THE VIEW OF PROFESSORS AND STUDENTS ON UNIVERSITY SOCIAL RESPONSIBILITY

O OLHAR DOCENTE E DISCENTE SOBRE RESPONSABILIDADE SOCIAL UNIVERSITÁRIA

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ABSTRACT

This article presents a study on the University Social Responsibility (USR) in the view of faculty members and students of a Federal University. Bearing in mind the university's nature, the study was developed based on the model of the USR proposed by Vallaeys, Cruz, and Sasia (2009). Responsible *Campus*, Professional Formation and Citizen, Social Management of Knowledge, and Social Participation axes were approached. The theoretical basis briefly discusses the model used for analysis. The methodological rendition characterizes a quantitative descriptive study, comprehending the Fronteira Sul Federal University (UFFS) as a unity of analysis. To this end, a questionnaire was applied to check if the model that was used described the conception of faculty and students concerning USR practiced at UFFS. The results of the multiple regression reveal that despite having different perceptions about the social commitment developed by the Institution, both faculty and students perceive the social commitment as of the Axis Responsible *Campus,* which implies integrating the social responsibilities concerns in a transversal mean and on the base matrix of the developed activities.

Keywords: Responsible Campus. Analysis Model of USR. Social Commitment. Federal Public University.

RESUMO

Este artigo apresenta um estudo sobre a Responsabilidade Social Universitária (RSU) na visão de docentes e discentes de uma Universidade Federal. Tendo em vista a natureza da universidade, o estudo foi desenvolvido com base no modelo de análise da RSU proposto por Vallaeys, Cruz e Sasia (2009). Foram abordados os eixos *Campus* Responsável, Formação Profissional e Cidadã, Gestão Social do Conhecimento e Participação Social. A base teórica discute brevemente o modelo utilizado para análise. O delineamento metodológico adotado caracteriza um estudo descritivo quantitativo, tendo como unidade de análise a Universidade Federal da Fronteira Sul (UFFS). Para isso um questionário foi aplicado a fim de verificar se o modelo usado descreve a concepção dos docentes e discentes a respeito da RSU praticada na UFFS. Os resultados da regressão múltipla revelam que, apesar de terem percepções diferentes sobre o compromisso social desenvolvido pela Instituição, docentes e discentes compreendem o compromisso social a partir do Eixo *Campus* Responsável, que implica em integrar as preocupações de responsabilidade social de forma transversal na estratégia e na matriz base das atividades desenvolvidas.

Palavras-chave: *Campus* Responsável. Modelo de Análise da RSU. Compromisso Social. Universidade Pública Federal.

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1 INTRODUCTION

Ever since their appearance, in the XII century, universities are characterized by performing a certain role in society. In the beginning, they served gradually, guided by an elitist nature. (BOHRER *et al*., 2008), However, in the long run, the role of these institutions was transformed in a belief that went beyond keeping and transmitting knowledge. Always keeping in mind the formation of a thinking elite, as, according to Oliven (2002) and Danesi e Siqueira (2014), the initial focus was teaching, with the transfer of pieces of knowledge, without commitment with material productivity and opening of the university.

From a historical point of view, Reis (2007) states that universities have been exposing the contemporaneous mobilization around its social role, considering the premises that, by bearing autonomy in the political-pedagogical management and of resource application, should be focusing on society's problem-solving. With that perspective, the role of universities, in the Social Responsibility (SR) scenario, has been intensifying itself, being directly related to the discussion about the redefining of roles and the range of its activities, which for a long time was demanded by society.

It was the advent of extension that the university started to amplify its role, establishing, besides education and research, a more direct relationship with other segments of society (PUCCI, 1991). It has a structuring of the idea of social commitment, which means talking about its duties and obligations, its charges inherent to the institutional nature (CALDERÓN, 2005; CRUZ; PASSOS, 2010; CARDENUTO *et al*., 2017).

As a result of the intensification of social commitment, the SR gains new boundaries and relevance, in the Brazilian scenario, with the operationalization of the National System of Evaluation of Higher Education (SINAES), instituted by the Brazilian law nº 10.861 of 2004. Which is guided on "[...] further development of commitments and social responsibilities of IES" (BRASIL, 2004, Art. 1º, § 1º), consisting within fundamental principles the social responsibilities with the progress of higher education.

The studies show that IES (Higher Education Institutions) need to take on as function the development and propagation of the University Social Responsibility (USR), allied to the practical challenges that are viewed in management (ROSETTO, 2011; GOMEZ; PRECIADO, 2013; LO et al.; 2017). This way, this study aims to describe the conception of faculty and students from the Fronteira Sul Federal University (UFFS) regarding Social

Responsibility practiced by the Institution utilizing as base the USR proposed by Vallaeys, Cruz e Sasia (2009).

