

## University Social Responsibility: An Analysis from the Carroll's Model

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### ABSTRACT

The university social responsibility contributes to neutralize the factors that lead to social, economic and cultural inequalities and to achieve the development. Aiming to analyze the stakeholders' perception about the University Social Responsibility (USR) actions, according the Carroll's Model, an exploratory and descriptive research was performed at two Universities in South Brazil. Semi-structured interviews and documents analysis were part of the qualitative stage. On the other hand, a survey with 1,117 answers was part of the quantitative stage. The results revealed the universities fully meet all the model dimensions. However, during the interviews it was possible to notice there are matters that need to be improved according the USR principles, in both universities. The quantitative research results revealed that the stakeholders' perception shows significant differences, especially when it comes about the ethical and economic dimensions. As a theoretical contribution, this research provided the use of an academic model of CSR applied to Brazilian universities context. As an empirical contribution, the research provided enough information to improve the universities social responsibility management, plus to the addition of institutional programs.

### PALAVRAS-CHAVE

Responsabilidade Social Universitária, Modelo de Carroll, *Stakeholders*.

### RESUMO

A responsabilidade social das universidades vem contribuir para neutralização dos fatores que levam à desigualdade socioeconômica e cultural em prol do desenvolvimento. Com objetivo de analisar a percepção dos *stakeholders* sobre as práticas de Responsabilidade Social Universitária (RSU), à luz do Modelo de Carroll (1991), foi realizada uma pesquisa exploratória (entrevistas e análise documental) e descritiva (Survey, n=1.117) em duas Universidades do sul do Brasil. Na análise documental, os resultados revelaram que as universidades atendem plenamente a todas as dimensões do modelo. Porém, nas entrevistas foi possível auferir que há pontos que precisam ser melhorados em relação às ações de RSU em ambas às Instituições. Os resultados da pesquisa quantitativa revelaram que a percepção dos *stakeholders* apresenta diferenças significativas, principalmente dimensões econômicas e éticas. Como contribuição teórica proporciona a utilização de um modelo teórico de RSC aplicado ao contexto das universidades brasileiras. Como contribuição empírica fornece subsídios para o aperfeiçoamento da gestão da RSU e para inclusão de programas institucionais.

## 1 Introduction

The Corporate Social Responsibility (CSR) involves the society expectations about the economic, legal, ethical and philanthropic aspects of organizations (Carroll, 1991). Besides that, CSR trespasses the company legal obligations and philanthropic actions, supporting a significant change in its attitude (Benedicto et al., 2012). The discussions are wide, encompassing sustainable, social, environmental, financial, and philanthropic aspects, even though it is not restricted only to these aspects. According Lennan, Semensato, and Oliva (2015), it is possible to notice improvements on the consolidation of these actions, as accountability transparency, legal needs, social reports publishment, and protection of social and environmental interests, among others.

The University Social Responsibility (USR) is a variation of Corporate Social Responsibility, but adapted to a higher education institution (HEI) context. In accordance to Fryzel (2011), the settling of social responsibility in a university must be accomplished by internal quality guarantee systems incorporation, and the existence of a complete strategic process, including the stakeholders, is recommended. Developing relations with all the interested ones is part of university social responsibility and because of that is under the analysis of such actions (Fryzel, 2011). Ribeiro et al. (2014) says the university social responsibility, in a scientific production approach, is slightly debated in Brazil in a comparison with other subjects of applied social sciences. Thus, this paper aims to analyze the stakeholders' perception about University Social Responsibility (USR) actions, according Carroll Model (1991), which takes into consideration four dimensions: economic, legal, ethical, and philanthropic.

## 2 Theoretical Framework

### 2.1 Corporate Social Responsibility

The concept and evolution of Corporate Social Responsibility can be found in several international studies about this subject (Aguinis & Glavas, 2012; Servaes & Tamayo, 2013; Koh, Qian & Wang, 2014; Ioannou & Serafeim, 2015; Wang et al., 2016). Carroll (1979) defines CSR as the widening of the business role through its economic objective and legal obligations. The evaluation of

social responsibility in any organization is made focusing in four dimensions, presented as a pyramid (Figure 1). In Carroll's words (1979), the dimensions are defined as: The economic responsibility refers to the company profits and it is the basis to sustain the other dimensions. Moreover, it consists to offer products and services to customers and users, number of jobs created and investment return made in physical and production structure, company marketing, and salary rewards, among others. The legal responsibility includes the actions to follow the legislation (federal, state, and town), to fulfill the employment obligations, and to preserve the physical integrity of stakeholders, taking into account that these actions represent the things that society stablish as right and wrong. The ethical responsibility of an organization is the duty to accomplish what is right, fair, and reasonable. It is related to the ethical code owned and applied by the organization, to preserve the moral integrity of the parts, to promote the access of minorities, and to respect the individuality and peculiarity of stakeholders. The discretionary or philanthropic responsibility dimension relates to the civic condition of the company, being able to use its resources to provide contributions for the society and to improve the life quality of population. It is connected to the promotion of social actions that provide social wellbeing to stakeholders and encourage volunteering.

Each of the dimensions described by Carroll's Model (1991) embrace a set of actions and procedures of which the company has to take into consideration. According the author, the aspects of economic and legal dimensions are required by the society, the aspects of ethical dimension are expected by the society, and the philanthropic dimension aspects are desired by the society.

### 2.2 University Social Responsibility

Seguine (2000) explains the social responsibility was an emergent tendency in European and North American universities from the 60's. The transition to a wider institutional approach about social content acquisition can be imputed to the university evolution, growing as companies and adopting business practices, due to competition increase of higher education institutions.

**Figure 1 – Carroll’s Pyramid (1991)**

Source: Adapted from Carroll (1991).

Barroso (2007) considers a social responsible university, in a CSR context, as the one which: a) contributes to life quality of employees, investing on people and promoting a respectful and dignified workplace for everyone; b) takes care and preserves the environment; c) applies an ethical behavior code on stakeholders treatment; d) has a connection with the community, from the organization's mission statement and beyond philanthropy. Serantes & Diz (2006) say the universities are social responsible only if they meet all these elements.

