

## **EDUCATION FOR SUSTAINABILITY IN THE STRATEGIC MANAGEMENT OF COMMUNITY UNIVERSITIES**

### **EDUCAÇÃO PARA A SUSTENTABILIDADE NA GESTÃO ESTRATÉGICA DE UNIVERSIDADES COMUNITÁRIAS**

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## **ABSTRACT**

Sustainability is present in the university within the different systems that coexist there, being increasingly taken into account for teaching, research, extension and university management actions. Therefore, it is extremely important to research the way in which sustainability exerts influence in the management of universities and in their pedagogical sectors. Particularly when it comes to non-state public university, which is the case of community universities. The objective of this research is to highlight the elements that allow the integration of the sustainability theme from the perspective of contextual, organizational, curricular and pedagogical dimensions in community universities through strategic management. To this end, questionnaires and interviews with the managers of the community universities were applied. From this, it was tried to evidence the elements that allow the integration of the sustainability theme from the perspective of the contextual, organizational, curricular and pedagogical dimensions in community universities through strategic management, emphasizing as facilitator of the insertion of the theme the community character of these universities. Finally, it was possible to present possibilities of advancement for the integration of sustainability in community universities from the strategic management, especially as far as Comung's role in actions on the theme is concerned.

**Keywords:** Administration. Sustainable Development. Higher Education Institutions.

## **RESUMO**

A sustentabilidade está presente na universidade dentro dos diferentes sistemas que lá coexistem, sendo cada vez mais levados em consideração para as ações de ensino, pesquisa, extensão e gestão universitária. Logo, é de extrema importância pesquisar o modo pelo qual a sustentabilidade exerce influência na gestão das universidades e em seus setores pedagógicos. Principalmente quando se trata de universidades públicas não estatais, que é o caso das universidades comunitárias. O objetivo desta pesquisa é evidenciar os elementos que permitem a integração da temática sustentabilidade sob a perspectiva das dimensões contextual, organizacional, curricular e pedagógica em universidades comunitárias por meio da gestão estratégica. Para tal, aplicou-se, questionários e entrevistas com os gestores das universidades comunitárias. A partir disso, procurou-se evidenciar os elementos que permitem a integração da temática sustentabilidade sob a perspectiva das dimensões contextual, organizacional, curricular e pedagógica em universidades comunitárias por meio da gestão estratégica, destacando-se como facilitador da inserção da temática o caráter comunitário dessas universidades. Por fim, foi possível apresentar possibilidades de avanços para a integração da sustentabilidade em universidades comunitárias a partir da gestão estratégica, principalmente no que tange o protagonismo do Comung quanto a ações sobre a temática.

**Palavras-chave:** Administração. Desenvolvimento Sustentável. Instituições de Ensino Superior.

## **1 INTRODUCTION**

A period of broad technological and scientific expansion presents itself in the current century, with brilliant discoveries, but with the legacy of an environmental imbalance that threatens the continuity of human beings' lives on planet Earth. It can be seen that economic and social development has brought, in addition to benefits, environmental degradation and the aftermath of underdevelopment by several nations. In response to the environmental crisis, society must seek the involvement of all sectors that comprise it, in addition to starting a new relationship between man and the environment that surrounds him (CALGARO, 2016).

In this sense, Lauder et al (2006), point out that education is an important tool for preparing individuals for a sustainable society. According to Hesselink, Kempen and Wals (2000), the educational perspective brings the notions of individual learning, pedagogy and emancipation. The authors complement their position with a survey conducted with several teachers which shows that Education for Sustainability is considered a strength, phenomenon or tool within contemporary education, both formal and non-formal, and that it has added value to address related issues the environment and society.

Given this context, the present work intends to highlight the elements that allow the integration of the sustainability theme from the perspective of the contextual, organizational, curricular and pedagogical dimensions in community universities through strategic management. The research problem to be investigated is what elements allow the integration of the sustainability theme in community universities from the perspective of the contextual, organizational, curricular and pedagogical dimensions through strategic management?

It is evident in studies that sustainability in universities is often part of private initiatives, motivated by professors or interested in the subject, being restricted to these people and their approach group (THOMAS; HERGARTY; HOLDSWORTH, 2012; MARQUES, 2016). This is yet another reason to have sustainability structured in a model based on strategic management, in order to disseminate sustainability across the university. Not as coercion or imposition, but rather that strategic management reveals possibilities of approximation in each area, gradually so that, over time, the subject naturally becomes part of the disciplines (FIGUEIRÓ, 2015).

## **2 THEORETICAL REFERENCE**

This chapter consists of a theoretical and conceptual overview that covers the main aspects relevant to this research on the themes: strategic management in universities and education for sustainability, in order to better highlight the elements that allow the integration of the sustainability theme under the perspective of contextual, organizational, curricular and pedagogical dimensions in community universities through strategic management.

### **2.1 STRATEGIC MANAGEMENT**

Hafsi and Martinet (2008), they argue that strategic management is clearly the art of guiding action, and of providing subsidies, concepts and proven methods that allow for a better conception and use of the most appropriate ways and means for the organization, depending on its specific contexts. For Leite (2014), strategic management is inserted in a process that has certain theoretical steps. Among the main steps we can highlight: carrying out an analysis of the environment, establishing an organizational guideline, formulating an organizational strategy, implementing the strategy. All these steps define the final result of the organization, which shows that if sustainability is part of this process, it can generate results not only in the organization but also in the context in which it is inserted.

According to Meyer Jr. (2005), strategic management of universities has been challenged in its capacity to respond to external demands, as an indispensable way of survival, in the short term, and to guarantee its long-term survival. This has been done with these institutions, if there is a search for strategic management that allows to better define the objectives, establish the use, use more resources and, in particular, materialize the strategies. So, in a more recent study Meyer et al (2012), highlights that one of the critical aspects of university management has been the practice of strategies that allow this type of organization to achieve the desired performance and remain competitive in the sector.

