

Central Asian Problems of Modern Science and Education

Volume 2020
Issue 2 *Central Asian Problems of Modern
Science and Education 2020-2*

Article 4

4-25-2020

ON SOCIAL RESPONSIBILITY OF HIGHER EDUCATIONAL INSTITUTIONS OF UZBEKISTAN

B.Sh. Usmonov

PhD in technical sciences, Dosent. Rector of the Tashkent Chemical-Technological Institute,
Botir2468@gmail.com

Follow this and additional works at: <https://uzjournals.edu.uz/capmse>



Part of the [Business Commons](#)

Recommended Citation

Usmonov, B.Sh. (2020) "ON SOCIAL RESPONSIBILITY OF HIGHER EDUCATIONAL INSTITUTIONS OF UZBEKISTAN," *Central Asian Problems of Modern Science and Education: Vol. 2020 : Iss. 2 , Article 4.* Available at: <https://uzjournals.edu.uz/capmse/vol2020/iss2/4>

This Article is brought to you for free and open access by 2030 Uzbekistan Research Online. It has been accepted for inclusion in Central Asian Problems of Modern Science and Education by an authorized editor of 2030 Uzbekistan Research Online. For more information, please contact sh.erkinov@edu.uz.



UDC: 005.95/.96

ON SOCIAL RESPONSIBILITY OF HIGHER EDUCATIONAL INSTITUTIONS OF UZBEKISTAN

Botir Shukurillayevich Usmonov
PhD in technical sciences, Dosent.
**Rector of the Tashkent Chemical-
Technological Institute**
Email: Botir2468@gmail.com

Аннотация: Узбекское общество претерпевает ряд трансформаций в отношениях между высшими учебными заведениями и обществом; в этом контексте университет, начиная со своей образовательной миссии, сфокусированной на обучении и исследованиях для развития знаний, способствует активному участию в удовлетворении потребностей общества, известной как социальная ответственность высшего учебного заведения (СО). Действительно, в последнее время мы часто приходим к теме «социальной ответственности» как этического измерения, которое каждая организация или учреждение должно принимать, интегрировать и продвигать в своей повседневной деятельности. Мир бизнеса, очевидно, давно приветствовал и развил эту идею, но в университетах, особенно в Узбекистане, размышления о социальной ответственности только начались. Целью данной статьи является изучение текущей ситуации интеграции практики СО в университетах страны на основе показателей, разработанных с использованием модели Pacto Global Red Colombia 2018 года. Результаты показывают, что, несмотря на усилия, предпринимаемые в этом направлении, университеты Узбекистана находятся в зачаточном состоянии по сравнению с европейскими университетами.

Ключевые слова: корпоративная социальная ответственность, устойчивость социальной ответственности университета, показатели, заинтересованные стороны, окружающая среда.

Annotatsiya: O'zbek jamiyati oliy o'quv yurtlari va jamiyat o'rtasidagi munosabatlarda bir qator o'zgarishlarni boshidan kechirmoqda; Shu nuqtai nazardan, universitet o'zining ta'lim missiyasini boshlab, bilimlarni rivojlantirish uchun o'qitish va izlanishlarga yo'naltirilgan bo'lib, oliy o'quv yurtining ijtimoiy mas'uliyati deb nomlanuvchi jamiyat ehtiyojlarini qondirishda faol ishtirok etishga yordam beradi. Darhaqiqat, yaqinda har bir tashkilot yoki muassasa qabul qilishi, birlashtirishi va kundalik faoliyatida olg'a siljishi kerak bo'lgan axloqiy mezon sifatida "ijtimoiy javobgarlik" mavzusiga tez-tez duch kelamiz. Shubhasiz, biznes olami bu g'oyani allaqachon ma'qullagan va ishlab chiqqan, ammo universitetlarda, ayniqsa O'zbekistonda, ijtimoiy javobgarlik haqida fikrlar endigina boshlangan. Ushbu maqolaning maqsadi - 2018 yilgi Pakto Global Qizil Kolumbiya modelidan foydalangan holda ishlab chiqilgan ko'rsatkichlar asosida mamlakatdagi universitetlarga SR amaliyotini joriy etishning hozirgi holatini o'rganish. Natijalar shuni ko'rsatadiki, ushbu yo'nalishda olib borilgan sa'y-harakatlarga qaramay, O'zbekiston universitetlari Evropa universitetlariga qaraganda o'zlarining yoshligida.

