

Analysis of the current state of the dimensions of university social responsibility in the tutorial support centers of a public university in colombia

Análisis del estado actual de las dimensiones de responsabilidad social universitaria en los centros de atención tutorial de una universidad pública en Colombia

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ABSTRACT

Keywords:

university social responsibility, university extension, research, teaching, organizational and environmental management.

This project of quantitative-descriptive research has as its objective the analysis of the current state of the categories of University Social Responsibility (USR), from the perspective of the administrative staff of the Centros de Atención Tutorial (CAT) within the Universidad del Tolima in Colombia. The research method used for data collection is the questionnaire on Social Responsibility that takes into account five study categories (university extension, research, teaching, organizational management and environmental management). Additionally, the reliability test is evaluated using Cronbach's alpha coefficient, with a score of 0.957 for the entirety of the questionnaire. As a result of this research project, it was shown that the Universidad del Tolima has made significant progress in the implementation of USR actions. Most of the indicators have positive aspects (73.52%) about the USR activities that are carried out in the Higher Education Institution (HEI); on the contrary, the rest corresponds to aspects that the university is not taking into account comprehensively or is not fully complying with (26.47%) and that must be improved. Analyzing by category, it was identified that research, teaching and organizational management are the categories with the most compliance indicators in regards to USR. On the other hand, university extension and environmental management are the categories with the most deficiencies in the topic in question.

RESUMEN

Palabras clave:

responsabilidad social universitaria, extensión universitaria, investigación, docencia, gestión organizacional y ambiental.

El presente proyecto de investigación de corte cuantitativo-descriptivo tiene como objetivo el análisis del estado actual de las dimensiones de Responsabilidad Social Universitaria (RSU), desde la perspectiva del personal administrativo de los Centros de Atención Tutorial (CAT) con los que cuenta la Universidad del Tolima, en Colombia. El instrumento de investigación utilizado para la recolección de los datos es el cuestionario sobre Responsabilidad Social que tiene en cuenta cinco dimensiones de estudio (extensión universitaria, investigación, docencia, gestión organizacional y gestión ambiental). Adicionalmente, se presenta la prueba de fiabilidad, a través del coeficiente alfa de Cronbach, con una puntuación de 0.957 para la totalidad del cuestionario. Como resultado

de este proyecto de investigación se evidenció que la Universidad del Tolima ha avanzado significativamente en la implementación de acciones de RSU. La mayoría de indicadores cuentan con aspectos positivos (73,52%) sobre las actividades de RSU que se llevan a cabo en la Institución de Educación Superior (IES); por el contrario, lo demás corresponde a aspectos que la universidad no está teniendo en cuenta de manera integral o no está cumpliendo a cabalidad (26,47%) y, que, debe mejorar. Analizando por dimensión, se identificó que la investigación, la docencia y la gestión organizacional son las dimensiones que más indicadores de cumplimiento en cuanto a la RSU se están teniendo en cuenta. En sentido opuesto, la extensión universitaria y la gestión ambiental son las dimensiones con más carencias en el tema en mención.

Introduction

Social Responsibility is a topic that has been gaining relevance in recent years, as organizations seek to achieve their objectives and respond to the needs of different stakeholders. Thus, the university scenario is no exception; universities see the need to engage with all the actors that are part of it, either internally or externally (students, teachers, graduates, administrative staff, community, among others).

The University currently aims to propitiate academic processes adjusted to the needs and demands that each territory has, generating an impact on society; that is why it must assume social responsibility within its formative processes with the objective of energizing cultural, social and economic development in a region (Medina, Franco, Torres, Velázquez, Valencia, & Valencia, 2017). However, USR should not only be part of the formative processes; as stated by Forero (2019), it should be part of the administrative dependence of universities. In this way, a team of professionals must be in charge of the execution of programs, projects or activities in which the interested parties or stakeholders show optimal results in their management.

Now, regarding the Colombian context, few studies have been conducted on the subject of USR and, in general, actions are carried out that are delimited to the field of social projection or university extension, but do not take into account all the dimensions covered by the concept of USR (Forero, 2019). However, the effort that some universities in Colombia have made in the area of USR is recognized, for example, the part of educational inclusion through distance education programs (Pacheco, Rojas, Hoyos, Niebles and Hernández, 2020).

Taking into account the object of study of this research, as is the case of the University of Tolima in terms of USR, it has been evidenced that the HEI does not fully comply with the standards of a socially responsible organization, given that, in a research conducted by Uribe (2015a), in which the perception of the community near the University of Tolima on USR was analyzed, it was found that the University is not socially responsible, given the large percentage of disagreement in the answers given by the neighboring community in the applied instrument. In this research, it was concluded that the University should give priority to the creation of a social responsibility policy that meets the needs of the community.

