

The use of ICT and its application in the teaching of corporate social responsibility

El uso de las TIC's y su aplicación en la enseñanza de la responsabilidad social empresarial

MARTÍNEZ-RODRÍGUEZ, Edim^{*†}. DELGADILLO-GÓMEZ, Patricia[´], DÉCARO-SANTIAGO, Laura Angélica^{´´} and SORIANO-HERNÁNDEZ, María Guadalupe^{´´}

[´] Universidad Autónoma del Estado de México, C.U. Ecatepec, Ecatepec de Morelos, Méx., México.

^{´´} Universidad Autónoma del Estado de México, C.U. Zumpango, Zumpango de Ocampo, México.

ID 1st Author: Edim, Martínez-Rodríguez / ORC ID: 0000-0003-4483-8780

ID 1st Co-author: Delgadillo Gómez Patricia / ORC ID: 0000-0001-7871-492

ID 2nd Co-author: Laura Angélica Décaro Santiago / ORC ID: 0000-0002-6778-3359

ID 3rd Co-author: María Guadalupe Soriano Hernández / ORC ID: 0000-0001-5682-8155

DOI: 10.35429/JIEC.2022.12.7.8.16

Received January 15, 2023; Accepted June 30, 2023

Abstract

Currently, Higher Education Institutions (HEIs) are called to undertake a change within themselves to respond to the needs of different organizations and society, through the generation, development and transfer of knowledge, fulfilling their mission. to train professionals who will respond to the needs of society by facing new social problems, since it is through knowledge and daily practice of corporate social responsibility, science, technology, and innovation that tools, models are presented. , actions and programs that contribute to social well-being, economic growth, development, competitiveness of organizations and the country in general.

Corporate social responsibility, Technology, Higher education

Resumen

En la actualidad las Instituciones de Educación Superior (IES) están llamadas a emprender un cambio en su interior para dar respuesta a las necesidades de las distintas organizaciones y a la sociedad, a través de la generación, desarrollo y transferencia del conocimiento, cumpliendo con su misión de formar en su interior profesionistas que darán respuesta a las necesidades de la sociedad afrontando nuevos problemas sociales, pues es a través del conocimiento y la práctica cotidiana de la responsabilidad social empresarial, la ciencia, la tecnología, la innovación que se presentan herramientas, modelos, acciones y programas que contribuyen al bienestar social, al crecimiento económico, al desarrollo, competitividad de las organizaciones y del país en general.

Responsabilidad social empresarial, Tecnología, Educación superior

Citation: MARTÍNEZ-RODRÍGUEZ, Edim. DELGADILLO-GÓMEZ, Patricia, DÉCARO-SANTIAGO, Laura Angélica and SORIANO-HERNÁNDEZ, María Guadalupe. The use of ICT and its application in the teaching of corporate social responsibility. Journal-International Economy. 2023. 7-12:8-16.

* Correspondence author: (E-mail: emartinezr@uaemex.mx)

† Researcher contributing first author.

Introduction

In daily practice in teaching corporate social responsibility, tools and media are used such as the presentation of concepts, background, issues and subjects through the use of the ISO 26000 standard, books, magazine articles, laws, documents, documentaries and even films with the aim of the student being the protagonist of their learning and being a citizen with knowledge, skills, values and attitudes with critical, analytical and ethical thinking, capable of solving complex problems such as respect for human rights, labor practices fair for employees and workers, respect for the environment, participation and development of society and its communities, as well as treating clients and consumers of public, private or social organizations ethically through decision-making with a vision based on values accepted by society, inclusive and with strict adherence to respect for human rights.

