



# Title: Procedure for the elaboration of institutional policies on university social responsibility

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# INTRODUCTION

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- It is essential to make knowledge explicit in a clear way so that it can last and be passed on for the benefit of future generations.
- This research exposes a clear procedure for creating institutional public policies on USR, which will serve to detect needs and propose appropriate policies that will influence or contribute to the development of the various dimensions of USR in the institution.



Policies  
Strategies

Procedures  
Programs  
Norms and actions

The constant search to improve the quality of education in Higher Education Institutions (HEIs) has led them to prepare:

In general, all kinds of plans necessary for them to function within the framework of national and international requirements regarding the HEIs themselves

Also giving due importance to the trends and innovations that have an impact on social development



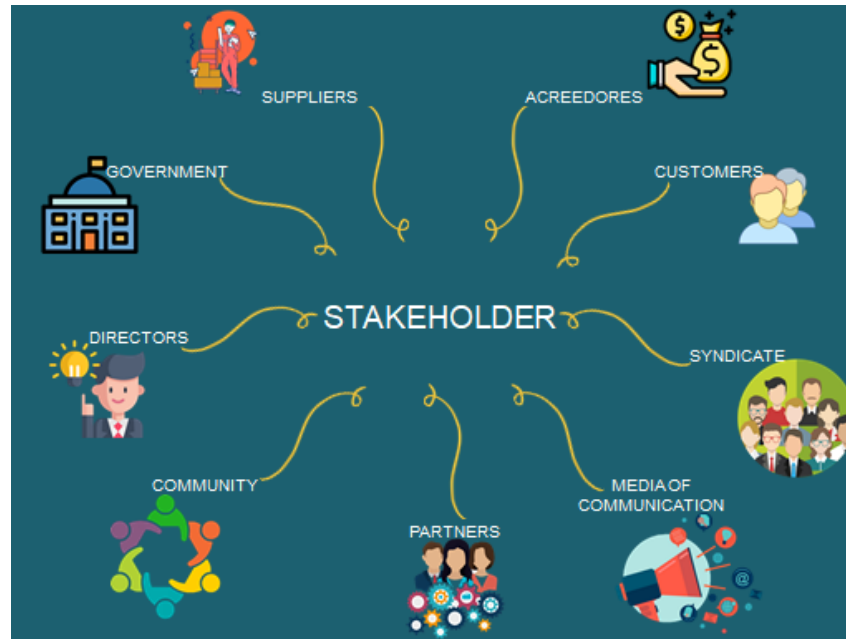
The focus on the impacts of organizational management, education, research and social participation.

Centered on the stakeholders of educational institutions.

Has given rise to a great deal of research on this topic

University  
Social  
Responsibility  
(USR)

Regarding the need to generate adequate instruments for the establishment of institutional public policies, has commented that it is necessary to initiate the production of tools or instruments for the management of USR, which (among other benefits) should allow the participation of institutional stakeholders in the management and elaboration of improvement strategies in the HEI



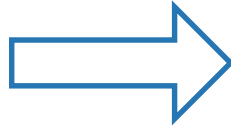
*Vallaes (2006)*

# THE OBJECTIVE OF THE INVESTIGATION

To set out a procedure for creating institutional policies on USR, which will serve to detect needs and propose appropriate policies, which will influence or contribute to the development of the various dimensions of USR in the institution under study and in the medium term will contribute to obtaining a distinction in this area.



## TO ACHIEVE THE OBJETIVE, WAS DEVELOPED



**The proposal of procedures  
to create institutional  
policies on USR**

From the:

- 📖 Documentary review
- 📖 Own experience
- 📖 Participation in the delivery of the course on the same topic in various faculties of the institution where it was possible to observe the effectiveness of the instruments with the participation of teachers to develop their policy proposals using the same during the years 2019, 2020 and 2021.

# THE METHODOLOGY

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Type of investigation: Mixed type

There was a documentary review, although most of the research was obtained from direct contact in the field with participants in the USR course and in the institutional policy planning exercise.

