

Self-Diagnosis of Sustainability and Social Responsibility in a University in Mexico City: A Perspective from the Nutrition Department

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Introduction: University Social Responsibility (USR) reflects universities' role in sustainable development and social impact across all areas. However, many institutions have not fully assessed their responsibility, leaving them unaware of their impacts.

Objective: This study aims to evaluate and compare perceptions of social responsibility and sustainability among students and faculty in the Nutrition Department at a university in Mexico City.

Methods: Using a quantitative cross-sectional design with a descriptive scope, the study sampled 10 faculty professors and 24 students from the nutrition department.

Results: The results show an important difference in perceptions between students and faculty: students generally view sustainability and social responsibility on campus less positively than faculty do, with significant differences observed specifically in the Sustainable Campus Dimension. Overall, both groups hold a positive outlook on social responsibility initiatives on campus, with general agreement on responsible campus practices. Faculty responses indicate strong, statistically significant relationships across several dimensions, particularly in sustainable campus initiatives, Challenge-Based Learning (CBL), integration of Sustainable Development Goals (SDGs), and engagement with external stakeholders in curriculum design. In contrast, students' perceptions of sustainability and social responsibility on campus show weaker correlations, lacking statistical significance.

Conclusions: This suggests that faculty perspectives on sustainability, SDG integration, CBL, and external collaboration are more interconnected than those of students, highlighting potential areas for increasing student alignment with faculty-led initiatives, potentially in curriculum development. Additionally, the findings support the effectiveness of Challenge-Based Learning as a strategy to advance SDG-related goals, indicating its potential for fostering sustainability and social responsibility in nutrition education.