Therefore, the administration of any organization must be aware that it has a social responsibility and to do so it must have a specialized professional with the skills to implement voluntary standards such as ISO 26000 or even strict respect for laws such as the Political Constitution of the United Mexican States, the Federal Labor Law, as well as the Mexican Standard NMX-R-025-SCFI-2015 on Labor Equality and Non-Discrimination, since in 2017, a survey carried out by OCC Mundial revealed that 64% of workers claimed that discrimination existed in their company (ENADIS, 2017) in this same sense, the survey on Discrimination in Mexico City (EDIS, 2021) revealed that 36.9% of workers claimed to have been discriminated against at work.

Therefore, not only must the organization be competitive in economic terms, but it must also satisfactorily meet economic and social objectives, both external and internal, since it has been defined as the objective of organizations to produce goods and services that satisfy the needs, desires, and expectations of its clients and users, generating a utility and in terms of social objectives, contributing to the development of society and its environment, thereby achieving comprehensive development.

The economic and social objectives are related and consistent with each other, so the company must seek to integrate them harmoniously into its daily work. This will ensure its existence, increase its productivity and allow the human development of its members (Estrada, Monroy and Ramírez, 2005; 10).

In this same sense, the importance and need to address Corporate Social Responsibility (CSR) in modern companies is due to the great desire to stop and repair the damage that is now evident at an environmental, economic and social level, that the same companies have caused and continue to do. causing (Soto and Cárdenas, 2007: 146).

Due to the above, different organizations see the need to design strategies that ensure the success of organizations by increasing their competitive level, in the added value they offer to their clients and users, in quality, efficiency, effectiveness in terms of profitability, quality in the processes, just as it is a priority to design strategies focused on solving problems such as discrimination, fair wages and salaries, adequate work environment, personal and professional growth among its collaborators, it is also necessary for companies to have policies for the development of the community and its societies, thereby generating a climate of respect for laws, norms and agreements to achieve greater well-being.

Likewise, Cabrera (2006;1) mentions that every organization (and in particular the company), because it is part of a social system, in addition to producing goods and services, to ensure its stability, continuity and growth; They must meet social objectives. This does not necessarily mean that they must be in charge of solving specific social problems that afflict the societies where they operate, but that they will respond as instruments to satisfy social needs and link organizational objectives with those of the community to prioritize its growth and development, therefore Each of the company's decisions must be based on values that society accepts and this necessarily impacts the company's strategic planning, its internal processes, products and services, as well as the relationship it establishes between its clients, consumers and society. in general.

Corporate social responsibility

Until November 2010, there was no generalized definition of Corporate Social Responsibility (see table 3.1) and with the participation of more than 100 countries, ISO 26000 was established, which is the first tool that integrates a guide on how to apply social responsibility. business in all types of organizations. Considers that it should be seen as a new way of operating the organization's activities based on existing processes, structures and resources, and under which shareholders, suppliers, community, environment, government, clients and collaborators converge (Remy, 2011), the which defines corporate social responsibility as organizational responsibility for the impact that its decisions and actions have on society and the environment, through transparent and ethical behavior that promotes sustainable development, health and well-being of society, taking into account It takes into account the expectations of interest groups, in accordance with applicable legislation and consistent with international standards of conduct, integrated throughout the organization and implemented in organizational relationships (Duran, 2008; Puterman, 2010, ISO 26000 Standard).

| Autor | Definition |
|--|--|
| Gallo (2000) | Comply with its own purposes |
| Bateman (2001) | The obligation towards society |
| Comisión de las Comunidades Europeas (2002) | Voluntary integration, by companies, and their relationships with their interlocutors |
| Vargas (2006) | Go beyond your business compliance |
| Instituto Ethos (2007) | Form of management, ethics and transparency of the company with all audiences |
| Banco Interamericano de Desarrollo (BID, 2007) | A sustainable business strategy that promotes the well-being of the company and society in general |
| Centro Mexicano para la Filantropía (2009) | Fully comply with the purpose of the company in its economic, social and environmental dimensions |
| OCDE (2010) | Actions developed by businesses to consolidate their relationships with societies |
| La Fundación Prohumana de Chile (2011) | Contribution to sustainable human development |

