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# Training strategies in search of a socially responsible University

Estrategias de formación en busca de una Universidad socialmente responsable

Estratégias de formação em busca de uma universidade socialmente responsável

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**Abstract**

The objective of the study is to design a strategy of Corporate Social Responsibility (hereinafter RS) based on the expectations of students in higher grades of different programs of a private university in Barranquilla. Based on a correlation and clustering analysis, students' expectations of SR in the university are analyzed and classified. Among the most noteworthy results, the importance of variables with high correlation that should be prioritized in the order of investments and measurements, due to their influence with other variables is demonstrated. The study provides a definition of SR from the theoretical contribution and empirical data obtained in the research, also proposing a Social Responsibility strategy applicable to a University. Curricular reforms, relationship with the community, support for the development of teachers and the constant development of evaluation and monitoring processes regarding Social Responsibility are exposed.

*Key words: Transformations, discourse, counterculture, 1968, representations, cinema, images, films.*

**Resumen**

El objetivo del estudio es diseñar una estrategia de Responsabilidad Social (en adelante RS) basada en las expectativas de los estudiantes de grados superiores de distintos programas de una universidad privada en Barranquilla. A partir de un análisis de correlación y clusterización se analizan y clasifican las expectativas de los estudiantes sobre RS en la universidad. Entre los resultados más destacables, se demuestra la importancia de variables con alta correlación que deben ser priorizadas en el orden de las inversiones y mediciones, por su influencia con otras variables. El estudio provee una definición sobre la RS a partir del aporte teórico y datos empíricos obtenidos en la investigación, planteando además, una estrategia de Responsabilidad Social aplicable a una Universidad. Se exponen reformas curriculares, relacionamiento con la comunidad, apoyo al desarrollo de profesores y el desarrollo constante de procesos de evaluación y vigilancia con respecto a la Responsabilidad Social.

*Palabras Clave: Responsabilidad social Universitaria (RSU), Stakeholders, Ética y moral, Métodos Cuantitativos, Estrategia.*

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**Resumo**

O objetivo do estudo é projetar uma estratégia de Responsabilidade Social (a seguir RS) com base nas expectativas de alunos do ensino superior de diferentes programas de uma universidade privada em Barranquilla. A partir de uma análise de correlação e agrupamento, as expectativas dos estudantes sobre RS na universidade são analisadas e classificadas. Dentre os resultados mais notáveis, é demonstrada a importância de variáveis com alta correlação, que devem ser priorizadas na ordem dos investimentos e mediações, devido a sua influência em outras variáveis. O estudo fornece uma definição de RS com base na contribuição teórica e nos dados empíricos obtidos na pesquisa, propondo também uma estratégia de Responsabilidade Social aplicável a uma Universidade. São expostas reformas curriculares, relações com a comunidade, apoio ao desenvolvimento de professores e desenvolvimento constante de processos de avalição e monitoramento de Responsabilidade Social.

*Palavras-chave: Responsabilidade Social Universitária (RSU), Acionistas, Ética e moral, Métodos Quantitativos, Estratégia.*

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## Introduction

Corporate Social Responsibility (hereinafter CSR) is known today as a global trend, due in part to the degree of concern of the global village about the state of the environment or the development of practices fairer trade, as well as the mitigation of the basic needs of the less favored, among others. Social Responsibility (hereinafter RS) is committed to improving the living conditions of the reference community, and creating social value through actions that are environment-oriented (Gutiérrez & Mendoza, 2012). Promotes in the company the desire to behave in a socially responsible way; contributing through actions and facts to improve the life of the communities that are part of the reference environment (Fernández, 2005; Saravia, 2012). CSR (Corporate Social Responsibility) is a commitment of the company to society to maintain a self-demanding corporate behavior, knowing the consequences of the impact of the company on society integrating social and environmental concerns (Pricewaterhouse Coopers, 2005). The impact of the company's operations on many human factors, making security and human rights priority issues within the SR concept (D'Andreis, 2012).

This article is an approach to the expectations of the students of a private university in Barranquilla to learn about their perception, proposing the design of strategies that promote reputation, social commitment, and quality. Universities are taking steps towards SR as a mechanism that reinforces their institutional project and mission. It is a constant commitment to social development. According to AUSJAL (cited by Aldeanueva & Jiménez, 2013) "not only Europe presents USR with a key relevance in universities and other higher education insti-

tutions. In the South American Cone, but the initiatives are also numerous and cover different countries "(p. 2). RSU is a university management policy that responds to the organizational and academic impacts of the University on society (Vallaeys, 2014).

