

# Corporate social responsibility in undergraduate communication studies<sup>1</sup>

## *La Responsabilidad Social Corporativa en los estudios universitarios de comunicación*



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### **Abstract:**

Training of future professionals on the issue of social responsibility has acquired increased importance in recent years. Managers and corporate leaders should be aware of the role of organizations in social development. This research analyses the

### **Resumen:**

*La formación de nuestros futuros profesionales en materia de Responsabilidad Social ha adquirido una gran importancia en los últimos años. Los gestores deben ser conscientes de la condición de sus organizaciones como entidades promotoras del desarrollo social. La*

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current state of CSR, as a subject in undergraduate curricula in public and private universities. Our research focuses on the field of communication and its linkage to SCR management. Based on the results of in-depth interviews, we carry out a documentary analysis of SCR subject syllabi of undergraduate studies in communication and related disciplines.

**Keywords:**

Corporate social responsibility; university social responsibility; university education; communication; social responsibility training.

*presente investigación analiza el estado actual de la formación sobre Responsabilidad Social Corporativa en la oferta académica en los estudios de grado en las universidades españolas, públicas y privadas. Nuestra investigación se centra en el ámbito de la comunicación, como uno de los pilares fundamentales vinculados a la gestión de la RSC. Basada en la información obtenida de entrevistas en profundidad, realizamos un análisis de las guías docentes de las materias sobre RSC en los grados de comunicación y disciplinas afines.*

**Palabras clave:**

*Responsabilidad social corporativa; responsabilidad social universitaria; educación universitaria; comunicación; formación en responsabilidad social.*

## 1. Introduction. Social responsibility in universities.

An organisation can be considered to be socially responsible provided the needs, concerns and interests of the social groups with whom decision-making processes, strategic planning and policy, management, procedures, behaviour and communication are all taken into account. Consequences must be taken on board, both current and future, dealing with people and groups directly involved with the organization's activities, or with those from an outside connection, not part of the organization. They are seen to be affected in the short, medium or long-term; directly or indirectly (García Nieto, 2012: 94).

Social responsibility is an intelligent and ethical management of the impact of an organization on its human, social and natural surroundings. Ethical Management: All those potentially affected by an organization's activity should obtain the greatest benefit and the least harm from it. The organization should serve the world, not be served by it. Intelligent management: Management responsible for the impact of the organization should bring beneficial returns to the organization whenever possible, so that the Social responsibility policy of the organization is sustainable and efficient. A socially responsible organization develops better in a better environment. (Vallaes, 2013: 3).

The demand for social responsibility in organizations has become ever greater in our society, and the Spanish universities, not unaware of this phenomenon, have become leaders in this type of socially responsible practices. Over a decade ago, 88.6% of the Spanish university organizations included caring activities typical of corporate social responsibility (Arias Careaga y Simón Ruiz, 2004). Our world is ever more aware of the need to establish the bases for a well-informed society, guided by socially responsible professionals, with transparent and ethical values and with intentions for a sustainable future.

The first educational project within the European University system in Spain was introduced in 1993 by the Universidad Francisco de Vitoria (De la Calle Maldonado, 2011), which included a compulsory subject on the curriculum with the aim of educating students in social responsibility.

The State Council for Corporate Social Responsibility (CERSE) an advisory body of the Spanish Government, currently the Ministry for Employment and Social Security under the General Directorate for the Self-employed, Social Economy and Social Responsibility of Companies, includes the working group “Education, Training and Dissemination of CSR” as one of several working groups.

In October 2014 the Council of Ministers passed the Spanish Strategy for Corporate Social Responsibility 2014-2020 in response to the EU recommendations in their Renewed strategy on Corporate Social Responsibility, with the aim of “advancing towards a more competitive, productive, sustainable and inclusive society and economy” (Ministerio de Empleo y Seguridad Social (MESS, 2015:1).

This document, which aims to conceptualize and reach a consensus on the importance of CSR in private companies, public administration and in society in general, includes among its objectives “To disseminate the values of CSR in society as a whole” (MESS, 2015: 30). In addition, within its lines of action it specifies the “Integration of CSR in education, training and research” (MESS, 2015: 31). Also, among the measures proposed it indicates “To promote CSR studies in both professional training centres and undergraduate university courses, as well as in research centres” (MESS, 2015: 37). All of which derive from the following consideration:

Education in values of responsible behaviour, training in socially responsible management techniques and research geared towards the effective application of its criteria are the basic cornerstones for accelerating change in the way of thinking and sustainable action for generations now and in the future (MESS, 2015: 36).

And as is well known, universities are responsible for:

- Offering high-level training in scientific, professional, humanistic, artistic and technical fields.
- Contributing to economic competitiveness and sustainable human development.
- Promoting the generation, development and dissemination of knowledge in all its forms.
- Contributing to the preservation of national culture and the development of attitudes and values.
- Training people to be responsible, with and ethical and caring conscience, who are thoughtful, innovative, critical, capable of improving the quality of life, reinforcing respect for the environment, for the country’s institutions and the validity of the democratic order (Díaz de Iparraguirre, 2008: 4).

What is more, as the Team coordinator of University makes a Country (Universidad Construye País) points out, (Fernández, Delpiano, & De Ferrari, 2006), the greatest contribution that higher education centres can offer society is, precisely, that of training qualified professionals who are committed, sensitive and capable of valuing the consequences of their professional practice.

Vallaey, De la Cruz and Sasia (2009) summarise as four interdependent processes the self-regulation of corporative management in relation to the definitions and practices of social responsibility, in such a way that these processes confirm the social nature of the organization and aid its position in society. The processes referred to are:

- Good government. Governing well consists of fulfilling the organization's corporate mission in a coherent and consistent way, implementing an ethical code and being able to count on an independent committee responsible for promoting and overseeing its implementation. Not only is it about maintaining the legal national regulations, but also the most demanding international labour, social and environmental guidelines. It is about promoting and achieving a good working environment, fighting against injustice, inequality and discrimination. It is about safeguarding human rights for all people and providing honest and transparent information about the results of the organization's management. A good government promotes an organization's CSR freeing it from any shadow of corruption.
- Dialogue and discussion among the different public sectors of an organization, to whom it can be held accountable. Vallaeys, De la Cruz and Sasía refer to the model of stakeholders of Freeman and Reed, where the organization is described as an open structure in which the risks and interests of the various internal and external actors of the organization, be they associated to it or otherwise, and who may be affected by its activities, be they able to affect it or otherwise. The organization should satisfactorily respond to the needs of the different interest groups, establish balanced and transparent connections and relationships with them and report on the results of the agreements adopted. Dialogue with the public sectors constitutes a socially regulated process and avoids the risk of egotism in the organization.
- The management of social and environmental impact. Managerial philosophy of social responsibility implies making the organization aware of the consequences and effects that its decisions, its strategic plans and its behaviour can have on people and social groups, and on the environment. The organization should be aware of its impact on both its internal and external setting and promote sustainable development. Thus the social responsibility becomes the organization's managerial policy which makes it more approachable and caring.
- These authors add that, in order to practice socially responsible management geared towards achieving sustainable social and environmental development, the way forward is to go from reactive logic towards proactive logic and involvement in finding answers to the organization's social problems. This change should be based, in any case, on fulfilling the corporate mission, principles and values, on the management of the impact and on the communication and effective participation of the different interest groups. Proactivity of socially responsible management favours the creation of a "social capital" of the organization, and the possibility of agreeing on treating social problems together. And this socially responsible proactive attitude based on the organization's social empathy, on altruistic philanthropy, allows it to anticipate the risks which affect the organization. In this sense, social responsibility becomes a vaccination against corporative egotism.
- Following the authors cited earlier, Vallaeys, De la Cruz y Sasía (2009), social responsibility in universities, however, must be differentiated from corporative or business social responsibility in as much as the university social responsibility should be defined basically by the management of its impact on its immediate environment, which, according to their criteria, can be grouped under four criteria.
- The working impact derived from the actual activity of the organization on the public which whom the university is directly involved with, such as the teaching staff and the administration and service staff, the students or the community setting. Also included here is the impact produced as a consequence of its practices, such as pollution. The social and ecological footprint of the university organization.