Kalit so'zlar: korporativ ijtimoiy javobgarlik, universitetning ijtimoiy javobgarligi barqarorligi, ko'rsatkichlar, manfaatdor tomonlar, atrof-muhit.

Annotation: Uzbek society is undergoing a series of transformations in relations between institutions of higher education and society; in this context, the university, starting with its educational mission focused on training and research for the development of knowledge, promotes active participation in meeting the needs of society, known as the social responsibility of a higher educational institution (SR). Indeed, recently we often come to the topic of "social responsibility" as an ethical dimension that every organization or institution should accept, integrate and promote in its daily activities. The business world, obviously, has long welcomed and developed this idea, but in universities, especially in Uzbekistan, reflections on social responsibility have only just begun. The purpose of this article is to study the current situation of the integration of SR practice in universities in the country based on indicators developed using the 2018 Pacto Global Red Colombia model. The results



show that, despite the efforts made in this direction, the universities of Uzbekistan are in their infancy compared to European universities.

Keywords: corporate social responsibility, university social responsibility sustainability, indicators, stakeholders, environment.

I. INTRODUCTION

It has now been established that corporate social responsibility has a significant impact on the structure of a business. Indeed, companies set their main goal of making profit, therefore, in order not to harm their image and social reputation, they should manage and inform that the achievement of this main goal does not create negative external consequences for citizens, in particular, and interested parties in general [1]. However this did not happen in the higher education system, where reflections on social responsibility are ignored or even absent, especially among local universities. The management of organizations cannot be separated from their influence on the social environment in which they operate. Thus, we are talking about its relevance and the various mechanisms used to improve its quality, improve management and accountability to society. In addition, meeting the needs of the population of a local or regional territory in terms of social life and culture, now this is one of the tasks of a socially responsible university.

Given the importance of an integrated university's Skog education and social commitment in professional practice, from the beginning of the XXI century the role of the university in promoting sustainable development is reflected in the fact that we have called the "university's Skye social responsibility" Thus, the task of higher education institutions is to develop and apply a model that meets various aspects of social responsibility, which combines learning, research, social knowledge management in a socially responsible campus (environment).

II LITERATURE REVIEW

Today's topic is corporate social responsibility and university responsibility to society. There is currently no single, dominant academic model of social responsibility.

One reason is the very nature of this concept, which is flexible and changeable. Behind every word that makes up “ social responsibility ”, there are several meanings, contents and various conflicts, beginning with its definition and ending with the modalities of its application. In other words, this is a broad and free concept, which should not be considered as a special strategy, but as a long-term process. The concept of social responsibility defines new rules - economic, social and environmental, the application of which allows better coexistence among all participants in society.

A. Corporate Social Responsibility

The main function of a business is economic in nature, but the main goal of a business is social, because a business cannot be sustainable without interacting with consumers, customers, and others in general. Indeed, prosperity is unthinkable amid the deterioration that affects everyone, that is, every organization cannot have prosperity if the environment does not develop. Similarly, a company organization must necessarily consider its internal and external stakeholders, experimenting with social responsibility methods with all stakeholders in order to survive in a sustainable way over time.

Currently, companies devote significant resources to various social initiatives, ranging from working with the public and protecting the environment and ending with socially responsible business practices [2]. To this end, several organizations and institutions have been established that have defined standards, strategies and guidelines regarding the criteria that organizations must meet with regard to social responsibility and accountability to stakeholders (customers, shareholders, employees, suppliers, investors or other interested parties groups).

The business sector and the education sector, in particular, have changed, recognizing their role in sustainable development and based on the need to control the impact of their activities on the environment in which they work. Corporate social responsibility (CSR) can be understood as a set of actions taken by institutions to prevent, mitigate and compensate for the impacts caused by their activities, by promoting sustainable development where they operate [3].