Table 1 Definition of corporate social responsibility through various authors

Source: self made., 2013. con base a Gallo (2000), Bateman (2001), Comisión de las Comunidades Europeas (2002), Vargas (2006), Instituto Ethos (2007), Banco Interamericano de Desarrollo (BID, 2007), Centro Mexicano para la Filantropía (2009), OCDE (2010), La Fundación Prohumana de Chile (2011)

Based on the terms used by various authors, Corporate Social Responsibility can be defined as “the commitment that the company assumes to the sustainable development and well-being of society through ethical and transparent behavior through collaboration with the different actors involved.”

And based on the above, it is necessary that social and business responsibility be incorporated as a fundamental issue in the different organizations that can be applied as a daily practice and this can only be possible through professionals who can incorporate these practices through of different models according to the context of each organization and following, where appropriate, the regulations designed for this purpose, so higher education institutions as sources of knowledge must solve the problems faced by society, through ethical incorporation in compliance with each of its university functions and within them the Social Responsibility that will lead to assuming a series of challenges and exceeding the expectations of charity or philanthropy, to project itself as an institution that establishes links to meet the changing needs of society as well as contribute to the development and well-being of society and the country in general.

It is through this relationship that University Social Responsibility (RSU) acquires meaning and presence. Therefore, universities must ensure that their activities are socially responsible, keeping communication in mind to become creators of positive value for society and for themselves. There must be balance between words and actions, effective participation in sustainable development, responsible management, social integration, respect for human rights, equal opportunities, submission to control and norms that ensure the proper functioning of the society in which we live.

In this sense, Ramírez, Moctezuma and González (2017: 62) mentioned that the University needs to "teach people to become a highly qualified expert for work and citizenship, give students the opportunity to develop. Full of their skills with social responsibility" (UNESCO, 1998: 2), because "higher education not only provides a solid capacity for the world and tomorrow, but also creates the right to citizens of the recipient of ethical principles, related to ethical principles, related to ethical principles.

Related to the construction of the world, protecting human rights and the values of democracy, however, Vázquez and Ortiz (2018) referring to Freeman, that countries that have high investment in areas such as information technology, research and development, basic sciences and applications, as well as teaching resources will be highly competitive.

From there, countries need to invest in educational institutions in the use of technology, because through research, training and dissemination on issues of corporate social responsibility, they can strengthen the existing links between education, basic and applied sciences. and technology and innovation, thus responding to the needs of society, fulfilling the mission of training professionals who are increasingly prepared to solve new social problems and will be the decision makers of the future, because it is knowledge that is obtained as a result of science. and technological activities aimed at providing solutions to humanity's problems.

According to Núñez and Alonso (2009), the growing role of science in public life has raised the question of the social responsibility of scientists. Science is inevitably immersed in a social context, which is why scientists are not only interested in knowledge but also in its consequences. Therefore, scientists must always adjust their actions, think about the impact that can be achieved due to the results of the study and must increase social objectives, in addition to profits or personal recognition, with positive and voluntary contributions to improve the society in the field of social improvement field of technology; In other words, you must act with social responsibility. Taking into account the above, teaching, research and social responsibility are considered important factors of training, creation and distribution of knowledge, and this is the change of economic development, so that economic development, so that the organization of economic development of higher education, government and government Society should try to achieve a new policy, instructing this to teach in higher education, because it encourages the needs of society to be implemented, in the use of technological tools that are beneficial to the entire society.

The combination of science, technology and social responsibility in the creation of future generations will allow you to create young people not only with high levels of knowledge but also with social participation (Sánchez and Saldívar 2016: 207).

In the same way, Ortiz, Della and Rivero (2018) remember that it is included in future IT experts, but mainly contributing to the training of citizens due to the progress and progress of their community, creating social capital, seeking common benefits. and focus on sustainable development.

