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University Social Responsibility in economic sciences from institutional commitment to impact self-diagnosis

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ABSTRACT: The higher education landscape in Latin America is undergoing a paradigm shift, moving from traditional outreach to systemic University Social Responsibility (USR). This study analyses the institutional commitment and results of a participatory self-diagnosis at the Department of Economic Sciences (DCE) of the National University of San Juan, Argentina. Using a mixed-method approach and action-oriented research, the perceptions of 115 stakeholders (students, faculty, authorities, and administrative staff) were evaluated across four impact dimensions: organisational, educational, cognitive, and social. Statistical reliability was confirmed through Cronbach's Alpha ($\alpha = 0.89$). Findings reveal significant "environmental myopia" (58% disapproval of campus management) and a disconnect between faculty perceptions and students' technical-instrumental focus. Furthermore, a structural invisibility of administrative staff was identified in social participation areas. The study concludes that formalising strategic identity (Mission, Vision, and Values) and recognising these perceptual gaps are vital steps toward an integrated USR Strategic Plan. This work represents a milestone for regional education by providing an empirical framework to overcome structural barriers in sustainability and governance.

KEYWORDS: University Social Responsibility, economic sciences, strategic management, sustainability, stakeholders, Higher Education

1. INTRODUCTION

In the contemporary landscape, Higher Education (HE) is undergoing a paradigmatic transformation that demands a shift from the traditional vision of university outreach

to an integral management model (Baranowski, 2020; Kopnina, 2020). HE constitutes the strategic engine for sustainable development, as it must not only generate technical knowledge but also cultivate leaders capable of managing social and environmental impacts with an ethical and transformative vision (Arias-Valle & Coria Augusto, 2024; Filho et al., 2024). This approach, consolidated under the concept of University Social Responsibility (USR), posits that the university is not an isolated entity but an organisation that generates significant impacts across organisational, educational, cognitive, and social spheres (Vallaeys, 2020; Vallaeys & Rodríguez, 2019). For faculties of economic sciences, this challenge is twofold: they must not only manage their own impacts but also train professionals capable of leading organisations in line with ethical and sustainability criteria (Arias-Valle & Marimon, 2024c; Baranowski, 2020).

The implementation of USR is neither a linear nor a merely administrative process; it requires a solid political and strategic foundation. According to the "Steps for USR" model (Gamez et al., 2025; Vallaeys et al., 2009), the critical initial phase is Institutional Commitment. This stage involves the community's conviction, the firm endorsement by authorities, and the formation of legitimised teams that convert isolated initiatives into transversal institutional policies (Aung & Hallinger, 2023; Cabanzo et al., 2025). Without this foundation, any social responsibility effort risks being reduced to philanthropic actions or institutional marketing without structural changes in governance (Filho et al., 2023; Holst, 2022).

At the National University of San Juan (UNSJ), the Department of Economic Sciences (DCE) has demonstrated an active commitment to sustainability since 2013. Milestones such as the creation of the first Postgraduate degree in Corporate Social Responsibility (CSR) and Sustainability, strategic participation in the Provincial Table of Social Responsibility, and the recent incorporation of Socio-educational Practices (PSE) through Ordinance No. 12/CS-2020, evidence a trajectory of community engagement. Despite these advances, the Department faced a strategic weakness: the absence of a written articulation of its mission, vision, and values that formally integrated USR principles.

This research arises from the need to systematise that commitment and the transition to the second phase of the model: self-diagnosis. Identifying and analysing stakeholders is imperative for articulating their expectations with the institutional mission (Freeman, 1984). This paper, therefore, aims to analyse the DCE's stage of institutional commitment and present the results of a participatory self-diagnosis evaluating the perceptions of faculty, students, authorities, and administrative staff regarding the institution's impacts.

The central objective of this article is to demonstrate how the formalisation of strategic identity and the recognition of perceptual gaps among university actors are fundamental steps for the design of a relevant and sustainable USR Plan. Through this analysis, the work seeks to provide empirical evidence on the challenges faced by public institutions in aligning their internal management with the 21st-century demands for social justice

and environmental sustainability.

