EDITORIAL

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Continuing with our objective of consolidating our journal, Revista Digital de Investigación en Docencia Universitaria (RIDU), as a quality benchmark in the field of Higher Education research, we present our first issue of the year which addresses the topic of University Social Responsibility (USR). We think it is important to raise this issue insofar as since the beginning of the twenty-first century, USR-related research works and projects have been developing and consolidating and have piqued the interest of the international community due to its relevance, resulting in its progressive inclusion in the Higher Education legislation and accreditation processes of countries such as Brazil, Peru, and Ecuador.

In the year of the III Higher Education Regional Conference of Latin America and the Caribbean, the role of Higher Education Institutions (HEI) in the face of social challenges, requires a sense and duty of responsibility in its core toward the local and global context. In this sense, the first section of this issue includes nine articles that deal with USR from different dimensions by authors from Brazil, Chile, Colombia, Spain, Peru, Puerto Rico, and Uruguay. Together with contributions from renowned international experts, we present work by emerging researchers and administrative staff. The multiplicity of perspectives and definitions, as discussed in Dr. Vallaeys' article, is part of a momentum to adopt an active position toward a social demand that goes beyond the provision of training and research missions, while the contributions of Dr. Grimaldo and of Licandro & Yepes provide relevance to its international dimension.

This volume offers a selection of articles aimed at raising theoretical reflections on the conceptualization of USR and its global and regional dimensions, articles that focus on the internal analysis of social responsibility within the HEIs as organizations, proposals

for methodologies for the evaluation of USR and, lastly, two experiences related to the development of USR-related competences.

The first four articles deal with the Latin American global and reference framework of USR. As a presentation for this volume, Dr. Humberto Grimaldo, coordinator of the Observatory on Social Responsibility for Latin America and the Caribbean (ORSALC) of the International Institute for Higher Education in Latin America and the Caribbean (IESALC) - UNESCO, introduces a monograph within the scope of the Sustainable Development Goals set by the United Nations to fulfill the 2030 Agenda. The first article presents a proposal based on guidelines set out by UNESCO to consider Higher Education as a Common Good based on a series of arguments elaborated by Óscar Licandro and Sandra Lorena Yepes. Next, this issue includes the article by the renowned expert Dr. François Vallaeys, Chairman of the Latin American University Social Responsibility Union (URSULA), with a contribution that offers a conceptual analysis of the ten most common fallacies on the meaning of USR in Latin America, considering the conceptual advances achieved since the beginning of the 21st century in terms of the triple dimension of the ethical principles governing USR: the social transformation goal underneath it and the cross-cutting management policy that makes it feasible and sustains itself in legislative frameworks. In the third article, Brazilian authors Jardelino Menegat, Dirleia Fanfa Sarmento, and Adolfo Ignacio Calderón offer an analysis of the trends in the management of a network of faith-based higher education institutions, based on principles of social responsibility. It entails a case study of the concept and its evaluation based on two particularities: the country with the largest presence of the private sector in Higher Education and the Catholic character of the La Salle universities under study.

The fourth and fifth articles turn their attention to aspects inside universities. The fourth article focuses on internal practices of different Chilean universities through an analysis of family reconciliation guidelines. Here, Dr. Ricardo Gaete highlights the lack of explicit institutional reconciliation policies and strategies, which involves the predominance of management models alien to practices that in organizational terminology are considered internal social responsibility. The fifth article by Dr. Lina Gómez, Yanitzary Alvarado, and Aileen Pujols brings us closer to a case study at Universidad del Este, Puerto Rico, that discussed the theoretical and practical knowledge of USR among the institution's internal actors.

The communication and evaluation of USR are the subject of attention in the sixth and seventh articles. The sixth article by Dr. Ignacio Aldeanueva and Dr. Gabriel Arrabal focuses on USR communication as it analyzes the sending of messages via Twitter from Spanish universities and they conclude that there is an unbalanced and reduced presence of concepts associated with USR. The authors propose a system of indicators that contribute to organizing the evaluation around such a system. In the seventh article, Roser Corretgé

and Jordi Miret present the adaptation of Global Reporting indicators to the university environment through the project carried out between the University of Barcelona and the Pompeu Fabra University.

The eighth and ninth articles set out proposals for training on the USR concept in the classroom. The eighth article by Yemsi Rodríguez provides the design case of the methodology known as "serious games" to work with students in the creation of games that allow integrating practices of USR actions. In the ninth article, Aurora María Ruiz-Bejarano shares the holding of workshops to raise awareness among students through the transfer of knowledge, the academic ethical dimension, and the university social commitment in childhood intervention.

Additionally, the contribution of Juanita de la Cruz Rodríguez Pech and Pedro Alamilla Morejón, a study of the experiences of the teaching staff of a private Mexican university on their first years of teaching, appears in this issue as a free subject-matter article. Next, Esther Fernández Márquez, Juan José Leiva-Olivencia, and Eloy López-Meneses present a paper focused on describing the perceptions of a group of teachers on the importance of Information Technologies (ICT) as a basic competence within their teaching profile and as a competence to be developed by the student body. In line with the topic regarding the inclusion of ICTs in higher education, Martha Bianchini presents an analysis of the inclusion of ICTs applied to translation in a group of Argentinean public universities that offer a degree in Translation. Finally, Elizabeth Dany Araujo-Robles, Victor Hugo Ucedo-Silva, and Roberto Bueno-Cuadra present the adaptation of a scale that measures communication between parents and adolescents applied to a group of university students. As an academic review, Carlos Huayanay-Espinoza and collaborators present some guidelines based on public policies regarding research in Higher Education.

We thank all collaborators and especially the authors for their valuable contributions. We hope this issue will be of interest to the entire academic community.