
Practices and Outcomes of Social Responsibility Governance in Higher Education Institutions. The Portuguese Case

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Abstract

The study of social responsibility has gained high interest and extended its field of action to higher education institutions (HEIs) which, as entities, whether profit or non-profit, play a relevant role in the community in which they operate. The purpose of this article is to determine whether this role is visible and performed by HEIs. If so, the purpose of the article is to determine which HEIs are active in these practices and their specificity. Finally, the objective of this article is to determine the main results of such practices under the dimensions of university social responsibility created by Vallaey et al. (2009): responsible campus, professional and citizen training, social management of knowledge and social participation. The methodology used focused on a qualitative, questionnaire-based survey study carried out on a sample of HEIs in the Porto region (Portugal) consisting of 27 HEIs divided between universities and polytechnic institutes. Data collection was carried out by e-mail and 14 answers were obtained, from which it was possible to perceive that the 14 HEIs respondents are aware of the concept and understanding of SUW. Executed practices vary between HEIs, with the majority comprising the economic, environmental and social areas. As results in the four domains of action the HEIs bet on lectures and seminars, social welfare, improvement of living conditions and social inclusion of professionals and students, the surrounding community, social justice, human rights and social cohesion, ethical respect, environmental sustainability and training of professionals able to grasp and apply this knowledge in the community among others.

Keywords: university social responsibility, practices, responsible campus, professional training, social management of knowledge, social participation.

1. Introduction

Addressing liability is not a new topic, it is striking and global. It is not new because its practice has always existed, albeit initially in a haphazard, timid manner and with no privileged interest in business. As time went by, not only the practice but also the theory around the concept expanded, covering several areas, from ethics to politics, from economics to environment, from law to society, among others, which recently include education and the social responsibility of Higher Education Institutions (HEIs).

It is a striking topic because over time research has made its concept broader, more complex and distinctive. With the approach of the concept, in practical and theoretical terms, models have emerged that are implemented in companies to rescue business and capture the attention of consumers, stakeholders and shareholders. It is a concept under construction, with constantly

changing metrics and models, of which research is concerned with providing variables, domains or practical actions.

It is also a global theme because globalisation has brought social, environmental, legal, political, economic and other challenges that companies are obliged to incorporate and be part of this web whose individual role is another contribution to meeting the needs of society and strategically of business today.

Somewhat in the shadow of corporate and individual social responsibility a new format appears, with a new reality, Social Responsibility at Universities (USR).

In universities, education is a path laid out with the purpose of forming opinions, knowledge, ethical reasoning (Barros, 2009). Soon beyond the existing relationship between social responsibility and education extends the commitment to ethics (Barros & Gonçalves, 2021). Universities aim at training professionals who are professionally capable and endowed with a high social awareness (Barros & Gonçalves, 2021). Thus, future professionals have the tools to face dilemmas and different alternatives that are ethically correct and morally unshakable with the social and cultural principles and values they are used to (Barros & Gonçalves, 2021).

Social responsibility when applied at universities invokes the participation of the external community and exerts on the latter an influence beyond teaching, but rather the enhancement of learning, its application in research and in the strategies used to favour the local community (Barros, 2009). Within this framework, teacher training and student teaching involves social quality training in the promotion of social responsibility (Ribeiro, 2020).

The extension of the formative activity of universities to the social action in the community expands its performance and shows the ideals of social commitment (Eidt, Trindade & Calgaro, 2021). For Othman and Othman (2014) social responsibility practices are generally more focused on students and employees and not so much on the external community. Contrarily Macêdo (2005), argues that in the field of social responsibility the university acts beyond the limits of its initial purpose as a booster of knowledge and education. Its connection to the community coerces students to act in a more professional and equally more citizen-like manner. Herrera (2009) observes this aspect more broadly, stating that the link is established not only locally, but nationally and globally.

In addition to being a duty, university social responsibility should be seen as a way of solving social problems that may not receive due attention from the community (Calderón, 2006). Universities manage to privilege the dissemination of social responsibility in theoretical and practical terms (Eidt, Trindade & Calgaro, 2021). On the one hand because they use it strategically, on the other they seek to meet the challenge of education, i.e., instruct people with knowledge capable of transforming a simple higher education into professionals empowered with ethical, justice and sustainability competences (Eidt, Trindade & Calgaro, 2021).

There has been an increase in research around this theme, Delgado, Vargas and Ramos (2012) Noguera and Cubillos (2015) with the aim of raising the values of civil society. In contrast,

Calderón, Gomes & Borges (2016) argue that there is a shortage of scientific production on social responsibility actions undertaken by universities. This fact culminates in a difficulty of analysis, of detection of actions or practices of social responsibility undertaken by universities. According to Quezada (2011) the quantification of the actions and practices of social responsibility is made in an accountability process, i.e., in the construction of indicators such as those of the Global Reporting Initiative (GRI).

In the studies conducted by Mebarack and Ruiz (2018), broad perspectives emerge with little tendency to extinguish transversality and deepen the theme. It is also visible the social commitment that develops at four levels: teaching, research, size and management (Mebarack & Ruiz, 2018).

To define the social responsibility of universities Vallaeys, Cruz and Sasia (2009), consider the impacts that the university performs and creates in the environment in which it is inserted in four areas:

- Educational impacts (teaching)
- Cognitive and epistemological impacts (research)
- Social impacts (dimension);
- Organizational impacts (management);

Based on these areas of action, universities develop their actions with the aim of creating a positive impact on the community. To this end, the studies by (Dueñas, 2015) have shown that there are four axes of impact:

1. Professional and Citizenship Training;
2. Responsible Campus;
3. Social Participation;
4. Social Knowledge Management.

The aim of this article consists in identifying: (i) ascertain the positioning of HEIs in relation to their social commitment, (ii) recognise the existence of social responsibility practices undertaken by universities in Portugal, both public and private, (iii) identify different social responsibility practices of HEIs namely in learning methodologies, governance of HEIs, transparency and articulation of intra and inter-institutional information, organisational climate, work practices, environment and green campus, respect for human rights, fair and legal public service practices, communication, involvement and development of the community in which it is inserted.