Can we define the concept of "corporate social responsibility"? Without a doubt, this question is most often asked by all participants who have a direct or indirect connection with the concept of CSR. The answer to this question is not yet final. Indeed, many definitions circulate around the concept of “organization”, being neither harmonized nor standardized, and therefore do not always constitute a consensus among researchers, but we can essentially give several definitions in the following table:

Table 2.1. Corporate Social Responsibility Definitions

Authors	Definitions
Stepuk E.I. (2014) [2]	A socially responsible company maximizes the positive effect on society and minimizes negative consequences.
Bowen (1953: 6) [3]	This refers to the obligations of businessmen to pursue such a policy, make these decisions or follow those areas of activity that are desirable in terms of the goals and values of our society.
(European Commission, 2001) [4]	The concept that companies voluntarily decide to contribute to improving society and a cleaner environment
ISO 26000 (2010: 4) [5]	<p>The organization’s responsibility for the impact of its decisions and activities on society and the environment through transparent and ethical behavior that:</p> <ul style="list-style-type: none"> • contributes to sustainable development, including the health and well-being of society; • takes into account the expectations of stakeholders; • complies with current legislation and international standards of conduct; • and integrated throughout the organization and implemented in its relationships.

WBCSD (1999) [6]	The constant desire of business to behave ethically and contribute to economic development, while improving the quality of life of workers and their families, as well as the local community and society as a whole
------------------	--

B. University social responsibility

In the World Declaration on Higher Education of October 9, 1998, UNESCO stated that " higher education and research are currently important components of the cultural, socio-economic and environmentally sustainable development of individuals, communities and peoples" Thus, the university is no longer perceived only as an organization that consumes resources, but, like business, as an organization that is a structure that creates social wealth. As a company that had to overcome the philanthropic approach to social investment (as additional costs) in order to fit into the new paradigm of social responsibility. The university should go beyond its central function of teaching students and producing knowledge in order to accept the real requirement of the social responsibility of universities. Higher education institutions around the world seek to introduce and develop assessment systems in order to ensure the quality of higher education systems. In other words, a system that can integrate environmental management (internal and external), as well as develop and implement actions in social and public projects in the interests of sustainable development.

The social responsibility of universities can be interpreted as the conscience of a university, which directs its actions to the categorical and necessary contribution to society, responding to global and fundamental problems that arise in the current conditions in which the university is located.

The inclusion and implementation of SR in universities is becoming important due to the role that these institutions play as actors generating new knowledge and professionals who should be able to stimulate social, political and social needs in the pursuit of sustainable human development.

Despite the importance of the topic of social responsibility of the university, there is currently no definite agreement between various authors, this is due, first of all, to



the inconsistency of the concept, as well as to the novelty of its practice, since the conceptual definition of the term is not only more diverse than the term CSR, but and less developed than that. However, we will discuss some definitions that were introduced recently. Wiedman & Yoder presents this definition, “The policy of the quality of instruction in activities (students, teachers, administrative staff), through the responsible management of the educational, cognitive, labor and environmental impact of the university, in an active dialogue with society to promote sustainable human development ” [7]. Meanwhile, we define SR as: “ Obligations of university leaders to promote institutional policies for making decisions or following areas of activity that are desirable in terms of the goals and values of society” For [8], “the university bears social responsibility ” for the assumed and transformative potential that it has as a social organization, through the dissemination and implementation of a number of principles and values through intelligent impact management: organizational, environmental, educational, cognitive and social, produced through its key processes: management, training, research and the dissemination of knowledge, through a high-quality ethical policy, in a joint dialogue with the society with which it remitsya together the human and sustainable development and which defines the ethical requirements of fairness and social justice ”

The various definitions given above have a general assessment of the impact exerted by the results of universities, which, with the help of a certain number of indicators, can be measured and evaluated to find out if they correspond to the goals set.