- The educational impact. The fulfilment of the teaching mission of the university should generate the necessary and intended impact of the training of young future professionals. This pedagogical impact favours students' learning and encourages their ability to analyse, understand and interpret the world, to know how to behave in it, and to develop critical competence for being able to assess the important matters in life. This impact also affects the learning of ethical codes and professional deontology, and the social function of each discipline. In this sense, the socially responsible university asks itself what type of people it proposes to train, and plans its teaching accordingly in order to attain ethical professionals who are upright and responsible and who, by executing their careers, will contribute to the construction of a more just and sustainable society.
- The cognitive and epistemological impact. Not only does the university have a pedagogical function but it also has a mission to produce and transfer scientific, technological and humanistic knowledge to society.
- Social impact. As with any organization, the university is also a social entity, a social actor which interacts with its environment in order to contribute to the development and sustainability of the social groups from outside the university with which it comes into contact. The university should be an active agent participating in the progress and development of a country.

The Engineering and Management Research Group (El Grupo de investigación Ingeniería y Gestión) of the University of Burgos summarises the concept of university social responsibility as follows:

CSR is the university's ability to apply a collection of principles and values when carrying out its basic functions: (1) academic and pedagogical training, (2) research and publication, (3) management of the organization, and (4) social participation, through the creation of channels of communication and participation to respond to the demands of its interest groups (González Alcántara et al. 2015: 7).

And the UNED (National Distance Learning University), which presented its first Diagnostic Report on SR ten years ago, states this clearly on its website:

For the UNED, 'social responsibility' means offering educational services and the transfer of knowledge which follow ethical principles, good management, respect for the environment, social commitment and promotion of citizens values; in other words taking responsibility for the consequences and impact which derive from its activities (UNED, 2018).

It therefore seems obvious that the university social responsibility cannot be interpreted under the same terms as either the corporate or the business social responsibility, not even in the case of private universities. For even though all universities, both state and private, must guarantee their economic sustainability, this can never be prioritized over the ethical and social responsibilities of this type of educational organization. Therefore it would seem neither advisable nor appropriate to base our research on theoretical sources pertaining to corporate sciences, such as the theory of Archie Carroll (1991, 1998) who proposes a general definition of corporate social responsibility organized under four headings: economic, legal, ethical and discretionary, or philanthropic, but for whom the economic responsibilities form the basis of the corporate commitments.

In this same sense, in which company interests are clearly to the fore, Principles for Responsible Management Education (PRME) was developed in 2007 as a United Nations initiative. PRME is a platform for higher education institutions from all over the world, directly linked to management training through the business administration schools, with the aim of “raising the profile of sustainability of schools around the world and equip today’s business students with the understanding and skills to generate future change” (PRME, 2018).

As higher education institutions involved in the development of current and future managers, we declare our willingness to progress in the implementation, within our institution, of the following Principles, beginning with the most relevant for our abilities and our mission...:

Principle 1 | Proposal: We will develop the capabilities of students to be future generations of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

Principle 2 | Values: We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

Principle 6. Dialogue: We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability (PRME).

These PRME principles have been specifically adopted by the aforementioned Working Group on Education, Training and Dissemination of the CSR of the State Council for Corporate Social Responsibility (CERSE), of the Ministry for Employment and Social Security, in its document “La responsabilidad social de las empresas (RSE), el desarrollo sostenible y el sistema de educación y Formación” (2010) (Corporate Social Responsibility (CSR), sustainable development and the Education and Training System).

However, as we have indicated, our approach in this paper tends towards the company itself as a referent for social responsibility. That is to say, its focus of attention is the company as an entity which generates wealth with economic and environmental sustainability. And in this way, the focus of the planning process of corporate social responsibility is the organization itself, the company in question. We are referring to Socially Responsible Business.

This viewpoint based on the company as a business does not seem to us to be the most suitable on which to base our research. We consider it to be more appropriate to turn to the theoretical bases of scientific fields related to neither business nor economics, such as public relations, dealing with the theory of stakeholders by Freeman and Reed (1983) or the focus of Grunig’s socially responsible public relations (Grunig y Hunt, 1984; Grunig, 1992).

For Freeman, the social responsibility of organizations consists of integrating the interests of all the groups it engages with, prioritizing the aim of sustainability of its activities and insisting on the importance of long-term planning, without losing sight of the anticipated short-term results. It is, therefore, essential to plan the relationships with stakeholders, and integrate the varying viewpoints of each of them. Stakeholders can be understood in a limited sense, including any person or group with whom the organization is in contact, and upon whom it depends for its existence and perpetuation. Or it can be understood in a wider sense, including any person or group which may affect the organization's aims and activities, or may indeed be affected by the actions carried out by the organization.

James Grunig, meanwhile, differentiates between public and social responsibility; the former implies dealing with the commitments of the public directly involved with the organization, while the latter deals with the commitments towards other interest groups with whom the organization, in principle, is not connected in the normal development of its activities. This differentiation between public and social responsibility, however, is not totally suitable in our opinion, as all the interest groups constitute social groups, whether they have a direct connection to the organization or only an indirect one, and in consequence, all responsibility is a social responsibility. On this basis, and taking all this into account, the huge importance of social responsibility in the training process of future professionals in university education becomes quite clear. However, we ask ourselves whether these values are present in university training courses, in order to efficiently be understood, learned and adopted by the undergraduates currently studying in our universities so that in a not too distant future they can be applied in our society.

### *1.1. The University Education structure in Spain.*

In order to understand the role of CSR as a specific programme within undergraduate studies it is necessary to contextualise it within the system and structure of university education. To do so we must refer to the Royal Decree 1393/2007 of 29<sup>th</sup> October, which regulates the organization and structure of undergraduate studies in Spain, and which adapts the general terms derived from the European Higher Education Area and from article 37 of the Spanish Organic Law governing Universities, 4/2007 of 12<sup>th</sup> April.

