

A Proposal for develop the social responsibility of Algerian university in the light of the Arab and Foreign universities experiences

مقترح لتطوير المسؤولية الاجتماعية للجامعات الجزائرية في ضوء تجارب الجامعات العربية والأجنبية

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Abstract

This study aimed to present a proposal to develop social responsibility in Algerian university, by examining the experiences of Arab and foreign universities in this field, as following: Imam Mohammad Ibn Saud Islamic University and King Faisal University, and three American universities also University of Groningen, Netherlands.

To achieve this goal, the study used the descriptive approach and relied on records as a tool for data collection. In light of this, a proposal vision was drawn and developed to activate social responsibility in Algerian universities, taking into account the reality and challenges of the higher education system.

Keywords: Social Responsibility, Universities, The experiences of the Foreign and Arab universities, Algerian University.

ملخص

هدفت هذه الدراسة إلى تقديم مقترح لتطوير المسؤولية الاجتماعية في الجامعة الجزائرية، من خلال الوقوف على تجارب الجامعات العربية والأجنبية في هذا المجال، وهم كالتالي: جامعة الإمام محمد بن سعود الإسلامية وجامعة الملك فيصل، وثلاث جامعات أمريكية بالإضافة إلى جامعة خرونينغن هولندا. ولتحقيق هذا الهدف استخدمت الدراسة المنهج الوصفي واعتمدت على السجلات كأداة لجمع البيانات. وفي ضوء ذلك تم استخلاص وتطوير تصور مقترح لتفعيل المسؤولية الاجتماعية في الجامعة الجزائرية مع مراعاة واقع وتحديات نظام التعليم العالي.

الكلمات المفتاحية: المسؤولية الاجتماعية، الجامعات،

تجارب الجامعات العربية والأجنبية، الجامعة الجزائرية.

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1. INTRODUCTION

Social responsibility relates to organizations' contribution to sustainable development and the development of proactive solutions to social and environmental challenges. This transformation reflected the basic contents of the concept of social responsibility, which stipulates that the decision-maker in the organization must take into account the expectations of all stakeholders.

The university is considered one of the important pillars of society, as it has a social dimension that goes beyond being an educational institution. The social responsibility of universities is presented today globally, as universities must develop the social behavior of the human, and the development of his personal and social conscience.

So, the real project that universities must adopt is to focus on the needs of their internal and external society. The university's social responsibility has become a basic task that assigned to universities in its endeavor to achieve interaction with its community with its challenges, problems, dreams and aspirations.

Therefore, the current study tries to arrive at a proposed vision for developing the social responsibility of Algerian universities in light of the Arab and Foreign universities experiences.

To achieve this goal, the study proceeds according to three steps: (literary review - models for activating social responsibility in Arab and foreign universities - The proposal vision).

The problematic:

Some studies, such as the study of (Abdel Latif Samah Mohammed Lotfy Mohamed, 2010), confirm that the most important factors that contribute to the success of the university in its social role are the partnership with the governmental and private sectors, and that the university has programs and activities that reflect its social responsibilities towards society.

The study (Ibrahim bin Abdullah Al-Obaid, 2016, p. 490), confirmed the existence of a low level of social responsibility among many members of the Arab community, which took many forms, such as: carelessness, lack of interest in undertaking various actions in many aspects of activity in society, and he attributed that To the privacy of Arab societies, including

matters related to the effectiveness of societal and educational institutions in developing responsibility among their employees.

From the above, it is clear that there is a problem in the university's roles in developing and activating its social responsibility among their affiliates, and it must be a study that shows this role, and it is an urgent need to present concepts and models to activate social responsibility in Algerian universities, in order to help them to be more committed and responsible, so the study problem focuses on the following question:

What is the proposed vision to develop the social responsibility of Algerian universities in the light of the Arab and Foreign universities experiences?

Sub-questions of the study: the current study seeks to answer the following questions:

- What is the conceptual and theoretical framework for social responsibility?
- What are the Arab and foreign experiences in the field of activating social responsibility?
- What is the proposed vision to develop the social responsibility of Algerian universities?

Objectives of the study:

- Clarify the theoretical origins and theories explaining the adoption of social responsibility.
- Identify the concept, objectives, levels, and obstacles to activating the social responsibility of universities.
- Finding out on the experiences of Arab and foreign universities in the field of social responsibility.
- Propose a vision to develop the social responsibility of Algerian universities.
- Activate social responsibility in Algerian universities.

