Promotion of exchange programs with other institutions	23.60	16.22	7.38
Research and dissemination of knowledge	Contribution of research to the protection of the environment	28.06	24.30	3.76

Social development	Promotion of conferences, courses, programs and / or projects related to the environment	23.60	21.88	1.72
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Table 6: Drivers that lead to University Social Responsibility proposed by experts in the two rounds.

Areas	Definition
University management	Ethical and environmental management
<u>Drivers proposed by experts:</u> <i>“University participation to define regional/national strategies, participation in social policies and town development”</i> <i>“Social investment, infrastructure and human capital”</i> <i>“Access to the university of people with limited resources”</i> <i>“Participation of stakeholders in university governance and participation of civil society in the definition of research agendas”</i> <i>“Protection against sexual harassment and power, dialogue with stakeholders and protection against job insecurity”</i>	
University staff	Responsible management of employees
<u>Drivers proposed by experts:</u> <i>“Promotion of activities that impact on human development, such courses or workshops”</i> <i>“There would be many more, if we understand the USR as the core of university activities, I believe that democratic governance should be a main activity of USR”</i> <i>“Dialogue, participation in decision-making and transparency”</i>	
Academic training	Training of responsible students
<u>Drivers proposed by experts:</u> <i>“Encourage dialogue to adjust training to present and future needs of companies and professions”</i> <i>“Enforce gender equality in all areas, so, real and effective equality between men and women can be achieved in the short term. End the wage gap between men and women in the workplace and to end men’s violence”</i>	
Responsible research	Ethical dissemination of knowledge
<u>Drivers proposed by experts:</u> <i>“Participation of the university in the definition of national research priorities”</i> <i>“Research related to equality, minorities, disadvantaged groups, gender violence, citizen participation, child poverty and transparency”</i> <i>“Studies of social return of the research activity of all PDI”</i>	
Social development	Social participation for human and sustainable development
<u>Drivers proposed by experts:</u> <i>“Boost actions to fight any type of discrimination and encourage actions to develop another type of economic growth (circular economy, collaborative or common good)”</i> <i>“Encouragement of educational fields necessary for future society”</i>	

Table 7: Barriers to enroll into USR and to incorporate it into strategic planning proposed by experts in the two rounds.

Barriers	Barriers proposed by experts:
Barriers to participate in USR activities: -Lack of time -Lack of interest of university community -Lack of dissemination and promotion by its organizers -Cost of attendance or participation	<i>“Misalignment in the governance system: lack of relationship between institutional objectives and individual responsibilities”</i> <i>“Lack of relevance of the issues”</i> <i>“Lack of involvement of the university community”</i> <i>“The absence of structured and rational programs, coordinated at the all university levels”</i> <i>“Do not specify time, compulsory”</i>

	<p><i>“Lack of engagement of team leaders”</i></p> <p><i>“The quality of the activities and their relationship with the time needed to attend or collaborate”</i></p> <p><i>“The explicit and professional recognition of these activities”</i></p>
<p>Barriers to incorporate USR into strategic planning:</p> <ul style="list-style-type: none"> -Lack of engagement of university community -Poor monitoring of the implementation of USR -Poor communication between university community -Poor integration of all areas of university management 	<p><u>Barriers proposed by experts:</u></p> <p><i>“Mainly, “lack of political will” is in fact a reflection of a mismatch in the system of governance: insufficient institutional definition of the university”</i></p> <p><i>“Lack of political will”</i></p>

Table 8: Inclusion of USR into strategic plan considered by experts in the two rounds

Inclusion of University Social Responsibility into Strategic Plan	
Issue	Expert contribution
Transversal inclusion	<p><i>“The USR must be transversal to the university performance, also in its strategic definition”</i></p> <p><i>“Yes, it must be implemented transversally because it is a common benefit”</i></p> <p><i>“Transversally, otherwise, it would not be USR, it would be an isolated strategy”</i></p> <p><i>“Transversal application of USR is desirable, as long it would be supervised, because what is in everywhere may end up being in none”</i></p> <p><i>“USR must include all management areas”</i></p> <p><i>“Yes, because all of us are part of the institution and also are included in some interest group and will be an important part of meeting the strategic objectives”</i></p> <p><i>“Transversal, although, someone or some department in concrete (a line or a team) should boost it and contribute to its characterization”</i></p>
Inclusion as an Objective	<p><i>“Better as a strategic line than transverse inclusion, as strategic line USR will be stronger, difficult to disappear and easier to identify the responsible of its development”</i></p>
Positive factors that helps the inclusion	<p><i>“It is important don’t limit USR in aspects such as environmental, health, accessibility ... USR should affect the core university activity, thus, USR give responses to society of the university impacts of its activity of the University, as teaching, research, dissemination”</i></p> <p><i>“We have observed a positive evolution in recent years. In the strategic plans of the universities as well as in their activities, there is an increasing presence of the USR”</i></p>
Internal strength	<p><i>The USR can be considered as internal strength and external opportunity. In this way, it is more appropriate to incorporate it as a philosophy of action, and, the satisfaction of the internal stakeholders, then proceed, to communication external-ly (in some cases it may be reversed)</i></p> <p><i>“It should be an internal policy”</i></p> <p><i>“The university must encourage the training of social responsible community,</i></p>

	<p><i>whether if it does or not, will transform the USR into strength or into weakness”</i></p> <p><i>“The USR is the path for the university community (understood as internal public) to be involved with the university and this impacts on the reputation and external visibility of universities as centers of excellence. Beyond the position in rankings that only measure the reputation for the references it receives (not for what it truly is and does)”</i></p> <p><i>“True commitment to USR must emerge from the core of university, not as strategic opportunism in the face of international markets, rankings and reputation. Internal community must believe in USR, so that, it will be strategic and showed in external community”</i></p> <p><i>“It can be an competitive advantage over other institutions”</i></p> <p><i>“The USR should be understood as strength because it is a way to manage university, according to values and commitments to society and it contributes to the sustainable development”</i></p> <p><i>“Is an internal strength, because it must be within the university mission and vision. In this way, the development and monitoring of the actions are strengths for the university and for the society where the university develops”</i></p> <p><i>“USR within university plans is an internal strength, committed to training, with internal university processes and with society”</i></p> <p><i>“It is an internal strength because it structures the true scope and commitment to the vision and mission of the institution. Therefore, the ethical commitment to society that has placed its trust in the university”</i></p>
External opportunity	<p><i>“The USR should be understood as something dynamic and changing according to the demands of the society in which the university is part of”</i></p> <p><i>“Is an external opportunity because society claim for USR”</i></p> <p><i>“Because the university role in the business world could results as major improvement on university management”</i></p>

Table 9: Importance of including USR into strategic plan considered by experts in the two rounds,

Expert contribution
<i>“So transcendent that, ideally, it should not be referred to it, since all the action of the university, in teaching, research and service to society should be based on social responsibility”</i>
<i>“Yes, it is what will make universities sustainable (from all points of view) and can count on the support and identification of their audiences. The USR makes universities become centers where employees and students are "proud" to belong, USR makes companies want to collaborate with them and that society respects them as centers of reference and gives them credibility”</i>
<i>“I do consider it transcendent, because what is planned hardly happens. As long there is no clear strategic line of USR promotion it will hardly be generated”</i>
<i>“Yes, it is a fundamental axis in a desirable sustainability framework”</i>
<i>“Yes. It will make a competitive institution and will benefits all interested parties”</i>
<i>“Yes, but above all as accountability to society”</i>
<i>“Yes, it is necessary, because it is the path of institution engagement to its employees, students and</i>

society”
“Yes, as there is a growing demand from both internal and external interest groups”
“Of course, as long there is a real commitment of the university with the objectives of the USR of ethical and environmental character”
“Yes, because the USR is the main strategy to follow, letting the institutions become sustainable and contribute to welfare and social development. In a globalized environment students and employees will demand institutions that respond to university commitment to society beyond the obligations or "minimum" commitments that are expected of it. We will seek useful institutions for society, non-corrupt, that make us feel that we belong to them, beyond our work or academic relationship”
“Yes, because it allows a better response of the University to the society demands and a better fulfilment of its objectives”

A.3. Catalysts of University Social Responsibility into Strategic Planning by Thematic Analysis and Deductive Coding

CATALYSTS OF UNIVERSITY SOCIAL RESPONSIBILITY INTO STRATEGIC PLANNING BY THEMATIC ANALYSIS AND DEDUCTIVE CODING

Elva L. Ramos-Monge

Polytechnic University of Catalonia, Department of Management, Barcelona, Spain

elva.lizeth.ramos@estudiant.upc.edu

Xavier Llinàs-Audet

Polytechnic University of Catalonia, Department of Management, Barcelona, Spain

xavier.llinas@upc.edu

Jesús Barrena-Martínez

University of Cadiz, Department of Business Management, Faculty of Economics and Business, Cadiz, Spain

jesus.barrena@uca.es

ABSTRACT

The relevance of higher education institutions (HEI) for social development is unquestionable because of their potential for contributing intellectual solutions for the social, economic, and environmental welfare of society. The current study aims to: 1) examine which are the main catalysts of university social responsibility (USR) from a strategic management perspective; 2) show the relations among those catalysts through semantic networks; and 3) analyse the role of university promotion of entrepreneurship. The method uses a content analysis in a sample of 23 universities and examines the subject and codes to clarify the catalysts. The semantic networks are shown to reveal these connections. It was found that a high percentage of universities orient their efforts towards enhancing the employability of students, mainly through entrepreneurial projects intended to achieve social responsibility.

Keywords: strategic management, strategic planning, stakeholder theory, higher education institutes, university social responsibility, sustainable entrepreneurship, student employability, university economic management, university cooperation, qualitative research, deductive method.

Biographical notes:

Elva Lizeth Ramos-Monge is a PhD student in Business Administration and Management at the Universitat Politècnica de Catalunya (Spain) in the Department of Management. She holds a master's degree in business and economic studies. Her master's thesis was related to student entrepreneurship in Spanish and Mexican universities. Her research focuses on the inclusion of social responsibility in universities, its application, the role of stakeholders, and the integration of social responsibility in university strategy. Her research interests include strategic management, university social responsibility (USR), corporate social responsibility (CSR), qualitative analysis, and university entrepreneurship. She has published a chapter in INTECH entitled 'Universities as corporate entities: the role of social

responsibility in their strategic management’ and an article entitled ‘Drivers and barriers of university social responsibility: integration into strategic plans’.

Xavier Llinàs-Audet is a lecturer at the Polytechnic University of Catalonia in the Department of Management (OE). He researches the fields of human capital, competitiveness and innovation, strategic management, economics, business training, higher education management, regional economy, and people management. He specifically explores issues such as the role of training in organisations, managerial skills, and competencies. He has published articles in national and international journals such as *Intangible Capital*, *International Journal of Training and Development*, *Revista de Educació*, and the *European Journal of Engineering Education*.

Jesús Barrena-Martínez is an assistant lecturer in the Faculty of Business and Economics at the University of Cadiz (Spain). His PhD dissertation received a special mention from the Santander Chair of Corporate Social Responsibility (CSR) for the best PhD on CSR in Spain in 2014. He has published in journals such as the *International Journal of Human Resource Management*, *Corporate Social Responsibility*, and *Environmental Management*, *Intangible Capital*, *European Research on Management and Business Economics*, *European Journal of Management and Business Economics*, and *Journal of Human Values*. His teaching and research interests include human resource management, corporate social responsibility, and intellectual capital.

1. INTRODUCTION

The study of university social responsibility (USR) receives considerable academic attention for its contribution to sustainability in terms of social, economic, and environmental impact. To enable that positive impact, higher education institutions (HEI) should consider the integration of USR as part of their strategy. USR can be explained as a policy of ensuring an ethical quality of performance of the university stakeholders through responsible management (Vallaey 2013). HEI should promote drivers (or catalysts) for USR to achieve this responsible management. These catalysts are understood in this research as the specific actions that academic authorities foster and integrate as part of university activities. In this line, academic authorities should understand, engage, communicate, control, coordinate and lead actions for USR. This task can be helped by using strategic plans as a main tool of academic management (Llinàs et al. 2011) and a bridge between strategic thinking and strategic actions.

The potential of universities to help social development has not been sufficiently explored, although many efforts by many organisations have been made (GRI 2017; GUNI 2017; ISO 26000 2017; PRME 2018). In this work, USR is studied from the university management approach, specifically including USR in strategy and strategic plans to formalise it in HEI. Consequently, considerable interest in this issue arises from the value that social responsibility could bring to social development and the possible answers it may offer to current socio-economic challenges.

The objectives of this work are to: 1) discover which are the main catalysts that universities integrate into strategic plans, and four hypotheses are proposed related to USR catalysts, 2) show relations among catalysts through semantic networks, and 3) analyse how universities promote entrepreneurship to achieve their responsibility to students. To achieve these objectives and to respond to the

hypotheses, the catalysts were taken from the model of ‘USR drivers in Spanish universities’ (Ramos-Monge et al. 2017a).

