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## **PRO-SUSTAINABILITY ORIENTATIONS IN THE SUBSTANTIVE FUNCTIONS OF THE PUBLIC UNIVERSITIES IN PICHINCHA - ECUADOR**

### **Abstract:**

The study aimed to assess the pro-sustainability orientations in the organizational culture in the public universities of Pichincha - Ecuador; from the perspective proposed by Schein, considering strategic planning and substantive functions: teaching, research, and community outreach programs. This study employed the questionnaire designed by University Leaders for a Sustainable Future, the tool evaluates the environmental, social, and economic dimensions within universities. This is a qualitative method to assess the Universities' performance considering seven variables included in educational, research, and community outreach management. The primary data were obtained by analyzing the pro-sustainability orientations present in the formal documentation of strategic planning and substantive functions. The critical factor weighting matrix suggested by David Fred was used for the assessment. In the second phase, an analysis of in-depth interviews was conducted with seventeen informants from three public universities. Results show that the pro-sustainability orientations present in formal documentation of strategic planning and substantive functions have a strong tendency to use texts related to the social dimension; while texts with orientations towards the environmental dimension were less utilized in substantive functions; with the interview's common perceptions within the organizational culture related to a traditional university culture that assumes a lack of knowledge and interest in students from lower socioeconomic backgrounds, when in reality, the lack of interest from faculty and authorities stems from their own biases regarding the capabilities of their students and their limitations. Along the same line, it is mentioned that the individual culture brought by each university community member influences its organizational culture.

### **Keywords:**

Institutional sustainability, University substantive functions, Education

**JEL Classification:** D21, I21