The importance of the study:

- By presenting a proposed concept, the study contributes to strengthening the role of Algerian universities in adopting and developing their social responsibility.
- This study derives its importance from the increasing global interest in the concept of social responsibility in the roles of modern universities.

- Providing a scientific addition to the topic of universities' social responsibility, due to the scarcity of local scientific studies on activating social responsibility in universities.
- Opening the way for researchers to conduct more studies and research on the social responsibility of universities.
- Giving university officials an indication of the reality of activating social responsibility in the Algerian university.

Study methodology: the study relied on the descriptive and analytical method.

2. Literature Review:

2.1. What is the Social Responsibility?

Both (Hassan Sumaya Kamal Mohammad, 2013) and (Tariq Abdul Rauf Mohammed Amer, 2007) mention that there is a clear disconnect and an imbalance between the processes within universities, as there is a disconnect between the roles within the university, (between scientific research, academic teaching, and community service), it also indicates a weakness in the ability of higher education institutions in Arab countries to lead real development in their societies, based on knowledge and production within society, weakness in their cultural and educational role, and weakness in the links between them and between productive institutions within their societies. (Khalid bin Abdul Karim bin Sulaiman Al-Basir, 2017, p. 516).

2.2. Universities' Social responsibility:

While (Jimenez, 2007), defined it as "the ability to disseminate a set of principles and values and practice them through four activities: administration, teaching, research, and additional activities. Universities adopt their academic and organizational responsibilities according to ethical concepts that are compatible with the needs of the society in which they operate and this is part of its specialty". This concept of universities' social responsibility is viewed as an ethical commitment.

(Shaheen Mohammed, 2011, pp. 55-84) , defines it as "an ethical and rational approach to university management, which includes the effects this approach on the social, human and natural context, and its effective role in promoting sustainable human development for humanity. It is a strategy that seeks to reduce the ideological effects of the institution through the rational use of resources, and seeks to educate the university community towards the

ethics of sustainable development". This perspective considers the social responsibility of universities as treating and minimizing the university's effects on this society.

Based on the above, it is noticed that the multiplicity and diversity of definitions of social responsibility for higher education institutions, due to the diversity of the focus of each of them, some of them focus on the activities carried out by universities, and some focus on the ethical and value side of social responsibility through the roles of universities. (Khalid bin Abdul Karim bin Sulaiman Al-Basir, 2017, p. 517).

2.3. The proposed vision concept: The vision can be defined as "a set of perceptions, trends, or aspirations of what the situation should be in the future. It is a mental picture of the desired future, meaning what the university aspires to achieve and reach in the future, within the capabilities currently available and expected to be obtained in the future. By identifying current opportunities and predicting future opportunities".

(Samira Hassan Haji Mohammad, 2017, p. 589),

2.4. The importance of activating social responsibility in universities:

Many studies have highlighted the importance of universities' commitment to social responsibility. The university is considered one of the most important institutions of society, as it contributes to achieving sustainable development of society and achieving prosperity for individuals. (Makhlouf Shadia, 2011, p. 235). And (Paul Marinescu, 2010, p. 406), briefly referred to the importance of activating the social responsibility of universities as following:

- Universities are the main resource of new employees for the governmental and private sectors.
- Universities have a major educational and research role in the societies in which they are located.
- Universities guarantee a balance between personal desires and the needs of society.
- Universities are always working to expand areas of participation with the private sector in a way that serves their objectives.
- The universities are responsible for dealing with the problems facing society, including environmental, economic, or cultural challenges.
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2.5. Dimensions of universities' social responsibility:

Many recent studies that have dealt with social responsibility in universities have attempted to divide social responsibility into several dimensions or areas to facilitate its study, for example: (Al-Shammari, 2014, pp. 97-132), divided it into dimensions: (Governance and administration, students, workers, social dimension, environmental preservation, partnerships, and continuous improvement, and others divided them into educational, organizational, environmental, social, and knowledge dimensions). Also (Shaheen Mohammed, 2011), divided it into four dimensions according to its effects:

- An educational dimension: preparing students to be responsible citizens for sustainable development.
- A cognitive dimension: integrating the idea of social responsibility through scientific and educational activities.
- An environmental and organizational dimension: by organizing university life with responsibility for society and the environment.
- A societal dimension: by participating in events for mutual learning for development.