Sample: 270 professors out of a total of 2446, that is, 11.03%.

It can also be said that it was a case study since it was considered for this study only and specifically a higher education institution, also dialectics was used to know the pros and cons of these instruments.

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# THEORETICAL CONTEXT

## PUBLIC POLICIES

In Mexico, public policies are conceived as "the product of the State's decision-making processes in the face of certain public problems; these decision-making processes involve actions or omissions by governmental institutions".

(Cámara de Diputados 2021)

"Public policy is what the government chooses to do or not to do."

Quiñones (2019)

# UNIVERSITY SOCIAL RESPONSIBILITY

Although social responsibility is currently a well-known topic, mainly in the business world, research on the subject applied in the educational world is relatively new and is still in progress and increasing by leaps and bounds in Latin America and Mexico.

It is defined as:

A new university management policy that is being developed in Latin America to respond to the organizational and academic impacts of the university.

# DEVELOPMENT AND RESULTS

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- The procedure for the elaboration of institutional public policies is developed after the consultation of bibliographic material, prior to the teaching of a course on university social responsibility to teachers in the educational institution under study.
  - The practice of formulating such policies is elaborated, where the procedure is used with its respective techniques and instruments.
  - This practical course has been given for three consecutive years in an average of three times in each one in and for different faculties, starting in person and currently virtually, a situation that has allowed verifying the validity and reliability of the established procedure, since this procedure has been used by 270 teachers out of a total of 2446, i.e. 11.03%.
-

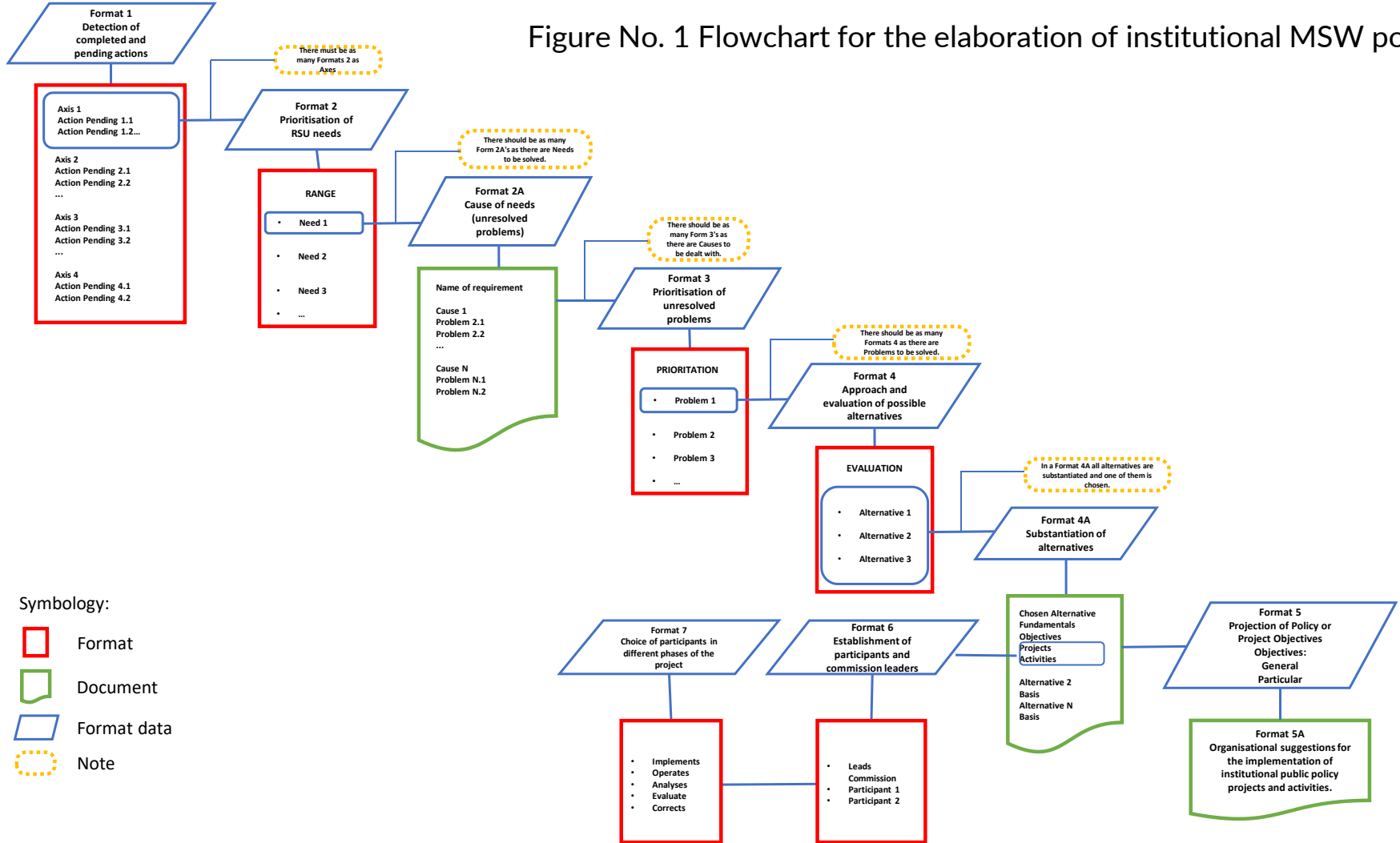
- Also considered for the development of institutional public policies on CSR are some of the activities proposed in the "roadmap for corporate social responsibility CSR in the region of the rivers 2015 of Vision Valdivia, International Labor Office (ILO) and the European Union (EU) where they are specified as phases to develop CSR policies.
- Also considered is the "organization for action, which establishes committees, commissions and other bodies that need to be formed to implement the proposed policies.
- Following the review of various bibliographic sources, the procedure for the development of institutional public policies for educational institutions in the area of USR is proposed with a logical sequence, but it can be developed in a flexible manner according to the needs and characteristics of the institution.