Such model portrays the USR as a traversal and holistic axis in all contexts of the university, involving the responsible campus (management), the professional and citizen formation (education), the social management of knowledge (research), and the participation of society (extension) (VALLAEYS; CRUZ; SASIA, 2009; VALLAEYS, 2016). The realization of social responsibility is linked to the participative conversation with both the internal and external public, which permanently invites self-reflection of the academic community about its epistemic suppositions and implications of their action (NASCIMENTO *et al.*, 2015; VALLAEYS, 2017).

UFFS was created on September 15th, 2009, through the Brazilian Law nº 12.029 and established on the microregion Grande Fronteira of Mercosul (MESOMERCOSUL) that covers over 400 counties. With its headquarters in Chapecó county, State of Santa Catarina (SC), and practice in the multicampus in Cerro Largo, Erechim, and Passo Fundo in the state of Rio Grande do Sul (RS); Laranjeiras do Sul and Realeza in Paraná (PR). The institution symbolizes a new accomplishment for the social movements, political, corporate, and communal leaders committed to its creation, that claimed a public university with the perspective of scholar inclusion and the overcoming of regional inequality, and the academic community responsible for its establishment (UFFS, 2020).

Our studies show difficulties, in terms of establishment, construction, and as structuration of SR on higher education institutions. The topic is considered new because it does not have standardized indicators, in addition to being much associated with a mere reproduction of Corporate Social Responsibility. Thus, this research contributes to the overall understanding and recognition of the University Social Responsibility, correlated to all institutional contexts (management, education, research, and extension), assisting in the expansion of the use of the RSU Model in Brazil, especially by quantitative means of analysis.

2 THE USR MODEL OF VALLAEYS, CRUZ AND SASIA (2009)

Monitoring the evolution of the concepts of University Social responsibility, many reports and indicator models emerged. Among them, one of the Latin-American pioneer models stands out: the USR model proposed by Vallaeys, Cruz, and Sasia, in 2009 from *Manual de primeros pasos.*

It is proposed that this Manual was financed by the Interamerican Bank of Development (BID), and brings a proposal of a tool for the monitoring of indicators of performance on university social responsibility, who integrate the institutional self-diagnose (SANTELI; MONTOYA, 2017). The proposed indicators are gathered according to the range of the impacts that are produced.

According to Vallaeys, Cruz, and Sasia (2009) and Vallaeys (2016) approach, the USR covers what universities are responsible for, whom they are responsible for, and how they are responsible. Initially, the IES (Higher Education Institutions) are responsible for placing ethics at the core of academic and institutional life. On a second act, they are responsible for different participants of the academic community concerning labor aspects, environmental and regional communities. In third place, they are responsible for the development of activities in fields like management, education, research, and community, guiding the construction of knowledge and the processes of teaching-learning. Lastly, the universities should furthermore have the ability to manage human, democratic, social, and ecological values.

Consequently, the authors comprehend that the university generates four types of impacts, that can be described as i) Impacts of the organizational performance: analogous to any labor organization, the university generates impacts on labor, environmental aspects, on their administrative employee's, professor's and student's lives, as well as pollution on its environment; ii) Educational impacts: The university has a direct impact on the formation of young adults and professionals, in addition to their way to understand and interpret the world, that is to say, everything that is related to the processes of teaching-learning and on the curricular construction that derives from the egress profile; iii) Cognitive and epistemological Impacts: a university condemns the production of knowledge and technologies and influences the definition of what is socially called "truth, science, rationality, legitimacy, utility, education, etc." and iv) Social Impacts: the university has an impact on society and its economic, social and political development. Not only does it have a direct impact on the future, because it shapes professionals and leaders, but it is also a reference and a social agent that can (or not) promote progress, and have (or not) capacity to be a valid interlocutor on problem-solving.

How Vallaeys (2017) exposes when determining what are the types of impacts generated by the university in its daily activities, it will also be possible to perceive the risks that are associated with these impacts, from that, the university can deliberate and promote

initiatives in favor of positives impacts, considering the involvement of all university agents (DUEÑAS, 2015), through developing of four axes of university social responsibility (VALLAEYS, CRUZ; SASIA, 2009; ORSIES, 2018):

> 1. Responsible *Campus:* implies the socially responsible management of the organization and its institutional proceedings; of work environment; of human resources management and development of inclusive policies; of democratic processes and transparent government; of justice and equity on accessibility policy; of caring with the environment;

> 2. Professional and citizen formation: it is the management socially responsible for the academic formation and its relation with economic, social, political, and ecological problems of society and the contact with external agents; it additionally involves the formation with critical and autonomous thinking, the employability promotion, the integration of social projects and solidary voluntaries and promotion of mobility and collaboration, national and international;

> 3. Social management of knowledge: it is the socially responsible management for the production and dissemination of knowledge, research, and epistemological models promoted inside classrooms and with external partners, in order to articulate the production of knowledge with the local and national developing schedule and with social programs.