Well, Science, Technology and Innovation are presented as an instrument of double benefit in that they contribute to social well-being and at the same time contribute to the strengthening of the state in scientific and innovation issues, since the generation and transfer of knowledge and the development of Technologies are elements that drive economic growth, and in turn increase people's well-being (Gómez, 2017).

The need for technologies

Considered a precursor to the ISO 26000 social responsibility standard, the following documents reference the use of technology to address social issues, including:

1. The "White Paper on Governance" published in the Official Journal of the European Communities in 2001 pointed out the need to integrate technology through networks, stating that "European integration, new technologies, cultural changes and interdependence have created many European and international networks. to achieve specific objectives, some of them financed with Community funding. These networks form links between companies, local communities, research centers and regional and local organizations. It is also mentioned that the recommendations of the White Paper will help increase public confidence in the use of expert knowledge. Policymakers are eager to address the challenges, risks and ethical issues raised by science and technology (Commission of the European Communities, 2001).

2. The Green Paper published by the Commission of the European Communities in 2001 mentioned the use of technology and refers to the fact that "being socially responsible means not only fully complying with legal obligations, but also exceeding compliance with investments" More human capital, environment and relationships with stakeholders. "The experience gained by investing in environmentally friendly technologies and business practices demonstrates that going beyond regulatory compliance can improve a company's competitiveness." It also notes that "these outcomes can be improved through the introduction of clean technologies, which are often associated with jobs associated with innovative technologies," and workers achieve higher performance.

Therefore, its adoption can simultaneously improve a company's environmental performance and employees' job satisfaction, while increasing profitability" (Commission of the European Communities, 2001). The aforementioned situation requires the establishment of permanent links with research centers that depend largely on higher education institutions and that house experts in science and technology development who can develop projects that solve society's own problems through : the creation and transfer of knowledge.

- 3) In accordance with the OECD Guidelines for Multinational Enterprises, mention is made of the technology referred to in point 5. According to the environment, "the company must constantly strive to improve its ecological characteristics, if necessary , promoting the implementation of technologies and operating procedures in all areas of the company that significantly reflect the existing and effective environmental protection standards" in the company. Likewise, "in doing business, adopt practices that ensure the transfer and rapid dissemination of technology and knowledge, and give due consideration to the protection of intellectual property rights," citing the example that multinational companies may often use technical or operational, procedures if used to promote general environmental improvements.

In Comment No. 53 related to science and technology, it is mentioned that "in globalization and the knowledge-based economy, the role of national borders is not important even for small or country-oriented companies." , the ability to access and use technology and knowledge, these opportunities are also essential to realize the macroeconomic consequences of technological progress, first of all, to increase productivity and create jobs in the context of sustainable development. Multinational corporations are the main carriers of the transfer technology international, contribute to the national innovation capacity of their host countries by producing new technologies, ensuring their dissemination and promoting their use in national companies and institutions. When the research and development (R&D) activities of multinational corporations are closely integrated into the national innovation system, they can contribute to the economic and social progress of the host country" (OECD, 2013).

- 4) On the 30th. UNESCO General Conference held in Paris in 1999, stated in its "Declaration on Science and the Uses of Scientific Knowledge" and "Programmes for Science": "The scientific community and politicians should strive to increase citizens' confidence in science and its understanding. To address ethical, social, cultural, environmental, economic, health and gender issues, interdisciplinary efforts based on natural and social sciences must be strengthened. Increase the role of science in the construction of A more just, prosperous and sustainable world requires a long-term commitment from all stakeholders, public and private, to increase investment, review investment priorities accordingly and share scientific knowledge (UNESCO, 1999).

In this sense, the ISO 26000 standard, in its central themes and issues related to social responsibility, defines issues related to the use of technology, such as:

Organizations should

- Consider the impact on employment of certain technological options and, to the extent they are economically viable in the long term, prioritize technologies that maximize employment opportunities.

