University Social Responsibility and Organizational Factors for Their Implementation

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When the university initiates its activities as an academic and civic institution, it will have other upshots for the society, in addition to the goals set by policymakers. In a general view, social responsibility means the university's commitment to its existential philosophy and accountability for all its consequences. Therefore, the present study aimed to "Identify the social responsibilities of the university and the organizational factors of their realization". The perception and life experience of the specialists in the field of higher education were analyzed using a descriptive phenomenological method. Participants were Higher education experts and were selected purposefully. Using inferential content analysis, the themes and categories expressing social responsibilities as well as the organizational factors needed for their realization were extracted. The results show that the university's social responsibilities are a range of local and international expectations, most notably the development of a national culture of respect and commitment to the environment, the propagation of national and international peace culture, a commitment to poverty alleviation and Striving for social and economic justice. Also, the results of the study illustrate that organizational requirements for responding to university social responsibility, include: Reviewing the organizational structure of curriculum development, reforming the core missions of the university, recreation of the organizational culture of the university proportional to its social responsibilities.

Keywords: University social responsibility, respect for the environment, the culture of peace, socio-economic justice, organizational requirements,

Problem statement

Education is an essential and powerful tool that can link economic, social, and environmental dimensions. The goal of education in the modern age is to create a sense of social responsibility at

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the international level; education can be seen as a key driver, trigger, or essential facilitator whose goal is to achieve human development. In this regard, UNESCO believes that education is the key to economic, social, and environmental development. It is here that higher education institutions or universities link national and local communities to a global community and become the focus of attention (Chen, Nasongkhla, & Donaldson, 2015). Linking this is the commitment of universities to social responsibility. The social responsibility of the university is a kind of basic philosophy or principle, as a kind of social movement. This has led the university to use it as an ethical approach to developing and interacting with the local and global environment. Social responsibility not only contributes ethically to the academic community but also to the ethical relationships with the ecosystem around it, which is essential for stakeholder engagement (Esfijani & Chang, 2012). In the course of higher education developments, it is observable that universities have changed from independent guardians of knowledge to institutions for serving the society (Hoseingholizadeh, 2011). Universities have also had different missions over time, as (Etzkowitz, 2002) argues that the mission of universities in the past was education and research. But today through the interaction of university, industry, society, and government, another important mission, called Entrepreneurship, has emerged which aims at increasing university involvement in environmental issues and direct relation to socio-economic development.

Third-generation universities emphasize social interaction and responsibility for the environment, but disregard for social responsibility has many consequences for society. According to (Smaliukiene & Monni, 2019) for instance, the irresponsible consumption of energy by companies and households destroys the ecosystem and destroys the planet's climate. In this case, social responsibility is addressed to reduce these harmful impacts. Moreover, in the 21st-century competitive business environment, organizations have increasingly focused on implementing social responsibility strategies to develop and recover competitive advantages. In this regard, Iran has issues and challenges that social responsibility can play a key role in, such as destruction of wetlands, microbes, Karoon river pollution, consecutive droughts (Zare, Saadati, Mobed, & Gandomkar, 2004), Air and soil pollution, loss of fertile land, unemployment of graduates, low quality of life indicators, inadequate urbanization, the spread of allergic diseases due to inappropriate tree planting (Zare-marzuni, Akrami, Shalilian, Kalani, Nouri, & Kuti, 2016), low opportunities for equal education at the level, irresponsibility of graduates, stakeholder dissatisfaction with the academic training provided, etc. However, the universities did not cause these problems but can be effective in reducing them.

The university is responsible for local stakeholders. Although the foundation for social responsibility is the intrinsic tendency to human values and ethics, the concept of corporate social responsibility (CSR) has become a dominant discourse in the field of organizational governance over the past decade, and great and accredited global organizations regard responsibilities toward society and the social environment as an integral part of their organizational strategy (Yamchloo, Abibli, & Gharamaleki, 2016). According to (Bowen, 1953), social responsibility refers to the set of psychological and individual commitments and obligations that employees must follow in their actions, policies, decisions, and proceedings to achieve the goals of the organization and follow the desired values of society (Carroll, 1991).

