

The agreement between Spanish universities and their libraries on the theme of 'social responsibility' seen through the analysis of institutional websites

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Introduction

'Social responsibility' (SR) emerged in the United States in the 1950s and 1960s focused on philanthropic activities, but from the 90s on the concept evolved as a consequence of the globalization process and society's awareness of the problems that organizations generate in the different affected stakeholders. It is recognized as an intangible resource of the organization according to Wernefelt's theory of resources and capabilities¹ and as a way of knowing and satisfying the needs of stakeholders that, according to Freeman's theory², form a network of relations that make organizations progress or fall. SR has a high ethical component because it involves the application of an ethical management model of the organization and is closely linked to the concepts of quality and sustainability. Both SR and sustainability are based on three fundamental pillars to preserve the future: society, economy, and environment, although, in general terms, sustainability refers to society as a whole, as a philosophy of behavior and management (sustainable development, SD), and RS to the application to a specific organization.

From the beginning, when SR was considered only a moral obligation for the organization, different programs and initiatives have been gradually appearing to promote

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1 Birger Wernefelt, *A resource-based view of the firm*, «Strategic management journal», 5 (1984), n. 2, p. 171-180, <<https://www.jstor.org/stable/2486175>>.

2 R. Edward Freeman, *Strategic management: a stakeholder approach*. Boston: Pitman Press, 1984.



its ethical behavior and its contribution to sustainable development³. The *Our common future* report prepared by the Brundtland Commission Environment and Development⁴ develops for the first time the concept of sustainability and sustainable development and establishes the social, economic, and environmental dimensions.

The actions of this Commission in 1992, 1996, and 2002 complete the definition of this term. The Global Compact⁵ is another international initiative proposed by the UN to create a global platform for responsible education for respect for human rights, nature, and the law.

The green paper constitutes the origin of the European SR policy⁶ and was approved by the European Commission in 2001 to promote an European framework for social responsibility. In the same year, the *European Union Strategy for sustainable development*⁷ was published, with the objective to unite economic growth, social cohesion, and environmental protection. This document was revised in 2006 incorporating responsibility in international relations. Finally, the European Commission published in 2018 a document to incorporate the 2030 Agenda⁸, and in 2021 it approved The European green deal⁹, a proposal related to the environment for the European continent.

Other relevant initiatives are the Global reporting initiative (GRI)¹⁰, and the ISO 26000:2010 standard¹¹ called *Guidance on social responsibility*, which provide every organization with a necessary instrument to evaluate and assess the impact of its actions and facilitate the transparency of information, which constitutes the basis of the so-called sustainability reports.

At present, there is much academic interest in establishing a widely accepted definition of SR. Among the best known and accepted are those that speak of it as a moral obligation that the organization acquires when interacting with all its stakeholders¹²;

3 Alina Alea García, *Responsabilidad social empresarial: su contribución al desarrollo sostenible*, «Revista futuros», 5 (2007), n. 17, <https://web.archive.org/web/20071223065228/http://www.revistafuturos.info/futuros17/resp_soc_emp.htm>.

4 United Nation. World Commission on Environment and Development, *Our common future*. August 1987, <<https://digitallibrary.un.org/record/139811?ln=es>>.

5 For more information, see <<http://www.unglobalcompact.org>>.

6 Fernando Navarro García; Domingo García-Marzá, *La RSC, la cooperación y la internacionalización de la empresa española*, «Desarrollo en contexto», 2009, n. 20, <<https://docplayer.es/11851358-La-rsc-la-cooperacion-y-la-internacionalizacion-de-la-empresa-espanola.html>>.

7 Comisión de las Comunidades europeas, *Desarrollo sostenible en Europa para un mundo mejor: estrategia de la Unión europea para un desarrollo sostenible*. 2001-2005, <<https://eur-lex.europa.eu/legal-content/ES/TXT/?uri=LEGISSUM%3A128117>>.

8 Cfr. <<https://ec.europa.eu/eurostat/web/sdi/overview>>.

9 European Commission, *The European green deal*, COM(2019) 640 final. 11 diciembre 2019, <<https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1588580774040&uri=CELEX:52019DC0640>>.

10 For more information, see <<https://www.globalreporting.org>>.

11 International Organization for Standardization, *International standard ISO 26000: guidance on social responsibility*. Geneva: ISO, 2010, <<https://www.iso.org/obp/ui/#iso:std:iso:26000:ed-1:v1:en>>.

12 Mery Gallego, *Balance social: una herramienta fundamental en la administración de recursos humanos*, curso taller. Bogotá: Universidad Nacional de Colombia, 1992. Justo Villafañe, *La buena reputación: claves del valor intangible de las empresas*. Madrid: Pirámide, 2003.

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those that refer to its relationship with sustainability¹³ those that consider it part of the strategic plan of organizations, establishing internal and external actions to be socially responsible¹⁴; or those that start from an individual attitude concerned about the environment as a life action¹⁵.

In any case, all the definitions of SR, according to Prado et al.¹⁶, converge on a series of common elements: commitment, a way of acting that adds value to society; voluntary decision and not regulated by law; benefits for society and stakeholders; ethical conduct, acceptable practices beyond what is regulated by law; environmental performance; adaptability, or the importance of adapting social responsibility to the context and reality of the societies in which they take place. In all of them, there is a clear ethical component that allows for evolving from the classic concept of organization that only seeks economic benefits, to a more complex one that seeks to create value for all groups affected by its activity.

Thus, under these initial premises, SR can be applied to the operation of universities because higher education institutions must establish relationships with society and generate interest in the different stakeholders that support them¹⁷.

For Bustos and Inciarte¹⁸ the concept of 'university social responsibility' (USR) in higher education institutions has always existed under the name of 'social function of universities' and now has more content and operability due to the influence of this concept in the private sector. This social dimension of the university is related to the so-called 'third mission of universities', which according to Villalta¹⁹, goes beyond the classical functions of training and research, and consists of making significant contributions to the improvement of their geographical, economic, and social environment. Already in 1930, the philosopher Ortega y Gasset²⁰ in his work *Mission of the university* referred

13 Sheldon Berman, *Children's social consciousness and the development of social responsibility*. New York: New York State University Press, 1997; Jan Nolin, *Sustainable information and information science*, «Information research», 15 (2010), n. 2, <<http://informationr.net/ir/15-2/paper431.html>>.

14 Oded Grajew, *Negócios e responsabilidade social*. In: Sérgio A.P. Esteves, *O dragão e a borboleta: sustentabilidade e responsabilidade social nos negócios*. São Paulo: Axis Mundi, AMCE, 2000; F. Navarro García; D. García-Marzá, *La RSC, la cooperación y la internacionalización de la empresa española* cit.; Garrigues; Asociacion Espanola de Normalizacion y Certificacion, *Principios, prácticas y beneficios de la responsabilidad social*. Madrid: Aenor, 2012.

15 María Cristina Molina Figueres, *Análisis del desempeño en responsabilidad social corporativa (RSC) de las empresas: aplicación al sector inmobiliario de Alemania* [tesi di laurea]. Valencia: Universitat Politècnica de València, 2016.

16 Andrea Prado [et al.], *Marco lógico y conceptual del modelo de responsabilidad social empresarial para Costa Rica*. La Garita: Incae Business School, 2004.

17 Ricardo Andrés Gaete Quezada, *La responsabilidad social universitaria como desafío para la gestión estratégica de la educación superior: el caso de España*, «Revista de educación», 2011, n. 355, p. 109-133: p. 110, <http://www.revistaeducacion.educacion.es/re355/re355_05.pdf>.

18 Carmen Bustos; Alicia Inciarte, *Dimensión comunitaria de la responsabilidad social universitaria*, «Opción», 28 (2012), n. 68, p. 367-379, <<http://www.redalyc.org/articulo.oa?id=31025437008>>.