The strategic management practiced in Brazilian universities has generally been associated with the arrival of a new rector or a new administration (pro-rectories), and its practice is almost always associated with the preparation of a strategic plan. This plan, in turn, refers to a formal document, of a political and institutional character, which serves as a reference and justification for the main organizational actions, in addition to fulfilling the role of legitimizing the new administration's intentions before the academic community (MEYER JR. PASCUCCI AND MANGOLIN, 2012).

## 2.2 EDUCATION FOR SUSTAINABILITY

The challenges to achieving sustainability are diverse. Nevertheless, Agenda 21, created at the 2nd United Nations Conference on Environment and Development, which took place in Rio de Janeiro, Brazil, in 1992, known as RIO-92, advocated the central role of education in the evolution of sustainable development. The frequency of using the terms “education”, “public awareness” and “training”, within the scope of Agenda 21, placed education as one of the main means to achieve sustainability (TILBURY and WORTMAN, 2004). From that point on, higher education institutions have found support, at the national level, to strengthen pro-sustainability training. (TILBURY and WORTMAN, 2008)

Education for sustainability points to pedagogical proposals centered on the subjects' criticality, with a view to changing behavior and attitudes, to the development of social organization and collective participation. This paradigmatic change implies a change in perception and values, generating a complex thought, open to indeterminations, changes, diversity, the possibility of building and reconstructing, in a continuous process of new readings and interpretations, configuring new possibilities for action (JACOB et al 2011).

As already explained in the introduction, the United Nations Educational, Scientific and Cultural Organization (UNESCO) created, in 2005, DEEDS. This document has in its essence a simple idea, however with complex implications; extols education as the only way to achieve sustainability. As shown below:

- Education must inspire the belief that each of us has the power and responsibility to bring about positive change on a global scale.
- Education is the main agent of transformation for sustainable development, increasing people's capacity to transform their vision of society into reality.
- Education encourages the values, behavior and lifestyles needed for a sustainable future.
- Education for sustainable development is a process in which one learns to make decisions that take into account the long-term future of equality, economics and ecology of all communities.
- Education strengthens the ability to reflect on the future. (UNESCO, 2005, p 44.)

The DEEDS shows that a revisit to educational policy is necessary in order to reorient education from kindergarten to university and permanent learning in adult life, so that it is

clearly focused on acquiring knowledge, skills, perspectives and values related to sustainability. Schools and universities are not just places to learn about sustainable development, but places where children can actively implement good practices in sustainable development, for example, in energy savings, recycling, productive use of school land, and in the use of materials and natural resources (UNESCO, 2005, P 60-61.).

For a more effective insertion of sustainability in universities, four different operational dimensions are evidenced, which are interconnected and interdependent in the process of change and adaptation of educational institutions, namely: contextual, organizational, curricular and pedagogical (KURUCZ, COLBERT AND MARCUS 2013; FIGUEIRÓ, 2015).

According to Kurucz, Colbert and Marcus, (2013) the contextual dimension takes into account the government's influence, legal restrictions and market dynamics. With regard to the organizational dimension, since sustainability is gradually being introduced, there is the reconstruction of values and the creation of a new university culture. The curriculum dimension addresses the curriculum. The integration of sustainability, in turn, requires new interdisciplinary pedagogical proposals, in which the integrated, systemic and holistic vision replaces the disciplinary pedagogical projects that privilege the student's process of understanding their reality in a fragmented way (DEMAJOROVIC and SILVA, 2012, p.45). And finally, the pedagogical dimension addresses the methods used for the integration of sustainability. Armstrong (2011) points out that, in order for EpS to be successfully internalized by the student, pedagogical preferences must be oriented towards a constructivist epistemology, characterized by high levels of student involvement.

### **3 RESEARCH METHODOLOGY**

As for the approach, the procedures were of a qualitative nature, exploratory, adopting the case study with multiple units of analysis as a research strategy. This type of research aims to verify and transcribe the characteristics of a given scenario, without the author's interference. For Gil (1999), exploratory research seeks to develop concepts and ideas to, thus, corroborate with later studies.

Firstly, an exploratory questionnaire was applied to 11 Community teaching institutions in the state of Rio Grande do Sul, the collection was carried out at the 5th Comung Management and Innovation Forum, held from 04 to 05/09/2017, which took place in acting

hall at Feevale University, Campus II, where representatives of the strategic managements of the 11 community universities were present, namely: FEEVALE, PUCRS, UCPEL, UCS, UNICRUZ, UNIJUI, UNISC, UPF, URCAMP, URI and UNISINOS.

After applying the questionnaires, we sought to interview the rectors of community universities, geographic proximity was adopted, different regions of coverage (ICES in the metropolitan region and the interior of RS) and sizes (number of students) as criteria for choosing the Researched ICES, in order to better highlight the elements of the theme developed by the Consortium and better understand the regional particularity of each university, and the size of each institution.

Thus, six community universities, in addition to the presidency of the consortium of community higher education institutions in southern Brazil, were selected for the research, being from the following regions: Campanha Region, Northwest Region, Metropolitan Region and Capital, Norte Region and Sul Region, thus having a broad view of community universities in RS in relation to the theme, since there would be no time to conduct interviews with all 11 community universities, since the duration of this research was only one year. For this, a positive return was obtained from 4 institutions and the Consortium presidency (Table 1).

**Table 1** researched universities

<b>Institution</b>	<b>Interviewed</b>	<b>Campus location</b>	<b>Number of students (base 2014)</b>
Consortium of community higher education institutions in southern Brazil	President and Dean of a university	Performance throughout RS	About 210 thousand.
Institution A	Dean of Administration	Porto Alegre (main campus) and Viamão, in the metropolitan region of Porto Alegre.	About 30 thousand.
Institution B	Dean	Located in the Vale do Rio dos Sinos, about 45 kilometers from the state capital.	More than 18 thousand.
Institution C	Dean	Passo Fundo, in the north of RS and about 289 km from Porto Alegre.	More than 12 thousand.
Institution D	Dean	Cruz Alta, in the northwest of RS and about 350 km from Porto Alegre.	About 4 thousand.

Source: Prepared by the authors.