In Brazilian context, the expression "University Social Responsibility (USR)" does not have a historical origin (Calderón, Pedro & Vargas, 2011). There are evidences that show USR emerged in Brazil when private HEIs embodied the corporate social responsibility to their marketing strategies, as widespread by the Ethos Institute in Brazil (2013), which results from institutionalization of Higher Education, especially in the beginning of 21<sup>st</sup> Century (Calderón, 2005).

Ribeiro (2013) suggests USR should be considered as the human dimension of higher education, once it is responsible for the economic

and political development process, in favor of a better society. According Aamir et al. (2014), the higher education has a unique potential to speed up the society's transition towards sustainability and social responsibility. However, it is hard to institutionalize USR actions, as they are fragmented and disjointed, being useless in providing conditions of inseparability to teaching, research and extension (Vieira et al., 2016). Due these difficulties, the research lack about this subject (Ribeiro et al., 2014) and the matter of all dimensions to society (Carroll, 1979), this article aims to investigate the stakeholders' perception about USR. After all, what has been made taking into consideration each dimension? How do they realize all the actions?

### 3 Methodology

An exploratory and descriptive research was performed, with a qualitative and quantitative approach. This research is a multi-case study of two universities, a public (University X) and a private (University Z) ones. Table 1 shows the samples of each research stage.

**Table 1 – Respondents Number**

Audience Type	Public University			Private University		
	Population	Minimum Sample	Repondents	Population	Minimum Sample	Respondents
<b>Coordinators</b>	4	<b>1</b>	4	20	6	13
<b>Professors</b>	66	<b>19</b>	30	202	55	130
<b>Employees</b>	89	<b>25</b>	36	92	26	84
<b>Students</b>	1.448	<b>287</b>	367	2.185	323	431
<b>Employers</b>	15	<b>4</b>	11	12	4	11
<b>Total</b>	<b>1.622</b>	<b>336</b>	<b>448</b>	<b>2.511</b>	<b>414</b>	<b>669</b>

Source: Research Data (2019).

Data collect was divided into three different phases. The first one was a document analysis, based upon information from reports, formal data, and internet information about the social responsibility actions of the researched institution. In the second phase, the Dean of each institution went through a semi-structured interview. Both the

document analysis and the interview script were based on the four dimensions proposed by Carroll (1991). Even though this model is widely known and used in Academy, it was necessary to do adaptations in order to turn it applicable to Brazilian Universities context (Table 2). The document and the interview analysis were disposed together.

**Table 2 – Carroll Model in University Context**

	Variables		Theoretical Reference
	Corporate	University	
	<b>Being responsible is to get...</b>		
<b>E C O N O M I C</b>	1- Enough earnings to all involved people	1 – Courses offered to meet society's interests	Reis & Reis (2012); Herling (2013); Sales Junior et al.(2013); Carneiro Silva et al. (2014); Shhessarenko et al. (2014); Brazil et al. (2015); Breassan, Basso & Becker (2015); Brighenti, Biavatti & Souza (2015); Cardoso (2015); D'arrigo et al. (2015); Penha et al. (2015); Heusi et al. (2015); Kleinberg, Dias Pedro Rebouças & Costa (2015); Mello & Sousa (2015); Miranda, Pazello & Lima (2015); Pereira et al. (2015); Nez (2016)
	2 – Maximum profitability	2 – Filled vacancies held	
	3 – Competitive ability	3 – A good reputation	
	4 – Operational efficiency	4 – Proper structure held	
	5 – Managerial success	5 – Innovative teaching methods (updated)	
		6 – Jobs and salaries created and maintained	
		7 – Competitive ability	
		8 – Proper personal training and evaluation	
<b>L E G A L</b>	1 – Activities in accordance to legislation	1 – Legislation fulfillment	Jacobsen et al. (2012); Keunecke, Uhlmann & Pfitscher (2012); Martínez & Silveira (2012); Randow & Maroti (2012); Borges et al. (2013); Chaves et al. (2013); Lizote & Verdinelli (2013); Oliveira & De Lima (2013); Eberhart & Pascuci (2014); Nascimento & Helal (2015); Pereira & Dalmau (2015); Rodrigues et al. (2015); Roth, Berttolazzi, Fachinelli (2015); Viegas & Cabral (2015); Contreras (2016); Tosta, Spanhol & Tosta (2016)
	2 – Regulation fulfillment	2 – Labor laws fulfilled	
	3 – A civic profile	3 – MEC requirements fulfilled	
	4 – Legal obligations fulfilled	4 – Social and environmental requirements complied	
	5 – Minimum requirements met	5 – Costumer code for HEI users fulfilled	
		6 – Avoidance of minorities discrimination, and moral and sexual abuse	

<p>1 – Moral and ethical standards met  <b>E</b> 2 – Moral and ethical standards recognized  <b>T</b> 3 – Moral and ethical standards taken into account  <b>H</b> 4 – Actions defined in a moral and ethical way  <b>I</b> 5 – A moral, ethical and righteous profile</p>	<p>1 – Qualified and ethical students graduating  2 – Ethical environment held  3 – Protected the integrity of employers, teachers and students  4 – Differences respected and discrimination avoidance  5 – The ethical conduct code fulfilled  6 – Job access and social rise possibilities to minorities</p>	<p>Farber, Verdinelli &amp; Ramezanali (2012); Nunes &amp; Tolfo (2012); Dalazen et al. (2014); Jacobsen et al. (2015); Costa &amp; Nogueira (2015); Cabral, Silva &amp; Pacheco (2016)</p>
<p><b>P</b> 1 – Philanthropic expectations met  <b>H</b> 2 – Art development encouragement  <b>I</b> 3 – Employees’ volunteerism encouragement  <b>L</b> 4 – Help for public and private education institutions  <b>A</b> 5 – Help for community projects  <b>N</b>  <b>T</b>  <b>H</b>  <b>R</b>  <b>O</b>  <b>P</b>  <b>I</b>  <b>C</b></p>	<p>1 – Social projects investments  2 – Participation encouragement in volunteerism activities for students, teachers and employees  3 – Community life quality promotion  4 – Scholarship supply  5 – Teaching, research, extension and social projects integrated</p>	<p>Recalde, Lusardi &amp; Jara (2012); Rieder (2012); Silva et al. (2012); Brandalise et al. (2013); Ferreira &amp; Leopoldi (2013); Junior et al. (2014); Albiero Berni et al. (2015); Travassos da Silva et al. (2015)</p>

Source: Authors (2019).

