UNIVERSITY EXTENSION AND SOCIAL RESPONSIBILITY: SYNERGIES AND DISCOURSES AROUND UNIVERSITY EDUCATIONAL POLICIES

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ABSTRACT

Objective: The objective of this article is to show the relationship between university social responsibility and educational policies and management from the scenarios of university extension and social projection.

Theoretical Framework: The topics of university extension, university social responsibility, stakeholders in the framework of institutional governance are highlighted, which provide a solid basis for understanding the context of the research.

Method: The methodology adopted for this research comprises a qualitative study of documentary analysis at international, Latin American and local level of normative documents, with emphasis on higher education institutions attached to the state university system (SUE). Data collection was carried out with the support of the Atlas Ti. 23 tool.

Results and Discussion: Among the most important findings is that public universities have included university social responsibility (RSU) in the framework of extension and social projection policies, through the incorporation of management practices linked to their mission areas.

Research Implications: It is concluded that it is important to permeate the internationalization processes, continuing education and educational quality, as well as academic and administrative management.

Originality/Value: This study contributes to the literature because it presents strategies to support university decision-making in relation to society. The relevance and value of this research is evidenced in the possibility of modifying and permeating aspects that are immersed in such diverse aspects as educational quality, internationalization, design of indicators, continuing education, etc.

Keywords: University Social Responsibility, University Extension, Social Projection, Educational Policies, Documentary Analysis.

EXTENSÃO UNIVERSITÁRIA E RESPONSABILIDADE SOCIAL: SINERGIAS E DISCURSOS EM TORNO DAS POLÍTICAS EDUCATIVAS UNIVERSITÁRIAS

RESUMO

Objetivo: O objetivo deste artigo é mostrar a relação entre responsabilidade social universitária e políticas e gestão educacional a partir dos cenários de extensão universitária e projeção social.

Referencial Teórico: São destacados os temas extensão universitária, responsabilidade social universitária, stakeholders no âmbito da governança institucional, que fornecem uma base sólida para a compreensão do contexto da pesquisa.

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Método: A metodologia adotada para esta pesquisa compreende um estudo qualitativo de análise documental em nível internacional, latino-americano e local de documentos normativos, com ênfase nas instituições de ensino superior vinculadas ao sistema universitário estadual (SUE). A coleta de dados foi realizada com o apoio da ferramenta Atlas Ti. 23.

Resultados e Discussão: Entre os achados mais importantes está o de que as universidades públicas têm incluído a responsabilidade social universitária (RSU) no âmbito das políticas de extensão e projeção social, por meio da incorporação de práticas de gestão vinculadas às suas áreas de missão.

Implicações da Pesquisa: Conclui-se que é importante permear os processos de internacionalização, a formação contínua e a qualidade educativa, bem como a gestão acadêmica e administrativa.

Originalidade/Valor: Este estudo contribui para a literatura, pois apresenta estratégias para subsidiar a tomada de decisão da universidade em relação à sociedade. A relevância e o valor desta pesquisa são evidenciados na possibilidade de modificar e permear aspectos que estão imersos em aspectos tão diversos como qualidade educacional, internacionalização, desenho de indicadores, educação continuada, etc.

Palavras-chave: Responsabilidade Social Universitária, Extensão Universitária, Projeção Social, Políticas Educativas, Análise Documental.

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1 INTRODUCTION

Studies dealing with the relationship between University Extension (ExUn) and University Social Responsibility (USR) have had a wide dissemination scenario in the different disciplinary branches of research on higher education, with reference to its social impact (González, 2022) and in fields such as quality among others (López et al., 2013; Vargas, 2024). There have been inquiries that take into account the social actors involved in this type of management (Loso, 2021; Venero & Puente de la Vega, 2022), as well as their stakeholders in the framework of institutional governance (Valdés-Montecinos & Ganga-Contreras, 2021), with a focus on application models (González, 2022), from their limits and managerial possibilities (Rosano et al., 2021), and even from its contribution to marketing processes (López-Aza et al., 2019), connected with the evaluative processes of university management (Santana, 2022).