# PROCEDURE:

- Detection of actions carried out and pending in terms of MSW.
- Prioritizing needs.
- Find the root causes of the needs identified, i.e., the problems that have not been resolved.
- Prioritize unresolved problems.
- Proposing possible alternatives to solve the unresolved problems.
- Substantiate the alternatives
- Project policy or project objectives, suggesting the necessary organization for policy or project implementation.
- Establishment of participants and leaders of bodies necessary for the implementation, operation, analysis, evaluation and correction of policies or projects.

**WHAT IS RELEVANT HERE IS THE DESIGN OF THE FORMATS OR INSTRUMENTS FOR THE ELABORATION OF THE AFOREMENTIONED POLICIES, WHICH ARE SHOWN IN THE FOLLOWING SLIDES. HOWEVER, THE FOLLOWING SECTION SHOWS THE PROCEDURE IN A FLOW CHART.**

Figure No. 1 Flowchart for the elaboration of institutional MSW policies



## Format 1 Identification of completed and pending actions on MSW in your area of work.

| AXES                                     | IMPACT                                                                    | MANAGEMENT IN                                                                                                                                                          | ACTIONS CARRIED OUT | EVIDENCES | PENDING ACTIONS |
|------------------------------------------|---------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|-----------|-----------------|
| <b>CAMPUS RESPONSIBLE</b>                | ORGANISATION<br>(Authorities, teaching and non-teaching staff, suppliers) | <ul style="list-style-type: none"> <li>• Procedures</li> <li>• Work climate</li> <li>• HR management</li> <li>• Democratic processes</li> <li>• Environment</li> </ul> |                     |           |                 |
| <b>PROFESSIONAL TRAINING CITIZENSHIP</b> | EDUCATION<br>(Students)                                                   | <ul style="list-style-type: none"> <li>• Academic training</li> <li>• Vocational training</li> </ul>                                                                   |                     |           |                 |
| <b>SOCIAL MANAGEMENT OF KNOWLEDGE</b>    | KNOWLEDGE<br>(Teachers and researchers) -                                 | <ul style="list-style-type: none"> <li>• Knowledge production and management</li> <li>• Research</li> <li>• Epistemological models</li> </ul>                          |                     |           |                 |
| <b>SOCIAL PARTICIPATION OF KNOWLEDGE</b> | PARTICIPATION<br>(Civil society<br>Private sector<br>Public sector, etc.) | <ul style="list-style-type: none"> <li>• - Community participation</li> <li>• - (linkage)</li> </ul>                                                                   |                     |           |                 |