2. LITERATURE REVIEW

2.1. EVOLUTION OF THE CONCEPT OF USR

USR has evolved from being regarded as an extension of corporate philanthropy to becoming consolidated as a model of integral ethical management (Ali et al., 2021; Borelli & Cardoso, 2025). Unlike CSR, which typically focuses on the market and shareholders, USR centres on the formation of citizens and the production of knowledge as public goods (Adams et al., 2023; Gamez et al., 2025).

According to De la Cruz (2022), USR should not be understood as a set of peripheral activities (such as isolated volunteering programmes) but rather as a reform of university governance. This systemic approach requires the institution to be accountable for its impacts across four interconnected dimensions:

(i) Organisational Impacts: Related to the environmental footprint of the campus and the well-being of its human capital (Amarfil Echegaray & Arias-Valle, 2025; Arias-Valle, 2025; Filho, Levesque, et al., 2020).

(ii) Impactos Educativos: Referentes a la currícula y la pedagogía para la formación ética (Arias-Valle & Marimon, 2024a; Filho et al., 2019; Lozano et al., 2017).

(iii) Educational Impacts: Concerning the curricula and pedagogy for ethical training (Adnan et al., 2024; Arias-Valle & Marimon, 2025a; Filho et al., 2023).

(iv) Cognitive Impacts: Linked to the democratisation of knowledge and research with social relevance (Arias-Valle & Marimon, 2024b; Brandli et al., 2021; Filho, 2021).

2.2. INSTITUTIONAL COMMITMENT AS A STRATEGIC CATALYST

Specialised literature agrees that the transition towards a socially responsible university is unfeasible without the stage of Institutional Commitment (Leal Filho, Salvia, et al., 2023; Lukwago et al., 2023). Vallaeys, De la Cruz and Sasia (2009) argue that this stage is the "threshold" of USR, where senior management assumes the political leadership of the transformation.

This commitment is operationalised through the redefinition of strategic identity (Cortese & Hattan, 2010; Papadimitriou & Schiffecker, 2023). Authors such as Arbieto Mamani (2025) maintain that when a university incorporates USR into its Mission and Vision, it generates an ethical compass that aligns all sectors. Without this institutional and regulatory backing, USR efforts remain relegated to the individual enthusiasm of certain

faculty members, lacking the necessary structure and resources to be sustainable and evaluable (Ali et al., 2021; Terán-Bustamante & Torres-Vargas, 2020).

2.3. STAKEHOLDER THEORY AND PARTICIPATORY GOVERNANCE

The identification of stakeholders constitutes the methodological pillar of USR diagnosis. Drawing upon Freeman's (1984), theory, the university must be understood as an ecosystem of interdependent relationships.

In the field of economic sciences faculties, stakeholder identification acquires specific nuances (Adhikari & Shrestha, 2023; Aras et al., 2022). Gaete Quezada (2015) emphasises that it is insufficient to recognise students and faculty merely; it is vital to integrate administrative staff (non-teaching), who are often marginalised in academic policies, as well as alums, who serve as the direct link between academia and the labour market. A USR diagnosis that fails to include the plurality of voices from these actors risks being biased and failing to detect the genuine social needs of the environment (Ayuso et al., 2022; Basheer et al., 2025).

2.4. USR IN ECONOMIC SCIENCES: ETHICS, PROFESSION, AND THE SDGS

The teaching of economics and management currently faces a crisis of confidence that demands a return to professional ethics (Benlaria & Almawishir, 2025; Filho et al., 2019). Current literature underscores that economic sciences faculties are responsible for training professionals who seek not only financial efficiency but also social value and environmental sustainability (Bezzina et al., 2025; Budur et al., 2024).