The evolution of university social responsibility (USR) from its relationship with University Extension (ExUn) is related to the different university instances involved mainly with the mission axes of universities, for example, social projection (Cano-Angulo, 2019; Cabanzo-Carreño, 2022; Blanca-Virgen et al., 2023). It is also observed how this articulation (university social responsibility (RSU) - university extension (ExUn), is presented with the objective of strengthening its identity and communicative heritage (La Cruz-Arango et al., 2022), taking into account that the university should be seen as an organization with ethical principles that contribute to the formation of professionals with values (Carrillo-Hernández et al., 2021, Núñez & Bermúdez, 2019; Núñez et al., 2012), with the imprint of compliance with its mission axes permeated by its social function (Lugo et al., 2022; Tuesta, et al., 2022).

This synergy, vectorizes perspectives such as inclusion (Fernández et al., 2022) or sustainability in institutional endogenous development (Hernández et al., 2020), deepening the need for the measurement of its integration as part of the substantive functions of the university (Ortiz-Riaga & Morales-Rubiano, 2011; Tascón-Hoyos, 2019); in addition to permeate the communication and training processes (Pirela, et al., 2018). Thus, the emergence of new regional paradigms that closely observe the impacts of the organization (Vallaeyss et al., 2019), facing the ethical implementation of management models (Zárate et al., 2014), and the university as a service provider (Ramos et al., 2011) becomes peremptory.

Also appearing in the map of interests on these two categories are the critical dimensions that point to the loss of meaning of university extension in the wake of the transformations of higher education in the framework of neoliberal bets (Menoni, 2022), strengthening its social
commitment in the conjunction development of equity and development (Cano-Angulo, 2019), the improvement of knowledge sharing processes (Silva et al., 2020) and, at the same time, the relevance of academic processes with their social environment (Fonseca et al., 2019).

The objective of this article is to show the relationship between university social responsibility and educational policies and management from the scenarios of university extension and social projection.

2 THEORETICAL FRAMEWORK

The theoretical framework is presented below, based on the following topics: university social responsibility, university extension, social projection, educational policies and documentary analysis.

2.1 EDUCATIONAL PUBLIC POLICIES AND UNIVERSITY EXTENSION (EXUN)

University extension (ExUn) has a broad historical legacy of Latin American dye. For example, Cano-Angulo (2019) finds it as critical extension, linkage with the environment and the third substantive mission. For his part, León (2017), points to synonyms such as social projection, university social responsibility, university social projection, cultural dissemination, university integration, etc.

The importance of university extension in the context of this hemisphere emerges as part of the vindication of university institutions as a scenario of "critical tradition". The reforms proposed by the Cordoba Movement (Argentina), dialogue with democratizing principles of the interaction of the university with society equivalent to what could be called the "social function" or the "third mission" of the university (Rodriguez, 2011), where, beyond principles of academic and administrative management, it transcends historically to "linkage and university social responsibility". At the same time, academically and politically powerful alternatives for university extension in the continent include the integration of critical education in the curriculum, partnerships with social movements, popular cooperative enterprises, holistic programs and a re-politicization of the polis (Menoni, 2022).

Extension models in Latin America from the perspective of Serna (2007) move in 4 perspectives: Altruistic, constituted in the first decades of the 20th century with humanitarian actions with the objective of supporting people living in poverty as a form of retribution to the people for their support to university education; divulgative, of American origin where
information on technical advances is promoted from a perspective of access to science and culture that is materialized in all kinds of events and divulgative actions; conscientization, of a critical nature based on the Freirean tradition, which holds the premise of education and culture as precursors of dialogue and liberation dynamics that strengthen the conscience; and, finally, the binding-business approach, based on principles where business needs are met as equivalent to social needs with a strong economic accent (Serna, 2007).

In Colombia, the Ministry of National Education (MEN), since Decree 80 of 1980, considers the autonomy of universities in the organization of their extension or "service" actions, where its responsibility is recognized linked to its power in terms of learning, research and political and ideological debate, in relation to the development of the country and its regions, promoting the articulation with the National Development Plan. Thus, the strengthening of a scientific and cultural university extension is mandatory as part of an exercise of dissemination of knowledge and the "spiritual elevation of society" (MEN, 1980, Decree 80 of 1980).

On the other hand, Law 30 of 1992 (known as the Higher Education Law) includes the concept of continuing education, which aims at the dissemination of knowledge through courses, seminars and other programs aimed at the exchange of experiences. It also proclaims service activities related to the concept of the general welfare of the community and the needs of society that must be satisfied within the framework of the social mission and institutional function (MEN, Law 30 of 1992).