Therefore, five interviews were conducted between January and March 2018, each lasting from one hour to an hour and 30 minutes. The script used and previously elaborated in



the interviews was based on the research objectives, on the literature review and on the final adaptation of the model based on the consultation with specialists. The purpose of the interviews was to obtain the interviewees' perceptions regarding the topic addressed (LAKATOS, 2011), and to understand the role of strategic university managements regarding the theme.

Direct and indirect availability for this research was sought. As a source of direct publication, a survey uses a semi-structured script with university reviewers, and an interview with university reviewers with a view to showing the possibilities of advances for the integration of sustainability in universities used by means of strategic management.

The script used in the questionnaire was based on the research instrument adapted from Figueiró (2015), after its restructuring the instrument was validated by four specialists in the area, supported by the operational dimensions: contextual, organizational, curricular and pedagogical, so that, highlight the elements that allow the integration of the sustainability theme from the perspective of dimensions, through strategic management. As a form of indirect research, internal documents, promotional materials and institutional websites were used.

Therefore, associating the questionnaires, the interview with deans, the indirect documentation and the researcher's observations, we sought the best triangulation of the data, in order to obtain greater validity and reliability in the data collection at different times, with more than a single instrument. (STAKE, 1998). Thus, the data were passed through constant comparison (STRAUSS; CORBIN, 1990), between the researcher's abstracts and the printed and digital materials, aiming to advance the discussion of EpS from the strategic management.

After the data collection was finished, they were treated and compiled with the help of the N-Vivo software, version 8. The content analysis technique was used to compile messages to confirm the indicators that allow inferring about another reality other than that of the message (BARDIN, 2011). It is noteworthy that the results of this research strictly followed the stages of content analysis according to MORAES, 1999, so that there is no bias by the author in this case, a priori categories. According to the same author, content analysis (CA) goes through three phases: pro-analysis (organization phase), exploration of the material ("editing" of the transcribed interviews, of the clipped articles, of the questions noted in files.) And treatment of the results (the researcher will try to make the results meaningful and valid).



## 4 RESULTS ANALISYS

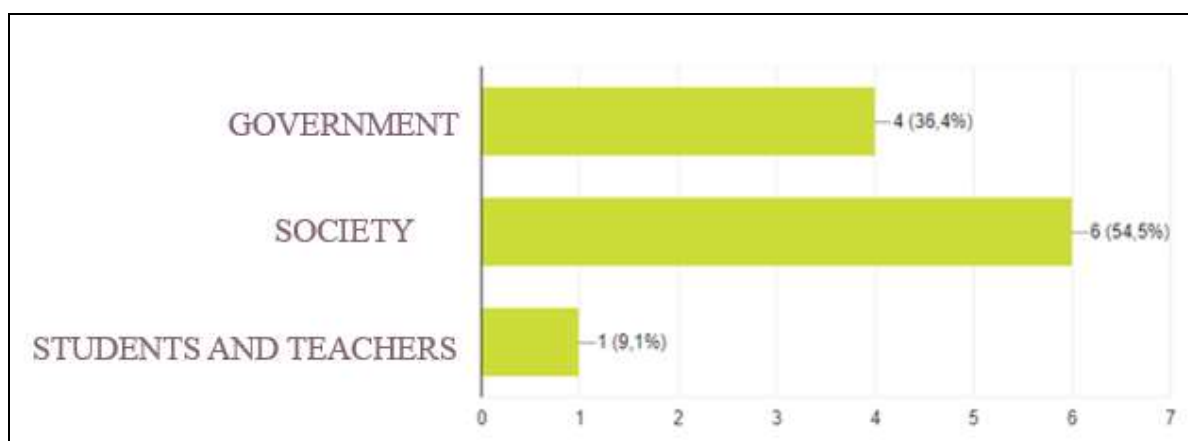
This chapter deals with the analysis and discussion of the results based on the objectives of the work and the theoretical-conceptual basis. For a better visualization of the results, this chapter is divided into the 4 dimensions covered in this study, which are: contextual, organizational, curricular and pedagogical. In each of the four dimensions, the results were triangulated between questionnaires, interviews and documentary research, in addition to observations by the author and in the literature review, covering general and specific aspects, both confirmed by the literature.

### 4.1 CONTEXTUAL DIMENSION AND COMMUNITY UNIVERSITIES

Currently, the progress towards a society based on sustainability values is very slow. It is necessary to establish a dialogue between the academic field, the government, the business sector with civil society, in order to advance towards sustainable development (JACOBI, RAUFFLET AND ARRUDA, 2011). In other words, there is a movement of all humanity for sustainable sustainability.

The 11 universities, when asked about who requested the insertion of the theme in the universities, six answered that it was society, four that it was the government and one that were students and teachers, according to graph 1.

**Graph 1** External influences for the insertion of sustainability



Source: research data.

From the perspective of the interviewed deans referring to this questioning, it was also evident that the insertion of sustainability in universities comes from several actors, be they society, the government, students and teachers, without a uniformity of who influenced the

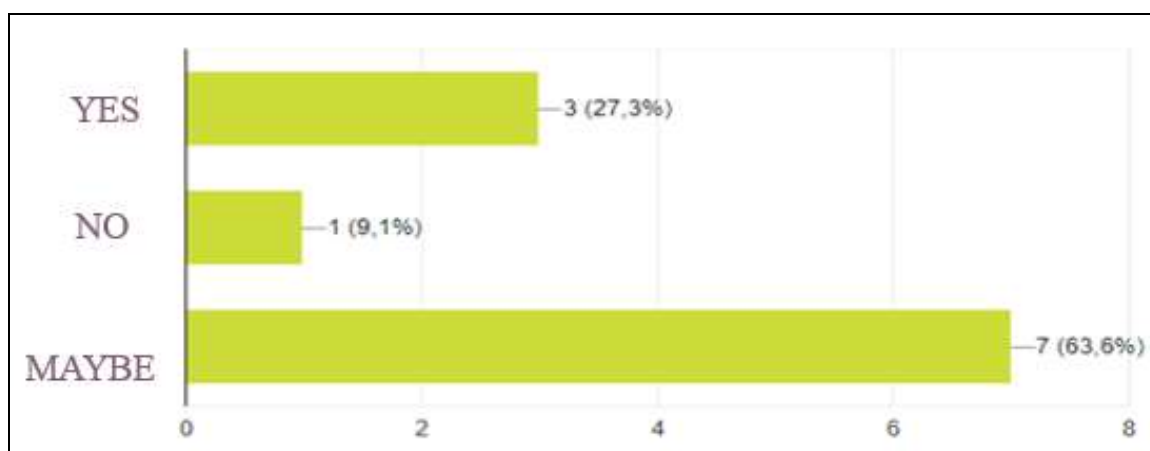
most, that is, collective awareness has been developing since the first signs that sustainability is necessary. It is noteworthy that all showed a certain role of community universities to insert sustainability in society, either through extension projects or through research projects, as evidenced in the statements of the interviewees below.