> 4. Social participation: it is the socially responsible management of participation at the university in the community. The goal is to carry out projects with other agents so that links can be established (social capital creation in the community) for mutual learning and social development.

As of the given context, Vallaeys, Cruz e Sasia (2009) propose a *Manual de primeros pasos* (Manual of first steps) that serve as a dialogue and self-diagnose process so that the institutions integrate their different fields and functions and collaborate in a coherent form with the development of the environment on which they are inserted on. Additionally, it includes instruments to identify fields of intervention and measures to better its daily activities of management, teaching, research, and extension.

On systematic review and bibliometric analysis of scientific production related with the USR, hel on the database *Web of science e Scopus*, in the period of 2001 and June 20th, 2019, through the research named "*University Social Responsibility*", Duque e Cervantes-Cervantes (2019) identified that Vallaeys is the most cited author and that the most impactful document on the RSU issue is "*Responsabilidad Social Universitaria: manual de primeros pasos*", published by Vallaeys, Cruz e Sasia in 2009.

Among the studies held that indicated and/or applied the theoretical model of Vallaeys, Cruz, and Sasia, bibliographic reviews about the RSU of Quezada (2011), Dueñas (2015), and Villalonga and Paspuel (2015) stand out. On the other hand, Kisner (2018), in his dissertation, studied the USR in communal institutions of higher education and, among the proposals, cataloged an adaptation of the Management System USR and suggested the forms and instruments for the diagnosis of USR adapted for the Brazilian context.

Cespédes Aguirre (2019) used the model applying the focused group to internal and external representatives, aiming to get to know their perception of the USR of the *Universidad Nacional Hermilio Valdizán de Huánuco*. Gómez, Alvarado e Pujol (2018) carried out a study about the theme, through the application of a questionnaire adjusted to the model, specifically from the perspective of one of the internal public of a private university in Porto Rico. Mebarack e Ruiz (2018) treated the case of the *Universidad Tecnológica de El Salvador (UTEC)*, that since 2015 adopted a model of USR based on the *Manual de primeros pasos,* to develop internal and external actions. Santeli e Montoya (2017) analyzed the presupposed theoretical and practical of USR in universities of the *Distrito Metropolitano de Quito (DMQ)*, using the *Manual* for the retaliation of bibliographical, documental review, interviews in deep and review of the institution's web pages. As observed, the Manual has recognition, existing a broad field of national research about the USR theme from the perspective of Vallaeys, Cruz, and Sasia (2009).

3 METHODOLOGY

Aiming to meet the vision of the faculty and students of UFFS concerning the university social responsibility, having as base the model of Vallaeys, Cruz and Sasia (2009), it was decided by a quantitative analysis approach (RICHARDSON, 1999). The adopted delineation characterizes itself as descriptive (GIL, 2010).

Concerning the procedures, it was utilized as data gathering techniques document analysis, and questionnaire application. As documents, it was analyzed Curricular Pedagogical Projects (PPCs) and the II COEPE - Conference of Teaching, Research, and Extension of UFFS report. The questionnaire had its base on the diagnose model proposed by Vallaeys, Cruz and Sasia (2009), made up of four axes of USR: responsible *campus;* professional and citizen formation; social management, and social participation.

To determine the faculty' and students' sample it was applied the simple random sampling without reposition technique (MARCONI; LAKATOS, 2002). The draw was held

of individuals that participated in the questionnaire, the application was done through lists of students and faculty obtained at the Undergraduate Pro-rectory. For the intentional sample, it was considered the undergraduate and graduation *stricto sensu* most representable of UFFS. That way, two students per year/semester of admission were selected of two most representative undergraduate majors (one bachelor's degree and an undergraduate teaching degree) of the *campuses* Cerro Largo, Erechim, Laranjeiras do Sul, and Realeza. In Champecó *Campus* two students per year/semester of admission were chosen out of the four most representative undergraduate majors (two bachelor's degrees and two undergraduate teaching degrees). The reason for choosing double the amount of undergraduate majors in Chapecó is that it is the biggest *campus* and also has the most number of undergraduate majors (total of 13). Lastly, for the Passo Fundo *Campus*, since there is only the option of a medical major, two students per year/semester were selected from this major.

Besides the undergraduate students, two students from the master's degree were also selected from the most representative major (in terms of admitted students) in each of the *campi* of UFFS (when there was the option of a master's degree). In Chapecó, the same way that it was established with the undergraduate students, double the number of majors *stricto sensu* were selected (in this case, two), due to the fact that it is the *campus* with a bigger offer of master's degrees.

Concerning the faculty, initially, 50% of the professors were selected from the detailed majors. Such a decision allowed that, if half of the drawn professors didn't answer the questionnaire, the same amount would be left for a second round.

Table 1 brings the relation of the undergraduate and graduate most representative majors in 2018, by *campus*, and the student's and faculty's established samples.

