

## Management by values and social responsibility in chilean state universities

**Ricardo Gaete Quezada\***

Universidad de Antofagasta, Antofagasta, Chile.

<https://orcid.org/0000-0003-2359-2304>

*Received: 19/09/2019    Revised: 11/11/2019    Published: 19/05/2020*

### Abstract

The objective of this paper is to describe the organizational values of 18 state universities in Chile from the perspective of Management by Values and Social Responsibility of Universities. This study was conducted using a mixed research design based on the analysis of the contents of universities' strategic plans and webpages. Results show a higher prevalence of pluralism, democracy and equity, whereas socially responsible behavior is characterized by integrity, excellence and freedom. This study concludes that the universities analyzed have an explicit and intelligible corporate identity, even though the latter does not include values and principles of university social responsibility in most cases.

**Keywords:** Ethics, Organizational Values, Corporate Identity, Higher Education, State Universities.

### Dirección por valores y responsabilidad social en universidades estatales chilenas

#### Resumen

El objetivo de este artículo es examinar los valores organizacionales, desde la perspectiva de la Dirección por Valores y la Responsabilidad Social Universitaria, declarados por 18 universidades estatales chilenas. Se utiliza un diseño de investigación mixto, mediante un análisis de contenido de planes estratégicos y páginas web institucionales. Los resultados muestran una mayor frecuencia del pluralismo, la democracia y la equidad, mientras que respecto del comportamiento socialmente responsable se destacan la integridad, la excelencia y la libertad. El estudio concluye que las universidades analizadas poseen una identidad corporativa explícita e inteligible, que no incluye mayormente valores y principios de la responsabilidad social universitaria.

**Palabras clave:** ética, valores organizacionales, identidad corporativa, educación superior, universidades estatales.

### Direção por valores e responsabilidade social em universidades estatais chilenas

#### Resumo

O objetivo do artigo é examinar os valores organizacionais declarados por 18 universidades estatais chilenas, sob a perspectiva da Direção por Valores e a Responsabilidade Social Universitária. Utiliza-se um modelo de pesquisa-mista, através de uma análise de conteúdo de planos estratégicos e páginas web institucionais. Os resultados mostram uma frequência do pluralismo, a democracia e a equidade, enquanto que com relação ao comportamento socialmente

responsável destacam a integridade, a excelência e a liberdade. A pesquisa conclui que as universidades analisadas possuem uma identidade corporativa explícita e inteligível que não inclui, em sua maioria, valores e princípios de responsabilidade social universitária.

**Palavras-chave:** Ética, Valores Organizacionais, Identidade Corporativa, Educação Superior, Universidades Estatais.

---

#### How to cite this article:

Gaete-Quezada, R. (2020). Dirección por valores y responsabilidad social en universidades estatales chilenas. *Revista Digital de Investigación en Docencia Universitaria*, 14(1), e1073. <https://doi.org/10.19083/ridu.2020.1073>

---

**T**he study of the ethics of behavior of the actors in a university community, i.e., the behavior of students, professors, scientists,

and the university itself, is a relevant area for the Social Sciences, both from the perspective of professional practice and with respect to institutional culture and management (Hirsch, 2012). The organizational perspective of the ethical behavior of universities (Gaete, 2011; Vidal-Martinez, 2019) is related to the concept of University Social Responsibility (USR), understood as a permanent commitment of the university's work with the needs and problems of society, through a transparent, fluid, and constant relationship with the social fabric and its stakeholders.

In addition, Hirsch (2003) points out that, while higher education institutions (HEIs) have a responsibility to provide society with professionally prepared and judicious individuals to carry on their professional practice efficiently, it is also necessary to strengthen a social commitment.

On the other hand, Management by Values (MV) and Corporate Identity (CI) are relevant issues for the socially responsible behavior of universities because the ethical dimension of USR is related to the management of the impacts of university work on society (Gaete, 2011, 2016; Jiménez, 2008; Montañez-García, 2017; Pérez-Mato & Borrazás-González, 2012; Takaki, Bravo, & Martínez, 2015; Vallaeys, 2008, 2014).

Thus, the MV is presented as an organizational management approach developed from the late 1990s, raised simultaneously by Dolan and García in Spain and by Blanchard and O'Connor in the USA (Durán, 2008; García, 2011; Toniut et al., 2015). Another example of relevant theoretical

perspectives in this area is Rokeach's proposal on shared values (Pérez-Mato & Borrazás-González, 2012).

Montañez-García (2017) highlights the importance of institutional values since they are capable of contributing to an improvement in the behavior of individuals in the performance of their functions and tasks in each job. These aspects are decisive for the performance of organizational activities.

In addition, the MV is related to organizational ethics, especially in terms of its philosophical and behavioral essence (Gómez et al., 2018) because organizational values "...define the fundamental character of each organization, create and give a sense of identity to its members, and set the guidelines for implementing practices, policies, and procedures in daily operations" (Durán, 2008, p. 356).

Thus, organizational values become relevant elements for the CI (Gaete, 2016; Takaki et al., 2015) and the organizational culture of every institution (Durán, 2008; Llanos, 2018). According to Blanchard and O'Connor (1997), there are three major phases in an organization's MV: de una organización considera tres grandes fases:

1. To clarify the purpose, values, and mission of the organization: decide and prioritize the values promoted in the organizational strategy by each of its stakeholders, as well as review whether the mission statement adequately reflects the organizational values.
2. Communicate the organizational mission and Values: disseminate the mission statement and organizational values among the stakeholders, collecting the contributions of all members of the organization to

operationalize these statements in the daily actions in each workplace.

3. Align organizational practices with the mission and values: reduce the gaps between the mission and organizational values, with respect to individual, group, and organizational practices and behaviors, making them compatible with the purposes, values, and mission.

Likewise, Dolan and Altman (2012) state that organizations should consider four axes or families of values in their MV:

- Ethical-social: The way in which people behave and relate in a social or work environment, considering honesty, integrity, respect, responsibility, transparency, or loyalty.
- Economic: ensure organizational survival in a competitive environment, guiding the activities, processes, and expected results, including efficiency, effectiveness, quality, excellence, profitability.
- Emotional Development: Related to the intrinsic motivation of people, encouraging initiative, innovation, and organizational commitment, associated with optimism, passion, self-control, patience, freedom, happiness, autonomy, support, initiative.
- Spiritual: Able to align with other instrumental values, relating to such aspects as: respect for others, demonstrating fair treatment, expressing interest and concern, listening carefully, recognizing the contributions of others, and participating in reflective practice.