Interviewee A: when the movements in favor of sustainability started, the university started to establish initiatives, which made it also become a leading agent in the insertion of the theme. For example, since 1998, the university has had the Instituto do Meio Ambiente, that is, there have been 20 years working on the insertion of the theme through projects and this is only one of the university's projects, for example.

Interviewee D: It is interesting to make it very clear that, since the university started, it was already thought of by the character of sustainability, at the time it did not have this nomenclature, because sustainability itself is a new and developing term. But what made it already structured in a sustainable way was its community nature, which has a lot of it.

Veiga et al (2012) emphasize that community universities are concerned with the whole, and not only with teaching, which is the basic character of a university. They provide free social services and public utility that can be characterized as: social responsibility, philanthropy, volunteering or extension projects, which although they are linked to social activities have particularities and must receive different treatment. In this sense, the respondents, when asked about the influence of the community nature in the insertion of sustainability, seven answered that perhaps (according to Graph 2), since the community nature, in terms, can be compared to sustainability, as it seeks to insert the largest number of existing dimensions.

**Graph 2** Community nature and the insertion of sustainability



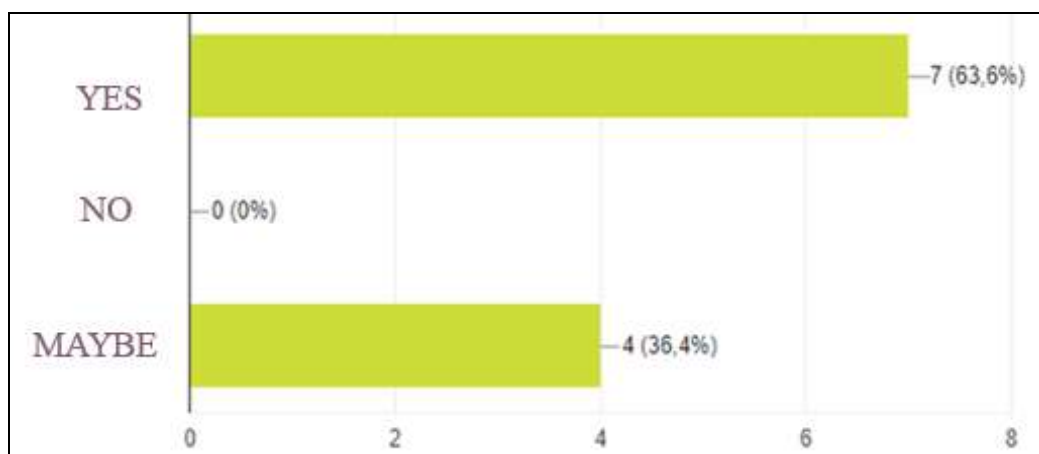
Source: research data.

According to the managers, the community guidelines are aligned with sustainability, since the community universities have a strong link with their communities and with democratic and participative management of society in the region to which the university belongs. This is evident in the following statements by the interviewees.

#### 4.2 ORGANIZATIONAL DIMENSION AND COMMUNITY UNIVERSITIES

The Sustainability became a topic addressed in the administrative routines of educational institutions, from small transactions to large investments (LOPES, SCHAFFER, BERTÉ, 2014). At community universities it was no different, as, according to Graph 3, seven of them have administrative routines that seek to follow sustainability.

**Graph 3** Administrative routines and the insertion of sustainability



Source: research data.

It was no different in the interviews. All managers stated that the administrative routines follow the precepts of sustainability. It should be noted, however, that each university is at a different stage in terms of the theme, as evidenced in the respondents' statements:

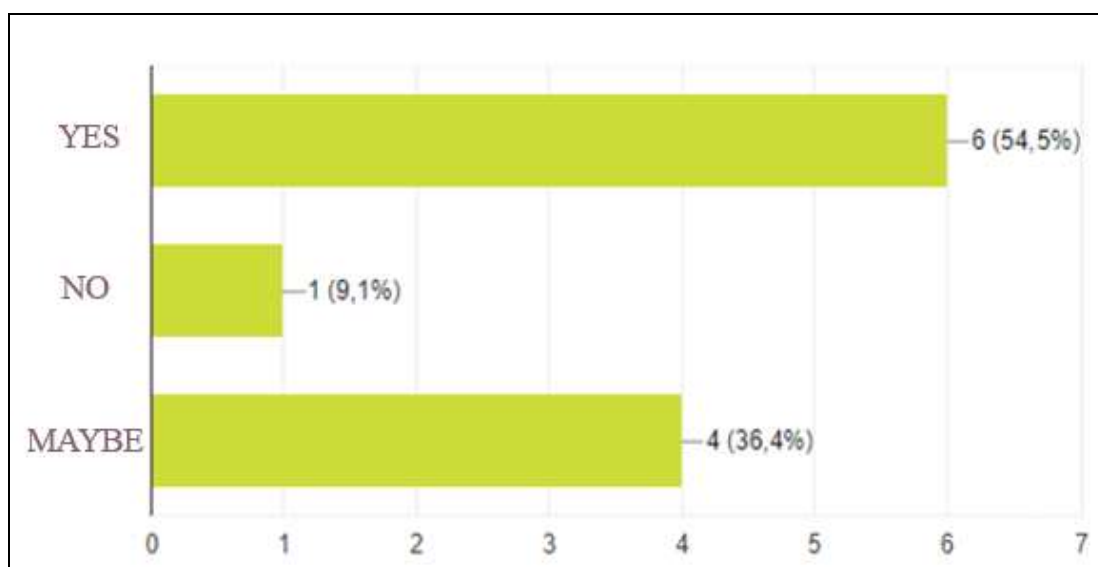
Interviewee D: at the beginning, there was continued training and awareness raising work for our employees, we worked very hard. Currently, it can be said that it is already part of the university's culture to follow sustainable administrative routines. It should be noted that continuing education does not happen anymore, since, when a new employee joins, the other employees already go over the way we work here.

