

Extension and linkage in university practice within the framework of Social Responsibility

Extensión y vinculación en la práctica universitaria desde el marco de la Responsabilidad Social

RIVERA-IRIBARREN, Maricel†*, CALDERÓN-SOTO, Lorena, CAMACHO-FÉLIX, María Ángela and CERVANTES-QUIÑONEZ, Izhalia Josefina

Instituto Tecnológico de Sonora, Mexico.

ID 1st Author: *Maricel, Rivera-Iribarren* / ORC ID: 0000-0003-1823-0149, Researcher ID Thomson: S-7893-2018, CVU CONACYT ID: 896629

ID 1st Co-author: *Lorena, Calderón-Soto* / ORC ID: 0000-0002-8407-831X, Researcher ID Thomson: S-7886-2018, CVU CONACYT ID: 22017

ID 2nd Co-author: *María Ángela, Camacho-Félix* / ORC ID: 0000-0002-5378-3139, Researcher ID Thomson: ABB-9415-2021, CVU CONACYT ID: 1109326

ID 3rd Co-author: *Izhalia Josefina, Cervantes-Quíñonez* / ORC ID: 0000-0002-3413-3368, Researcher ID Thomson: ABB-9423-2021, CVU CONACYT ID: 1109332

DOI: 10.35429/JHRT.2021.20.7.12.20

Received: July 20, 2021; Accepted: December 30, 2021

Abstract

The university is called to attend to the needs of the community, for this, it is necessary to generate socially responsible attitudes and significant learning, through promoting work in the field where the needs and problems of the context are addressed so that extension-linkage is decisive for the achievement of social impacts. The objective of this study is to describe the actions that the university carries out to integrate the social responsibility guidelines in its extension-linking function, considering the indicators established by international organizations; It is qualitative, descriptive, and transversal, it was carried out in the Sonora Institute of Technology, considering a population of 15 teachers. For data collection, the focus group technique and a self-diagnosis questionnaire were used as a complement, in the data treatment the qualitative analysis process proposed by Hernández (2018) was followed. The main results show that the extension-linkage actions under social responsibility should consider: 1) meeting real, relevant, and pertinent needs of the community; 2) clearly defined objectives; 3) defined scopes; 4) identification of beneficiaries; 5) impact measurement; and 6) develop under ethical values.

Social responsibility, Extension and bonding, Teaching practice

Resumen

La universidad está llamada a atender las necesidades de la comunidad, para esto es necesario el generar actitudes socialmente responsables y aprendizajes significativos, a través de promover el trabajo en campo en donde se atiendan necesidades y problemáticas propias del contexto, por lo que la extensión-vinculación es determinante para el logro de los impactos sociales. El objetivo de este estudio es describir las acciones que la universidad realiza para integrar las orientaciones de responsabilidad social en su función de extensión-vinculación, considerando los indicadores establecidos por organismos internacionales; es de tipo cualitativo, descriptiva y transversal, se llevó a cabo en el Instituto Tecnológico de Sonora, considerándose una población de 15 docentes. Para la recolección de los datos se utilizó la técnica de grupo focal y un cuestionario de autodiagnóstico como complemento, en el tratamiento de los datos se siguió el proceso de análisis cualitativos propuesto por Hernández (2018). Los principales resultados arrojan que las acciones de extensión-vinculación bajo la responsabilidad social deberán considerar: 1) atender necesidades reales de la comunidad, relevantes y pertinentes; 2) objetivos claramente definidos; 3) alcances definidos; 4) identificación de los beneficiarios; 5) medición de impactos; y 6) desarrollarse bajo valores éticos.

Responsabilidad social, Extensión y vinculación, Práctica docente

Citation: RIVERA-IRIBARREN, Maricel, CALDERÓN-SOTO, Lorena, CAMACHO-FÉLIX, María Ángela and CERVANTES-QUIÑONEZ, Izhalia Josefina. Extension and linkage in university practice within the framework of Social Responsibility. Journal of Human Resources Training. 2021. 7-20:12-20.

†Researcher contributing first Author

Introduction

The results of various discussion forums and analyses carried out by UNESCO on the role of higher education as a driving force for the progress of society have highlighted its importance and transcendence, classifying it as a common good (Martí, Licandro and Gaete, 2018). However, despite being a right and the role it has as part of the country's growth, there are still challenges to face, among them is the determination of its priorities: the formation of committed citizens and the generation of knowledge that contributes to the community in which it is immersed, or the fulfillment of the demands of evaluating bodies and companies (Benavides, 2015).

Rajhi (2014), cited by Sánchez and Pérez (2018, p.62), states that one of the roles entrusted to universities is the "responsibility to contribute to the construction and consolidation in scientific, humanistic and technological advances", through the development of its substantive functions: teaching, research, management and extension. The latter is associated with the so-called third mission of the university, which endorses its commitment and social responsibility to society and its community, thus influencing its growth, reducing gaps and generating equal opportunities (Acosta, 2013).

In view of this reality, since 2012, ANUIES has established social responsibility as one of its 10 strategic axes, setting a guideline for higher education institutions, which should consider these guidelines in the implementation of their teaching, research, management and extension functions in their institutional development plans, which should not only address the dimension of life in society, but also the activities generated in this dimension for the training of human talent (ANUIES, 2012).

Within this framework, the Instituto Tecnológico de Sonora, raises in its Institutional Development Plan as one of its social responsibility strategic programs, which highlights the concern of the university to meet the expectations of the community in its various fields, prioritizing educational inclusion, gender equity and the welfare of the community (ITSON, 2016).