19 Josep Maria Villalta, *La contribución de las universidades al desarrollo económico y social*. In: Fundacion Conocimiento y Desarrollo, *Informe CYD 2017*. Barcelona: Fundacion Conocimiento y Desarrollo, [2018], p. 74-76, <<https://www.fundacioncyd.org/contribucion-de-las-universidades-al-desarrollo>>.

20 José Ortega y Gasset, *Misión de la universidad*. Madrid: Alianza, 1999.

to this third mission that he called cultural, whose objective was to turn students into cultured people in the sense of preparing them to face life. Later, other authors such as Clark²¹ and Etzkowitz et al.²² relate this concept to an entrepreneurial university. Currently, in Spain, this new mission appears in Law 14/2011 on science, technology, and innovation (LCTI)²³: the transfer of knowledge through academic research on social and economic values (innovation) and social responsibility. This law makes explicit reference to the social dimension of the university in contributing to development cooperation, gender equality, equal opportunities, disability, environmental sustainability, or the cultural dimension in promoting peace, dialogue, and cooperation. Hence, González et al.²⁴ talk about two fundamental objectives of USR: institutional social responsibility, and the creation of competitiveness, innovation, and knowledge as an economic value. USR and sustainable development balance the third mission of the university, justified in Spain with the publication of the Sustainable economy Law²⁵.

Ojeda and Álvarez²⁶ refer to the *World declaration on higher education for the 21st century*, approved at the Unesco World Conference on Higher Education held in Paris in 1998, as the moment in which participation and responsibility are firmly established towards society and 'lifelong learning', as values of higher education, values inherent to USR. Years later, the United Nations General Assembly proclaimed the period 2005-2014 the Decade of Education for sustainable development²⁷ and designated Unesco as the responsible body. In 2009, Unesco²⁸ ratified the objectives and missions established in 1998, while adding the need to contribute from higher education to sustainable development.

From the definitions made by various authors²⁹, it can be concluded that USR is the ability of the university to apply a set of principles and values in the performance

21 Burton R. Clark, *Creating entrepreneurial universities: organisational pathway of transformation: issue in higher education*. New York: Elsevier Science, 1998.

22 Henry Etzkovitz [et al.], *The future of the university and the university of the future: evolution of ivory tower to entrepreneurial paradigm*, «Research policy», 29 (2000), n. 2, p. 313-330, DOI: 10.1016/S0048-7333(99)00069-4.

23 Ley 1 de junio 2011, n. 14 (*de la Ciencia, la tecnología y la innovación*), referencia BOE-A-2011-9617, <<https://www.boe.es/buscar/pdf/2011/BOE-A-2011-9617-consolidado.pdf>>.

24 Óscar González Alcántara [et al.], *La responsabilidad social en las universidades españolas 2014/15*. Burgos: Universidad de Burgos, 2015, p. 1-31, <http://www3.uah.es/iaes/publicaciones/essays_012.pdf>.

25 Ley 4 de marzo 2011, n. 2 (*de Economía sostenible*), referencia BOE-A-2011-4117, <<https://www.boe.es/buscar/act.php?id=BOE-A-2011-4117>>.

26 José Felipe Ojeda Hidalgo; Dolores Guadalupe Álvarez Orozco, *Responsabilidad social en las universidades: antecedentes, trayectorias y perspectivas*, «Revista COEPEs», 4 (2015), n. 12, <<http://www.revistacoepesgto.mx/revistacoepes/responsabilidad-social-en-las-universidades-antecedentes-trayectorias-y-perspectivas>>.

27 For more information, see <<https://es.unesco.org/themes/educacion-desarrollo-sostenible/comprender-EDS/decenio-onu>>.

28 United Nations Educational Scientific and Cultural Organization, *Análisis de los contextos y estructuras de la educación para el desarrollo sostenible 2009: principales conclusiones y camino a seguir*, ED.2009/WS/52. 2009, <https://unesdoc.unesco.org/ark:/48223/pf0000187757_spa>.

29 Oswaldo Martínez; Juan Pico, *Responsabilidad social de las universidades*. Buenos Aires: Universidad, 2006, cited in Ruth Vallejo; María Govea de Guerrero, *Responsabilidad social e investigación:*

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of its basic functions: academic and pedagogical training; research and dissemination; the management of the organization and its impacts on society; and social participation, through the creation of communication channels to respond to the demands of its stakeholders.

On the other hand, Vallaey³⁰ talks about the challenges that any USR implementation in a university must face. Among these are: achieving the return to the university of what has been done under this perspective, its implementation, and, above all, its acceptance as a work dynamic in the university environment. Likewise, the creation of learning communities as an opportunity for 'lifelong learning' or the management of the role of the university in its relationship with a community or with society in general.

In short, as Pérez³¹ affirms, one can speak of a new way of operating the university, based on a more fluid relationship with its social environment, which takes into account the expectations, effects, and repercussions that the university activity generates in its members (teachers, researchers, administrative personnel and students) and society in general.

Concerning the application of these concepts to libraries, different standards and regulations at the global, European, national, and professional levels lead to social responsibility and sustainability in libraries³². The work of the International Federation Libraries Associations and Institutions (IFLA) through the Committee on Free Access to Information and Freedom of Expression (Faife), the Environmental Sustainability and Libraries Section (Ensulib), the Library Development Programme (LDP), or Libraries Development and the UN 2030 Agenda (LDU) stand out. The documents and statements published are numerous, such as the *Glasgow Statement on libraries and sustainable development* (2002), the *Alexandria manifesto* (2005),

retos de la universidad del siglo XXI, «Telos», 13 (2011), n. 2, p. 216-236, <<https://dialnet.unirioja.es/servlet/articulo?codigo=3707206>>; François Vallaey, *Breve marco teórico de la responsabilidad social universitaria*. 18 ottobre 2006, <<http://blog.pucp.edu.pe/blog/eticarsu/2006/10/18/breve-marco-teorico-de-rsu>>; Monserrat Nuñez Chicharro; Inmaculada Alonso Carrillo, *La responsabilidad social en el mapa estratégico de las universidades públicas*, «Pecunia», 2009, n. 9, p. 157-180, DOI: 10.18002/pec.voi9.666; Universidad Nacional de Educación a Distancia. Comisión RS, *Informe de responsabilidad social de la Universidad Nacional de Educación a Distancia (UNED)*. 2008, <http://portal.uned.es/pls/portal/docs/PAGE/UNED_MAIN/PAPELERA/PLANIFICACION%20Y%20CALIDAD/AREA%20DE%20PLANIFICACION/COMISIONRSUNED/MEMORIA_RS/INFORME_RS_UNED_20090930-ANEXOS.PDF>; Fernando Pérez Domínguez, *La responsabilidad social universitaria (RSU)*. Huelva: Universidad de Huelva. Consejo social, 2009, <<http://hdl.handle.net/10272/13428>>; François Vallaey; Cristina de la Cruz; Pedro M. Sasía, *Responsabilidad social universitaria: manual de primeros pasos*. Bogotá [ecc.]: BID, McGraw-Hill, 2009; Manuel Larrán Jorge; Francisco Javier Andrades Peña, *Análisis de la responsabilidad social universitaria desde diferentes enfoques teóricos*, «Revista iberoamericana de educación superior», 6 (2015), n. 15, p. 91-107, DOI: 10.1016/S2007-2872(15)30005-6; O. González Alcántara [et al.], *La responsabilidad social en las universidades españolas 2014/15* cit.; Idd., *Responsabilidad social de las universidades: del conocimiento a la acción*. Madrid: Forética, 2016, <https://www.foretica.org/informe_ejecutivo_rsu.pdf>.

30 F. Vallaey, *Breve marco teórico de la responsabilidad social universitaria* cit.

31 F. Pérez Domínguez, *La responsabilidad social universitaria (RSU)* cit.

32 Margarita Pérez Pulido, *Ethics management in libraries and other information services*. Cambridge: Chandos, 2018.

the *Digital libraries manifesto* (2011), the *IFLA Internet Manifesto* update (2014), or the *Declaration of Lyon* (2014), the *Declaration of Santiago* (2019) or the *Manifesto for libraries of Europe* (2019)³³.