This Royal Decree, in point 2 of Article 12 of Directives for the design of Undergraduate Degrees, indicates the following:

The study programmes will have 240 credits and will contain all the theoretical and practical training that a student should obtain: basic aspects in the field of knowledge, compulsory or optional subjects, seminars, external practices, directed assignments, final dissertation or other training activities (BOE N<sup>o</sup>.260, 30th October 2007: 40040).

Thus, the Undergraduate curricula and subjects can be defined under the following types:

- Subjects that relate to foundation training. These should constitute up to a total of 60 ECTS credits.
- Compulsory Subjects.
- Optional subjects.
- External Practices (if appropriate).
- Final dissertation

Each subject has a specific number of ECTS credits (European Credit Transfer System) by which can be calculated the number of hours a student needs to study the contents. According to these criteria, one ECTS represents 25 to 30 hours of study, and comprises time spent in lectures, private study time, attendance to tutorials, seminars, preparation and execution of assignments, projects or practice, as well as the hours needed for revision and taking exams.

Each subject syllabus should indicate the following with clarity and precision:

- Subject title.
- Objectives. Competences that a student will acquire.
- Brief description of its contents.
- Detailed contents with their ECTS credits, the methodology of the teaching-learning process and its relation to the competences the student should acquire.
- Assessment system used to measure the acquisition of competences and the grading system according to current legislation.

With regard to the general and specific Competences that students should acquire throughout their studies in order to obtain their Degree, the Royal Decree 1393/2007 of 29<sup>th</sup> October in which official university education is structured, in Appendix I, point 3 states the following:

3.1 The competences proposed must be assessable. 3.2 There will be guarantees of the following minimum basic competences in the Degree courses, and of those others which are included in the Spanish Framework of Qualifications for Higher Education, MECES: That students have demonstrated they possess and understand knowledge in an area of study which stems from the general secondary education and is at a level which, even when relying on advanced text books, also includes some aspects which imply knowledge at the vanguard of their field of study; That students know how to apply their knowledge to their work or vocation in a professional manner and they possess the competences which can be demonstrated by means of developing and defending arguments and problem solving within their field of study; That students are able to compile and interpret relevant data (normally within their field of study) in order to make judgments which include reflection on matters relating to a social, scientific or ethical nature; That students can transmit information, ideas, problems and solutions to a specialist and non-specialist public; That students have developed the necessary abilities to embark on post-graduate studies with a high degree of autonomy (BOE N<sup>o</sup>. 260, 30th October 2007:40046).

According to this judicial regulation, all the courses should lead to training in social responsibility, as all the subjects should provide the student with the capacity to reflect on ethical and social matters as well as on scientific ones. We, however, are going to limit our study to only those courses which include the terms “social responsibility” in their syllabus title, and only from the area of social sciences; more specifically, from the degree courses linked to the area of communication.

## 2. Aims and Hypothesis

As we have already indicated, our society demands more responsible professionals whose values and behaviour are based on respect and consideration for the different social groups’ interests. Universities perform a vital role in the process of training and communicating this socially responsible attitude.



We need a society which is committed and responsible in all areas. We need men and women, leaders, future bosses, directors, managers and consultants who are aware and who assume the consequences of their style of management, their decisions, their behaviour and their communication, and who know and communicate the values of social responsibility to the organization to which they belong.

Taking the approach of managing relationships with stakeholders from Feeman and Reed (1983) as a starting point, and based on the theory of socially responsible, excellent public relations (Grunig, 1992), as we have already mentioned, we decided to discover if educational programmes in CSR are being carried out in Spanish universities, in undergraduate degrees in the area of communications studies, with the aim of training future professionals who are adequately prepared.

Once we have identified the existing training programmes, we will go into more detail about them. We aim to know and analyse the details of the different syllabi of the subjects related to CSR which are taught in the undergraduate programmes, in line with the higher education structure in Spain.

Of the long list of official degree courses offered by Spanish Universities, this study will concentrate on those degrees relating to communication studies: Advertising and Public Relations, Audiovisual Communication, Communication, Marketing, Protocol and Journalism. And on this basis, we propose the following specific objectives:

- Identify the extent to which of CSR training programmes are included in the Spanish universities.
- Describe the syllabus contents of the CSR subjects in the degrees relating to communication, according to a series of indicators, and compare them with those of other degrees from different disciplines within the social sciences in Spanish universities.

We have formulated the following hypotheses:

- CSR training programmes have not been implemented in a progressive and effective manner in Spanish universities, as proposed by the Spanish Strategy 2014-2020.
- The competences acquired in the different CSR programmes vary according to the scientific area of the university degree in question.

### 3. Methodology

This research provides an important contribution for diagnosing the training deficiencies of our students and future professionals in the area of social responsibility. And there is an urgent need to reduce these deficiencies. Society is increasingly more censorial and critical, and less permissive towards behaviour which is irresponsible, not based on ethical principles, not based on sustainable criteria and not favourable towards social development.

This research is a descriptive and documented field study which aims to analyse, infer and extract a series of conclusions and results on CSR training carried out in Spanish universities.

With the aim of obtaining maximum information we will start with a list of all the Spanish universities, and which we will then divide up. We will analyse state universities on the one hand, and private universities on the other.

The research is aimed at analysing specifically the CSR training programmes in the degrees taught in 2018 in the Spanish universities. In total an analysis has been carried out on 50 state universities and 26 private universities.

In order to examine the CSR subjects, we have taken each of their syllabi published in the curriculum programme of the corresponding degree as our point of reference. And for their analysis we have adopted the criteria of the Spanish university education structure; in the first place concentrating on the characteristics each subject has in common (University, Faculty, Degree, Module, Field, Subject, character and staff profile), and proceed subsequently to examine the specific competences described in each one.

We focus on the specific competences, and exclude the general competences relative to the degree, due to their direct relationship with the content and knowledge which each subject aims to communicate.

All this information allows us to observe the current state of the training plans and explore the different approaches in the different subjects.

All the information has been organised and structured into relative charts and tables for each of the universities (private/state), each one of the degrees that are the object of our study, and finally the subjects encountered.

Before the study of the different documents we have defined a series of categories and variables with the aim of organizing the relevant and useful information to aid the analysis of the teaching content.

The choice of said variables or indicators was carried out from information gathered in two in-depth interviews with experts: one educator from the area of communication, and another from the area of Economic sciences and Finance, also from documentary support from the research carried out by López Regalado, Perusquía Velasco, Bernal Escoto, Villalón Cañas and Zarate Cornejo (2015).

The indicators identified for dividing and analysing the competences of the CSR subjects are as follows:

- Values (ethical, behavioural, of leadership...).
- Transparency.
- Good corporative management.
- Internal public.
- External public.
- Environment and Sustainability.
- Suppliers.
- Community.
- Government and Society.

#### **4. Results**

Having obtained the list of Spanish universities, we proceeded to tabulate the teaching programmes of each of the undergraduate subjects, with its principal characteristics. It is a series of charts which contain information on the characteristics contained in the Spanish education structure. In these charts we include all of the CSR subjects taught in all of the Spanish universities.

Also they include information relative to the different profiles of the teaching staff who give these subjects.