Results show that universities consider USR catalysts in every university dimension. Moreover, connections among catalysts are displayed by means of semantic networks to identify how some catalysts include others. Finally, to achieve the third objective, projects, programmes, and other university activities were identified to discover how they promote entrepreneurship (as ‘Promotion of entrepreneurial projects’ is a USR catalyst). It is shown that every university in the sample has implemented entrepreneurial activities. It is suggested that universities promote entrepreneurial behaviour by boosting sustainable entrepreneurship, as this type of entrepreneur aims to balance economic health, social equality, and environmental resilience (Hockerts & Wüstenhagen 2010; Rice et al. 2014; Ratten et al. 2017). Furthermore, it has been identified that the literature supports the promotion of social entrepreneurship in universities in order to offer solutions for social challenges (Ratten & Welpel 2011).

To develop this work, a thematic analysis and a deductive coding is used. Thematic analysis is a methodology for identifying, analysing, and registering patterns or themes within data (Braun & Clarke 2006). This process includes the identification of themes through ‘careful reading and re-reading of the data’ (Rice & Ezzy 1999). Therefore, 23 strategic university plans were taken as a sample and ATLAS.ti software was used to analyse each strategic plan.

The content of this document is structured as follows. The first section explains the research gap and theoretical framework. Secondly, the manuscript explores the method and validation of the model. The final section presents the results, conclusions, and discussions.

1.1. Research gap and objectives

Universities are making important efforts to implement social responsibility. Nevertheless, there is no consensus about which specific activities or catalysts belong to USR and how these activities are interconnected. Moreover, although universities are increasing their efforts to promote entrepreneurial projects (Rothaermel et al. 2007), the link between the USR and university entrepreneurship needs further analysis. Therefore, this research establishes the following objectives:

1. Find the main catalysts of university social responsibility (USR) in strategic plans and give response to hypotheses
2. Represent relations among USR catalysts through semantic networks
3. Analyse the role of university promotion of entrepreneurship.

2. THEORETICAL FRAMEWORK

For a better understanding of this issue, it is important to make references to specific subjects such as university strategic management, USR concept, stakeholder theory, USR in strategic plans, and USR catalysts.

2.1. *Strategic management and strategic planning*

In every organisation, strategic management is an essential activity to establish the path to follow, and strategic planning serves for clarifying that direction, establishing priorities, and improving organisational performance (Shah 2013). Strategic management includes a technical team to monitor activities

related to HEI work by using the strategic plan as a principal management tool (Llinàs et al. 2011).

The USR, as CSR when used strategically, helps create value in the long term as it is more efficient in resource utilisation (Rexhepia et al. 2013). Thus, university strategic management helps academic authorities achieve university missions through strategic decisions (Ramos-Monge et al. 2017b). In this line, it is important to define strategy as ‘a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully’ (Kvint 2009). Therefore, it refers to finding an efficient way to achieve the specified objectives. Strategy is also understood as defining the goals and what is needed to achieve these goals (Porter 1980; Porter 1996). Normally, it is expected that universities, as public organisations, pursue social strategies because of their inherent social mission (Vázquez et al. 2016).

Although strategic planning belonged mainly to the private sector until the 1970s (Candy & Gordon 2011), by the late 1980s strategic planning had emerged in universities as part of an improved management process (Albon et al. 2016). Strategic management is for building and executing HEI goals by academic authorities. In this process, resources and internal and external environments should be considered (Nag et al. 2007). Strategic management normally includes two steps: 1) formulation of a plan, which includes internal and external analysis, strategy formation, and recognition of goals; 2) implementation of a plan, which includes structure (define organisational structure and initiatives) and control and feedback (Mintzberg & Quinn 1996). Execution or implementation of the plan is usually the most difficult part, this complication is commonly related to several aspects such as lack of autonomy, governance, leadership, stakeholder participation, and managerial talent. This step is difficult because it involves more people and requires a high level of commitment (Hrebiniak 2007).

Success depends on the ability to think strategically. Strategic thinking involves the application of knowledge, intuition, and creativity, the main objective being to determine competitive strategies to position the organisation (Mintzberg 1994).

Strategic thinking and strategic planning should not be confused. Strategic thinking needs intuitive, creative, innovative, and unconventional methods of thinking (Heracleous 1998). However, strategic planning involves an analytical process (Mintzberg 2009) that is often complex and chaotic (Mintzberg 1994).

Increasingly, strategic planning is no longer a well-established process and has been shown as a nonlinear activity (Albon et al. 2016). Communication among university stakeholders is of great importance for carrying out strategic planning. Beyond describing mission, vision, and values, strategic planning must include specific and achievable goals (Cowburn 2005). These goals vary according to each university environment and the resources and needs. To help this task, strategic management arises as a way of improving organisation, increasing competitiveness, and is related from the beginning with the accountability and accreditation standards (Aleong 2007).

2.1.1. University social responsibility and its background

To explain social responsibility in universities, it is necessary to clarify essential concepts of university management, since social responsibility arises from the university’s administration. Thus, corporate governance processes the relations by which organisations are managed (Shailer 2004) and this represents an

important starting point. These aspects must be carefully carried out to achieve specific objectives. Consequently, the direction of such actions is the key to achieving the objectives.

In universities, academic authorities will perform that important role, while for companies the principal objective of corporate governance is to protect the owner's interests. Corporate governance in HEI serves to cover the university stakeholder demands. These demands distinguish HEI from private corporations, due to the fact that the university's mission as a public organisation is mainly social (Vázquez et al. 2016).

This corporate governance recognises rights and responsibilities among stakeholders and embraces decision-making process in the organisation (Lin 2013). Without a well-organised university governance, decisions related to social responsibility catalysts (as it is called in this work) could be quite difficult to make.

Once corporate governance is clear, it is important to continue with the emerging concept of USR, which originated in private organisations, specifically when it was recognised that decision-making by businesses affects society (Bowen 1953). The concept of corporate social responsibility (CSR) appeared as a mechanism by which organisations monitor and ensure their activities are legal and ethical (Rasche et al. 2017).

The main theories on CSR have been classified into four groups: 1) instrumental theories that consider social responsibility as an instrument for wealth creation; 2) political theories related to the responsible use of corporate power in the political field; 3) integrative theories based on satisfying social demands; and 4) ethical theories founded on ethical responsibilities to society (Garriga & Melé 2004). However, the difficulties of applying CSR seem to be related to doubts about its benefits. This may be explained as that management will rarely apply CSR without financial benefits (Burke & Logsdon 1996). Several authors have studied the relationship between CSR and financial strategy and have determined that CSR has a strategic value (Burke & Logsdon 1996; McWilliams & Siegel 2001). For universities, the scenario is quite different, universities have a social mission and do not pursue profits.

Considering the description of CSR, USR can be defined as the performance of ethical policy by university stakeholders through responsible management of educational, cognitive, and environmental impacts, and in constant dialogue with society to increase sustainable development (Vallaes 2013). USR can also be understood as the strategic commitment to society, the recognition of every internal and external stakeholder, and the search for policies that will benefit the stakeholders (UNIBILITY 2017). As mentioned in the introduction, this work is supported by a previous research using the Delphi method (García & Suárez 2013), which consisted of asking experts about USR. Besides obtaining results related to USR catalysts, there were also important contributions to USR definitions (see Table 1).

Therefore, decision-making by academic authorities affects society, but not in the same way as private companies – and universities are expected to have a positive effect on society by encouraging social, economic, and environmental development and bringing social value. This value makes reference to the degree to which a particular action or planned action is important or useful in relation to something to achieve (Cambridge Dictionary 2017). In this line, it is important to

note the importance of USR catalysts for achieving the social mission of the university.

University ethical work can be divided into two domains aligned with the university's social character: 1) communicative association, related to civil behaviour, right to speak, justice, solidarity, compassion, tolerance, empathy and dialogue, based on honesty and respect; and 2) the domain of secular intellectual practices related to freedom of intellectual activities, observation, reasoning, research, criticism, and imagining (Marginson 2007). This research is based on the four university impacts: organisational, educative, social, and cognitive (Vallaeyts et al. 2009).

Efforts regarding social responsibility focused on promoting ethical actions in both public and private organisations have been mostly oriented by international organisations, who have joined efforts to better define, measure, control and evaluate the subject. Universities have used these sources and tried to adapt them to the particularities of HEI. Some of these organisations are:

- *Global Reporting Initiative (GRI)* is an international organisation that has developed sustainability reporting, helping private and public organisations to communicate their impacts into issues such as: climate change, human rights, governance, and social well-being (Dumay et al. 2010; GRI 2017). This is the principal standard for reporting information related to social responsibility and one of the most demanding standards (Rueda & Uribe 2011).
- *Global University Network for Innovation (GUNI)* is an international network created by the UNESCO, (UNU), and (UPC) which inspires HEI to redefine their role by changing their position within society (GUNI 2017)
- *ISO 26000 Social Responsibility*, as an international standard that helps all public or private organisations, regardless of their size, to develop a responsible management, following principles regarding human rights, labour practices, the environment, fair operating practices, consumer issues and, community involvement and development (ISO 26000 2017).
- *Principles for Responsible Management Education (PRME)*
Created under the coordination of the UN Global Compact and key academic institutions, PRME developed six principles: 1) develop student capabilities for business and society; 2) university promotion of values related to global social responsibility; 3) improve educational methods for effective learning and responsible leadership; 4) encourage research about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental, and economic value; 5) create networks with business managers to learn more about the challenges in meeting social and environmental responsibilities; and 6) promote communication among university stakeholders on issues related to global social responsibility and sustainability (PRME 2018).

Likewise, other organisations such as the Catalan Association of Public Universities (ACUP) and the Catalan Agency for Development and Cooperation in coordination with other Catalan universities have joined efforts to engage universities with the Sustainable Development Goals (USDG 2017).

2.1.2. Stakeholder theory

USR implementation needs efforts by academic authorities in recognising groups involved or affected by HEI activities, and without this recognition it could be difficult to state strategic actions in reply to their demands. Thus, stakeholder theory explains and supports USR (Larrán Jorge & Andrades Peña 2015).

The university community includes multiple stakeholders: students and families; university administrative staff and faculty members; suppliers of goods and services; educational sector; other universities; commerce and industry (Reavill 1998). Stakeholders have also been classified as internal or external (Burrows 1999; Jongbloed et al. 2008). Some authors agree that not all stakeholders are equally important, and this is explained by the stakeholder level of influence according to the theory of stakeholder salience (Mitchell, R. K., Agle, B. R., & Wood 1997). This theory distinguishes those stakeholders with an urgency for immediate actions, influence, or power in the development of specific actions; and the legitimacy of the activities that the institution performs.

In the case of universities, students claim special attention because they tend to be the main clients of HEI (Sánchez & Mainardes 2016). Initiatives such as the Principles for Responsible Management Education (PRME) focus attention on improving student training by promoting student values in business schools.

2.1.3. Catalysts of university social responsibility

To address the strategic actions taken by academic authorities to achieve USR, this paper took a model of USR catalysts obtained from the study entitled 'Drivers and barriers of university social responsibility: integration into strategic plans' (Ramos-Monge et al. 2017a).

This study used a Delphi method, which consists of giving several iterations of questionnaires to experts on a USR topic, with each questionnaire modified according to the feedback provided by experts in previous iterations. This study considered 27 experts from Spanish and Mexican universities and a questionnaire was applied with a Likert scale and open questions. The objective was to achieve expert consensus (Linstone & Turoff 1975).

As a result of the Delphi method, a USR catalyst model was obtained (see Table 2). The model is divided into four dimensions and each has separate groups of catalysts (as actions with a more general concept) and sub-catalysts (more specific actions to look for USR). Every group of USR catalysts was chosen based on a literature review, and dimensions were developed based on the university impacts suggested by Vallaeys et al. 2009: (1) the organisational dimension includes staff, lecturers, and university suppliers, as described in this study; (2) the organisational dimension includes ethical and environmental management, as well as management staff; (3) the educational dimension includes the impact on students; (4) the cognitive dimension includes impacts on researchers; and (5) social participation includes impacts on external actors such as civil society, and private and public sectors.

2.1.4. Promotion of university entrepreneurship as USR catalysts

Entrepreneurship is an important catalyst to social development, particularly, when the economy is focused on a more technological society (Schumpeter & Opie 1934). Universities are a key factor of technological and economic development (Mowery et al. 2001; Rosenberga & Nelsonb 1994).

Thus, since entrepreneurship is considered an opportunity for the development of society (Stefanescu et al. 2011), it is considered that

entrepreneurship offers innovative solutions to social problems (OECD 2010). Sustainable entrepreneurship is viewed as a type of entrepreneurship that searches for environmental solutions (Dean & McMullen 2007; Cohen & Winn 2007; York & Venkataraman 2010) and social challenges (Zahra et al. 2009).

Because the benefits of entrepreneurship are closely related to social and economic development, the issue deserves special attention to highlight the relationships between university and entrepreneurship. Firstly, it is important to point out that universities increase efforts to promote entrepreneurial projects (Rothaermel et al. 2007), due to the ability of universities to start and encourage the venture-creation process (Rasmussen & Borch 2010). Moreover, universities boost entrepreneurship activities in order to achieve social benefits (Williams et al. 2016). Universities take care of their social responsibilities, particularly to student demands, as educational impacts seem to be the university area with the highest level of attention (Vázquez et al. 2016), and students seem to represent the main stakeholder (Sánchez & Mainardes 2016).

2.2. Hypotheses

The knowledge economy (Drucker 1969) has given the universities new economic and social challenges, inducing them to redefine their objectives, strategies and policies (GUNI 2017; Benavides 2001). These challenges need to incorporate strategic initiatives in their strategic plans (Keller 1983) because such plans are an instrument that comprises university mission, vision, strategic objectives, and performance indicators (Llinàs et al. 2011).