The integration of the Sustainable Development Goals (SDGs) into curricula is, according to the PRME (Principles for Responsible Management Education) initiative, the pathway to modernising business education (Adiningrum et al., 2026; Brundiers & Wiek, 2017). This implies a transition from purely technical teaching to a social management of knowledge, where research is oriented towards solving local problems—such as social economy, regional development, and fiscal justice—instead of being limited to the publication of texts without territorial impact (Al-Fattal et al., 2024; Lozano et al., 2017). Participation in cross-sector networks and social responsibility committees thus emerges as a key strategy for ensuring that academic knowledge is relevant and transformative (Adebayo et al., 2023; Filho et al., 2024).

3. METHODOLOGY

3.1. RESEARCH DESIGN

A descriptive, cross-sectional study was conducted using a mixed-methods approach (quantitative and qualitative). The design was based on participatory action research,

oriented towards institutional decision-making. Following the model proposed by Vallaeys et al. (2009), the research was structured in two phases: a documentary review to verify historical commitment and a participatory self-diagnosis to evaluate the perception of impacts.

3.2. PARTICIPANTS AND SAMPLING

The study population comprised the various sectors (internal stakeholders) of the DCE at the Faculty of Social Sciences (UNSJ). Non-probability convenience sampling was utilised, achieving the participation of:

— Authorities: The Director and Deputy Director of the Department.

— Faculty: Researchers, outreach (extension) staff, and lecturers.

— Students: Senior students in the final cycles of the Bachelor of Business Administration and Public Accounting degrees.

— Support Staff (Non-teaching): Administrative and service personnel.

Additionally, the perspective of external actors linked through agreements and sectoral working groups was considered.

3.3. DATA COLLECTION INSTRUMENTS

For the self-diagnosis, the instruments proposed in the Manual of First Steps in USR by Vallaeys et al. (2009) were adapted. Two main tools were employed:

(i) Perception Survey (Quantitative): Administered to faculty, students, and administrative staff. The questionnaire consisted of statements structured around the four pillars of USR, using a six-point Likert scale (ranging from 1: "Strongly disagree" to 6: "Strongly agree"). This even-numbered scale avoids central tendency bias and compels respondents to take a clear position.

(ii) Semi-structured Interviews (Qualitative): Conducted with authorities and heads of key areas to delve deeper into the strategic vision and identify structural limitations.

Statistical Validation

To ensure the robustness of the self-diagnosis, Cronbach's Alpha coefficient (α) was calculated for the six-point Likert scale. The results confirm the high reliability of the instrument adapted from Vallaeys (2009) for the context of the department of economic sciences:

— Global Coefficient of the Instrument: $\alpha = 0.89$. This value indicates excellent

internal consistency, validating the questionnaire's capacity to measure USR perception stably.

Broken down by the dimensions analysed, the values obtained were:

— Campus Responsibility Pillar: α = 0.84 (reflecting high agreement on work environment and equity issues).

— Professional Training Pillar: α = 0.87 (validated by the strong trend in responses regarding curricular updates).

— Knowledge Management Pillar: α = 0.82 (consistent with the uniform perception regarding the lack of student inclusion).

— Social Participation Pillar: α = 0.85 (supported by the consensus among actors on the need for greater external engagement).

3.4. DIMENSIONS OF ANALYSIS

The analysis was organised into four strategic pillars that operationalise university impacts:

Pillar 1. Campus Responsibility (Governance): Evaluates the organisational climate, transparency processes, gender equity, and environmental management.

Pillar 2. Professional and Civic Training: Analyses the social relevance of the curriculum, ethical education, and the inclusion of service-learning methodologies.

Pillar 3. Social Management of Knowledge: Assesses the interdisciplinarity of research and the transfer of knowledge to vulnerable sectors.

Pillar 4. Social Participation: Measures the quality of outreach (extension) projects and the robustness of inter-institutional networks.