In 2002, the *Glasgow Statement on libraries and sustainable development*³⁴ recommended that library services, in general, uphold the principles of sustainable development and, in particular, ensure access to information, in addition to respect equality or the environment, recognize the importance of lifelong learning, maintain intellectual freedom, respect user privacy and reduce inequality by collaborating in networks.

The United Nations recognizes in 2014 access to information as one of the 7 great Millennium Development Goals (MDGs) in its Post 2015 Development Agenda, today converted into 17 SDGs in the new 2030 Sustainable Development Agenda³⁵, in which education and, as part of it, access to information, constitute one of the most important 'sustainable development goals' (SDGs) to improve people's quality of life.

Other IFLA contributions to sustainable development are, the *IFLA Manifesto on transparency, good governance, and freedom from corruption*³⁶, with the development of working materials on this matter, the contributions in the different world congresses that are held annually, or the official declarations of pronouncement in the event of serious universal conflicts, as is the case of the document *Open societies are healthy* on the condemnation of policies that put barriers to the freedom of movement of refugees or migrants³⁷. These international actions are joined by other movements such as the Green libraries, developed mainly in the United States, whose origin can be found in the Library and Environment section of the *Wilson Library newsletter*³⁸.

In the practical application of SR and SD to the technical processes of libraries, Scherer³⁹ adds a fourth pillar, the cultural one, for the development of good practices in the library, focused on heritage and its preservation. Rowley⁴⁰ stands for inte-

33 For more information, see <<http://www.ifla.org>>.

34 International Federation of Library Associations and Institutions. Committee on Free Access to Information and Freedom of Expression, *Declaración de Glasgow sobre las bibliotecas, los servicios de información y la libertad intelectual*. 19 agosto 2002, <<https://www.ifla.org/es/publications/declaracion-de-glasgow-sobre-las-bibliotecas-los-servicios-de-informacion-y-la-libertad-intelectual/#:~:text=La%20IFLA%20proclama%20el%20derecho,sin%20ningún%20tipo%20de%20restricción.&text=Esta%20libertad%20intelectual%20abarca%20la,creativo%20y%20la%20actividad%20intelectual>>.

35 United Nations, *Transforming our world: the 2030 Agenda for sustainable development*. 2015, <<https://sdgs.un.org/2030agenda>>.

36 International Federation of Library Associations and Institutions. Committee on Free Access to Information and Freedom of Expression. *Manifesto on transparency, good governance and freedom from corruption*. 2008, <<https://www.ifla.org/FR/publications/ifla-manifesto-on-transparency-good-governance-and-freedom-from-corruption>>.

37 International Federation of Library Associations and Institutions, *Open societies are healthy societies*. 1 febbraio 2017, <<https://www.ifla.org/ES/node/11176>>.

38 Monika Antonelli, *The green library movement: an overview and beyond*, «Electronic green journal», 2008, n. 27, <<https://escholarship.org/uc/item/39d3v236>>.

39 Jeffrey Allen Scherer, *Green libraries promoting sustainable communities*. In: "IFLA World Library and Information Congress" (Lyon, 16-22 August 2014), <<http://library.ifla.org/939/1/152-scherer-en.pdf>>.

40 Jennifer Rowley, *Libraries and environmental management*, «Library management», 27 (2006), n. 4/5, p. 269-279, DOI: 10.1108/01435120610668205.

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grating these concepts into the functioning of the library as an organization and attaches importance to access to information. Jankowska⁴¹ refers to the management of collections and the consideration of the environment as a fundamental element of sustainability in libraries in a subsequent publication⁴².

This study aims to analyze the exercise of USR in Spanish universities and university libraries that have subscribed to this practice, to see if the latter are in line with the policy of the institutions they belong to. To do this, the elements that make up the USR of these universities were analyzed, and the practices in USR carried out by the universities were studied, based on the information provided by their institutional websites, and the principle of transparency present in Spanish legislation. In addition, both were put into comparison to check if the USR of these university libraries was in line with the USR of the institution they belong to.

University social responsibility and libraries in Spain

If we define university libraries as resource centers for learning, teaching, and activities related to the operation and management of the university as a whole⁴³, it is clear that the purpose of university libraries is to contribute to the achievement of the objectives of the university. Today Spanish universities have specific SR and SD plans, programmes, and offices incorporated into their organizational structures, and university libraries must contribute to the loyalty to the institutional values and objectives of universities, as part of the institutional framework on USR, from the quality and sustainability of the libraries themselves. Therefore, it is essential that the university library, as a component of the university institution, is in the line of action marked by it.

The study by Arias and Simón⁴⁴ shows that 88% of Spanish universities already had solidarity structures in 2004 and 54% had solidarity units or offices. Barañano et al.⁴⁵ point out that since 2007, in five years, the incorporation of the terms USR and sustainability to universities has increased by 67%, with a series of varied practices that depend on the context in which they are developed, although they are not highly visible on the corporate website or the information that appears is incomplete. In a chronological evolution, the study carried out by the Forética Group of

41 Maria Anna Jankowska, *A call for sustainable library operations and services: a response to ACRL's 2007 environmental scan*, «College & research libraries news», 69 (2008), n. 6, p. 323-324, DOI: 10.5860/crln.69.6.8005.

42 Maria Anna Jankowska; James W. Marcum, *Sustainability challenge for academic libraries: planning for the future*, «College & research libraries», 71 (2010), n. 2, p. 160-170, DOI: 10.5860/0710160.

43 Conferencia de Rectores de las Universidades Españolas; Red de Bibliotecas Universitarias Españolas, *Contribución de las bibliotecas en materia de responsabilidad social y sostenibilidad universitarias*. 2012, <<http://hdl.handle.net/20.500.11967/28>>.

44 Silvia Arias Careaga; Alfonso Simón Ruiz, *Las estructuras solidarias de las universidades españolas: organización y funcionamiento*. Madrid: Universidad Autónoma, Fundación Telefónica, 2004, <https://www.upo.es/cms1/export/sites/upo/upsc/voluntariado/documentos/libro_estructuras_solidarias1x.pdf>.

45 Margarita Barañano [et al.], *La responsabilidad social como misión en las universidades españolas y su contribución al desarrollo sostenible: diagnóstico y buenas prácticas*. Madrid: Ministerio de Educación, Cultura y Deporte. 2011, <https://www.researchgate.net/publication/344380480_LA_RESPONSABILIDAD_SOCIAL_COMO_MISION_EN_LAS_UNIVERSIDADES_ESPANOLAS_Y_SU_CONTRIBUCION_AL_DESARROLLO_SOSTENIBLE_DIAGNOSTICO_Y_BUENAS_PRACTICAS>.

the University of Burgos⁴⁶ indicates this same evolution in terms of the increase in practices between 2010 and 2014, with a new key element that is the move to full management of USR, with the incorporation of strategic plans, adherence to pacts, or with the final preparation of the USR or sustainability reports.

The Forum of Social Councils of the Andalusian Public Universities⁴⁷ promotes all the initiatives initially and makes a proposal for the elaboration of the university sustainability report based on an initial project of the Universities of Cádiz and Granada. This can be considered the germ of the introduction of USR in Spanish universities. In 2014, the First International Conference on University Social Responsibility was held, organized by the University of Cádiz and sponsored by this Forum and the Conference of the Social Council of Spanish Universities, where 50 European and Latin American universities laid the foundations for the creation of an USR Observatory. In 2017, the project on the social dimension of social education is proposed, which seeks to study the implementation and monitoring of SR in higher education institutions.

For its part, the Spanish Ministry of Education, through the General Secretariat for Universities, prepared a document called the 2015 University Strategy⁴⁸ within the framework of the European Lisbon strategy on sustainable development, where USR is recognized as a transversal axis that covers the entire university system, by incorporating these concepts in the organizational structures, plans, programmes, work groups, specific SR and SD offices adapted to the context of each university and reflected in documents such as strategic plans and reports or USR statements.