It is important to highlight, in the light of Decree 4904 of 2009, the regulation of the educational service outlined in the imprint of education for work and human development (related to number 11 of Article 189 of the Political Constitution, Article 42 of Law 115 of 1994 and Article 3 of Law 1064 of 2006), previously called non-formal education, offered by educational institutions of various types, including higher education institutions. This type of education, which has been partly taken over by university extension services, is based on criteria of continuous training in the social, cultural and personal fields, from an integral concept of flexible components, far from the traditional curricular and formative structure, as a complement and updating of academic and professional aspects, with the aim of obtaining technical labour certifications through competences and academic knowledge. The training criteria and requirements, as well as the scope of the proposals for education for work and human development, must be supported by the technical regulations and the guidelines on work competences of the National Education Service (SENA). In addition, there is informal
education with a lower number of hours and requirements, the provision of which is regulated by Decree-Law 2150 of 1995 (Art. 47) (MEN, 2009, Decree No. 4904 of 16 December 2009).

On the other hand, the National Accreditation Council (CNA), as part of its guidelines for good governance in the accreditation process of institutions, raises the university's extension work and social projection, following the pronouncements of the National Council of Higher Education (CESU) in Agreement 02 of 2017, which also delimits extension as part of the institutional services that, by virtue of their structural organization and academic offerings, form part of "training programs, courses, seminars and other programs aimed at the dissemination of knowledge, the exchange of experiences, as well as service activities aimed at ensuring the general welfare of the community and the satisfaction of the needs of society." That they are framed in principles such as universality, integrity, inclusiveness, synergy as a scenario of high quality accreditation, the quality assurance system of higher education within the framework of the qualities of relevance, good administrative and financial organization, capacity for social impact. Involved in the different factors, especially those of institutional identity, institutional governance and transparency, continuous improvement and self-regulation, teacher training, interaction with national and international, physical and technological resources, with a view to a high quality that promotes multi-sector partnerships to strengthen the formation of the university community from a mark of transparency in the provision of services (Agreement 02 of 2020, National Council of Higher Education, CESU).

In relation to the above, the National Accreditation Council (CNA), socializes the guidelines and aspects to be evaluated for the quality accreditation of academic programs, approved by the CESU in the meeting of 23 March 2021, where, in relation to university extension, emphasis is placed on the link with teaching and research, establishing a synonym with "social projection" (National Council of Higher Education, CESU, Agreement 02 of 1 July 2020).

The Colombian Association of Universities (ASCUN) states that university counselling has reached a level of development of a complex nature, where management models are articulated to enable the different types of higher education institutions at the technical-technological, university level in the public and private sectors, which include, among others: continuing or further education, advisory and consulting services, teaching support services, innovation management, counselling programs that integrate training and research, university practices and internships, cultural management, management of alumni relations, volunteering, etc. (ASCUN, 2018).
2.2 UNIVERSITY SOCIAL RESPONSIBILITY AND EDUCATIONAL PUBLIC POLICIES

Social responsibility (SR) is a discourse that comes from business currents, referring to Fonseca et al., (2022) & Fonseca et al., (2024). For its part, the social responsibility of universities, from its discursive corpus of ethical management, is welcomed by universities mainly in the scenarios incidence in public policies in Latin America (Ortiz-Riaga & Morales-Rubiano, 2011; Vallaeys & Almeida, 2021), from impact assessment (Vallaeys, 2021b) and in the management of strategic and reticular order (Gaete, 2023), permeating the university ethos in terms of organization, ethics, knowledge production and management, production of indicator evaluation models, through the incorporation of business discourses such as that of stakeholders, among others (Cabanzo-Carreño, 2022).

Recent developments confirm that university social responsibility (USR), as a field of knowledge, explores aspects related to its measurement, university strategies and connection with other sectors of society (Duque et al., 2019), without neglecting measurement models (González, 2022; Forero-Jiménez, 2019), including scales that contribute to readings on the transformative capacity of education, socio-environmental aspects, the social dimension of research and innovative models of university management in the administrative field. It is common that in the Latin American sphere, University Social Responsibility (USR) follows the perspective of François Vallaeys, presented as a model of innovative management with emphasis on educational (formative), cognitive (research and epistemology), social (extension) and administrative (labour and environment) impacts within the mission axes of teaching, research and extension, from a participatory level as part of university life (Vallaeys, 2019; Vallaeys, 2021).