Similarly, in a research conducted from the perception of the suppliers of the University of Tolima, from a proposal of an RSU model, it was evidenced that, suppliers do not acquire Social Responsibility habits as part of the interaction with the University, but, they carry them out because it is required by the legal framework, when wanting to carry out contracts with the higher education institution (Uribe et al., 2016).

In the same way, regarding the students of the Universidad del Tolima, a research was conducted reviewing the axis of professional and citizen training within the framework of social responsibility; it was found that, the IES does not present an adequate organization in the training of citizens that reflect a commitment to the development of society (Uribe, 2015b).

Another point is, a study conducted with the objective of looking at the impact that the RSU of the University of Tolima has had on the stakeholder graduates; it was concluded that, the greatest impact that the University of Tolima has had with this interest group is the application of citizenship competencies in the field of participation in social projects, the comprehensive training provided and the university-graduates contact; this has been reflected in the personal, professional and labor level (Uribe and Orjuela, 2017).

Additionally, in a study that sought to evaluate the aspects of academic responsibility and social coexistence, within the framework of RSU, in the population of undergraduate students attached to the University of Tolima, it was found that, students do demonstrate socially responsible behaviors for the variables evaluated, and it is the duty of the University, to continue to promote in their curricula aspects on ethical and social values, responding to the

needs of society, according to the environment in which they are immersed (Olivella et al., 2017).

Under these premises, it is important to analyze the current state of the USR dimensions in the CATs of the University of Tolima in Colombia. Specifically, the purpose is to measure the level of perception that the administrative staff has about the USR actions of the different CATs that the University of Tolima has; to describe the positive aspects and the aspects to be improved that the university has for each of the USR dimensions evaluated; to determine the improvement actions that respond to the needs considered by the CATs under the perspective of the administrative staff, for the dimensions of extension, research, teaching, organizational management and environmental management.

Method

The research was based on a quantitative approach. In this order of ideas, the scope was descriptive and cross-sectional. Likewise, the study was based on a non-experimental design.

Now, the study population corresponds to the administrative personnel (CAT coordinator, administrative assistant, monitor, university professional) of the different CATs of the Universidad del Tolima throughout Colombia.

A non-probabilistic study was carried out to select the sample. Thus, the sample corresponds to 30 people who are part of the administrative staff of the different CATs. It should be noted that the criteria for participation were based on people who hold administrative positions and who agreed to participate voluntarily in the research.

As for the variables, the independent variable in the study was the USR. On the contrary, the dependent variables were the dimensions of USR, in this case, university extension, research, teaching, organizational management and environmental management, are part of this type of variables.

On the other hand, the measurement instrument consisted of a validated questionnaire that assessed the 5 dimensions of USR proposed by Baca (2015). In the study developed by this author, the instrument was applied to administrative personnel, professors and students of a private university in Lima-Peru. It should be noted that the items of the instrument were adapted according to the group to be applied. In the present study, this questionnaire did not require translation. Thus, it consisted of closed questions with a Likert-type scale with a score from 1 to 5, distributed as follows: never (1); almost never (2); sometimes (3); almost always (4); always (5).

Similarly, the instrument consists of 39 items distributed in 5 dimensions (university extension, research, teaching, organizational management and environmental management) and, in turn, in 17 sub-dimensions (relationship with social actors, social accessibility of the university, education for development, production and social relevance of knowledge, interdisciplinarity, democratization of knowledge, linkage between research and training, ethical oversight of science, promotion of initiative and criticism, pedagogical structure with SR content in the university, environmental education, pay equity, ethical principles, responsible internal communication, staff training, responsible marketing and, finally, environmental management).

On the other hand, as for the statistical analysis, the quantitative data obtained after the application of the instrument were processed through the statistical software or program called SPSS.

After coding the data, Cronbach's alpha was obtained as the first statistical analysis, in order to determine the internal consistency of each of the categories or dimensions analyzed. In this case, the reliability test is presented through Cronbach's alpha coefficient, with a score of 0.957 for the entire questionnaire applied. Secondly, frequency tables and bar graphs were

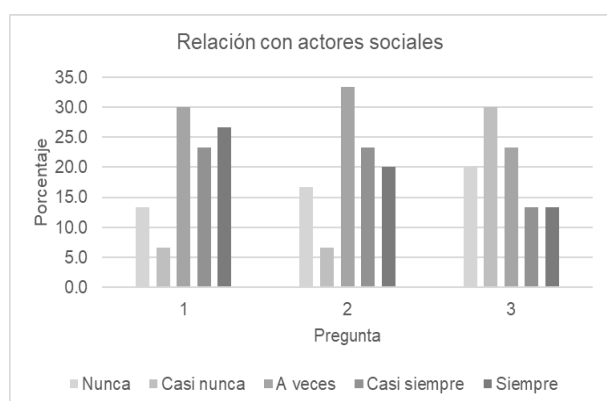
generated in order to perform the respective analysis of the results according to each of the variables evaluated.