The implementation of USR within the Department of Economic Sciences is not conceived as an isolated event, but as an iterative and multidimensional process. Figure 1 details the sequential phases that structure this management model, beginning with the consolidation of institutional commitment and culminating in a cycle of evaluation and continuous improvement. This framework illustrates how the self-diagnosis—the central focus of this work—is embedded within a long-term organisational transformation strategy.

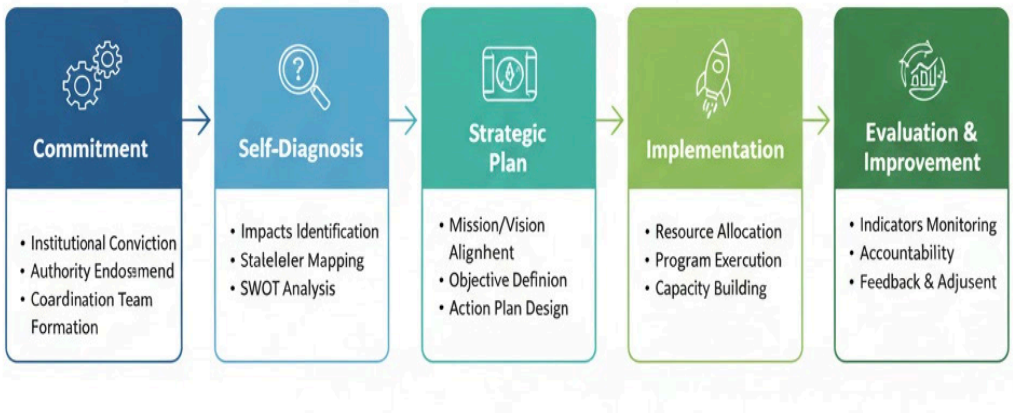

Figure 1. Phases for the Institutionalisation of University Social Responsibility.
Source: Own elaboration

3.5. PROCEDURE AND DATA ANALYSIS

Data collection was conducted between August and September 2025 via online forms, ensuring respondent anonymity. Quantitative data were processed using descriptive statistics to identify perception means and levels of agreement/disagreement. For the qualitative data, content analysis was employed to categorise responses according to Strengths, Weaknesses, Opportunities, and Threats (SWOT). Finally, data triangulation was conducted to compare perceptions across sectors and ensure the internal validity of the findings.

4. RESULTS

The comprehensive diagnosis of the DCE reveals an institution in a phase of paradigmatic transition. The findings suggest that although a consolidated "Normative Commitment" exists, the "Operational Management" of USR exhibits fragmentation that varies with the stakeholder group consulted and the dimension analysed.

4.1. ORGANISATIONAL PILLAR: THE GAP BETWEEN ETHICAL DISCOURSE AND ENVIRONMENTAL PRAXIS

The analysis of the Governance Dimension exposes a fundamental contradiction within the institutional culture. On the one hand, there is a high satisfaction rate regarding the working environment and respectful treatment (80% agreement), which positions the DCE as an organisation with solid internal social capital. However, this human cohesion contrasts with a critical neglect of the ecological footprint.

The 58% disapproval rating in environmental management is a significant finding; an-

alytically, it suggests a vision of USR that prioritises the social-human aspect over the environmental one. This "environmental myopia" indicates that sustainability is not yet perceived as a direct organisational impact, but rather as an external concept. The lack of a resource management plan denotes that the institution manages its relationships, but not its waste, thereby jeopardising the coherence of the declared institutional commitment to the SDGs.

4.2. EDUCATIONAL PILLAR: THE CHALLENGE OF ETHICAL TRANSVERSALITY

In the Academic Dimension, the descriptive analysis reveals a "perceptual asymmetry" between the faculty and the student body. While 80% of lecturers claim that their course content is socially relevant, 60% of students describe their training as "technical-instrumental".

This gap is symptomatic of a pedagogical model in which ethics and social responsibility are taught as siloed content (isolated units) rather than as transversal competences. The results suggest that economic sciences students perceive a division between professional "know-how" and "social awareness". The explicit demand for Service-Learning methodologies and volunteering indicates that students are calling for a transition from encyclopaedic knowledge towards experiential training that allows them to validate their role as agents of transformation within the territory.