Therefore, this work suggests as hypotheses that a series of USR catalysts are considered in strategic plans to address these economic and social challenges:

- H1. Universities include in their strategic plans the following catalysts to achieve responsible university management:
 - Responsible economic management of resources
 - Equal opportunities
 - Promotion of environmental care
 - Responsible management staff
- H2. Universities include in their strategic plans the following catalysts to achieve responsible academic training:
 - Development of responsible capabilities and competences among students
 - Efforts to student employability
 - Adjust academic training to society needs
- H3 Universities include in their strategic plans the following catalysts to achieve responsible research:
 - Ethical ways to investigate and to produce useful research to society
- H4 Universities include on their strategic plans the following catalysts to achieve responsible social development:
 - Promotion of solidarity and university cooperation

3. METHOD

To develop this work, a thematic analysis was driven by a deductive a priori template of codes (Crabtree & Miller 1999). In this research, the template was defined by a previous research obtained using a Delphi method as explained previously.

To develop a deductive analysis, the template, or codebook as Crabtree & Miller (1999) called it, is defined before the in-depth analysis of the data. In this case, a model of USR obtained from the Delphi method was taken as a template to develop this research. Thus, the thematic analysis driven in this work is explained in six phases (see Table 3).

The total of universities with open access in their strategic plans was 41. However, only 23 were up-to-date, as Section 3.1 explains. Consequently, 23 strategic plans were entered into ATLAS.ti, a computer program that is widely used in qualitative data analysis and data coding processes. The objective of this document collection was to gather strategic plans to analyse and represent USR catalysts considered within strategic plans.

3.1. Sample

The sample has been built considering 76 Spanish universities (CRUE 2017) and following the process presented in Figure 1. Firstly, 41 strategic plans with open access were identified, and the 35 universities without an available strategic plan were contacted via e-mail. Nevertheless, those who answered the request did not have the strategic plans updated to 2017. In consequence, the sample consists of 23 valid strategic plans (see Table 4).

3.2. Instrument

As an instrument of analysis, the ATLAS.ti program was chosen because it enables developing a systematic analysis and has capacity for a large amount of data. Moreover, the program provides tools to codify and annotate special findings to facilitate analysis of results.

3.3. Validation

The validation of this study has been divided into two parts:

1. Validation of the original model obtained from the study ‘Drivers and barriers of university social responsibility: integration into strategic plans’ in which the reliability of the internal consistency of the questionnaire applied to academic authorities was tested. It was shown that questions of the instrument measured the same construct and were highly correlated.
2. Validation of thematic analysis, in this part, validation and credibility is related to corroborating and legitimating coded themes, which is the process of confirming the findings (Crabtree & Miller 1999). In this line, the different researchers of this work made the corresponding verifications of results from multiple perspectives.

4. ANALYSIS OF RESULTS

The presentation of results is divided into three parts to reflect the three objectives of this work: 1) examine the main catalysts of university social responsibility (USR) and give response to the hypotheses; 2) represent relations among USR catalysts through semantic networks; and 3) analyse the role of university promotion of entrepreneurship.

4.1. Main catalysts in strategic plans and hypotheses

In this part, the main catalysts are presented for each dimension giving response to the four hypotheses. The catalysts were chosen by the number of

mentions in strategic plans, showing those catalysts that appear on more than 50% of the plans.

4.1.1. Results for responsible university management

The main catalysts for the management dimension (Table 5) show that 16 of the 23 universities plan to respond to training demands of their staff. Moreover, it can be observed that the catalyst 'equal opportunities' does not have sub-catalysts. Nevertheless, more than 50% of strategic plans mention 'equal opportunities'. Considering that the four catalysts are specified, H1 (see Section 2.2) is accepted.

4.1.2. Results on responsible research

The main catalysts of USR in research (Table 7) seems to be the research dissemination with 56% indicating strategic plans. Because 'ethical way to investigate and interpret findings' appears on more than 50% of the plans, H3 (see Section 2.2) is accepted.

4.1.3. Results on responsible social development

The main catalysts for social development (Table 8) are more related to university communications to society than an effort in university cooperation. As 56% of universities mention this point, H4 (see Section 2.2) is accepted.

4.1.4. Results on responsible academic training

The efforts to achieve USR for the academic training dimension (Table 6) seem to be inclined to the promotion of foreign languages, mainly English, as a manner to adjust training to meet the needs of society. It is also observed that promotion by universities of entrepreneurial projects is used as an effort to increase student employability. As more than 50% universities include the three catalysts H2 (see Section 2.2) is accepted.

4.2. Relation among USR catalysts through semantic networks

In this part, relationships among catalysts and sub-catalysts are presented by means of four semantic networks, indicating the dimensions of university work.

Semantic networks were developed to identify how catalysts involve other sub-catalysts in the strategic plans and show how these concepts are linked. The analysis and design of networks were developed using the ATLAS.ti program.

To build semantic networks, each catalyst found in the 23 strategic plans was separated into the four university dimensions. Relationships among catalysts were then detected in the text during an analysis of the content. In this part, it can be observed that some catalysts include sub-catalysts. For instance, if plans specify actions such as 'energy efficiency plan', this sub-catalyst was included in the sub-catalyst 'responsible resource management' which is included in the catalyst 'promotion of environmental care'.

The semantic network considering dimension of responsible university management (see Figure 2) shows an extensive network of sub-catalysts. It is observed that the sub-catalyst linked to 'promotion of environmental care' is aligned with statements of GRI and PRME (GRI 2017; PRME 2018). The semantic network according to the dimension of responsible academic training (see Figure 3) shows the relations for catalysts and sub-catalysts in strategic plans, representing the specific actions for each catalyst. The semantic network that considers the dimension of responsible research (see Figure 4) shows the different

actions related to ethical manners to investigate and the actions to disseminate research. Finally, the semantic network related to the dimension of responsible social development (see Figure 5) shows all the sub-catalysts related to the promotion of university solidarity and cooperation.

4.3. Entrepreneurship as USR catalysts

Results have shown that 100% of the sample (see Table 9) implements entrepreneurial actions as catalysts to achieve USR. Universities look for responsible academic training, and entrepreneurship projects encourage students to develop their own business and give training in the process. Responsible social development is also pursued since entrepreneurship has been considered as an opportunity for society to develop (Stefanescu et al. 2011). It can be observed that six of the universities include in their websites a program called YUZZ (Explorer 2016) as external entrepreneurial support for training, economic support, and business advice.

5. CONCLUSIONS

To improve university performance it is necessary to identify specific activities to measure catalysts. University social responsibility is taken as a strategic decision from academic authorities as expressed in their strategic plans. Thus, a study was carried out to achieve three main objectives: (1) examine the main catalysts of university social responsibility and respond to the hypotheses; (2) symbolise through semantic networks the relations among USR catalysts; and (3) analyse the role of universities in the promotion of entrepreneurship.

To develop this work, a thematic analysis was driven by a deductive a priori template of codes, selecting a sample of 23 up-to-date strategic plans, which were entered in the ATLAS.ti. computer program.

Results show university efforts to search for a stable economic funding, mainly through private funds. Moreover, a wide specification of actions to achieve catalysts is suggested, as is the case of the 'equal opportunities' catalysts. The results also highlight the university's efforts to adapt academic training to society's needs, specially through the teaching of English. Moreover, it is observed that only 13 strategic plans specify the promotion of entrepreneurial projects, and this finding disagrees with the results of searching each website, in which 100% of the sample made efforts in entrepreneurship. Furthermore, responsible research disseminates research without a specification of how to do it (publications, seminars, conferences, etc.). However, strategic plans mention the 'search of economic source' and 'attraction of research talent' to achieve the dissemination of research. The dimension of responsible social development is more related to the promotion of university communications with society. The other sub-catalysts, such as 'fight discrimination' do not specify the actions taken. As every dimension (on a different grade) has fulfilled the proposed catalyst the four hypotheses were accepted.

In addition, the relationship between university social responsibility and entrepreneurship is presented as an opportunity to increase university efforts regarding student employability and social development, and to give innovative solutions to social issues. Universities are aware of these benefits because all of the sample have implemented projects or specific programmes to promote entrepreneurship. This can be explained considering the student as the main university stakeholder, since the university focuses on designing and

implementing strategic initiatives to meet student demands and increase the employability of students.

Although this analysis was carefully developed, there are several USR catalysts that were not listed in the model. Strategic plans frequently do not give extensive explanations of how to develop catalysts, and so make them too general. An interesting future research could be done with the support of the Global Reporting Initiative, and the international ISO 2600 standard.

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Definition of University Social Responsibility by experts

“Is to ensure that staff have the best working conditions and that the rights of students, researchers and teachers are respected, with special attention to persons with disabilities, disadvantaged groups, and gender equality”

“Is a concept that should be applied to every university activity, due university is created as working organization on the knowledge field with the main objective of guide education and research for the common good, thus all their actions should be aimed at developing their responsibility towards society”

“Is the transfer of training and education activities to a knowledge framework, allowing solutions of social issues”

“Is the real commitment of the public universities of manage their impacts (social, environmental, economic, educational and research). Is the improvement of employment situation of their employees, also, it means to train critical citizens who promote social development”

“Is when the universities are aware of their relationships and impacts into their community. Social responsibility achieve when universities give special recognition to environmental impacts, also when universities look forward to solve social issues”

“Is to apply all the precepts of corporate social responsibility with the particularities of the university environment”

“Is the promotion of activities to students enrol to social responsibility throw their academic training, including those activities that benefit internal stakeholders”

“Is to promote and support responsible practices, in order to the university become a force for creating value, helping to transform a society and a more productive, sustainable and inclusive economy”

“Is a way to manage the universities, taking into consideration opinions and interests of every stakeholder”

“Is the demonstration that training and research is focused on the social needs. It refers to topics such as environmental care, social inclusiveness, and accountability culture”

“It is the commitment of Higher Education Institutions to care for the environment, governance, transparency, equity, access to culture, promotion of students health and employees, research with social use and improvement of working conditions. Their goal is to achieve a dignified life for all”

“USR is a value related to freedom of teaching and research, which guide the labour of the fulfilment of its social mission”

“Is the university stakeholder engagement included on strategic plans and university activities to achieve a sustainable, peaceful and cultured society”

Table 1. Experts definitions of University Social Responsibility obtained from study “Drivers and barriers of University Social Responsibility: integration into strategic plans” (Ramos-Monge et al. 2017a)

University dimensions	Catalysts	Literature support
Responsible university management	<i>Responsible economic management of resources</i>	(PRME 2018; GRI 2017)
	Sub-catalysts: <ul style="list-style-type: none"> • Look for stable funding sources • Look for private funds • Promotion of networks with companies to look for private funds • Look for internal funds for research • Promotion of networks with companies to promote research, dissemination and entrepreneurship • Transparency and accountability 	

	<p><u>Equal opportunities</u></p> <p>Sub-catalysts:</p> <ul style="list-style-type: none"> • Gender equality • University actions for people with disabilities • University actions for people with limited resources • Campus with disability services 	(Jacobs 1996; Teelken & Deem 2013)
	<p><u>Promotion of environmental care</u></p> <p>Sub-catalysts:</p> <ul style="list-style-type: none"> • Responsible resource management • Energy efficiency plan • Promotion of sustainable transport 	(Hines et al. 1987)
	<p><u>Responsible management staff</u></p> <p>Sub-catalysts:</p> <ul style="list-style-type: none"> • Evaluations of the teaching performance • Evaluations of administrative performance • Promotion of cultural activities among staff • Training of university staff inside and outside the institution • Conciliation of work and family life • Attraction of staff talent 	(Gibbs & Coffey 2016; Murray & Lombardi 2010; Ratten & Suseno 2006; Araya & Peters 2010)
	<p><u>Develop of responsible capabilities and competences among students</u></p> <p>Sub-catalysts:</p> <ul style="list-style-type: none"> • Promotion of cultural activities among students • Promotion of ethical training linked to the professional profile • Promotion of sports activities among students • Ability to interact and collaborate into a team • Attraction of student talent • Promotion of volunteering 	(PRME 2018). Volunteering (Cronje 2015).
Responsible academic training	<p><u>Efforts to students employability</u></p> <p>Sub-catalysts:</p> <ul style="list-style-type: none"> • Promotion of entrepreneurial projects • Promotion of networks with companies to promote student employment 	(Williams et al. 2016; Ratten 2017; Cooke 2007; Ferreira et al. 2017)
	<p><u>Adjust academic training to society needs</u></p> <p>Sub-catalysts:</p> <ul style="list-style-type: none"> • Promotion of foreign language learning in the university 	(Benavides 2001)
	<ul style="list-style-type: none"> • Promotion of scholarships or financial aid 	
Responsible research	<p><u>Ethical way to investigate and interpret findings</u></p> <p>Sub-catalysts:</p> <ul style="list-style-type: none"> • Contribution of research to the protection of the environment • Contribution of research to social development • Studies of social return of the university research activity • Contribution of research related to equality, minorities, disadvantaged groups, gender violence, citizen participation, child poverty and transparency 	(Owen et al. 2012; PRME 2018; UNESCO 1998; GUNI 2017)