Based on the above, It is noticed that the multiplicity of divisions of the social responsibility dimensions of universities and the diversity of focus areas in their division, therefore, (Al-Shammari, 2014) , indicated that difference in objectives results in a difference in the ways of dividing dimensions.

By referring to the administrative literature on social responsibility, it is possible to choose the dimensions of social responsibility according to the priorities that correspond to the nature of Algerian universities, their goals and their importance to society, so the current study adopts the following dimensions: the organizational dimension, and the academic dimension that includes (the educational dimension and the knowledge dimension) And the societal dimension (including the environmental dimension), and these dimensions have been chosen because they are inclusive of all aspects of the university performance of social responsibility. (Khalid bin Abdul Karim bin Sulaiman Al-Basir, 2017, p. 518).

2.6. Requirements for activating social responsibility in universities:

Several studies have indicated the requirements that must be met to

activate the university's social responsibility function; we mention them briefly as follows: (Khalid bin Abdul Karim bin Sulaiman Al-Basir, 2017, p. 518).

- Developing the culture of individuals and institutions about social responsibility.
- Allocating specific budgets to support social responsibility programs.
- Developing the university infrastructure that supports social responsibility.
- Providing incentives for universities that meet the needs of the internal and external community.
- Adopting the international standard for social responsibility ISO 26000 and applying it to universities.
- Setting indicators for universities' social responsibility in line with international principles.
- The participation of all university employees in the voluntary field for community service.
- Universities place social responsibility at the core of their strategies, based on studies and research, to constantly identify the needs of society.
- Establishing a unit devoted to social responsibility that reports to the university's senior management.
- Holding conferences periodically in which all local universities participate with the relevant authorities to discuss general policies for universities' social responsibility and present successful experiences.

3. Models of activating social responsibility in Arab and foreign universities:

This part included Arab and foreign studies and models related to the subject of the study, where the focus was on studies and models related to social responsibility in higher education institutions, which are as follows:

3.1. Arab Universities:

3.1.1 The reality of activating social responsibility in the faculties of Imam Mohammad Ibn Saud Islamic University.

This study (Khalid bin Abdul Karim bin Sulaiman Al-Basir, 2017, pp. 511-546), aimed to study the reality of activating social responsibility in the faculties of Imam Mohammad Ibn Saud Islamic University. The researcher chose the descriptive survey approach and used the questionnaire as a tool for the study. The study population consisted of (58) deans and vice deans,

while (38) deans and vice deans responded. Based on the reached results, the researcher recommends the following:

- Update legal regulations and systems in higher learning institutions to support the activation of social responsibility in universities.
- Granting an accurate and clear authority to the colleges to activate social responsibility.
- Preparing a procedural guide for the roles of university colleges in social responsibility.
- Adopting social responsibility from the nomination points for leadership positions at the university.
- Motivating faculty members by making participation in social responsibility, and considering it an important point in the promotion.
- Assigning an administrative unit in the university directorate to follow up on the activation of social responsibility in colleges.
- Allocating rewards for distinguished faculty members to participate in social responsibility.
- Creating a mechanism for the private sector's contribution with universities to support and activate their social responsibility activities.
- Creating a mechanism to develop academic programs to activate CSR.
- Creating student clubs in university colleges to provide various community services.