**Format 2** Ranking of unmet needs (pending actions) in terms of MSW in UAQ  
 Evaluate from 1 to 3, 1 being the least serious or urgent and 3 the most serious or urgent.

| RANKING CRITERIA |                             |                              |                                   |                                                        |                                            |                                      |       |
|------------------|-----------------------------|------------------------------|-----------------------------------|--------------------------------------------------------|--------------------------------------------|--------------------------------------|-------|
| NEED             | SEVERITY URGENCY            |                              | TOTAL URGENCY                     |                                                        |                                            |                                      | TOTAL |
|                  | In relation to another time | In relation to another space | CAMPUS RESPONSIBLE (ORGANISATION) | VOCATIONAL TRAINING CITIZENSHIP (EDUCATION) EDUCACION) | SOCIAL MANAGEMENT OF KNOWLEDGE (KNOWLEDGE) | SOCIAL PARTICIPATION (PARTICIPATION) |       |
| 1                |                             |                              |                                   |                                                        |                                            |                                      | Add   |
| 2                |                             |                              |                                   |                                                        |                                            |                                      | Add   |
| 3                |                             |                              |                                   |                                                        |                                            |                                      | Add   |

**Format 2A** Description of the needs identified according to their hierarchical ranking.  
(Add as many as necessary to describe all the needs).

**NAME OF THE IDENTIFIED NEED: NAME**

**Rationale of the identified need**

The main cause of this need is "describe the cause".

Which makes the following unresolved problems prevalent:

**Problem 1:** Describe Problem 1

**Problem 2:** Describe Problem 2

**Format 3** Prioritization of unresolved problems.  
(Add as many as necessary to cover all causes.)

**NOMBRE DE LA NECESIDAD DETECTADA:** NOMBRE

**CAUSA DE LA NECESIDAD DETECTADA:** NOMBRE

*Asignar puntuación del 1 al 3 dependiendo del grado de urgencia en el área de incidencia, 1 es el menos grave o urgente y el 3 el más grave o urgente*

| <b>INCIDENCIA</b>                                |                                                  |                                                                |                                                               |                                                 |                |
|--------------------------------------------------|--------------------------------------------------|----------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------|----------------|
| <b>PROBLEMAS<br/>A LOS QUE DARÁ<br/>SOLUCIÓN</b> | <b>CAMPUS<br/>RESPONSABLE<br/>(ORGANIZACIÓN)</b> | <b>FORMACION<br/>PROFESIONAL<br/>CIUDADANA<br/>(EDUCACION)</b> | <b>GESTION SOCIAL DEL<br/>CONOCIMIENTO<br/>(CONOCIMIENTO)</b> | <b>PARTICIPACION SOCIAL<br/>(PARTICIPACION)</b> | <b>TOTALES</b> |
| P1                                               |                                                  |                                                                |                                                               |                                                 | SUMAR          |
| P2                                               |                                                  |                                                                |                                                               |                                                 | SUMAR          |