Already within the framework of the Spanish university, the CRUE's Sustainability Sectoral Commission⁴⁹ was created in 2009 to compile good practices on the environment and occupational risks. Today it consists of nine commissions that also work on the evaluation of university sustainability, health, buildings and urban planning, and gender policies. The *Manifiesto for the transition towards the 2030 Agenda*⁵⁰ is published so that all Spanish universities implement the SDGs in the university curriculum.

With regard to Spanish university libraries, the Spanish Network of University Libraries (Rebiun)⁵¹ is a body that organizes and represents all Spanish university and scientific libraries. Founded in 1998 as part of the sectoral commission of the Conference of Rectors of Spanish Universities (CRUE), it is currently made up of 76 university libraries (50 public and 26 private) and the CSIC (Higher Council for Scientific Research).

46 Ó. González Alcántara [et al.], *Responsabilidad social de las universidades* cit.

47 Cfr. <<https://consejosandalucia.org>>.

48 *La responsabilidad social de la universidad y el desarrollo sostenible*, documento elaborado por la Comisión técnica de la Estrategia universitaria 2015. Setiembre 2011, <<https://conleestudiantat.upc.edu/ca/intranet/documentacio-reunions/plens/24-10-2011-ple-cde/documents-adjunts-a-linforme-de-coordinadors/responsabilidad-civil-universitaria>>.

49 Cfr. <<https://www.crue.org/comision-sectorial/sostenibilidad/>>.

50 Conferencia de Rectores de las Universidades Españolas, *Las universidades en la transición social hacia la Agenda 2030*. 25 octubre 2019, <https://www.crue.org/Boletin_SG/Manifiesto%20Crue-Sostenibilidad%20Mieres.pdf>; Ead., *Las universidades españolas se constituyen como espacio clave para el cumplimiento de la Agenda 2030*. 10 maggio 2019, <https://www.crue.org/wp-content/uploads/2020/02/2019.05.10-Manifiesto-Crue-Sostenibilidad-Valladolid_VD.pdf>.

51 Cfr. <<https://www.rebiun.org/quienes-somos/rebiun>>.

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In 2012, the above-mentioned CRUE-Rebiun⁵² report was published, explaining the need to integrate libraries into the USR plans, strategies, and policies of their institutions. Conceptually, it proposes to replace the term USR with university sustainability. An important aspect of this report is that it emphasizes the integration of university libraries in the USR strategies, plans, and policies of their institutions, with the participation of professionals in institutional activities or committees and adopting USR criteria in specific librarian activities, such as schedules, buildings refurbishment, use of electronic information, open access licenses, and environmental, digital, and information literacy.

According to Morillo Moreno⁵³, the collaboration of the university library in the objectives defined in the institutional strategic plans as an important agent of USR, in terms of its planning and management in general, lies in becoming a public library with access to society in general, or in the immersion in the quality certification search processes due to the European Higher Education Area. Regarding its more specific objectives: promoting lifelong learning, exercising open access and data management policies, or bear in mind the principles of transparency and accountability, sustainable environmental behavior, use of social networks, Alumni loyalty, or actions with underprivileged and special groups, developing countries, and volunteering.

Rebiun's Third Strategic Plan takes into account for the first time the concept of university social responsibility. In the theoretical approach to this concept, it is considered as a whole of the university and not as a part of each university library, according to the words of Jankowska and Marcum⁵⁴, in which social responsibility in university libraries is understood as a moral obligation of the libraries to become sustainable organizations in relation to their collections and services, technical processes, buildings, and the response to future societal challenges.

It can be said, therefore, that two issues are in turn related: a transversal nature of USR that forces all the elements that participate in the university library to act with sustainability criteria (gender equality, consumption reduction, green purchases, labor practices), and a contribution to USR in purely library matters (buildings, collections, processes, services).

The study carried out by Herrera, Castillo, and Pérez⁵⁵ on the application of social responsibility to university libraries shows in 2014 an incipient practice of isolated actions where there is no formal planning from the perspective of USR. On the other hand, these practices focus mainly on the collection and activities related to reading, leaving far behind those related to the environment or campaigns and activities with awareness-raising measures on all issues that encompass the concepts of SR and sustainability.

52 CRUE; Rebiun, *Contribución de las bibliotecas en materia de responsabilidad social y sostenibilidad universitarias* cit.

53 José Carlos Morillo Moreno, *Biblioteca universitaria y responsabilidad social: la Universidad de Huelva (España)*. In: "I Jornadas Internacionales de Responsabilidad Social Universitaria" (Cádiz, 20-21 de febrero de 2014), <http://eprints.rclis.org/28298/1/Biblioteca_universitaria_y_responsabilidad_social.pdf_sequence%3D2>.

54 M.A. Jankowska; J.W. Marcum, *Sustainability challenge for academic libraries* cit.

55 José Luis Herrera Morillas; Ana Castillo Díaz; Margarita Pérez Pulido, *Responsabilidad social y sostenibilidad en las bibliotecas universitarias españolas*, «El profesional de la información», 23 (2014), n. 2, p. 134-143, DOI: 10.3145/epi.2014.mar.05.

In a later study, regarding the introduction of USR in Spanish university libraries, Nieves-Millán⁵⁶ says that it is still very scarce and hardly appears contemplated in their respective plans or organizational structures. For its part, it considers it convenient to establish a common framework where a series of issues is reflected in addition to the activities of libraries: the concept of interaction with the community, the position of the library in the university to achieve social development, or the society-university relations in which the library can and should intervene.

The actions and evolution in SR matters of university libraries, as Drake⁵⁷ affirms, depend on the university itself as part of the educational system, but also on the development of society itself, which is what will allow to preserve them over time.

Methodology

We started from the directory of the Conference of Rectors of Spanish Universities (CRUE)⁵⁸ to locate all of the existing Spanish universities, and the corporate websites of each of these universities have been examined to find out which ones have integrated the USR as a management model. This filter has made it possible to remove from the sample those universities that either do not carry out any social responsibility measure or develop isolated measures without having a specific USR policy.

Based on the above information, the libraries of each of the universities that had an integrated USR management model were investigated. At that time, those universities that, even having an integrated USR management model, their libraries did not carry out specific social responsibility practices, were discarded, since the purpose of this work is to be able to determine whether the USR practices of the university library are in line with the USR policy of their university.

The exploration was carried out during October and November 2020, with the result that out of the 74 existing Spanish universities, 35 included USR in their management model and only 18 universities also included their libraries. These universities and their websites are listed in Figure 1.

Name	University website	Library website
Universidad Autónoma de Barcelona	https://www.uab.cat/es/	https://www.uab.cat/web/servicio-de-bibliotecas-1345732321312.html
Universidad de Barcelona	https://www.ub.edu/web/ub/es/index.html?	https://crai.ub.edu/es
Universidad de Burgos	https://www.ubu.es/	https://www.ubu.es/biblioteca
Universidad de Cádiz	https://www.uca.es/	https://biblioteca.uca.es/

56 Ana Nieves Millán Reyes, *Resumen sobre la biblioteca universitaria: concepto, función y responsabilidad social: modelos de organización bibliotecaria*, «Lish@ring», 10 maggio 2018, <<https://lisharing.wordpress.com/2018/05/10/resumen-sobre-la-biblioteca-universitaria-concepto-funcion-y-responsabilidad-social-modelos-de-organizacion-bibliotecaria>>.

57 Miriam A. Drake, *Clifford Lynch: the changing landscape of libraries*, «Information today», 29 (2012), n. 3, p. 31-33.