The university degrees in which we found CSR training are: Administration; Business Management and Creation; Finance; Accounting; Banking; Insurance; Economics; Marketing; Law; Labour Relations; Advertising and Public Relations; Audio-visual Communication, Protocol and Journalism.

After carrying out the documentary study of each syllabus description, and having identified all of the existing subjects, we then carried out an analysis which gave us an up-to-date image of CSR training in Spanish universities.

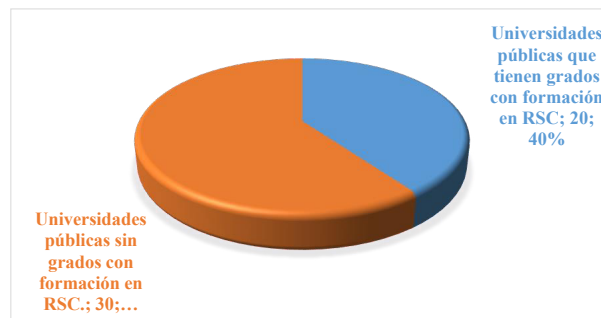
#### 4.1. An analysis of the universities which teach CSR training in their different degree programmes.

Firstly we should mention the number of universities in which we found specific CSR training.

In the state university organizations we have observed that of a total of 50 universities analysed, CSR is offered in subjects in 20 of them.

This is not a very high result. 40% of the total of state universities offer this training, considering that this percentage has been reached since the training strategy was introduced in 2014 as one of the main lines of action for corporate social responsibility.

**Figure 1. State Universities which include CSR subjects in their degree courses.**



Source: author-created

In the private university organizations we found some differences. In this case CSR training is offered in 54% of the universities. While it is not a spectacular result, it is notable that this type of training is present in more than half of its centres, 14% more than in the state universities.

Figure 2. Private Universities which include CSR subjects in their degree courses.



Source: author-created

#### 4.2. Analysis of CSR subjects taught in Spanish universities according to the type of subject area.

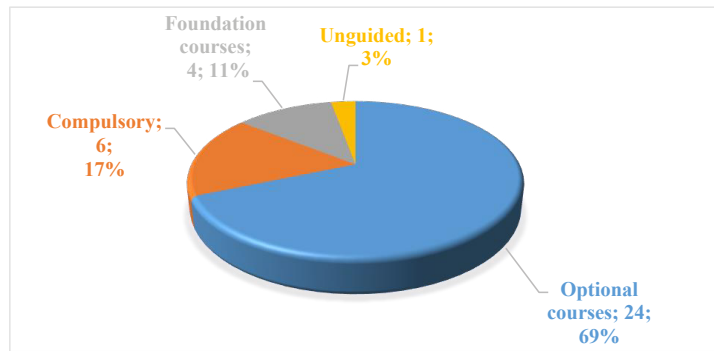
In the previous section we have seen the number of universities, both state and private, which offer CSR training in their degree courses. Now we focus our attention on the subjects. This involves detecting and separating the subjects of the Spanish universities according to type as established by the Spanish Education Structure (foundation courses, compulsory and optional), and the type of institution they belong to.

Thus, referring firstly to the state universities, we find a total of 24 subjects on CSR taught in the degree courses analysed, a high number of which, it should be noted, are optional subjects. 69% of the subjects are optional, 17% are compulsory, and 4% are foundation courses.

These data are quite understandable given the recent development in this type of training in Spanish universities and the possibility each university has to define their curricula and the nature of each subject and adapt it to the needs of the degree course in question.

These results raise the question of whether these contents of CSR areas, due precisely to demand from society in the world of business, economics and politics, and its growing importance in recent years, should be included mainly as a compulsory subject or as part of a foundation course instead of being offered as an option in any one of the degrees analysed. If it were considered as compulsory this would guarantee that all graduates could acquire specific training in corporate social responsibility.

**Figure 3. Number of CSR subjects in State university degrees. Division according to type.**

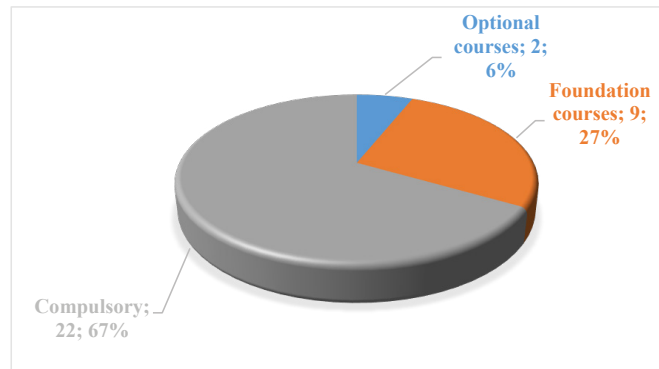


Source: author-created

In the private university sector, we find some significant differences in the results obtained, being the opposite of the state university results. In the private universities, 67% of the total of CSR subjects in the degree courses analysed corresponds to compulsory studies, followed by 27% of subjects assigned to foundation courses and, finally, just 6% of these are optional courses.

We can thus clearly observe that the trend as far as the nature of these contents, in the case of the degrees in the private sector, correlate inversely with those of the state sector, and compulsory training in CSR takes precedence.

**Figure 4. Number of CSR subjects taught in Spanish private university degree courses. Division according to type.**



Source: author-created

### 4.3. Analysis of the different undergraduate courses with subjects in CSR training

Let us now focus our attention on the undergraduate courses which include CSR subjects.

We should mention that in the complete list of degree courses analysed we find some whose titles may be different even though they refer to the same type of university studies. This is the case, for example, of the degrees in Business Administration and Management or Business Management and Creation.

Taking this situation into account, we have grouped the university degrees into blocks so that all the degrees of the same discipline are together under one thematic block.

In total, the number of university degrees with CSR training in the state sector is 35 and in the private sector 33.

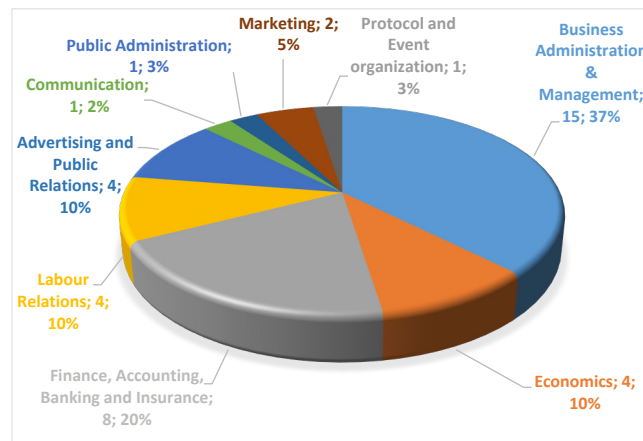
#### 4.3.1. CSR in state university degrees

From the analysis of the degrees in Spanish state universities the results obtained show the following data.

Notably, in first place, are the degrees in the group under the discipline of Business Administration and Management, with 37% of the total of university degrees in the state sector with CSR training. Secondly, we find the degrees under the heading of Finance, Accounting, Banking and Insurance, which represent 20% of the total of state university degrees. Only 10% of the degrees which have CSR training belong to the area of Economics, Advertising and Public Relations, and Labour Relations.