3.1.2 A proposed vision for the social responsibility of King Faisal University

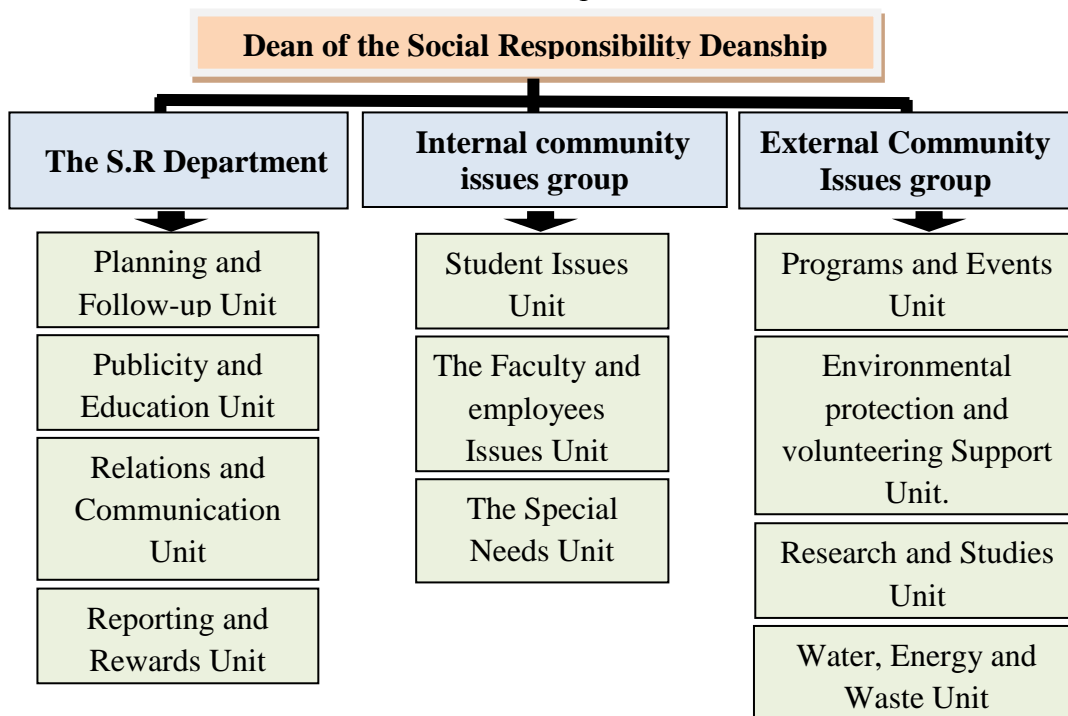
This study (Samira Hassan Haji Mohammad, 2017), aimed at presenting a proposed vision for the social responsibility of King Faisal University by identifying the theoretical foundations of the social responsibility of universities in contemporary educational literature, and revealing the degree of (availability - importance) of social responsibility practices at King Faisal University, from the point of view of its faculty, and then propose a vision for social responsibility for King Faisal University.

To achieve this goal, the study used the descriptive approach and relied on the questionnaire as a tool for data collection, where the questionnaire was applied to a sample consisting of (428) faculty members at King Faisal University. The study concluded that the total availability score for the dimensions of social responsibility was (40.45%) with a

standard deviation (7.834), the importance ratio was (95.47%) with a standard deviation (11,451), and the relative gap was (54.91%) with a standard deviation (13,710).

The study also found that there are no statistically significant differences according to the nationality variable. It also found that there are statistically significant differences according to the degree, gender, and college variable. Based on that, a proposed vision for social responsibility for King Faisal University was developed.

Fig.1. The proposed organizational structure for the Social responsibility Deanship



Source: (Samira Hassan Haji Mohammad, 2017, p. 595)

It is clear from the previous figure that the Deanship of Social Responsibility consists of three groups, each group includes several sub-units, and the tasks of each group can be defined by its sub-units as follows:

The Social Responsibility Department: Its tasks are to plan for social responsibility, set priorities, search for partnerships with universities and other institutions, evaluate the university’s performance in social responsibility and issue periodic reports, and this is done through the

following sub-units: **(Planning and Follow-up Unit, Publicity and Education Unit, Relations and Communication Unit, Reporting and Rewards Unit).**

The internal community issues Group: Its tasks are to treat the problems of university community members, follow up on issues of education and scientific research, and promote responsible practices related to these areas, and this is done through the following sub-units: **(Student Issues Unit, The Faculty and Personnel Issues Unit, The Special Needs Unit).**

The external Community Issues Group: Its tasks are to solidify the university's relationship with the external community and its institutions, and this is done through the sub-units as follows: **(Programs and Events Unit, Environmental Protection and Volunteering Support Unit, Research and Studies Unit, Water, Energy and Waste Unit).** (Samira Hassan Haji Mohammad, 2017)

3.2. Foreign universities:

3.2.1. Social responsibility at California State University Monterey Bay, The United States Air Force Academy, and the University of Notre Dame.

(Jason Stephens M, 2000), wrote an article in which he summarized a study that he conducted with Colby, Ehrlich and Beaumont, in 2000, entitled: (Undergraduate Education and the Development of Moral and Civic Responsibility: Vision and Practice in Distinct Contexts Spotlight on Jason Stephens).