The third phase was the accomplishment of questionnaires based on Carroll’s Model dimensions (1991) and adapted to universities context. Articles about university management actions towards the four dimensions of social responsibility were used to elaborate the questions. There were a different and specific questionnaire for each stakeholders group: course coordinators, professors, employees, students (probabilistic) and employers’ representative (non-probabilistic). First, a questionnaire previous test was made to each researched audience. On the questionnaires, a 6-level scale was used, taking into account that number 1 meant minimal agreement and number 6 meant maximum agreement.

## 4 Analysis

### 4.1 Qualitative Stage: Document Analysis and Interviews

Two universities are part of this research. University X, so named to preserve its identity, is a public higher education non-profit institution, with autonomy in scientific-didactic, administrative, financial, patrimonial and disciplinary management areas, following the principle of inseparability of teaching, research and extension, according the Brazilian Legislation (BRASIL,

1988) and the State Legislation which is part of. It has its own regulation, approved by State Decree and relevant laws. It has a multi-campus structure, including the Dean’s office, the campuses, the study centers, the advanced units and the departments. It offers distance-learning courses. University Z is a private university founded in 60’s from the unification of three Educational Foundations. In 1996, it was officially recognized as a University. It has distance-learning courses and it has a five campuses and five units structure.

#### 4.1.1 Economic Dimension of University X and Z

The economic dimension analyzed in a public university context deserves the spotlight, especially about the use of public money. The institution concerns to use the indirect funds received from society to create new courses that fulfill the campuses surroundings needs. Besides that, it is careful in keeping the physical capacity, the knowledge and others completely fulfilled. It is possible to notice the number of vacancies is still the same in almost all the study centers. Meanwhile, after reading and analyzing the reports, it was possible to notice which courses have low attendance, which ones were extinguished, and which ones had the vacancies number improved. To fix this idle vacancies problem, the public university Dean reports an example of action

accomplished:

[...] we used to have a serious demand problem in the Food Engineering course. To solve that, we create the Chemistry Engineering course and place it in the same campus. Previously, the Food Engineering course used to start in Winter and Summer, and now just in Summer, while the Chemistry Engineering course starts in Winter. [...] after two years of this change, we solved the demand problem (Dean X).

Furthermore, the public university does a really good job in avoiding evasion of students and in ensuring the permanence of undergraduate students in social and economic vulnerability, through programs as student permanence aid, campus meals aid, and scholarships. The Federal Government of Brazil has promoted actions to support the permanence and fight against the evasion of public HEI students. "It is not just about expanding the opportunities to enroll to an undergraduate course. We must ensure the permanence of students in this course", states Appio et al. (2016, p. 219). The opening of transference and return notices is an alternative used to fill out the idle vacancies. If the vacancy happens in the beginning of the course (until the end of the first year), the candidates approved in the previous college entrance examination will be called, according the ranking in the result notice. If the vacancy happens in other periods of the course, the coordinators are the responsible to check and control this problem, focusing in publicize the vacancies and select new students, according the university calendar and processes, and altogether with other study centers.

At the private university, University Z, the spotlight is on scholarships and financing procedures to assist the students' entrance and permanence in the university. Besides that, the students have the Student Support Service that,

among other actions, provides financial support – through scholarships and college financing, educational and social assistance – by the provision of psychological service (in group or individual), classified service to publicize rent offers, objects and furniture purchase or sale, among others, and job market entry help – by coordinating internships. According the Dean, "there are many options for students and the university goal is to be there for them every time they need". The financing aids, as PROUNI and FIES, are actions that the HEI performs to keep the facilities fully working, which is part of the economic responsibility.

Moreover, at the private university (University Z) it was possible to notice the worry about the institution's physical maintenance. The Dean states, "physical facilities and equipment maintenance only occur by preventive ways, through a very organized plan". On the other hand, at the University X this is a little bit limited by bureaucratic problems, as lack of funds and slowness of bids, turning the maintenance of public university physical facilities harder. Therefore, there is not a maintenance program. The public university uses more corrective actions than preventive ones. It is possible to notice preventive actions usually in equipment (computer, printers, conditioned airs, microscopes, etc.), that can have specific terms of preventive maintenance and replacement after a while (considering obsolescence and depreciation).

The Institutional Development Plan (IDP) is a document that contains the mission statement and strategies of higher education institutions. It is possible to observe the IDP information of both Universities X and Z, considering the economic dimension, on Table 3.

**Table 3** – University X's and Z's IDP and economic dimension

Variable	IDP Reference
To get courses offered to meet society's interests	"the courses' pedagogical projects are continually evaluated to update the professional profile and meet the society's interests". (p. 36) "continually investing in graduate courses, considering the regional vocation and market needs for graduated students". (p. 36)
To get filled vacancies held	"students' entrance in undergraduate courses it is also possible by transferences, re-entrance after drop out, and return for whom already have a university degree".

	(p. 26)
To get a good reputation	“to assure the university financial sustainability, the budget is yearly foreseen at Government’s LDO and LOA”. (p. 161)
To get a proper structure held	“physical infrastructure and equipment to guarantee academic quality and institutional development, in view of meeting the mission statement”. (p. 130)
To get innovative teaching methods (updated)	“to propose innovative actions that will improve teaching quality”. (p. 125)
To get jobs and salaries created and maintained	“to expand the human capital through public tenders and selection processes”. (p. 101)
Variable	IDP Reference
To get courses offered to meet society’s interests	“the offer of undergraduate courses is placed at two inseparable dimensions: the academic quality offered and the number of employees needed to support the demand of sustainable development in Brazil”. (p. 38)
To get filled vacancies held	“At the undergraduate courses, the improvement in the number of courses, vacancies, enrollment and graduation stands out on this document (scholar census – INEP/MEC)” (p. 20)
To get a good reputation	“to improve the revenue with extension, teaching and graduate courses by the creation and accomplishment of projects and programs in accordance with the local reality”. (p. 51)
To get a proper structure held	“this place stands out not only for the infrastructure, including large offices” (p. 54)
To get innovative teaching methods (updated)	“it is required that professors and students be aware to new knowledge production and appropriation methodologies”. (p. 38)
To get jobs and salaries created and maintained	“rise to work stations, which are part of the Rewards System, will occur in the following way”. (p. 96)

Source: Authors (2019).