Interviewee B: we are still working on raising awareness. As we have many collaborators, it is more difficult to access them all. So, we took some generic actions still, like putting reminders on walls, sockets, trash cans, exlative e-mails. But I believe that we are on the right path.

Interviewee A: In the past, when people talked about products, they only talked about their benefits. Today, with sustainability, there is no question of pollution alone, of a social nature and everything. In this sense, the university has also adapted. It brought to the campus and its administrative routines a new look, of reuse, recycling, correct disposal, conscious use and this has been increasing since two decades ago.

The speech of interviewee D, already advances the next question: whether there is training for the employees of these universities in favor of the theme. According to Graph 4, it appears that 6 universities have this training. Agenda 21 emphasizes that education is the means to raise awareness of sustainability. Therefore, when it comes to adapting routines to issues related to the theme, it is necessary to have a general awareness of employees.

**Graph 4** Training employees for sustainability



Source: research data.

Another point to note is that, in the interviews, the managers were asked if there was any index of evaluation on sustainability in the institution, either in the internal institutional evaluation or in the evaluation of the graduate's profile. All responses were negative. However, everyone commented that it would be very interesting to create this indicator.

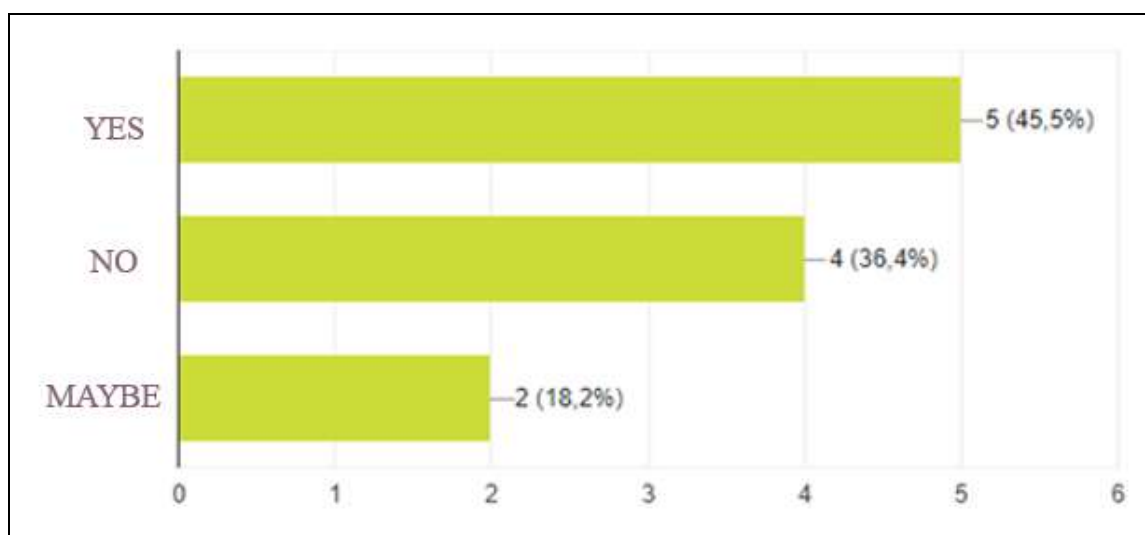
#### 4.3 CURRICULAR AND PEDAGOGICAL DIMENSION IN COMMUNITY UNIVERSITIES

Barbieri and Silva (2011) point out that there should not be only one isolated discipline on the subject, and that it should be introduced in all teaching opportunities, as a continuous process, even outside school facilities, considering the environment in its multiple

dimensions. When asked whether universities had an isolated discipline, five said. However, when asked whether the university seeks to integrate sustainability in all its courses, the responses were unanimous, in a positive way, as shown in Graph 5.

Managers, when asked about mandatory subjects or not on the subject, stated that sustainability is included in all university courses, however there is no mandatory subject for all courses. It is noteworthy that they commented each course is oriented to insert or choose a discipline that works with this theme with more evidence than the others, due to the legal requirements and the evaluation criteria of SINAES. What stands out in the following statements by the interviewees.

**Graph 5** Mandatory discipline on sustainability



Source: research data.

Interviewee D: we do not have a common discipline for all courses, but we have guided since the construction of political-pedagogical projects that a discipline is more oriented to the theme.

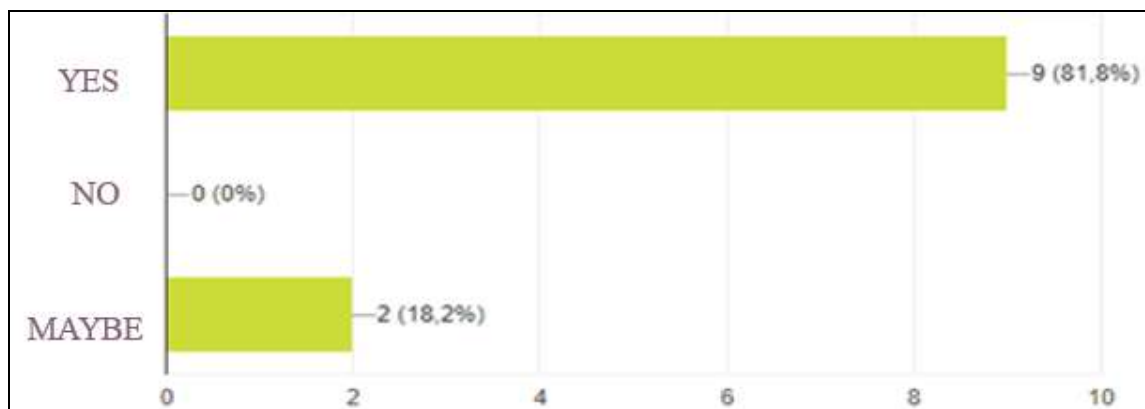
Interviewee B: in addition to the courses that have mandatory subjects on the subject, environmental engineering, for example, we advise that there be at least one subject, even if it is elective, on the subject. Most courses follow this orientation, which has brought good results for the university.