According to Dolan and Altman (2012), organizational values classified in the ethical-social, economic, and emotional development axes have an instrumental character for labor organizations, while spiritual values have the basal capacity to orient the instrumental values of each institution, that is: "...the terminal [spiritual] values are what is desired, and the instrumental ones, the way in which what is desired is obtained" (Durán, 2008, p. 358).

On the other hand, academic interest in CI has grown in recent years, due to its strategic relevance (Melewar, Karaosmanoglu, & Paterson, 2005). In

this sense, Takaki et al. (2015) point out that CI management is related to four big dimensions: visual identity, communications, culture, and behavior. Likewise, the literature recognizes organizational values as an aspect of corporate culture, embodied in the institutional mission (Durán, 2008; Llanos, 2018; Takaki et al., 2015).

In addition, Currás (2010) states that CI is one of the main elements of corporate marketing. This is supported by the fact that there is some ambiguity and imprecision about the meaning of this concept in the literature (Melewar et al., 2005). This way, the CI is fundamentally related to the institutional ethos, expressed in the values and culture of each organization, granting a distinctive character to each entity.

According to Melewar et al. (2005), the components of the CI are: corporate communication, corporate design, organizational culture, organizational behavior, corporate structure, industrial identity, and corporate strategy. The same authors point out that values and principles are aspects of corporate culture, stating that they are fundamental to deploying the mission at all hierarchical levels of the organization.

Likewise, the USR concept has reached epistemological maturity after more than two decades of development worldwide (Baca-Neglia, Rondán-Cataluña & García del Junco, 2017; Gaete & Álvarez, 2019; Gómez, Alvarado, & Pujols, 2018; Martí-Noguera, Calderón, & Fernández-Godenz, 2018; Martí-Noguera & Gaete, 2019; Martí-Noguera & Martí-Vilar, 2013; Ruiz-Corbella & Bautista-Cerro, 2016; Vallaeys & Álvarez, 2019). Gaete (2011) states that USR models and definitions can be classified into managerial, normative, and transformative. This, with the aim of differentiating the perspectives that place greater emphasis on accountability for organizational impacts, ethical aspects, and sustainable development, respectively (Gaete & Álvarez, 2019; Vallaeys & Álvarez, 2019).

Currently, some conceptions of USR recognize higher education as a common good (Licandro & Yepes, 2018; Martí-Noguera, Licandro, & Gaete-Quezada, 2018), in contrast to a scientific standpoint that criticizes the excessive commoditization of universities worldwide (Vallaeys, 2014).

From an epistemological perspective, some lines of research on USR related to its ethical-normative

dimension are: 1) influence of values on socially responsible behavior in students (Arango et al., 2014; Martí-Noguera, Martí-Vilar, & Almerich, 2014; Navarro et al, 2010, 2012); 2) professional ethics in university education (Hirsch, 2012; Hirsch & Pérez-Castro, 2019; Martí-Vilar & Rodríguez-Osorio, 2016), and 3) strategic management of universities (Gaete, 2011, 2015; Mendoza-Fernández et al; Valarezo & Núñez, 2014; Vallaes, 2008, 2018).

In the previous context, one of the classic definitions of USR proposed by Vallaes (2008) is considered to be a new philosophy of ethical and smart management for universities:

A policy of continuous improvement of the university towards the effective fulfillment of its social mission through 4 processes: Ethical and environmental management of the institution; Education of responsible and supportive citizens; Production and dissemination of socially relevant knowledge; Social participation in promoting a more human and sustainable Development. (p. 209)

According to Martínez-Usarralde, Lloret-Catalá & Mas-Gil (2017), USR from an integrative perspective implies "...a comprehensive institutional policy that manages all social impacts generated by the university, in a participatory dialogue with the various stakeholders" (p. 5), relating socially responsible behavior to the decision-making processes that affect the stakeholders within the university's work.

According to Gaete (2016), USR finds its origins in Latin America in the Universidad Construye País (UCP) project, developed in Chile between 2001 and 2008. This initiative proposes a set of values and principles (see Figure 1) that guide the socially responsible behavior of universities and members of their respective university communities (Jiménez, 2008).

The UCP project contributes to the strengthening of ethics in universities, proposing a normative perspective of the USR (Gaete, 2011), understood as:

The capacity of the university as an institution to disseminate and put into practice a set of general and specific principles and values through the key processes of management, teaching, research, and outreach, thus responding socially to the university community and the country in which it is inserted (Fernández, Delpiano, & De Ferrari, 2006, p. 14).

However, Vallaes (2018) states that the university's ethical commitment is one of the ten fallacies of the meaning of USR, postulating that "... there is an intrinsic relationship between ethics of responsibility, definition of social responsibility in terms of responsibility for the impacts, and the duty of surveillance and inter-organizational partnership to solve problems of justice and sustainability of the social whole" (p. 40), stressing that the socially responsible behavior of universities must be oriented towards a more sustainable development of society, as an ethical imperative of university work.



**Figure 1.** Principles and Values of the Universidad Construye País Project, own elaboration, based on Jiménez (2008)

Hence, our study tries to answer the following questions: What are the main organizational values that guide the work of Chilean state universities (UECH)? What are the values and principles of the MV and USR that the UECH incorporate into their corporate identity?

## Design

A mixed research design is developed, combining the quantitative and qualitative approaches in the empirical stage of the study (Núñez, 2017; Piñuel, 2002), in order to examine the organizational values of the UECH in the CI declared in strategic

plans or institutional web pages.

The population under study are the Chilean universities, that is, the 57 institutions recognized by 2019 according to the Ministry of Education. The inclusion criteria for the sample are: 1) to be a state university and 2) have available on their institutional websites the strategic plans or the statement of its organizational values. According to Table 1, the study sample is comprised of 18 state universities (Gaete, 2015; Gil, 2012; Mendoza-Fernández et al., 2015; Núñez, Alonso, & Pontones, 2015).