Bibliographic review

The multidisciplinary of the term social responsibility extends from education to economics, from politics to management, from business to the state, from the environment to citizens, etc. (Ribeiro, 2020). There is still no consensus on the concept of social responsibility and by extension in the USR (Silva et al., 2020). HEIs should not be left out of the social responsibility commitment because they have the obligation to create professionals who, integrated into companies, apply the learned social responsibility practices and who promote democracy and the practice, on a global scale, of the common good (Vallaeys, 2006). This fact causes some

idiosyncrasy in universities that adopt it according to a personal interpretation, cultivating individual interests and satisfying needs that are transformed into strategies both for implementation, action and external communication (Martí, Mendes & Campos, 2015). They make this USR because they intend to be aligned with the European project, the latter, based on theoretical references, research and practical actions of USR, taking into account the limitations, the specificities of each context and each institution, without ignoring that each higher education institution has a profile, objectives, and distinct results in terms of USR (Coelho & Menezes, 2021, 74).

In terms of concept the USR can be defined as "a policy of continuous improvement of the University for the fulfilment of its social mission through four processes: ethical and environmental management of the institution, training of responsible and caring citizens, production and dissemination of socially responsible knowledge and finally social participation in the promotion of a more human and sustainable development" (Vallaes, 2008, p. 209). Jiménez, Martínez and López (2016) add the efficiency of the management policy and transparency in the information of the account reports.

Defining MSW is to articulate with sustainable development and education since 2005 (Lukman, & Glavic, 2007). There is also the discussion on the designation sustainable higher education or sustainable university (Ribeiro & Magalhães, 2014). The debate has gained broad contours from the internal management of the university, teaching, research and social projection (Vallaes, 2006).

UNESCO (2009) has sought to ground higher education for the achievement of the millennium development goals.

Dima et al. (2015, p.5) understands MSW through the impact it produces society and the environment, through transparent and ethical strategies.

Distinct from corporate social responsibility, university social responsibility seeks to respond to the economic impacts mirrored in society (Jordão, 2019). It is much more than an individual responsibility insofar as it considers the impact on third parties, which suggests that there is an ethical observation and sensitivity towards others (Lévinas, 2005). The study of university social responsibility can be carried out from different perspectives, from the construct to perception, from measurement to evaluation (Silva et al., 2020), as well as from the practices carried out. González et al., (2010) adds the perception of investors, sponsors, banks, relations with the media, customers, competitors and the community. Such practices are visualized in information reports and generally used as a strategy to obtain reputation, competitive advantage and market enlargement (Silva et al., 2020).

HEIs receive students from different countries, teachers and other professionals who as a whole use resources, material and immaterial, that come and go to society, and therefore the USR must provide a response for the improvement and development of the community (Coelho & Menezes, 2021). It is within this alignment that the European strategy is indicating paths for HEIs to be able to help the community in different contexts (Ayala-Rodríguez et al., 2017). The pathway

and its importance is recognised by teachers, researchers, students, educational assistants, community (Herrera, 2009), but more investment needs to be made in the area and practical actions and collective development policies need to be developed (Amorim, et al., 2015). Simultaneously to creating mobilising instruments for USR, it was important to create benchmarks as a comparative basis (Martin, 2015).

HEIs present sustainability reports (Eurydice, 2008), similarly to companies, as a form of disclosure of their practices (Del Mar Alonso-Almeida, Llach, & Marimon, 2014) and (Moura, Ribeiro, & Monteiro, 2017). It should be noted that in Universities, communication is more voluntary and unknown, due to the lack of specific and mandatory laws for measuring their performance (Ismail, 2019). It was important to create a uniform standard for their reporting as so far there are only studies that show that the areas that are disclosed are: economic, environmental and social performance (Ismail, 2019). Nevertheless without a standard or script an effective measure of comparison is not possible. For now we have the following regulatory standards in lacto sense as they were not created for HEIs: the ISO 26000 Guidelines for Social Responsibility (international standard), the Portuguese standard NP 4469 Social Responsibility Management Systems (updated 15 January 2019), ISO 9000 (relevant to quality management), AA 1000 (quality principles and ethical assessment processes), Eco-management and Audit Scheme (EMAS) (accountability, improving environment-related issues) (Rego et al., 2006, p.216).

The authors Larrán et al.(2012) detected that despite the importance of these aspects mentioned there is a lack of knowledge about the different areas of action of the MSW and, in this case, how will it be possible to extend the practice of MSW if there is no domain about its scope, how to act and verification of results. Given this reality, several stakeholders in the process become sceptical as to its effectiveness. For Martin (2015), a solution route involves changing curricular plans in order to educate and empower young people with personal, social, civic and political skills; in institutions, adopt fair practices and governance, environmental sustainability to ensure sharing in education and research with the community (Martin, 2015).

For Blewitt (2008) the USR is very similar to corporate social responsibility (CSR) because HEIs are distinguished from businesses by having a campus as infrastructure, teaching as the raw material of a service provision, knowledge as a product that educates, teaches and transforms thoughts and actions, and culminates in students who resemble business customers. To it is also owed the evolution of science (Vallaey, 2017).

The first and foremost objective of HEIs is education and training at the conceptual, technical and human level which facilitates insertion into the labour market. For Cullingford and Blewitt (2013, p.1) HEIs are no longer mere observers. They are preparers of a role that will be assumed by the new generations (Lohn, 2012). But equally important, and aligned with education and training, is to equip students with social and environmental skills (Reis & Bandos, 2012), as well as human and sustainable ones (Vallaey, Cruz, & Sasia, 2009).

This is to make a difference in the community, internally and externally, in order to ensure its economic growth (Ismail, 2019). For Coombe (2015) one way of implementing MSW involves

creating education projects, improving the quality of curricula, saving financial resources and directing them to the community. As important as this fact is the existence of an actor that was able to mediate, support and create opportunities between HEIs and the community, a role that has been assumed by the Observatory of Social Responsibility and Higher Education Institutions (ORSIES). This entity created in 2017 integrated, as founding members, 28 HEIs from different regions of the country (<https://www.orsies.forum.pt/>).