#### 4.1.2 Legal Dimension of University X and Z

It was possible to notice in the attitude and in document analysis that both universities, according its peculiarities, fulfill the legal requirements. The public university fulfill its legal responsibilities, following the legislation and requirements of MEC, complying the labor laws, accomplishing the social and environmental demands, fulfilling the costumer code for HEI users and programs that avoid minorities’ discrimination, and moral and sexual abuse. However, the law fulfillment, at some point, turns the accomplishment of some actions slow, such as infrastructure maintenance, as pointed previously at the economic dimension.

At the private university, the social and environmental issues stand out. There are worries towards the development of a consciousness for ecological balance preservation and local development, by projects in teaching, research, extension, and graduate courses. The university has professors with master’s degree and PhD in this area, as well as laboratory structure for this purpose. The university Dean highlights the incentive of actions through “... undergraduate final projects, monographies, articles, extension courses, academic week and fairs, and other actions

towards the environment in undergraduate and graduate courses”. At the public university, it was possible to notice that the accomplishment of social and environmental requirements are not still institutionalized. According the Dean, the university only does isolated actions, promoted by study centers, departments, professors, students, and employees.

About the processes, Dean X stated, “The university strictly follows the legislation and the rules of procedure, as everything is done by notices and we do a transparent management”. When asked about the university actions to avoid court lawsuits, the Dean answered the institution accepts administrative appeals in the legal circumstances, according legislation, statute, regulation or notice, and stated:

[...] we respect the criteria. People involved in these processes have the opportunity to appeal the decisions by administrative appeals on stablished deadline after publication of each decision. When the notice is published, people can appeal against the notice. When the selection process is published, people can appeal against the selection process. We accept, if on time of deadline, taking into account the criteria stablished in the notice. Anything not following these criteria, we do not accept, and people can

go to court (Dean X).

Focusing on prevention of minorities discrimination, and moral and sexual abuse, according the public university website, the institution has partnerships with the Center of Afro-Brazilian Studies and the Laboratory of Gender Relations and Family, which have as main objectives to follow the implementation processes of institutional inclusion policy for students from public schools, black and indigenous people; the actions against inequalities and discrimination in a socio-economic, an ethnic-racial, a gender and sexual ways; the schedule and accomplishment of activities of university life integration with support groups. On the third article of its statute, the university states itself as “open to different currents of thought, following principles on expression freedom, democracy, morality, ethics, transparency, people’s dignity respect and their fundamental rights”, while other article adds that the institution must “promote social and ethnic inclusion, with respect to cultural diversity” (art. 4<sup>th</sup>, III).

At the private university it was possible to notice the legal determination fulfillment of including disabled people in the workforce. As observed in selective processes, all of them have vacancies for disabled people (also called

“specials”), according Law 8,213/91, that states every institute with a hundred or more employees must have 2% to 5% of workforce for disabled people. According the social responsibility report, the HEI not only hire these people, but also provides a friendly workplace to have them working. For this, infrastructure changes are made to facilitate the accessibility (ramps, support bars, handrail, tactile floor, flags, door enlargement, adapted restrooms, parking vacancies, and any other necessary changes); specific accessible equipment purchase, as Braille keyboard, adapted computers, Braille printer, Braille typewriter, electronic magnifying glass, sound amplifier, etc.; specific accessible material purchase or production (audio books, Braille books, software for screen magnification, voice synthesizer, etc.); furniture purchase and adaptation; material production and propagation to help other employees to understand how working with disabled people.

To join the professor or employee group at the private university, it is required to have a selective process, following the university regulation, approved at a general meeting, and the labor legislation (CLT), except when it comes on emergency hiring. There is a relationship between the university and union entities. Table 4 shows a comparison of IDPs of both universities.

**Table 4 – University X’s and Z’s IDP and legal dimension**

<b>Variable</b>	<b>IDP Reference</b>
To get legislation and MEC requirements fulfilled	“permanent joint between university extension policy and national university extension policy”. (p. 43) “IDP in accordance with legislation”. (p. 60)
To get the labor laws fulfilled	“aims the attendance, orientation and support of University’s state public employees on their rights and duties, promoting the appreciation and enforcement of legal principles and State Legislation towards their work at this University.” (p. 101)
To get the social and environmental requirements complied	There are no references about this topic on IDP.
To get the costumer code for HEI users fulfilled	There are no references about this topic on IDP.
To get avoidance of minorities discrimination, and moral and sexual abuse	“to ensure the civic education through fighting policy against discrimination of: gender, ethnic-race, sexual orientation, religion and generation”. (p. 116)
<b>Variable</b>	<b>IDP Reference</b>
To get legislation and MEC requirements fulfilled	“in agreement with MEC policy and orientations as well as the Institutional Development Plan” (p.39)
To get the labor laws fulfilled	“relationship between the university and union entities by valuing common interests and mutual results. So on, negotiations are in a transparent way, focusing on employees’ demands and university sustainability in a long-term basis”. (p. 101)
To get the social and environmental requirements complied	“to propose solutions to contradictions of this process, looking for alternatives of sustainability, without harming the environment and ethics. (p. 32) There are worries in developing a consciousness about the ecologic balance preservation



	and the local development. Some projects are on way at the campuses, in teaching, extension, research, and graduate approaches.” (p. 55)
To get the costumer code for HEI users fulfilled	“respect to segment identity: areas of knowledge, courses, research, extension, graduate courses, and services are all different and deserve respect on their own features”. (p. 149)
To get avoidance of minorities discrimination, and moral and sexual abuse	“[...] creation of the Committee for Inclusion and Accessibility Actions Articulation” (p. 56)

Source: Authors (2019).

#### 4.1.3 Ethical Dimension of University X and Z

At the Deans' interviews, both confirmed the universities incentive ethical practices from the beginning of the courses, as it affects the professional formation, according them. The public university's Dean reinforces “A large section of courses have an ethic approach or classes, because it is a legal requisite demanded by the Education Ministry (MEC)”.

By public university's social reports analysis, it is possible to notice the university actions have ethical worries and social values as reference to promote local, regional, national and international activities. Therefore, the formation process does not happen only at the educational environment, but is expanded to the relationship with society, job market, ethic and human relations. According the Dean, the institute must stimulate its employees and students to be ethic, because the university “must fulfill the legislation even if it is not required to”. When asked about university's admission policies (public tender, entrance exam, etc.), Dean

states the notices are created by a committee for each situation, and are audited by an external commission, because ethics is fundamental and it is one of university's principles.