58 Cfr. <<https://www.crue.org/universidades>>.

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Name	University website	Library website
Universidad de Extremadura	https://www.unex.es/	https://biblioteca.unex.es/
Universidad de Girona	https://www.udg.edu/es/	https://biblioteca.udg.edu/ca
Universidad de Granada	https://www.ugr.es/	https://biblioteca.ugr.es/
Universidad de Huelva	http://www.uhu.es/index.php	https://www.uhu.es/biblioteca/
Universidad de La Laguna	https://www.ull.es/	https://www.ull.es/servicios/biblioteca/
Universidad de La Rioja	https://www.unirioja.es/	https://biblioteca.unirioja.es/
Universidad de Málaga	https://www.uma.es/	https://www.uma.es/ficha.php?id=62379
Universidad de Murcia	https://www.um.es/	https://www.um.es/web/biblioteca/
Universidad de Oviedo	http://www.uniovi.es/	https://buo.uniovi.es/
Universidad de Sevilla	https://www.us.es/	https://bib.us.es/
Universidad de Valladolid	https://www.uva.es/export/sites/uva/	https://biblioteca.uva.es/export/sites/biblioteca/
Universidad Nacional de Educación a Distancia	https://www.uned.es/universidad/inicio.html	http://portal.uned.es/portal/page?_pageid=93,505432&_dad=portal&_schema=PORTAL
Universidad Pablo Olavide	https://www.upo.es/portal/impe/web/	https://www.upo.es/biblioteca/portada/index.html
Universidad Politécnica de Cataluña	https://www.upc.edu/es	https://biblioteca.upc.edu/es/

Figure 1 – List of institutional websites of universities and their libraries with the management of the USR

Once the final sample base of the study was obtained, we proceeded to design a file card for data collection. It included the most relevant items related to this issue, taken from the matrix of USR components made by François Vallaeys⁵⁹, from the report *Contribución de las bibliotecas en materia de responsabilidad social y sostenibilidad universitarias* prepared by the Network of Spanish University Libraries (Rebiun)⁶⁰, and as a result of an initial observation process of the selected websites in the indicated period. From all this, a model for data collection was obtained (Figure 2) divided into 4 main sections: implementation of the SR, where the existence and implementation of the USR policy are verified through USR strategic or specific plans, working groups, design of an ad hoc logo and the existence of an SR report; information related to the Buildings, in terms of energy saving and efficiency, waste treatment and recycling and adaptation to people with special needs; Training and dissemination, referring to all those activities that are part of the university curriculum such as specific courses or studies on the subject as well as their research and dissemination; and finally, Processes and services, indicating all kinds of actions for their implementation, alliances or other collaborations between organizations, communication channels, or specific aspects such as equal opportunities.

59 F. Vallaeys, *Breve marco teórico de la responsabilidad social universitaria* cit.

60 CRUE; Rebiun, *Contribución de las bibliotecas en materia de responsabilidad social y sostenibilidad universitarias* cit.

IMPLEMENTATION OF SOCIAL RESPONSIBILITY	
<i>University Social Responsibility</i>	<i>Library Social Responsibility</i>
- Plans	
- Work groups	
- Logo	
- SR report	
BUILDINGS	
<i>University Social Responsibility</i>	<i>Library Social Responsibility</i>
- Energy saving	
- Waste and recycling	
- Adaptation to people with special needs	
TRAINING AND DISSEMINATION	
<i>University Social Responsibility</i>	<i>Library Social Responsibility</i>
- Studies and courses	
- Research and dissemination	
PROCESSES AND SERVICES	
<i>University Social Responsibility</i>	<i>Library Social Responsibility</i>
- Campaigns or activities	
- Collaboration with related entities	
- Communication channels	
- Equal opportunities	

Figure 2 – Template form for data collection on USR

Once designed, the file card was completed by searching the different corporate websites, both from the universities and their libraries. This process was extremely complicated since little information on the subject was published on the universities' websites and, particularly, of the libraries'. The study carried out by Barañano et al⁶¹ already mentions this aspect as a particular characteristic in this area and, although according to the transparency law public information, in this case, is mandatory since 2013⁶², in practice, at times it was not possible to find more exhaustive information or about a specific item.

With the data collection completed, descriptive statistical analysis and content analysis on the implementation of USR was carried out for each of the selected universities in the sample and their libraries, and the consonance between both, the object of our study, was checked.

Results and discussion

The analysis of the results obtained on USR from the universities and their libraries appears structured according to the 4 large sections into which the collected data have been divided: implementation of social responsibility, buildings, training and dissemination, and processes and services.

61 M. Barañano [et al.], *La responsabilidad social como misión en las universidades españolas y su contribución al desarrollo sostenible* cit.

62 Ley 9 de diciembre 2013, n. 9 (*de transparencia, acceso a la información pública y buen gobierno*), referencia BOE-A-2013-12887, <<https://www.boe.es/buscar/act.php?id=BOE-A-2013-12887>>.

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Implementation of social responsibility

From the analysis of the “implementation of SR” as a management model in general, the following comparative data of the different universities and their libraries was obtained (Figure 3).

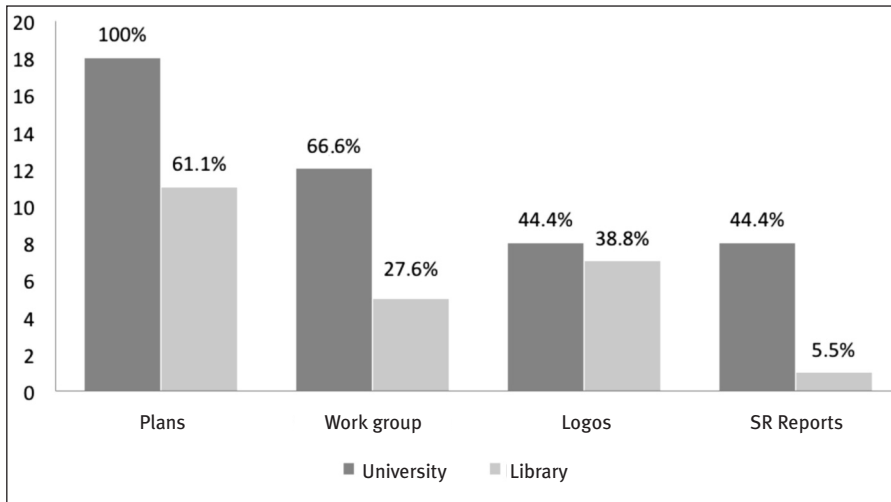


Figure 3 – Distribution of USR implementation of universities and their libraries

Plans

Regarding the USR plans developed by the universities, 18 of them (100%) have an SR policy, transformed into a general plan or sectoral plans, normally present in a specific space on the institutional website, compared to 11 libraries (61.1%). These data indicate that there are university libraries (38.8%) that do not work together with their respective universities to prepare their own plan, although they do carry out their own USR actions. Some of those that do not have their own plan do explicitly mention that they adhere to the USR policies of their university, as is the case of the universities of Girona or Lleida. On the other hand, concerning university libraries that do have their own plan, all of them adhere to the USR principles and objectives of their respective university. In the case of the University of Extremadura, its library has a document of adherence to Rebiun’s USR policy, entitled *Propuesta de seguimiento por parte de la biblioteca universitaria Uex de las pautas de responsabilidad social corporativa de Rebiun*, prepared in 2015-2016⁶³, although in practice it is equally in line with the policy of its university.

It should be noted that in the universities most of the plans found are for general action, however, there are also sectoral plans focused on specific elements of USR or sustainability policies. Likewise, it is necessary to highlight the inclusion of references to USR in the strategic plans of the libraries, as well as in their quality policies, in those that have ISO certifications (environmental, for example) or manage quality models such as EFQM.

63 Universidad de Extremadura. Servicio de bibliotecas, *Propuesta de seguimiento por parte de la Biblioteca universitaria UEX de las pautas de responsabilidad social corporativa de Rebiun*, 2015-2016, <<https://biblioteca.unex.es/informacion-general/intraneta/gestion-de-calidad/manuales-de-procedimiento-e-instrucciones-tecnicas/extension-y-comunicacion/134-responsabilidad-social-corporativa-buex-alineamiento-pautas-rebiun/file.html>>.