For Vallaey (2008) the implementation of the USR in the community can be designed in four areas of action: organizational impacts (labour and environmental), educational (academic training), social (solidarity and social projects) and cognitive (research and epistemology).

Table 1 - USR areas of action

Responsible Campus	Organisational impacts
Professional and citizen training	Educational impacts
Social management of knowledge	Cognitive impacts
Social participation	Social impacts

Source: Vallaey et al. (2009, p.34).

In the Green Paper (2018, 78) four dimensions of the USR can be found: Socially responsible campus (Organization), personal and professional training of students and relationship with alumni (Education), socially responsible management of knowledge creation and dissemination (Cognition) and finally social participation in the Community (Participation).

The European project covers four key areas of social responsibility intervention: research, teaching, learning support and civic engagement; ii) governance; iii) social and environmental sustainability; and iv) fair practices. It has already managed to identify 40 practices in 15 EU countries related to ISO 26000 and the incorporation of corporate social responsibility in the curricula of some HEIs (Dima et al., 2015). It should be noted that this project seems to focus more on the environmental than the social scope (Dima et al., 2015). Given this fact, it was deemed that with the ratification of the Magna Carta (Magna Charta Universitatum) in September 1988, the USR would gain a new horizon, such that in 2020, the principles prescribed therein were revised in light of the current situation.

In addition to these elements, benchmarks for social responsibility were built, taking into consideration areas such as sustainable growth, the planet, peace, etc. These benchmarks are summarised in the ORSIES document (2021, 39):

Table 2 - ORSIES USR benchmarks

Global benchmarks for sustainable development	Benchmarks for quality in higher education	Benchmarks for the structure and organisation of indicators
<ul style="list-style-type: none"> - United Nations (UN) Global Compact - UN Guidelines on Business and Human Rights - ISO 26000 Standard (ISO) - GRI Guidelines (GRI) - Sustainable Development Goals (UN) 	Guidelines for Quality Assurance in the European Higher Education Area	Ethos Indicators for sustainable and responsible business

Source: ORSIES (2021, 39).

The literature outlines four areas of USR action that may vary in designation but not in content. Each area contemplates a set of recommendations that vary in number and action according to the specific domain. The domains are summarised as: Organisational, educational, cognitive and social impacts. For its realisation, articulation between HEIs, their actors and the surrounding community is necessary. The objective of this study is to seek to determine the existence of USR practices and their extension in the community to the most different domains of action.

2. Method

The aim of this study is focused on identifying the positioning of HEIs in terms of their commitment to USR, as well as on ascertaining the existence of practical USR actions and their nature within the community of which they are part. To this effect, a questionnaire survey methodology was used in the present research under the title "USR Practices in Portuguese HEIs" in Portuguese language. The questionnaire was addressed to HEIs and not to students, distinguishing itself from the studies cited in the literature review. Its questionnaire structuring is divided into four main points:

1. Biographical and academic data (HEI)
2. Concept and understanding of USR (HEI)
3. USR practices/projects (HEI)
4. Outcomes of USR practices/projects (HEI)

Point one sought to find out a little about the HEIs surveyed: name, year of commencement of activity, public/private/public military and police, university/polytechnic, programmes offered, type of course, average number of students and geographical location. The remaining groups of questions in the questionnaire were based on the studies by Vallaeys et al. (2009), with the following axes surveyed:

Table no. 3 - USR practices /projects

Responsible Campus	How to organise the HEI so that it is socially and environmentally responsible? Human Rights, Ethical Orientation, Labour Relations, Quality, Health and Safety and Stakeholder Mapping/Communication
Professional and citizen training	How to organise HEI so as to train responsible citizens and promoters of a sustainable and people-centred development model? Active citizenship, Curricular development, Academic success and Employability
Social management of knowledge	How to organise the HEI so that it produces socially relevant and beneficial knowledge for the community? Collaborative research, Knowledge diffusion, Open Science and orientation towards Sustainable Development Goals
Social participation	How to organise the HEI so that it permanently interacts with society and promotes sustainable development? Networks and partnerships, Social intervention and Service provision

Source: adapted from Vallaeys et al., 2009, p.35.

To ascertain the results and impacts of the MSW practices the following matrix was used:

Table no. 4 - Outcomes of the MSW practice/projects

Responsible Campus	To provide the HEI with an ethical and transparent management system To adopt good work practices that value each person's contribution, foster a sense of service and promote personal and professional growth To adopt good questions from the questionnaire based on the studies by Vallaeys et al. (2009), environmental practices and to promote an education that promotes greater harmonisation with the defence of the planet and its resources
Professional and citizen training	To prepare future professionals for a responsible and solidary citizenship and for a professional exercise centred on people and service To foster the acquisition of significant and socially relevant learning To design curricula in line with the development and valorisation needs of the context(s) of action and intervention and with the needs of modern societies
Social management of knowledge	To promote and value inter and transdisciplinarity To adopt socially responsible research To reinforce social relevance in the design of applied research
Social participation	Provide inclusive learning contexts and communities Promote mutually beneficial networks and partnerships that enhance the HEI's mission and the surrounding communities

Source: adapted from Vallaeys et al., 2009, p.35.

All questions were multiple-choice with the majority contemplating a 5-point Likert scale. The sample used comprised HEIs (both public and private) of the Porto region's area. This region was selected since it demonstrates the existence of a variety of HEIs that seem to display USR practices. However, it is unknown whether they are continuous or isolated and what effects they produce on the community.

The reliability of the scale used allows us to affirm its internal consistency insofar as the items of the measurement instrument are interrelated and a Cronbach's alpha of 76% was obtained.

The data collection procedure was based on a search on the DGES website (2022) on existing institutions for the elected sample and obtaining their email addresses. A request was sent to each institution to collaborate in the aforementioned study. A pre-test of the questionnaire was performed in order to check whether it contained any mistakes. No errors were detected and therefore no adjustments were made. The questionnaire was sent by e-mail to the different HEIs to the general address. The questionnaire was conducted between the months of January and May 2022.