4.3. COGNITIVE PILLAR: RESEARCH ENDOGAMY

The Social Management of Knowledge presents the most concerning indicators regarding the democratisation of knowledge. Although relevant research has been produced on the regional economy of San Juan, the 95% negative perception of student inclusion in these projects reveals a closed or "laboratory-based" research model.

Analytically, this represents a failure in the cognitive impact of USR: knowledge is produced about society, but not with the extended academic community. The limited interdisciplinarity reported by researchers reinforces the vision of an academy fragmented into disciplinary silos. This restricts the DCE's capacity to generate complex solutions to sustainability problems, which are, by definition, transdisciplinary.

4.4. SOCIAL PILLAR: THE STRUCTURAL EXCLUSION OF ADMINISTRATIVE STAFF

One of the most revealing findings of the qualitative analysis is the perceived marginalisation of administrative and support staff. The results show that this sector perceives itself as a "bureaucratic support" external to the Department's core mission.

This exclusion is not merely communicative but structural. Non-teaching staff express a genuine interest in participating in outreach projects and USR networks, yet they report a lack of formal recruitment channels. From an analytical perspective, a university cannot be socially responsible if its internal management is exclusionary. The marginalisation of this actor undermines the integrity of USR by fragmenting the Department's communal identity, relegating "responsibility" solely to teaching and research rather than to the organisation as a whole.

4.5. DIAGNOSTIC SYNTHESIS: STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) MATRIX

As a corollary to the perception analysis and the examination of management indicators, a SWOT matrix is presented to systematise the current situation of the Department of Economic Sciences in the face of the USR challenge. This synthesis enables the visualisation of the DCE's internal capacities and environmental conditions, facilitating the transition from fragmented initiatives towards an institutional strategic plan.

4.5.1. INTERNAL ANALYSIS: STRENGTHS AND WEAKNESSES

Regarding Strengths, a historical trajectory of political commitment dating back to 2013 stands out, materialised in postgraduate and diploma programmes with high territorial impact. The formalisation of a new Mission and Vision aligned with USR constitutes the most relevant strategic asset, as it provides a regulatory and ethical framework for future decision-making. Likewise, the implementation of PSE demonstrates an established capacity for pedagogical innovation linked to social commitment.

Conversely, Weaknesses reveal a significant operational gap. The absence of a comprehensive Environmental Management Plan (reflected in the 58% disapproval rating) and the structural marginalisation of administrative staff within the university's core functions represent the most critical internal obstacles. The student perception of an eminently technical training suggests that ethical commitment, although declared, has not achieved effective transversality within the undergraduate curriculum.

4.5.2. EXTERNAL ANALYSIS: OPPORTUNITIES AND THREATS

In terms of Opportunities, the DCE is situated within a favourable context due to the growing regional demand for professionals with sustainability competencies and the possibility of consolidating strategic alliances with the public and private sectors through the Provincial Social Responsibility Committee. Alignment with the UN SDGs also offers a pathway for resource acquisition and for strengthening institutional prestige at the international level.

Nevertheless, external Threats are not negligible. Economic instability and changes in public policies regarding university funding jeopardise the long-term sustainability of outreach projects. Furthermore, a cultural resistance persists within certain sectors of traditional academia towards interdisciplinary research models, which could slow the democratisation of knowledge and the integration of USR as a systemic management policy.

The transition from a perception-based diagnosis towards a strategic University Social Responsibility proposal requires a tool that integrates internal capacities with environmental conditions. In this sense, the Strengths, Weaknesses, Opportunities, and Threats (SWOT) matrix is presented, acting as a synthesis model for the findings detailed in the previous sections.