Work group

There are 12 universities (66.6%) with a working group, from which only 5 university libraries (27.7%) have created it. While university libraries hardly contemplate this way of working to apply USR, universities are organized into services or administrative sections, and SR offices, where there is a working group.

From the libraries that have references to a working group, in some cases, it is frequent that their members participate in the university's working group, or to have some type of working group of their own related to the subject, for instance, "Group of Sustainable Library Work"; or that they take part in improvement groups when working with quality management where USR is also contemplated as specified in the Rebiun guidelines.

These would be the cases of the Working Groups of the libraries of the universities of Granada, responsible for the collaboration with social collectives as part of the "Ethics and SR" group; of the University of Huelva, responsible for saving environmental resources and making staff and users aware of the importance of the environment and their participation in Fair Trade actions; the University of Distance Education, whose Library Working Group manages the USR; or the Polytechnic University of Catalonia, which works together with the Office of Responsibility Management and Equal Opportunities (USR office of the university) to draw up an Energy Saving Guide.

Logos

The universities with logos that identify USR are 8 (44.4%), compared to 7 libraries (38.8%) that have their own logo. Logos, as a distinctive sign of the image on USR that the institution projects, do not seem to be very widespread, since slightly less than half of the universities and libraries from the sample have incorporated it. Some of them are reproduced in Figure 4.



Figure 4 – Examples of logos related to USR

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Social responsibility reports

SR Reports in this study are present in 8 universities (44.4%) and only in one library (5.5%).

The preparation of this type of report requires dedication and know-how that involves specialized personnel. It is practically mandatory for Social Responsibility offices, and also for those libraries that work with an established quality system. Forética's study from 2014⁶⁴ considers it a symptom of evolution in USR management. In general, academic institutions and libraries have timidly started to prepare Social Responsibility reports before obtaining the formats of international organizations such as GRI, also called Sustainability Reports.

Buildings

The comparative data related to the items corresponding to the "Buildings" of the studied universities and libraries are shown in Figure 5.

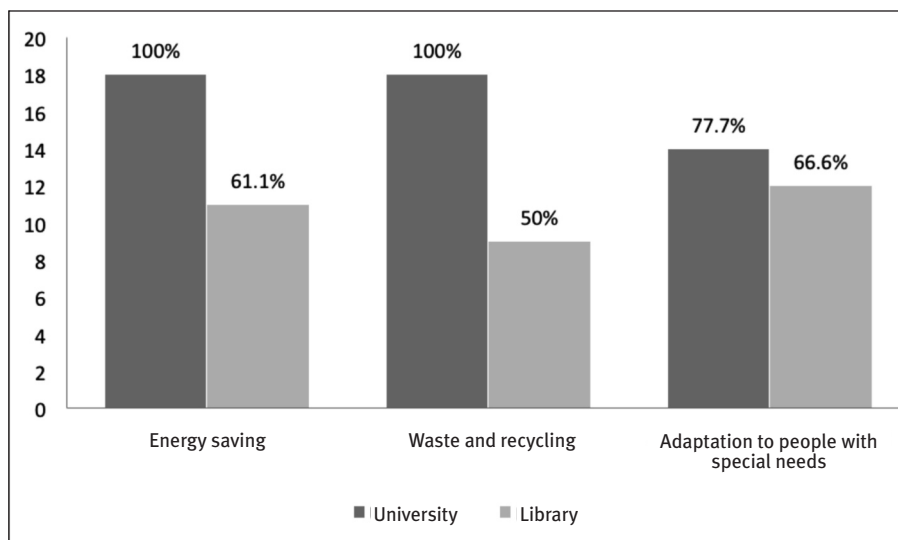


Figure 5 – Distribution of percentages related to the buildings of the universities and their libraries

Energy saving

Regarding energy saving, the 18 universities (100%) develop practices of this nature, and 11 libraries (61.1%) promote and/or practice some measures of this type.

Universities usually have environmental offices or resource management plans, and libraries focus on specific measures, decalogue of good practices, or the publication of the so-called Green Guide. The most frequent energy-saving measures in university libraries are: external, encouraging the use of public transport or bicycles and avoiding the use of the elevator; or internal, in terms of light saving, turning off lights in low-traffic areas and changing light bulbs for low-consumption ones, turning off lights and electronic equipment or putting them into energy-sav-

64 Ó. González Alcántara [et al.], *Responsabilidad social de las universidades* cit.

ing mode, or maintaining constant temperatures (20-22° in winter and 23-25° in summer); as for paper saving, using products with minimal packaging or, if otherwise, recycling it, using recycled or ecological paper, printing on two sides (activating the 'ink-saving' mode); also other measures such as buying new electronic products with an environmental label, or using water responsibly, prioritizing the use of cold water.

Waste and recycling

The 18 universities (100%) manage waste and recycle, compared to 9 libraries (50%).

As an example of the waste management and recycling tasks carried out by the libraries, the following can be mentioned: usage of products that can be utilized more than once; acquisition of biodegradable cleaning products; placement of tanks differentiated per type of product for their correct recycling (polluting waste containers and recycling drop-off points); reduction, reuse, and recycling of paper; reuse of received envelopes for internal mail; placement of trays in reading rooms to reuse dirty paper; or installation of dual-flush toilets.

Adaptation to people with special needs

Adaptation to people with special needs is present in 14 universities (77.7%) and 12 libraries (66.6%). From these libraries, it stands out that most of them have specific access and mobility plans, as well as a building accessibility guide, both based on the universal accessibility criteria for physical spaces. The actions that university libraries generally carry out are preferential reading and consultation positions, reservation of group work booths without minimum advance notice, devices adapted to people with visual disabilities, personalized book search and bibliographic information, availability of any material at all points of the Library, long-term loan, return of loaned documents in any library service.

According to the analyzed data, energy-saving measures are the ones carried out the most both in the university and in the library, followed by waste and recycling measures, which implies an awareness of the importance of these two issues. To a lesser extent, buildings are adapted to people with special needs, although accessibility plans or the existence of building adaptation guides are mentioned, which in libraries is what comes closest to the policy of their university, also due to the legal needs that impose this.

In general, it can be said that libraries, in terms of environmental measures and adaptation to users with special needs, adopt the policies set by their universities and, consequently, are in line and respect the document prepared by Rebiun regarding the operation

of buildings and their need for energy consumption to avoid negative environmental impacts and economic costs and, likewise, in terms of reorganization of efficient and environmentally friendly spaces. Thus, some examples are the 'green guides' of the universities of Extremadura and Granada; the *Decalogue of good practices* of the University of Huelva based on the environmental policy developed by the university; the sustainability measures and the library building accessibility guidelines of the University of La Rioja based on the general policies statement; the access and mobility Plan of the University of Barcelona's library in accordance with its university's promotion of revision of its buildings; the changes in the management of spaces in the Polytechnic University of Catalonia's library to define the building's floor opening and closing hours; or the University of Malaga' proposal of an architectural study of the facilities of the library.

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Training and dissemination

The following comparative data of the different universities and libraries were obtained from the study of the “Training and dissemination” section (Figure 6).