The study examined the practices of three American universities that are concerned with developing the moral responsibility of their students. The results indicated that the offered courses are able to enhance and develop the moral responsibility of their students. The survey also concluded that 33% of students and 43% of professionals strongly agree that students leave universities with an increased awareness of the importance of contributing to the service of humanity.

The research team indicated that across 3,500 American colleges and universities, all have diverse educational goals, and the development of the moral and civic responsibility of the student is among these goals. This goal is often found in mission statements for these universities. Stephens notes that developing moral and civic responsibility is a long-term goal of higher

education, often found in official documents, important statements, and codes of conduct.

Jason found that there were three commonalities between these institutions:

First, they all made a public commitment in their mission statement about moral and civic education.

Second, these institutions upper administrators were responsible in allocating these efforts.

Third these institutions all used multiple approaches to encourage moral and civic growth.

Through the visits to the surveyed universities' over a two-year, the research team has seen at least four different types of approaches that aim to develop student's moral and civic responsibility:

- Building opportunities for moral and civic learning into required courses (as they saw, for example, at Portland State University, Duke University, Messiah College, and College of St. Catherine).
- Using an outcomes-based approach to education that includes learning outcomes related to moral and civic responsibility (such as at Alverno College, Cal State University at Monterey Bay, and Tusculum College).
- Building opportunities for moral and civic learning into a required set of co-curricular activities (as at Notre Dame University and the United States Air Force Academy).
- Creating a campus climate or culture where discussion of moral and civic values is a salient aspect of the campus ethos (Kapi'olani Community College and Turtle Mountain Community College are such places).

The research team offered the following list of observations, based on numerous classroom visits at most of the 13 institutions they studied:

- It is possible to integrate academic and ethical learning in a way that is intellectually honest and rigorous.
- Faculty found it very helpful to work with others who are also attempting to integrate moral and civic issues into their courses.
- Many campuses offer faculty development seminars or provide supports through centers for teaching and learning.
- It is helpful to encourage students to take and defend positions on moral and civic issues, rather than just learning a lot about the issues.

- Students appreciate, and benefit from, structured opportunities to think about and define their own values and to get involved (locally, nationally, and globally) with issues they care about.

3.2.2. The Social Responsibility Model of The University of Groningen- Netherlands

The University of Groningen (RUG), provides high quality teaching and research, is internationally oriented, works actively with business, the government and the public, and ranks among the best universities in Europe. The University of Groningen has an international research orientation. Was founded in 1614, has a number of 28,000 students, 5,500 staff, nine faculties covering all academic disciplines, and an annual turnover of 564€ million. (Chripa Schnelle, 2011, pp. 43-45).

Here are some examples of different forms of projects in Groningen.

A. Groningen Agreement: local with national ambition

As a result, the positioning of Groningen as the City of Talent, in cooperation with the City of Groningen, the Hanze University of Applied Sciences, and the University Medical Centre Groningen (UMCG) under the banner of the Groningen Agreement²⁵, they include creating new institutions for knowledge, transfer of knowledge, attracting and housing students for both Dutch and foreigners, and IT facilities at the city level. By creating the best conditions for creativity, an open exchange of ideas, and a sparkling and stimulating environment.

B. Carbohydrate Competence Centre national (CCC):

The Center is part of the national Dutch research agenda: Agro/Food – Life Sciences – Chemistry – Energy – Tuinbouw (Agriculture, e. g. vegetables/flowers). Which is a public-private partnership in carbohydrate research in which 19 private companies and 6 knowledge institutes (Universities of Groningen, Wageningen, and Utrecht, UMCG, Hanze University of Applied Sciences, TNO), total budget of 27€ M – 25% companies, 25% knowledge institutes, 50% grants Northern Netherlands and European Union). CCC research focuses on production, modification, and application of carbohydrates, aiming to stimulate innovations in nutrition and health and in the bio-based economy, and thus contribute to a healthier and more sustainable society.