Data were processed using the IBM Statistical Package for the Social Science (SPSS) statistical software, version 25.0. It contemplated a descriptive analysis of the data that allowed an interpretation of the data obtained.

3. Results

Taking into account the intended sample, we were able to summarise in table 5 the target institutions of the study. It should be noted that not all institutions responded to the survey and therefore table 6 details those which responded to the questions posed in the questionnaire. It should be noted that university education seems to be more concerned with USR than polytechnic education. Although universities are more scientific institutions and polytechnics are more practical and technical, there seems to be evidence of greater practice on the part of Portuguese universities in the Porto region. Not in number of HEIs but in the practices carried out as can be seen in table no. 7.

Table no. 5 - sample of researched HEIs

Typology		HEIs
University	Public	UNIVERSIDADE DO PORTO
	Private	ESCOLA SUPERIOR ARTÍSTICA DO PORTO INSTITUTO SUPERIOR DE SERVIÇO SOCIAL DO PORTO INSTITUTO UNIVERSITÁRIO DE CIÊNCIAS DA SAÚDE UNIVERSIDADE CATÓLICA PORTUGUESA UNIVERSIDADE DA MAIA UNIVERSIDADE FERNANDO PESSOA UNIVERSIDADE LUSÓFONA DO PORTO UNIVERSIDADE PORTUGALENSE INFANTE D. HENRIQUE
Polytechnic	Public	ESCOLA SUPERIOR DE ENFERMAGEM DO PORTO INSTITUTO POLITÉCNICO DO PORTO
	Private	ESCOLA SUPERIOR DE ARTES E DESIGN ESCOLA SUPERIOR DE EDUCAÇÃO DE PAULA FRASSINETTI ESCOLA SUPERIOR DE NEGÓCIOS ATLÂNTICO ESCOLA SUPERIOR DE SAÚDE DA FUNDAÇÃO «FERNANDO PESSOA» ESCOLA SUPERIOR DE SAÚDE DE SANTA MARIA INSTITUTO POLITÉCNICO DA MAIA INSTITUTO POLITÉCNICO DE SAÚDE DO NORTE — CESPU INSTITUTO POLITÉCNICO JEAN PIAGET DO NORTE INSTITUTO PORTUGUÊS DE ADMINISTRAÇÃO DE MARKETING DO PORTO INSTITUTO SUPERIOR DE ADMINISTRAÇÃO E GESTÃO INSTITUTO SUPERIOR DE CIÊNCIAS EDUCATIVAS DO DOURO INSTITUTO SUPERIOR DE CIÊNCIAS EMPRESARIAIS E DO TURISMO INSTITUTO SUPERIOR DE TECNOLOGIAS AVANÇADAS DO PORTO INSTITUTO SUPERIOR POLITÉCNICO GAYA ISLA - INSTITUTO POLITÉCNICO DE GESTÃO E TECNOLOGIA UNIVERSIDADE CATÓLICA PORTUGUESA

Source: the author

14 HEIs answered the questionnaire, i.e. approximately 52% response rate. In the overwhelming majority of cases, the responding HEIs were born in the 1990's and are located in the centre of the city of Porto. 36% correspond to universities (public and private) and 64% correspond to polytechnic institutions (public and private). Both institutions (universities and polytechnics) offer their students bachelor and master courses in different subject areas. Only 29% of the respondents offer PhDs cumulatively, especially the universities. As for the average number of students, most of the entities did not have updated or available data, which makes it impossible to correctly analyse this element.

Table 6 - HEIs with responses obtained

HEIs			Home	Programmes	Types of courses	Average number of students	Location
University	Public	UNIVERSIDADE DO PORTO	1911	Architecture Fine Arts Sciences Nutrition and food sciences Sport Law Economics Engineering Pharmacy Languages Medicine Dentistry Psychology and educational sciences Biomedical sciences	Bachelor's Degree Master PhD	32.000 (2018) https://www.jpn.up.pt/2018/04/26/universidade-do-porto-numeros/	Porto
	Private	INSTITUTO SUPERIOR DE SERVIÇO SOCIAL DO PORTO	1956	Gerontology Social work	Bachelor's Degree Master	It is included in the University of Porto	Matosinhos
		INSTITUTO UNIVERSITÁRIO DE CIÊNCIAS DA SAÚDE	1989	Biomedical sciences Nutritional sciences Psychology Forensic laboratory sciences Dental medicine Veterinary medicine Toxicology	Bachelor's Degree Master PhD	1 490 (2013) https://www.cespu.pt/en/sino/ensino-universitario/	Paredes
		UNIVERSIDADE DA MAIA *sob designação de Instituto Superior da Maia –	1990 *	Multimedia Art Communication Sciences Criminology Physical Education and Sport Humanities and Social Sciences Humanities and Social Sciences Human Resources Management Human Resources Management	Bachelor's Degree Master PhD	5 237 (2012) https://www.ismai.pt/pt	Maia

		ISMAI.		Renewable Energies Informatics Psychology Public Relations and Communication Management Multimedia Communication Technologies Tourism			
		UNIVERSIDADE PORTUGAL ENSE INFANTE D. HENRIQUE	1986	Law Economics Social Education Industrial Engineering and Management Computer Engineering Management Hospitality Management Informatics Marketing Multimedia and Arts Psychology International Relations Management Information Systems Law for Solicitors Tourism Architecture and Urbanism Business Sciences Legal Sciences Clinical and Counselling Psychology	Bachelor's Degree Master PhD	3500 Students per year (2022) https://www.upt.pt/factos-e-numeros/	Porto
		INSTITUTO POLITÉCNICO DO PORTO	1979	Education Hospitality and tourism Media arts and design Music and performing arts Health Technology and management Accounting and administration Engineering	Bachelor's Degree Master	6000 Students per year (2022) https://www.ipp.pt/ensino/escolas/isep	Porto São Mamede Infesta Felgueiras Vila do Conde
Polytechnic	Public	ESCOLA SUPERIOR DE EDUCAÇÃO DE PAULA FRASSINETTI	1963	Basic education Social education Community intervention	Bachelor's Degree Master	n/a	Porto
	Private	ESCOLA SUPERIOR DE NEGÓCIOS ATLÂNTICO	1990	Business management Management and information systems Financial and fiscal management	Bachelor's Degree Master	n/a	Vila Nova de Gaia