Interviewee A: this varies slightly from course to course, even by the number of courses we have. Until then, we have around 60 subjects on the subject, but they are not transversal to all courses, but adapted to each course. But we do try to insert in all courses, yes.

Sibbel (2009), Armstrong (2011), Figueiró and Raufflet (2015), have pointed out that, in order for EpS to be successfully internalized by the student, pedagogical preferences must be oriented towards a constructivist epistemology, characterized by high levels of

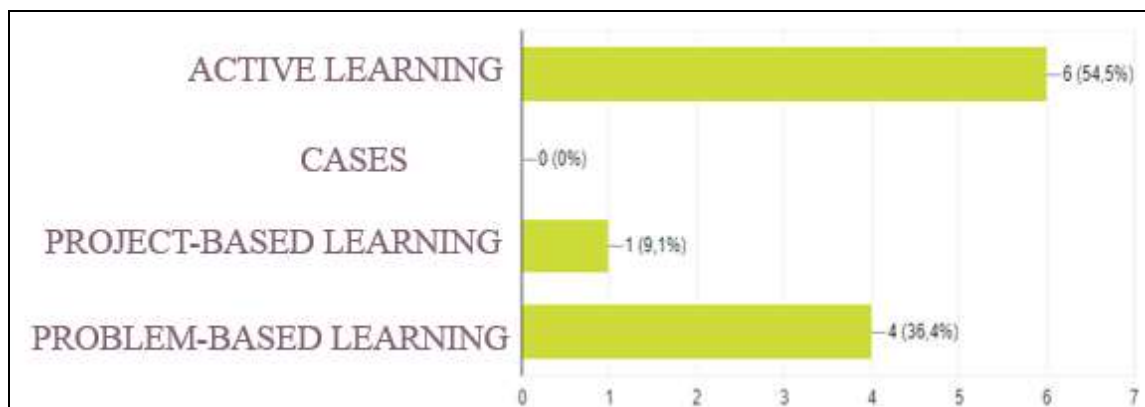
involvement of the student. student. When asked to the managers if the managements promoted the use of these practices, nine respondents stated that yes, using more active learning, learning based on problems and projects, according to Graphs 6 and 7.

**Graph 6** University support for teachers.



Source: research data.

**Graph 7** Methodologies encouraged

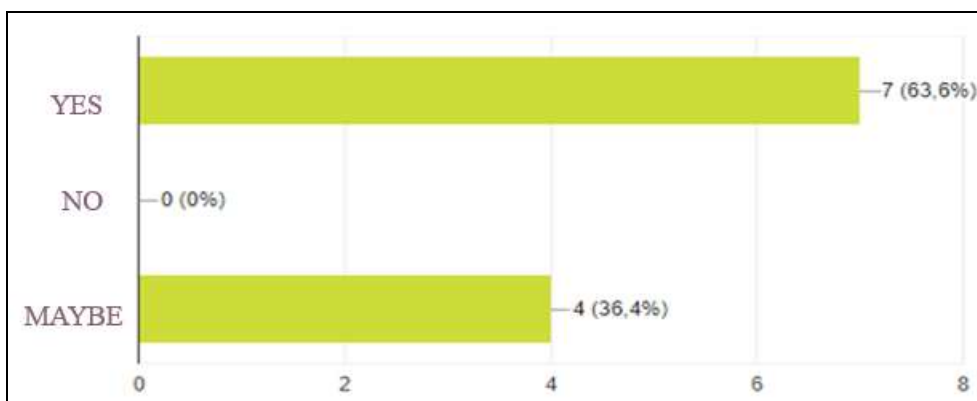


Source: research data.

It was unanimous in the interviewees' speech to encourage the use of active methodologies by their teachers, not only for the sustainability theme, but for all existing disciplines. They also comment that it is a wide challenge for universities to make their professors aware of using this methodology. Barreiros (2008) states that it is through the figure of the teacher that learning takes place, and that he needs to be aware of his work, as it exerts great influence on the student. But what about the role of management? Barreiros (2008) also concludes that strategic management must influence its professors, since everyone is aware of their roles before the EpS. Thus, the integration process is facilitated. Then the

managers were asked if there was a management direction for the teachers' awareness, and more than 60% said yes, according to Graph 8.

**Graph 8** Ongoing training on sustainability

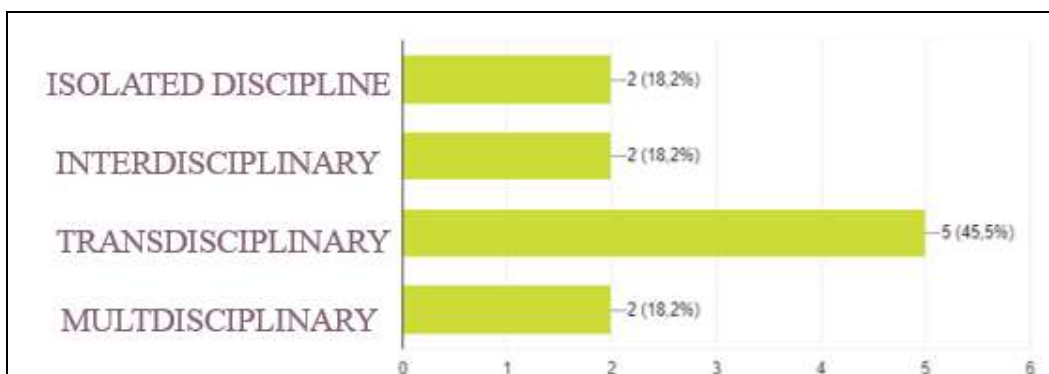


Source: research data.