Results

Dimension 1. University Extension

Figure 1 shows the results obtained on the relationship between the University of Tolima and the different social actors.

Figure 1
Relationship of the University with social actors



According to the results obtained, in general, a neutral position is perceived in the three questions, however, it is evident that the University maintains agreements with key actors in social development, such as the State, Non-Governmental Organizations, International Organizations and companies (50%). Otherwise, the University has a tendency not to actively participate in the discussion of community problems with key actors (50%).

On the other hand, Table 1 shows the results obtained on the accessibility that the University has with the different social actors.

Table 1
Social accessibility of the University

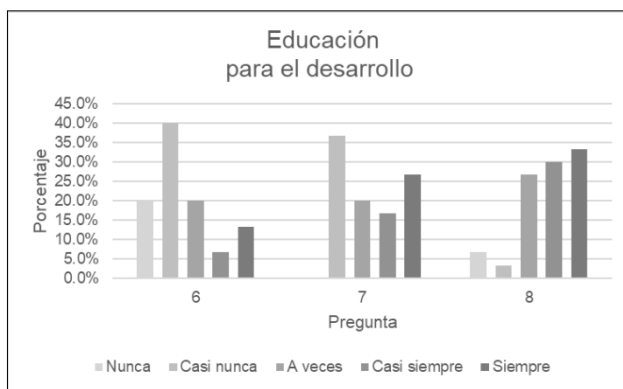
Ask	Reply	
	4	5
Never	0%	20.0%
Almost never	10.0%	26.7%
Sometimes	33.3%	26.7%
Almost always	26.7%	13.3%
Always	30.0%	13.3%

It can be observed that the University provides its students with opportunities to interact with diverse social sectors (56.7%), however, there is no explicit policy to attend underrepresented or marginalized groups, such as the indigenous population, racial minorities, people with physical or mental disabilities, parents over 45 years of age, people with HIV, ex-convicts, among others (46.7%).

On the other hand, the set of pedagogical and institutional actions carried out by the University to promote development, as part of its social projection, were taken into account. Figure 2 shows the results for this subdimension.

Figure 2

Education for development



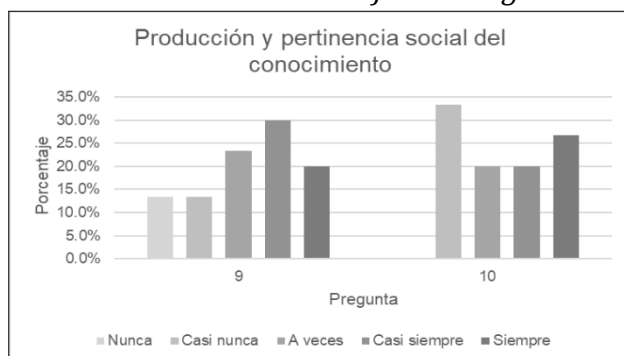
Taking into account the results obtained, it is perceived that the University does not study proposals to solve the country's social problems (60%). Similarly, the University does not promote student volunteering (56.7%). In contrast, HEI promotes environmental and social concern and sensitivity (63.3%).

Dimension 2. Research

Here, the production and social relevance of the University's knowledge was taken into account, that is, the alliances and strategies that the IES has to promote the lines of research according to the needs of the surrounding society. In this regard, Figure 3 shows the results achieved.

Figure 3

Production and social relevance of knowledge



According to the results obtained, it can be perceived that the University has lines of research oriented to the solution of social development problems (50%) and, in addition, it establishes alliances and synergies with other actors, such as the government, businesses and communities to develop lines of research appropriate to social requirements (46.7%).

Another point is the interdisciplinary nature of the University in the research aspect, where people from different specialties also take part. Thus, Table 2 shows the results.

Table 2

Interdisciplinary

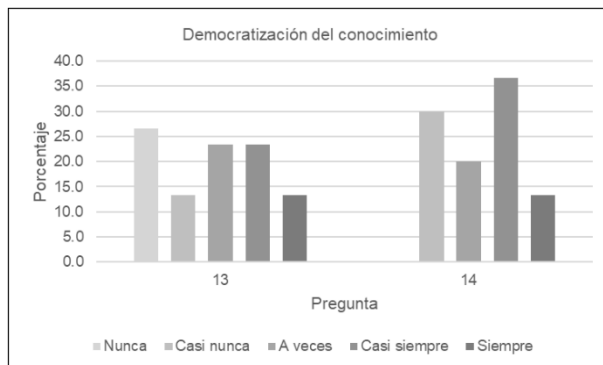
Ask		
Reply	11	12
Never	13.3%	13.3%
Almost never	13.3%	13.3%
Sometimes	23.3%	23.3%
Almost always	30.0%	36.7%
Always	20.0%	13.3%

Considering the results, the University of Tolima investigates complex problems in an interdisciplinary manner (50%). Likewise, people from different specialties participate in the IES in community support projects (50%).