	<ul style="list-style-type: none"> • University participation in the definition of national research priorities • University actions to disseminate research (publications, seminars, conferences, etc.) • Attraction of research talent • Look for private funds for research • Look for public funds for research • Fostering research relationships with companies or others organizations 	
Responsible social development	<p><i>Promotion of solidarity and university cooperation</i></p> <p>Sub-catalysts:</p> <ul style="list-style-type: none"> • Fight discrimination • Promotion of cultural and sporting activities to society • Attention to current problems of politics, economy, health, etc. • Promotion of university communication through different paths (social networks, meetings, web pages, conferences, congresses, etc.) • Develop University Social Responsibility memory • Promotion of action to combat poverty • Promotion of entrepreneurial projects involving the participation of society 	(GUNI 2017; De la Cruz & Sasia 2008; UNESCO 1998; Morris et al. 2011; Rexhepia et al. 2013)

Table 2. Model and literature support of catalysts and sub-catalysts of USR

Phase	Description of phase	Contribution
1	Developing the code manual	In this stage, a depth analysis of USR theory was carried out, theoretical concepts was taken to coding interesting features of the data related to catalysts to USR. Five code categories were integrated into code manual (dimensions of university work).
2	Testing the reliability of codes	To determinate the applicability of the raw information coding a Delphi method was carried out to test the code manual. Thus, the Delphi method consulted 27 academic experts on social responsibility from Spain and Mexico. Alpha of Cronbach to validate internal consistency of the questionnaire was measured obtaining satisfactory results.
3	Summarizing data and identifying initial themes	Reading raw data from the strategic plans. Then, recognizing key points of whole analysis. In this step, strategic actions specified into plans were analysed.
4	Applying template of codes and additional coding	To use a "template analytic technique". A model resulting from the Delphi method was introduced into ATLAS.ti program. This model include a series of USR catalysts into HEI, all those catalysts were consensual by experts. Thus, coding the segments of data in plans took part in the process, matching related segments with codes (USR catalysts). Also, inductive codes (Boyatzis 1998) were added, due to the fact that they were closely related with other catalysts that were already registered on USR drivers model. Ones the plans were coded, semantic network were developed to cluster the codes for each area of university work.
5	Connecting the codes and identifying themes	This connection of codes is the process of determining patterns (Crabtree & Miller 1999). The themes were redefined. In this work, themes are equivalent to dimensions of university work. Although these dimensions were pre-defined, catalysts were grouped into catalysts (general) and sub-catalysts (more specific catalysts).
6	Corroborating and legitimating coded themes	Corroborating it to confirm the findings (Crabtree & Miller 1999). This phase is closely related to validity and credibility. In this study, researchers of this work had made the verifications of

results. Making verification possible as researches gave their perspectives to validate results.

Table 3. Phases for codification data based on Crabtree & Miller 1999; Boyatzis 1998

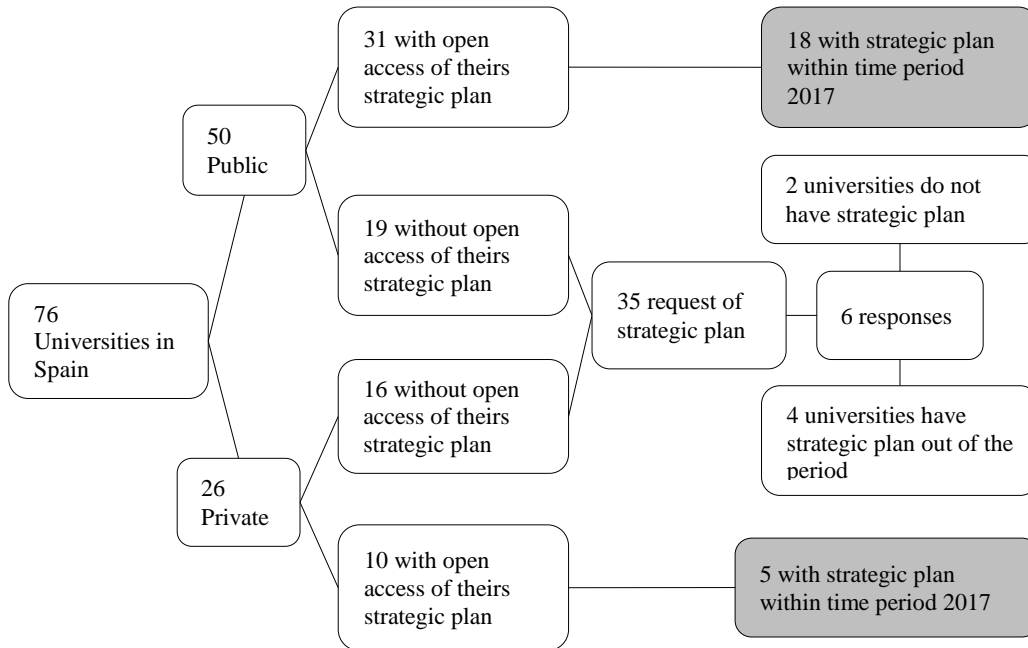


Figure 1. Process of the sample selection.

Spanish University plans as the sample	Duration of university plan
Universitat de València	2016-2019
Universitat Politècnica de València	2015-2020
Universidade de Santiago de Compostela	2011-2020
Universitat Pompeu Fabra	2016-2025
Universidade da Coruña	2013-2020
Universidad de Jaén	2014-2020
Universidad Pontificia de Comillas	2014-2018
Universitat de Barcelona	2008-2020
Universidad de Salamanca	2013-2018
Universidad del País Vasco	2012-2017
Universitat Oberta de Catalunya	2014-2020
Universidad San Jorge	2015-2020
Universitat de les Illes Balears	2015-2017
Universidad Loyola Andalucía	2013-2018
UNED Universidad Nacional de Educación a Distancia	2014-2017
Universidad de Deusto	2014-2018
Universidad de Cádiz	2015-2020
Universidad de la Rioja	2014-2020
Universidad de Extremadura	2014-2018
Universidad de Las Palmas de Gran Canaria	2015-2018
Universidad de Alcalá	2015-2017
Universidad de Alicante	2014-2019
Universidad de Cantabria	2015-2018

Table 4. Universities with strategic plan taking as sample

University dimensions	Catalysts	Sub-Catalysts	Strategic plans mentions	Force in percentage
Responsible university management	Responsible economic management of resources	Look for stable funding sources	13	56%
		Transparency and accountability	12	52%
	Equal opportunities		12	52%
	Promotion of environmental care	Responsible resource management	13	56%
	Responsible management staff	Evaluations of the teaching performance	12	52%
		Training of university staff inside and outside the institution	16	69%

Table 5. Main USR catalysts on university management

University dimensions	Catalysts	Sub-Catalysts	Strategic plans mentions	Force in percentage
Responsible academic training	Develop of responsible capabilities and competences among students	Promotion of volunteering	12	52%
		Efforts to students employability	13	56%
		Adjust academic training to society needs	15	65%

Table 6. Main USR catalysts on academic training

University dimensions	Catalysts	Sub-Catalysts	Strategic plans mentions	Force in percentage
Responsible research	Ethical way to investigate and interpret findings	University actions to disseminate research (publications, seminars, conferences, etc.)	13	56%

Table 7. Main USR catalysts on responsible research

University dimensions	Catalysts	Sub-Catalysts	Strategic plans mentions	Force in percentage
Responsible social development	Promotion of solidarity and university cooperation	Promotion of university communication through different paths (social networks, meetings, web pages, conferences, congresses, etc.)	13	56%

Table 8. Main USR catalysts on social development

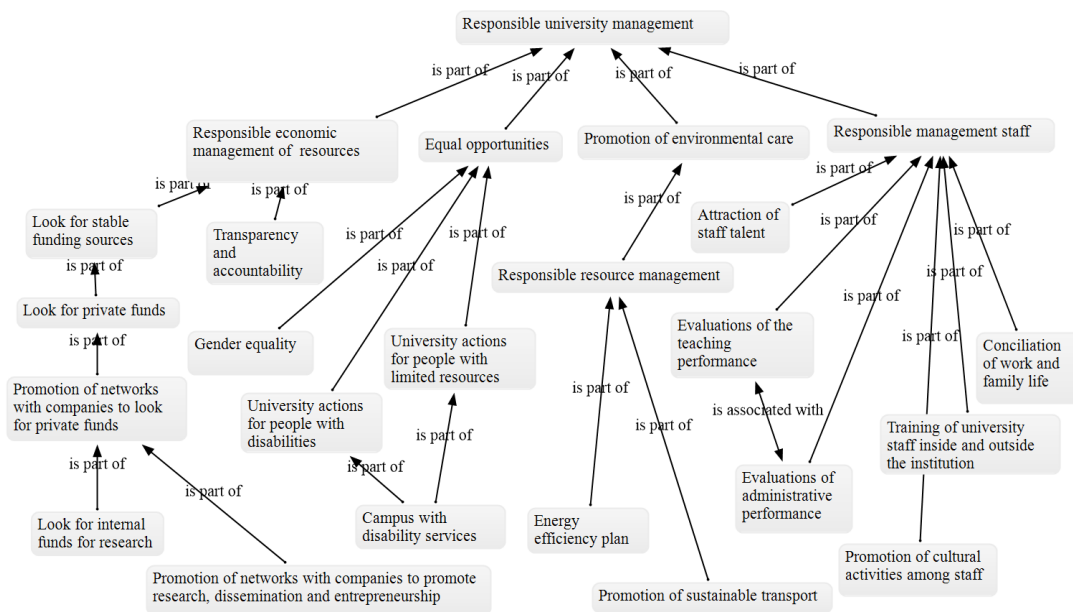


Figure 2. Semantic network of responsible university management and sub-catalysts. The top node of the figure is the dimension and their immediate offspring are the catalysts. The remaining nodes are considered sub-catalysts.

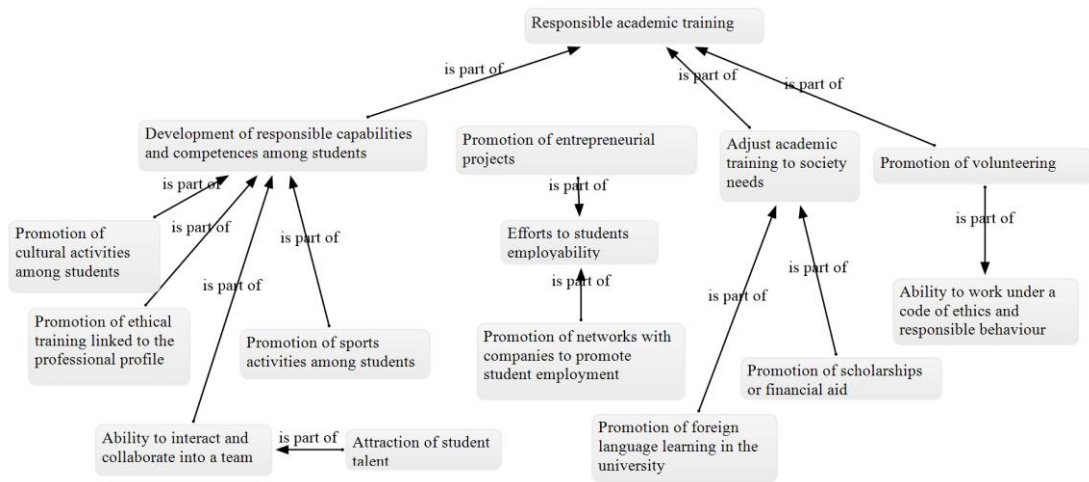


Figure 3. Semantic network of responsible academic training and sub-catalysts. The top node of the figure is the dimension and their immediate offspring are the catalysts. The remaining nodes are considered sub-catalysts.

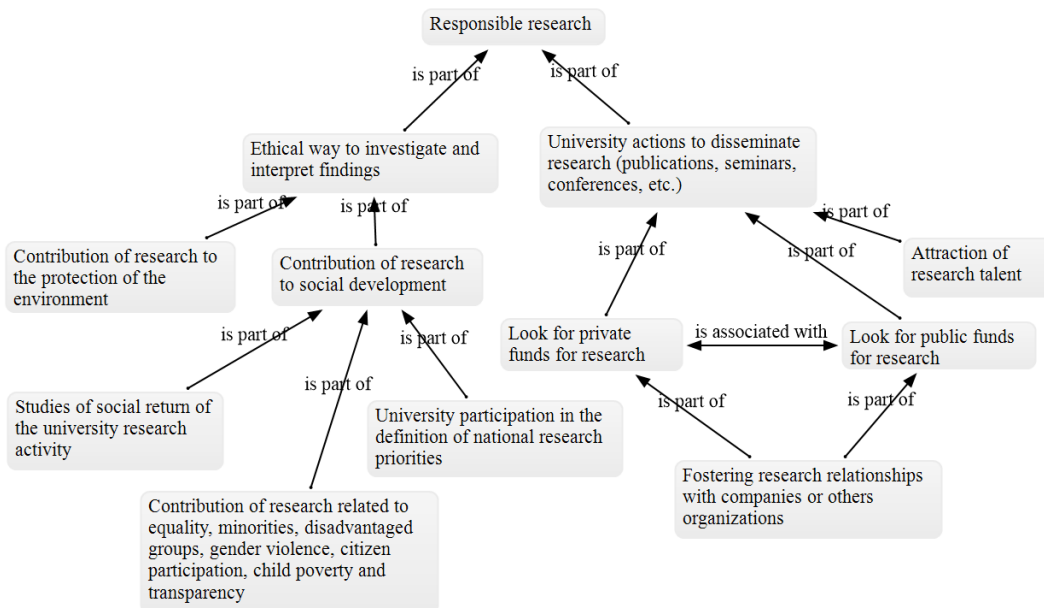


Figure 4. Semantic network of responsible research and sub-catalysts. The top node of the figure is the dimension and their immediate offspring are the catalysts. The remaining nodes are considered sub-catalysts.