Responsible practice, which adds value to the brand and the profitability of the organization, is accredited for its employees, suppliers, customers, investors, etc. “As an organization voluntarily committed to socially responsible management, responsible within the framework of their organizational culture and their commercial strategy” These tools become indicators when they measure the achievement of project or program goals.

The introduction of the university’s social responsibility management system implies a clear commitment to interested groups of the university through continuous

improvement of the practice of SR in all its aspects, training and research, the organizational structure of management and expansion of the university.

III. METHODOLOGY

The methodological approach can be qualitative or quantitative. This research consists of descriptive qualitative method which is used in the social sciences and humanities, this method of research is particularly relevant when the observed factors are subjective and difficult to measure. This is especially true because the social and environmental aspects included the indicators of social responsibility of universities in our case study, which is and which is not easy to calculate for the Tashkent Institute of Chemical Technology.

Qualitative research is a general term that covers many methods that are used in many disciplines [9]. It is a multi-dimensional and is used to study phenomena in their natural setting, using interviews, archive analysis, observations and interviews, as well as to the interpretation of events in terms of the meaning given to the subjects. It describes and explains the ways of relationships and data in the form of words, and not necessarily in the form of numbers, which makes it a more subjective approach compared to quantitative research. This allows the researcher to establish topics, models, and data categories based on the understanding and interpretation of the researcher. Qualitative research offers a holistic view leading to an understanding of phenomena, and is therefore suitable for constructing inductive theories. In this article, we will follow the progress of a descriptive, qualitative study based on a case study.

Many sources define a case study research method as an empirical study that studies a modern phenomenon in its real context; when the boundaries between the phenomenon and the context are not obvious; and which uses multiple sources of evidence; and the benefits of previous theoretical developments for data collection and analysis. This is especially true for our universities, since data collection is based on the consideration of documents (reports, annual reports, articles, etc.) of the universities that make up our case study. Also, it can be argued that the case study is appropriate when the question is asked "How" and "Why" of the contemporary set of

events, in which the researcher has little control over our case, because the problem is this: how can you measure the university's social responsibility? You can allocate four types of cases: an illustrative sample, test, unpublished or approximate. Our study is ideal for the type of test, because the object of study was chosen because it allows you to test theories formulated earlier. To this end, in this article we plan to apply a checklist of practices of social responsibility of universities, based on a number of indicators.

In this article we will introduce one university. The choice was made taking into account the classification of university ratings in 2019 by Uzbek universities, according to which the National University of Uzbekistan takes first place, followed by the Tashkent Institute of Irrigation and Agricultural Mechanization Engineers, and then Samarkand State University and, finally, Muhammad Tashkent University of Information Technologies al-Khwarizmi on the fourth. The choice of the Tashkent Chemical-Technological University is also explained by the activities of the author at this university and the information posted on his web page.

The method that was developed in 2018 by a number of experts was selected [11], this model represents advantages, in particular, it is a system that first allows you to determine the parameters and goals of management from the point of view of social responsibility within the educational institution, then the ability to choose the report level for development in accordance with the achievements in this practice and institutional interests, and, finally, the compatibility of these indicators with indicators developed by the most famous management systems.

This model follows very precise logic formulated in 5 stages: (1) determine the scope (2) set the level (3) collect information (4) prepare a report (5) present a report. As already mentioned, the purpose of this article is to determine the current situation in the selected university in relation to the implementation of the practice of social responsibility, for this we will go directly to the second stage. In addition, a system of social responsibility is being created at the Tashkent Chemical-Technological Institute, and therefore defining a goal and determining its stakeholders is important for this university.

IV. RESULTS OF SELF-ASSESSMENT UNIVERSITY

As we just mentioned from the point of view of the research methodology, we will compile an array of indicators developed as a result of theoretical and empirical work [10] and [11]. In addition, according to [10], best practices regarding social responsibility should be integrated into the following functions: (1) academic and pedagogical training, (2) research and dissemination of results, (3) organization management and (4) participation in public life through creating channels of communication and participation to meet the needs of interested groups of society. As was stated above that " the initiatives that can be taken socially responsible higher education institutions to promote sustainable human development, covering a wide range of proposals based on the four main areas of the university s tion works, which form the basis of SR: teaching, research, training, and social responsible management of the university.