3 METHODOLOGY

A qualitative study is conducted on the relationship between University Social Responsibility (USR) and University Counselling (ExUn), within the framework of the management of educational policies in higher education. The approach is relevant because it allows the study of social reality through flexible and emergent dynamics, but at the same time systematic and organized, which gives reliability and validity to the research from an interpretive and comprehensive perspective (Galeano, 2020).

A documentary review of international policy and higher education institutions affiliated to the State University System (SUE) in Colombia is carried out. For this purpose, it
is supported by the software Atlas Ti 23, with which codes and co-occurrence tables are collected to determine the discourses that involve the relationship between University Social Responsibility (RSU) - University Extension (ExUn) as part of the dynamics of the implementation of educational policies.

The documentary corpus is analyzed from a discursive perspective, which, as Cohen (2024) mentions, has great applicability in the study of public policies related to higher education, where it allows to see the relationship of social responsibility of universities as a construct that permeates educational policies related to university extension, even allowing to observe the appearance of international organizations that, from their discourses, statements and concepts, contribute policies and practices to the management of higher education institutions (Prieto et al., 2018; Cabanzo-Carreño, 2022).

For the research, the Atlas ti software is used, which allows the collection, processing, separation and ordering of data through procedures of coding, relationship building and networking (Niedbalski et al., 2017), that it is of great use in qualitative research as an organizational tool that provides a good overview of the results for the analysis processes (Menezes-Brito et al, 2017), and that as a computer-assisted qualitative data analysis software (CAQDAS), it is relevant for triangulation and reticular analysis of data with a great margin of adaptability to the different types of data.), and that as a computer-assisted qualitative data analysis software (CAQDAS), it is relevant for triangulation and reticual analysis of data with a great margin of adaptability to the different data collection approaches.(Wijngaarden, 2023).

The study raises questions such as: What kind of institutional relationship exists between university extension (ExUn) and university social responsibility? What is the role of university social responsibility in the management of university counselling? What kind of concepts and discourses are constituted in the public policy framework of university social responsibility? What are the institutional circumstances that make this relationship possible? How has this relationship been linked to university management and policy in state institutions in Colombia?

The documentary sources used for the analysis of institutional public polices are of two types: 1) Organizations and networks (global and national) (N=64); and, b) institutional documents of educational policies of 32 of the universities that make up the State University System (SUE) in Colombia (N=144). (see table 1)
### Table 1

**Sampling of organizations and institutions, RSU-Extension documents and educational policies**

<table>
<thead>
<tr>
<th>Types of Organizations</th>
<th>Organizations</th>
<th>No. of documents</th>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global international organizations</td>
<td>United Nations Educational, Scientific and Cultural Organization (UNESCO), World Bank (WB), Global Reporting Initiative (GRI), International Organization for Standardization (ISO), Organization for Economic Co-operation and Development (OECD), Global Compact, Vallaeys</td>
<td>N=36</td>
<td>With the ability to postulate and position educational public policy concepts at a global level.</td>
</tr>
<tr>
<td>Regional international organizations</td>
<td>Inter-American Development Bank (IADB), Economic Commission for Latin America and the Caribbean (ECLAC)</td>
<td>N=12</td>
<td>With the ability to postulate and position educational public policies at the hemispheric level.</td>
</tr>
<tr>
<td>MSW networks in Latin America</td>
<td>Regional Observatory of Social Responsibility for Latin America and the Caribbean (ORSALC), Union of Social Responsibility of Latin American Universities (URSULA), Association of Universities entrusted to the Society of Jesus in Latin America (AUSJAL).</td>
<td>N=8</td>
<td>Networks with resources to postulate, from a regional point of view, the perspectives and proposals of educational policies constituted at global levels.</td>
</tr>
<tr>
<td>MSW networks at the local level</td>
<td>Observatory for University Social Responsibility (ORSU)</td>
<td>N=9</td>
<td>Organizations with capacity for dialogue on adaptation of global and regional guidelines.</td>
</tr>
<tr>
<td>Higher education institutions</td>
<td>32 public higher education institutions in Colombia</td>
<td>N=144</td>
<td>Higher education institutions where the set of practices, discourses and methodologies of USR are materialised.</td>
</tr>
</tbody>
</table>

Source: Authors, 2024.