On active participation and community development: development and acquisition of technology. To help promote economic and social development, communities and their members need, among other things, full and secure access to modern technology. Organizations can contribute to the development of the society in which they operate by applying their professional knowledge, skills and technologies in a way that promotes the development of human resources and the diffusion of technology. Information and communications technologies are a large part of modern life and are the basis of many economic activities. Access to information is essential to overcome the disparities that exist between countries, regions, generations, genders and more. Organizations can help improve access to these technologies through education, partnerships, and other initiatives.

Relevant actions and expectations. Organizations should:

- Consider contributing to the development of innovative technologies to help address social and environmental challenges in local communities.
- Consider the possibility of promoting the development of low-cost technologies that can be easily replicated and that have a great positive impact on the eradication of poverty and hunger.
- Consider the development of potential technologies and knowledge at local and traditional levels, where economically viable, while respecting the community's right to these knowledge and technologies.
- Consider forming alliances with organizations such as universities or research laboratories to work with community allies to improve the development of science and technology and employ local workers to carry out this task.
- Adopt practices that allow the transfer and dissemination of technology when economically viable. Where appropriate, organizations should develop reasonable terms and conditions of licensing or technology transfer to facilitate local development. Community management skills should be considered and improved.

Higher education institutions and the application of information technologies

Based on previous articles, there is no doubt that higher education institutions have a role to play in developing social responsibility among students and promoting the use of information technology to provide solutions to social problems in their communities. At the same time, it is necessary to act to improve the quality of life of the population and satisfy their needs. Because universities play a crucial role in corporate social responsibility because, although they are not isolated entities, they are created to make a significant contribution to the development of the environment, especially in relation to society, applicants, students, postgraduates and in this meaning of the activities. that are carried out in it have a direct impact on the development of society, for example, improving the educational level of the population, providing products and services, promoting the development of science and culture, etc. It is worth noting that the role of teachers and university communities within the concept of CSR can help students perceive this practice as a common phenomenon, since to a certain extent it has a more direct and obvious connection.

Social responsibility is not only a new fashion, but also a way of contributing and responding to the benefits that society receives, in this sense, if each member of society contributes in some way, through their daily activities, responsibility Social entrepreneurship can make an important contribution to improving the standard of living of the people and the entire country. Alarcón et al. (2018), referring to González (2002), mentions that the purpose of science and technology is based on growth, which provides methods and solutions that provide opportunities for the creation and management of innovations mainly in poor countries.

Furthermore, Abreu (2007) stated: "Innovation is the indisputable key to progress" and all of these are aspects that support the sustainable development of a country. Therefore, science, technology and technological innovation are considered platforms for social progress and development; the safest vehicles in the globalized world.

Conclusions

As long as higher education institutions are aware of the needs of society and assume social responsibility through the development, application and research of technology, they will create responses that translate into better organizations, economic and social development, a better society, standard and quality of life.

Previous studies have shown that social responsibility and corporate responsibility, despite being a concept with origins of more than three decades, gained true relevance only at the beginning of this century due to the challenges, socioeconomic indicators and current social transformations that the Higher Education, in this sense, higher education institutions must have trained experts in the classroom who will then join the workforce, share their knowledge, skills, values and attitudes, commit to the demands of society in terms of work, environment, society, fair business practices and active participation in society and its development. Therefore, by generating knowledge and daily practice of socially responsible actions within each classroom in the university environment, not only through the training of professionals, but also through learning educational processes that provide people in society with the values ethics of the university, responsibility towards society and support, development of personality and education in social commitment, the development of alternative solutions to the complex problems facing the development of the country will be promoted, prioritizing regional and local needs, achieving thus greater interaction and integration of higher education institutions with society with the aim of eradicating poverty, intolerance, violence, illiteracy, hunger, prevention of environmental degradation and prevention of diseases, the issues raised are mainly analyzed using an interdisciplinary approach .