Lastly, and far less relevant, we find CSR training in the degrees of Marketing (5%), Public Administration (3%) and Protocol (3%). And finally, we found only one degree in Audiovisual Communication (2%) which includes this type of training as a specific subject.

Figure 5. Number of degrees in state universities which include CSR training.



Source: author-created

As we can see, nearly 70% of CSR subjects in the state university sector are held in the degrees of Business Management, Economics and Finance.

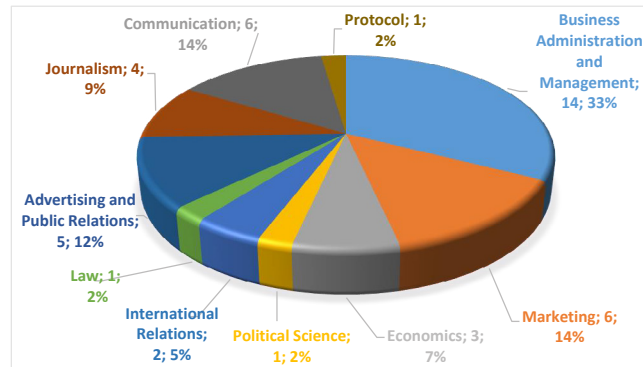
#### 4.3.2. CSR in the private university degrees.

In relation to the degrees in the private Spanish universities we obtained the following results.

In first place, 33% of the total number of degrees which offer CSR training in the private sector belong to Business Administration and Management.

In second place, the degrees in the disciplines of Marketing and Communication are notable, and represent 14% each of the degrees with specific CSR training. The degrees in Advertising and Public Relations make up 12% of the total of degrees with CSR training, followed by the degrees in Journalism (9%), Economics (7%), International Relations (5%), Political Sciences, Law and Protocol with (2%) each respectively.

Figure 6. Number of degrees in private universities which include CSR training.



Source: author-created

In both the private and the state universities, the area in which CSR training is greatest is in Business Administration and Management, with more than 30% in both groups.

It is worth mentioning the differences found in the remainder of the university degrees, between the state and the private sectors. Remember that in the state universities, the second highest percentage was found in the area of Finance, Accounting, Banking and Insurance, with 20%. While in the case of the private universities, the areas of Marketing and Communication are which take second place, with a total percentage of 28%.

In any case, if we focus our attention on the degrees belonging to the specific area of Communication, we find, in general, a surprisingly reduced percentage of subjects in CSR training when compared to the degrees relating to the area of business, finance and economics.

Notable too is the greater presence of CSR training in the degrees belonging to the area of Communication in the private sector, with 15 degrees compared with the state sector in which there are only 6 degrees related directly with communication, advertising and public relations, protocol and organization of events.

#### 4.4. Results of the type of specific competences acquired in CSR subjects

In this section we present the results obtained from analysing the specific competences mentioned in the syllabus of each of the subjects in the different degrees analysed.

In the following tables we show the number of subjects found in each degree and area of study.

**Figure 7. Number of CSR subjects identified and analysed in State Universities.**

State Universities		
Degrees.	Area.	Number of subjects.
Administration/Business Management	Economics / Business.	13
Finance/Accounting/Banking/Insurance.	Economics / Business	8
Economics.	Economics / Business	4
Labour Relations.	Economics / Business	4
Advertising & Public Relations.	Communication.	4
Marketing.	Communication.	2
Management & Public Administration.	Administration.	1
Audiovisual Communication.	Communication.	1
Protocol, Organization of Events & Corporative Communication.	Communication.	1

Source: author-created

**Figure 8. Number of CSR subjects identified and analysed in Private Universities.**

Private Universities		
Degrees.	Area.	Number of subjects.
Administration/Business Management	Economics / Business.	13
Marketing.	Communication.	6
Advertising & Public Relations.	Communication.	5
Communication.	Communication.	5



Journalism.	Communication.	4
Economics.	Economics / Business.	3
International Relations.	Economics / Business.	2
Protocol.	Communication.	1
Political Sciences.	Legal.	1
Law.	Legal.	1

Source: author-created

This distribution of CSR subjects in the state and private universities reinforces, as we saw before, a clear predominance of a focus on business and finance for CSR in the state sector as compared to the private universities.

#### 4.4.1. Types of specific competences acquired in the CSR subjects in the state universities.

We now look at the different competences described in the degree course syllabi in the state universities, for each scientific area of study.

##### – Administration / Business management.

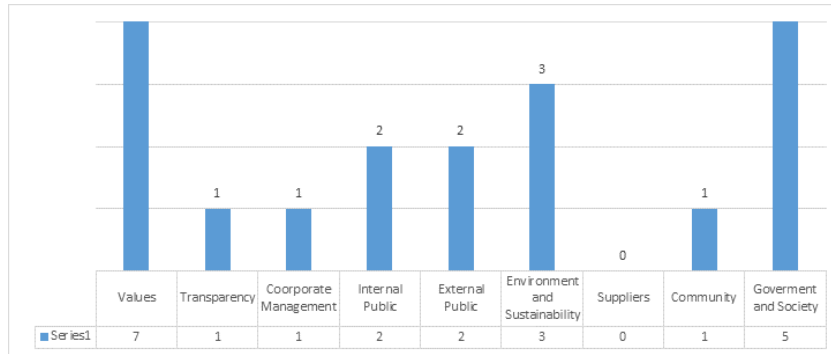
Starting with a total of 13 CSR related subjects taught in this area, we obtained the results shown in Figure 9.

In this case, we confirmed that among the most represented indicators in the competence descriptions there are values, present in a total of 7 subjects; management and society, present in 5 of them; and in third place, environment and sustainability, present in 3 subjects.

It would seem logical to confirm then that CSR indicators in the syllabi in the area of business sciences are clearly related mainly with the tasks immediately concerned with positions in management of organizations.

Nevertheless, the low incidence of indicators of transparency is very notable, given that, as we know, this indicator is one of the most important and required competence in this type of discipline.

Figure 9. Type of specific competences in CSR subjects taught in Administration / Business Management degrees (State Universities).



Source: author-created

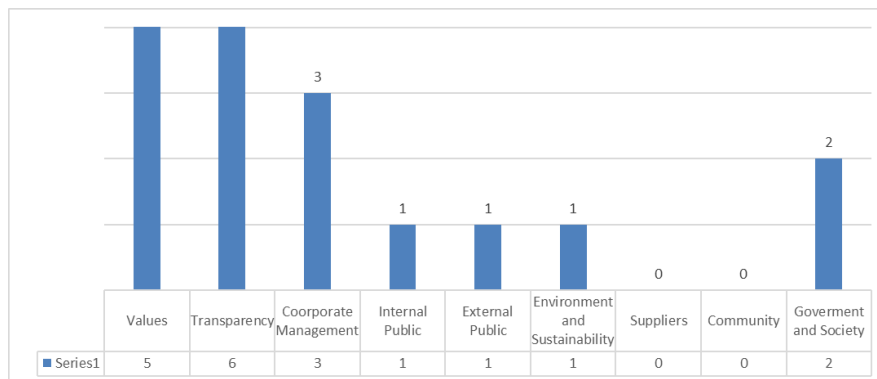
- Finance / Accounting / Banking / Insurance.