Literature review
With the change of development paradigm from economic development to sustainable development, the role and function of higher education has undergone fundamental changes. As new perspectives on higher education policies lead to new goals and newer expectations of the role of

universities, as universities enter the third generation and become more connected to industry and society, it is a matter of acting responsibly towards society. With the increasing influence of the academic community on the components of sustainable development, namely the economy, society and environment has intensified in recent years. In this regard, the concept of corporate social responsibility has become the dominant discourse in the field of corporate governance. The world sees responsibility for society and the social environment as part of their organizational strategy (Yamchloo, Abibli, & Gharamaleki, 2016). Social responsibility of university has been considered in various societies in the modern era, including in Bologna Statement that created the European Higher Education Area (EHEA) (Vasilescu, Barna, Epure, & Baicu, 2010). This dimension became the centerpiece of the next statement, which recognizes the importance of the impact of HEIs on the development of the European higher education area and on the definition and transfer of the values underlying it. Therefore, the EU-USR project was initially understood as an effective project to play an important role in the development and improvement of the social dimension of European higher education (Bok, 1982). But in the developed countries of North America, big business organizations and companies such as Microsoft and General Motors have found themselves obliged to participate in social affairs, and have responded positively by establishing charitable foundations as their commitment and their duty. Smaller companies have also responded to social responsibility in ways such as charity and donations to organizations such as the Red Cross, the Red Crescent, universities, improving working conditions and delivering consumer rights, and paying attention to sustainable development. In a major political move, the European Commission also named 2005 as the year of corporate social responsibility for EU countries and took major steps in that direction. For example, within the UK Department of Commerce and Industry, the Corporate Social Responsibility Officer formally introduced companies, as well as France requiring companies to incorporate the social and environmental impacts of their activities into the annual program. The Netherlands is also in favor of financing projects for large companies, in compliance with the regulations of the United Nations Industrial Development Organization or the Danish government, which established the Copenhagen Study Center and focused on corporate social responsibility (Omidvar, 2007). For instance (Tarn, 2019), argues that commitment to social responsibility in Asian countries is more influenced by their culture, and these cultural assertions have distinguished the Asian and European countries from each other. The social responsibility of universities in developed and developing countries is discussed from a variety of perspectives and varies according to their culture and the extent of their social participation. But this concept was further developed in Latin American countries and created amid the organization's social responsibility (Gomez, 2014).

Universities are the focus of attention and they have been investigated because the immanent role of the university in society is a very important issue that has always been seriously debated by scholars in the field, and the university is of a great deal of importance due to its direct impact on the quality of life of the community through educational, research and social activities (Shaari, Sarip, Rajab, & Zakaria, 2018). But "in the new era, higher education institutions, in the broader field of organization social responsibility, have paid attention to university social responsibility" (Hernendez & Mainardes, 2016). Accordingly, the University's Social Responsibility has attracted educational planners in different countries (Salehi, Sabeti, & Hsanzadeh, 2012), given the growing number of students, the generalization of education, and the increased expectation of university towards society. But the first description of the university's social responsibility in a project at Chilean universities, named as "Nation-maker University" between 2001 and 2005, defined the university's social responsibility as development and promotion of a set of principles and values through the development of four processes: management, teaching, research, and community

outreach (Gomez, 2014). Social responsibility in the university is presented as a moral virtue in a way that the university organization can benefit from and move towards improvement. In this regard, (Darus, Mad, & Nejati, 2015) believe that responsibility and ethics are the incentives that motivate the organization and this is favorable for many researchers. Also, universities are a means to prepare the community for globalization, economic growth, and prepare people for the future (Dolors, Vernis , & Noema, 2011). It should not be overlooked that higher education institutions have faced a lot of institutional pressure to adopt methods of social responsibility (Rahman, Castka, & Love, 2019). University social responsibility also extends with the development of management processes. Universities are fulfilling their social responsibility for the future of the professional community, such as companies, governments, or organizations, and for their macro management, which is a way for widespread global change.

University social responsibility can be seen as a kind of university philosophy, as a moral approach and global communities to bring about social, ecological, environmental, technical, and economic development (Chen, Nasongkhla, & Donaldson, 2015). The most fundamental idea behind social responsibility seeks to reduce the negative effects of trade and business on the environment, respect for human rights, and society. One of the major challenges in fulfilling the university's social responsibility is the lack of interaction between academics and society (Ramos-Monge , Llinas-Audet, & Barrena-Martínez, 2019). The (Symaco & Tee, 2019) believe that when higher education institutions have more interaction and collaboration with a wider community, create unique opportunities for stakeholders dealing with the community. From another viewpoint, the social responsibility of the university means the serious commitment of the universities towards the community, the values, and the specific social principles, which work through using management, education, research, and external projects to provide social consent (Hernendez & Mainardes, 2016). According to the scholars, the social responsibility of the university, through providing educational services to the community, is the ethical dissemination of knowledge, which is done through proper management and proportional accountability to the community. In short, the social responsibility of the university is the sustainable development of the society and the effort to bring higher education into line with social goals, insights, and global values (Burguete, Lopez, & Lanero, 2014). In the predominant view and macro-paradigm, university's social responsibility is a form of ethical and intelligent strategy to manage the organization's impact on the external human, social, and natural environments (Windsor, 2013) and that gives the university situational prominence and competitive advantage (Brown & Mazzarol , 2009).