The technique for collecting the information in the study is content analysis, which according to Piñuel (2002) considers four fundamental steps in the procedure for applying this technique. Thus, by means of the procedure described in Figure

**Table 1**

*Chilean State Universities Included in the Study*

University (Universidad)	Year of creation	Institutional accreditation	Document consulted
Arturo Prat	1984	4 years (2017-2021)	Strategic Plan 2014-2020
de Tarapacá	1981	5 years (2017-2022)	Strategic Plan 2017-2022
de Antofagasta	1981	5 years (2017-2022)	Strategic Plan 2016-2020
de Atacama	1981	3 years (2017-2020)	Strategic Plan 2015-2019
de La Serena	1981	4 years (2016-2020)	Strategic Plan 2016-2020
de Chile	1842	7 years (2018-2025)	Strategic Plan 2017-2026
de Santiago	1947	6 years (2014-2020)	Strategic Plan 2016-2020
Metropolitana de Ciencias de la Educación (UMCE)	1985	3 years (2016-2019)	Strategic Plan 2016-2020
Tecnológica Metropolitana (UTEM)	1993	4 years (2016-2020)	Strategic Plan 2016-2020
de Valparaíso	1981	5 years (2017-2022)	Institutional website
de Playa Ancha	1985	5 years (2016-2021)	Strategic Plan 2016-2025
de O'Higgins	2015	Without accreditation	Strategic Plan 2017-2019
de Talca	1981	6 years (2019-2025)	Strategic Plan 2016-2020
del Biobío	1981	5 years (2019-2024)	Strategic Plan 2015-2019
de la Frontera	1981	6 years (2018-2024)	Strategic Plan 2013-2023
de los Lagos	1993	4 years (2016-2020)	Strategic Plan 2013-2018
de Magallanes	1981	4 years (2015-2019)	Strategic Plan 2017-2017
de Aysén	2015	Without accreditation	Strategic Plan 2019-2023

**Fuente:** elaboración propia.

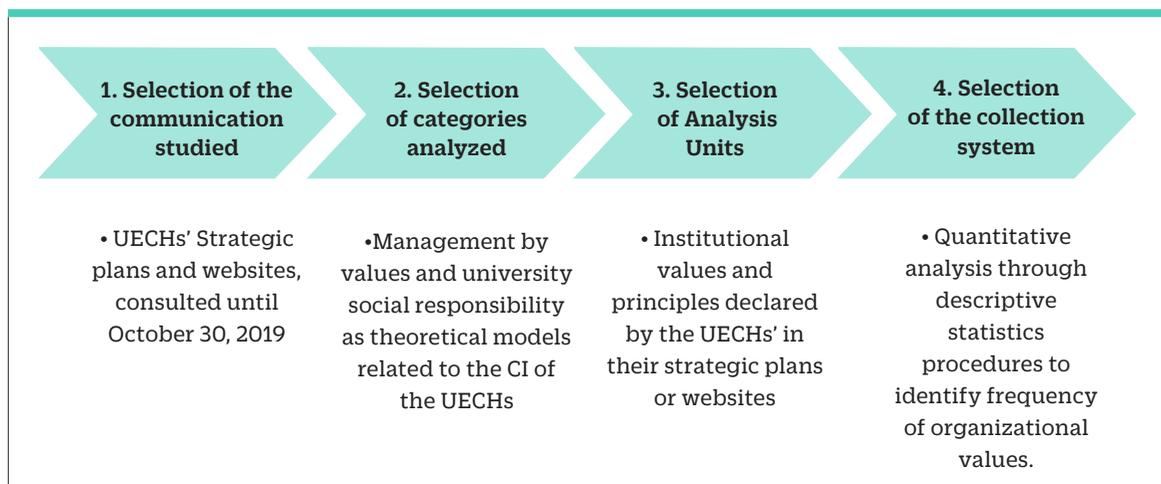


Figure 2. Application Procedure of Content Analysis, own elaboration, based on Piñuel (2002)

2, the strategic plans and web pages of the UECH included in the study are analyzed (see Table 1) according to the typologies of values and principles of Dolan and Altman (2012) and of Jiménez (2008), respectively, supported with the elaboration of tables and figures with MS EXCEL software, in addition to the triangulation with the concepts and theoretical models presented in the introduction.

## Results

Table 2 presents the distribution of the organizational values declared by the institutions in the sample, analyzing the percentage distribution of the organizational values according to the axis proposal by Dolan and Altman (2012).

According to Table 2, Universidad del Biobío is the institution with the greatest number of organizational values, with an average of 7.4 values for each UECH included in the study. As for the value axes, all the UECHs declare at least one spiritual value as an expression of the CI of this type of HEI (Blanchard & O'Connor, 1997; Fernandez, 2010; Morales et al., 2017; Tataki et al., 2015).

Likewise, the organizational values are mainly distributed among the ethical-social (37.6%) and spiritual (38.3%) axes, where 33% of the UECHs declare organizational values in the four axes of the Dolan and Altman model (2012).

Figure 3 presents the distribution of the values with greater frequency in the CI of the UECHs,

highlighting the Pluralism present in 72% of the institutional strategic plans and web pages analyzed, as the main organizational value of a spiritual nature, according to the classification of Dolan and Altman (2012).

Thus, this result is in line with what Solari (2016) proposed regarding the importance of intellectual pluralism and academic freedom with which HEIs should be characterized and operate in a university system such as the Chilean one. The above is also ratified by Article 5 of Law No. 21.094 on state universities of the Ministry of Education in 2018, which recognizes Pluralism as one of the distinctive values and principles of the UECHs.

In addition, some ideas about the meaning of Pluralism present in the statements of the strategic plans and web pages analyzed relate it to the respect for diversity in its different forms of expression:

It recognizes and welcomes, with respect and tolerance, the existence of different thoughts and ideologies within it, values and protects national, social, cultural, religious, gender and ethnic heterogeneity of its members, and their inherent rights (Universidad de Antofagasta).

It implies accepting different ideas, creeds, and positions of different nature in a framework of mutual tolerance with the purpose of generating knowledge, learning, and know-how through dialogue and academic exchange (Universidad de Valparaíso)

**Table 2**

State University Values According to the Axes of Management by Values.

University (Universidad)	Number of declared values	Distribution % according to value axes			
		Ethical-social	Economic	Emotional development	Spiritual
Arturo Prat	7	57%	0	12%	29%
de Tarapacá	5	0	40%	0	60%
de Antofagasta	6	50%	17%	0	33%
de Atacama	6	50%	0	17%	33%
de La Serena	4	50%	0	25%	25%
de Chile	9	44,4%	22,2	0	33,3%
de Santiago	8	50%	12,5%	12,%	25%
UMCE	5	40%	0	20%	40%
UTEM	6	43%	14%	0	43%
de Valparaíso	9	33,3%	0	22,2%	44,4%
de Playa Ancha	8	37,5%	12,5%	0	50%
de O'Higgins	7	28,6%	14%	28,6%	28,6%
de Talca	8	37,5%	12,5	25%	25%
del Biobío	12	50%	16,6%	16,6%	16,6%
de la Frontera	11	36%	9%	9%	46%
de los Lagos	5	40%	20%	0	40%
de Magallanes	4	0	0	25%	75%
de Aysén	7	29%	14%	14%	43%

Source: own elaboration.