From the managers' manifestations, no uniform responses were obtained. Some universities do not provide continuing education on sustainability, others encourage the use of the theme in other ways and not a training action and others seek to insert their teachers in the theme on an ongoing basis.

It is noticed that all universities seek to insert sustainability in its entire cycle, be it from the administrative side and even in the courses and disciplines they offer. UNESCO (1999) highlights that training for transdisciplinary action is one of the basic prerequisites for putting the notions of sustainable development into practice, in addition to being seen as a university commitment to the integral training of its students. Therefore, when asked how universities see sustainability, five believe it is transversal. The rest believe that the theme is interdisciplinary, multidisciplinary or isolated discipline, according to Graph 9.

**Graph 9** Vision of sustainability in the universities surveyed



Source: research data.



In the view of the interviewees, these data are reaffirmed, emphasizing that the four universities seek to insert sustainability across the board. Another point to be highlighted is the role of these administrations, with regard to promoting the theme to be transdisciplinary. As much as there are subjects with the theme in the courses, they work so that the other subjects involve the theme, as highlighted in the following statements of the interviewees.

Interviewee A: for example, the Design course has a discipline called the laboratory, where students are challenged to produce products with a sustainable nature. In this semester, all the other disciplines will orbit about the theme, in order to better stimulate the student's work, uniting all the contents for their product. That is, creating connections.

Interviewee D: sustainability is so widespread in our culture that it is natural to insert it in the most diverse disciplines, the coordinators already know that they have to deal with the theme in their courses and political-pedagogical projects.

At first, the deans were asked whether universities promoted research projects with financial resources. Now, they were asked about the extension projects: in the questionnaire, if they existed; in the interviews, they perceived the increase of these projects and how they perceived the promotion of this. The eleven institutions surveyed claim that there are extension projects linked to the theme in universities. This reaffirms the study by Barbieri and Silva (2011), which defines that sustainability must be as a continuous process, outside school premises.

In the view of managers, once again the community character is evident when related to sustainability. Without extension projects, universities would give little result to society and the region that surrounds them, as is evident in the following statements by managers.

Interviewee B: the university invests 3% in extension and research projects, equity, the induction of these resources goes to courses and areas that most need leverage and sustainability is an example of this.

Interviewee C: look, in our documents it is very explicit that we promote extension projects in the most diverse areas including sustainability, but we are with some difficulty, the practice does not always coincide with the documents, but we are trying to fit everything together.

Other points to highlight in the interviews are the growing number of graduate programs that have been starting on the theme, the resource that has been invested for this, the number of dissertations and theses that have been developing on the theme and the natural

consequence of development research groups in the area. This can be seen in the following statements by the interviewees.

Interviewee B: we have a postgraduate course with evaluation 5, we want him to achieve excellence, 6 and 7, so there is an institutional effort to make this happen, so the researcher also tries to get support for his research.

Interviewee D: we encourage a lot of research on the subject, if you look at our master's degree, practically everyone has a sustainable nature, which generates a cycle, it is more research, more projects, more research groups, more promotion. The university is committed to the theme.

In addition, it is clear that the dimensions cross, especially when it comes to returning to society. The entire institutional effort for teaching, research and extension has been reinforced in each dimension, together with the community character of the institutions.

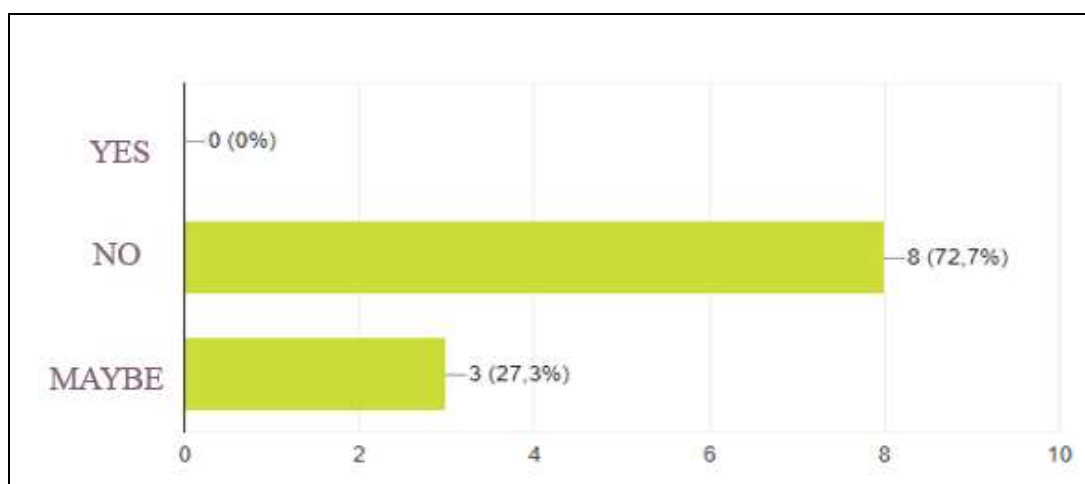
As already mentioned, Silva et al (2013) show that a conscious individual makes use of his power of reflection in the face of his choices, thus being able to minimize their negative impacts. Therefore, it is believed that universities are consistent with this discourse, and were asked about it according to Graph 10.

Eight respondents stated that they would not fail to receive funds for a project that did not coincide with the sustainability guidelines, this in the questionnaire. In the interviews, there was no specific answer. They just believe that they would not receive, as you say below.

Interviewee A: I believe not, but before we agree the project would be very well evaluated and, if we saw that there would be more negative than positive things, there is no reason to accept it.

Interviewee D: the projects here go through the project inspection sector. So, if there were negative things, I wouldn't even leave.

**Graph 10** Financial resources and sustainability



Source: research data.

This questioning generated some discomfort in the interviewees, who also emphasized the special care that community universities need to take regarding resources, as they need them, since their sources of income are only from the tuition of the students, and to return their assets to the profit is necessary, since without financial resources the university may have difficulties to continue to exist.