	ESCOLA SUPERIOR DE SAÚDE DE SANTA MARIA	1952	Nursing Physiotherapy Occupational Therapy Gerontology and Long Term Care Clinical Secretarial Services	Bachelor's Degree Master	n/a	Porto
	INSTITUTO POLITÉCNICO DA MAIA	2015	Social sciences Education Sport Technology and management	Bachelor's Degree Master	Included in the Maia University	Maia
	INSTITUTO SUPERIOR DE ADMINISTRAÇÃO E GESTÃO	1987	Management Business Management Hotel Management Business Relations Tourism	Bachelor's Degree Master	1000 Students per year (2022) https://eduportugal.eu/instituicoes-de-ensino/isag-instituto-superior-de-administracao-e-gestao/	Porto
	INSTITUTO SUPERIOR DE CIÊNCIAS EMPRESARIAIS E DO TURISMO	1990	International Trade Business Management Marketing and Advertising Law for Solicitors Tourism	Bachelor's Degree Master	n/a	Porto
	INSTITUTO SUPERIOR DE TECNOLOGIAS AVANÇADAS DO PORTO	2021	Computer Engineering Multimedia Engineering	Bachelor's Degree	n/a	Porto
	ISLA - INSTITUTO POLITÉCNICO DE GESTÃO E TECNOLOGIA	1989	Business Management Human Resource Management Tourism Management Occupational Safety Engineering Informatics Engineering Multimedia	Bachelor's Degree Master	n/a	Vila Nova de Gaia

Source: the author

As to the concept and understanding of RSU we were able to infer that all responding HEIs claimed to have a commitment to USR, except for the Escola Superior de Negócios Atlântico. Thus, one notices that there is not only an understanding but also a demand for this theme. 93% Claim to perform practical actions of responsibility whose domains are of the most diverse nature, depending on the HEI surveyed. Table 7 summarises a range of actions that are put into practice by the HEIs surveyed in this sample in as much as USR is concerned, namely:

- Holding lectures, colloquia, congresses, seminars and workshops to debate the topic;
- Promotion of national and international social responsibility policies;
- Defining reference standards of USR (social welfare, improvement of living conditions and social inclusion of professionals and students, surrounding community, social justice, human rights and social cohesion);
- Implementing strategies (value creation, ethical conduct, respect for human rights, transparency, inclusion, accountability for environmental sustainability);
- Scholarships for students in need;
- Merit scholarships and support for student mobility;
- Training of professionals in the social and environmental area who are dedicated to it in professional terms;
- Application of ethical and sustainable principles in society;
- Linking teaching with research and interaction with society (sustainable consumption and production, diversity, inclusion, peace, justice, effective institutions, gender equality, sustainable cities and communities, social responsibility week, circular economy and environment, teaching ethics, social responsibility and social responsibility practices in higher education);
- Embedding USR as a governance commitment;
- Granting of university credit;
- Strengthen active citizenship and social cohesion through staff achievement in service;
- Having a Healthier, Inclusive and Sustainable Campus;
- Create scientific projects with positive impact on the community;
- Communicate the practices so that interested parties will turn to the university and so that it will make known its results with the execution of USR in the community.

Table no. 7 - USR practices at HEIs

HEIs			Practice	Typology of USR practice
University	Public	UNIVERSIDADE DO PORTO	Yes	Besides giving lectures on the subject, it promotes social responsibility policies with other relevant national and international entities. Implements benchmarks of university social responsibility, strategies and transversal USR actions in articulation with its organic units and autonomous services. Promotes social well-being, the improvement of living conditions and social inclusion of professionals and students and the surrounding community, anchored in principles of social justice, human rights and social cohesion. Promotes the conciliation of professional, personal and family life of its professionals. https://sigarra.up.pt/reitoria/pt/uni_geral.unidade_view?pv_unidade=1186
	Private	INSTITUTO SUPERIOR DE SERVIÇO SOCIAL DO PORTO	Yes	The training it provides is already in line with the principles of social responsibility. The RSU extends its support to the training of professionals who support society throughout their professional life. It also guarantees equal opportunities in the access to higher education with scholarships, guaranteed by the Portuguese State. https://www.sigarra-issp.pt/issp/unidades_geral.visualizar?p_unidade=159
	Private	INSTITUTO UNIVERSITÁRIO DO PORTO	Yes	It acts with a sense of social responsibility, acting as an active element in society and its surroundings. Its employees place society and the public interest at the centre of