### 3.1 METHODOLOGICAL MAP

The design, execution and validation of the search criteria are carried out considering that it is a literature review that passes in congruence with the objectives of the research, the weighting of the methodology used, the expected results and the conclusions from which expectations of findings and projections are generated (Galeano, 2020; Santana, 2022). In this

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4 The universities of the state university system (SUE) referenced are the following: Universidad Colegio Mayor de Cundinamarca, Universidad de Antioquia, Universidad de Caldas, Universidad de Cartagena, Universidad de Córdoba, Universidad de Cundinamarca -UDEC- Universidad de La Amazonía, Universidad de La Guajira, Universidad de Los Llanos, Universidad de Nariño, Universidad de Pamplona, Universidad de Sucre, Universidad del Atlántico, Universidad del Cauca, Universidad del Magdalena, Universidad del Tolima, Universidad del Valle, Universidad Distrital Francisco José de Caldas, Universidad Francisco de Paula Santander -UFPS- Cúcuta and Ocaña, Universidad del Pacífico, Universidad Industrial de Santander -UIS-, Universidad Militar Nueva Granada -UMNG-, Universidad Nacional de Colombia, Universidad Pedagógica Nacional, Universidad Pedagógica y Tecnológica de Colombia -UPTC- Tunja, Universidad Popular del Cesar, Universidad Surcolombiana, Universidad Tecnológica de Pereira -UTP-, Universidad Tecnológica del Chocó -Diego Luis Córdoba-, Universidad Nacional Abierta y a Distancia -UNAD-, Escuela Naval de Cadetes "Almirante José Prudencio Padilla".
way, representative points are obtained from a wide range of documents of international organizations (grey literature, publications and reports and proceedings of events, articles in institutional media, etc.) and institutional policy documents (management reports, planning, institutional projects, development plans, etc.), which offer the possibility of highlighting the management of the mission areas of higher education institutions (Santana, 2022).

The working route in documentary analysis includes the following steps, based on the provisions of Navarro and Diaz (1995); Galeano (2012) and Galeano (2020); and:

Phase 1: Document search

The documentary review involves the processing of the sources collected in the identification and acquisition of the respective texts, based on the selection criteria of the respective problematic and referential frameworks. Taking into account the levels shown in Table 3, the information is collected as follows: firstly, the documents of the international organizations are obtained from the official websites; secondly, the information of the international and national networks is kept in the official websites and their respective repositories; thirdly, the documents of the educational policies come from the repository of the regulations of each of the institutions consulted, namely the 32 universities of the State University System, SUE.

It should be noted that the inputs with which the weighting of the relationship between social responsibility (RSU) and university extension (ExUn) is carried out include, among others, policy documents and philosophical and political guidelines [institutional educational project (PEI), institutional development plan (PDI)], documents qualifying, weighting and evaluating university management [management report (IG), self-evaluation (AE) and/or accreditation (AC)], as well as university policies on social responsibility (PRSU) of those universities that explicitly have them (n=144).

Phase 2: Documentary description.

The descriptive phase includes the taxonomy of the documents whose selection criterion is related to the central theme of the research, i.e. University Social Responsibility (USR) of International Organizations (IOs). The weighting and characteristics of each document are given in relation to its official and/or institutional origin. The main descriptors of the organizations’ texts are: "social responsibility of the university", "social responsibility of the university and extension", "extension and social responsibility in the university", "university and social responsibility", "extension and responsibility of higher education institutions", "social responsibility and projection" and "social responsibility and university extension". In the case of the institutional documents of the universities of the State University System (SUE),
the documents published on the official pages of the corresponding websites are taken into account.

Phase 3: Evaluation.

Consequently, the weighting of the documents has as a fundamental premise their institutional origin and their publication in an official repository in order to guarantee the fidelity necessary for their characterization. The sampling is carried out with the intention of searching for the dynamic discursive characteristics that occur around university social responsibility, extension educational policies in higher education institutions and international and national organizations.

4 RESULTS AND ANALYSIS

The codification process is enhanced by reading, organizing and systematizing the most relevant terms and concepts observed in the weighting exercise after the preliminary bibliographic review. Some terms that shed light on some trends in the discourses emanating from the relationship between University Social Responsibility (USR) and University Extension (ExUn), as reflected in the "collected" quotations, are highlighted. An example of the relationships between the main codes and their statements is presented.