The structured questionnaires, according to the axes and themes on Board 1, were forwarded via electronic mail to the target audience, with the availability of the *Google Forms* link for the access and completing on the period from October 20th to November 9th, 2018 for faculty members and October 20th to November 30th, 2018 for students. It must be highlighted that the questionnaire was sent to the randomly drawn individuals each every five days, making four days available to fill it out. The option of this tool for the development and application of the questionnaires provided agility and speed on the rendering of the data collection of the research. For the questionnaire structure, it was used a 5 point Linkert scale: 1. Strongly disagree; 2. Partially Disagree; 3. Neutral; 4. Parcially agree and 5. Strongly Agree.

Table 1 UFFS' undergraduate and graduate majors, by *campus,* and students and faculty samples

Campus	Major	Students sample*	Faculty sample (50%)
Chapecó	Agronomy	22	13
	Nursing	20	20
	History	28	08
	Languages	26	15
	Graduate Program in Education	02	***
	Graduate Program in History	02	***
Cerro Largo	Agronomy	24	11
	Languages (Portuguese and Spanish)	20	10
	Grad. Prog. in Environmental & Sustainable Tec.	02	***
Erechim	Agronomy	24	15
	Pedagogy	18	10**
	Professional Graduate Prog. in Education	02	***
Laranjeiras do Sul	Agronomy	24	15
	Field Education	28	18**
	Graduate Prog. in Agr. e Develop. Rural Sust.	02	***
Passo Fundo	Medicine	20	31
Realeza	Licenciature in Biological Science	22	11**
	Veterinarian Medicine	30	11**
	Graduate. Prog. in Health, Animal Well-being production Sustainable Animal at Fronteira Sul	02	***
	Sample Total:	**318**	**188**

Source: Elaborated by the authors from UFFS' (2018a) and (2018b) open data.
*For the sample definition the year/semester in which there were at least two admitted students were considered. The semester that had only one admitted student, was rearranged for the following semester (above).
** Sample rounded upwards.
***Professors take practice on undergraduate and graduate programs.

After the gathering, it was obtained a total of 133 valid answers to the students' questionnaires and 65 answers to the faculties' questionnaire. For the evaluation and incorporation of the data to each of the axes of USR, it was used multiple regression as the method of analysis, that being the analysis carried out with the IBM S*tatistical Package for the Social Sciences (SPSS)* 19.

Primarily, the descriptive analysis proceeded with a presentation of the variables with higher and lower means in the view of the faculty and students. Next, for the construction of multiple regressions - one with the view of the faculty and the other with the view of the students on university social responsibility practiced by UFFS from the Model of Vallaeys, Cruz e Sasia (2009) – tests were run to verify if the measurements of the constructs, proposed from de Model, were significantly correlated, for that the Kaiser-Meyer-Olkin (KMO) test and Bartlett's sphericity test were carried out.

Board 1 Axes and themes to observe in the study.

Axes	Themes to observe	Students	Faculty.
Responsible *Campus*	1. Human rights, gender equality, and nondiscrimination. 2. Personal development, proper labor climate, and workers' rights enforcement. 3. Environment (responsible *campus*). 4. Transparency and democracy (good management). 5. Communication and responsible promotion.	Questions 1 to 20	Questions 1 to 20
Professional and citizen formation	1. Social inclusion. 2. Presence of citizen themes and social responsibility in curricular projects (sustainable development, professional and civil ethics, SR management, among others) 3. Integration of external social factors on the depiction of curricular matrices. 4. Articulation between professionalization and solidary voluntaries and social relevance of education.	Questions 21 to 30	Questions 21 to 30
Social management of knowledge	1. Integration of the external social factors in researches and the tracing of investigation lines. 2. Diffusion, transference, and exchange of socially useful knowledge with the disadvantaged public. 3. Promotion of inter and transdisciplinarity.	Axis not applied to the students*	Questions 31 to50
Social Participation	1. Integration of academic formation with social projection (articulation of the extension with research and teaching). 2. Fight against assistentialism and paternalism in the university service for the community. 3. Active participation in the national and local development schedule.	Questions 31 to 40	Questions 51 to 70

Source: Adapted from Vallaeys, Cruz, and Sasia (2009, p. 80-81).
* The model supposes that for students the axis Social Knowledge Management shouldn't be applied, since that according to Vallaeys, Cruz, and Sasia (2009, p. 39 e 50) it is aimed at the investigative faculty, that means, to who proposes and coordinates the researches.