Empirical evidence shows that addressing social responsibility in developing countries, including Iran, has been unpopular, with (Dagiliene & Mykolaitiene, 2015) stating that in universities in developing countries, the university's social responsibility and Related discussions have not been well reflected in educational and research program Researchers and scholars in the field of social responsibility at the university have carried out relevant research, as described by (Yamchloo, et al., 2016) the situation of social responsibility at the University of Tehran was not satisfactory. (Habibi, Vazifedoost, & Jaafari, 2016) in their research concluded that there are five basic dimensions to the social responsibility model of the university: Humanitarian, economic, legal, ethical, and technological, (Shaari, et al., 2018) in a study found that the university was provided with possible appropriate facilities and services to the community has had a great deal of influence in educating good and meritorious citizens in the country. (Latif, 2017) In research found that the social responsibility of the university has seven basic dimensions: (1) operational responsibilities, (2) research and development responsibilities, (3) customer-oriented responsibilities, and (4) legal

responsibilities. These four responsibilities were classified. (5) Moral responsibility, (6) voluntary responsibility, and (7) humanitarian responsibility. The (Peric & Delic, 2016) researched the development of social responsibility in Croatian universities and found that the social responsibility of universities should be in line with today's social issues. They also stated that this subject should be taught in educational programs. Universities in their curriculum emphasize social entrepreneurship and work together with other companies in the environment to solve issues and create an entrepreneurial environment. (Nguyena & Truong, 2016), in a study concluded that the social responsibility of the organization in Vietnam is both ambiguous and of limitations to be adapted to the environment. Therefore, according to the above, universities play an important role in developing the next generation's ability to succeed, facing the phenomenon of globalization and economic growth (Dolors, et al., 2011; Yamchloo, et al., 2016). Given the multiple roles of the university and the centrality of faculty members in the university and society, and that faculty members are cultural enhancers, economic development engineers, science producers, and technology explorers who transform human societies and accelerate countries' scientific, social and cultural development (Mohebzadegan, Pardakhtchi, Ghahramani, & Ferasatkhah, 2013), the present study seeks to identify the social responsibilities of Iranian universities based on Carroll's model as well as to identify how the social responsibilities of the university can be realized by considering the dimensions of organizational development. The following research was conducted to reach the following questions:

1. What are the social responsibilities of Iranian universities?
2. How is it possible to fulfill the social responsibilities of Iranian universities?

Method

Research method

The present study is theoretical-practical in terms of nature and purpose, and qualitative in a phenomenological sense in terms of data collection. To gain real and deepened data as well as access to the lived experiences of the research experts, a phenomenological approach was adopted so that each of the interviewees has considered the issue according to their own unique life experiences and expertise. Because, in the phenomenological perspective and the interview process, the researcher examines the research topic from the interviewee's perspective and understands its why and how from his or her perspective or viewpoint (Danaee Fard, Alvani, & Azar, 2017). Phenomenological research examines individuals' perspectives based on their lived experiences. Phenomenology is not only a descriptive approach but also an interpretive one (inferential) in which it interprets the themes extracted from life experiences (Creswell, 2011) the present study has focused on both descriptive and interpretive orientations. In this research, in accordance with the research approach, the descriptive-phenomenological method of Colaizzi (Colaizzi, 1978 as cited in Emami, et al., 2012, pp. 56-63), which has the following seven steps, has been used:

1- Recording the statements of the interviewees; 2. Identify important and basic statements; 3. Extracting important concepts or extracting semantic codes; 4- Classification of semantic codes (subcategories); 5- Linking semantic codes in general categories (central categories); 6- Comprehensive description of the phenomenon under study (dimensions); 7- Validation of the findings by referring to each sample (Sigaroudi, Nairi, Rahnavard, & Nouri, 2012). For the coding process in the research, these steps have been clearly followed; in the first stage, the verbal propositions are extracted and in the second stage, the sub-categories resulting from these propositions are formed in the form of semantic units. Carol's model was divided into economic, legal, ethical, and humanitarian dimensions of organizational development. The following is a Figure 1:
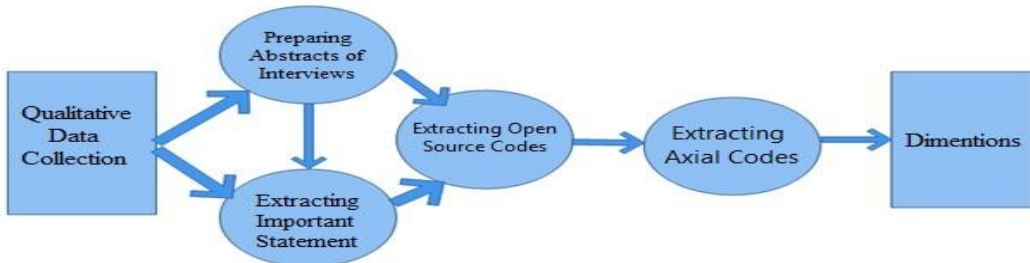
Figure 1. Qualitative data analysis model