4. The proposed vision to develop the social responsibility of Algerian Universities:

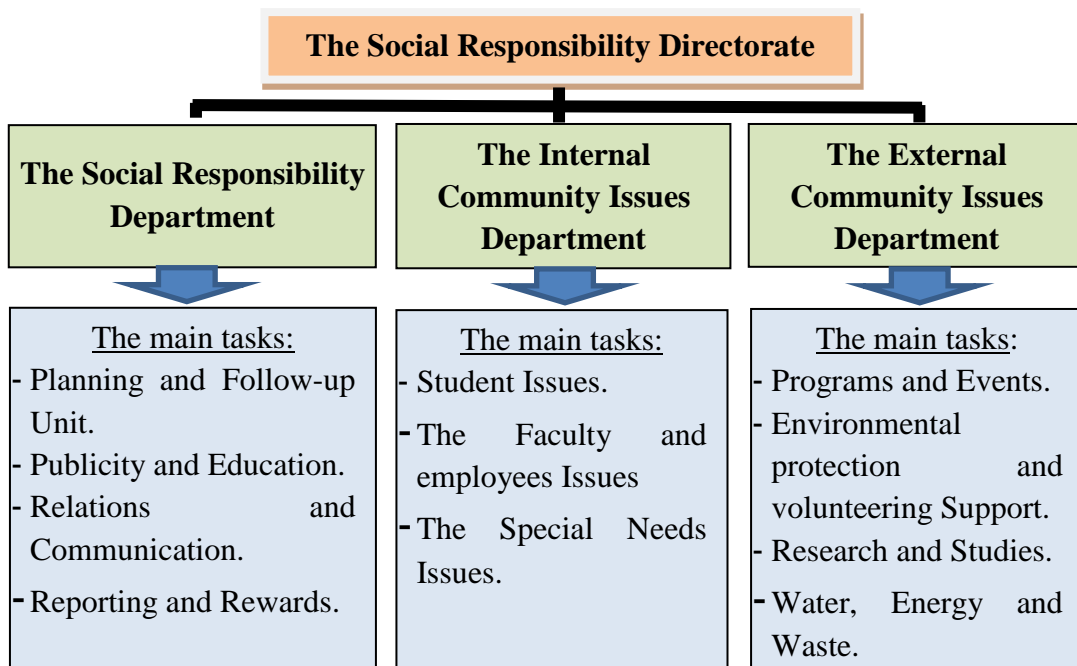
Through the foregoing models for practicing social responsibility in Arab and foreign universities, it is possible to reach the mechanisms of the proposed vision, through which we will define the necessary procedures for the implementation of social responsibility in the Algerian University, which we divided into three parts: a Social Responsibility Directorate created in the University Presidency, and pedagogical procedures to develop social responsibility on campus, and an operational field aspect, which is the creation of partnership projects with businessmen and institutions to benefit from competencies.

4.1. The Social Responsibility Directorate:

The Ministry of Higher Education starts with its council's recognition of the need to activate social responsibility at the university and take it into consideration and take the necessary measures and formulate a directorate's prosecution in charge of matters of social responsibility at the university. At this stage, a deputy director is appointed to lead this directorate, and then he is given the authority to form the work team that will work with him .After that, the work team presents to the Board of directors for approval, then the issues of social responsibility are studied and the activities that can be developed to address these issues. Now, the social responsibility team has a clear plan on the issues and priorities of social responsibility within the framework of the material and human resources that the university has allocated for the implementation of social responsibility, then it is presented to the university council for approval to become part of the university message.

In this regard, the study proposes an organizational structure for the application of social responsibility consisting of a Directorate and three sub-departments, as shown in the following figure:

Fig.2. The proposed organizational structure for The Social Responsibility Directorate.



Source: Prepared by the author's

In the following, we will briefly mention the tasks of each department, each according to his specialization:

The Social Responsibility Department: Its tasks are to plan for social responsibility, set priorities, search for partnerships with universities and other institutions, evaluate the university's performance in social responsibility and issue periodic reports, and this is done through the detailed tasks as follows:

- **Planning and Follow-up Unit:** draw social responsibility plans, arrange groups of stakeholders, determine their needs, plan programs and activities related to social responsibility issues, follow up on their implementation and submit reports.
- **Publicity and Education:** hold seminars and conferences to discuss the foundations for establishing social responsibility at the university, managing social media accounts, as well as publishing posters and flyers for the directorate's prosecution.

- **Relations and Communication:** communicate with stakeholders, search for cooperative relations with the internal community, and explore opportunities to strengthen the partnership between the university and productive institutions.