After measurement and construct validation by the KMO and Bartlett's sphericity tests, the Multiple Regression analysis proceeded, this being an appropriate method of analysis when there is a dependent variable (construct) considered related to two or more independent metric variables (construct). Additionally, the ANOVA Variance test was carried out to see the existing relations between the dependable variation and the independent variables from the Regression Method. For the regression validation and verification of its power of explaining it was used an adjusted R^2 value. It should be highlighted that the aspects of autocorrelation and multicollinearity were verified via the Durbin-Watson test, and the Tolerance test and VIF. The study, besides verifying if the Model of Vallaeys, Cruz, and Sasia (2009) is capable of describing the perception of faculty and students in respect to the university social responsibility, seeks to verify the following research hypothesis:

H0: The Responsible *Campus* Axis has the same impact on the perception of faculty and students.
H1: The Responsible *Campus* Axis has a different impact on the perception of faculty and students.

It should be highlighted that the Responsible *Campus* Axis has been standing out in literature (VÁZQUEZ; AZA; LANERO, 2014; LÓPEZ-NORIEGA; ZALTHEN-HERNÁNDEZ; CERVANTES-ROSAS, 2016; GÓMEZ; ALVARADO; PUJOL, 2018) as one of the most important axis of Vallaeys, Cruz and Sasia (2009) model and it is a predominant axis in the mean of data gathering for faculty and students.

Lastly, it is emphasized that the ethical precepts of this research considered the Resolution n° 196 of the National Health Council, which handles researches involving human beings (BRASIL, 1996), the study was submitted and approved by the Ethics Committee in Research with Human Beings of UFFS and the State University of Oeste do Paraná (UNIOESTE) and, in the course of the data collection, it was requested for the participants signed out their consent through the Clarified and Free Agreement of Consent.

4 ANALYSIS AND DISCUSSION OF THE RESULTS

From the application of the questionnaire with students and faculty of UFFS, it is presented the results of the descriptive analysis and multiple regression that aims to identify the perception of each group on the USR practiced at UFFS.

4.1 DESCRIPTIVE ANALYSIS

On analysis of the higher means (a scale between 1. Strongly disagree and 5. Strongly agree) for students stands out: the Variable 21 - "The university offers me an ethical and citizen education that helps me being a socially responsible person" (4,25) - from the Professional and Citizen Formation; the Variable 35 - There is an explicit policy of access to academic education to marginalized groups (indigenous population, racial minorities, low-income students, etc.) by scholarships and other means at the university" (4, 23) - present in the Social Participation Axis and the Variable 22 - "My major is integral, human, and professional, and not only specialized" (4,20) - also from the Professional and Citizen Axis. This data reveals that in the perception of the students of UFFS, the USR shows a higher level of compliance especially in the Professional and Citizen Formation Axis.

This axis, according to Vallaeys, Cruz, and Sasia (2009) comprehends the socially responsible management of academic formation (in its theme, curricular organization, methodology, and didactic proposition), which should be directed to promote responsibility competence in the graduates, having a strict relation to the real problems (economic, social, ecological) of society and the contact with the external factors involved with these problems.

The axis comprehends, even, the inclusion policies, the graduation with critical and autonomic thinking, the promotion of employability and learning through life, the promotion of educative success, and action against abandonment, the integration of learning based on social projects and solidary voluntaries, in addition to the promotion of mobility and of collaboration, national and international (ORSIES, 2018).

Whereas, in the analysis of lower means for the students it is found: the Variable 4- "I don't notice gender, racial, social-economic status, political or sexual orientation discrimination" (2,66) present on the Responsible *Campus* Axis; the Variable 37 - "In my major of studies, I could determine that the assistance and development aren't much related" (3,04) from the Social Responsibility Axis; and Variable 12 - "Management makes important decisions in a democratic and consensual manner" (3,21) originating from the Responsible *Campus* Axis. Therefore, it is inferable that among the students, UFFS presents problems in the Responsible *Campus* Axis, in this axis, it is observed that the actions that contemplate human rights, gender equality, and non-discrimination, as well as transparency in the University's decision and its promotion to all users, according to the determination of Vallaeys, Cruz and Sasia (2009).

This result supports the one identified by López-Noriega, Zalthen-Hernández, and Cervantes-Rosas (2016) when they studied the perception of students of UNACAR about the actions and practices of SR. When applying the means of the answers to the Responsible *Campus* Axis, they observed that the USR management was a field that needed more attention by the institution, which means, it should be seen as a field of opportunity to perfect and reach a more satisfactory level among students.

On analysis of the highest means for the faculty, the following stand out: Variable 47 - "The students of undergraduate should necessarily practice research during their formation" (4,35) - Social Management of Knowledge; Variable 26 - "I usually connect taught theme subjects to today's social and environmental problems" (4,30) from the Professional and Citizen Formation; and Variable 13- "University's management were chosen democratically and transparently" (4,16) present on the Responsible *Campus* Axis. It is observed that the faculty gave more emphasis to RSU Axes than the students.