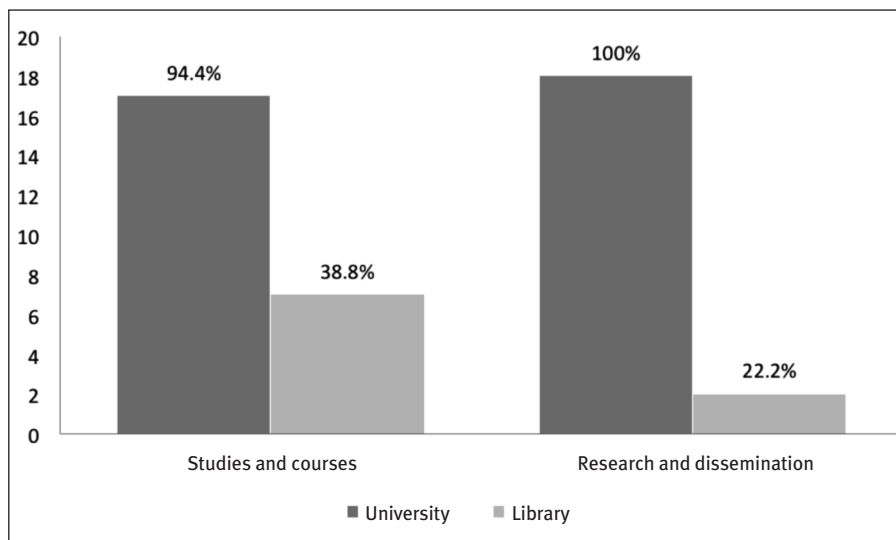


Figure 6 – Distribution of training actions and dissemination of universities and their libraries

Studies and courses

The universities that have implemented studies or carry out courses related to USR are 17 (94.4%), while only 7 libraries (38.8%) promote and/or offer them. These contents can be found in bachelor, masters degree, or doctorate studies, in specific subjects, specific courses, or as a transversal competence. Chairs in SR and sustainability have also been created in some universities, such as the Polytechnic University of Catalonia, Murcia, or the UNED.

The university libraries that carry out SR studies and courses have as a fundamental basis the training of their library staff in this matter in general, as in the library of the University of Extremadura, or more specifically in environmental issues such as energy or consumption, as in the case of the libraries of the Polytechnic University of Catalonia and the UNED. It is worth highlighting the University of Huelva, which provides a document in which collects eleven readings to implement the practice in environmental education.

The CRUE-Rebiun⁶⁵ document on the contribution of libraries in terms of university social responsibility and sustainability proposes to incorporate these concepts into the libraries’ training activities to introduce users to responsible behavior in the use of buildings, resources and library services, specifically, in the ethical and responsible use of scientific and academic information, or environmental matters.

⁶⁵ CRUE; Rebiun, *Contribución de las bibliotecas en materia de responsabilidad social y sostenibilidad universitarias* cit.

Research and dissemination

The 18 universities (100%) carry out actions of this nature, and only 4 university libraries (22.2%) carry out these measures. The analyzed universities create Research Groups and develop specific research Institutes for this topic, such as the Sustainability Institute of the Polytechnic University of Catalonia or the Center of Studies for Development Cooperation of the University of Murcia. Likewise, energy and climate change or biomedicine and health Clusters are created, as in the University of Oviedo; generally, relationships are established with companies in all universities; Units are created for scientific dissemination to society, such as the case of the University of Cádiz or Malaga; or magazines are published with the same objective. However, in their libraries, few initiatives exist in this regard. It seems that libraries appear as units of aid and provision of resources for university teaching and research in general, and few carry out any research and dissemination activity in USR in particular.

In this way, training in USR through studies and courses, as well as research and dissemination, seem more typical of the university in general than of its libraries. As a consequence of the documents published by the CRUE, in which it is invited to incorporate sustainability and SR into the university curriculum, the practice of incorporating this matter as a transversal competence in the study plans of degrees and masters is widespread. Libraries, on the other hand, do not usually offer training in this regard, but their staff do carry out training courses on USR offered by the university itself.

As for research, the possibilities of university collaboration for research projects or transfer of results with companies, foundations, and scientific societies are frequent, while the role of libraries focuses on the dissemination of resources, preparation of training materials or dossiers, and magazine articles on the subject.

Processes and services

The following comparative data of the different universities and their libraries were obtained from the study of the items corresponding to “Processes and services” (Figure 7).

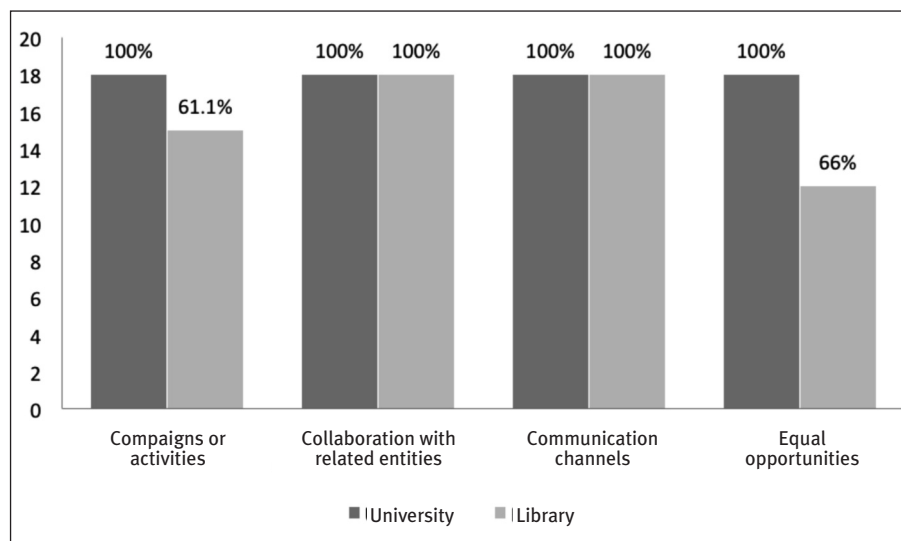


Figure 7 – Distribution of percentages on processes and services of universities and their libraries

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Campaigns or activities

There are 18 universities (100%) that develop campaigns or activities related to any of the dimensions of USR (social, economic, environmental, cultural), and 15 university libraries (61.1%) that promote them. In general, all universities through their different Services organize activities related to volunteering, development cooperation, the environment, fair trade and responsible consumption, disadvantaged population (immigrants, the elderly), employment guidance, donations (time, money, clothing, computer equipment), gender equality, sports or culture (exhibitions, events, cultural exchange).

In the case of libraries, there are purely library activities and activities in general, usually in tune with those carried out by their university. In the first case, these are linked to the donation of books or money in exchange for books, donation of money in exchange for study hours, collection of books for developing countries, volunteer reading, presentations of books alluding to the USR dimension, accessible reading, solidarity bookstores or information literacy. Other activities are carried out in libraries not purely related to their activity: clothes and food collection, International Women's Day, gender violence, energy saving and recycling, disability, photography exhibitions, sustainable tourism, Mother Africa; all of them in line with those carried out by their university, as is the case of the universities of Seville, Extremadura, Granada or Pablo de Olavide. Some libraries, such as the University of Huelva, consider as an act of USR to be open without any restriction to the entire population, and its use is not exclusive to the university community.

Collaboration with related entities

In this item, 18 universities (100%) collaborate with some entity in USR, and also 18 libraries (100%) have contact with an entity of this type.

Spanish universities collaborate with foundations, local, regional, national or international NGOs, town halls, or other entities of local, regional or regional administration, in observatories created by them, with European institutions and other Latin American countries. It should be noted that this type of collaboration is normally related to the characteristics of the university, the field, and the context in which it operates. Likewise, they respond by their typology to the three dimensions of SR (economic, social, and environmental) plus the university's cultural environment, as commented before.

In the case of libraries, there is a circumstance similar to the Activities section, since, sometimes, libraries carry out a social collaboration with foundations, NGOs, and local, national, or international associations; usually in relation to their university policy. In other cases, and it can be said that all the libraries in the sample, carry out a policy of purely library alliances; for instance, related to open access (open access and Creative commons licenses), membership in consortia of libraries, participation in collective catalogs, collaboration projects between public and university libraries (LABO project of the Polytechnic University of Catalonia), practice groups as users (GEUIN of the University of Extremadura, NUX, of the University of Burgos), digitization of the heritage (DigiBUO, from the University of Oviedo; MDC, from the University of Girona), libraries committed to excellence.