In this discipline we find a total of 8 subjects in which we can highlight three indicators.

Firstly, transparency, present in a total of 6 subjects, secondly, values, in 5 of them, and thirdly good corporate management, present in 3 subjects.

We can see here that the indicator of transparency appears with the greatest frequency. Possibly this is as a result of the nature of the discipline, as it is geared mainly towards the management of accounts and finance and, of course, implies work which demands good faith and the greatest transparency possible.

Figure 10. Type of specific competences in CSR subjects taught in Finance / Accounting / Banking / Insurance degrees (State Universities)



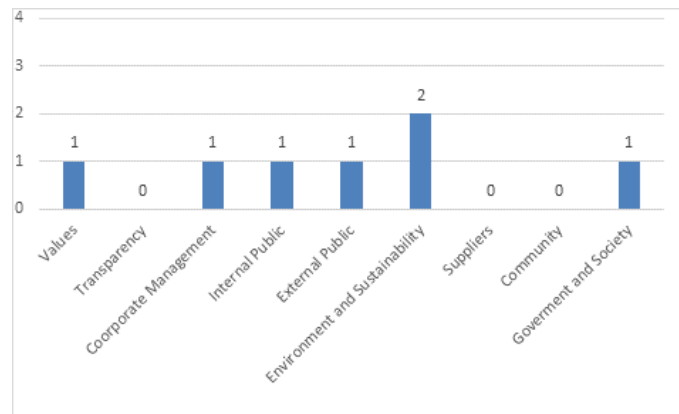
Source: author-created

- Economics

In the Economics degrees the incidence of CSR subject is low, with a total of just 4 subjects.

In two of these four subjects the environment and sustainability appear as indicators, followed by a balanced range of competences which transmit values, good corporate management, management of the public and government and society.

**Figure 11 . Type of specific competences in CSR subjects taught in Economics degrees (state universities).**

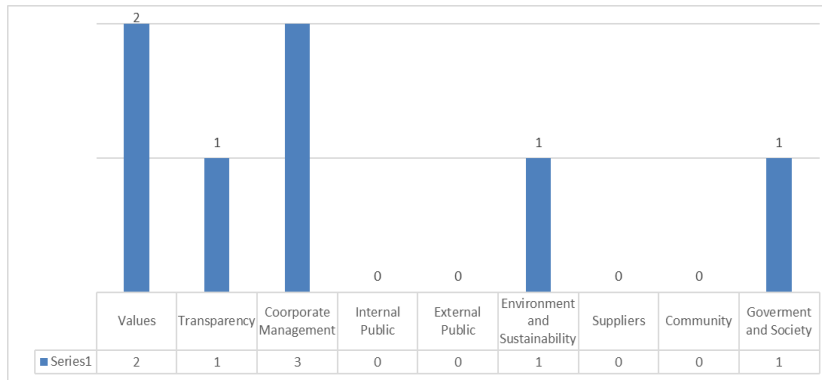


Source: author-created

- Labour Relations

In these degrees we find a total of four subjects whose competences are mainly related with the acquisition of values and good corporate management.

Figure 12. Type of specific competences in CSR subjects taught in Labour Relations degrees (state universities).



Source: author-created

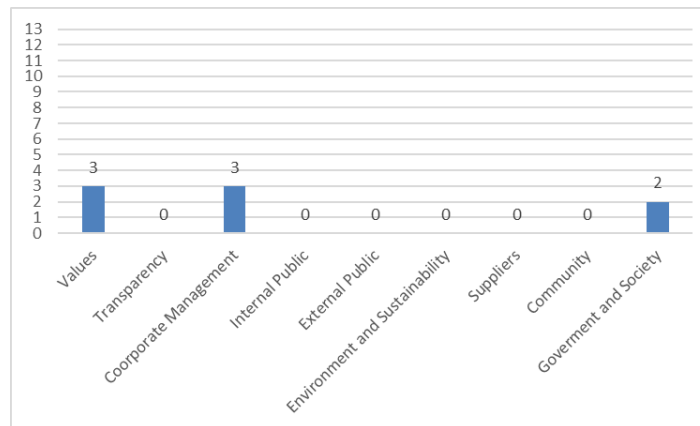
- Management and Public Administration.

As in the previous discipline, in this one there is only one subject and the competences are in Values and Government and Society.

- Advertising and Public Relations.

In the courses on Advertising and Public Relations there are a total of four subjects and we find that the competences are closely tied to the transmission of values, good corporate management and those related to government and society.

Figure 13. Type of specific competences in CSR subjects taught in Advertising and Public Relations degrees (state universities).



Source: author-created

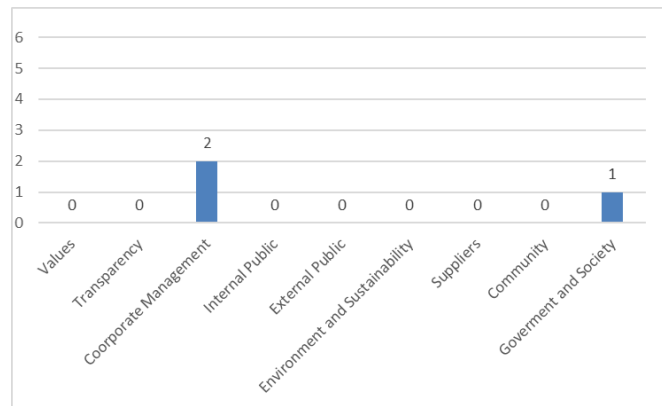
- Audiovisual Communication.

We have found just one subject and only one university where it is taught, and its most relevant competences are the transmission of values and management of its function, taking into account government and society.

- Marketing

We only found two subjects with competences linked to good corporate management and management of its functions in Society.

**Figure 14. Type of specific competences in CSR subjects taught in Marketing degrees (state universities).**



Source: author-created

- Protocol, organization of Events and Corporate communication.

We found just one CSR subject linked to the transmission of knowledge related to values, government and society.

#### 4.4.2. Types of specific competences acquired in the CSR subjects in private universities.

We now look at the different competences described in the syllabi of the undergraduate courses in the private universities, according to the scientific area of study.

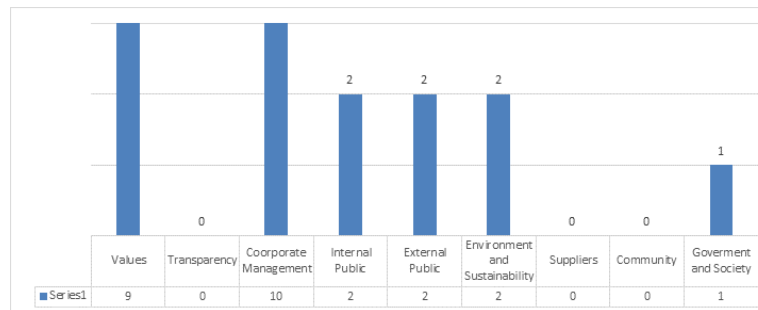
- Administration / Business Management.