The diversity among the employees is one of the values of the private university analyzed. Different ideas, cultures, profiles, gender and ages, among others, are important to develop composite, creative and tolerant workplaces. For that, the university's recruitment policy takes diversity as one criterion to choose between professionals with similar abilities. The university's professors and employees admission is made by selective process, taking into consideration the process regulation and the Labor Legislation (CLT), except emergence hiring and Dean's nomination positions. The Dean states, “there is a regulation about the employ relation and this regulation stablishes all the rules for positions, salaries, career, and the connection to the university's staff”. On Table 5, you can see the comparison between university X's and Z's IDP.

**Table 5** – University X's and Z's IDP and ethical dimension

PUBLIC UNIVERSITY	
Variable	IDP Reference
To get qualified and ethical students graduating	“it requires joint of knowledge, categories and concepts, methodology, interprofessional and intersectoral alliances, in order to get theoretical and operational consistence to the actions”. (p. 44)
To get protected the integrity of employers, teachers and students	“the coaching process focus on the development of several areas on people's lives”. (p. 104)
To get the differences respected and discrimination avoidance	“knowledge that contribute to overcome inequalities and social exclusion towards the creation of a fair and ethical society [...]”. (p. 46)
To get the ethical conduct code fulfilled	“the university's actions should have as reference the ethical worries and social values to promote local, regional, national and international activities. So on, the formation process does not happen only at the educational environment, but is expanded to the relationship with society and job market”. (p. 63)
To get job access and social rise possibilities to minorities	“the program is intended to candidates who studied at public schools during elementary and high school, or who belong to black racial or indigenous group, or those who have disabilities.”. (p. 26)
PRIVATE UNIVERSITY	
Variable	IDP Reference
To get qualified and ethical students	“the pedagogical projects are committed to formation processes that encompass

graduating	promotion of social and ethical responsibilities”. (p. 36) “the undergraduate courses follow fundamentals of an integral, professional and human formation, respecting the inseparable profile, and focusing on quality as an educational principle, trying to reach the pluralism and flexibility to achieve a proper civic education”. (p. 39)
To get protected the integrity of employers, teachers and students	“to promote health and life quality, the university focuses on corrective and preventive actions, aiming the health, safety and wellbeing of the employees, students and community.” (p. 120)
To get the differences respected and discrimination avoidance	“to consider social diversity in the respective context, getting ready for professional coping”. (p. 38) “published an orientation book about “each one’s way of living together”, in order to guide professor about methodological procedures that aid the teaching and learning processes development”. (p. 130)
To get the ethical conduct code fulfilled	“to follow ethic and commitment on all actions and decisions”. (p. 32)
To get job access and social rise possibilities to minorities	“always develops several actions towards social inclusion”. (p. 54)

Source: Authors (2019).

#### 4.1.4 Philanthropic Dimension of University X and Z

The public university’s statute ensures “inseparability of teaching, research, and extension in several areas of knowledge, following a civic profile and knowledge spreading” (art. 4<sup>th</sup>, I). According the statute, “the university extension is an educational, cultural, and scientific process, which embraces teaching and research in an inseparable way, and enables university and society’s relationship” (art. 92). As states the University X’s Dean:

The positive and dynamic bond between society and university occurs through university extension, articulating scientific, artistic and cultural knowledge with society’s demands. It is a necessary condition to students’ formation, professors’ qualification, and improvement of teaching, research, and extension (Dean X).

There are funds and scholarships for students attached to extension actions, according a classification process, made by notice, and with external ad hoc advisors evaluation. The scholarship concession is predicted on institution’s statute (“the research scholarships concession in several categories”, art. 88<sup>th</sup>, I). According Dean X, the scholarships are not enough to supply the extension activities in a proper way.

The private university has organized research

groups, which are created by professors’ initiatives presented towards the Research, Graduate Courses and Extension Board, that sends to Academic Vice-Dean, after a thorough analysis, and then it is forwarded to Teaching, Research and Extension Secretary. In the end, it is necessary a certification of Research Groups Directory, part of the National Council of Scientific and Technological Development (CNPq).

The yearly Social Report of University Z presents institution’s transformations and improvements on surroundings population and community. The university develops permanently several teaching, research and extension actions towards regional economic and social development. Among philanthropic programs, projects and actions of past years, according the social report, the “Social Aid for People Affected by Barra Grande Hydroelectric Plant”, the “Regional Literacy Program, and the “Community and Legal Assistance Service” are the highlights.

The private university also acts to offer distance-learning extension courses, in order to empower and improve professionals of several companies’ workforce. The increasing on the offer of distance-learning extension courses happens from demand analysis of areas of knowledge: human and social sciences, applied social sciences, exact and earth sciences, biological and health sciences (Table 5 – IDPs comparison).

**Table 6** – University X’s and Z’s IDP and philanthropic dimension

<b>PUBLIC UNIVERSITY</b>	
<b>Variable</b>	<b>IDP Reference</b>
To get social projects investments	“the institutional and pedagogic projects, as well as the academic processes, must embrace the available languages, science and technology, in order to regroup, re-signify or even overcome them, to satisfy the needs, expectations, and demands of social actions”. (p. 63)
To get participation encouragement in volunteerism activities for students, teachers and employees	“the courses’ academic purposes must be flexible, being able to apply the interdisciplinary principles, involving the students on the search for solutions to the social problems, according their area of knowledge and professional performance”. (p. 71)
To get community life quality promotion	“to empower the students to solve relevant society’s problems”. (p. 39)
To get scholarship supply for needy people	“condition monitoring of aided and scholarship people, according the proper regulations” (p. 124)
To get teaching, research, extension and social projects integrated	“teaching-research-extension inseparability: academic process, which has pedagogic orientation by student-teacher-community relationship, focusing on technical and civic formation.” (p. 44)
<b>PRIVATE UNIVERSITY</b>	
<b>Variable</b>	<b>IDP Reference</b>
To get social projects investments	“to fulfill the community/society’s needs and specific demands”. (p. 44)
To get participation encouragement in volunteerism activities for students, teachers and employees	“by extension it is possible to enable the integral personal development, as well as the preparation for the civic exercise and workforce qualification, as it focuses on group actions that are proper to personal relationships, mobilizing ethical and civic options, committed with political and social actions”. (p. 40)
To get community life quality promotion	“it is required to attend regional demands, according the surroundings problems.” (p. 40)
To get scholarship supply for needy people	“[...] student aid policies strengthening”. (p. 39)
To get teaching, research, extension and social projects integrated	“events with teaching, research and extension integration”. (p. 39)

Source: Authors (2019).