This analysis not only catalogues the current state of the Department of Economic Sciences but also exposes the critical tensions that the future USR Plan must resolve. The matrix illustrates how the Department's solid historical and regulatory commitment (Strengths) is undermined by operational fragmentation in managing its environmental impacts and by the exclusion of key actors, such as administrative staff (Weaknesses).

Furthermore, external factors conditioning this transformation are identified, with the growing social demand for professional ethics emerging as a window for action (Opportunities), contrasted with cultural and economic resistances that could hinder change (Threats). The configuration of this strategic scenario is detailed in Figure 2 below.

Figure 2. SWOT Matrix for University Social Responsibility
Source: Own elaboration

5. DISCUSSION

5.1. IMPACT ANALYSIS: FROM NORMATIVE RHETORIC TO INSTITUTIONAL PRAXIS

The self-diagnosis of the DCE reveals an organisational architecture characterised by a high ethical-normative commitment, which, nevertheless, faces critical barriers in its systemic operationalisation phase. This dissociation is manifested primarily in campus management. The results expose a structural paradox: while human climate and equity are valued positively, 58% of the community perceives a lack of concrete environmental policies. This "environmental myopia" confirms the thesis of Vallaeys et al. (2009), suggesting that the institution tends to externalise social responsibility through philanthropy, neglecting its internal negative impacts, such as carbon footprint and energy metabolism. The transition towards a Responsible Campus model is presented, therefore, not only as an operational improvement but as an essential "hidden curriculum" for training professionals who understand sustainability through institutional experience (Filho et al., 2019; Filho et al., 2023).

In the pedagogical sphere, the divergence between faculty satisfaction (80%) and the students' technical perception (60%) evidences what Gaete Quezada (2015) describes as the "atomisation of ethical knowledge". The findings suggest that USR is incorporated in a declarative rather than experiential manner, being reduced to isolated content within a predominantly instrumental curriculum (Albareda-Tiana et al., 2024; Andrades Peña et al., 2018). Student demand for Service-Learning methodologies confirms that the professional profiles of accountants and administrators require practical validation of their social roles (Álvarez-Vanegas et al., 2024; Eugenio Gozalbo et al., 2018). Capitalising on this demand is imperative to prevent ethical training from being relegated to an accessory theoretical burden (Argandoña et al., 2025; Huang et al., 2021).

Furthermore, knowledge management exhibits signs of academic endogamy, with 95% of students reporting negative perceptions of student inclusion in research. Genuine Social Management of Knowledge requires the democratisation of scientific production, linking it directly with vulnerable sectors of the territory (Adnan et al., 2024; Arias-Valle et al., 2024). Breaking down "disciplinary silos" and fostering applied research is the only way for the DCE to act as a genuine engine of regional development in the province of San Juan (Arias-Valle, 2023; Bezzina et al., 2025). Finally, the marginalisation of administrative staff within outreach functions undermines the model's coherence (Ayuso et al., 2022; Leal Filho, Ozuyar, et al., 2023). Governance that claims to be responsible must, above all, be participatory and radically inclusive, integrating all stakeholders into the construction of a shared organisational culture (Batizani, 2026; Filho, Salvia, et al., 2020).

5.2. REGIONAL SIGNIFICANCE: THE DCE AS A MILESTONE IN LATIN AMERICAN EDUCATION

This study should not be interpreted as a mere local diagnosis, but rather as a disruptive milestone within the context of Argentine (Arias-Valle, 2024; Arias-Valle & Marimon, 2025d; Barsky, 2018) and Latin American HE (Arias-Valle & Marimon, 2025b, 2026; Borelli & Cardoso, 2025). The region suffers from a historical delay in sustainability, resulting from a triad of structural obstacles: chronic insufficient funding (Arias-Valle & Marimon, 2025c; Huepe, 2024), a lack of academic leadership with a sustainable vision (Aristimuño & Monroy, 2014; Huang et al., 2021) and regulatory frameworks that fail to incentivise accountability in USR (Amarfil Echegaray & Arias-Valle, 2025; Benavides et al., 2019). In this scenario, the formalisation of a Strategic Plan based on empirical evidence constitutes a transformative response that breaks institutional inertia (Aguilar Barojas, 2022; Bautista Chamizo et al., 2023). The DCE thus positions itself as a precedent in the Southern Cone, demonstrating that sustainability is not an aesthetic choice but a governance imperative and an outstanding ethical debt to territorial development (Arond et al., 2011; Dibbern et al., 2023).