On the lower means for the faculty, the following are evident: Variable 29 - "In my specialty, we have meetings with external social factors to discuss its social relevance in the curriculum" (2,56) from the Professional and Citizen Formation Axis; the Variable 11 - "Faculty and non-faculty people don't receive formation on university's environmental

issues" (2, 84) from the Responsible *Campus* Axis; and Variable 22 - "Meetings are held with colleagues to examine the aspects of social responsibilities linked to the career I teach" (2,95) also from the Professional and Citizen Formation Axis.

Thus, it is observed that the lowest performance scores of the institutions reside especially in the Professional and Citizen Formation, this fact supports the documental analysis from the Pedagogical Curricular Projects of the Undergraduate Major (PPC's), where it is pointed out the perspective that the projects are losing the idea of a human and social formation*, considering that curricular components, like Rights and Citizenship, were eliminated from the curricular syllabus of some majors. In the report of the II COEPE, the faculty members also pointed out this data.

After a descriptive analysis of the variable that forms the instruments of data gathering, it proceeded the means of each construct, being established based on literature the following constructs:

1) For students, the independent constructs are: Social Participation, Professional and Citizen Formation and Responsible *Campus;* and dependent Construct: UFFS is an institution with social commitment.

2) For faculty members, the independent constructs are: Social Participation, Professional and Citizen Formation and Responsible *Campus* and Social Management of Knowledge; Dependent construct: UFFS is an institution with social commitment.

4.2 REGRESSION ANALYSIS

Before calculating the statistical from the multiple regression test, it has been sought primarily to determine if the measurements of the constructs are significantly correlated. The tests most broadly used for this end are the Kaiser-Meyer-Olkin (KMO) tests and Bartlett's sphericity. The KMO test represents the division of the squared correlations between variables, with parameters recommended between 0 and 1, of which the closer to 1 better the result (FIELD, 2009), and the general significance of Barlett's Sphericity test that examines the correlations among all constructs and evaluates if, collectively, exists significative intercorrelations, being that, it is recommended $p < 0,05$ (HAIR. Jr. et al., 2005).

The data indicate intercorrelations among the constructs inside the literature parameters, these being significant. Highlights to the student's data: KMO: ,814, and Barlett's Sphericity with sig=,000; and the faculty's data KMO: ,844 and Barlett's Sphericity with sig=,000.

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After the validation of the construct's measurements by the tests of KMO and Barlett's Sphericity, proceeded the analysis of Multiple Regression, a method of analysis that is appropriated when it has a variable (construct) dependent considered related to two or more variables (constructs) independent metrics. The objective of the analysis of multiple regression is to predict changes in the variable (construct) dependent as an answer to changes in the variables (constructs) independent. This objective is accomplished, by the statistical rule of ordinary least squares (HAIR JR. et al., 2005; DANCEY; REIDY, 2006).

For this purpose, proceeded with the analysis of ANOVA Variance. An ANOVA test suggests that it should be significant (sig<0,05) and that the independent estimates of variance for the dependent variable reflect inside the groups that represent the differences between groups that are assignable to the treatment effects of the data (HAIR JR. et al., 2005), being that statistics F is the division between variance and the groups by variance inside the group (DANCEY; REIDY, 2006). Tables 2 and 3, present the statistics of the Variance Analysis (ANOVA) for the two analyzed groups - students and faculty.

Table 2 Variance Analysis (ANOVA)[b] – students

Model		Sum of squares	Degrees of freedom	Mean Square	F	Sig.
	Regression	18,182	3	6,061	32,858	,000[a]
1	Residual	23,241	126	,184		
	Total	41,423	129			

a. Independent Construct: (Constant), Social Participation, Professional and Citizen Formation and Responsible *Campus*
b. Dependent Construct: UFFS is an institution with social commitment.

Source: Elaborated by the authors.

Analyzing the results of the Variance test (ANOVA) for the students it is noticeable that it presents a probability that the differences may be significant F=32,85 and sig=,000, which validates de model.

Table 3 Variance Analysis (ANOVA)[b] – faculty

Model		Sum of squares	Degrees of freedom	Mean Square	F	Sig.
	Regression	13,739	4	3,435	22,476	,000[a]
1	Residual	8,864	58	,153		
	Total	22,603	62			

a. Independent Constructs: (Constant), Social Participation, Professional and Citizen Formation and Responsible Campus and Social Management of Knowledge;
b. Dependent Construct: UFFS is an institution with social commitment.

Source: Elaborated by the authors.

Similarly, analyzing the results of the Variance test (ANOVA) for the faculty it is noticeable that it also presents a probability that the differences are significant F= 22,476 and

sig=,000. Tables 4 and 5 present the results of validation and explanatory power of the Multiple Regression analysis, which involves the exam of the value of R^2 adjusted.