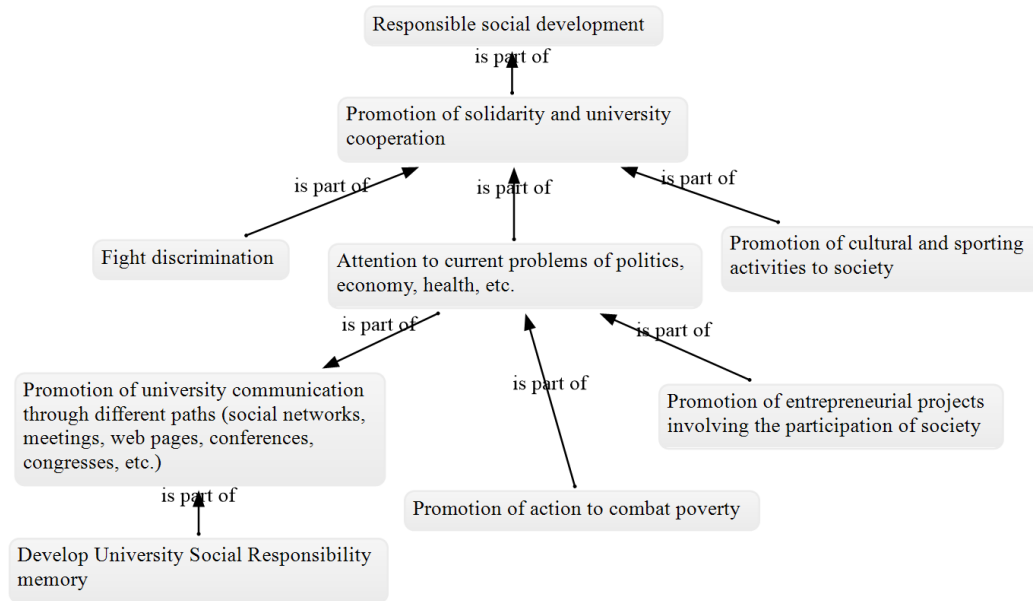


Figure 5. Semantic network of responsible social development and sub-catalysts. The top node of the figure is the dimension and their immediate offspring are the catalysts. The remaining nodes are considered sub-catalysts.

Spanish University	Efforts to students entrepreneurship	Spanish University	Efforts to students entrepreneurship
Universitat de València	Projects and programs: -Innovation, Valorization and Entrepreneurship Section of the Research and Innovation Service -Science Park of the Universitat de València -Observatory of Professional Insertion and Labor Advice (OPAL) -University-Business Foundation of the Universitat de València (ADEIT) (Universitat de València 2017)	Universidad de Jaén	Projects and programs: -Technical advice to entrepreneurs and self-employed -Accompaniment of projects -Promotion, information and dissemination campaigns -Business accommodation (pre-incubation and incubation). (Universidad de Jaén n.d.)
Universitat Politècnica de València	Projects and programs: -Integrated Employment Service -Institute for the Creation and <u>IDEAS</u> -Business Chairs Program -Servipoli Foundation -Globality and Microeconomics Foundation (Universitat Politècnica de València 2012)	Universitat de Barcelona	Projects and programs: -Barcelona Institut d'Emprenedoria, -Conferences "Create a company? Why not?" -Yuzz / Explorer -Consolidate Program -From Science to the Market -Emprèn UB Prize (Universitat de Barcelona n.d.)
Universidade de Santiago de Compostela	Projects and programs: -ARGOS Program -Competition of Ideas and Business Projects. -Participation in the AKADEMIA -Program organized by the Bankinter Foundation. -Training actions and talks in collaboration with Galicia Open Future, joint initiative of Telefónica and the Xunta de Galicia. -Advice and processing of applications to obtain by business projects, qualification as Technology Based Entrepreneurship -Initiatives (IEBT) of the Consellería de Traballo e Benestar. (Universidade de Santiago de Compostela n.d.)	Universidad de Salamanca	Projects and programs: -BINSAL Emprende -Erasmus + 2017 "NICE" -Interreg Poctep "UNI + i" -Yuzz -USAL Emprende Technology-based entrepreneurship -Telefónica Open Future -Startup Europe Partnership (SEP) -Lanzadera de Ideas Innovadoras -T-CUE -INESPO -Social and Cultural Entrepreneurship Week (Universidad de Salamanca 2017)
Universitat Pompeu Fabra	Projects and programs: -Explorer Program 'Young people with idea-Yuzz program -UPFEmprèn Award -Afternoon of Entrepreneurship -Business Plan Guide -Investment Forum -HackLab -Entrepreneurship Society (Universitat Pompeu Fabra n.d.)	Universidad del País Vasco	Projects and programs: -Classroom BIC-Entreprenarigunea -Programa Entreprenari (Universidad del País Vasco n.d.)
Universidade da Coruña	Projects and programs: -Support to Spin-off as new mechanism of transfer, more dynamic and active face innovation -Business Viveiro (Universidade da Coruña n.d.)	Universitat Oberta de Catalunya	Projects and programs: -Personal advice for entrepreneurs -Hubbik, entrepreneurship accompanied by a network of experts. (Universitat Oberta de Catalunya n.d.)
Universidad Pontificia de Comillas	-Support Program for Business Projects (Universidad Pontificia de Comillas n.d.)	Universidad San Jorge	-Empreder Foundation in Aragón -Vivero GSV, "Vivero de emprendedores CAI-Grupo San Valero" (Universidad San Jorge 2016)
Universitat de les Illes Balears	Projects and programs: -Business creation program and Spin-off -Services to entrepreneurs (Universitat de les Illes Balears 2017)	Universidad de Alcalá	Projects and programs: -Entrepreneur personal skills -Social and relational skills -Organizational experience (Universidad de Alcalá n.d.)
Universidad Loyola Andalucía	Projects and programs: -Business project acceleration programs -Training activities -Round tables -Mentoring program "Telemaco" -Individual counseling service (Universidad Loyola Andalucía n.d.)	Universidad de Alicante	Projects and programs: -Project ua:emprende -"Campus del Emprendedor Innovador" Program -Explorer The evolution of the Santander YUZZ program (Universidad de Alicante 2017)
UNED Universidad Nacional de	Projects and programs: -Business project planning and management course	Universidad de Cantabria	Projects and programs: -Santander International Entrepreneurship Center (CISE)

Educación a Distancia	-Center for Higher Studies on Entrepreneurship (UNED Universidad Nacional de Educación a Distancia n.d.)		Support services for entrepreneurship at UC -Leonardo Torres Quevedo Foundation -Center for Technological Development of the University of Cantabria (CDTUC) (Universidad de Cantabria n.d.)
Universidad de Deusto	Projects and programs: -Deusto Entrepreneurship Centre -DeustoSTART Corporate -DeustoPush -Deusto Digital Accelerate -Yuzz program -DeustoKabi-Inubator (Universidad de Deusto 2017)	Universidad de la Rioja	Projects and programs: -Cátedra de Emprendedores (Universidad de la Rioja n.d.)
Universidad de Cádiz	Projects and programs: -Chair of Entrepreneurs of the University of Cádiz -Entrepreneur Network UCA -INTREPIDED PROJECT: Spain Portugal Cross Border Cooperation Program (POCTEP). (Universidad de Cádiz n.d.)	Universidad de Extremadura	Projects and programs: -SAPIEM: The Support Service for the Entrepreneurship Initiative of the University of Extremadura -Programa YUZZ: (Universidad de Extremadura n.d.)
Universidad de Las Palmas de Gran Canaria	Projects and programs: -Chair for Young Entrepreneurs -Competition for pre-university entrepreneurs (Universidad de Las Palmas de Gran Canaria 2016)		

Table 9. Entrepreneurial activities into university

Anexo B

Material adicional del Capítulo de Integración de la RSU en la gestión estratégica, sus catalizadores y sus barreras

Este anexo incluye material relacionado con el Capítulo 3. Concretamente, se incluye el correo electrónico con el que se invitó a los expertos a participar en el método Delphi (Anexo B.1) y los cuestionarios aplicados a los expertos en la primera y segunda rondas (Anexo B.2 y Anexo B.3 respectivamente). Asimismo, se detallan las respuestas a cada uno de los cuestionarios, la Tabla B.1 y la Tabla B.2 hacen referencia a las respuestas de la primera ronda, y la Tabla B.3 y la Tabla B.4 presentan las respuestas de la segunda ronda.

B.1. Invitación a participar en el método Delphi

Estimado:

Quisiera invitarte a participar de nuevo en el estudio que la Càtedra UNESCO de Direcció Universitària de la Universitat Politècnica de Catalunya realiza sobre las acciones de la universidad relacionadas con la responsabilidad social universitaria; que con más detalle se describen en la parte introductoria del cuestionario, cuyo enlace recibirás oportunamente.

Desearía que formases parte también del segundo panel de expertos de este trabajo, que está formado por personas seleccionados en base a su trayectoria académica y experiencia; características que les otorgan una visión holística del sistema de educación superior.

Además la metodología Delphi utilizada, requiere que los expertos de la primera ronda, vuelvan a contestar el cuestionario una vez tratado estadísticamente; en esta última vuelta.

Tal como te he comentado próximamente recibirás de la Universitat Politècnica de Catalunya un enlace por medio del cual podrás cumplimentar el cuestionario.

Agradeciéndote de antemano tu colaboración, que en tu caso, ha requerido de un trabajo adicional, recibe mi más cordial salutación, y me pongo a tu disposición para lo que se te ofrezca.

Cordialmente.

Xavier Llinàs Audet

Director Acadèmic



Jordi Girona, 31 – Edifici TG Planta 2.

Telf.: 93 401 74 00 Fax: 93 401 07 71

xavier.llinas@upc.edu / www.cudu.upc.edu

B.2. Cuestionario aplicado a los expertos de la primera ronda del método Delphi

OBJETIVO DE LA INVESTIGACIÓN

El presente cuestionario forma parte de una tesis doctoral, que se desarrolla en el seno de la Cátedra UNESCO de Dirección Universitaria - Universitat Politècnica de Catalunya (UPC) en la que se estudia las acciones que las universidades desempeñan, en sus diferentes ámbitos de acción, en búsqueda de la Responsabilidad Social Universitaria (RSU) hacia todos sus grupos de interés (internos y externos). Entendiendo como RSU una política de mejora continua de la universidad hacia el cumplimiento efectivo de su misión social mediante cuatro procesos: 1) gestión ética y ambiental, 2) formación de ciudadanos responsables y solidarios, 3) producción y difusión de conocimientos socialmente pertinentes, y 4) participación social en promoción de un desarrollo más humano y sostenible (Vallaey 2008).

Concretamente, la investigación pretende conocer cuáles son las acciones de mayor trascendencia que componen la RSU, la difusión de estas acciones, y sus barreras, así como el papel que juega la RSU en los planes estratégicos.

SOBRE EL CUESTIONARIO

El cuestionario se divide en secciones, que representan los diferentes ámbitos del quehacer universitario. En cada sección se tratan acciones socialmente responsables tomadas de la literatura y relacionadas con cada ámbito: la gestión universitaria, la formación académica, la producción y difusión de investigaciones, y la participación social.

PERFIL DEL ENCUESTADO Y PROPÓSITO DEL PANEL

El cuestionario está creado para ser respondido por expertos reconocidos que conocen el funcionamiento universitario y las dimensiones de la RSU, siguiendo el método Delphi, técnica de investigación cualitativa basada en la consulta de expertos con el fin de poner de manifiesto convergencias de opiniones sobre un tema determinado.

Por lo anterior, se garantiza que las respuestas obtenidas se considerarán anónimas teniendo un tratamiento estadístico agregado. Sin más, agradecer de antemano su participación, ya que sus respuestas y opiniones son cruciales para el desarrollo de esta investigación.

Vallaey, F., 2008. Responsabilidad Social Universitaria: una nueva filosofía de gestión ética e inteligente para las universidades. Revista Educación Superior y Sociedad, 13(2), pp.191-220.

Actividades propias de la universidad (hace referencia a la gestión ética y ambiental)

1 Califique el grado de importancia de las acciones universitarias que buscan la RSU.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
1.1					()
1.2					()
1.3					()
1.4					()
1.5					()
1.6					()
1.7					()
1.8					()
1.9					()
1.10					()
1.11					()
1.12					()
1.13					()

Evalúe las siguientes barreras en relación a la asistencia y participación en actividades universitarias (entendidas como seminarios, conferencias, congresos, exposiciones, talleres, folletos, programas por TV o por radio). Tomando como 1 el obstáculo con menor influencia y el 5 el obstáculo con mayor influencia.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
1.14					()
1.15					()
1.16					()
1.17					()
1.18					()

La RSU dentro de la planificación estratégica

2 Califique el grado de importancia de los aspectos relacionados con la incorporación de la RSU en la planificación estratégica.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
2.1					()
2.2					()
2.3					()
2.4					()
2.5					()

Califique los factores que inciden positivamente en la incorporación de la RSU en la planificación estratégica.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
2.6	Compromiso de la comunidad universitaria				()
2.7	Seguimiento de la implementación de la RSU				()
2.8	Comunicación entre la comunidad universitaria				()
2.9	Integración a todos los ámbitos de gestión universitaria				()
2.10	¿Desea mencionar algún otro factor?				