And finally, expectations [11] indicate that the system of indicators consists of five basic elements that make up the basic functions of higher education institutions, namely, education, research, leadership and strategy, operational management and social expansion or projection. Each of these five functions consists of aspects that are necessary enough to be able to apply institutional management that meets the goals of sustainable development by 2030.

Table 4.1. Identification of the five areas of Pacto Global Red Colombia (2018)

Region	Definition
Leadership and Strategy	This component relates to the strategic direction and the presence of specialized control mechanisms to assess the advancement of social aspects in higher education.
Training	This component relates to the academic content, thematic methodologies, and learning processes that contribute to sustainability learning and promote responsible university leadership in society.

Research work	This component relates to assessing the availability of guidelines and policies that contribute to the acquisition of new knowledge and its application to address social and sustainable problems in the institution.
Extension or social projection of the university	This component determines the number of initiatives and formal frameworks that are assessed through social mechanisms and policies on social aspects and sustainability.
Monitoring and control of execution	This component examines the impact that the organization has through its administrative and operational processes on stakeholders and the environment.

Source: [11]

To report on the performance of components or areas of activity, they are divided into general views which, in turn, are divided into additional views, and finally, each additional view is divided into indicators.

- **General views:** they are defined as significant and important issues that each area or core function should consider when assessing its commitment to sustainability.
- **General views:** they are understood as a group of criteria that make up each of the topics of university sustainability (general aspects), and, of course, they can be assessed using indicators.
- **Indicators:** they punctually represent a set of data, qualitative and / or quantitative, with which the effectiveness of the relevant sustainability criteria is assessed in an objective and traceable manner.

The report [11] outlines five steps (determining the scale, setting the level, collecting information, preparing a report, presenting a report) that institutions should follow when they put into practice social responsibility criteria, which demonstrates the flexibility of the model. It begins with a basic level, then standard, then intermediate until reaching the most advanced level. In our case, given that the practice of introducing social responsibility at the level of Uzbek universities is relevant, we are going to put ourselves at a basic level. The report at this level states that the academic

institution, in addition to providing basic data, establishes the formalities (policies, mechanisms, etc.) with which it supports sustainability efforts.

Table 4.2. Assessment of the implementation in practice of social responsibility at a basic level

Field of activity	Code	Description
Leadership	P1	Indicate the year the sustainability or social responsibility reporting begins.
	P2	Mention of the methodology used
	P3	(proprietary, GRI, IR, COE). Whether the report or the report on the stability and / or social responsibility of productivity refers to obligations with in the interests of social development of the millennium - publication period
Training	O1	Number of academic programs by type (undergraduate, specialization, masters, doctoral
	O2	studies) with experience.
	O3	The number of actions, events, or campaigns per year per program / duration.
	O4	Number of items and / or related items per
	O5	program / total number of items per program.
	O6	The number of actions, events or campaigns
	O7	per year per program The number of actions, events, or campaigns per year per program. Number of promotions, events or campaigns per year Mention of the Millennium Sustainable Development related to extracurricular activities or curriculum activities



<p style="text-align: center;">Research work</p>	<p>I1</p>	<p>Number of groups or research projects with status and</p>
	<p>AND</p>	<p>seniority</p>
	<p>2</p>	<p>Number of empirical / general studies.</p>
	<p>I3</p>	<p>Number of proposed research funding / general research.</p>
	<p>I4</p>	<p>Number of studies conducted within the framework of the principles of sustainable development and social responsibility.</p>
	<p>I5</p>	<p>The total number of academic products of social responsibility and sustainable development. Mention of sustainable development goals of priority research activities</p>
<p style="text-align: center;">Expansion</p>	<p>E1</p>	<p>Number of initiatives, projects and / or</p>
	<p>E2</p>	<p>programs</p>
	<p>E3</p>	<p>The number of initiatives, projects, programs involving students.</p>
	<p>E4</p>	<p>The number of initiatives, projects and / or programs with the participation of teaching staff / all initiatives, projects and / or programs</p>
	<p>E5</p>	<p>implemented% of the budget of the university allocated to these projects.</p>
	<p>E6</p>	<p>Number of unions, agreements or agreements with institutions / activities carried out in conjunction with them.</p>
<p>E6</p>	<p>The number of initiatives, projects and / or programs promoting social responsibility and / or sustainability / of all initiatives, projects and / or programs implemented</p>	