The mechanisms for the dissemination of knowledge to society and the organization of academic events that are easily accessible to the community were also taken into account. Therefore, Figure 4 shows the results achieved.

Figure 4

Democratization of knowledge



It can be observed that the highest percentages indicate that the University does not have specific means of disseminating and transferring knowledge to society (40%). Similarly, it can be seen that the Institution organizes academic events accessible to the community (50%).

Next, we inquired about the relationship between research and student training, in terms of projects, necessary resources and counseling required by the students. Table 3 shows the results obtained after applying the scale.

Table 3

Linking research and training

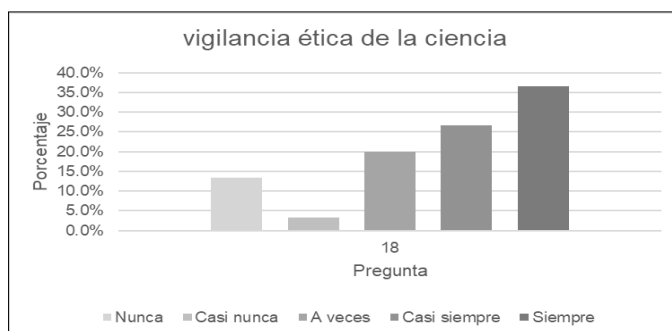
Reply	Ask		
	15	1 6	17
Never	0%	6.7%	13.3%
Almost never	13.3%	16.7%	13.3%
Sometimes	10.0%	33.3%	26.7%
Almost always	43.3%	16.7%	13.3%
Always	33.3%	26.7%	33.3%

The results obtained show that the highest percentages correspond to the incorporation of students in research projects (76.7%). Similarly, it is observed that the University requires students to conduct research with social impact (46.7%). It is also perceived that researchers have the time and resources to attend and advise students who wish to do so (43.3%).

Another aspect that was taken into account were the different ethical considerations required for the realization of research projects, theses or monographs. To illustrate this, Figure 5 shows the results.

Figure 5

Ethical oversight of science



It can be perceived that the University demands ethical considerations for the realization of research, whether projects, theses or monographs (63.4%).

Dimension 3. Teaching

Initially, the capacity of teachers to promote initiative and critical thinking in students was taken into account. Figure 6 shows the results obtained.

Figure 6

Promotion of initiative and criticism



It can be seen that sometimes teachers stimulate students' capacity for entrepreneurship and initiatives (53.3%). Likewise, teachers sometimes promote open discussion of topics that generate conflict in society or that are very controversial (40.0%). On the other hand, teachers do promote freedom of thought and criticism in their students (53.3%).

In other matters, the courses that have among their contents topics on ethics, social responsibility and development were discussed. Table 4 shows the results obtained.

Table 4

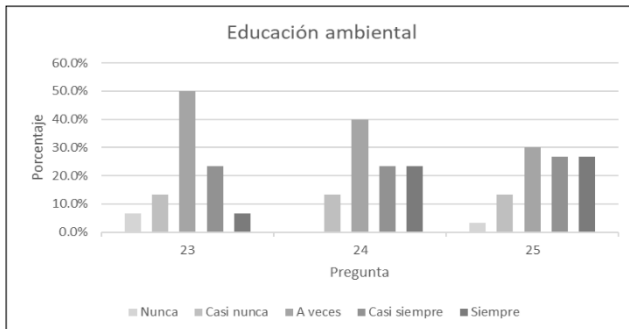
Pedagogical structure with SR contents in the university

Ask	
Reply	22
Never	23.3%
Almost never	10.0%
Sometimes	20.0%
Almost always	23.3%
Always	23.3%

It can be seen that the University of Tolima has courses dedicated to ethics, social responsibility and development (46.6%).

On the other hand, the pedagogical actions carried out in environmental education at the University were taken into account. Figure 7 shows the results obtained.