Reading and interpreting the documents generates citations for weighting the discursive production of the organizations described above: total citations = 24118, university citations = 15927, organization citations = 8191. The total number of citations reflects the interest in the central themes of this research: extension (4596), social projection (2330), social responsibility (3063), university social responsibility (1081), and the appearance of some related themes of relevance, such as autonomy (1018), indicators (2186), sustainability (1597), among others (see Table 2).
There is a strong relationship between university extension and university social responsibility: social responsibility (SR) and university social responsibility (USR), with a high co-occurrence coefficient (coefficient = 0.03). This coincides with that postulated by Tascón-Hoyos et al. (2019) and Lugo-Muñoz, et al. (2022), who note that their conjunction leads to the strengthening of the mission axes of higher education institutions from their social function (Tascón-Hoyos et al., 2019), as a socially responsible model to delve into the management of teaching, research and extension (Lugo-Muñoz et al., 2022).

On the other hand, there is an important interlocution between the concepts of university extension (ExUn) and the field of social projection, which is highly related in the university policy documents on university social responsibility (USR) (Cano-Angulo, 2019; Cano-Angulo, 2019; Blanca-Virgen et al., 2023). To a large extent, the instances where university

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Table 2

*Citation count by codes (N=30) in the document review (N=2109)*

<table>
<thead>
<tr>
<th>Codes (alphabetical order)</th>
<th>Total Appointments</th>
<th>Universities</th>
<th>Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autonomy</td>
<td>1018</td>
<td>721</td>
<td>297</td>
</tr>
<tr>
<td>Citizenship</td>
<td>537</td>
<td>382</td>
<td>155</td>
</tr>
<tr>
<td>Education for Work</td>
<td>52</td>
<td>41</td>
<td>11</td>
</tr>
<tr>
<td>Extension</td>
<td>4596</td>
<td>4081</td>
<td>515</td>
</tr>
<tr>
<td>Academic Background</td>
<td>324</td>
<td>253</td>
<td>71</td>
</tr>
<tr>
<td>Knowledge Management</td>
<td>258</td>
<td>230</td>
<td>28</td>
</tr>
<tr>
<td>Management</td>
<td>386</td>
<td>342</td>
<td>44</td>
</tr>
<tr>
<td>Governance</td>
<td>197</td>
<td>154</td>
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<td>Governance</td>
<td>591</td>
<td>198</td>
<td>393</td>
</tr>
<tr>
<td>Environmental Impacts</td>
<td>58</td>
<td>38</td>
<td>20</td>
</tr>
<tr>
<td>Cognitive Impacts</td>
<td>19</td>
<td>3</td>
<td>16</td>
</tr>
<tr>
<td>Educational Impacts</td>
<td>30</td>
<td>6</td>
<td>24</td>
</tr>
<tr>
<td>Labor Impacts</td>
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<td>5</td>
</tr>
<tr>
<td>Organizational Impacts</td>
<td>25</td>
<td>5</td>
<td>20</td>
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<tr>
<td>Social Impacts</td>
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<td>Indicators</td>
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<tr>
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<tr>
<td>Total</td>
<td>24118</td>
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Source: Authors, 2024.
The theme of mission, linked to that of social projection mentioned above, finds an important element in research (0.01), including knowledge management (0.01) and academic...
training (0.01). Thus, in the research training cycle, there is a good production of studies that, at the undergraduate and postgraduate levels, consider the issue of social responsibility in different spheres as a valid field of academic interlocution. In fact, they argue that the generation of knowledge and its sharing is one of the main values of university work and a scenario of validation of the relevance of the training of professionals facing social problems (Carrillo-Hernández et al., 2021), which can even lead to generate within the levels of university management the construction of instances such as observatories to articulate, in the field of extension processes, teacher training, continuing education processes, education from a multidisciplinary approach, the curriculum, taking as part of its references to University Social Responsibility (USR) (Pirela et al., 2018; Loso, 2021).

The low discursive relationship with the cognitive, educational and labour impacts, which are part of the model postulated by the Inter-American Development Bank (Vallaeys et al., 2019), is very low (Gr=21, 32, 7, respectively), only the social label (Gr=119) has an acceptable coefficient (0.01), which is in line with the arguments of González (2022) and Vallaeys (2021), who consider it as a nodal point in understanding the management of the social responsibility of universities as something more than an altruistic perspective, going towards scenarios of inclusion that promote the production of knowledge and technology for society in an appropriate way (Fernández, 2022).