The empirical results and the design of training strategies that arise from the study of the perception of the students of a university in Barranquilla about the occurrence of business practices that revolve around Corporate Social Responsibility are exposed. It is desired to identify correlations between the variables to propose strategies based on correlated variables that facilitate the investment of the University to improve the qualification or perception index of the students. It is also intended to know the similarities in the way of thinking of the students about the SR practices of the University through the clustering technique, identifying groups with similarities in perception, but at the same time, different from other groups.

The first part of the article deals with the evolution of CSR in universities. The second part deals with CSR and the alternatives for universities to incorporate it into their corporate strategy. From the review of the state of the art that is done, the operationalization of the variables that are part of the Likert questionnaire used research is achieved; As an instrument, the Likert scale allows to measure psychological, economic, and social variables (Henríquez, Rada & Torrenegra, 2016). The third part exposes the methodological aspects, methods, and materials used to carry out the research. The fourth section presents the results and findings made based on inferential statistics, under the techniques of variable correlation and clustering. A fifth part of the article sets out the conclusions, recom-

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mendations, and future lines left by the research on SR at the University. Based on methodological considerations, we want to answer the question:

How should the design of a Social Responsibility strategy for private universities be?

## 2-Evolution of Social Responsibility and its benefits for Universities

Social responsibility is a relevant issue for current management practices that pursue sustainable models over time and legitimacy with society. According to Cubillos, Montealegre, and Delgado (2016), although it is becoming more and more important every day, there is no unification or single concept concerning CSR; instead, there are many notions on the subject. CSR is not a new practice, its principles dating back nearly two centuries. According to Montaño (2014), CSR began almost simultaneously with the emergence of large companies in the United States in the late 1800s, when they began to emerge as joint-stock corporations.

Regarding the importance of SR, Arévalo (2014) indicates that from the end of the 19th century to the present, CSR emerges and remains as a fundamental factor for the development of organizations, appearing as a mechanism to establish a limit to business abuses in the labor market and protect consumer rights. Since its very appearance, SR begins its evolution in the 1950s, where it begins to be identified in the literature, efforts of businessmen in favor of the welfare of society (Bowen, 1953); in addition to the proportionality of the responsibility of businessmen with society depending on their social power (Davis, 1960); obligations of companies with society beyond obligations imposed by law (Mc Gui-

re, 1963); improvement of relations with the community considering interventions that contribute to their well-being (Heald, 1970); promotion of quality of life, preservation of the environment, reduction of poverty and satisfaction of needs with services and products to society (Hay & Gray, 1974).

The allocation of resources is achieved to face social demands and the formation of coalitions with external groups for the management of social issues (Berg & Mayer, 1978); the social performance of companies is aligned with the expectations that society has concerning the legal, ethical and economic aspects (Carroll, 1979), and the commitment of senior management in making responsible decisions is achieved by listening to the workers' opinion (Jones, 1980). SR continues its evolution by proposing models that incorporate ethical, legal, and economic responsibilities supported by a philanthropic framework (Carroll, 1991); Alliances with interested parties are proposed that generate mutual benefits while being sustainable over time, not just limited to donations (Austin, Herrero & Reficco, 2004); in management, organizational structures and tools are designed to ensure responsible behavior (Fernández, 2005); as well as a scope towards social, environmental and economic aspects and effects (Correa, Flynn & Amit, 2004). The management of the organization's resources affects the performance of the members of its supply chain (Henríquez, Cardona, Rada-Llanos & Robles, 2018). Other authors add to this evolutionary process, voluntariness, and demand in actions, with a self-demanding corporate behavior that recognizes the impact of the company (Pricewaterhouse Coopers, 2005); the social contract that is "signed" due to the plurality of agents affected by the actions of the company (González, 2007) and the incorporation of legitimacy in the ma-

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nagement through an ethical and moral administration (Cuevas, 2009); management characterized by moral conscience, principle and shared universal values (Barraza, 2010). For Paz, Harris, and Franco (2016), SR represents a product of business ethics insofar as it deals with social management in a shared way, while linking social indicators in its strategic organizational planning.

In this theoretical framework, leadership actions of the company are proposed in the tasks of society and its internal and external environment (Torres, 2011); obtaining external benefits such as public image and internal ones such as values, motivation, among others (Ojeda, 2011); while improving the quality of life of a community creating social value (Gutiérrez & Mendoza, 2012); focusing efforts on the environment that surrounds the company through the development of actions aimed at improving the quality of life of reference communities (Saravia, 2012); and the development of practices in the social, environmental and economic environment (Salgado & González, 2013).