		ÁRIO DE CIÊNCIAS DA SAÚDE		their actions and are governed by high ethical standards. https://www.cespu.pt/instituicao/
		UNIVERSI DADE DA MAIA *sob designação de Instituto Superior da Maia – ISMAI.	Yes	One of the most recent practices undertaken is the innovative project: the "Young University". Over the course of a month, young people up to the 12th year experience one or more weekly programmes, with various practical activities and research projects in areas as diverse as sport, social and behavioural sciences, technologies, humanities, or the arts, using excellent facilities and equipment, supervised by a group of highly qualified specialists. This social experiment seems to be unique in Portugal, but common in Europe. https://www.ismai.pt/pt/eventos/ujovem
		UNIVERSI DADE PORTUCAL ENSE INFANTE D. HENRIQUE	Yes	The USR develops in three vectors: teaching, research and interaction with society, since 2011 with volunteer groups. For the coordination and implementation of social responsibility policies, strategies and actions, an organisational structure was created, called RES-UPT https://www.upt.pt/inicio/res-upt/ This commitment integrates social and environmental concerns into its activities and interaction with all stakeholders, with the aim of contributing to a dynamic, responsible, fairer society and a sustainable environment. An organisational culture that makes it possible to integrate the social responsibility approach in all its dimensions is necessary, which implies a commitment at management level and in the continuous improvement of its social mission in all vectors. This entity is governed by the following principles: Ethical conduct, Respect for human rights, Transparency, Inclusion, Accountability for environmental sustainability involving all stakeholders. https://www.upt.pt/inicio/res-upt/politica-de-responsabilidade-social/
Polytechnic	Public	INSTITUTO POLITÉCNICO DO PORTO	Yes	The theme of social responsibility is one of the vectors of the School's strategy. In terms of social responsibility, this entity presents the values of creation, transmission and dissemination of scientific and technological knowledge at the service of the community. Its mission is to contribute to the economic, social and cultural development of society through its teaching, research and community services. It exerts a significant influence on the business, economic and social fabric, both regionally and nationally. Presents ethically appropriate practices, in addition to its actions in the field of teaching, research and technology transfer. Promotes sustainable development in social, cultural, ethical and environmental dimensions. Promotes realities that are fairer, more democratic and in balance with the environment. Guarantees the integration of students into academic life from their arrival and throughout their academic career. It supports students with economic, financial, social and integration difficulties through the Support and Social Emergency Fund of Politécnico do Porto, Social Action, Academic and Professional Integration Office (GIAP) and medical and sports support. In terms of sustainability, this HEI interacts with the environment involving a wide range of social, energetic, economic and environmental actions. It contributes in the training of students regarding the reuse and recycling of materials, but also in the practices adopted in the selective collection of waste. It should be mentioned, regarding Energy Saving, the existing solar thermal installations in ISCAP's building that reduce environmental and financial costs and, at the same time, promote the increase of the quality of services contributing to the protection of the environment. https://www.iscap.ipp.pt/iscap/responsabilidade-social

Private	ESCOLA SUPERIOR DE EDUCAÇÃO DE PAULA FRASSINETTI	Yes	<p>This HEI is a non-profit institution. In terms of the MSW it has a practice of monthly tuition fees, in most cases, below the market values of similar institutions.</p> <p>It supports the most economically needy students with scholarships and financial support. It also provides support for international academic mobility (reduction of the tuition fee by half). Guarantees 10 merit scholarships worth 1,500.00€ per year. It also guarantees that the scholarships from the general directorate of higher education allow support to economically deprived students. It also offers a merit-based scholarship through the Directorate General for Higher Education, the value of which is five times the national minimum wage in force at the beginning of the academic year in which the scholarship is awarded. https://esepf.pt/bolsas/</p> <p>With the signing of a protocol with Porto City Hall, it guarantees a scholarship on an exceptional basis 'PORTO DE CONHECIMENTO' for students benefiting from school social action who are in their 12th year of schooling in public schools in the Council and who are willing to attend degree courses at ESEPF.</p> <p>The patronage protocol signed with Banco Santander allows the attribution of 4 annual scholarships to students worth 750 euros each.</p> <p>As a last resort, it grants university credit so that students can finance their own studies.</p>
	ESCOLA SUPERIOR DE NEGÓCIOS ATLÂNTICO	No	Not applicable.
	ESCOLA SUPERIOR DE SAÚDE DE SANTA MARIA	Yes	<p>The ESSSM contributes to the strengthening of active citizenship, social cohesion and personal fulfilment, towards the consolidation of advances in the various areas of knowledge to transform today's society into a true knowledge and participation society, with a spirit of solidarity and social concerns. The implementation of training and activities as a response to emerging issues of the surrounding community that includes groups with specific social, family, professional and academic expectations, corresponds to objectives of social responsibility and attention to social issues to which the ESSSM can respond in a qualified and socially committed way. In this sense, the ESSSM is a founding member of ORSIES, seeking to respond, in an active and participatory way, to the challenges proposed by this network, which the school faces with great expectation. https://www.santamariasauade.pt/consorcios/orsies/</p>
	INSTITUTO POLITÉCNICO DA MAIA	Yes	<p>They have a Healthy Campus that is a Healthier, Inclusive and Sustainable Campus. Its mission is to promote health and physical, mental and social well-being through the provision of initiatives and activities with formative capacity and the promotion of healthy lifestyles. All the members of the Academic Community benefit from safe circumstances that reconcile health, physical, mental and social well-being with academic and scientific demands, in the enjoyment of sustainable and environmentally friendly facilities. Its main areas of action are: physical activity and sport; nutrition; disease prevention; mental and social health; risk behaviours and environment, sustainability and social responsibility. https://www.ipmaia.pt/pt/HealthyCampus</p>
	INSTITUTO SUPERIOR DE ADMINISTRAÇÃO E GESTÃO	Yes	<p>It has been outstanding since 2014 with several lectures, colloquia, conferences and seminars on sustainable consumption and production, diversity and inclusion, peace, justice and effective institutions, gender equality, sustainable cities and communities, social responsibility week, circular economy and environment, teaching ethics, social responsibility and social responsibility practices in higher education, sustainability, volunteering action, collecting bottle caps, etc.</p>