For the validation of the regression model, it is presented in the absence of a serial auto-correlation test, via the Durbin-Watson test. The absence of a serial auto-correlation presupposes that the residues are independent within each other and it is only observable the effect of the variables (constructs) independent of the dependent variable (construct), being that, the inexistence of residual auto-correlation is sought (CORRAR; PAULO; DIAS FILHO, 2012; GUJARATI; PORTER, 2011). According to Gujarati and Porter (2011), the limits of *d* should be between 0 and 4.

Table 4 Estimate of the model[a] and Durbin-Watsons' test – students

Model	R	R^2	R^2 adjusted	Estimate standard-deviation	Durbin-Watson
1	,663	,439	,426	,42948	2,010

a. Independent Constructs: (Constant), Social Participation, Professional and Citizen Formation and Responsible *Campus*
b. Dependent Construct: UFFS is an institution with social commitment.

Source: Elaborated by the authors.

The results (Table 4) of Durbin-Watson's test (2,010) for the gathered data in conjunction with the students indicates that the values meet the presupposed foreseen in the literature (GUJARATI; PORTER, 2011). It also indicated the result of the estimate of the general adjustment of the model of regression for the data gathered with the students and reported an adjusted R^2 of ,426 indicating that the variability of the dependent construct - UFFS is an institution with social commitment - was explained in 42,60% by the independent constructs considered significative (p<0,05). In Table 5 it is shown the results of the faculty estimate.

Table 5 Estimate of the model[a] and Durbin-Watsons' test – faculty

Model	R	R^2	R^2 adjusted	Estimate standard-deviation	Durbin-Watson
1	,780	,608	,581	,39093	1,918

a. Independent Constructs: (Constant), Social Participation, Professional and Citizen Formation and Responsible Campus and Social Management of Knowledge;
b. Dependent Construct: UFFS is an institution with social commitment.

Source: Elaborated by the authors.

The results of the Dubin-Watson's test (1,918) for the gathered data in conjunction with the faculty also indicate that the values meet the presupposed foreseen in the literature (GUJARATI; PORTER, 2011). Being that, the result of the estimate of the general adjustment of the model of regression for the data gathered with faculty members reported an adjusted R^2

of ,581 indicating that the variability of the dependent construct - UFFS is an institution with social commitment - was explained in 58,10% by the constructs considered significant.

Tables 6 and 7 present the independent constructs that explain the dependent construct. In these tables the Tolerance and Variation Inflation Factor tests for the multicollinearity verification because constructs highly collinear can distort the results substantially or make them too unstable (HAIR JR. et al., 2005).

The Tolerance Test and VIF indicate in which degree each dependent construct is explained by the other independent construct. Values of VIF up to 1 do not indicate multicollinearity, from 1 to 10 acceptable and problematic above 10, that way, it is seekable low VIF values like indicators of low intercorrelation between variables. For corroboration, the Tolerance Test above 1 does not indicate multicollinearity, from 10 to 0,10 indicate acceptable multicollinearity and below 0,10 indicate problematic multicollinearity (CORRAR; PAULO; DIAS FILHO, 2012; HAIR JR. et al., 2005). Table 6 demonstrates the Model and Tolerance Tests and VIF coefficients in the students' sample.

Table 6 Coefficients of the Regression Model[a] and Tolerance tests and VIF – students

Model		Non-standardized Coef.		Standardized Coef.	T	Sig.	Diagnosis of Collinearity	
		B	standard-deviation	Beta			Tolerance	VIF
1	(Constant)	,810	,203		3,983	,000		
	Responsible *Campus*	**,245**	**,081**	**,324**	**3,028**	**,003**	**,389**	**2,568**
	Professional and Citizen Formation	,024	,068	,034	,360	,719	,498	2,008
	Social Participation	**,248**	**,085**	**,353**	**2,927**	**,004**	**,306**	**3,272**

a. Dependent Construct: UFFS is an institution with social commitment.

Source: Elaborated by the authors.

The data from Table 6 indicate that it hasn't been found evidence of the existence of multicollinearity in these regression results like indicated by the measurements of Tolerance and VIF (Tolerance is between 1and 0,10 and VIF between 1 and 10). And that the results indicate that the interpretation of coefficients of the statistic variable of regression hasn't been affected unfavorably by multicollinearity (HAIR Jr. et al., 2005).

In the analysis of coefficients of the Model of Regression to the data gathered with the students, it is highlighted that the constructs with higher explanatory power over the dependent construct (UFFS is an institution with social commitment) were: Social Participation (Beta=,353 and sig,=0,004) and Responsible *Campus* (Beta=,324 and sig=0,03), respectively. Professional and Citizen Formation does not have explanatory power over the

dependent construct. Table 7 shows the result of the model of regression in the view of faculty members.