## **5 FINAL CONSIDERATIONSS**

In order to better highlight the elements that allow the integration of sustainability in community universities, by categories. In the contextual dimension, it is possible to identify as elements that allow the integration of the sustainability theme in community universities: the concern with SINAES, the role of these universities to introduce the sustainability theme for their students and society, the community character (concern to give back to society), and the concern between financial, environmental and social sustainability.

In the organizational dimension, sustainability is part of elements such as: construction of the PDI based on sustainability, search for cultural change and insertion of the theme in all departments of universities, fostering research on sustainability, the concern of these universities to be examples for society and continuing training for employees. In the curricular dimension, the following elements stand out: search to transverse sustainability, foster interaction with the community with extension projects on the theme of sustainability, encourage research and encourage researched hours for teachers.

The promotion of the use of active methodologies, the search for professionals who are adept at sustainability and teacher training on the subject stand out as elements that allow the integration of sustainability in community universities in the pedagogical dimension. Table 2 is presented, as a synthesis of the elements that allow the integration of sustainability in community universities.

From the results found it was possible to have a panorama of sustainability in community universities. It was also possible to present possible advances in the integration of the theme. In the contextual dimension, an internal sustainability index (research with teachers, students and collaborators) can be developed in order to facilitate and better serve SINAES, expand partnerships between community universities in order to build events and actions together, as well compiling expenses and reducing encumbrances, and also strengthening ties with stakeholders in order to optimize actions for the benefit of society.

**Table 2** Elements that allow the integration of sustainability

	Categories	Elements that allow the insertion of the theme
Contextual Dimension	MEC Government	- a certain concern with SINAES, however little mentioned.
	Reasons for insertion	- started by society, students, government. - leading roles of universities.
	Nature of IES	- community character. - concern of community universities in giving back to society.
	Course capacity	- financial sustainability relationship.
	Geographic location	- Good relationship with the university region. - win-win relationship between everyone involved in the region.
Organizational Dimension	Organizational structure	- Theme present in the institution's PDI. - cultural change in development. - Existence of actions by the strategic management. - increasing training for employees.
	Support challenges	- Promotion of research. - universities' concern to serve as an example on the subject.
	Behavioral challenges	- Adequacy and acceptance of employees. - Employee raising employee awareness.
Curricular Dimension	Nature of the discipline	- transdisciplinary.
	Presence in the curriculum	- Sustainability included in all courses. - The presence of the theme is specifically greater in graduate school than in graduate school; - In the undergraduate course, it is sought to insert transversally, not giving a main focus as in graduate school.
	Extension	- Extension seen as a place where the investment made is delivered to the community; - Encourage interaction with the community. - Attempt to insert teachers from all areas in projects on the theme.
	Search	- Promotion of research in the growing area. - Incentive hours for teachers to conduct research in the area.
Pedagogical Dimension	Classroom strategy	- Encourage the use of active methodologies in all areas.
	Guidance TCC	- Promotion of studies, such as PIBICs
	Teacher training	- Search for teachers already adept at the theme. - Training for all teachers in the subject. - Promote the insertion of the theme.

Source: research data.

In turn, the organizational dimension can advance in addition to maintaining ongoing training for its employees, developing sustainable competitions in order to have greater engagement in favor of the theme (since sustainability in practice is more easily internalized) and perfecting spaces universities, such as coworking spaces for example. In the curricular dimension, there are advances in the sense of uniting ICES in extension projects, thus reaching a larger number of the population, expanding relations between research on the themes between undergraduate and graduate courses and greater promotion of the transversalization of sustainability, as for example, conversation circles between courses and or disciplines.

I encourage the use of active methodologies, the development of the sustainability index in disciplines and a greater number of researches on the subject, as possible advances in the pedagogical dimension. Below, there is the possibility of advances for the integration of the theme according to Chart 3, based on the literature and studies cited in the chapter of the theoretical-conceptual review.

It is noticed that universities have a wide concern with the theme of sustainability, the search is involved in relation to the theme and passed on to their students through research and extension and teaching projects. However, since the society is in full development, and the resources are limited, and these people can use the development of the sustainable theme, in order to accompany and corroborate the bar or the sustainable development of the society.

As to limit the study, the scope of the study can be pointed out, thus, not obtaining a relevant depth, a difficulty in contacting the university rectors and the research time, since it was taken into consideration for the interviews. Future studies are needed to explore sustainability in all universities involved, in the curricular and pedagogical dimensions, to carry out a case study in greater depth, in order to visualize the management functions of the theme, replicate or study in public universities and carry out a future one. comparison between these categories of universities.

Finally, education is a process of construction between theory and practice, it is an active agent of awareness, of the formation of minds that are in conditions of criticism. For this, the concept of education for sustainability has been explored, developing people capable of making the right decisions and preserving the world, with real sustainable development. For sustainability, life and the community university are like cycles, and by adjusting all parts of those cycles sustainable development is possible.

**Table 3** Possible advances in the integration of the theme

	Categories	Possible advances
Contextual Dimension	MEC Government	- Sustainability assessment index
	Reasons for insertion	- joint actions in support of the theme
	Nature of IES	- greater union of ICES.
	Course capacity	- union of courses from different institutions in order to reduce costs, but serve society.
	Geographic location	-Increased partnership with stakeholders.
Organizational Dimension	Organizational structure	- ongoing training on the subject. - development of sustainable competitions between sectors.
	Support challenges	- optimize university spaces. - union of ICES for activities such as TV's and university radios.
	Behavioral challenges	- Awareness by example.
Curricular and Pedagogical Dimension	Nature of the discipline	- greater encouragement of transdisciplinarity.
	Presence in the curriculum	- Insertion of graduate and undergraduate courses, through lectures and events on the theme. - Knowledge sharing.
	Extension	- Extension projects uniting all ICES.
	Search	- Synergy between graduate and undergraduate courses.
	Classroom strategy	- Encourage the use of active methodologies.
	Guidance TCC	- Promotion of research on the theme.
	Teacher training	- Continued training on the theme. - Evaluation index regarding sustainability in disciplines.

Source: research data.

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