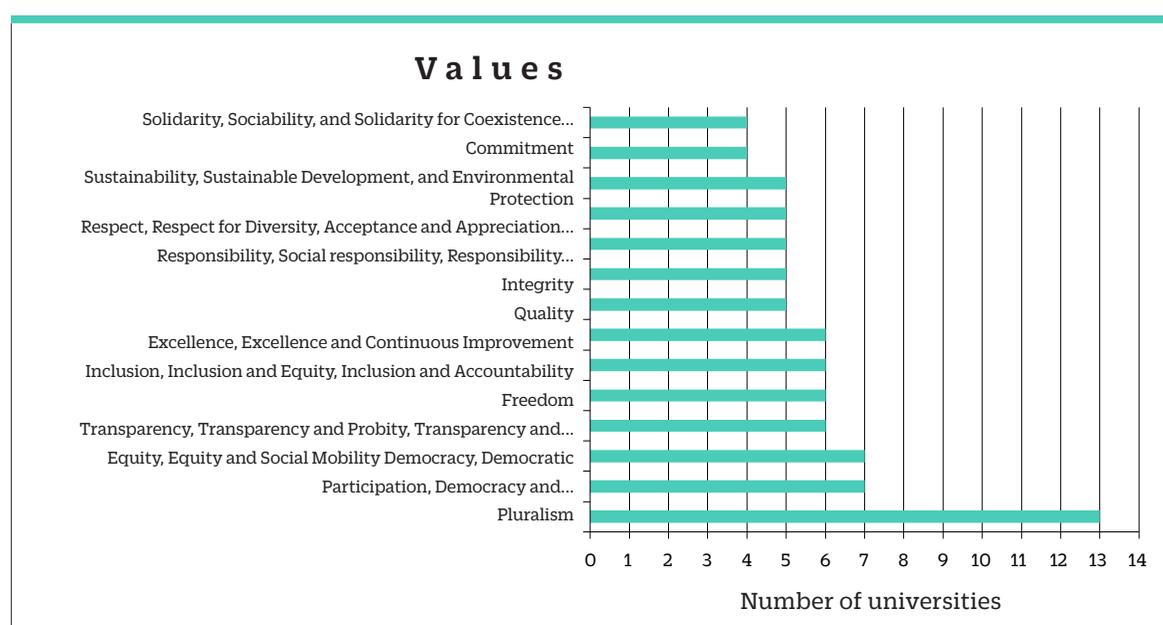
**Figure 3.** Distribution of Chilean State Universities According to Institutional Values, own elaboration

Figure 3 also shows that 39% of the UECHs include Equity as one of the organizational values of their CI, identifying the following examples of definitions in the strategic plans and web pages:

Access to training for various groups, generating the conditions and providing institutional support for these purposes, as well as in the internal conditions of the organization (Universidad Arturo Prat)

Equal access to applicants from different socioeconomic backgrounds, ensuring that they remain in their program until they finish studying, with similar learning, regardless of their life path (Universidad de Valparaíso)

Equity, as an organizational value, establishes an important challenge for UECHs from an ethical perspective of their socially responsible behavior, regarding access to higher education in Chile (Beltrán-Llavedor, Íñigo-Bajo, & Mata-Segreda, 2014; Espinoza, 2017; Espinoza & González, 2016).

According to the Ministry of Education (2019), from the perspective of equity in access to Chilean higher education, only 33% of the students who entered a UECH in 2018 come from state-run educational institutions, which educate the most vulnerable and low-income people in Chile, while 64.7% come from private or private subsidized institutions.

Likewise, the Ministry of Education (2019) points out that within the UECHs that declare equity as a value, only 19.7% of students come from state institutions at Universidad de Valparaíso, while Universidad de Chile has the highest percentage of students coming from private institutions, with 32.6%.

Also, in Figure 3, it is evident that 39% of the universities in the sample include Democracy as one of the organizational values of their CI, which is defined by some universities as:

Its organization is based on coexistence and the democratic exercise of election of its rulers and authorities (Universidad de Aysén)

Values and promotes that all visions are part of the decision-making processes of the university government (Universidad de Los Lagos)

Pursuant to this, university government and the people who manage the UECHs become an important indicator of university democracy. In this regard, the gender distribution of single-person authorities, such as the rector or dean, is currently composed mainly of men (Gaete, 2015), contrary to the necessary pluralism and equity that such senior management levels should have within the UECHs.

Universidad de Aysén is the only UECH whose highest single-person authority is a woman, and it is considered a gender equity body that should be replicated by a larger number of universities, since the role of managers and corporate governance bodies in general is becoming a relevant aspect for both the MV and the USR (Baca-Neglia et al, 2017; Blanchard & O'Connor, 1997; Dolan & Altman, 2012; Gaete, 2015; Núñez, Alonso, & Pontones, 2015).

Therefore, the organizational values of spiritual character according to the model of Dolan and Altman (2012) allow the UECHs to orient their CI towards pluralism, democracy, or equity as essential cultural elements, balancing the impact of other more instrumental values such as efficiency or quality, usually related to a greater commoditization of higher education (Beltrán-Llavedor et al., 2014; Vallaey, 2014).

With regard to USR, Figure 4 shows the results obtained in our study on the values and principles of the UCP project, highlighting the higher frequencies of Freedom, Excellence, and Integrity. The results in Figure 4 pose an important challenge for the management of change of the UECHs' CI, one that guide its institutional work towards the ethical perspective of USR, where organizational values acquire a fundamental role (Beltrán-Llavedor et al., 2014; Gaete, 2016; Jiménez, 2008; Rubio, Améstica-Rivas, King-Domínguez, & Ganga-Contreras, 2019; Tataki et al., 2015).

Thus, some studies such as that of Navarro et al. (2012) on values and USR confirm the relationship between values, attitudes, and socially responsible behavior of Chilean university students. They highlight Freedom as the value they consider most important with respect to the model proposed by the UCP, coinciding with the results of our study that indicates that the CI of 33% of the UECHs include this value in their strategic plans or web pages.

According to Fernández, Delpiano, & De Ferrari (2006), this organizational value in the university environment is applied to issues such as: thought, religion, research, opinion, teaching, meeting, and association, among others.

Moreover, according to the strategic plans and websites of the institutions included in our study, it implies:

[An] open space to exercise the academic function, and of ethical and procedural limit of the practices carried out in the fulfillment of the academic objectives (Universidad de La Serena);

Respecting the diversity of beliefs, positions, thoughts, and opinions of its members, as well as those options they take in regard to life and educational processes, to the extent that these contribute to the achievement of the common good (Universidad de Magallanes).

Additionally, Freedom is an important value for the UECHs because it is included in Article 5 of Law No. 21,094 on State Universities, with two forms of expression: Freedom of thought and expression; Freedom to teach (Ministry of Education, 2018). Furthermore, Freedom should be a distinctive aspect of the socially responsible behavior of HEIs, strongly rooted in the CI of the UECHs both from the legal perspective and in the scope of its institutional management (Jiménez, 2008; Navarro et al., 2012).