1.1. Interview protocol

The data gathering tool was a semi-structured in-depth researcher-made interview whose confidence and validity was confirmed by experts in the field. The protocol steps are as follows:

before the interview: purposeful identification of the faculty member, obtaining faculty approval, respecting the conduct of all interviews and principles of research ethics, sending questions to faculty upon request, providing them with the appropriate time and place for conducting the interview process with the consent of the interviewee, giving the interviewees general information about the subject under study and the necessity of doing so in Khuzestan province universities.

Interview stage: consists of 1. Providing a general explanation of the main dimensions of the research to clarify the general outlines of the research topics, recording and transcribing the statements of the interviewers with appropriate tools (audio recording software), providing questions on the first topic, and asking questions about the first topic of research, i.e. the social responsibility of the university. The structured part of the interview questions are as follows:

1) What are the social responsibilities of the university?

2) Why do universities must pay attention to social responsibility?

3) What are the indicators or components related to the University of Social Responsibility?

4) How can organizational development, and provide the appropriate context for fulfilling social responsibilities at the university?

The dimensions of organizational development include organizational structure, organizational culture, organizational communication, organizational missions, and human resources of the organization, socio-political environment and economic environment (market), each with their discussion in the interview process.

The final stage: included the following: the recordings were transcribed from the recorded file, developed an expert report and then studied several times, a satisfactory report was designed and abstracted to include all points of view of participants. And finally, a document was provided to professional analysis.

Participants

Participants were faculty members at Iranian universities, including 11 universities, 32 targeted higher education experts. The participants were selected by the snowball sampling technique and purposefully because of their knowledge, expertise, familiarity, and theorizing in the social context The overview of the research participants has some common features, and sharing in the following characteristics has made them a contributor. It is noteworthy that in the snowball method, it is not possible to determine in advance how many people should be selected in the study in order to fully identify the phenomenon under study in the qualitative stage. In such a way that this sampling continues until the components of the research appear and as a result achieve the desired theoretical saturation of the research. The reason for using this method in the present study is the lived experience and the type of competence of all participants in relation to the community and the various issues around it and the challenges and issues related to it; In such a way that each of them,

depending on their position, field of study, type of performance and various activities, etc., are involved with it and act in it, and possibly can effectively affect it. Their life experiences are about community and the various issues around it so that each of them is involved with it according to their different positions, fields of studies, types of functions and activities, etc. Each participant has focused on their lived experience. For example, University professors with good experience and knowledge in the field of social responsibilities and the relationship between the university and the environment at the university have focused on the environmental and economic effects of social responsibility, and humanities professors have addressed the humanitarian and ethical dimensions of social responsibility. Four of the interviewees were women and the rest (n=28) were men. It should be noted that the researcher did not interfere in the selection of the sample and due to the fact that the sampling method in the research was purposeful using a chain technique, the academic interviewees themselves identified individuals with appropriate life experience regarding the university's social responsibilities. Data and have introduced and suggested to the researcher to interview them and complete the process of collecting the qualitative data desired by the research. The details are as follows:

Table 1

Research Participants Overview

Row	Major	Type of living experience	Row	Major	Type of living experience
1	Philosophy of Education	Management Experience (Faculty Presidency)	17	Gas Engineering	Experience of the Chair of Drilling Studies Center
2	Education Management	Dean Experience	18	Educational technology	Management experience and Social Activist
3	Islamic Sciences	Dean Experience	19	Sociology	University Relationship with Society and NGOs Participation
4	Psychology	Experience of Deputy Research of the Faculty	20	Environment	Experience of environmental activities
5	Psychology	Experience of University Social Assistant	21	Environment	Experience of environmental researches
6	Philosophy of Education	University Presidency Experience (Extensive Communication with the Environment)	22	Agriculture	Experience in Tackling Agricultural Waste Contamination
7	Sociology	Sociologist and Anthropologist	23	Water Engineering	Coping with Soil Pollution Experience
8	Management	Management Experience	24	Petroleum Engineering	Management Experience
9	Economy	Management Experience (Faculty Presidency)	25	Mathematics	Management Experience (University Trustees)
10	Sociology	Experience of University Cultural Assistant and Sociocultural strategies	26	Economy	Poverty Reduction Research Experience
11	Water Sciences	Experience of Managing Environmental Projects and Coping with Their Pollution	27	Governmental Management	Management Experience (Faculty Presidency)
12	Educational Science	Management Experience	28	Psychology	Management Experience (Faculty Presidency)
13	Water Sciences	Project Management Experience in the Environmental Projects	29	Economy	Experience of Managing University Relationship with Industry
14	Agriculture	Expert in Agriculture-Food issues	30	Gas Engineering	Global Warming Research Experience