Over the years, the needs of the different interest groups around the companies and the current problems in the social, economic, and environmental aspects of the markets grow; with which SR evolves in various fields of management such as business, education, and finance. In this sense, López (2014) explains his synthesis about the evolution of CSR in societies in the United States and Europe, considering that: 1) it goes from philanthropy to strategic philanthropy; 2) it evolves from investment to socially responsible investment; 3) it goes from talking about business to social business; 4) from venture capital funds, we now speak of social venture capital funds; 5) The masters offered in Business Administration evolve to MBAs in CSR. For his part, Henrí-

quez (2013), argues that CSR implies recognition and integration in the management and operations of the organization with its social efforts and internal development, forcing a holistic analysis of the activities of the company if you want to respond to social, labor, environmental concerns, respect for consumers and users and human rights. Regarding the latter, Molina, Higuera, and Henríquez (2018) identify that the national plan of action on human rights and companies in Colombia includes actions that correspond to aspects of the pillars of the operating guiding principles on companies and human rights of the United Nations: The duty of the State to protect Human Rights (the link between the State and business, promoting respect for human rights by business in conflict-affected areas and ensuring political coherence), the responsibility of companies to respect Human Rights (the political commitment of companies and due diligence on human rights) and access to remedial mechanisms (state judicial mechanisms, state and non-state extrajudicial claim mechanisms).

Understood as a strategy for business management, Sepúlveda, Ordoñez, and Prada (2014) affirm that CSR is understood by entrepreneurs (from an economic sector in Colombia) as a pull market model where the main benefits are directed towards positioning and favoring employees. Therefore, it can be stated that universities could focus their strategy towards the development of their environment in the social and economic, with ethical management practices and compliance with the legal provisions that generate legitimacy. It is a way to earn a reputation. The University should be considered an engine for social change, proposing dynamic educational models that are flexible and stable to train graduates who are prepared to face the new

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challenges brought by the information and knowledge society (Gómez, C. & Gómez, M., 2014). Graduates must thus respond to the social demands imposed by the community, approaching and knowing their demands and expectations first-hand.

In the philanthropy dimension, it is difficult for the university sector to bet on donation actions to mitigate basic needs (physiology); However, they can contribute in the security stage according to the Maslow classification (Hierarchy of human needs), from free access to education programs that allow people to improve skills or competencies in the community to improve their employment or stay more competitive or generate entrepreneurship thanks to the support provided in these programs. The university must find a way to be economically sustainable. Organizations can support the construction of a society with responsible actions, restructuring their economic function in exchange for allocating investment to indicators of social impact that favor the well-being of a sustainable society (Paz, Harris, and Franco, 2016).

CSR can be used as a strategy to generate profits and allow sustainability to companies, reducing costs and incorporating, for example, low-income or local people into their supply chain, using inclusive business as a management model, proposing a solution for dual-track needs (company and stakeholders) and mutual benefits. According to Rochlin (2005), CSR can be very profitable for the company and society, granting external benefits such as reputation, brand building, consumer loyalty, employee retention, and innovative production practices, as well as retention of licenses or contracts. It provides sources of sustainable competitive advantages (SR) as an emotional aspect of the image and brand loyalty (Martínez, Pérez & Rodríguez, 2014). SR at

the University allows the improvement and continuous learning of the University as an organization, in addition to managing the impact of its actions on society, the university, like any company, must have management where ethics is involved, to generate a work environment conducive to employees, stable working conditions and be recognized as good exemplary citizens to acquire reputation. The key pieces of this management are the managers, who must be ethical and respond to the expectations of society to maintain their legitimacy as agents in society (Jamnik, 2011).

Ethical management is important, being considered an important issue for sustainable development as a dimension to be socially responsible (Cuevas, 2009). Regarding the management of the company, Cuevas attaches great importance to legitimacy and credibility through ethics, stating that through the ethics of the company (EE) it is possible to discern between what is good, recommendable, and correct from the ethical and moral point of view, in the administration of capitalist companies.

Cuevas (2009), groups the importance of ethical management in business (moral behavior of the administrator, human resources, resources, relationships with stakeholders), sustainable development (care for the environment, economic efficiency, employment, social justice, rights of man, fight against corruption, health) and CSR (economic efficiency, employment, human rights, care of the environment, relations with stakeholders, health, culture). Betting on the development of a society is not an easy matter, and one must be very upright and transparent in the management of resources to achieve efficient management; having in the investigation an important bastion for the recognition of the needs of

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the community.