The results show the same number of subjects, 13, as in the same degree courses offered by the state universities, and we can see that in the private university course in Administration and Business Management the competences veer towards values (in 9 subjects) and good corporate management (10 subjects).

Basically they are focused on ethical values, behaviour, principles and norms which regulate the design, integration and function of a company's governing body.

In the state universities, values also held a strong presence, but the same cannot be said for good corporate management.

**Figure 15. Type of specific competences in CSR subjects taught in Administration / Business Management degrees (private universities).**



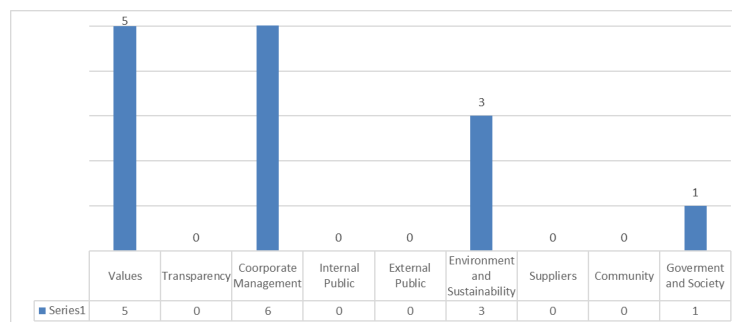
Source: author-created

- Marketing

As for the specific competences in the Marketing degrees in the private sector, of the total of subjects (6) all of them contained good corporate management (6), values also rated highly (5) and Environment and Sustainability returned 3 subjects.

We can see that the first two indicators are a repetition of Administration / Business Management and that Environment and Sustainability also gains in importance.

**Figure 16. Type of specific competences in CSR subjects taught in Marketing degrees (private universities).**

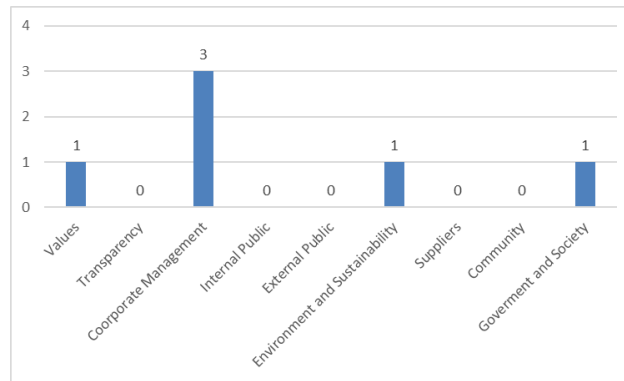


Source: author-created

- Economics.

The presence of CSR in Economic degrees is low; only 3 can be listed. We find good corporate management in first place, followed by values, Environment, and Government and Society. The indicators which exist are the same as in the equivalent degrees in the state universities.

**Figure 17. Type of specific competences in CSR subjects taught in Economics degrees (private universities).**



Source: author-created

- Political Sciences

Only one subject taught, with competences relating to values and good corporate management.

- International Relations.

Two subjects taught with competences relating to values, good corporate management and society.

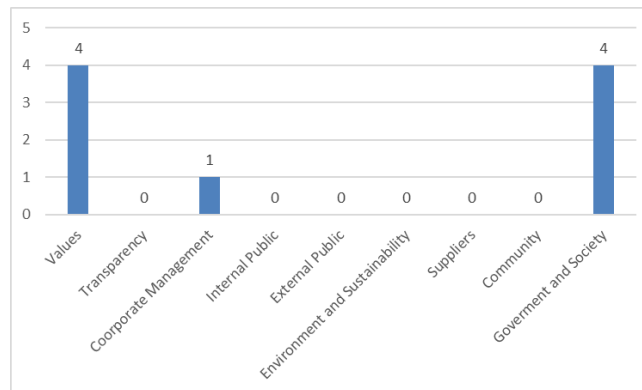
- Law

One subject taught with competences relating to values and good corporate management.

- Advertising and Public Relations

Here we find 5 CSR subjects, which stand out for their emphasis on ethical values, good management in Society, and, to a lesser extent, good corporate management.

Figure 18. Type of specific competences in CSR subjects taught in Advertising and Public Relations degrees (private universities).

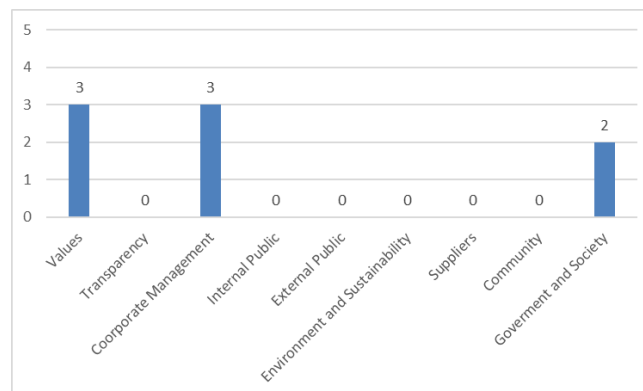


Source: author-created

- Journalism

The 4 subjects taught in the Journalism degrees stand out for the training linked closely to values, good corporate management, and management in society.

Figure 19. Type of specific competences in CSR subjects taught in Journalism degrees (private universities).



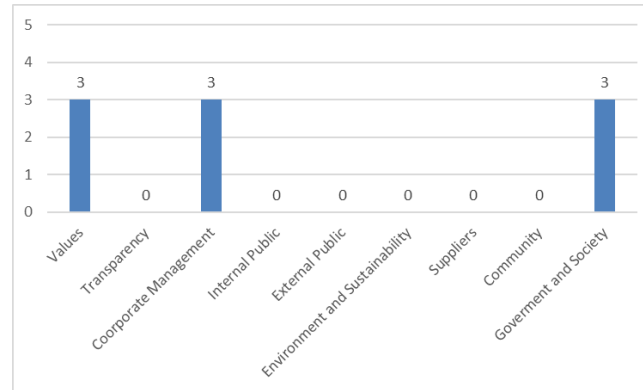
Source: author-created



- Communication.

As for the degrees in Communication, the CSR subjects (5) transmit competences linked to values, corporate management and government and society.

Figure 20. Type of specific competences in CSR subjects taught in Communication degrees (private universities).



Source: author-created

- Protocol

In this case we find only one subject in which, above all, values and techniques for good corporate management are included.

#### 4.5. The profiles of the teaching staff of CSR subjects

We now turn to look at the different teacher profiles in the area of communication on the one hand, and in the remainder of disciplines on the other.

##### 4.5.1. The profiles of the teaching staff of CSR subjects in the area of Communication

In this section we have filtered and tabulated the different profiles of the staff who teach each of the CSR subjects in the different degrees.

Figure 21 displays the list of teacher profiles of those who teach CSR subjects in the degrees related to communication. We can see that the most common profile corresponds to teachers with studies related to Communication, Information Sciences, Philosophy, Law, Humanities and Sociology.