Excellence is also one of the values and principles of the UCP project that 33% of the UECHs include in their CI. According to Fernández, Delpiano, & De Ferrari (2006), Excellence is understood as "...superior quality or goodness that distinguishes and makes the work of people or organizations the object of special appreciation. It concerns the ends, means, and procedures and is expressed in the university's management and functions" (p. 56). Some examples on the definition of Excellence in strategic plans and web pages describe it as:

The inspiration that makes possible the permanent search for perfection. It challenges the performance of people and the Institution in the attainment of its

mission and vision. This value implies the individual effort of each member of the university community and in the same way, a sense of unity and convergence in the search for excellence (Universidad de Talca);

Continuous improvement in the development of its institutional work, tending to reach the highest levels in their academic work (Universidad de Tarapacá).

Consequently, excellence becomes a relevant cultural aspect for the UECHs' CI, which extends to all the functions of the university work. As established by the Law on State Universities, it is through quality assurance and accreditation processes, both institutional and of undergraduate and graduate programs, that there is a direct relationship between the strategic administration of a university and its institutional quality (Rodríguez-Ponce & Pedraja-Rejas, 2013), with the aim of becoming more responsible and efficient organizations (Baca-Neglia et al., 2017; Bonifaz & Barba, 2019).

Finally, according to Figure 4, Integrity emerges as a third organizational value most often related to socially responsible behavior of the UECHs. As per the UCP project, Integrity is defined as "...quality of people and institutions that are consistent with their principles and values, both in their statements and their actions; being upright, transparent, and honest" (Fernandez, Delpiano, & De Ferrari, 2006, p. 54).

Thereby, 28% of the UECHs declare this aspect in their CI, where some definitions contained in the strategic plans and web pages indicate that integrity implies:

The congruence between what is manifested and what is done. It means acting honestly, doing the right thing without affecting other people. A person of integrity is rewarded by conscious performance and respect for others, generating trust and harmony with and among peers (Universidad de Talca);

Transversal ethical attitude made up of elements such as honesty, truth, probity (Universidad Metropolitana de Ciencias de la Educación).

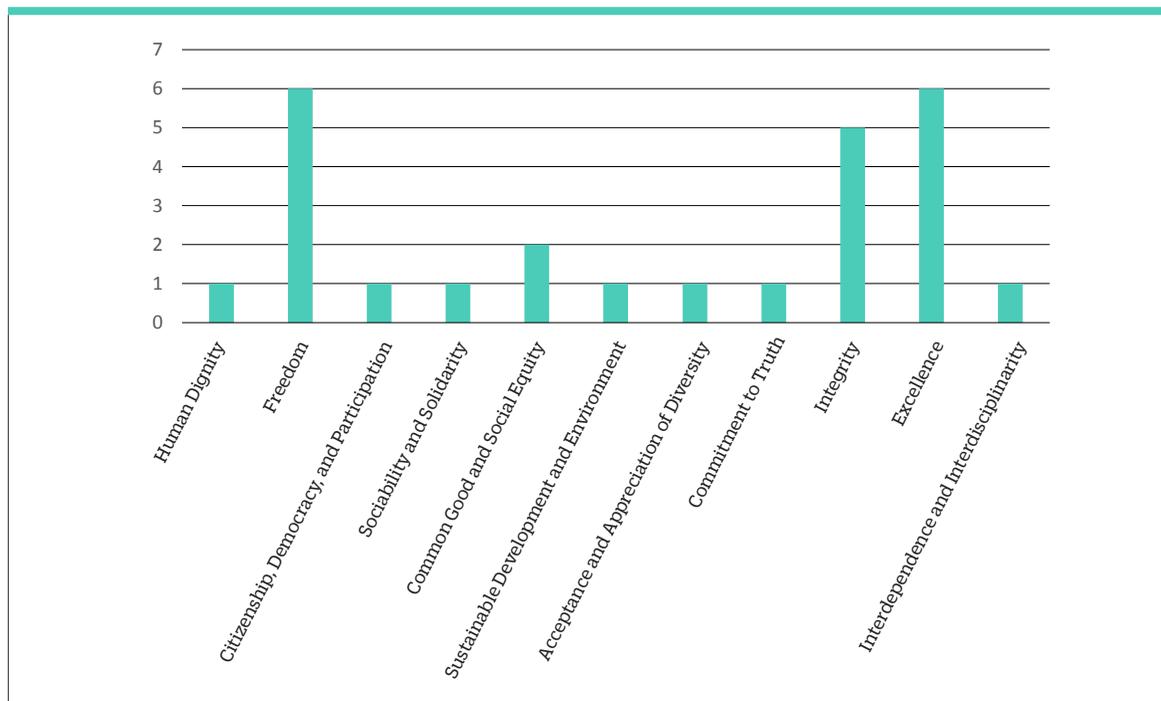


Figure 4. Universities According to UCP Project Values and Principles, own elaboration.

With respect to the above, transparency (Pérez, 2017) and accountability (Guijarro, Gomera, & Antúnez, 2016; Núñez, Alonso, & Pontones, 2015; Huerta-Riveros, 2017) become important indicators of Integrity in the context of USR (Beltrán-Llavedor et al., 2014; Gaete, 2011).

According to the Council for Transparency (2017), the UECHs achieve an average of 82.3% compliance with the active transparency standards stipulated in Law 20.285 on Transparency and Probity, where the Universidad de Talca (96.5%) has a high percentage of compliance, while Universidad del Biobío (65.88%) has the lowest degree of compliance within the UECHs.

## Conclusions

El modelo de DpV de Dolan y Altman (2012), establece como una consideración fundamental que la IC debe alcanzar un equilibrio entre los valores espirituales y aquellos relacionados con los ejes ético-social, económico y de desarrollo emocional, posibilitando a las organizaciones un desempeño más ético de su misión y visión institucional.

Dolan and Altman's (2012) MV model establishes as a fundamental consideration that the CI must reach a balance between spiritual values and those related to the ethical-social, economic, and emotional development axes, enabling organizations to perform their mission and institutional vision more ethically.

In this sense, our study shows that the UECHs have a core of spiritual values that align and guide their work, adding a set of instrumental values that form an explicit and intelligible CI, which finds the main distinctive organizational value of the universities studied in pluralism.

However, there is a deficit in the UECHs in the area of pluralism, democracy, and equity as the main instrumental organizational values, which promote equitable and pluralistic participation of men and women in university governance positions. It will be essential to increase the number of women in single-person decision-making positions, both in rector and dean's offices, effectively reflecting these values in the functioning of each UECH.

In addition, the CI of most UECHs does not show much agreement with the principles and values of USR considered in the UCP project, which is evident, for example, in its non-incorporation into Law 21.094

on State Universities, recently approved in 2018.