For Viteri, Jácome, Medina, and Piloto (2012), higher education institutions must take on the challenges of helping to transform society; getting involved with civil society to contribute to sustainable human development as a factor of social transformation, promoting the construction of an inclusive, equitable and sustainable environment. In the universities, the rectors assume the visible head of the direction and draw up together with the governance structures of the entity, the challenges, define functions and purposes for the University: Generate benefits, brand image, make decisions that allow better governance, legitimacy, and credibility in society; also promoting practices to preserve the environment. When directing a university, one must think about the interested parties or Stakeholders, since they are the groups of people who are affected or affect the University. The governance of the institution is very important since it allocates resources and is perceived by internal and external Stakeholders; the governance of the organization will depend on its effectiveness, transparency, and performance (Henríquez et al., 2018).

To better focus its CSR strategies, the university must identify its stakeholders. According to Saravia (2012). The main stakeholders of a university are those that make up the university community, in which thousands of people converge who find meaning in part of their lives, integrating themselves in different ways according to the functions they assume in their institutional framework, whether in quality of professors, undergraduate or graduate students, or as civil servants. These groups are joined by society, which expects the university to solve various problems based on its functions of extension, teaching, and

research.

As a local actor, the University must promote development projects for the benefit of the community; mitigating the impact that its operations have on different groups of people; Since, like any company, its operations can impact the daily life of the community. In this regard, Mejía (2013) argues that as its operation impacts and is impacted by people or organizations, from the communities they expect behaviors different from those that the law requires the organization, more in a country with many unsatisfied basic needs and social problems of all kinds (Higuera & Molina, 2017a; 2017b).

The university can obtain multiple advantages when developing CSR strategies; in addition to benefits such as brand repositioning, approach to strategic market segments due to environmental or social commitment, differentiating itself through added value while maintaining prices above competitors (Austin, Herrero & Reficco, 2004). In this vein, Vila and Gimeno-Martínez (2010) argue that, through CSR, the consumer can influence the knowledge they have about the company and its products; in the attitude that it arouses in the consumer and in the buying behavior that it arouses.

In summary, it can be added that the construction of a clear idea about the importance of CSR in the strategic direction of the university and the sustainable development of the community, will allow the University to access primary information to make decisions to improve its environment and student expectations.

**3-Methodology, methods, and materials**

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The study is descriptive and explanatory. Based on empirical data, it arises as a research exercise where students in advanced semesters of different programs at a private university in Barranquilla are determined as the unit of analysis. This profile is chosen because of the maturity that this sample represents and the access to it.

At least 70% of those surveyed are people who work and have had contact with companies certified in quality management systems, or their companies bet in some way on environmental practices to propose caring for the environment, philanthropic practices or partnership strategies with smaller companies that are part of its supply chain and that allow the sustainability of both parties.

The second reason why advanced semester students have been chosen is that the majority (80%) have studied sports and culture, bioethics, and environment and professional ethics in previous semesters. This enables them to survey since they handle the basic concepts of CSR and the subject matter of the investigation.

The data are analyzed with the variable correlation technique to describe and find relationships between variables. Subsequently, the clustering technique is used to identify groups that similarly measure the distribution and at the same time, differently from the other groups. According to Díaz, Díaz, González, and Henao (2013), the clustering technique aims to form groups based on a set of elements, resulting in the formation of groups that are as similar as possible and at the same time, different from the items from other groups.

3.1 Sizing of the sample. The concept of Serna (2006) on non-probabilistic decision sampling has been used, taking as a reference a clear definition of the population under study, which has been determined through the purposes of the research, access to this sample, and the characteristics of each member. According to Chao (1993), the estimation of the sample for this study was carried out through intentional or subjective sampling, where the choice of the sample is based on the experience of the researcher who, by his criteria, decides which sample is representative. The sample to which the survey was applied consisted of 63 students out of a base of 83.

3.2. Questionnaire. The survey carried out obeys quantitative criteria looking for relationships between variables and reveals similarities between the expectations of students concerning the practices that together form the trend towards corporate social responsibility. The survey is the application of a questionnaire with personal, telephone, or mail application (Céspedes, 2012). It was applied personally in the classroom, and the pilot test allowed correcting the sustainable development variable, replacing it with practices for caring for the environment; since the students in this test showed many deficiencies in the subject of sustainable development, its conceptualization, and exemplification.

The questionnaire is made up of six blocks of Likert-type questions with which it is intended to know what the expectations of the students are about the University's practices concerning philanthropy; practices that promote the care of the environment, that promote the development of inclusive businesses with the community; know the situation within the university in terms of human rights, respect for the legal provisions and ethics of the university in its business. The Likert scale offers the

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advantage of unification, allowing to work with words and expressions, with observations and perceptions, but it has difficulties such as how to reduce to a number from 1 to 5 what the respondent intends to say (Pérez & De Souza, 2013 ). This scale (Likert) allows varied options to the respondent based on their perception; providing greater opportunities by choosing the scale that they consider appropriate among several options (Henríquez, Rada & Jassir, 2016).