Based on both researched universities’ documents and interviews with Deans, it is possible to state differences and similarities between them. The main difference is management. In the economic dimension, the public university is limited to funds liberation by government, and other legal issues that slow down the HEI’s processes, projects and activities. Even though the private university has more easiness at these points, it also has limitations, such as higher giving up rates, financial non-compliance, lack in vacancy fulfillment in some courses, and staff turnover,

which does not happen at the public university. In the legal dimension, there are no records about any non-compliance, except the lack of institutionalized social and environmental actions at public university. In ethical dimension, both universities have programs to encourage ethical actions. About the philanthropic dimension, there are misunderstandings. Both institutions, at some point, mix extension and philanthropic activities.

Table 7 presents the document analysis comparison of the two researched universities.

**Table 7 – Document Analysis Comparison**

Dimension	Variable	Public*	Private**
Economic	Class Opening and Closure	✓	✗
	Number of Cancelled Registrations	✓	✗
	Non-compliance / Public Funds	✓	✗
	Number of Idle Vacancies	✓	✗
Legal	MEC Requirements	✓	✓
	Official Publications	✓	✓
	Internal Procedures	✓	✓
	Social and Environmental Actions	✗	✓
Ethical	Existence of Ethical Behavior Code	✓	✓
	Minorities Access Quotas	✓	✓
	Scholarship Criteria	✓	✓
	Clear Enrollment Means	✓	✓
Philanthropic	Executed Social Projects Number	✓	✓
	Attended People Number	✓	✓
	Scholarship Number	✓	✓
	Volunteering Projects	✗	✗
	Social Actions	✓	✓

Source: Research data (2017).

\*✓ means there are references about the variable of the researched dimension on document analysis

\*\*✗ means there are no references or documents about the variable of the researched dimension

#### 4.2 Quantitative Stage

In the quantitative sample, 1,117 people answered the interview, including all the stakeholders of universities. About 448 answers represented the public university and 669 answers

represented the private university. It was possible to identify that the number of women's answers overcome men's answers in every researched audience (52.5% at public university and 58.7% at private university) (Table 8).

**Table 8 – Sample Description Table**

	Public	Private	Public		Private	
	Answers		Women	Men	Women	Men
Coordinators	4	13	1	3	2	11
Professors	30	130	9	21	69	61
Employees	36	84	19	17	62	22
Students	367	431	198	169	253	178
Employers	11	11	8	3	7	4
Total	448	669	235	213	393	276

Source: Research Data (2018).

At the public university, coordinators are over 40 years old. At the private university, it is possible to notice coordinators are younger (30 to 39 years old). About the public university's professors, the majority (40%) is 50 years old or older, while the most part of private university's professors (42.3%) are 40 to 49 years old. The majority of public university's employees (38.9%) are 40 to 49 years old; meanwhile 42.9% of private university's employees are less than 29 years old.

Students' age rates are similar at both universities: the most part are more than 20 years old. The same is true about the researched employers: the majority are 40 to 49 years old, at both universities.

Most part of public university's coordinators have a doctorate (75%); on the other hand, 92.3% of private university's coordinators have master's degree. It is possible to notice the same situation

about the professors with doctorate at the public university (80%) and the professors with master's degree at the private university (58.5%). The higher education level of employees in both universities is degree specialization: 55.6% at public university and 58.3% at private university. This scenario is repeated about the employers, in both institutions.

Below, it is possible to see indexes' analysis of all dimensions: economic, legal, ethical and

philanthropic, and their variables. The tables show averages and standard deviations of each researched item. The variables analyzed in the Economic Dimension (Table 9) are: offer of society's interest courses; fulfilled vacancies; good reputation; proper infrastructure; innovative teaching methods (updated); jobs and salaries creation and maintenance; competitiveness; clear and fair development evaluation methods.

**Table 9 – Economic Dimension Indexes**

	Audience	Average	Standard Deviation	Kurtosis	Median	Mode	Skewness
Public University	Coordinators	5.438	0.767	0.691	6	6	-0.978
	Professors	5.019	0.450	0.126	5	5	-0.826
	Employees	4.979	0.660	-0.876	5	5	-1.005
	Students	4.701	0.566	-0.995	5	5	-0.069
	Employers	4.087	0.896	0.288	4	5	-0.270
Private University	Coordinators	4.750	0.776	-1.007	5	5	-0.967
	Professors	4.735	0.601	0.597	5	5	0.104
	Employees	4.238	1.073	-0.329	5	5	-1.011
	Students	4.091	0.919	-0.002	4	5	-0.168
	Employers	4.727	0.513	-1.729	5	5	-0.760

Source: Research Data (2018).

About the economic dimension, it is possible to notice the lowest average at the public university was on employers' perception, while at the private university was on students' perception. On the other hand, the biggest average, as at the public university as at the private university, is on coordinators' perception.

The legal dimension is analyzed according the following variables: legislation fulfillment;

labor and statutory laws fulfillment; MEC requirements accomplishment; social and environmental requirements compliance; fulfillment of customer code for HEI users; actions to avoid minorities' discrimination, and moral and sexual abuse; research incentive; fighting actions against illegal work. Table 10 contains data about the total answers sample of this dimension at the public and private universities.

**Table 10 – Legal Dimension Indexes**

	Audience	Average	Standard Deviation	Kurtosis	Median	Mode	Skewness
Public University	Coordinators	5.750	0.252	2.227	6	6	-0.596
	Professors	5.050	0.600	1.447	5	5	0.250
	Employees	5.484	0.539	0.781	6	6	-0.645
	Students	4.404	0.978	0.024	5	5	-0.290
	Employers	4.636	1.027	-0.594	5	5	-1.062
Private University	Coordinators	4.750	0.776	-1.007	5	5	-0.967
	Professors	5.115	0.622	0.568	5	5	0.556
	Employees	5.393	0.602	0.297	6	6	-1.033
	Students	4.626	1.013	0.233	5	6	-0.121
	Employers	4.818	0.874	0.779	5	5	-0.624

Source: Research Data (2018).