15	Earth Sciences	Expert in Oil and Gas Exploration	31	Chemical Engineering	University Relationship with Society and Industry
16	Human resources management	Experience in Advising Governmental Organizations and Researcher of Social Responsibility	32	Earth Sciences	Management Experience (Faculty Presidency)

Data analyzes

The process of phenomenological research has been simplified into five steps (Hycner, 1999 as cited in Groenewald, 2004, pp. 42-55), which in this research was used. This process phases are:

1. Bracketing and phenomenological reduction.
2. Delineating units of meaning.
3. Clustering of units of meaning to form themes.
4. Summarizing each interview, validating it and where necessary modifying it.
5. Extracting general and unique themes from all the interviews and making a composite summary (Groenewald, 2004).

In this study, considering the analytical logic mentioned above the data analysis steps were as follows:

1. Each interview turned into a text file(word doc); to data preparation;
2. Provided an appropriate and expert report for each interview (to reduction);
3. Main statements identified as an open code to delineate meaning units;
4. Categorized open codes to form themes;
5. Refine and validate interviews;
6. Extracting general and unique themes from all the interviews;
7. All themes clustered in Carroll's into four basic dimensions of Carroll's model.

Validation

To validation of findings in addition to discussions about participant's opinions, return abstracts and expertise reports to interviewees and the constant presence of researchers in the field, two Ph.D. student in educational administration was asked to participate as a research collaborator (coder) in the research and code interviews number 8, 6, 18, and 24 randomly. The measure of stability was obtained based on the following formula.

$$\text{Percentage of Inter-subject Agreement} = 100 \times \frac{\text{Number of Agreements} \times 2}{\text{Total Number of Codes}}$$

The coding results are shown in Table 2 so that the stability of the coders using the above formula was 85%. Given this formula, if the stability is greater than 60%, coding is confirmed and it can be claimed that the stability of the interview is acceptable.

Table 2

Percentage of Agreement within the Subject

Interview Title	Total	Agreements	Disagreements	Stability
8	41	17	4	**82%**
6	35	15	6	**85%**
18	32	14	3	**87%**
24	30	13	2	**86%**
Total	138	59	15	**85%**

What are the social responsibilities of Iranian universities?

To answer this question, the meaning units, and then the themes from the interviews collected following Table 3, which is the opinion of the experts and faculty members of the universities, were extracted. To categorize these pivotal categories, there is now a need for a logical categorization to accommodate them in various dimensions. The theoretical basis of this study is based on Carroll's model because it emphasizes four aspects: economic, legal, moral, and philanthropic (Shafei & Ahmadi, 2018). Also, this model, due to its comprehensiveness in dimensions (Frolovaa & Lapina, 2014; Tabarsa, Rezaeean, Azar & Alikhani, 2011; Senowbar & Heydarian, 2012; Habibi, Vazifedoost & Jaafari, 2016) has attracted the attention of researchers.

Table 3

General and unique themes of social responsibility categorized on Carroll's model

Dimensions	Pivotal axioms	Dimensions	Pivotal axioms
Economical	Providing responsible and accountable human resources, needed by society and industry in line with global developments.		Considering professional ethics.
	Consulting and support services to corporations.		Promoting justice and equality in society.
	Providing models for combating poverty and deprivation.		Promoting university freedom of action in addressing social problems
	Education of entrepreneurs and value-creating proportional for the local community	Moral	Developing community-wide codes of ethics.
	Participation in the sustainable development of the region in various ways (education, demand-driven research, etc.)		Developing individual and social moral health.
Legal	Provide the models for the establishment of a law-oriented society.		Promoting environmental ethics
	Designing mechanisms for accountability of universities and other organizations to stakeholders.	Philanthropic	Promoting peace among the nations
	Adopting the policies of green management.		Response to human and natural crisis arisen in national and international scale.