Even so, the results of our study highlight freedom, excellence, and integrity as an expression of the socially responsible behavior of the universities analyzed, where excellence is a particularly distinctive organizational value of the UECHs, due to its importance for the public policies of quality accreditation and free higher education implemented in Chile in the last decade.

Therefore, it is recommended that universities that manage their CI through MV, consider a set of values and principles clearly known by all members of the university community, which support the policies and procedures emanating from the institutional mission and vision, balancing the spiritual and instrumental values that guide socially responsible behavior towards the common good and sustainable development of society (Beltrán-Llevador et al, 2014; Gaete & Álvarez, 2019; Licandro & Yepes, 2018; Vallaes & Álvarez, 2019).

Finally, the limitations of our study are fundamentally linked to the possibilities of generalizing our results through statistical inferences. From that perspective, it is advisable to develop new studies that incorporate a statistically representative number of subjects, by means of the design, validation, and application of an instrument that measures the commitment and adherence of the UECH members with the values and principles declared in the CI of each institution.

## References

- Arango, O., Clavijo, S., Puerta, I., & Sánchez, J. (2014). Formación académica, valores, empatía y comportamientos socialmente responsables en estudiantes universitarios. *Revista de la Educación Superior*, 43(1), 89-105. <https://doi.org/10.1016/j.resu.2015.01.003>
- Baca-Neglia, H., Rondán-Cataluña, F., & García del Junco, J. (2017). Propuesta de medición de la responsabilidad social universitaria. *Revista Espacios*, 38(43), 12-49. Recuperado de <https://www.revistaespacios.com/a17v38n43/a17v38n43p12.pdf>
- Blanchard, K. & O'Connor, M. (1997). *Administración por valores*. Bogotá: Norma.
- Beltrán-Llevador, J., Íñigo-Bajo, E., & Mata-Segreda, A. (2014). La responsabilidad social universitaria, el reto de su construcción permanente. *Revista Iberoamericana de Educación Superior (RIES)*, 14(6), 3-18. <https://doi.org/10.22201/iisue.20072872e.2014.14.128>
- Bonifaz, E. & Barba, E. (2019). La calidad de la educación universitaria: una visión desde el direccionamiento y la gestión estratégica. *Revista Boletín REDIFE*, 8(3), 106-116. Recuperado de <https://revista.redife.org/index.php/1/article/view/699>
- Consejo para la Transparencia (2017). Informes sobre fiscalización del cumplimiento de las normas sobre transparencia activa Ley 20.285. Recuperado de <https://www.portaltransparencia.cl/PortalPdT/pdt-ta/-/ta/CT001/ARCPLT/AREST/37739836>
- Currás, R. (2010). Identidad e imagen corporativas: revisión conceptual e interrelación. *Revista Teoría y Praxis*, 7, 9-34. <https://doi.org/10.22403/UQROOMX/TYP07/01>
- Dolan, S. & Altman, Y. (2012). Managing by values: The leadership spirituality connection. *People & Strategy*, 35(4), 20-26. Recuperado de <https://go.gale.com/ps/anonymou?id=GALE%7CA324980929&sid=googleScholar&v=2.1&it=r&linkaccess=abs&issn=19464606&p=AONE&sw=w>
- Durán, M. (2008). La administración por valores: una metodología humanista de cambio cultural en la empresa. *Revista Ciencias Económicas*, 26(2), 355-375. Recuperado de <https://revistas.ucr.ac.cr/index.php/economicas/article/view/7149>
- Espinoza, O. (2017). Acceso al sistema de educación superior en Chile. El tránsito desde un régimen de elite a uno altamente masificado y desregulado. *Revista Universidades*, 74, 7-30. Recuperado de <https://www.redalyc.org/pdf/373/37354774003.pdf>
- Espinoza, O. & González, L. (2016). La educación superior en Chile y la compleja transición desde el régimen de autofinanciamiento hacia el régimen de gratuidad. *Revista Latinoamericana de Educación Comparada*, 7(10), 35-51. Recuperado de <https://dialnet.unirioja.es/servlet/articulo?codigo=6562408>
- Fernández, R. (2010). Criterios para la evaluación de planes estratégicos de unidades académicas. *Calidad en la Educación*, (32), 206-233. <https://doi.org/10.31619/caledu.n32.157>
- Fernández, C., Delpiano, C., & De Ferrari, J. (2006). *Responsabilidad Social Universitaria Una manera de ser universidad. Teoría y práctica en la experiencia chilena*. Recuperado de <http://dspace.utalca.cl/bitstream/1950/10293/1/Responsabilidad%20social%20>