References

Alarcón, M.; Pérez, O.; Frías, R.; Pentón, J. (2018) Estudios de la Ciencia-Tecnología en la Responsabilidad social y el talento humano. Revista Venezolana de Gerencia, vol. 23, núm. 83, pp. 699-718, 2018 Universidad del Zulia.

Banco Interamericano de Desarrollo (2007) V Conferencia Interamericana sobre Responsabilidad Social de la Empresa (RESPONSABILIDAD SOCIAL EMPRESARIAL) Responsabilidad Compartida. Ciudad de Guatemala, Guatemala 9-11 de dic. de 2007, disponible en <http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=1771441>

Bateman, T. y Snell, S. (2001). Administración. Una Ventaja Competitiva. 4ta Edición, México Mc.Graw Hill.

Cabrera, G. (2006) La responsabilidad social de la empresa y las metas del desarrollo del milenio, disponible en: <http://bibliotecavirtual.educared.org/index.php/site/default/detalle/id/00000000439/la-responsabilidad-social-de-la-empresa-y-las-metas-de-desarrollo-del-milenio>, consultado el 29 de Noviembre de 2013.

Centro Mexicano de Filantropía (CEMEFI, 2009). El concepto de Responsabilidad Social Empresarial

Comisión de las Comunidades Europeas (2001) Libro Verde, fomentar un marco europeo para la responsabilidad social de las empresas. Bruselas, 18.7.2001.

Comisión de las Comunidades Europeas (2002), Comunicado de la Comisión relativa a la Responsabilidad Social de las empresas: una contribución empresarial al desarrollo sostenible. Bruselas, disponible en <http://www.aeca.es/comisiones/rsc/rsc.htm>.

Comisión Europea (2001) La Gobernanza Europea – Un libro blanco. COM (2001)428 FINAL. Diario Oficial De las Comunidades Europeas.

Diario Oficial de las Comunidades Europeas (2001) La gobernanza europea-Un libro Blanco.

Duran, A. (2008) Las iniciativas internacionales para acercar la empresa al desarrollo humano. La nueva norma ISO 2600 de Responsabilidad Social. Ingeniería de Organización. Universidad Carlos III de Madrid, disponible en <http://www.slideshare.net/isfapd/la-nueva-norma-iso-26000-de-responsabilidad-social-presentation>.

Estrada, S., Monroy, G. y Ramírez, H. (2005; 10) Ética, Responsabilidad Social, Desarrollo Sustentable en las Organizaciones. Memoria del 3er. Congreso sobre Responsabilidad Social Corporativa, ISEOR, ADERESE, pp. 146-161, Lyon, Francia, Octubre 2005; en revista Administración y Organizaciones, Año 8, No. 15, pp. 27-45, Departamento de Producción Económica, DCSH, UAM-X, México, Diciembre 2005.

Fernández, A. y Martín, V. (2011; 1) Gestión ética para el bien común en las organizaciones. Revista Sinergia, disponible en: <http://revista-sinergia.com.ar/wp/?p=174#sthash.DNmmiUAj.dpbs>, consultado el 28 de Noviembre de 2013, 17:55hrs.

Fundación Prohumana de Chile (2011). ¿Qué es la RESPONSABILIDAD SOCIAL EMPRESARIAL? Responsabilidad Social de la empresa, disponible en http://www.prohumana.cl/index.php?option=com_content&task=view&id=44&Itemid=60

Gallo, M. (2000). La empresa, dirección y administración. Curso superior de dirección de empresas. Volumen 3. Plaza Editores, S.A. Universidad de Navarra

Gómez, L. (2017) La responsabilidad social empresarial visualizada desde los proyectos de ciencia, tecnología e innovación. Universidad Militar Nueva Granada, Colombia.

Gómez, L. (2017) La responsabilidad social empresarial, visualizada desde los proyectos de ciencia, tecnología e innovación. Universidad Militar Nueva Granada.