**Format 4** Evaluation of possible alternatives (Add as many as necessary to cover each problem.

*Assign a score from 1 to 3 depending on the possibilities of intervention, effectiveness, and political feasibility, 1 being the least possibilities and 3 being the most possibilities.*

| SELECTION CRITERIA      |                           |                |                     |                          |                       |                   |                        |
|-------------------------|---------------------------|----------------|---------------------|--------------------------|-----------------------|-------------------|------------------------|
| EVALUATION ALTERNATIVES | CAPACITY FOR INTERVENTION |                | EFFECTIVENESS       |                          | POLITICAL FEASIBILITY |                   | SCORES OF ALTERNATIVES |
|                         | FINANCIAL                 | ORGANISATIONAL | RESOURCE EFFICIENCY | EFFICIENCY OF OBJECTIVES | SOCIAL FEASIBILITY    | LEGAL FEASIBILITY |                        |
| A1                      |                           |                |                     |                          |                       |                   | ADD                    |
| A2                      |                           |                |                     |                          |                       |                   | ADD                    |

## **Format 4A** Analysis of the selected alternatives for problem solving.

**NAME OF THE IDENTIFIED NEED:** NAME

**CAUSE OF THE IDENTIFIED NEED:** NAME

**PROBLEM TO BE SOLVED:** NAME

**ALTERNATIVE:** NAME

Substantiate

### **OBJECTIVES OF THE ALTERNATIVE**

**Overall objective**

Describe

**Specific objectives**

Describe

### **PROJECTS FOR THE SELECTED ALTERNATIVE**

1. Institutional Project: NAME

2. Institutional Project: NAME

**INSTITUTIONAL PROJECT ACTIVITIES** "NAME"

## Format 5 Projection of objectives.

**"Name of the policy (alternative)"**

**INDICATORS**

**VERIFIERS**

**EXTERNAL FACTORS**

**GENERAL OBJECTIVE OF THE POLICY (LONG-TERM)**

General objective of the alternative

**PARTICULAR POLICY OBJECTIVES**

1.

2.

3.

**"Name of Institutional Project 1"**

**(Add sufficient name and objectives cells for each institutional project in Format 3A)**

**GENERAL OBJECTIVE OF THE PROJECT (SHORT OR MEDIUM TERM)**

General objective of the project

**PARTICULAR OBJECTIVES OF THE PROJECT**

1.

2.

3.

**Format 5A** Organization for the implementation of the public policy projects and their activities  
(Fill in the whole format and fill in the table).

For the implementation of institutional project activities to carry out the proposed public policy, the following commissions and committees will be formed:

- Commission...
  - o Committee...
  - o Committee...
- Commission...
  - o Committee...
  - o Committee...
- Committee...
  - o Committee...
  - o Committee...

## Format 6 Establishment of participants and committee leaders.

During their exercise, the commissions may discuss and decide to form sub-committees for particular exercises not covered by the initial policy.

The commissions shall be composed as follows:

| Thematic Commission | Leads | Participants |
|---------------------|-------|--------------|
| Commission of...    |       |              |
| Commission of...    |       |              |
| Commission of...    |       |              |



**Format 7** Election of participants in different phases of the project  
 Implementation, Operation, Analysis, Evaluation and Correction of Institutional Projects  
 (Fill in the table).

| PROJECT                              | SOCIAL AND LEGAL IMPLEMENTATION       | OPERATION                                                                            | ANALYSIS/EVALUATION                                                                                                                                           | CORRECTION                                                                                                                 |
|--------------------------------------|---------------------------------------|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <b>Institutional project of</b>      | Council through first level officials | First level officials (coordinated and concerted) through the secretariats of _____. | Committee _____ analyst (officials) through measurement of "desired" and "achieved" effects, comparative studies between the two and issuing recommendations  | First level officials, through secretariats _____, based on results and recommendations obtained from the analysis.        |
| <b>Council Institutional Project</b> | through first level officials.        | First level officials (coordinated and concerted) through the secretariats _____     | Committee _____ analyst (officials) through measurement of "desired" and "achieved" effects, comparative studies between the two and issuing recommendations. | First level officials, through secretariats _____, on the basis of results and recommendations obtained from the analysis. |

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