Califique los obstáculos en la incorporación de la RSU en la planificación estratégica.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
2.11	Compromiso escaso de la comunidad universitaria				()
2.12	Seguimiento deficiente de la efectiva implementación de la RSU a la planificación estratégica				()
2.13	Comunicación escasa entre la comunidad universitaria				()
2.14	Integración deficiente de todos los ámbitos de gestión universitaria				()
2.15	¿Desea mencionar otro obstáculo?				
2.16	Bajo su perspectiva, ¿Qué papel juega la RSU en el entorno universitario?				()
2.17	A) Una Debilidad interna				
2.18	B) Una Amenaza externa				
2.19	C) Una Fortaleza interna				
2.20	D) Una Oportunidad externa				
2.21	¿Por qué?				
2.22	¿Considera trascendente la incorporación de la RSU en la planificación estratégica? Justifique su respuesta.				
2.23	¿Debería la RSU implementarse de manera transversal en la planificación estratégica o sólo como una línea estratégica? Justifique su respuesta.				

Responsabilidad social en gestiones relacionadas con el personal universitario

3 Evalúe el grado de importancia de las acciones universitarias que buscan la responsabilidad social hacia el personal universitario.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
--	-----------	-------------	------------	-----------	---------------

- | | | | | | |
|-----|---|--|--|--|-----|
| 3.1 | Fomento de actividades culturales entre el personal | | | | () |
| 3.2 | Fomento de actividades deportivas entre el personal | | | | () |
| 3.3 | Formación del personal universitario dentro y fuera de la institución | | | | () |
| 3.4 | Programas de becas o ayudas económicas para el personal | | | | () |
| 3.5 | Atracción de talento laboral | | | | () |
| 3.6 | Evaluaciones del rendimiento docente | | | | () |
| 3.7 | Evaluaciones del rendimiento administrativo | | | | () |
| 3.8 | ¿Desea mencionar alguna otra acción? | | | | () |

Gestiones relacionadas con la formación académica (formación de ciudadanos responsables y solidarios).

4 Califique el grado de importancia de las acciones universitarias que buscan la RSU en la formación académica.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
--	-----------	-------------	------------	-----------	---------------

- | | | | | | |
|------|--|--|--|--|-----|
| 4.1 | Fomento en el aprendizaje de actividades culturales | | | | () |
| 4.2 | Fomento en el aprendizaje de actividades deportivas | | | | () |
| 4.3 | Fomento en el aprendizaje del cuidado del medio ambiente | | | | () |
| 4.4 | Fomento en el aprendizaje de lenguas extranjeras en la universidad | | | | () |
| 4.5 | Fomento de la formación ética ligada a su perfil profesional | | | | () |
| 4.6 | Compromiso de los profesores por incorporar competencias sociales y cívicas como parte de la formación profesional | | | | () |
| 4.7 | Promoción al desarrollo social como parte del programa académico al que está matriculado | | | | () |
| 4.8 | Promoción del voluntariado | | | | () |
| 4.9 | Fomento de proyectos emprendedores | | | | () |
| 4.10 | Promoción y concesión de becas o ayudas económicas | | | | () |
| 4.11 | Promoción de programas de intercambio con otras instituciones | | | | () |
| 4.12 | ¿Desea mencionar alguna otra acción? | | | | () |

Evalúe el grado de importancia de las competencias que los alumnos deben obtener en su formación universitaria.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
--	-----------	-------------	------------	-----------	---------------

- | | | | | | |
|------|---|--|--|--|-----|
| 4.13 | Encontrar, evaluar y usar información de manera responsable | | | | () |
| 4.14 | Comunicación efectiva de manera oral y escrita | | | | () |
| 4.15 | Capacidad para interactuar y colaborar en equipo de manera colaborativa | | | | () |
| 4.16 | Conocimientos adquiridos para investigar e interpretar hallazgos de manera ética | | | | () |
| 4.17 | Generación de ideas/productos/métodos útiles para la sociedad | | | | () |
| 4.18 | Aplicación del conocimiento adquirido para resolver problemas de la comunidad | | | | () |
| 4.19 | Entender las responsabilidades sociales de sus ámbitos de estudio | | | | () |
| 4.20 | Capacidad para interactuar con personas de diversas culturas | | | | () |
| 4.21 | Capacidad para trabajar bajo un código de ética o conducta responsable | | | | () |
| 4.22 | ¿Desea mencionar alguna otra competencia? | | | | () |
| 4.23 | ¿Considera que el servicio social entre los estudiantes debería ser obligatorio? Justifique su respuesta. | | | | () |

Gestiones relacionadas con la investigación (producción y difusión de conocimientos)**5** **Evalúe el grado de importancia de los aspectos relacionados con el desarrollo de investigaciones dentro de la universidad.**

	1	2	3	4	5
	Nula	Escasa	Media	Alta	Muy alta

5.1	Fondos públicos destinados a la investigación				()
5.2	Infraestructura para el desarrollo de la investigación				()
5.3	Contribución de las investigaciones al desarrollo social				()
5.4	Contribución de las investigaciones a la protección del medio ambiente				()
5.5	Acciones universitarias para la difusión de las investigaciones (publicaciones, seminarios, conferencias, etc.)				()
5.6	¿Desea mencionar algún otro aspecto?				

Responsabilidad social para con la sociedad (participación social para el desarrollo humano y sostenible)**6** **Evalúe el grado de importancia de los aspectos relacionados con la responsabilidad social para con la sociedad.**

	1	2	3	4	5
	Nula	Escasa	Media	Alta	Muy alta

6.1	Fomento de relación de solidaridad y de cooperación				()
6.2	Fomento de comunicación universitaria por diferentes medios (redes sociales, reuniones, página web, conferencias, jornadas, congresos, etc.)				()
6.3	Fomento de la universidad a actividades culturales y deportivas				()
6.4	Promoción de conferencias, cursos, programas y/o proyectos relacionados con el medio ambiente				()
6.5	Fomento a proyectos emprendedores que incluyen la participación de la sociedad				()
6.6	Fomento de acciones para disminuir y prevenir la corrupción dentro y fuera de la universidad promoviendo la participación de la sociedad				()
6.7	Fomento de acciones para combatir la pobreza				()
6.8	Fomento de acciones para combatir el desempleo				()
6.9	¿Considera importante otro aspecto relacionado con la responsabilidad social hacia la sociedad?				

6.10 ¿Desea realizar alguna observación sobre el contenido de la encuesta?

6.11 ¿Considera necesario algún cambio a la encuesta con la finalidad de mejorarla?

Para cualquier duda o aclaración será un placer atenderle en el correo de Elva Lizeth Ramos Monge al correo electrónico elva.lizeth.ramos@estudiant.upc.edu

B.3. Cuestionario aplicado a los expertos de la segunda ronda del método Delphi

OBJETIVO DE LA INVESTIGACIÓN

El presente cuestionario forma parte de una tesis doctoral que se desarrolla en el seno de la Cátedra UNESCO de Dirección Universitaria - Universitat Politècnica de Catalunya (UPC). En dicha tesis se estudia las acciones que las universidades desempeñan en sus diferentes ámbitos de acción, en búsqueda de la Responsabilidad Social Universitaria (RSU) hacia todos sus grupos de interés (internos y externos).

Entendiendo como RSU una política de mejora continua de la universidad hacia el cumplimiento efectivo de su misión social mediante cuatro procesos: 1) gestión ética y ambiental, 2) formación de ciudadanos responsables y solidarios, 3) producción y difusión de conocimientos socialmente pertinentes, y 4) participación social en promoción de un desarrollo más humano y sostenible (Vallaey 2008).

Concretamente, la investigación pretende conocer cuáles son las acciones de mayor trascendencia que componen la RSU, la difusión de estas acciones y sus barreras, así como el papel que juega la RSU en los planes estratégicos.

PANELES DE EXPERTOS Y PERFIL DE LOS ENCUESTADOS

El estudio ha tomado dos paneles de expertos, con la finalidad de integrar investigación y experiencia. El primer panel fue integrado por expertos que han desarrollado investigaciones relacionadas con la materia. El segundo panel, está formado por expertos seleccionados en base a la trayectoria académica y experiencia, características que le otorgan una visión holística del sistema de educación superior.

El cuestionario fue creado para ser respondido por expertos reconocidos que conocen el funcionamiento universitario y las dimensiones de la RSU. El proceso se basa en el método Delphi, técnica de investigación cualitativa basada en la consulta de expertos con el fin de poner de manifiesto convergencias de opiniones sobre un tema determinado. Una particularidad de este método es la evolución del análisis de resultados mediante diversas interacciones con los expertos.

SOBRE EL CUESTIONARIO

El presente cuestionario corresponde a una segunda ronda del método Delphi, al que se ha sumado el segundo panel de expertos. El cuestionario se divide en secciones que representan los diferentes ámbitos universitarios. En cada sección se tratan acciones socialmente responsables tomadas de la literatura y relacionadas con cada ámbito. Es importante señalar que en este cuestionario encontrarán solo cuestiones que han mostrado una alta dispersión de opiniones en la primera ronda de respuestas, por lo que se ha omitido la información sobre la media consensuada en cada pregunta, ya que ésta se considera no fiable. Sin embargo, con la finalidad de lograr un consenso de opiniones, se muestra la puntuación con mayor repetición (o varias en caso de empate) que se obtuvo del primer cuestionario. Además se han agregado cuestiones sugeridas en la primera ronda.

Se garantiza que las respuestas obtenidas se considerarán anónimas teniendo un tratamiento estadístico agregado. Sin más, agradecer de antemano su participación, ya que sus respuestas y opiniones son cruciales para el desarrollo de esta investigación.

Vallaey, F., 2008. Responsabilidad Social Universitaria: una nueva filosofía de gestión ética e inteligente para las universidades. *Revista Educación Superior y Sociedad*, 13(2), pp.191-220.

Para cualquier duda o aclaración, será un placer atenderle en el correo de Elva L. Ramos (elva.lizeth.ramos@estudiant.upc.edu).

CONSENSO DE OPINIONES SOBRE ACCIONES QUE CONLLEVAN A LA RESPONSABILIDAD SOCIAL UNIVERSITARIA

1 Responsabilidad social en la gestión universitaria

Califique el grado de importancia de las acciones universitarias que buscan la RSU.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
En algunas preguntas se indica entre paréntesis la respuesta (o respuestas) con mayor repetición en la aplicación del primer cuestionario. Si usted está de acuerdo marque uno de esos números, en caso contrario, indique su propia escala de importancia.					
1					()
2					()
3					()
4					()
5					()
6					()
7					()
8					()
9					()
10					()
11					()
12					()
13					()
14	¿Desea mencionar alguna otra acción? Contestar sólo si no se había contestado antes.				

Evalúe las siguientes barreras en relación a la asistencia y participación en actividades universitarias (entendidas como seminarios, conferencias, congresos, exposiciones, talleres, folletos, programas por TV o por radio). Tomando como 1 el obstáculo con menor influencia y el 5 el obstáculo con mayor influencia.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
En algunas preguntas se indica entre paréntesis la respuesta (o respuestas) con mayor repetición en la aplicación del primer cuestionario. Si usted está de acuerdo marque uno de esos números, en caso contrario, indique su propia escala de importancia.					
15					()
16					()
17					()
18					()
19	¿Desea mencionar alguna otra barrera? Contestar sólo si no se había contestado antes.				

2 La RSU dentro de la planificación estratégica

Califique el grado de importancia de los aspectos relacionados con la incorporación de la RSU en la planificación estratégica. Contestar sólo si no se había contestado antes.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
20					()
21					()
22					()
23					()
24					()
25	¿Desea mencionar algún otro aspecto relacionado con la incorporación de la RSU al plan estratégico? Contestar sólo si no se había contestado antes.				

Califique los obstáculos en la incorporación de la RSU en la planificación estratégica.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
En algunas preguntas se indica entre paréntesis la respuesta (o respuestas) con mayor repetición en la aplicación del primer cuestionario. Si usted está de acuerdo marque uno de esos números, en caso contrario, indique su propia escala de importancia.					
26	Seguimiento deficiente de la efectiva implementación de la RSU a la planificación estratégica (2, 4 y 5)				()
27	Comunicación escasa entre la comunidad universitaria (4)				()
28	Integración deficiente de todos los ámbitos de gestión universitaria (4 y 5)				()
29	Falta de voluntad política				
30	¿Desea mencionar otro obstáculo? Contestar sólo si no se había contestado antes.				
31	Bajo su perspectiva, ¿Qué papel juega la RSU en el entorno universitario? Contestar sólo si no se había contestado antes.				()
32	A) Una Debilidad interna				
33	B) Una Amenaza externa				
34	C) Una Fortaleza interna				
35	D) Una Oportunidad externa				
36	¿Por qué? Contestar sólo si no se había contestado antes.				
37	¿Considera trascendente la incorporación de la RSU en la planificación estratégica? Justifique su respuesta. Contestar sólo si no se había contestado antes.				
38	¿Debería la RSU implementarse de manera transversal en la planificación estratégica o sólo como una línea estratégica? Justifique su respuesta. Contestar sólo si no se había contestado antes.				