Figure 7



Environmental education

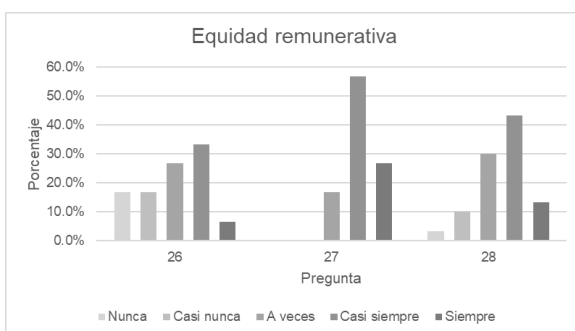
It can be observed that the university sometimes develops environmental education actions for the entire faculty (50%). In addition, it includes the discussion of social responsibility issues in training courses (46.6%) and tries to practice the "4 SRs" among all its members: Reuse, Recycle, Reduce, Respect (53.4%).

Dimension 4. Organizational management

In this aspect, the organizational structure of the university was taken into account for the prevention/correction of corrupt practices. For this reason, Figure 8 shows the results obtained after the application of the scale.

Figure 8

Remuneration equity



It is evident that the procedures for the remuneration of teachers/administrators are transparent and respectful of labor rights (83.4%). Also, the university considers technical and not friendship aspects in the promotion of its administrative staff/faculty (56.6%). In addition, the HEI has an organizational structure to prevent/correct abuses of power by its members, fraud, bribery and other corrupt practices (40%).

The application of ethical principles within the university was also taken into account. Table 5 shows the results obtained.

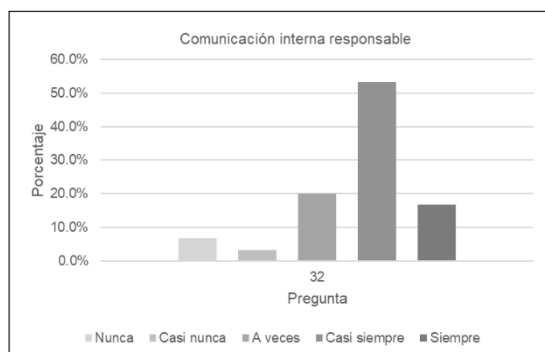
Table 5
Ethical principles

Ask				
Reply		29	30	31
Never		3.3%	6.7%	6.7%
Almost never		0%	3.3%	3.3%
Sometimes		10.0%	30.0%	13.3%
Almost always		23.3%	36.7%	53.3%
Always		63.3%	23.3%	23.3%

According to the results, the highest percentage refers to the prohibition of the use of illegal practices, such as corruption, extortion and bribery (86.6%). In addition, another high percentage shows that the university contemplates in its policies programs that promote the values and ethical principles of the organization (76.6%). The institution also develops procedures for dealing with complaints and resolving conflicts related to non-compliance with the code of ethics (60%).

Next, the policies and mechanisms for responsible internal communication were taken into account. Thus, Figure 9 shows the results obtained after applying the scale.

Figure 9
Responsible internal communication



According to the results obtained, it is evident that the university has formal policies and mechanisms to hear and address the concerns, suggestions and criticisms of the administrative staff (70%).

At the same time, emphasis was placed on activities for the development and continuous training of the administrative personnel of the Universidad del Tolima. In view of the above, Table 6 shows the results obtained.

Table 6
Training of administrative personnel

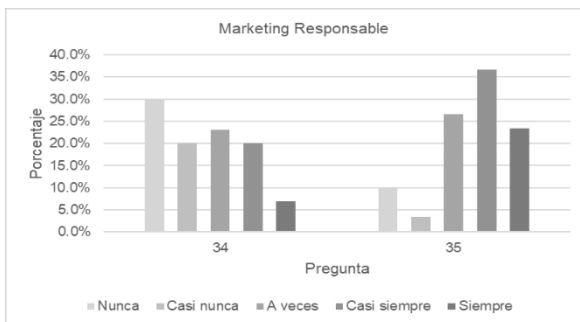
Ask	
Reply	33
Never	6.7%
Almost never	10.0%
Sometimes	23.3%
Almost always	43.3%
Always	16.7%

It can be seen that the HEI has development and training activities for the continuous improvement of its administrative personnel (60%).

Dimension 5. Environmental Management

In this dimension, reference was made to the different campaigns and strategic partnerships to promote social and environmental responsibility. The results can be seen in Figure 10.

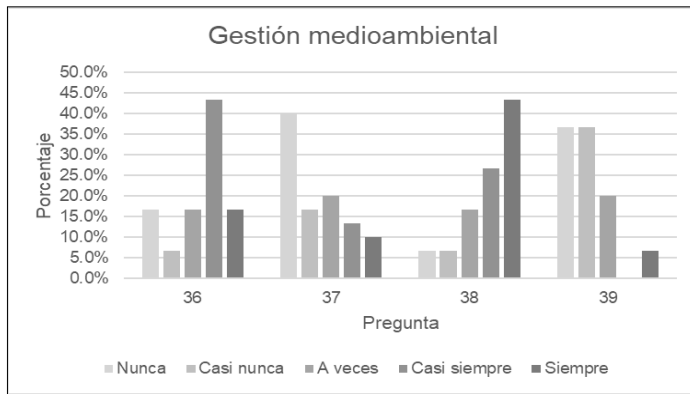
Figure 10
Responsible marketing



The highest percentage shows that the university develops strategic partnerships (with suppliers, companies, other universities, civil society organizations or public and international entities) to promote campaigns on social and environmental responsibility (60%). Similarly, the institution does not use its marketing campaigns to promote social and environmental responsibility issues (50%).