		INSTITUTO SUPERIOR DE CIÊNCIAS EMPRESARIAIS E DO TURISMO	Yes	<p>They have a Centre for Interdisciplinary Research and Community Intervention (CIIC) that develops a set of projects, along with its scientific quality, that have an impact on the community. The actors are teachers and students. To support this task several CIIC researchers have collaboration protocols, namely with R&D Instituto de Filosofia da Universidade do Porto (Philosophy of Education Office), with R&D CITCEM - Centro de Investigação Transdisciplinar Cultura, Espaço e Memória, with R&D Laboratório de Paisagens, Heritage and Territory - Lab2PT, with R&D Centre of Studies in Geography and Spatial Planning, with R&D Institute of International Relations of the New University of Lisbon (IPRI-NOVA) and with R&D Centre for Research in Justice and Governance of the Law School of the University of Minho, units recognized by FCT. CIIC also maintains a collaboration protocol with CIVIIC - Centre Interdisciplinaire sur le Valeurs, Idées, Identités et Compétences en Éducation et formation of Rouen University. https://www.iscet.pt/pt/centro-de-investigacao-interdisciplinar-e-intervencao-comunitaria</p>
		INSTITUTO SUPERIOR DE TECNOLOGIAS AVANÇADAS DO PORTO	Yes	<p>This HEI has already carried out a large number of projects, particularly with the Ministry of National Defence. It has also carried out other projects independently, such as GestãoTransparente.org to support the management of corruption risks to which the organisation is exposed in the course of its activity. It has designed and implemented a database consisting of a set of energy indicators for the CPLP countries, in order to obtain a portrait of the energy reality of this community of countries. https://www.istec.pt/index.php/projetos-realizados/?doing_wp_cron=1657102545.2872409820556640625000</p> <p>In progress presents projects such as the Innovathon- Ocean Edition whose objective is to solve challenges that will originate new products and services to promote the planet's sustainability. It promotes the National Coordination of Chaplaincies (Portuguese Catholic Church) through the Spiritual and Religious Assistance Services (SAER), of the Catholic Church, provided in hospital environments. It also stands out for the "Knowledge over IP" project, which is divided into two applications: a productivity desktop application for the elaboration of eLearning contents; and a Web application that allows the provision of contents organised into courses, enrolling students and recording their activity. https://www.istec.pt/index.php/projetos-em-curso/</p>
		ISLA - INSTITUTO POLITÉCNICO DE GESTÃO E TECNOLOGIA	Yes	<p>Ratified a protocol with the Direção Geral do Ensino Superior (General Directorate of Higher Education) in order to strengthen and facilitate its students' access to the social action fund, through scholarships, since 2005. https://www.islagaia.pt/pt/servicos/acao-social-escolar.html</p> <p>Social Responsibility Management for Sustainability Unit</p> <p>In terms of RSU, it intends to contribute to a positive change in the world, promoting social responsibility and sustainability in the Portuguese business fabric. It has a team of specialised technicians, dedicated to providing integrated services in the area of strategic development, implementation and operationalisation of SR. It supports organisations in defining their sustainability strategy, identifying priorities for action, objectives and goals, time horizon and description of the activities to be developed, ensuring their internal transversality and the necessary capacity building for an effective implementation.</p> <p>This connection to the community enables the implementation of social responsibility in companies.</p> <p>Through a strategy of involving stakeholders in the management of social responsibility, based on a co-creation of value approach. This strategy involves identifying and defining stakeholder segments, defining the engagement strategy, listening to stakeholders, defining a materiality matrix, monitoring and feedback of results.</p>

			It also works in the community with actions and events promoting a strategy of Corporate Social Responsibility projects. In its external communication, in the training of this theme in organisations (social responsibility, sustainability, leadership, organisational well-being). They also promote awareness in social responsibility alerting to the need and benefits of socially responsible behaviour. They also promote organisational well-being through programmes of improvements in productivity levels, creativity and quality of service provided. https://cespe.pt/wtts/
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Source: the author

Taking into account the last group of questions in the questionnaire taken from the studies of Vallaeys et al. (2009, p.35) we may have an insight into what this sample identifies as the results of USR practices adopted by HEIs. Table 8 mentions HEIs that are divided by the four domains of USR: Responsible campus, Professional and citizen training, Social management of knowledge and, finally, Social participation. It can be observed that there are HEIs that only fulfil some domains, one, two or three, while others are found in all four domains and it is these that will be scrutinized for revealing to be more attentive and practitioners of USR, they are:

1. Universidade do Porto
2. Universidade da Maia
3. Universidade Portucalense Infante D. Henrique
4. Instituto Politécnico do Porto
5. Escola Superior de Saúde de Santa Maria
6. Instituto Politécnico da Maia
7. Instituto Superior de Tecnologias Avançadas do Porto
8. ISLA - Instituto Politécnico de Gestão e Tecnologia

These eight HEIs stand out for their transversal concern for the four domains, although each one follows them in a slightly distinctive way. The Universidade do Porto, the Universidade da Maia, the Instituto Politécnico do Porto and the Instituto Politécnico da Maia are stronger in the Campus responsible in terms of the facilities they have. However, in this same area the Universidade Portucalense Infante D. Henrique, the Instituto Superior de Administração e Gestão, the Instituto Superior de Tecnologias Avançadas do Porto and the ISLA - Instituto Politécnico de Gestão e Tecnologia stand out in labour relations, quality, health and safety, defence of the planet and its resources. Finally, the Escola Superior de Saúde de Santa Maria stands out in transparency, human rights and health.

As far as professional and citizen training is concerned, one may state that the HEIs surveyed present curricular plans structured so as to ensure the acquisition of conceptual and technical knowledge, which is commonly provided to higher education students, but also social, human and environmental knowledge.

In the field of social knowledge management, the University of Porto stands out as the university with the largest number of students, researchers and research units and centers dedicated to USR, among other subjects. The others are on the same level in terms of research and external communication, as well as in terms of sustainable development. Each one seeks to achieve more ambitious goals, conditioned by the financial constraints they face. The support of the

Foundation for Science and Technology at the level of research projects and community liaison has allowed increasing the budget and practical actions for sustainability in the community.

As for the area of social participation, the work of partnerships, social intervention and the inclusive mission of the community is not clear enough in most HEIs, except for: the Universidade do Porto, the Instituto Superior de Serviço Social do Porto, the Instituto Universitário de Ciências da Saúde, the Escola Superior de Educação de Paula Frassinetti, the Escola Superior de Saúde de Santa Maria, the Instituto Superior de Tecnologias Avançadas do Porto and the ISLA - Instituto Politécnico de Gestão e Tecnologia.