Figure 21. Profiles of teaching staff in the different degrees in the area of communication.

Degree in Advertising & Public Relations.	Degree in Marketing	Degree in Communication.	Degree in Protocol	Degree in Journalism
Information Sciences (2)	Economics (3)	Communication (3)	Law (1)	Philosophy (1)
Philosophy (2)	Sociology (1)	Law (1)		Humanities (1)
Communication (4)	Psychology (1)	Master in CSR (1)		Master en CSR (1)
Law (1)	Law (1)	Information Sciences (1)		Information Sciences (1)
Sociology (3)	Information Sciences (2)			
Humanities (1)	Humanities (2)			
	Philosophy (2)			
	Business Communications (1)			

Source: author-created

Figure 22. Word cloud of the teacher profiles in the different degrees in the area of communication.



Source: author-created

4.5.2. Profiles of teaching staff in the different degrees in the remainder of degrees analysed.

Among the teacher profiles in the remainder of disciplines we can highlight those related with studies of Economics, Business Sciences, Philosophy, Law and Sociology.

Figure 23. Profiles of teachers of CSR content in other degree courses.

Administration/ Business Management	Economics.	Labour Relations.	Finance/ Accounting/ Banking/ Insurance	Management & Public Administration	Law.	International Relations
Sociology (1)	Sociology (1)	Economics (3)	Economics (4)	Law (1)	Business Sciences (1)	Information Sciences (1)
Economics (8)	Political Sciences (1)	Sociology (1)	Political Sciences (1)			Educational Sciences (1)
Political Sciences (1)	Business Sciences (3)		Business Sciences (3)			
Business Sciences (7)	Law (1)		Law (1)			
Philosophy (4)	Philosophy (1)					
Expert in CSR(1)	Economics (5)					
Law (1)	Psychology (1)					
Engineering (2)						
Information Sciences (1)						
Humanities (1)						
Theology (1)						

Source: author-created

Figure 24. Word Cloud of profiles of teaching staff of CSR in other degree courses.



Source: author-created

## 5. Conclusions

Having analysed the results we can extract the following conclusions:

- A limited efficiency in the introduction of CSR studies in Spanish universities.

At the current time, in Spain, we find specific CSR subjects in 40% of Spanish state universities and 54% in private universities.

We can therefore conclude that the corporate social responsibility, in spite of its progressive inclusion, is still an area that many universities have not adopted. Although, as we have seen, the private universities are clearly ahead on the path towards the Spanish Strategy for Corporate Social Responsibility 2014-2020.

- The nature of the CSR subjects taught is that of mainly optional subjects in the state universities and compulsory in the private universities.

69% of CSR subjects taught in state universities are optional. However, in the private universities, only 6% are optional, while 67% are compulsory and 27% correspond to foundation courses.

This conclusion leads us to formulate a new hypothesis which we now consider to be plausible and will try to verify in future research. The fact that in private universities the CSR subjects are largely compulsory or foundation courses is due to the connections that some of these universities have with Catholic associations and a mission to achieve a common good for all of society, which leads them to consider it necessary to include specific training in relation to CSR and to ethical and responsible behaviour. We should bear in mind that it was a private university that in 1993 included CSR for the first time onto the curriculum in a Spanish university.

- The different presence of CSR in the degrees in the area of Communication.

The conclusion as to the presence of CSR training in the area of communication is somewhat different, depending on the type of institution.

In the state universities, the degrees in Advertising and Public Relations, Marketing, Communication, Protocol and Journalism with CSR subjects represent 20% of the total of degrees which include this type of content in their curriculum. We can therefore see that these degree courses related to communication have a lesser weighting in CSR training than other degrees from other disciplines analysed in this type of university.

However, in the private universities the results are the opposite. In these universities 51% of the degrees which offer specific CSR training correspond to the area of communication.

With regard to the specific competences of the CSR subjects within the area of communication we reach the following conclusions:

After analysing the competences described in the syllabi of the 8 CSR subjects taught in the state universities, and of the 21 subjects identified in the private university sector, we confirmed that in both sectors the competences veered mainly towards the transmission of values, the development of responsible conduct in professional contexts of organizations relating to society and, in the state universities, good corporate management.

- Regarding the specific competences of the CSR subjects in the degree courses of business studies, finance and economics, we conclude that, in both state and private universities, in these subjects the contents are basically related with good corporate management and, to a lesser extent with other CSR accelerators such as transparency in management, environmental conservation and sustainability or values.
- In the degrees of Marketing, the CSR subjects are almost exclusively based on indicators of good corporate management and in relation to business management and society.
- The profiles of the staff teaching the CSR subjects in the area of communication are clearly different from the corresponding staff of this type of subject in economic sciences and business studies. The most outstanding type of teacher profile in the CSR subjects in communication seems to be linked to studies in Communication, Information Sciences, Philosophy, Humanities or Law. Thus we see that in each degree, the teaching staff who impart CSR subjects are generally from similar training backgrounds to the degrees in which they are teaching.
- Having reached this point we must now confirm the validity of our hypothesis:
- In effect, the training programmes in CSR have not been effectively included in Spanish universities, as was proposed by the Spanish Strategy 2014-2020, as even now more than half of state universities and nearly half of the private ones do not offer specific training in this subject.
- The competences acquired in the different CSR training programmes are dissimilar and depend more on the scientific area of the degree course in question.

Faced with this situation, as a final reflection, we can conclude that, unquestionably, the content of training in CSR subjects in the university degrees of the scientific disciplines linked to the areas of business management, such as Administration and Business management, Finance, Accounting, Banking, Insurance, Economics, Marketing, Labour Relations or Law, predominant in state universities, are fulfilling legal requirements and following international indicators of quality

in management. As a result, training in social responsibility subjects in these degrees is designed by and for the company, and the corporate government criteria is the most often repeated in this type of teaching. We could say that in the CSR subjects, in these degrees, the emphasis is on the organization which is itself carrying it out, in other words, on the company. This is why CSR is so often referred to as Company Social Responsibility.

Nevertheless, in the degrees of communication, especially in the field of Advertising and Public Relations, Audiovisual Communication and Protocol, the contents of the CSR subjects are geared towards the public. The public, social groups, people are what is important. And in this way the social nature of responsibility is underlined, independently of who is exercising it. In these degrees, as we have shown, CSR refers above all to values and the relationship between the organization and society.

So, we can see that paying attention to the four processes of self-regulation in corporate management in relation to social responsibility, according to previously cited Vallaeys, De la Cruz y Sasía (2009), in the university degrees related to business management and economics, CSR is confined above all to the first of them, relating to good management. But in the degrees connected with communication, CSR inclines towards processes of dialogue with the different peoples of the organization, the management of social and environmental impact and a CSR which aims at achieving sustainable social and environmental development based on a proactive logic of implication in finding solutions to the social problems of the organization's local environment.

This conclusion reinforces the scientific focus that supports our research, that of excellent public relations, those in which social responsibility becomes the substance of corporative policies, with the aim of satisfying social needs and interests and arriving at a mutual understanding between an organization and its public.

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