Finally, the university's efforts to care for natural resources and reduce the generation of solid waste were taken into account. In addition, the environmental issue was taken into account in the institution's strategic and organizational planning. Thus, Figure 11 shows the results after the application of the scale.

Figure 11
Environmental management



Considering the results obtained, it can be seen that the University does not publish an annual balance sheet on environmental performance (73.4%). In addition, the HEI does not treat the environmental issue as a cross-cutting theme in its organizational structure and include it in strategic planning (70%). However, the University of Tolima has programs to reduce the consumption of energy, water, toxic products and raw materials (60%), although it does not have an office or personnel responsible for environmental issues (56.7%).

Discussion and Conclusions

About University Extension

From an integral perspective, university extension can enrich educational processes, thus constituting a potential for research (Cano and Castro, 2016). According to this dimension, it was perceived that the University of Tolima maintains agreements with key actors in social development, such as the state, non-governmental organizations, international organizations and companies. Otherwise, the University has a tendency not to actively participate in the discussion of community problems with key players. At this point, the University of Tolima must become involved with dialogue and participation in the social problems of the environment.

With regard to the university's social accessibility, it was found that the IES provides its students with opportunities to interact with various social sectors (56.7%); however, there is no explicit policy to serve underrepresented or marginalized groups, such as the indigenous population, racial minorities, people with physical or mental disabilities, parents over 45 years of age, people with HIV, ex-convicts, among others. In view of the above, it is necessary for the University of Tolima to create a policy that integrates each of the minorities as part of its university extension process in order to ensure educational inclusion.

However, with regard to education for development, it was perceived that the university does not study proposals to solve the country's social problems (60%). In the same way, the university does not promote student volunteering; regarding this aspect, the university should promote student volunteering through motivational models that make students be attracted and get involved in the different programs (Saz, Gil and Gil, 2021).

Undoubtedly, it is a positive aspect that the university is concerned about social and environmental problems; breaking down this idea, from the environmental point of view, society must recognize that attacking the environment brings as a consequence the survival of the species. On the other hand, from the social point of view, transgressing the coexistence patterns causes a decline in the environment

social, thus generating, the detriment of values and quality of life (Severiche, Gómez and Jaimes, 2016).

About the Research

In this dimension, it was positively perceived that the Universidad del Tolima has lines of research oriented to the solution of social development problems and, in addition, establishes alliances and synergies with other actors, such as the government, businesses and communities to develop lines of research appropriate to social requirements.

On the other hand, taking into account the interdisciplinary nature of the Universidad del Tolima in the research aspect, it was evidenced that the IES investigates complex problems in an interdisciplinary manner and people from different specialties also participate in projects to support the community. Emphasizing this aspect, interdisciplinarity in research is important, since current problems are changing, highly complex and, in turn, multidimensional; hence the need for new research schemes, since disciplinary research would not be able to understand all the aspects involved; this would generate limitations and fragmentation of knowledge (Portugal, 2021).

However, with regard to the democratization of knowledge, the results indicated that the university does not have specific means of disseminating and transferring knowledge to society; however, it was noted that the institution organizes academic events accessible to the community. Accordingly, it is necessary for the university to establish specific means for the dissemination and transfer of knowledge to the community. Regarding the last aspect, similarly, a study was conducted in a Peruvian university on a proposal for measuring USR and it was found that, the university also carries out academic events that are freely accessible to the community; this Higher Education Institution periodically holds an event called "Catedra Peru"; this event is accessible not only in person, but also, from via internet (Baca et al., 2017).

Regarding the link between research and training, it was shown that the university incorporates students in research projects (76.7%). It is convenient that the HEI encourages and opens spaces for research through funding of internal projects, in addition to granting research students discounts on their academic tuition; also provide incentives to teachers for their research training, publications, among others (Guerra, 2017); this series of measures can further strengthen the research field at the university. Similarly, it was observed that the university requires students to conduct research with social impact. Likewise, it was perceived that researchers have the time and resources to attend and advise students who wish to do so.