- universitaria.pdf
- Gaete, R. (2011). La responsabilidad social universitaria como desafío para la gestión estratégica de la Educación Superior: el caso de España. *Revista de Educación*, 355, 109-133. Recuperado de <https://recyt.fecyt.es/index.php/Redu/article/view/10478>
- Gaete, R. (2015). Responsabilidad social en el gobierno y gestión de las universidades estatales chilenas. *Revista Civilizar*, 15(29), 163-180. <https://doi.org/10.22518/16578953.482>
- Gaete, R. (2016). La responsabilidad social universitaria en la identidad corporativa de las universidades chilenas. Un análisis de contenido. *Revista Documentos y Aportes en Administración Pública y Gestión Estatal*, 26, 43-74. <https://doi.org/10.14409/da.v16i26.5935>
- Gaete, R. & Álvarez, J. (2019). Responsabilidad social universitaria en Latinoamérica. Los casos de URSULA y AUSJAL. *Revista Actualidades Investigativas en Educación*, 19(3), 1-27. <https://doi.org/10.15517/aie.v19i3.38637>
- García, S. (2011). *Dirección por valores*. Barcelona: Universidad de Barcelona. Recuperado de [http://www.salvador-garcia.eu/img/secciones\\_pdfs/Direccion%20por%20Valores.%20Salvador%20Garcia.%20UB,%202011.pdf](http://www.salvador-garcia.eu/img/secciones_pdfs/Direccion%20por%20Valores.%20Salvador%20Garcia.%20UB,%202011.pdf)
- Gil, I. (2012). El rol de las universidades públicas frente a la responsabilidad social universitaria. *Revista Panorama Económico*, 20, 235-250. <https://doi.org/10.32997/2463-0470-vol.20-num.0-2012-346>
- Gómez, L. M., Alvarado, Y., & Pujols, A. (2018). Practicando la responsabilidad social universitaria en el Caribe: Perspectivas de los públicos internos. *Revista Digital de Investigación en Docencia Universitaria*, 12(1), 96-118. <https://doi.org/10.19083/ridu.12.714>
- Gómez, M., Vidal, C., Ureña, Y., & Acevedo, C. (2018). Administración por valores: Estrategia de mejoramiento del clima organizacional en las empresas. *Revista Espacios*, 39(18), 23-26. Recuperado de <https://www.revistaespacios.com/a18v39n28/a18v39n28p23.pdf>
- Guijarro, C., Gomera, A., & Antúnez, M. (2016). Propuesta de indicadores de la responsabilidad social universitaria conforme a la guía G4 del GRI: el caso de la Universidad de Córdoba. *CIRIEC- Revista de Economía Pública, Social y Cooperativa*, 87, 103-137. Recuperado de <https://ojs.uv.es/index.php/ciriecespana/article/view/6861/10876>
- Hirsch, A. (2003). Elementos significativos de la ética profesional. *Reencuentro*, 38, 8-15. Recuperado de <https://www.redalyc.org/pdf/340/34003802.pdf>
- Hirsch, A. (2012). Conductas no éticas en el ámbito universitario. *Perfiles Educativos*, vol.34, número especial, 142-152. Recuperado de <http://www.scielo.org.mx/pdf/peredu/v34nspe/v34nspea13.pdf>
- Hirsch, A. & Pérez-Castro, J. (2019). *Ética profesional y responsabilidad social universitaria: experiencias institucionales*. Instituto de Investigaciones sobre la Universidad y la Educación: Universidad Nacional Autónoma de México.
- Huerta-Riveros, P. & Gaete-Feres, H. (2017). Responsabilidad social universitaria a través de los reportes de sostenibilidad del Global Reporting Initiative. Experiencia de una universidad pública. *Revista Iberoamericana de Educación Superior*, 23(8), 120-137. <https://doi.org/10.19083/ridu.12.714>
- Jiménez, M. (2008). ¿Cómo medir la percepción de la responsabilidad social en los diversos estamentos de la universidad?: una experiencia concreta. *Revista Educación Superior y Sociedad*, 13(2), 139-161. Recuperado de <https://unesdoc.unesco.org/ark:/48223/pf0000182167>
- Llanos, M. (2018). La cultura organizacional, principal propulsor de la calidad en Instituciones de Educación Superior: caso universidad ecuatoriana. *Revista Espacios*, 39(23), 29-44. Recuperado de <https://www.revistaespacios.com/a18v39n23/a18v39n23p29.pdf>
- Licandro, O. D. & Yepes, S. L. (2018). La Educación Superior conceptualizada como bien común: el desafío propuesto por Unesco. *Revista Digital de Investigación en Docencia Universitaria*, 12(1), 6-33. <https://doi.org/10.19083/ridu.12.715>
- Martí-Noguera, J. J., Calderón A. I., & Fernández-Godenzí, A. (2018). La responsabilidad social universitaria en Iberoamérica: Análisis de las legislaciones de Brasil, España y Perú. *Revista Iberoamericana de Educación Superior*, 9(24), 107-124. <https://doi.org/10.22201/iisue.20072872e.2018.24.264>
- Martí-Noguera, J.J. & Gaete, R. (2019). Construcción de un sistema de educación superior socialmente responsable en América Latina: Avances y desafíos. *Revista Archivos Analíticos de Políticas Educativas*, 27(97), 1-29. <https://doi.org/10.14507/epaa.27.3925>
- Martí-Noguera, J.J., Licandro, O., & Gaete-Quezada, R. (2018). La responsabilidad social de la Educación Superior como Bien Común. Concepto y Desafíos. *Revista de la Educación Superior*, 47(186), 1-22. <https://doi.org/10.36857/resu.2018.186.353>
- Martí-Noguera, J.J. & Martí-Vilar, M. (2013). Una década de responsabilidad social universitaria en Iberoamérica. *Revista Española del Tercer Sector*, 25, 145-161. Recu-