Instituto Ethos (2007). Indicadores Ethos de Responsabilidad Social Empresarial disponible en [http://www.jussempar.org/Inicio/Recursos/Actividad%20Corporativa/Resources/INDICADOR EETHOS2008-ESPANHOL.pdf](http://www.jussempar.org/Inicio/Recursos/Actividad%20Corporativa/Resources/INDICADOR%20EETHOS2008-ESPANHOL.pdf).

Libro Verde (2001) European Commission.

Norma ISO 26000, Guía de responsabilidad social (2010).

Núñez, J. (2004): Problemas sociales de la ciencia y la tecnología, Editorial Félix Varela, La Habana.

Núñez, M. y Alonso, I. (2009) La Responsabilidad Social en el mapa estratégico de las universidades públicas. Universidad de Castilla-La Mancha. Fac. De Derecho y Ciencias Sociales. Ciudad Real, España.

OCDE (2010) Líneas directrices de la OCDE para empresas multinacionales, disponible en: <http://www.oecd.org/investment/mne/16975360.pdf>, consultado el 23 de agosto de 2013.

OCDE (2013) Líneas directrices de la OCDE para empresas multinacionales, disponible en: <http://www.oecd.org/investment/mne/16975360.pdf>, consultado el 23 de agosto de 2013.

Ortiz, R. F., Della Valentina, F., Rivero, M. A.; Lagier, M. C. (2018). La RSE en la enseñanza de la administración. El uso de las TIC y los objetivos de desarrollo sostenible. XXXIV Congreso de Adenag. Mar del Plata, Argentina. En RIDCA. Disponible en: <http://repositoriodigital.uns.edu.ar/handle/123456789/4760>.

Puterman, P. (2010) Lanzamiento oficial en México ISO 26000 Guía de responsabilidad social. Valor estratégico de la Norma ISO 26000 para las organizaciones. México, disponible en http://www.imnc.org.mx/responsabilidad_social/unico.pdf.

Ramírez, Y.; Moctezuma, P. y González, O. (2017) Importancia de la responsabilidad social en la formación de los futuros profesionales, disponible en: <https://www.uv.mx/iiesca/files/2017/10/07CA201701.pdf> consultado el 10 de octubre de 2022.

Remy, P. (2011) Alcances y repercusiones de la ISO 26000, disponible en http://iso26000peru.org/doc/REMY_ISO_26000_10FEB2011.pdf.

Sánchez, J. y Zaldívar, M. (2016) Investigación científica y responsabilidad social: factores de impacto en las instituciones de educación superior del Ecuador. Cofín Habana. 2016. 11. (Número 2). 200-213.

Soto Pineda, E., & Antonio Cárdenas, J. (2007). Ética en las Organizaciones (1 ed.). México: McGraw-Hill Companies.

UNESCO. (1998). Declaración mundial sobre la educación superior en el siglo XXI: visión y acción y marco de acción prioritaria para el cambio y el desarrollo de la educación superior, disponible en http://www.unesco.org/education/educprog/wche/declaration_spa.htm, consultado el 06 de mayo de 2013.

UNESCO (1999) Conferencia General 30ª reunión, París 1999. Declaración sobre la ciencia y el uso del saber científico y programa en pro de la ciencia: marco general de acción, disponible en: https://unesdoc.unesco.org/ark:/48223/pf0000116994_spa, consultado el 21 de septiembre de 2022.

Vargas, J. (2006) Responsabilidad Social Empresarial desde la perspectiva de los Consumidores, Comisión Económica para América Latina y el Caribe (CEPAL). Naciones Unidas, diciembre de 2006.

Vázquez, J. y Ortiz, V. (2018) Innovación educativa como elemento de la doble responsabilidad social de las universidades. IE Revista de Investigación Educativa de la REDIECH, vol. 9, núm. 17, pp. 133-144, 2018. Red de Investigadores Educativos Chihuahua A. C.