Based on the ethical oversight of science, the university requires ethical considerations for the conduct of research, whether projects, theses or monographs. In this regard, in a bibliographic documentary research of contents on "ethics in scientific research and its inclusion in teaching practice", the author expressed that promoting ethics in research is transcendental to respect copyrights and thus avoid plagiarism in writings, generating respect and value to the ideas presented by other authors (Rosales, 2022).

About Teaching

In promoting initiative and criticism, teachers sometimes stimulate students' capacity for entrepreneurship and initiative. Certainly, in higher education, students can develop entrepreneurial skills through the development of content in classrooms that strengthen their skills in this area, addressing reasoning, analysis and problem solving (Aldana, Tafur, Gil and Mejía, 2019); it is essential that the University of Tolima works hard to promote entrepreneurship skills and the capacity for initiatives in students by teachers. Now, following in this order of ideas, teachers should encourage open discussion of issues that generate conflict in society or that are very controversial and promote freedom of thought and criticism in their students; it happens that sometimes it is difficult for students to develop critical thinking because teachers do not have sufficient clarity in the concept; the truth is that, if in the future it is achieved that students develop this skill, society will have reflective, critical beings, capable

of making decisions not only in the personal sphere, but also in situations that lead to a benefit for their community and their country (Espinola and Santos, 2022).

Regarding the pedagogical structure with Social Responsibility contents, the University of Tolima has courses dedicated to ethics, Social Responsibility and development. In relation to this, Marín (2018) thinks that universities should include in the curriculum the contents that have not yet been taken into account for the development of Social Responsibility and, likewise, formulate the teaching-learning strategies and their form of evaluation. In addition, this author considers that the contents oriented to Social Responsibility should be included in several courses throughout the curriculum and not only in one; he also assumes that the disciplinary professors are the ones who should teach these courses with Social Responsibility contents, since these are the ones that require more training in ethics and values in the students.

In reference to the environmental education subdimension, the university sometimes develops environmental education actions for the entire faculty. It also includes the discussion of social responsibility issues in training courses and tries to practice the "4 SRs" among all its members: Reuse, Recycle, Reduce, Respect.

In addition, it is important that the University of Tolima fully includes the topic of social responsibility within its curricular and extracurricular spaces throughout the university career in all academic programs.

About Organizational Management

With regard to pay equity at the University of Tolima, the procedures for the remuneration of teachers/administrative staff are transparent and respectful of labor rights. With respect to the above, it is gratifying that universities fully comply with labor rights in terms of the remuneration of their collaborators; making an analogy, in a study carried out by Baca et al. (2017) found that the human resources area has established a policy that is strictly enforced on the labor rights of teachers; all teachers obtain their benefits by law, depending on the modality of their hiring. Continuing in the same vein, the university considers technical and not friendship aspects in the promotion of its administrative/faculty staff and, in addition, the HEI has an organizational structure to prevent/correct abuses of power by its members, fraud, bribery and other corrupt practices.

Now, referring to ethical principles, the University of Tolima prohibits the use of illegal practices such as corruption, extortion and bribery (86.6%). In the same sense, it was evidenced that the university contemplates in its policies programs that promote the values and ethical principles of the organization. The institution also develops procedures for dealing with complaints and resolving conflicts related to non-compliance with the code of ethics.

Regarding responsible internal communication, the university has formal policies and mechanisms to hear and address the concerns, suggestions and criticisms of administrative personnel. In this regard, for example, in the study by Baca et al. (2017), it was concluded that, the human resources unit of Universidad San Martín de Porres, gives administrative and teaching staff an evaluation form annually, in which recommendations regarding internal communication are received; these recommendations are taken into account for the next working year.

With respect to personnel training, the Universidad del Tolima has development and training activities for the continuous improvement of its administrative personnel. As stated by Bravo, Montilla and Durán (2021), it is important to develop a training plan that takes into account a variety of contents, such as the legal and juridical aspects that concern the university, as well as human relations and the use of technological tools; likewise, the plan should focus on the development of activities related to the work environment and attitudinal considerations of the personnel. Evidently, all the aforementioned actions cooperate not only with work

performance, but also with the growth of interpersonal relationships of the administrative unit's collaborators.

About Environmental Management

In this dimension, in terms of responsible marketing, the University of Tolima develops strategic partnerships with suppliers, companies, other universities, civil society organizations or public and international entities to promote campaigns on social and environmental responsibility. According to the above, it is important for universities to create new strategies to manage the field of environmental protection, involving not only the educational community, but also society in general (Bernal and Díaz, 2020). Continuing in the order of ideas, it was found that the HEI does not use its marketing campaigns to promote issues of social and environmental responsibility. At this point, it is definitely important for the University of Tolima to use its marketing campaigns as another tool to promote social and environmental responsibility issues and to be able to carry out strategic partnerships with different stakeholders. For example, the University of Cundinamarca, within its model of University Social Responsibility, has as one of its goals in terms of organizational management "to develop campaigns to disseminate the issues, projects and strategies of SR work involving both internal and external audiences through institutional media (website, radio station, screens) and social networks" (Pinillos, 2021, p. 171).