Among sustainability, in the discourses of university policies, we find (0.02, Gr=1329) in connection with what is mentioned by Hernández et al., (2020), who mentions that these frameworks are achieved from the perspective of endogenous development in the structural-organisational order as promoters of sustainability dynamics and continuity in time of the impacts (Hernández et al., 2020), 2020), which can be seen in depth when a link is generated with participatory processes and voluntary dynamics that guarantee permanence as part of the competences promoted by the university (Lugo et al., 2022), with a vision that takes into account participation in territorial development and the management of impacts in the administrative and academic order (Vallaeys et al., 2019).

It is more about governance (0.01) than governability (0.00) (Valdés-Montecinos & Ganga-Contreras, 2021), with connection to elements such as university management (0.02) and stakeholders (Stakeholders, coefficient = 0.01) articulated with (Valdés-Montecinos & Ganga-Contreras, 2021), including knowledge management (0.01) and academic training (0.01). From the point of view of e-governance, positions are highlighted that point out Solórzano-Vera et al. (2023) as an indicator of public management of integral nature, which
can transcend to cultural aspects that articulate, for example, issues such as peace and the environment (Altamirano et al., 2024).

4.1 UNIVERSITY SOCIAL RESPONSIBILITY (USR) AND UNIVERSITY EXTENSION (EXUN) AT 7 PUBLIC UNIVERSITIES

The following is a characterization of the institutional educational policies on University Social Responsibility and the institutional scenario and/or university extension (or social projection) unit of seven of the higher education institutions enrolled in the State University System (SUE), where the management instance in which the management of University Social Responsibility (USR) as a policy is structurally immersed is typified; the specific definition adopted by the institution; the principles on which the corresponding policy is based; the main objectives; the strategic lines and/or areas of action; and the policy references at the normative level.

The seven universities are the following of the state university system are as follows:

a. University of Antioquia (UDEA);
b. Technological University of Pereira (UTP);
c. Technological University of Chocó Diego Luis Córdoba (UTDCH);
d. Magdalena University (UDEM);
e. Universidad Distrital "Francisco José de Caldas" (UDFJDC);
f. University Colegio Mayor de Cundinamarca (UCMC);
g. University of Cundinamarca (UDEC).

The exercise of reviewing the policy documents of organizations and higher education institutions provides elements to understand the spaces of incidence of the international agendas on the referents of extension policies, in which the proposal of University Social Responsibility (USR) is inserted. Given the evident relationship between university extension (ExUn) with the perspective of social responsibility (SR) and university social responsibility (USR) (193 and 129, respectively, co-occurring citations), the strong relationship between extension and social projection (SP) is evident (1206 co-occurring citations). It is important to note that the synergy between these themes and others such as internationalization, indicators, values, management, etc. are part of the global commitment to higher education. (see Figure 1).
Figure 1
*Sankey diagram of the relationship between university extension (ExUn) and relevant codes.*

Source: own elaboration based on Atlas Ti analysis.

5 RESULTS AND DISCUSSIONS

The review of university policy documents shows that, from an organizational point of view, the University Social Responsibility (USR) policy is inserted in extension and/or social projection bodies. At the level of vice-rectorates, for example, in institutions such as the Universidad del Magdalena (UDEM), the Universidad Tecnológica del Chocó (UTDCH) (vice-rectorate for extension and/or social projection), the Universidad de Antioquia (vice-rectorate for extension). At the Universidad Tecnológica de Pereira (UTP), the policy is part of the Vice-Rectorate of Social Responsibility and University Welfare; at the Colegio Mayor de Cundinamarca (UCMC), it is located in the Office of the Director of Social Outreach; and at the Universidad de Cundinamarca (UDEC), it is located in the Directorate of Social Interaction.

In terms of what is defined as the social responsibility of universities, it is inscribed in the theme of the impact generated by institutions on their environment (e.g. UdeA, 2019; UDFJDC, 2022; UDEM, 2008; UDEM, 2021). On the other hand, they focus on socio-economic, social and environmental management (UTP, 2019; UDFJDC, 2022), with reference...
to the mission axes of teaching and research (e.g. UTDCH, 2020; UDEM, 2021). Their concepts are also inscribed in constructs such as social commitment and integral development (UCMC, 2019), from territorial recognition (UdeA, 2019), taking into account values such as citizenship, ethics and other values (UdeA, 2019; UDEM, 2021; UDFJDEC, 2022; for example) and stakeholders (UDFJDC, 2022; UdeA, 2019), which ultimately becomes an input for decision-making (UDFJDC, 2022; UDEC, 2019; for example).