Formulating internal problem-oriented regulations.	Providing philanthropic material and spiritual services to the society.
Designing policies of public education of social responsibility.	
Developing standards of social responsibility	

Discussion

Iranian universities are moving towards social responsibility in the following four dimensions. They have found that the cost-benefit equation is not directly established everywhere. But the sense of commitment to society is seen as part of the organization's duty and role. Therefore, they should move under the values of the society and its national song and enter as a responsible organization in the social sphere (Omidvar, 2007). Therefore, Iranian universities are no exception regarding the role they play in society, in a way that universities have accomplished in this direction and pursuit of financial independence, and Iranian universities have focused on committing demand-based research to reduce the financial burden on the community. Then they have provided consulting and support services to industries and companies, as these industries play an important role in the development of Iranian society. Again, universities have sought to promote excellence by reducing the cost of industries through training value-making and entrepreneurial forces and, indirectly, affect national productivity and economic development. The university is, also, taking positive steps in the development of human-social resource through the training of knowledgeable and expert staff and, in doing so, contributes to the development of the economy, which is an indication of the comprehensive development of the community in different layers (local, national and international). For the economic dimension, it is necessary to give some examples of the statements of the interviewees: Interviewer number 5 states that "... universities should train manpower, but this should not cause them to ignore the commitment and training of manpower; Commitment and irresponsibility will not only be an advantage for the country, but also a challenge that will be felt in society in the future". Interviewee No. 6 states that "... poverty is the root of all human problems. The university cannot develop itself scientifically in an environment where poverty is rampant. A student suffering from poverty cannot learn and improve. Note that the university can be effective in this way, for example, by establishing charitable foundations and be effective in creating the welfare of students, and on the other hand, it can take steps by considering a series of basic strategies to promote society and reduce poverty; "Provide free education and awareness to low-income and vulnerable groups."

In the legal aspect, universities play a key role in the excellence of the culture of accountability by being accountable to society and their clients. Universities can be effective in reducing the negative impacts of breaking the law on society and the environment by considering law-orientation in society and spreading it among other social strata. Also, by designing mechanisms of university accountability to stakeholders, the university will be accountable to all key university stakeholders, including government, industry, the environment, people, etc, which empowers the university to build a committed, knowledgeable community, and sensitive to law and regulations. These practices are appropriate responses to social responsibility. Some of the statements of the interviewees in this dimension are as follows: The 14th interviewee states that "... Green management in the current era has received a lot of attention due to the major human challenges. Today, it has become clear that "Many cancers are caused by food made from transgenic products. Transgenics are caused by genetic manipulation. What can the university do now? Can it teach how

to deal with these products and prevent them from entering the country?" No. 31, as the country's top researcher, believes that "... the university and its research projects are created on the basis of various issues, but sometimes the fringe issues and the daily life of professors and the university have caused the university to ignore these issues. "Prepare all academics to move in this direction."

In the ethical dimension, social responsibility has a moral underpinning and enhances ethical behaviors among academics with a socio-environmental orientation. In this regard, (Bok, 1982) believe that the social responsibility of the university can be regarded as the generic philosophy of the university, as a moral approach that seeks to develop and engage local and global communities to bring about social, ecological, environmental and technical-economic development. In the present study, by promoting environmental ethics among all community stakeholders, the university can inspire ethically and emotionally in dealing with the environment, and in promoting justice and equity, it can be a positive step towards promoting justice and equity among Iranian ethnic groups and illustrating the need to pay attention to this issue for the governmental authorities and systems. The university strives to adhere to social responsibility by developing the health of individuals and social ethics. The statements of some of the interviewees in this dimension, including the interviewee No. 9, believe that "... the university comes from the society and carries moral-cultural and religious values. The university cannot function within the society and contrary to its moral values. Society should be oriented, and the moral charter written for the university should contain a moral and social view of man and his values. It is the environment and the environment around the university that the university should expand and pay attention to, and if the university warns the community and the students about the danger of not paying attention to this, perhaps many issues such as improper sugarcane cultivation, destruction of wetlands "And there were not many agricultural lands that are currently suffering in Khuzestan province."