On the other hand, regarding the subdimension of environmental management, the university does not publish an annual balance sheet on environmental performance; however, the IES, within the public accountability hearing that is held annually, does address within the axes of the Development Plan, the social and environmental commitment (Universidad del Tolima, 2022). Another finding of the study is that the HEI does not treat the environmental issue as a cross-cutting theme in its organizational structure and include it in strategic planning. However, the Universidad del Tolima has programs to reduce the consumption of energy, water, toxic products and raw materials, although it does not have an office or personnel responsible for environmental issues. On occasions, universities do not have an office or staff in charge of environmental issues, and end up leaving these functions to other departments; for example, in the study by Baca et al. (2017), it was found that the Institute for Quality at Universidad San Martín de Porres is the agency in charge of this environmental function. It is of utmost importance that the University of Tolima invariably includes environmental issues within its strategic planning and organizational structure and, in addition, creates a unit and hires personnel specifically in charge of environmental issues.

Therefore, it can be concluded that the University of Tolima has made significant progress in the implementation of USR actions. The majority of indicators (73.52%) have positive aspects on the USR activities carried out at the IES; on the contrary, the rest correspond to aspects that the University is not taking into account in a comprehensive manner or is not fully complying with (26.47%) and that should be improved. Analyzing by dimension, it has been identified that research, teaching and organizational management are the dimensions that are taking into account the most indicators of compliance in terms of USR. On the other hand, university extension and environmental management are the dimensions with the most deficiencies in this area.

In terms of research, the positive aspects that the University of Tolima has are: to have lines of research oriented to the solution of social problems and to create new lines according to the current needs of society; to consider in an ethical manner the realization of research projects; to investigate social problems in a complex manner; to organize academic events in which the community is included; to incorporate and advise students who wish to participate in research projects. However, one aspect to improve in this dimension is that the university must establish specific means for the dissemination of knowledge.

In terms of teaching, the positive aspects that IES has are: to have courses dedicated to ethics, social responsibility and development; to include the discussion of social responsibility issues in the training courses and to try to practice among all its members the "4 RE" (Reuse, Recycle, Reduce, Respect). However, a positive aspect, but one that the university should reinforce, is that it should develop more actions for teachers to stimulate entrepreneurship and initiative in students and promote open discussion of issues that generate conflict in society or that are very controversial, promoting freedom of thought and criticism. In turn, the university should develop more environmental education actions that include all faculties.

In terms of organizational management, it is important to note that the University of Tolima has only positive aspects in its management, since the procedures for the remuneration of teachers/administrative staff are transparent and respectful of labor rights, in addition, it considers technical aspects and not friendship in the promotion of its administrative/teaching staff and also has an organizational structure to prevent/correct abuses of power of its members, fraud, bribery and other corrupt practices.

In terms of university outreach, the university's positive aspects are: maintaining agreements with key players in social development; providing its students with opportunities to interact with various social sectors; promoting environmental and social concern and sensitivity. However, the university must improve by actively participating in the discussion of community problems with key actors; creating an explicit policy to address underrepresented or marginalized groups; studying proposals to solve the country's social problems; promoting student volunteerism.

In terms of environmental management, the positive aspects taken into account by the university are: developing strategic partnerships to promote campaigns on social and environmental responsibility; having programs to reduce the consumption of energy, water, toxic products and raw materials. However, the aspects in which the university should improve are: using marketing campaigns to promote social and environmental responsibility issues; publishing an annual balance sheet on environmental performance; treating the environmental issue as a cross-cutting theme in its organizational structure and including it in strategic planning; and creating an office responsible for environmental issues with personnel with expertise in the subject.

On the other hand, it is essential to mention the limitations of the study. In this case, other internal stakeholders (undergraduate and graduate teachers and students) and external stakeholders (customers, suppliers, community, among others) have not been included. In addition, another limitation refers to sample access, since a more significant sample of administrative personnel was not included due to logistical inconveniences.

In closing, for future research, there is a need to replicate the study for teachers and undergraduate and graduate students of the University of Tolima, both in the CATs and in the main campus located in Ibagué-Tolima, in order to have a more accurate generalization of the research. It is also appropriate to apply the research instrument to the administrative staff of the main campus of the IES and thus be able to perform a comparative analysis according to the perceptions obtained in the results of this study. It is also relevant to apply the study in other universities, whether public or private. Last but not least, it is recommended that the university implement possible actions for improvement in the area of RSU.

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