The instrument was validated through the opinion of experts in social responsibility, forming a panel of 3 experts who offered their opinions on the survey. In addition, we proceeded with the application of the Cronbach coefficient for the survey used (perception surveys with Likert scale). The Cronbach coefficient is very useful in the process of verifying the level of reliability of an instrument and is defined as an index to measure the internal consistency of a scale to evaluate the extent to which the items of an instrument are correlated (Da Silva et al., 2015). To verify the reliability of the survey, we proceeded with a pilot sample of 20 respondents, all of the students from any program at the university where the study was carried out. Formula 1 is the one used to find the Cronbach index or coefficient.

$$\alpha = \frac{k}{k-1}\left|1 - \frac{\sum_{i=1}^{k} s_i^2}{s_t^2}\right| \quad (1)$$

The conventions are explained below:

a) $k$, is the number of items (11 questions); b) $s\_i \wedge 2$, corresponds to the variance of each item or sum of the individual variances; c) $s\_t \wedge 2$, is the total variance of the questionnaire. According to the Cronbach coefficient, if an instrument has a score of 0.6 or higher, it can be used for the study. The

higher the rating of the instrument in the test (0.6 to 0.99), the higher the reliability or reliability of the instrument. If the index scores a score of 0.8 or higher, it can be said to be very good in terms of reliability for the study. In the case of this exercise, formula 2 shows the result of the Cronbach coefficient, which is equal to 0.831; indicating very good reliability of the survey and the possibility of carrying out the study with it.

$$\alpha = \frac{11}{11-1}\left|1 - \frac{19.49}{11.10}\right| = 0.831 \quad (2)$$

## 4- Results and findings
The results of the survey reveal in the first instance the ignorance of just over a quarter of the student population surveyed, about the educational offer of the university and the lack of commitment to fill out a survey, marking in some cases two options per question, even though the researchers gave instructions on how to carry out the test, in addition to observing its performance to clear up doubts. These questions were canceled.

The question about free online training is asked to find out if there is any kind of philanthropic effort on the part of the University aimed at benefiting people with limited resources with training in free skills development courses. It was possible to verify through the website of the educational center and in conversation with professors and managers, that the university does not have this offer; However, some students marked the option totally in agreement, so the survey was rejected due to lack of veracity in its content. Other surveys were eliminated because they were not completed completely. Table 1 shows the total number of students surveyed, the number of surveys that were canceled, those that are

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validated for the study, and the total number of students. 47 surveys were validated, canceling the others due to errors when answering two or more questions.

Table 2 presents the dimensions of CSR to which each variable refers with the conventions of the latter and their respective averages and approximations. In most of the variables measured, students responded to disagree or neither agree nor disagree, reflected in the scores of 2 and 3 on average. Only in PRIG does the University

obtain an average of 4 (3.62 approximate to 4), which means that students perceive, among all the variables, to agree only on that one, revealing the need to improve on all the others. Those with the worst average are CGR, OBEN, PROIN, MEAE, APEP, POGE, PPU; where they respond not to disagree (2) or neither agree nor disagree (3).

An inferential analysis has been carried out through the techniques of correlation and clustering of variables. The correlation between the study variables is determined according to the scale proposed by Martínez,

*Tabla 1*
**Desarrollo de la encuesta**

| Total Estudiantes | Total Encuestados | Encuestas Validas | Porcentaje Encuestas Validas | Encuestas Anuladas | Porcentaje Encuestas Anuladas |
|---|---|---|---|---|---|
| 83 | 64 | 47 | 73,4 | 17 | 26,6 |

*Fuente: Elaboración de los autores.*

Tabla 2
*Convenciones por variables y estudio multivariado*

| Dimensiones | Variables | Convención | Promedio (aprox.) |
|---|---|---|---|
| Filantropía | Cursos gratis en línea | CGR | 1,78 (2) |
| | Obras de Beneficencia de la Universidad | OBEN | 2,21 (2) |
| Legal | Pago puntual | PPU | 2,89 (3) |
| Ética | Practicas Éticas e Inversiones | PRIN | 3,30 (3) |
| Ética y comunicación | Políticas de Gerencia y escucha de ideas Stakeholders | POGE | 2,85 (3) |
| Negocios inclusivos | Proyectos de inclusión | PROIN | 2,66 (3) |
| Negocios inclusivos y desarrollo sostenible | Apoyo a pequeñas empresas | APEP | 2,83 (3) |
| Derechos humanos | Libertad de asociación de estudiantes | LAS | 3,45 (3) |
| | Promoción de igualdad de personas y prohibición discriminación | PRIG | 3,62 (4) |
| Medio ambiente | Cuidado Medio Ambiente Universidad | MEAU | 3,23 (3) |
| | Cuidado Medio Ambiente Estudiantes | MEAE | 2,79 (3) |