It is possible to notice the lowest average at public university is on students' perception, followed by employers' perception. At the private university, the students' perception is followed by coordinators' perception. The highest average at the public university is on coordinators' perception; while at the private university is on employees' perception. Contreras (2016) says the university should follow legislation and this is really important because it drives the university's actions and institutional strategy.

The ethical dimension is analyzed according the following variables: ethical and qualified students' formation; ethical workplace and study site; coordinators', employers', teachers', community's, suppliers' and students' moral and physical integrity protection; respect to differences; discrimination avoidance actions; ethical conduct code fulfillment; job access and social rise possibilities to minorities (Table 11).

**Table 112 – Ethical Dimension Indexes**

	Audience	Average	Standard Deviation	Kurtosis	Median	Mode	Skewness
Public University	Coordinators	5.833	0.333	4.000	6	6	-1.500
	Professors	5.073	0.642	0.058	5	5	-0.592
	Employees	5.303	0.720	2.752	6	6	-0.823
	Students	4.866	1.079	1.653	5	6	-0.370
	Employers	5.545	0.292	-0.293	6	6	0.467
Private University	Coordinators	5.231	0.971	0.588	6	6	-1.605
	Professors	5.098	0.736	1.042	5	6	-0.620
	Employees	4.831	1.038	1.061	5	6	-0.489
	Students	4.951	1.077	1.618	5	6	-0.138
	Employers	5.136	0.323	-1.852	5	6	1.265

Source: Research Data (2018).

The lowest average at the public university, in the ethical dimension analysis, was in students' perception; at the private university was in employees' perception. On the other hand, the highest average at both universities was the coordinators' perception.

social projects; participation encouragement in volunteerism activities for coordinators, students, professors and employees; community life quality promotion; scholarship supply for needy people; teaching, research, extension and social projects integration (Table 12).

The following variables are analyzed in the philanthropic dimension: university investment on

**Table 12 – Philanthropic Dimension Indexes**

	Audience	Average	Standard Deviation	Kurtosis	Median	Mode	Skewness
Public University	Coordinators	5.700	0.258	-1.200	6	6	0.000
	Professors	4.793	0.853	-0.784	5	6	-0.023

	Employees	4.649	1.097	4.071	5	5	-0.960
	Students	4.480	1.091	0.236	5	5	-0.740
	Employers	4.273	1.348	-1.927	4	3	0.607
Private University	Coordinators	5.431	0.632	-0.428	6	6	-0.804
	Professors	4.729	0.859	-0.447	5	5	-0.363
	Employees	4.631	1.055	-0.552	5	5	-1.049
	Students	4.519	1.107	0.203	5	5	-0.627
	Employers	4.091	1.221	-1.279	4	3	0.223

Source: Research Data (2018).

It is possible to realize the lowest average at both universities in the philanthropic dimension was in employers' perception; meanwhile the biggest average was in coordinators' perception.

#### 4.3 Variance Analysis

Many concurrent comparisons were made using the following audiences: coordinators,

professors, employees, students and employers; the variables of each dimension (economic, legal, ethical and philanthropic) were used as a dependent variable. The alternative hypothesis ( $H_1$ ) states that at least one sample has differences, and it is possible to infer that some of groups' perceptions has significant differences towards the others. Table 13 shows variance analysis results.

**Table 13 – Variance Analysis**

		Variability Source	Sum of Squares	Degrees of Freedom	Average Square	F Ratio	P Value	Significance
Public University	Coordinators	Between the groups	186.5585	23	8.111239593	11.8908	0	1.6846
		Inside the groups	47.75	70	0.682142857			
		<b>Total</b>	<b>234.3085</b>	<b>93</b>				
	Professors	Between the groups	85.9933	19	4.525964912	5.7617	0	1.6044
		Inside the groups	455.6	580	0.785517241			
		<b>Total</b>	<b>541.5933</b>	<b>599</b>				
	Employees	Between the groups	1979.3443	20	98.96721631	83.1141	0	1.5850
		Inside the groups	865.6663	727	1.190737784			
		<b>Total</b>	<b>2845.0106</b>	<b>747</b>				
Students	Between the groups	12924.5558	19	680.239782	432.9917	0	1.5879	
	Inside the groups	11499.8855	7320	1.571022617				
	<b>Total</b>	<b>24424.4414</b>	<b>7339</b>					
Employers	Between the groups	46.1538	12	3.846153846	5.2083	0	1.8273	
	Inside the groups	96	130	0.738461538				
	<b>Total</b>	<b>142.1538</b>	<b>142</b>					
Private University	Coordinators	Between the groups	803.5295	25	32.14118343	37.5690	0	1.5414
		Inside the groups	266.9230	312	0.855522682			
		<b>Total</b>	<b>1070.4526</b>	<b>337</b>				
	Professors	Between the groups	7081.6153	23	307.8963211	359.7638	0	1.5327
Inside the groups		2649.6461	3096	0.855828861				

	<b>Total</b>	<b>9731.2615</b>	<b>3119</b>				
Employees	Between the groups	4902.2213	21	233.4391105	175.31163	0	1.5615
	Inside the groups	2431.4404	1826	1.331566526			
	<b>Total</b>	<b>7333.6617</b>	<b>1847</b>				
Students	Between the groups	29147.3823	20	1457.369119	406.8863	0	1.5716
	Inside the groups	32343.2900	9030	3.581759692			
	<b>Total</b>	<b>61490.6724</b>	<b>9050</b>				
Employers	Between the groups	13412.7070	17	788.9827689	164.0606	0	1.6797
	Inside the groups	865.6363	180	4.809090909			
	<b>Total</b>	<b>14278.34343</b>	<b>197</b>				

Source: Research Data (2018).

After checking probability percentages, it is possible to notice the significance is below of 0.05 in all situations, being able to state it is low enough to reject the null hypothesis and to accept the hypothesis there are significant statistical differences between the researched audiences averages, in all dimensions.

The T-test result shows the correlation between variables of coordinators, professors, employees, students, and employers, at both universities. The variables' correlation in economic, legal, ethical, and philanthropic dimensions, on coordinators' perception at private university, show a significant correlation (at the 5% level) between the economic dimension and the legal (80.7%), ethical (92.7%) and philanthropic (79.5%) dimensions, and vice versa. The legal dimension has a correlation (at the 5% level) with the ethical dimension (76.9%). The ethical dimension relates with the philanthropic dimension at 72.8%. Age has a correlation with the philanthropic dimension (79.5%), which suggests older people are more likely to notice the institution's philanthropic actions.