In the philanthropic dimension, Iranian universities provide a further and more effective context of communication for the university and its members, including principals, faculty members, and students, to the outside environment. For example, supporting voluntary activities at the university reduces the distance between the university and the community and provides a suitable atmosphere for reducing environmental problems and challenges. For example, in critical situations and during human and natural disasters, such as earthquakes and floods, war, etc., the university can play a positive role in providing humanitarian service to the community and can provide a positive response to the philanthropic dimension. The above points all emphasize that university commitment to social responsibility has, directly or indirectly, positive impacts on the community and its environment, and indicate that Iranian universities, according to today's complex world change, have to regard "social responsibility" as a fundamental mission to positively influence all the factors and components of the environment around it, and have strategic and macro-level planning to promote and create the appropriate context for its realization. The next section of the present study would investigate the way Iranian universities should fulfill their social responsibilities. In other words, the organizational factors that influence the social responsibility of the university would be inquired. The statements of some of the interviewees in this dimension include: The interviewee No. 22 believes that "... the university should respond appropriately to issues that arise accidentally and unintentionally, such as war or floods in the country, and for The number 3 interviewee believes that "... Iran has various ethnic groups that have lived in this country for a long time. These ethnic groups have already asked for some issues. Or they inadvertently have differences that the university, given the pivotal role it can play in reducing these tensions, should pay attention to these issues and take

action to reduce them, including that it should recognize the view of ethnic pluralism and for that "Value, not care about one people or language and ignore others."

How would the social responsibilities of Iranian universities be fulfilled?

To answer this question, the related themes as described in Table 4, were extracted. Organizational components that need to be revised resulted in a total of 32 core themes. They categorized based on the models and results of various researches on organizational development that concentrate on the way social responsibilities are fulfilled. Table 3 will address this.

Table 4

Effective axioms in the realization of university social responsibilities

Dimensions	Pivotal axioms	Dimensions	Pivotal axioms
Organizational Structure (Internal)	Settlement structure tailored to the needs of stakeholders. University Structural Integration. Flexible University Structure. Emphasis on professional bureaucracy.	The Mission of the Organization (Internal)	University policy in line with social responsibilities. Adopting accountability as a mission of the university. Adopting intercommunity and academic intervention as the university's mission. Empowering employees
Organizational Culture (Internal)	Creating dynamic and organizational culture at the university. Spreading collectivist culture at the university Promoting the culture of accountability at the university	Organizational Human Resources (Internal)	Adopting human resource management with a social direction at the university The centrality of meritocracy at the university. Decreasing individual profitability in the university. Motivating university human resources to identify and solve social and environmental problems.
Corporate Communications (Internal)	Philanthropic emphasis on the university's organizational culture. Seminars, conferences, etc. at universities of the country with environmental orientation. Establishment of university and industry communication office.	Designing a curriculum based on social responsibility (Internal)	Designing educational content based on the social responsibilities of the university Designing an in-service training curriculum for academics based on social responsibilities Designing a university curriculum based on the maintenance of sustainable development.
	Reducing political games at	The Central Role of	Reducing university

Social-political Environment (External)	the university.	University (Internal)	dependence on government for freely discussing social-environmental issues
	Utilizing horizontal communications at university. Set up communication channels tailored to the needs of the stakeholders. Exalting university independence in the political and social environment Promoting community demand from the university Reducing political pressure and lobbying of government at the university. Induction of university centrality in line with environmental issues		Exploring exquisite possibilities and plans for society University's role in environmental macro-decisions Creating economic stability and dynamics.
		Economic Environment (Market) (External)	Providing responsible investment framework for the university

Universities, today, face many challenges in fulfilling their social responsibilities, and the question of the present research has regarding this concern. As a result of the analysis of research interviews, nine key components have been identified as effective organizational factors in fulfilling the social responsibilities of Iranian universities. These factors play an important role in fulfilling the university's social responsibilities. The participants acknowledged that if the proper functioning and proper alignment of the organizational factors identified in the study, which were divided into two categories internal and external (Table 1), the university could fulfill its social responsibilities, affect the society and the environment, and move towards adapting to the unstable conditions of the postmodern era. Participants in the organizational structure dimension believed that the social responsibilities in the university will be provided through revising the organizational structure and building a structure tailored to the needs of the stakeholders, creating integrity and flexibility in the organizational structure of the university, and emphasizing professional bureaucracy, and, in the dimension of organizational culture, through reorganizing a dynamic and coherent organizational culture by emphasizing on the culture of collectivism, the culture of accountability, the culture of philanthropy. Again, the organizational communication factor can be effective in this regard by reducing political-economic rent, utilizing horizontal communication, and setting up communication channels tailored to the needs of stakeholders at the university. But university missions are another key factor that provides the appropriate context for fulfilling social responsibilities by appropriately policing the university and adopting the accountability mission, as well as the university's environmental involvement and intervention mission. The human resources factor of the organization works effectively by adopting socially-oriented human resource management and by focusing on human resources meritocracy, reducing the desire for personal profitability in the university as well as resolving human resources issues. But designing a curriculum based on social responsibility with social responsibility education content and designing academic curricula based on