*Fuente: Elaboración de los autores.*

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Tuya, Martínez, Pérez, and Cánovas (2009) based on the Spearman correlation coefficient: 1) Little or no relationship between 0 and 0.25; 2) weak relationship between 0.26 and 0.5; 3) relationship between moderate and strong between 0.51 and 0.75; and 4) relationship between strong and perfect between 0.76 and 1. Table 3 shows the correlation matrix.

The total of correlations shown by the matrix is 62, where the variables PRIN, POGE, and LAS are the most correlated with 8 correlations each; the least correlated is CGR with 3. The variables that show at least a moderate to strong correlation are PRIG (4), MEAE (3), LAS and MEAU (2), POGE, PROIN, and APEP (1). The analysis continues with the clustering of the variables grouped in a dendrogram presented in figure 1. It has been decided to work under the nearest neighbor method for clustering through the cluster. According to Uriel and Aldás (2005), this method allows grouping study subjects or variables into groups due to the closeness that exists between the members of the group. The dendrogram allows the graphic identification of two clusters formed as follows:

Cluster 1: Students 1, 46, 16, 30, 31, 39, 47, 5, 32, 17, 42, 23, 13, 29, 6, 24 , 15, 8, 9, 11, 12, 34, 43, 18, 20, 40, 36, 41, 22, 28, 7.

Cluster 2: Students 26, 44, 2, 35, 33, 38, 3, 4 , 27, 10, 21, 45, 25, 19, 37, 14.

Group 1 is made up of students who mostly answer that they do not agree with the university regarding the development of works of philanthropy, charity, and the timely payment to your employees (Variables

Tabla 3
*Matriz de correlación de variables*

|  | CGR | OBEN | PPU | PRIN | POGE | PROIN | APEP | LAS | PRIG | MEAU | MEAE |
|---|---|---|---|---|---|---|---|---|---|---|---|
| CGR |  | 0,37 | 0,29 | 0,09 | 0,07 | 0,26 | 0,23 | 0,21 | 0,06 | -0,12 | -0,04 |
| OBEN | 0,37 |  | 0,37 | 0,21 | 0,17 | 0,41 | 0,12 | 0,29 | 0,14 | 0,12 | -0,03 |
| PPU | 0,29 | 0,37 |  | 0,43 | 0,38 | 0,18 | 0,07 | 0,37 | 0,18 | 0,2 | 0,29 |
| PRIN | 0,09 | 0,21 | 0,43 |  | 0,43 | 0,29 | 0,39 | 0,49 | 0,34 | 0,33 | 0,34 |
| POGE | 0,07 | 0,17 | 0,38 | 0,43 |  | 0,29 | 0,33 | 0,41 | 0,52 | 0,27 | 0,42 |
| PROIN | 0,26 | 0,41 | 0,18 | 0,29 | 0,29 |  | 0,53 | 0,23 | 0,28 | 0,03 | 0,16 |
| APEP | 0,23 | 0,12 | 0,07 | 0,39 | 0,33 | 0,53 |  | 0,26 | 0,25 | 0,03 | 0,16 |
| LAS | 0,21 | 0,29 | 0,37 | 0,49 | 0,41 | 0,23 | 0,26 |  | 0,63 | 0,48 | 0,54 |
| PRIG | 0,06 | 0,14 | 0,18 | 0,34 | 0,52 | 0,28 | 0,25 | 0,63 |  | 0,67 | 0,62 |
| MEAU | -0,12 | 0,12 | 0,2 | 0,33 | 0,27 | 0,03 | 0,03 | 0,48 | 0,67 |  | 0,57 |
| MEAE | -0,04 | -0,03 | 0,29 | 0,34 | 0,42 | 0,16 | 0,16 | 0,54 | 0,62 | 0,57 |  |

Fuente: *Elaborado por los autores a partir del programa Statgraphics.*

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APEP, OBEN, and PPU). This group recognizes the efforts of the university in matters of investment and ethical practices, human rights regarding the freedom of association and promotion and equality of people, and the fight against discrimination (variables PRIN, LAS, and PRIG). Regarding the rest of the variables, on average they respond neither agree nor disagree, so these variables do not represent much weight for the recognition or level of expectations of the group. This group has been called recognizers of the university's early efforts in CSR in ethics and human rights.