The objectives outlined by the higher education institutions are in line with the mission axes of teaching and research (UdeA, 2019; e.g.), specifically with the search for solutions to social problems through the design and implementation of projects and partnerships (UTDCH, 2020; UDEM, 2008, UCMDEC, 2019), for sustainable development (UdeA, 2019; UDEC, 2019; ) with reference to Agenda 2030 and the Sustainable Development Goals (SDGs) (UDEC, 2019), through perspectives of inclusion marked by cultural diversity and sexual orientation (UDFJDC, 2022), or with emphasis on strengthening community organizations (UTDCH, 2020), from the dialogue of knowledge and access to knowledge (UDEM, 2008), accompanied by internal evaluation systems (UdeA, 2019; UDEC, 2019).

In terms of the strategic lines and/or fields of action addressed by the universities, they approach the management of quality of life (work and environment), comprehensive academic training, social management of knowledge, social participation from a perspective of solidarity and ethical approaches to management (UTDCH, 2020), with the approach of territorial development guidelines and the academic offer based on the sharing of knowledge (artistic, scientific, cultural and technological), resulting in innovation projects, consultancy, international cooperation and the extension of solidarity (UDEM, 2021). On the other hand, there are proposals framed in the context of sustainable development, resulting in projects related to disability, comprehensive security, university practices, training of older adults, in the context of volunteering, children's programs, social development and impact assessment (UdeA, 2019); which takes care of the respect of corporate governance practices, human rights, labour relations and community development in the face of fair practices of institutional operation (UDFJDEC, 2022). It is also possible to find lines of action focused on performance linked to good governance practices, where social, environmental and economic aspects are affected by the projection of actions aimed at social interaction from training, knowledge and learning through the appropriation of innovative technologies (UDEC, 2019; UCMDEC, 2019).

In terms of policy sources, references at different levels declared by higher education institutions are common: at the international level the declarations of the United Nations Organization on the Sustainable Development Goals (UDEC, 2019, for example). The
guidelines of the impacts of universities in the model of the Inter-American Development Bank, proposed by the French philosopher Francois Vallaeys, appear explicitly and implicitly in the different bets of university social responsibility (UTDCH, 2020; UDEM, 2021), or those emanating from networks such as the Regional Observatory of Social Responsibility in Latin America and the Caribbean (ORSALC).

Inputs from the national level include the Political Constitution of 1991, the General Law on Education and Law 30 of 1992, which regulates higher education (e.g. UCMDEC, 2019; UDEC, 2019; UCMDEC, 2019). The evaluation guidelines of the Ministry of Education and the National Accreditation Council are also taken into account (UDFJC, 2022). There is also an alignment with the guidelines of the National Council for Economic and Social Policy (CONPES) in terms of compliance with the Sustainable Development Goals (UdeA, 2019; UDEC, 2019). Not in all cases is there alignment with municipal policies, such as those of the capital district regarding district and institutional quality systems in relation to the Integrated Quality System and the ISO 26000 standard (UDFJC, 2022).

6 CONCLUSION

Although university social responsibility is not formally part of the regulations of the Ministry of National Education or the State University System (SUE), it has been implemented in conjunction with university extension and social projection policies. Being a discursive construct that in Colombia is not configured as an educational policy in higher education, the social responsibility of the university is found in the spaces of academic and administrative management of university extension, which is a niche that allows it to move in the scenario of voluntariness proper to its nature and ethical perspective, but at the same time generate a framework of important impact on the design, implementation and evaluation of university activities, especially in the face of its stakeholders.

By influencing university extension policies, university social responsibility finds a niche of influence in the configuration of university policies, as it finds fertile ground in one of the most important mission areas of the university, which is extension and social projection. The universities of the state university system have defined extension policies and guidelines that, in different scenarios, generate a relationship with university social responsibility at different levels of educational management bodies. For this reason, there is a high incidence of international policies that bet on global agenda issues, such as the Sustainable Development
Goals (SDGs), including the internationalization of higher education as a desirable aspect in the standardization of policy guidelines of higher education institutions (HEIs).

The synergy between University Extension (ExUn) and University Social Responsibility (USR), permeates different aspects of university management, modifying or giving priority to aspects that are immersed in aspects as diverse as educational quality, internationalization, design of indicators, continuous training, etc., putting a touchstone to university governance from academic and administrative management practices and inserting into the institutional ethos social responsibility in its corporate version. These issues represent a change in basic assumptions in the decision-making process of universities in relation to society.

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