- **Reporting and Rewards:** prepare periodic reports on the university's performance in social responsibility, and to organize awards that are given to distinguished individuals in supporting the university in social responsibility activities and programs.

The Internal Community Issues Department: Its tasks are to treat the problems of university community members, follow up on issues of education and scientific research, and promote responsible practices related to these areas, and this is done through the detailed tasks as follows:

- **Student Issues:** It is concerned with the educational, social and economic fields of students, as well as supervising student activities related to social responsibility.

- **The Faculty and Personnel Issues:** It is concerned with participating in solving the problems of faculty members and searching for opportunities to strengthen work systems, as well as monitoring and treating behaviors that contravene university work traditions.

- **The Special Needs:** provide specialized and appropriate support to students, faculty members, and workers who suffer from permanent or temporary disabilities to ensure their integration into the university environment.

The External Community Issues Department: Its tasks are to solidify the university's relationship with the external community and its institutions, and this is done through the sub-units as follows:

- **Programs and Events:** Its tasks are to propose and manage programs and events related to strengthening the university's relationship with the local community, such as coordinating and assisting in religious and national celebrations.

- **Environmental Protection and Volunteering Support:** organize and implement environmental protection campaigns and programs outside and inside the university campus. It is also concerned with organizing and managing volunteering activities from students, faculty members, workers

and members of the local community to implement initiatives related to community service and development.

- **Research and Studies:** communicate with research centers and academic departments concerned with research areas related to the needs and problems of society, and then provide appropriate solutions.
- **Water, Energy and Waste:** monitoring and controlling the university's water and energy consumption, and this is done through awareness campaigns, and this office also carries out the tasks of university waste management.

4.2. The pedagogical procedures to develop social responsibility on campus:

According to the orientations and results reached by the study of (Khalid bin Abdul Karim bin Sulaiman Al-Basir, 2017, pp. 543-544) , which was conducted at Imam Muhammad bin Saud Islamic University, as well as (Jason Stephens M, 2000) directives derived from the American University's experience in social responsibility, the following points can be adopted for developing social responsibility in the university campus:

- Promoting moral and civic education in teaching courses, through a set of joint activities.
- Using an educational curriculum that includes educational outcomes related to social responsibility.
- Create a campus climate in which moral and civic values are an essential aspect of campus ethics.
- Holding seminars to develop the concept of moral and civil responsibility in various fields.
- Encouraging students about and defending moral and civic responsibility by creating activities that support it.
- Students benefit from structured opportunities within a framework that helps them reflect on issues that concern social responsibility.

Therefore, we call the Algerian universities to adopt academic curriculums that elevate the students' sense of this social responsibility.

4.3. Partnership projects with entrepreneurs:

Following the example of the Netherlands University of Groningen, in every Algerian state or at least at the regional level, "The City of Talent" is being established in partnership between the private sector represented by

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entrepreneurs and investors, and the public sector represented by the university, the health sector, and government institutions. This is through the conclusion of cooperation agreements and academic-economic-social partnership, by establishing a "Talent City" in the fields of agriculture, food, life sciences, chemistry, and energy. These centers work to attract talents from and outside Algeria and profiting from them. And after creating the best conditions for creativity, open exchange of ideas, and creating a stimulating environment. Opening workshops and factories that apply research and develop products to be marketed at the local and international level; this would lead to the following tangible results:

- Better profiting of higher education sectors, especially in the fields of agriculture, health, and energy.
- Attracting and retaining more top-notch talent, students, and researchers to the city.
- It becomes a competitive area at a high level of international standards.
- To stimulate innovations in the fields of nutrition, health, and bio-economics, thus contributing to the promotion of health of the community.
- Contributes to the development of industry in the region, by promoting entrepreneurship initiatives for students.
- It provides support by granting patents to start-up companies.

5. CONCLUSION:

It can be acknowledged that our students and university professors, if they were given the opportunity to express their high sense of social responsibility through individual and collective proposals and initiatives adopted by a specialized office in each university, and these initiatives - no matter how small or large - are supported by a scientific team that understands the desires of young people to contribute to the social and helps them to Mature their ideas and then supporting and implementing them even by a symbolic amount, we say, if we did - and we must do - we would have strengthened the sense of social responsibility, we would unleash the hidden energies and talents, and would see a real fusion between the university and society, and we will develop students' abilities in positive initiatives that may accompany them throughout their lives.

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