The second group of students is made up of a total of 16 students and is called critics of the university's CSR policies. This group, on average, rates all the variables with 2 or 3 (in disagreement and neither agree nor disagree).

## 5-Conclusions, recommendations, and future lines of research

The expectations of most students are still very far from what the university offers in terms of a CSR model since they are unaware on average of the University's efforts in the field of CSR. Only the PRIG variable obtains 4 in average qualification (in agreement), so it can be affirmed that the other variables reflect a gap in the expectations of the surveyed students. One point of concern is the limited knowledge of the student body in an advanced semester in the area of sustainable development, since it is part of modern trends that seek to preserve the harmony between a profitable business and the environment. It is proposed to incorporate into the content of the subjects Sustainable Development, as well as Environmental Management and Inclusive Business in the Supply Chain as basic subjects and not as electives.

To increase the students' expectations index regarding CSR, the university must invest in strategies for caring for the environment and its promotion (MEAE), and the
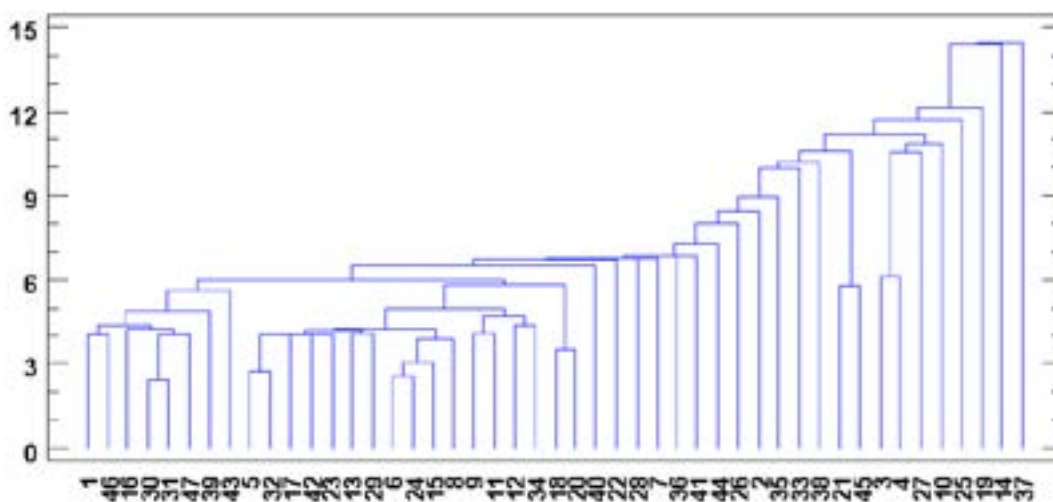


*Figura 1.* Dendograma de la clusterización de variables método del vecino más cercano.

*Fuente:* Elaboración de los autores, tomado del programa Statgraphics.

promotion of equality of persons and prohibition of discrimination (PRIG), as well as in the freedom of association of students (LAS); since these variables have a significant influence with others that can help to improve the indexes of the expectations of the students between these variables and the policies of management and listening to ideas of stakeholders (POGE).

Figure 2 proposes a responsible management model for the University, taking into account the review of the evolution of CSR and the data produced by the study. The above to manage meeting the expectations of the students while proposing solutions to social problems and achieving the voluntary integration of SR in the University's DNA. In this order of ideas, the University must offer a quality education that

allows the recognition of the image by the student and the market; with the purpose that the student and graduate contribute to the construction of a better environment by creating in them awareness and sensitivity about their actions as professionals in society.