3 Responsabilidad social en gestiones relacionadas con el personal universitario

Evalúe el grado de importancia de las acciones universitarias que buscan la responsabilidad social hacia el personal universitario.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
En algunas preguntas se indica entre paréntesis la respuesta (o respuestas) con mayor repetición en la aplicación del primer cuestionario. Si usted está de acuerdo marque uno de esos números, en caso contrario, indique su propia escala de importancia.					
39	Fomento de actividades culturales entre el personal (3)				()
40	Fomento de actividades deportivas entre el personal (3, 4 y 5)				()
41	Evaluaciones del rendimiento docente (3, 4 y 5)				()
42	Evaluaciones del rendimiento administrativo (3, 4 y 5)				()
43	Fomento de la gobernanza democrática				()
44	Fomento del dialogo y participación de los stakeholders en la toma de decisiones				()
45	Fomento de la transparencia				()
46	¿Desea mencionar alguna otra acción? Contestar sólo si no se había contestado antes.				

4 Responsabilidad social con la formación académica

Califique el grado de importancia de las acciones universitarias que buscan la RSU en la formación académica.

	1 Nula	2 Escasa	3 Media	4 Alta	5 Muy alta
En algunas preguntas se indica entre paréntesis la respuesta (o respuestas) con mayor repetición en la aplicación del primer cuestionario. Si usted está de acuerdo marque uno de esos números, en caso contrario, indique su propia escala de importancia.					
47	Fomento en el aprendizaje de actividades culturales (3)				()
48	Fomento en el aprendizaje del cuidado del medio ambiente (4)				()
49	Fomento en el aprendizaje de lenguas extranjeras en la universidad (3, 4 y 5)				()
50	Promoción de programas de intercambio con otras instituciones (5)				()
51	Fomento a la igualdad de genero				()
52	¿Desea mencionar alguna otra acción? Contestar sólo si no se había contestado antes.				
53	¿Considera que el servicio social entre los estudiantes debería ser obligatorio? Justifique su respuesta. Contestar sólo si no se había contestado antes.				

5

Responsabilidad social en la investigación

Evalúe el grado de importancia de los aspectos relacionados con el desarrollo de investigaciones dentro de la universidad.

	1	2	3	4	5
	Nula	Escasa	Media	Alta	Muy alta
En algunas preguntas se indica entre paréntesis la respuesta (o respuestas) con mayor repetición en la aplicación del primer cuestionario. Si usted está de acuerdo marque uno de esos números, en caso contrario, indique su propia escala de importancia.					
54	Contribución de las investigaciones a la protección del medio ambiente (5)				()
55	Investigaciones relacionadas con la responsabilidad social de las universidades				()
56	Participación de la sociedad civil en la definición de las agendas de investigación				()
57	Incremento de las horas asignadas a investigación en la jornada laboral del profesorado				()
58	¿Desea mencionar algún otro aspecto? Contestar sólo si no se había contestado antes.				

6

Responsabilidad social para con la sociedad

Evalúe el grado de importancia de los aspectos relacionados con la responsabilidad social para con la sociedad.

	1	2	3	4	5
	Nula	Escasa	Media	Alta	Muy alta
En algunas preguntas se indica entre paréntesis la respuesta (o respuestas) con mayor repetición en la aplicación del primer cuestionario. Si usted está de acuerdo marque uno de esos números, en caso contrario, indique su propia escala de importancia.					
59	Fomento de la universidad a actividades culturales y deportivas (3, 4 y 5)				()
60	Promoción de conferencias, cursos, programas y/o proyectos relacionados con el medio ambiente (5)				()
61	Fomento de acciones para combatir la desigualdad económica				()
62	Fomento de acciones para combatir la discriminación por razón de sexo				()
63	Fomento de acciones para sensibilizar a la sociedad en materia de asilo y refugio				()
64	¿Desea mencionar algún otro aspecto? Contestar sólo si no se había contestado antes.				
65	¿Para usted que es la Responsabilidad Social en las Universidades?				
66	¿Qué factores considera que frenan el desarrollo de la Responsabilidad Social en las Universidades?				

¿Con cuántos años de experiencia cuenta dentro del sistema universitario?

¿Cuál es su cargo actual?

¿Desea mencionar algún comentario relacionado con su experiencia en la universidad que contribuya a la presente investigación?

Para cualquier duda o aclaración será un placer atenderle en el correo de Elva Lizeth Ramos Monge al correo electrónico elva.lizeth.ramos@estudiant.upc.edu

B.4. Respuestas al cuestionario aplicado a los expertos de la primera ronda del método Delphi

Núm.	Pregunta	E1	E2	E3	E4	E5	E6	Máx.	Mín.	Media	σ	CV %
Califique el grado de importancia de las acciones universitarias que buscan la RSU												
1	Transparencia en la gestión	5	5	5	5	2	5	5	2	4.5	1.22	27.22
2	Fomento a la equidad de género	5	5	5	5	3	5	5	3	4.67	0.82	17.50
3	Atención a estudiantes con discapacidades y necesidades especiales	5	5	5	5	4	5	5	4	4.83	0.41	8.45
4	Cuidado del medio ambiente	5	5	5	5	2	5	5	2	4.5	1.22	27.22
5	Plan de eficiencia energética	5	5	4	5	2	5	5	2	4.33	1.21	27.95
6	Programas de reciclado y optimización energéticos	5	5	4	5	2	4	5	2	4.17	1.17	28.06
7	Difusión apropiada de programas normativos, códigos de salud, seguridad, normas medioambientales y códigos de ética	5	5	4	5	2	5	5	2	4.33	1.21	27.95
8	Promoción de conferencias, cursos, programas y/o proyectos relacionados con el medio ambiente	5	5	3	5	3	4	5	3	4.17	0.98	23.60
9	Fomento de la alimentación sana y equilibrada	5	5	3	5	2	4	5	2	4	1.26	31.62
10	Fomento de relaciones con universidades nacionales e internacionales	4	5	3	5	2	4	5	2	3.83	1.17	30.50
11	Fomento de redes con empresas de base tecnológica y de servicios	4	5	3	4	2	5	5	2	3.83	1.17	30.50
12	Grado en que las actividades universitarias tratan problemas actuales de política, economía, salud, etc	4	5	3	5	3	4	5	3	4	0.89	22.36
Evalúe las siguientes barreras en relación a la asistencia y participación en actividades universitarias (entendidas como seminarios, conferencias, congresos, exposiciones, talleres, folletos, programas por TV o por radio) Tomando como 1 el obstáculo con menor influencia y el 5 el obstáculo con mayor influencia												
13	Falta de difusión y promoción por parte de sus organizadores	3	3	4	4	3	4	4	3	3.5	0.55	15.65
14	Falta de interés propio	2	4	4	3	3	3	4	2	3.17	0.75	23.77
15	Falta de tiempo	3	5	4	4	3	5	5	3	4	0.89	22.36
16	Costo de asistencia o participación	4	4	2	2	2	3	4	2	2.83	0.98	34.70
Califique el grado de importancia de los aspectos relacionados con la incorporación de la RSU en la planificación estratégica												
17	La incorporación de la RSU en la misión y visión	4	5	5	5	3	5	5	3	4.5	0.84	18.59
18	La incorporación de la RSU como un eje estratégico	4	5	5	5	4	5	5	4	4.67	0.52	11.07
19	La incorporación de la RSU como un objetivo estratégico	4	5	2	5	3	3	5	2	3.67	1.21	33.03
20	Participación de la comunidad universitaria en la incorporación de la RSU en la planificación estratégica	4	5	5	4	3	5	5	3	4.33	0.82	18.84
Califique los factores que inciden positivamente en la incorporación de la RSU en la planificación estratégica												
21	Compromiso de la comunidad universitaria	5	5	4	5	5	5	5	4	4.83	0.41	8.45
22	Seguimiento de la implementación de la RSU	4	5	4	4	4	5	5	4	4.33	0.52	11.92
23	Comunicación entre la comunidad universitaria	4	5	4	5	4	5	5	4	4.5	0.55	12.17
24	Integración a todos los ámbitos de gestión universitaria	4	5	4	5	4	5	5	4	4.5	0.55	12.17
Califique los obstáculos en la incorporación de la RSU en la planificación estratégica												
25	Compromiso escaso de la comunidad universitaria	1	5	4	4	5	3	5	1	3.67	1.51	41.06
26	Seguimiento deficiente de la efectiva implementación de la RSU a la planificación estratégica	2	5	2	4	4	5	5	2	3.67	1.37	37.26
27	Comunicación escasa entre la comunidad universitaria	2	5	4	4	4	5	5	2	4	1.1	27.39
28	Integración deficiente de todos los ámbitos de gestión universitaria	2	5	3	4	4	5	5	2	3.83	1.17	30.50
29	Fomento de actividades culturales entre el personal	3	4	3	5	3	5	5	3	3.83	0.98	25.65
30	Fomento de actividades deportivas entre el personal	4	4	3	5	3	5	5	3	4	0.89	22.36
31	Formación del personal universitario dentro y fuera de la institución	4	5	4	5	4	5	5	4	4.5	0.55	12.17
32	Programas de becas o ayudas económicas para el personal	4	5	3	5	4	5	5	3	4.33	0.82	18.84
33	Atracción de talento laboral	4	5	3	5	4	5	5	3	4.33	0.82	18.84
34	Evaluaciones del rendimiento docente	3	5	4	5	4	3	5	3	4	0.89	22.36
35	Evaluaciones del rendimiento administrativo	3	5	4	5	4	3	5	3	4	0.89	22.36

Tabla B.1.: Análisis estadístico de las respuestas obtenidas de la primera ronda en la aplicación del método Delphi (parte 1). Las columnas con la letra E detallan las respuestas de cada experto, siendo el primer experto el E1, el segundo el E2 y así sucesivamente. Para cada pregunta se muestra la máxima y mínima puntuación obtenida (Máx. y Mín.), la media aritmética (Media), la desviación estándar (σ) y el coeficiente de variación (CV).

Núm.	Pregunta	E1	E2	E3	E4	E5	E6	Máx.	Mín.	Media	σ	CV %
36	Fomento en el aprendizaje de actividades culturales	3	5	3	4	3	4	5	3	3,67	0,82	22,27
37	Fomento en el aprendizaje de actividades deportivas	4	5	3	4	3	4	5	3	3,83	0,75	19,64
38	Fomento en el aprendizaje del cuidado del medio ambiente	4	5	4	4	2	4	5	2	3,83	0,98	25,65
39	Fomento en el aprendizaje de lenguas extranjeras en la universidad	4	5	3	4	3	5	5	3	4	0,89	22,36
40	Fomento de la formación ética ligada a su perfil profesional	4	5	5	5	4	5	5	4	4,67	0,52	11,07
41	Compromiso de los profesores por incorporar competencias sociales y cívicas como parte de la formación profesional	5	5	5	5	4	5	5	4	4,83	0,41	8,45
42	Promoción al desarrollo social como parte del programa académico al que está matriculado	4	5	5	5	5	5	5	4	4,83	0,41	8,45
43	Promoción del voluntariado	4	5	5	5	4	5	5	4	4,67	0,52	11,07
44	Fomento de proyectos emprendedores	4	5	3	4	4	4	5	3	4	0,63	15,81
45	Promoción y concesión de becas o ayudas económicas	5	5	4	5	3	5	5	3	4,5	0,84	18,59
46	Promoción de programas de intercambio con otras instituciones	5	5	3	4	3	5	5	3	4,17	0,98	23,60
Evalue el grado de importancia de las competencias que los alumnos deben obtener en su formación universitaria												
47	Encontrar, evaluar y usar información de manera responsable	5	5	5	4	4	5	5	4	4,67	0,52	11,07
48	Comunicación efectiva de manera oral y escrita	5	5	4	4	4	5	5	4	4,5	0,55	12,17
49	Capacidad para interactuar y colaborar en equipo de manera colaborativa	5	5	4	4	4	5	5	4	4,5	0,55	12,17
50	Conocimientos adquiridos para investigar e interpretar hallazgos de manera ética	5	5	5	5	5	5	5	5	5	0	0,00
51	Generación de ideas/productos/métodos útiles para la sociedad	5	5	5	5	3	5	5	3	4,67	0,82	17,50
52	Aplicación del conocimiento adquirido para resolver problemas de la comunidad	5	5	5	5	3	5	5	3	4,67	0,82	17,50
53	Entender las responsabilidades sociales de sus ámbitos de estudio	5	5	5	5	4	5	5	4	4,83	0,41	8,45
54	Capacidad para interactuar con personas de diversas culturas	5	5	5	5	4	5	5	4	4,83	0,41	8,45
55	Capacidad para trabajar bajo un código de ética o conducta responsable	5	5	5	5	5	5	5	5	5	0	0,00
Evalue el grado de importancia de los aspectos relacionados con el desarrollo de investigaciones dentro de la universidad												
56	Fondos públicos destinados a la investigación	5	5	4	5	3	5	5	3	4,5	0,84	18,59
57	Infraestructura para el desarrollo de la investigación	5	5	4	5	3	5	5	3	4,5	0,84	18,59
58	Contribución de las investigaciones al desarrollo social	4	5	4	4	3	5	5	3	4,33	0,82	18,84
59	Contribución de las investigaciones a la protección del medio ambiente	4	5	4	5	2	5	5	2	4,17	1,17	28,06
60	Acciones universitarias para la difusión de las investigaciones (publicaciones, seminarios, conferencias, etc)	4	5	4	5	3	5	5	3	4,33	0,82	18,84
Evalue el grado de importancia de los aspectos relacionados con la responsabilidad social para con la sociedad												
61	Fomento de relación de solidaridad y de cooperación	4	5	5	5	5	5	5	4	4,83	0,41	8,45
62	Fomento de comunicación universitaria por diferentes medios (redes sociales, reuniones, página web, conferencias, jornadas, congresos, etc)	5	5	4	4	3	5	5	3	4,33	0,82	18,84
63	Fomento de la universidad a actividades culturales y deportivas	4	5	3	4	3	5	5	3	4	0,89	22,36
64	Fomento a proyectos emprendedores que incluyan la participación de la sociedad	5	5	3	5	4	5	5	3	4,5	0,84	18,59
65	Fomento de acciones para disminuir y prevenir la corrupción dentro y fuera de la universidad promoviendo la participación de la sociedad	5	5	5	5	3	5	5	3	4,67	0,82	17,50
66	Fomento de acciones para combatir la pobreza	4	5	5	5	4	5	5	4	4,67	0,52	11,07
67	Fomento de acciones para combatir el desempleo	5	5	4	5	4	5	5	4	4,67	0,52	11,07

Tabla B.2.: Análisis estadístico de las respuestas obtenidas de la primera ronda en la aplicación del método Delphi (parte 2). Las columnas con la letra E detallan las respuestas de cada experto, siendo el primer experto el E1, el segundo el E2 y así sucesivamente. Para cada pregunta se muestra la máxima y mínima puntuación obtenida (Máx. y Mín.), la media aritmética (Media), la desviación estándar (σ) y el coeficiente de variación (CV).