		Mentioning Sustainable Development Goals that are priorities in extension or social projection activities
Administration	A1 A2 A3	Information on employees by gender, position and type of contract and salary. The total number of new accepted and contract types. Number of hours of employee training by category or rank and gender

Source: [11]

Fill in the table, simply taking as a basis the area of activity and the corresponding codes indicated in table 4.2. The information used is taken from the web page of the Tashkent Institute of Chemical Technology, in the section "Social Responsibility of the University" and the graded estimates are shown.

Table 4.3. Application for Tashkent Institute of Chemical Technology

Field of activity	Code	University
Leadership	P1 P2 P3	2020 social responsibility report is not available. H is
Training	O1	Existing Undergraduate Programs 5321000-Food Safety; 5630100-Ecology and environmental protection (by industry); 5640100-Life safety; 5640200-Occupational health and safety and Master's programs 5A310901- Product safety and certification; 5A310902- Metrology, standardization and quality management of products (by industry); 5A321003-



	<p>O2</p> <p>O3</p> <p>O4 / O7</p> <p>O1 / O7</p>	<p>Food safety; 5A610101-Service (by type and area of activity); 5A630101- Environmental protection (in the areas of activity). Certain amounts of theses and master's theses th on this topic for the above aims and pits education.</p> <p>It is necessary to review the curricula of these programs: in the case of a complete lack of discipline necessary to revise curricula and introduce new disciplines aimed at defined les of formation and social responsibility.</p> <p>Data unknown.</p> <p>Planned Activities:</p> <p>Several programs that are planned, including master's programs: Master of Social Economics and Sustainable Development, Master of Science in Strategy and Human Resources Management, Specialized Master's Program in Environmental Economics (EE).</p>
<p>Research work</p>	<p>I1</p> <p>I2 / I6</p>	<p>In this section, there is a fairly large and fairly rich research structure, some of the research groups are working on the subject of innovation and sustainable development, Biotechnology Laboratory, protection s and development I plant resources.</p> <p>Here we present those projects, which we found in the section e Science : Sustainable development project in the form of a culture of health and safety at work, the project for the valorisation of the liquid effluents from the industry for the sustainable cultivation of respectful th environment project on the development of innovative strategies for improving the quality potable th water in cities and regions (international) expertise agroforestry for food security and improving living standards in Kazakhstan, Kyrgyzstan and Uzbekistan</p>

		(international) The projects involved in economic, social and environmental development are presented. Mention of investigations conducted in accordance with the guidelines for sustainable development or social responsibility / general investigations.
Expansion	E1	The institute is working on 17 scientific s m about EKT am
	E2	The 17 research projects involving 51 studio Mr. comrade
	E3	The number of projects with the participation of faculty / total projects completed% of the university budget allocated for
	E4	these projects is 17 Institute signed over 7 0 agreement minutes with 50 foreign institutions over 20 local agencies implemented jointly with
	E 5	them. Over 30.
Administration	A1	In the administration, t 33 employees work on official jobs
	A2	Information is not available
	A3	Information is not available

Own development (2020)

V. THE DISCUSSION OF THE RESULTS

As shown in the table (4. 3.), The Tashkent Institute of Chemical Technology began colossal work to implement social responsibility practices, including them in all these formative, administrative, teaching, and research works. Indeed, the projects initiated by the university s Skim research laboratories include environmental, social and governance issues. The table does not allow us to single out a set of practices undertaken by the institute, nor actions and activities, nor a set of its projects, nor even conventions and alliances, since we considered an analysis of only the most important application for testing this model.