The alliance policy is considered an essential aspect of the management of SR and sustainability. Cooperation is one of the rising values that Spanish universities carry out in accordance with the documents of the national bodies that represent them and the Spanish legislation. It has already been mentioned that the implementation of USR in Spanish universities arises from the constitution of a Forum and the Council of Span-

ish Universities. For libraries, the CRUE-Rebiun⁶⁶ document contains a specific section for social responsibility in technical processes, particularly, related to collections, in which sustainability is defined as the idea of sharing resources for savings, the adequate management of digital collections in terms of environmental impact due to the use of the technology that it entails, the conditions for contracting or negotiating licenses and the provision of open access to information, an issue that, has already been discussed, appears as a fundamental principle of the library profession in IFLA documents.

Communication channels

As in the previous section, all universities (100%) and libraries (100%) use various communication channels. The most widespread channels are: in the university, Twitter, Facebook, and YouTube; and in the university library, Twitter, Facebook, and Instagram.

Communication through social networks is an interesting point and a manifestation of wanting to be up-to-date and provide different stakeholders with ways to establish communication with the institution; as well as an act of social responsibility since it identifies the stakeholders and improves communication channels between them and the organization.

Universities use other communication channels such as paper and electronic newsletters, digital magazines, agenda, television or radio channels, and apps. Libraries, in addition to social networks, use television channels (University of Murcia) or a blog (University of Oviedo).

Equal opportunities

Finally, regarding this item, the 18 universities (100%) develop some type of measure compared to 12 libraries (66.6%).

There are numerous references regarding this aspect of the USR social dimension as part of the services offered by universities through offices, units, and programs integrated into their structure that work in this sense. Thus, there are numerous programs for disabled people for pedagogical, architectural, and social environment adaptation; attention to diversity in programs for immigrants; penitentiary facilities; programs for adaptation to temporary difficult situations; work integration, work-life balance, gender equality, alternative accommodation, aging and quality of life, and classes for the elderly and access to university.

University libraries focus more on the possibilities that they can offer as a service, that is, on the loan under special conditions, remotely; on offering specialized bibliographic information services for people with disabilities; adapting their documents and resources, personalizing them; electronic systems; adapting buildings and reading stations and rooms; as well as receiving people with disabilities for practical training in the library.

Likewise, in general, the possibilities for collaboration in the university are possible thanks to the ties established with associations, foundations, observatories, and networks, but this is not the case in the library, where collaborations in this regard are usually scarce.

Conclusions

An analysis of the practice of USR in universities and their respective libraries in Spain was carried out to discover if there is a consonance between the two in this regard. It has been proven that the implementation of the USR in Spanish universities is a generalized fact in the university although not as an assumed management

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model, and it is not the same case in the university library, despite being manifested in regulations and laws that govern the operation of our universities and the upward social trend of this concept. It is also true that this study has been based on the collection of information from institutional websites at a certain time and it must be taken into account that the information on these websites is dynamic and constantly changing. Even so, the study by Barañano et al.⁶⁷ regarding the Spanish university in general already indicates the problem of the sometimes not very transparent and incomplete information available on the web, as well as the study by Herrera, Castillo, and Pérez⁶⁸ in the case of university libraries. Still, it has been verified that the universities analyzed, both the institution and the libraries, respond to a model of management of the USR in line with Villalta⁶⁹, that is, as the third mission of the university, beyond the classic functions of training and research and open to society to contribute to its improvement. In this sense, it can be concluded that, in general, there is harmony between the assumptions formulated by the institutions and those carried out by the libraries that depend on them, in terms of management of USR, since regardless of the practice, both try to enforce the third mission according to the context and the environment in which they find themselves.

Regarding the elements and components of USR of the university and its libraries, they are divided into two categories: a strategic one, which contributes to planning USR policies, and another applied, converted into concrete actions. Both represent the spirit of the pillars that sustain USR: social, economic, environmental, and cultural.

Regardless of the existence or not of a consolidated model of USR management, this is put into practice, strategically in specific plans, with working groups, and, to a lesser extent, with SR reports and with other symbols such as logos. However, the presence of these elements of a USR management model is quite uneven between the institution and its library. While the institutions claim to possess the different analyzed strategic elements to a greater extent, the libraries limit themselves to adhering to their strategic principles and possess to a lesser extent their own management elements. The presence of these elements, in turn, is quite uneven, which leads us to think that the management model is not yet well established. Spanish legislation and the documents prepared on USR, such as the 2015 University Strategy, are very clear in stating the need to consolidate these USR policies through the management of a model in which strategic plans are present and the derivatives of their implementation and evaluation; and the study by Forética⁷⁰ confirms this by insisting that the key to the evolution of the implementation of USR in Spanish universities lies precisely in the consolidation of management models.

From the comparison of USR practices between universities and their libraries, we can conclude that, in general, the latter are adapted to the context in which the institution is located, which shows that the stakeholders and the social framework, in general, are taken into account, for which communication channels are essential. In the case of libraries, there is a tendency to carry out actions in line with their

67 M. Barañano [et al.], *La responsabilidad social como misión en las universidades españolas y su contribución al desarrollo sostenible* cit.

68 J.L. Herrera Morillas; A. Castillo Díaz; M. Pérez Pulido, *Responsabilidad social y sostenibilidad en las bibliotecas universitarias españolas* cit.

69 J.M. Villalta, *La contribución de las universidades al desarrollo económico y social* cit.

70 Ó. González Alcántara [et al.], *Responsabilidad social de las universidades* cit.

philosophy or *raison d'être*, following Rebiun's guidelines about buildings, technical processes and services, especially concerning collections and information access services. It is in these aspects that authors such as Scherer, Rowley, or Jankowska⁷¹ have influenced to implement the SR of the library and we detected that this is the case in previous studies such as that of Herrera, Castillo, and Pérez⁷² that hint at the same idea, although it must be said that there is also harmony with their institutions, for example, in the institutional statement of Open Access policies.

Libraries are also in line with their institution in the organization of activities of a social and cultural nature fundamentally, according to the context of each one, although it must be said that these are a minority in comparison with those activities considered typical of the library and fundamentally related to literacy or reading in general, an issue that Morillo Moreno⁷³ also points in his list of SR activities that a library can carry out beyond purely librarian. Equal opportunities in both cases are exercised as an activity but, above all, as a service obligation. The environmental dimension is the aspect most considered by both, despite its minority practice in libraries in comparison to their institutions, starting from a common point as established in the documents prepared by organizations such as CRUE and Rebiun in the case of libraries at the national level, and in line with international agreements and IFLA policies.

One of the most unfavorable aspects regarding the balance of results between both can be found in training and research. We can conclude that the library hardly does research or gives training courses on USR. An answer to this mismatch could be found in the definition of the traditional role of the library as a provider of resources for training or research, although in recent years the teaching and research role of librarians is gaining importance. Regarding USR, the library stands out for its role as a diffuser and as a recipient of training on this matter.

Finally, we could verify how within the university framework, institution and library work together, and how the latter recognizes the USR policy of its institution. However, Rebiun's guidelines on USR set the management of these libraries and lead to taking specific actions closely related to the premises of their recommendations. This means that USR actions in libraries are restricted to what the library environment establishes, often moving away from the global vision offered by their institution, which could allow for even closer collaboration between the institution and the university library.

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[Celia Adame Miranda; José Luis Herrera Morillas; Margarita Pérez Pulido, *L' allineamento tra le università spagnole e le loro biblioteche sul tema della 'responsabilità sociale' attraverso l' analisi dei siti web istituzionali*. AIB studi, vol. 61 n. 2 (maggio/agosto 2021), p. 299-322. DOI 10.2426/aibstudi-13278]

71 J. Allen Scherer, *Green libraries promoting sustainable communities* cit.; J. Rowley, *Libraries and environmental management* cit.; M.A. Jankowska, *A call for sustainable library operations and services* cit.

72 J.L. Herrera Morillas; A. Castillo Díaz; M. Pérez Pulido, *Responsabilidad social y sostenibilidad en las bibliotecas universitarias españolas* cit.

73 J.C. Morillo Moreno, *Biblioteca universitaria y responsabilidad social* cit.