B.5. Respuestas al cuestionario aplicado a los expertos de la segunda ronda del método Delphi

Núm.	Pregunta	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	E16	E17	E18	E19	E20	E21	Máx.	Mín.	Media	σ	CV %	
Califique el grado de importancia de las acciones universitarias que buscan la RSU																												
1	Acceso a la información pública	5	5	3	5	4	5	1	5	5	4	4	5	5	4	3	5	5	3	3	5	4	5	5	1	1.08	4.19	25.72
2	Conservación del medioambiente	5	5	2	4	3	5	5	5	5	4	5	4	5	4	3	4	4	5	4	3	5	4	5	2	0.9	4.29	21.06
3	Uso de energías renovables	5	5	2	4	3	5	5	5	5	4	5	5	4	5	4	4	5	3	3	5	4	5	2	0.92	4.3	21.47	
4	Programas de reciclado y optimización energéticos	4	5	3	4	4	5	2	5	3	4	5	5	4	5	3	4	4	5	4	3	5	4	2	0.89	4.1	21.71	
5	Difusión apropiada de programas normativos, códigos de salud, seguridad, normas medioambientales y códigos de ética	5	5	3	4	5	5	2	5	4	3	5	5	5	4	4	5	5	4	4	4	4	5	2	0.85	4.29	19.72	
6	Fomento de la alimentación sana y equilibrada	4	4	3	3	2	4	3	5	5	3	4	5	4	4	2	3	5	3	2	4	5	5	2	1.02	3.67	27.72	
7	Fomento de relaciones con universidades nacionales e internacionales	3	4	3	5	4	5	3	4	4	4	4	5	4	3	4	4	5	3	3	5	4	5	3	0.74	3.95	18.72	
8	Fomento de redes con empresas de base tecnológica y de servicios	4	2	4	4	5	5	2	4	4	4	4	5	5	3	3	3	5	3	4	4	4	5	2	0.96	3.84	24.04	
9	Grado en que las actividades universitarias tratan problemas actuales de política, economía, salud, etc	5	5	3	4	4	4	4	4	4	3	4	4	5	4	3	3	5	3	3	4	3	5	3	0.73	3.86	18.85	
10	Participación de la comunidad universitaria en la gobernanza de la universidad	4	3	3	4	1	5	2	4	5	4	4	4	3	2	2	4	5	2	4	4	4	5	1	1.12	3.48	32.32	
11	Protección al acoso sexual y poder	5	5	3	5	2	5	2	5	5	4	3	5	4	4	2	4	5	1	4	4	5	5	1	1.26	3.9	32.30	
12	Diálogo con los stakeholders	4	5	3	4	4	5	2	4	4	3	5	5	5	3	3	5	5	3	3	4	5	5	2	0.95	4	23.72	
13	Protección a la precariedad laboral	5	4	3	4	3	5	3	5	5	4	5	4	5	5	2	4	5	1	3	4	4	5	1	1.12	3.95	28.26	
14	Promoción de conferencias, cursos, programas y/o proyectos relacionados con el medio ambiente	5	4	3	4	4	5	3	5	5	4	4	5	3	2	4	3	5	4	3	4	4	5	2	0.86	3.95	21.88	
Evalúe las siguientes barreras en relación a la asistencia y participación en actividades universitarias (entendidas como seminarios, conferencias, congresos, exposiciones, talleres, folletos, programas por TV o por radio) Tomando como 1 el obstáculo con menor influencia y 5 el obstáculo con mayor influencia																												
15	Falta de interés propio	3	4	4	3	4	4	3	3	5	4	3	3	3	3	3	3	2	2	3	2	4	4	5	2	0.78	3.29	23.85
16	Falta de tiempo	5	3	4	5	3	5	3	4	3	4	3	3	5	4	3	3	3	4	2	4	4	4	5	2	0.86	3.67	23.35
17	Costo de asistencia o participación	3	2	2	4	2	3	3	3	3	2	2	2	2	4	2	3	3	3	4	3	3	4	2	0.7	2.76	25.36	
18	Falta de difusión y promoción por parte de sus organizadores	2	3	3	4	3	4	3	4	3	4	3	3	3	4	5	4	2	2	3	2	3	5	2	0.9	3.29	27.46	
Califique el grado de importancia de los aspectos relacionados con la incorporación de la RSU en la planificación estratégica																												
19	La incorporación de la RSU en la misión y visión	5	5	4	4	5	5	3	4	5	5	3	5	4	2	2	5	5	4	4	5	5	5	5	2	1	4.24	23.48
20	La incorporación de la RSU como un eje estratégico	5	3	4	4	5	5	3	4	5	4	4	5	3	4	3	4	4	5	4	4	5	4	5	3	0.73	4.14	17.55
21	La incorporación de la RSU como un objetivo estratégico	5	3	3	4	5	4	3	4	5	4	3	5	5	3	3	4	4	5	4	4	5	4	5	3	0.8	4.05	19.88
22	Participación de la comunidad universitaria en la incorporación de la RSU en la planificación estratégica	5	5	3	4	2	5	2	3	4	3	5	4	4	3	3	4	4	5	5	4	4	5	2	0.96	3.86	24.98	
Califique los obstáculos en la incorporación de la RSU en la planificación estratégica																												
23	Compromiso escaso de la comunidad universitaria	3	3	3	4	3	5	3	3	2	4	4	4	4	3	3	4	4	2	2	4	3	5	5	2	0.86	3.38	25.57
24	Seguimiento deficiente de la efectiva implementación de la RSU a la planificación estratégica	5	3	4	3	4	5	4	4	5	3	4	4	4	3	3	4	4	2	4	4	3	5	5	2	0.83	3.8	21.93

Tabla B.3: Análisis estadístico de las respuestas obtenidas de la segunda ronda en la aplicación del método Delphi (parte 1). Las columnas con la letra E detallan las respuestas de cada experto, siendo el primer experto el E1, el segundo el E2 y así sucesivamente. Para cada pregunta se muestra la máxima y mínima puntuación obtenida (Máx. y Mín.), la media aritmética (Media), la desviación estándar (σ) y el coeficiente de variación (CV).

Núm.	Pregunta	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	E13	E14	E15	E16	E17	E18	E19	E20	E21	Máx.	Mín.	Media	σ	CV %	
Evalúe el grado de importancia de las acciones universitarias que buscan la responsabilidad social hacia el personal universitario																												
25	Comunicación escasa entre la comunidad universitaria	4	4	3	3	4	5	4	4	4	4	4	4	4	4	3	4	3	4	3	4	3	5	3	0.54	3.76	14.33	
26	Integración deficiente de todos los ámbitos de gestión universitaria	5	4	3	3	4	5	4	4	4	3	4	4	5	4	4	4	4	2	4	5	5	5	2	0.77	4	19.36	
27	Falta de voluntad política	2	4	3	4	4	5	2	4	5	4	4	4	4	4	4	5	2	4	3	4	4	5	2	0.89	3.76	23.63	
28	Fomento de actividades culturales entre el personal	3	3	3	3	4	4	4	3	4	4	2	3	4	2	2	3	4	4	3	4	5	5	2	0.8	3.38	23.80	
29	Fomento de actividades deportivas entre el personal	3	3	3	2	2	4	2	3	4	4	3	3	4	2	2	2	4	4	3	5	4	5	2	0.91	3.14	28.96	
30	Evaluaciones del rendimiento docente	4	3	3	4	4	4	4	3	4	4	3	5	5	4	3	4	5	4	5	3	5	5	3	0.74	3.95	18.72	
31	Evaluaciones del rendimiento administrativo	4	3	3	2	4	4	4	3	4	4	3	5	4	4	3	4	5	4	4	3	5	5	2	0.77	3.76	20.43	
32	Fomento de la gobernanza democrática	4	1	3	2	2	5	2	4	5	4	3	4	2	4	4		4	5	4	3	3	5	1	1.14	3.4	33.60	
33	Fomento del diálogo y participación de los stakeholders en la toma de decisiones	4	4	3	3	3	5	2	4	5	4	4	4	5	3	4	5	5	5	3	3	4	5	2	0.89	3.9	22.77	
34	Fomento de la transparencia	5	5	4	4	3	5	4	5	5	3	4	5	5	4	5	5	5	5	4	4	3	5	3	0.74	4.38	16.89	
Califique el grado de importancia de las acciones universitarias que buscan la RSU en la formación académica																												
35	Fomento en el aprendizaje de actividades culturales	3	3	4	3	4	4	3	3	4	4	2	3	5	2	2	3	3	5	4	4	4	4	5	2	0.87	3.48	25.11
36	Fomento en el aprendizaje del cuidado del medio ambiente	4	4	3	3	5	5	4	5	4	4	4	4	4	3	4	3	4	4	4	4	4	4	5	3	0.59	3.95	14.92
37	Fomento en el aprendizaje de lenguas extranjeras en la universidad	4	3	3	4	2	4	5	4	5	4	2	5	5	3	3	3	5	3	5	5	3	5	2	1.03	3.81	27.05	
38	Promoción de programas de intercambio con otras instituciones	5	3	4	4	4	5	4	4	4	5	4	5	5	4	4	4	5	3	4	3	5	5	3	0.68	4.19	16.22	
39	Fomento a la igualdad de género	5	5	2	3	2	5	2	5	5	4	3	5	4	4	4	3	4	4	4	4	5	5	2	1.04	3.9	26.74	
Evalúe el grado de importancia de los aspectos relacionados con el desarrollo de investigaciones dentro de la universidad																												
40	Contribución de las investigaciones a la protección del medio ambiente	5	5	2	4	3	5	2	5	4	3	5	5	4	4	5	3	5	4	4	4	5	5	2	1	4.1	24.30	
41	Investigaciones relacionadas con la responsabilidad social de las universidades	5	3	4	3	3	5	2	5	4	3	4	4	3	4	5	4	4	4	4	4	5	5	2	0.83	3.9	21.28	
42	Participación de la sociedad civil en la definición de las agendas de investigación	4	3	3	3	2	5	2	4	4	4	3	3	5	5	5	4	4	4	3	3	5	5	2	0.96	3.71	25.74	
43	Incremento de las horas asignadas a investigación en la jornada laboral del profesorado	4		3	4	3	5	2	4	4	3	4	5	5	4	2	3	4	2	3	3	3	5	2	0.95	3.5	27.03	
Evalúe el grado de importancia de los aspectos relacionados con la responsabilidad social para con la sociedad																												
44	Fomento de la universidad a actividades culturales y deportivas	4	4	3	4	3	5	4	3	4	4	4	4	3	2	2	3	5	4	4	4	5	5	2	0.85	3.71	22.75	
45	Fomento de acciones para combatir la pobreza	5	4	3	4	3	5	3	5	5	4	5	4	5	4	4	4	5	4	3	3	4	5	3	0.77	4.1	18.76	
46	Fomento de acciones para combatir la discriminación por razón de sexo	5	4	3	4	3	5	3	5	5	3	5	5	4	4	4	4	5	4	3	4	5	5	3	0.79	4.14	19.14	
47	Fomento de acciones para sensibilizar a la sociedad en materia de asilo y refugio	5	4	3	4	2	5	1	4	5	4	5	4	3	3	4	4	4	4	2	3	4	5	1	1.06	3.67	29.03	

Tabla B.4.: Análisis estadístico de las respuestas obtenidas de la segunda ronda en la aplicación del método Delpi (parte 1). Las columnas con la letra E detallan las respuestas de cada experto, siendo el primer experto el E1, el segundo el E2 y así sucesivamente. Para cada pregunta se muestra la máxima y mínima puntuación obtenida (Máx. y Mín.), la media aritmética (Media), la desviación estándar (σ) y el coeficiente de variación (CV).