Table 7 Coefficients of the Regression Modelª and Tolerance tests and VIF – faculty

Model	Non-standardized Coef.		Standardized Coef.	T	Sig.	Diagnosis of Collinearity	
	B	standard-deviation	Beta			Tolerance	VIF
(Constant)	,441	,262		1,684	,098		
Responsible *Campus*	**,344**	**,104**	**,486**	**3,318**	**,002**	**,315**	**3,177**
Professional and citizen Formation	-,100	,092	-,145	-1,085	,282	,378	2,649
Social Management of Knowledge	**,330**	**,127**	**,406**	**2,606**	**,012**	**,278**	**3,593**
Social Participation	,050	,100	,062	,501	,618	,445	2,246

a. Dependent Construct: UFFS is an institution with social commitment.

Source: Elaborated by the authors.

The data indicate that there weren't found evidences of the existence of multicollinearity in these results of regression, as indicated by the Tolerance and VIF measurements (Tolerance are between 1 and 0,10 and VIF between 1 and 10). Furthermore, the results note that the interpretation of the coefficients of the statistic variable of regression wasn't affected unfavorably by multicollinearity (HAIR Jr. et al., 2005).

In the analysis of the gathered data with the faculty members, the coefficient of the Model of Regression stands out that the constructs with higher explanatory over the dependable construct (UFFS is an institution with social commitment) were: Responsible *Campus*   (Beta=,486 e sig=0,02) and Social Management of Knowledge (Beta=,406 e sig=,012). Professional and Citizen and Social Participation did not have significant explanatory power over the dependent construct -UFFS is an institution with social commitment.

It is observed from both regressions (students and faculty) that the independent construct Responsible *Campus* explained significantly the perception that faculty and students have concerning UFFS' social responsibility and should be highlighted in the context of the Model proposed by   Vallaeys, Cruz, and Sasia (2009). It is important to notice that the objective of the Respectful *Campus* Axis is to reaffirm daily values and promote responsible organizational behavior on behalf of all members of the academic community.

The study of Gómez, Alvarado, and Pujol (2018) can be highlighted as decisive. When verified, the perspective of 356 students, 99 administrative employees, and 78 faculty members on the USR of a private university in Porto Rico, through the application of mean

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and standard deviation over the answers of the questionnaires, visualized that three groups indicated Responsible Campus as the most significative development axis of RSU.

Though what was accomplished in the field of USR over the last years, judging by the results of this research, one must continue to insist on the recognition and systemization of social responsibility in universities. So that it becomes recognized in all institutional contexts: in management, in teaching, in research and extension, because according to what Vallaeys, Cruz and Sasia (2009 accentuate, one of the important values that all university should take care of is, precisely, the institutional coherence among fields of the university. When assuming the SR, universities need to be capable of a permanent process of improvement that would not be achieved in its entirety.

5 FINAL CONSIDERATIONS

The University Social Responsibility is a dimension that relates various aspects in terms of knowledge that is produced and diffused through a public university in its different social contexts and that rebounds in the life of the academic community and of its surroundings. Therefore, describing the concept of faculty members and students of the Federal University of Fronteira do Sul (UFFS), in regards to that, the object of study, that used as a model of analysis the preposition of USR developed by Vallaeys, Cruz e Sasia (2009).

In this respect, a questionnaire of the *Likert* scale type was applied with 133 students and 65 faculty members of UFFS, and diverse statistical tests were carried out to identify the conception of each group. The results of the descriptive analysis reveal that the Respectful *Campus* Axis has more impact on the perception of social responsibility of UFFS by faculty members than by students, which brings us to refute hypothesis H0 and accept hypothesis H1.

For the faculty members, multiple regression revealed that the constructs with higher explanatory power over the dependent construct (UFFS is an institution with social commitment) were: Social Participation and Respectful *Campus*, respectively. This way, the affirmation that in the view of students the aspects related to the integration of academic formation with the social project of the University, as well as active participation in the local and national schedule of the Institution and the social project developed by the IES are important aspects of the social compromise of IES, can be made.

Whereas in the view of the faculty the coefficient of the model of regression highlighted that the constructs with higher explanatory power over the dependent construct

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were: Respectful *Campus* and Social Management of Knowledge. For the professors, besides all aspects that permeate the Respectful *Campus* Axis, are determining also for social commitment and propagation of knowledge, research, and epistemological models promoted by the University.

Although the groups (faculty and students) present different views of the social commitment of UFFS, the Respectful *Campus* Axis is a common axis in the view of both groups and deserves to be highlighted on the model of USR of Vallaeys, Cruz, and Sasia (2009). With this in mind, it is important that the IES observe to integrate the preoccupations of social responsibility in a transversal way in strategy and the base matrix of developed activities.

At last, this analysis contributes to the understanding of university social responsibility, as it is considered an extensive and complex theme. Furthermore, it helps the amplification of the use of the model of USR in Brazil, especially through quantitative means of analysis. As a method limitation, the difficulty to infer generalizations, since the obtained results may not extend to other cases stands out. Moreover, the study did not shelter the conception of all of the academic community, which can even be the subject of future research in IES and others.

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