sustainable development can be effective. Another key factor, namely the central role of the university, also plays a role in reducing the university's dependence on the government to be able to discuss freely socio-environmental issues, discover opportunities and remarkable plans for the community, and make the university a major environmental decision-maker in the pursuit of social responsibility. Socio-political environment, by enhancing academic independence in the socio-political environment and by promoting social demanding of the university and reducing political pressure and lobbying and ultimately economic environment by creating economic stability and dynamics and providing a responsible investment environment for the university, can provide the appropriate context for realization of social responsibilities of the university. The above key factors lead to the fulfillment of social responsibilities in the university, which will facilitate the human-environmental development of society. From another viewpoint, organizational development factors can serve as a practical guide for fulfilling social responsibilities at the university. Experts believe that the socio-economic development of the community is at the expense of developed university so that participants acknowledged that Iranian universities can move towards a comprehensive academic development and thus social fulfillment by developing these factors.

Conclusion
In the prevailing dominant paradigm, university social responsibility is a form of ethical and intelligent strategy to manage an organization's impact on the external human, social, and natural environment (Windsor, 2013). Along with the role of social participation in society, the university has had fundamental changes in its goals and missions. Universities are also one of the most influential organizations in society that play an important role in developing and propagating social norms. The accepted norms in society will only be understood when considered by a knowledge-based institution such as the university. One of the most important social norms is the social responsibility of the university towards the individual, social, political, and environmental environments. Universities can play a key role in disseminating social responsibility according to the role that it can play in disseminating science, technology, and ethics.

Universities must be committed to their Social Responsibilities
Today's Iranian universities must be accountable to the social environment as their success and survival. In this case, they not only consider productive, dynamic, and cohesive social responsibility as a cost policy but also as a human-social investment for the realization of socio-economic development. Iranian universities are not departed from society and its changes, rather it is dependent and derived from society. However, it must be remembered that the rise of the social responsibility movement has put pressure on the university in many ways, and society, also, requires universities to be responsible about its positive and negative outcomes of their performance and decisions, so that it regards social considerations in their products and services. Furthermore, a socially developed university values these social considerations and moves towards achieving them. However, after decades of discussion and theorizing about the social responsibility of the university, this important and influential term still has neither a clear definition nor a general acceptance in Iran. This is a major challenge for the fulfillment of social responsibilities at Iranian universities. This challenge, by having a strategic perspective, should be transformed into a lucrative and ideal goal as an opportunity in the environment of the university.

In the present study, the social responsibility components of the university are divided according to the four basic dimensions of the Carroll model, as follows: In the economic dimension, the university must be committed to economic responsibilities, as the capital that is produced and

transferred, will become the basis for economic development and growth in Iran, because of the production of wealth based on science and related research creates high added value. Also, the university, as an effective organization that interacts with industry and government in strengthening its role in society, is undergoing a continuous and dynamic change and thus can have a positive impact on the regional as well as the national economy. Relationship of the university with industry and society, production of knowledge for use in economic activities, creation of new jobs, the establishment of growth centers and science and technology parks, educational support, etc. are among the characteristics of Entrepreneur University as a third-generation university. In the legal dimension, also, there are components such as providing templates for founding a law-oriented society, designing accountability mechanisms at university and other organizations toward stakeholders, adopting green management policies, designing problem-based internal regulations, developing social responsibility education policies, and formulating social responsibility standards. In ethical dimension, also, includes components such as regarding professional ethics, promoting justice and equality in the community, improving university freedom of action in addressing social problems, developing ethical codes proportional to the society, promoting individual and social moral health, and promulgating environmental ethics. Ultimately, the philanthropic dimension includes Promoting peace among Iranian ethnicities, taking reaction to humanitarian and natural crises occurring at the national and international level, and providing material and spiritual humanitarian service to the community.

Many organizational components need to be revised for SR fulfillment

Universities as a fountain of cohesive knowledge in the postmodern age have inevitably become involved with social responsibility, and because of their role in social welfare and sustainable development of society, social responsibility has become increasingly important in them. That is, universities, while developing and transforming, also provide areas for fulfilling social responsibilities. In this study, argued that the nine dimensions, if desired, can provide the context for fulfilling social responsibilities (Table 4). Changing the mission of universities and focusing on social responsibility, including it in university curricula, and providing opportunities for students to participate in the industry and society, etc are important organizational components that could realize SR in Iranian Universities.

Finally according to study must be emphasized that given the centrality and governance role of the university in society and that the university as an epistemic system emerged from society, despite identifying its social responsibilities, it should correctly identify the organizational factors that would enable them to become able to act as a strategic center for addressing social, ethical, environmental, economic issues as well as sustainable development.

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