The variables' correlation in economic, legal, ethical, and philanthropic dimensions, on professors' perception at the private university, show a significant correlation between the economic dimension and the legal (61.9%), ethical (61.2%), and philanthropic (63.6%) dimensions, and vice versa. The legal dimension has a correlation with ethical (64%) and philanthropic (56.7%) dimensions.

About the employees' perception at the private university, it is possible to notice a

significant correlation between the economic dimension and the legal (65.7%), ethical (76.2%), and philanthropic (75.7%) dimensions, and vice versa. The legal dimension has a correlation with the ethical (73.6%) and philanthropic (60.6%) dimensions, while the ethical dimension has a correlation with the philanthropic dimension (75.3%).

On students' perception at the private university, the economic dimension has a significant correlation (at the 5% level) with the legal (72.2%), ethical (55.2%), and philanthropic (66.8%) dimensions, and vice versa. The legal dimension has a correlation with the ethical (67.1%) and philanthropic (65.5%) dimensions. The ethical dimension has a correlation with the philanthropic dimension (59.8%). There were not significant correlations between the dimensions on employers' perception at the private university.

About the variables' correlation in the economic, legal, ethical, and philanthropic dimensions, on coordinators' perception at the public university, it is possible to notice a correlation between the philanthropic and the ethical (74.7%) dimensions.

The variables' correlation in the economic, legal, ethical, and philanthropic dimensions, on employees' perception at the public university, show a significant correlation between the economic dimension and the legal (79%), ethical (72.5%), and philanthropic (71.9%) dimensions, and vice versa. The legal dimension has a correlation with the ethical (73.3%) and philanthropic (71.1%) dimensions; meanwhile the



ethical dimension has a correlation with the philanthropic dimension (82.2%).

On students' perception at the public university, the economic dimension has a significant correlation (at the 5% level) with the legal (68.4%), ethical (54.5%), and philanthropic (60.9%) dimensions, and vice versa. The legal dimension has a correlation with the ethical (62.4%) and philanthropic (65%) dimensions. The ethical dimension has a correlation with the philanthropic dimension (56.9%).

The variables' correlation in the economic, legal, ethical, and philanthropic dimensions, on employers' perception at the public university, show a significant correlation between the legal dimension and the ethical dimension (64.4%), and no other correlations were found.

## 5 Conclusion

From the results above, it is possible to conclude both researched universities have actions on all social responsibility model's dimensions: ethical, legal, philanthropic and economic, according the information of their Institutional Development Plans (IDPs), management reports, statutes, regulations, notices, and other data available on internet. Moreover, the worry to accomplish all of the dimensions was also identified on Dean's interviews, even if some aspects of any dimension are not properly fulfilled, for any reasons, as seen on the equipment maintenance at the public university, because of legal and bureaucratic issues (biddings, funds liberation, etc.). At the private university, the issues lay on budget prediction and future prospects instability, once it is hard to ensure new students' registration and old students' continuation.

On the quantitative stage, it was possible to identify the internal and external stakeholders' perception about the university social responsibility actions. The research confirmed there are differences between audiences' perception towards the dimensions. At the public university context, according the employers' and students' perceptions, the ethical and legal dimensions have correlations. So, for these audiences, the fulfillment of legal obligations and an ethical behavior of the institution should go together.

The employers on both universities evaluate the philanthropic dimension less positively, when compared to other audiences. It is possible to conclude there are unfulfilled expectations about the philanthropic dimension, or the philanthropic actions are not properly noticed. This allows us to question about the lack on philanthropic actions' propagation, or if they are not enough to be perceived by society.

The University Social Responsibility (USR) sets up as a modern concept on the academic context, with several perspectives of application and understanding. On the Brazilian empirical context, the discussion about the relevance and need of social responsibility on higher education has the spotlight, once it is now approved by the Higher Education National Evaluation System (HENES). The university's institutional mission statement has the social responsibility as a principle, encompassed by teaching, research and extension, which is connected to knowledge creation and communication, focusing on the professional, civic, and ethical formation. By respecting and fulfilling the principles of a constructive and emancipating education, the Deans, public managers, professors, students, employees, and community can transform their surroundings through holding and understanding the events that affect their daily life and society.

## 6 Implications and Further Research

Among contributions to theory advances, this study provided the analysis of a theoretical model (Carroll, 1991), previously applied on several areas, including a university abroad, but now applied to Brazilian universities and testifying its universality. This research provided the identification of stakeholders' perceptions over the creation of university social responsibility. This accomplishment helps to understand HEIs' realities by theoretical and empirical principles, supporting the universities' managers to improve their socially responsible actions.

To consider a university socially responsible, the tripod teaching, research and extension must be joint and inseparable, in university's understanding and daily practices. So on, the empirical contribution of this research lies on university management, as it is possible to identify the needs

of propagation, involvement and accomplishment of social actions throughout the higher education community. The social responsibility concepts approach in the courses may help towards this.

The social contributions of this article bring to reflection the importance of ethical formation at universities. The realization of managers about the needs of respecting ethical rules on their acts is at the beginning of academic formation, and it is related to a growing perception of an ethical behavior in the development of important competitive advantages, in a long-term analysis, considering a positive reputation upon the community and the improvement of employees' satisfaction and performance.

Even though this article has relevant results, some limitations are pointed. The main one is about the interviewed people and their location at only one university campus, which limits the data generalization to all stakeholders. It was a chosen option to limit the sample, because both university have more than one campus and have different study centers' directors and management, and that may cause a data distortion. The sample should be amplified and embracing operational employees, for example. The employees who did not have internet access (like janitors, porters, guards, maids, gardeners, drivers, etc.) were not included. Besides that, it is necessary to accomplish a research with graduated students.

About the methodological issues, the small coordinators and employers' sample, due to time and access, was limiting, and could be made through interview instead questionnaire.

As a suggestion for future researches, new studies can be made, including a longitudinal study to verify if stakeholders' perceptions change during academic life, for students, or institutional life, for employees. It is also suggested a study with graduated students, because this audience can provide results about the teaching-learning process.

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