Furthermore, the findings of this study transcend the Argentinian context, offering a critical mirror for higher education institutions across the Global South (Rangel et al., 2022; Vallaeys et al., 2022). The tensions identified at the DCE—such as the disconnect between ethical discourse and environmental praxis—are symptomatic of broader structural challenges faced by developing nations, where the pressure for economic growth often obscures the imperatives of sustainability (Arias-Valle & Marimon, 2026; Filho et al., 2021).

By detailing these barriers, this research serves as both a model and a cautionary tale: a model of how participatory self-diagnosis can legitimise institutional change, and a warning against the "marginalisation of stakeholders" that often plagues public governance in resource-constrained environments (Chacchi et al., 2024; Fuchs et al., 2023). Consequently, the strategic roadmap proposed here provides a scalable framework for universities in Africa, Asia, and other parts of Latin America, aiming to align their academic mission with the 2030 Agenda amidst systemic instability (Bedoya-Dorado et al., 2022; ECLAC/CEPALC, 2022; Franco et al., 2019).

5.3. IMPLICATIONS, LIMITATIONS, AND FUTURE RESEARCH DIRECTIONS

In practical terms, this research provides the foundation for establishing a dedicated USR coordination unit to centralise sustainability actions, thereby providing the institution with a pedagogical tool for internal coherence. Theoretically, the study validates Vallaeys et al.'s (2009) model as a robust diagnostic instrument for economic sciences faculties in public contexts.

Nevertheless, limitations inherent to the cross-sectional nature of the study and potential social desirability biases within power structures are acknowledged. The lower participation rate among administrative staff suggests the need for a more in-depth study of this group in subsequent stages. Regarding future lines of research, longitudinal studies are proposed to measure the medium-term effectiveness of the Strategic Plan, alongside comparative research across the various faculties of the National University of San Juan to discern whether the identified weaknesses are systemic patterns or discipline-specific. Finally, an exhaustive curricular mapping is suggested to integrate the SDGs transversally into undergraduate programmes.

6. CONCLUSION

The present research allows for the conclusion that the institutionalisation of USR within the DCE is at a critical threshold of maturation. The self-diagnosis has demonstrated that, while there is solid ethical capital and a manifest political will on the part of the authorities, a significant gap persists between the declaration of principles and the operational management of institutional impacts. The 'environmental myopia' and pedagogical fragmentation detected are not isolated failures, but rather symptoms of a traditional university model that has prioritised technical excellence over socio-environmental integrity.

It is concluded that the DCE must evolve towards a model of Systemic Governance, where USR ceases to be a peripheral outreach function and instead becomes the backbone of administration, teaching, and research. The creation of a Strategic Plan based on the findings of this study is the only pathway to ensuring that the training of accountants and administrators is consistent with the demands of the 21st century, which requires professionals with civic awareness and competencies for sustainable development.

Finally, this work stands as a response to the historical postponement of sustainability in Latin American higher education. By exposing structural obstacles —financial, leadership-related, and regulatory— and proposing a concrete roadmap, this contribution transcends the limits of the faculty to propose a new paradigm for public university management in Argentina. Ultimately, the implementation of this USR Plan is not merely an administrative objective; it is the fulfilment of the ethical debt that the public university owes to the society that sustains it, transforming academia into a genuine engine for regional equity and resilience.

ETHICS APPROVAL

Regarding the ethics requirement, we have included the approval document from the Institute for Sustainable Development at the Universidad Católica de Cuyo. We have also added the corresponding ethics statement in the "Ethical Considerations" section of the manuscript.

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