The proposed corporate strategy seeks intervention in the curriculum; improve outreach to students and the community; the improvement of teaching and research functions; and intervention in two dimensions that join forces to achieve legitimacy in actions and knowledge of the regulatory framework. Other tactical strategies should be designed to support the achievement of the following goals: 1) Curriculum with components of SR and inclusive business development, 2) fluid relationships with
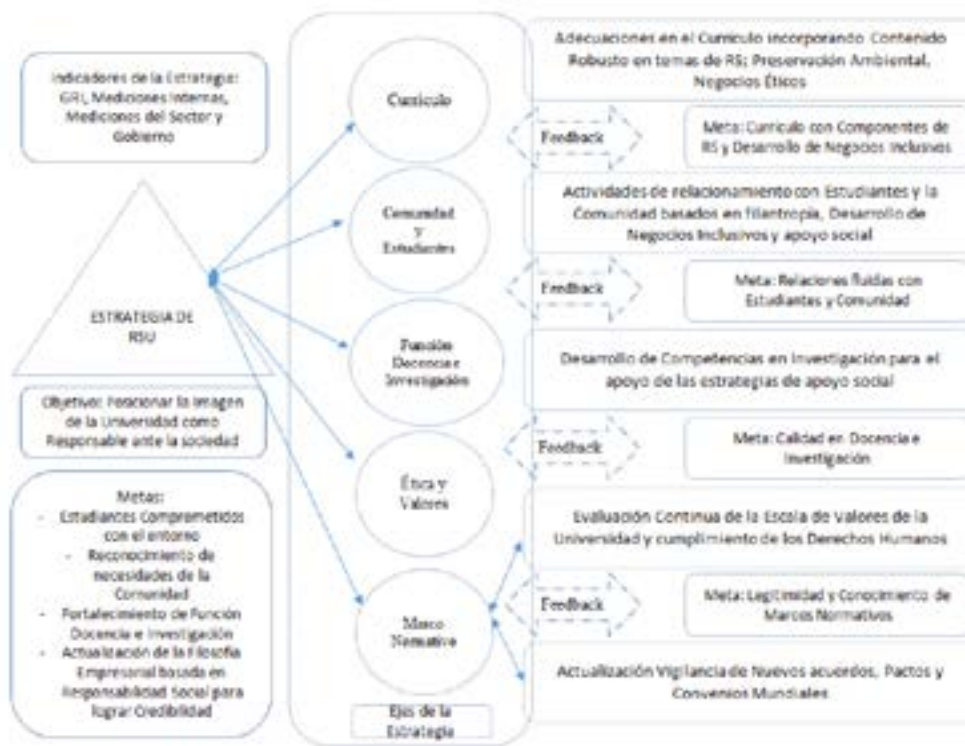


*Figura 2:* Estrategia Corporativa de RS propuesta para una Universidad Privada.

*Fuente:* Elaboración de los autores.

students and the community, 3) quality in Teaching and Research, and 4) legitimacy and knowledge of regulatory frameworks.

Feedback should be done periodically based on GRI and performance indicators, surveys, or the audit of thematic experts in SR and education. The definition of social responsibility is proposed as the set of actions carried out by the organization voluntarily with high levels of self-demand, which seek the relationship with stakeholders and the improvement of the image of the organization; proposing strategies beyond philanthropy that allow generating economic sustainability of the model, governance of management through the use of ethics and the generation of networks or collaborative alliances to impact the micro and macro environment of the organization at a social level, environmental and values.

It is recommended to develop philanthropy strategies based on education, where the virtual component allows reaching the community in general interested in updating through Information Technologies. It is not considered convenient that, in a country like Colombia, with many people with a high UBN index, the philanthropy component should be withdrawn.

It is suggested to prioritize strategies for approach and relationship with stakeholders considering the variables PRIG (Promotion of equality of people and prohibition of discrimination) and MEAE (Care for the Environment of Students); which present a high degree of correlation with other variables, which in theory will allow improving the perception indices of the variables that are correlated with these two.

The development of tactical strategies focused on the variables PRIN (Ethical Practices and Investments), POGE (Management Policies and listening to Stakeholders

ideas), and LAS (Freedom of association of students-Human Rights) is recommended to achieve credibility and reputation and governance, and that these variables present a high degree of correlation, which in theory will allow improving the perception indices of the variables correlated with these three.

The strategy must be measured through indicators that provide clarity about the performance of the University in its different areas, remembering that the measurement models can be adaptable depending on the measurement needs of the organization (Jassir, Domínguez, Paternina & Henríquez, 2018 ). To measure and share information about the University's logistics processes and the way impacts are managed in them, it favors the integration of information technologies in the process, collecting, systematizing, processing, and allowing a faster analysis of the results while they are shared with the members and strategic partners of the University (Cardona, Henríquez, Rada, Martínez and Bonnet, 2017).

The strategy must propose the mitigation or management of the impacts that the organization generates on the environment and society to propose the construction of a society in harmony with nature and peace (Henríquez, Vallaeys & Garzón, 2018). As far as possible, information on how to improve the positive impact and reduce the negative impact of the University's actions should be openly shared among officials, under a methodology that allows traceability of the footprint of operations, actions, and social and environmental projects that are developed (Henríquez, Garzón, Mejía, Torrenegra & Rada, 2019).

For the development of future lines of research, it is proposed to carry out this sur-

vey in other private universities in the city in advanced semesters to know the expectations of their students in terms of CSR, and thus form a comparative idea of what students demand from universities in Barranquilla on the subject.

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