Table 8 - USR results by HEI

The field of USR	HEIs	Results of the practice / USR projects
Responsible Campus	UNIVERSIDADE DO PORTO UNIVERSIDADE DA MAIA UNIVERSIDADE PORTUCALENSE INFANTE D. HENRIQUE INSTITUTO POLITÉCNICO DO PORTO ESCOLA SUPERIOR DE SAÚDE DE SANTA MARIA INSTITUTO POLITÉCNICO DA MAIA INSTITUTO SUPERIOR DE ADMINISTRAÇÃO E GESTÃO INSTITUTO SUPERIOR DE TECNOLOGIAS AVANÇADAS DO PORTO ISLA - INSTITUTO POLITÉCNICO DE GESTÃO E TECNOLOGIA	Compliance with human rights, ethical orientation, labour relations, quality, health and safety and mapping/communication with stakeholders, transparency, defence of the planet and resources.
Professional and citizen training	UNIVERSIDADE DO PORTO INSTITUTO SUPERIOR DE SERVIÇO SOCIAL DO PORTO INSTITUTO UNIVERSITÁRIO DE CIÊNCIAS DA SAÚDE UNIVERSIDADE DA MAIA UNIVERSIDADE PORTUCALENSE INFANTE D. HENRIQUE INSTITUTO POLITÉCNICO DO PORTO ESCOLA SUPERIOR DE EDUCAÇÃO DE PAULA FRASSINETTI ESCOLA SUPERIOR DE SAÚDE DE SANTA MARIA INSTITUTO POLITÉCNICO DA MAIA INSTITUTO SUPERIOR DE ADMINISTRAÇÃO E GESTÃO INSTITUTO SUPERIOR DE CIÊNCIAS EMPRESARIAIS E DO TURISMO INSTITUTO SUPERIOR DE TECNOLOGIAS AVANÇADAS DO PORTO ISLA - INSTITUTO POLITÉCNICO DE GESTÃO E TECNOLOGIA	Fostering active citizenship, curricular development, academic success and employability. Enhancement of solidarity both professionally and in civil society taking into consideration current times.
Social	UNIVERSIDADE DO PORTO	To empower the HEI to produce

management of knowledge	<p>INSTITUTO SUPERIOR DE SERVIÇO SOCIAL DO PORTO</p> <p>UNIVERSIDADE DA MAIA</p> <p>UNIVERSIDADE PORTUCALENSE INFANTE D. HENRIQUE</p> <p>INSTITUTO POLITÉCNICO DO PORTO</p> <p>ESCOLA SUPERIOR DE SAÚDE DE SANTA MARIA</p> <p>INSTITUTO POLITÉCNICO DA MAIA</p> <p>INSTITUTO SUPERIOR DE CIÊNCIAS EMPRESARIAIS E DO TURISMO</p> <p>INSTITUTO SUPERIOR DE TECNOLOGIAS AVANÇADAS DO PORTO</p> <p>ISLA - INSTITUTO POLITÉCNICO DE GESTÃO E TECNOLOGIA</p>	<p>socially relevant and beneficial knowledge for the community, either through collaborative research, dissemination of knowledge, open science and orientation towards sustainable development goals. To focus on social responsibility research and its transversality as an academic and personal discipline.</p>
Social participation	<p>UNIVERSIDADE DO PORTO</p> <p>INSTITUTO SUPERIOR DE SERVIÇO SOCIAL DO PORTO</p> <p>INSTITUTO UNIVERSITÁRIO DE CIÊNCIAS DA SAÚDE</p> <p>UNIVERSIDADE PORTUCALENSE INFANTE D. HENRIQUE</p> <p>INSTITUTO POLITÉCNICO DO PORTO</p> <p>ESCOLA SUPERIOR DE EDUCAÇÃO DE PAULA FRASSINETTI</p> <p>ESCOLA SUPERIOR DE SAÚDE DE SANTA MARIA</p> <p>INSTITUTO POLITÉCNICO DA MAIA</p> <p>INSTITUTO SUPERIOR DE ADMINISTRAÇÃO E GESTÃO</p> <p>INSTITUTO SUPERIOR DE CIÊNCIAS EMPRESARIAIS E DO TURISMO</p> <p>INSTITUTO SUPERIOR DE TECNOLOGIAS AVANÇADAS DO PORTO</p> <p>ISLA - INSTITUTO POLITÉCNICO DE GESTÃO E TECNOLOGIA</p>	<p>The HEI permanently interacts with society and promotes sustainable development with networks and partnerships, social intervention and service provision.</p> <p>It is intended to achieve inclusive learning and to invest in its mission in the community in which the HEIs apply.</p>

Source: the author

By way of summary, one may perceive that the University of Porto is, amongst all HEIs in this sample, the one that meets adequate conditions to practice USR. Cumulatively it is the one that presents the most favourable results in terms of USR practice.

Conclusion

Social responsibility as a concept is still under construction. If we mix the variable university it gains even more body and need for study. There are, however, some common points that allow associating social responsibility and university social responsibility to citizenship, to pedagogical action relating conceptual knowledge with social and cultural useful to society (Barros & Gonçalves, 2021). In particular, citizenship will ensure creative actions in a socially responsible universe of societies and their economic sustainability (Ribeiro, 2020). The universities' pedagogical action takes place in a double format: in a classroom context and in internships.

The purpose of universities when performing their social responsibility is to provide appropriate and effective assistance. This commitment is not new and is gaining different perspectives and relevance both for universities and the community (Eidt, Trindade & Calgaro, 2021).

Garcia (1999), Tardif (2003) and Day (2005) advocate that the university in the exercise of theoretical and practical training presents social responsibility.

Based on this study's empirical study, one might perceive that the analysed HEIs are sensitized as to the concept and understanding of USR and that they practice the same. These practices vary from institution to institution given their public or private nature and university or polytechnic education. The overwhelming majority of practices carried out by HEIs are divided into three key areas: economic, environmental and social. By way of example, the most common to the group of 14 HEIs analysed are: lectures and seminars, investment in social well-being, in improving the living conditions and social inclusion of professionals and students, in the surrounding community, in social justice, in human rights and in social cohesion. In ethical respect, environmental sustainability and the training of professionals capable of learning and applying this knowledge in the community. Support with scholarships, merit grants and other support provided to students. Investing in research and its link with the community through scientific projects and communications in reports, web pages, articles and other formats that demonstrate the degree of commitment of the HEIs to the practice of USR in the community.

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