- perado de <http://roderic.uv.es/handle/10550/33669>
- Martí-Noguera, J.J., Martí-Vilar, M., & Almerich, G. (2014). Responsabilidad social universitaria: influencia de valores y empatía en la auto atribución de comportamientos socialmente responsables. *Revista Latinoamericana de Psicología*, 46(3), 160-168. [https://doi.org/10.1016/S0120-0534\(14\)70019-6](https://doi.org/10.1016/S0120-0534(14)70019-6)
- Martí-Vilar, M. & Rodríguez-Osorio, E. (2016). Formación en ética profesional y responsabilidad social universitaria aplicada a la psicología del envejecimiento saludable. En Arango, O. E. et al (Comp.). *Ética profesional y responsabilidad social universitaria: universidad, sociedad y sujeto*. (86-95). Medellín: FUNLAM
- Martínez-Usarralde, M., Lloret-Catalá, C., & Mas-Gil, S. (2017). Responsabilidad social universitaria (RSU): Principios para una Universidad Sostenible, Cooperativa y Democrática desde el Diagnóstico Participativo de su Alumnado. *Revista Archivos Analíticos de Políticas Educativas*, 25(75), 1-25. <https://doi.org/10.14507/epaa.25.2769>
- Melewar, T., Karaosmanoglu, E., & Paterson, D. (2005). Corporate identity: concept, components and contribution. *Journal of General Management*, 31(1), 59-81. <https://doi.org/10.1177/030630700503100104>
- Mendoza-Fernández, D., Salas-Solano, E., & López Juvinao, D. (2015). Responsabilidad social en universidades públicas autónomas: Esencia académica con visión transformadora. *Revista Clío América*, 9(18), 135-142. <https://doi.org/10.21676/23897848.1531>
- Ministerio de Educación (2019). Mi Futuro. Santiago de Chile. Recuperado de <https://www.mifuturo.cl/buscador-de-instituciones/>
- Ministerio de Educación (2018). Ley N°21.094 sobre universidades estatales. Recuperado de <https://www.leychile.cl/Navegar?idNorma=1119253>
- Montañez-García, A. (2017). Liderazgo, cultura organizacional y cambio en la universidad. *Cuaderno de Investigación en la Educación*, 32, 51-62. Recuperado de <https://revistas.upr.edu/index.php/educacion/article/view/13923>
- Morales, F., Hollander, R., & Valenzuela, N. (2017). Calidad de la información publicada en Internet en universidades chilenas. *Capic Review*, 15, 45-59. Recuperado de <http://www.capic.cl/wp-content/uploads/2018/12/VB-ARTICULO-4.pdf> <https://doi.org/10.35928/cr.vol15.2017.11>
- Navarro, G., Boero, P., Jiménez, G., Tapia, L., Hollander, R., Escobar, A., Baeza, M., & Espina, Á. (2010). Universitarios y responsabilidad social. *Revista Calidad en la Educación*, 33, 101-121. <http://dx.doi.org/10.31619/caledu.n33.140>
- Navarro, G., Boero, P., Jiménez, G., Tapia, L., Hollander, R., Escobar, A., Baeza, M., & Espina, Á. (2012). Valores y actitudes socialmente responsables en universitarios chilenos. *Revista Calidad en la Educación*, 36, 123-147. <https://doi.org/10.4067/S0718-45652012000100004>
- Núñez, J. (2017). Los métodos mixtos en la investigación en educación: Hacia un uso reflexivo. *Cadernos de Pesquisa*, 47(164), 632-649. Recuperado de <http://www.scielo.br/pdf/cp/v47n164/1980-5314-cp-47-164-00632.pdf> <https://doi.org/10.1590/198053143763>
- Núñez, M., Alonso, I., & Pontones, C. (2015). Responsabilidad social universitaria: estudio empírico sobre la fiabilidad de un conjunto de indicadores de Gobierno Corporativo. *Revista Innovar*, 25(58), 91-104. <https://doi.org/10.15446/innovar.v25n58.52428>
- Pérez, J. (2017). Universidad transparente: Transparencia activa focalizada para el ámbito universitario chileno. *Revista Transparencia & Sociedad*, 5, 71-90. Recuperado de <https://www.consejotransparencia.cl/wp-content/uploads/2018/04/perez.pdf>
- Pérez-Mato, D., & Borrazás-González, R. (2012). Aproximación a la concepción de valores compartidos en la dirección estratégica de una institución universitaria. *VARONA Revista Científico-Metodológica*, 55, 12-17. Recuperado de <https://www.redalyc.org/articulo.oa?id=360633907003>
- Piñuel, J. (2002). Epistemología, metodología y técnicas del análisis de contenido. *Revista Estudios de Sociolingüística*, 3(1), 1-42. Recuperado de <http://web.jet.es/pinuel.raigada/A.Contenido.pdf>
- Rodríguez-Ponce, E. & Pedraja-Rejas, L. (2013). Dirección estratégica y calidad de las universidades: un estudio exploratorio desde Chile. *Revista Interciencia*, 38(1), 35-41. Recuperado de <https://www.interciencia.net/wp-content/uploads/2017/12/035-RODRIGUEZ-7.pdf>
- Rubio, C., Améstica-Rivas, L., King-Domínguez, A., & Ganga-Contreras, F. (2019). Valor económico y atributos de la marca en universidades chilenas. Una aproximación a través del proceso de análisis jerárquico. *Revista Interciencia*, 44(8), 475-482. Recuperado de [https://www.interciencia.net/wp-content/uploads/2019/10/06\\_475\\_Com\\_Ganga\\_v44n8.pdf](https://www.interciencia.net/wp-content/uploads/2019/10/06_475_Com_Ganga_v44n8.pdf)
- Ruiz-Corbella, M., & Bautista-Cerro, M. (2016). La responsabilidad social en la universidad española. Teoría de la Educación. *Revista Interuniversitaria*, 28(1), 159-188. <https://doi.org/10.14201/teoredu2016281159188>
- Solari, E. (2016). Antítesis chilenas sobre universidad, liber-

- tad y pluralismo. *Revista Estudios Públicos*, 143, 35-76. Recuperado de [https://www.cepchile.cl/cep/site/docs/20161004/20161004123553/rev143\\_esolari.pdf](https://www.cepchile.cl/cep/site/docs/20161004/20161004123553/rev143_esolari.pdf)
- Solis, F. & Garduño, A. (2017). La responsabilidad social en la planeación estratégica institucional de las universidades públicas en México. *Revista Internacional Administración & Finanzas (IBFR)*, 10(4), 41-60. Recuperado de [https://papers.ssrn.com/sol3/papers.cfm?abstract\\_id=3040336](https://papers.ssrn.com/sol3/papers.cfm?abstract_id=3040336)
- Takaki, M., Bravo, R., & Martínez, E. (2015). La gestión de la identidad corporativa en la Universidad: análisis y consecuencias desde la perspectiva del profesorado. *Revista Europea de Dirección y Economía de la Empresa*, 24, 25-34. <https://doi.org/10.1016/j.redee.2014.05.001>
- Toniut, H., del Valle, S., Dondero, M., Molina, D., Nivollet, D., Ordoñez, V., Pacheco, X., Quintana, A., & Sordo, J. (2015). La gestión por valores: una mirada crítica sobre la gestión de organizaciones. *Revista Argentina de Investigación en Negocios*, 1(2), 57-69. Recuperado de <http://redi.ufasta.edu.ar:8080/xmlui/bitstream/handle/123456789/1570/7395-37796-3-PB.pdf?sequence=1>
- Valarezo, K. & Tuñez, J. (2014). Responsabilidad social universitaria. Apuntes para un modelo de RSU. *Revista de Comunicación*, 13, 84-117. Recuperado de [https://minerva.usc.es/xmlui/bitstream/handle/10347/18764/Valarezo\\_ResponsabilidadSocialUniversitariaApuntesParaUnMod.pdf?sequence=1&isAllowed=y](https://minerva.usc.es/xmlui/bitstream/handle/10347/18764/Valarezo_ResponsabilidadSocialUniversitariaApuntesParaUnMod.pdf?sequence=1&isAllowed=y)
- Vallaey, F. (2008). Responsabilidad social universitaria: una nueva filosofía de gestión ética e inteligente para las universidades. *Revista Educación Superior y Sociedad*, 13(2), 193-220. Recuperado de <http://unesdoc.unesco.org/images/0018/001820/182067s.pdf>
- Vallaey, F. (2014). La responsabilidad social universitaria: un nuevo modelo universitario contra la mercantilización. *Revista Iberoamericana de Educación Superior (RIES)*, 12(5), 105-117. <https://doi.org/10.22201/issue.20072872e.2014.12.112>
- Vallaey, F. (2018). Las diez falacias de la responsabilidad social universitaria. *Revista Digital de Investigación en Docencia Universitaria*, 12(1), 34-58. <https://doi.org/10.19083/ridu.12.716>
- Vallaey, F. & Álvarez, J. (2019). Hacia una definición latinoamericana de responsabilidad social universitaria. Aproximación a las preferencias conceptuales de los universitarios. *Revista Educación XX1*, 22(1), 93-116. <https://doi.org/10.5944/educxx1.19442>
- Vidal-Martínez, I. (2019). Diálogo y gobierno multistakeholder en la Universidad. Sobre ética y responsabilidad social. *Revista de Bioética y Derecho*, 45, 179-196. Recuperado de <http://scielo.isciii.es/pdf/bioetica/n45/1886-5887-bioetica-45-00179.pdf>