This is a simple model, flexible and easily customizable by any institution, because it sets up tables with indicators (which can vary depending on the needs and context of each institution), and each table corresponds to a clearly defined level from the base level, passing through the standard and intermediate level and leaving to an advanced level, and every time the indicators change, and the integration of SR practices is becoming increasingly important. Recall that this model not only allows you to assess the current state of social responsibility, but also is a guide for those who want to integrate SR practices for the first time, since this model presents five stages that allow you to move from the embryonic (initial) phase, which is the definition of a goal with point of view of social responsibility, to the disclosure phase in the interests of stakeholders.

VI. OUTPUT

If in European universities the topic of integrating the practice of social responsibility of universities is a priority and a requirement, then in Uzbek universities this is far from achieved. Indeed, the Uzbek university has been working since its inception, not paying attention to people's expectations and environmental requirements. Although some student events (sports, cultural, associative) may seem like a practice of SR, our university is designed to report to stakeholders. How? Through the disclosure of information on its activities in the form of a brief message on the social responsibility of the university on its web page.

According to [10], the SR helps the university to clearly articulate its teaching, research and advanced training functions in accordance with ethical principles and responsible management. In addition, this allows achieving coherence between declarations of intent (mission, vision and values) and the daily activities of the university.

According to the same author, [10], the implementation of SR allows you to use the advantages of institutional dynamics for innovation, that is, the university becomes an intellectual, transparent and democratic organization that applies continuous improvement processes, contributing to a creative approach initiatives in the academic

and managerial fields. And finally, it allows rationalizing university management so that the university improves the productivity of its processes in various fields (environmental care, employee motivation, improving academic performance and creating social value).

REFERENCES

- [1]. Larrán Jorge, M., De la Cuesta, M., Fernández, A., Muñoz, MJ, López, A., Moneva, JM, & Andrades Peña, J. (2012). Análisis del nivel de implantación de Políticas de Responsabilidad Social en las Universidades Españolas. In Conferencia de Consejos Sociales de las Universidades Públicas Españolas. Fundación Carolina.
- [2]. Stepuk, E. I. Perfection of the method of complex assessment of sustainability of development of metallurgical enterprises: the dissertation. candidate of economic sciences; - St. Petersburg, 2014-- 159 p.
- [3]. Bowen, HR 1953, Social responsibilities of the businessman, New York: Harper & Row.
- [4]. European Commission. Directorate-General for Employment and Social Affairs, Industrial Relations and Industrial Change, Unit EMPL / D.1: 2001, Promoting a European Framework for Corporate Social Responsibility, Green Paper (Office for Official Publication of the European Communities, Luxembourg), http://europa.eu.int/comm/employment_social/soc-dial/csr/greenpaper_en.pdf
- [5]. Hemphill, T. (2013). The ISO 26000 guidance on social responsibility international standard: What are the business governance implications? Corporate Governance: The international journal of business in society.
- [6]. BCSD, 1999. Corporate Social Responsibility. World Business Council for Sustainable Development, Geneva.
- [7]. Weidman, JC, & Yoder, B. (2010). Policy and practice in education reform in Mongolia and Uzbekistan during the first two decades of the post-Soviet era. Excellence in Higher Education, 1, 57–68.10.5195 / EHE.2010.16
- [8]. Ferlie E., Musselin S., Andresani, G. (2009), Management of higher education systems: a perspective of public administration. University Management: Western



European Comparative Perspectives. Dordrecht: Springer Science & Business Media. pg. 1-20.

[9]. EG Guba, & YS Lincoln, “Competing paradigms in qualitative research”. Handbook of qualitative research, 1994, 2 (163-194), 105.

[10]. González Alcántara, Ó; Fontaneda González, I; Camino López, MA; Revilla Gistaín, A. (2015): La responsabilidad social en las universidades españolas 2014/15, IAES, Serie Investigaciones.

[11]. Pacto Mundial Red Colombia 2018: Sistema de indicadores de responsabilidad social universitaria informe de progreso - PRME, ISBN - 978-958-56842-0-1 Bogotá DC Colombia, Septiembre 2018