Therefore, from the academic area, a curricular innovation proposal arises, which implies designing the curriculum based on the problems of the context, using the development of projects as a didactic strategy. This is how the socio-formative approach is applied from 2016 in the Bachelor of Science in Education, where social responsibility is declared from its specific competences as one of the guiding axes (Crespo, Mortis, Manig & Tobón, 2018). However, the lack of a clear definition of the term and its connotations leads to the development of actions, sometimes isolated, that could be catalogued as social responsibility without really being so, falling into welfarism, where through the provision of a social service, it is assumed that not only are actions of this type being developed, but also that the student is being trained in this ideology. As stated by Benavides (2015, p.178) "the differences in the way in which each university conceptualizes and deposits social responsibility, are a reflection of the diversity of types of tasks, actions or activities that are developed under this framework without really being so".

In this sense, promoting the participation of each and every stakeholder, both inside and outside the university, will be socially responsible to the extent that the university's participation in the community is promoted in a timely manner, so the projects that are developed with other actors, should aim to generate links for mutual learning and social development (URSULA, 2019, p.5).

Vallaey (2020, p. 43-44), states that "extension alone does not generate the necessary impacts", so each and every one of the substantive functions must be articulated and identify the space or spaces of incidence of the universities, since it is these specific contexts, in which the institutions are introduced, where not only the alliances are developed, but also the research-action processes and the implementation of the competencies acquired during the training process, so that the extension must be inserted in the dynamics of the different functions.

To generate social impacts, according to the conceptualizations of experts, it is required to promote the implementation of projects in coordination with different actors that generate links for mutual learning and social development, thus promoting social capital, in which students, teachers and community converge, ensuring a permanent and meaningful learning that contributes to the solution of social problems (Schwalb, et al, 2019).

As García and Vélasquez (2015) state, in order to generate socially responsible attitudes and significant learning, it is necessary to promote field work in which the needs and problems of the context are addressed, so that outreach is crucial to achieve the social impacts that the university is called to address. Therefore, the objective of this research is to describe the actions that the university carries out to integrate the orientations of social responsibility in its extension-linkage function under the international indicators, established from the perspective of experts and from the framework provided by the URSULA Model (Vallaey, 2020), which promote the intervention of the student body in the community, as well as the analysis of the needs and problems of the same (PRME, 2018; ORSALC, 2018; Tarradellas, 2019; Zamudio & Figueroa, 2020; Valleys, 2020). [See Table 1]

Substantive function	Indicators
Extension – linkage <i>Linkage with society through technical assistance or dissemination of culture (Cordon, 2019).</i>	Field work activities promoted by the teaching staff to meet the needs of the context.
	Research projects involving community outreach.
	Formalization of projects through the signing of collaboration agreements.
	Ethical considerations.

Table 1 Extension-linkage indicators
Source: Own elaboration

Method

This is a qualitative, descriptive and transversal type of research; it was carried out in the field where the object of study is developed, Sonora Institute of Technology, from a process of direct information collection of the reality around the phenomenon of study. Likewise, information was collected in a documentary manner, that is, part of the data collected was provided by other research related to the development of socially responsible projects generated in universities.

The population of this study consisted of 16 professors working at the university, who are assigned to the areas of Social Sciences and Humanities, Economic-Administrative and Engineering, teaching during the January- May 2021 semester. Of these, nine were female and seven were male, ranging in age from 26 to 60 years old; 62.6% of the participants have between 15 and more than 20 years of teaching experience, as well as experience in the development of community projects; while 25% have between 11 and 15 years and 12.5% between six and 10 years. For data collection, the focus group technique was used, supported by a semi-structured interview guide. As a complement, the "Self-diagnosis questionnaire of socially responsible actions from the substantive functions of university professors" was used in digital format, which takes as a reference the self-diagnosis instrument of RSU proposed by the URSULA Model (Vallaey, 2020). The purpose of this instrument was to identify the actions that university professors carry out from their teaching and research functions in relation to outreach and liaison within the framework of university social responsibility.

The instrument consisted of six statements, with a Likert-type scale in which the values assigned were: 1) Totally disagree; 2) Disagree; 3) Partially disagree; 4) Partially agree; 5) Agree; and 6) Totally agree. Finally, there were two open questions that inquired about the characteristics of the actions carried out by the faculty in their teaching and research functions in relation to outreach - liaison.

Procedures used

The process for data analysis proposed by Hernandez (2018, p.495) was followed, who determines that it is necessary to systematize the data to build theoretical principles through the logical interpretation of the information, for this he proposes the following procedure:

1. Transcription of the narratives of the experiences.
2. Review of the description and information collected to get a complete picture.
3. Identification of units of analysis, including the development of controls and codes. (See table 2)

Code	Meaning
P	Participant
IEV1	Outreach-Linkage Indicator 1. Field work
IEV2	Outreach-linkage indicator 2. Community linkage
IEV3	Extension-linkage indicator 3. Formalization of projects
ET	Ethical considerations

Table 2 Control and codes

Source: Own elaboration

4. Generation of categories, themes and patterns present in the descriptions and narratives of the participants' experiences with respect to the phenomenon under study.
5. Identification of connections between participants' experiences in relation to the phenomenon. Coding of the data. Units of analysis coded by indicators. (See table 3)
6. Constructivist and comparative determination of the phenomenon from the analysis of experiences.
7. Development of a general narrative that includes the common and different categories and themes, as well as their links within the context.
8. Validation of the narrative and description of the phenomenon.

Control	Participant	Department of assignment
P1	Participant 1	Education
P2	Participant 2	Education
P3	Participant 3	Education
P4	Participant 4	Education
P5	Participant 5	Education
P6	Participant 6	Education
P7	Participant 7	Civil Engineering
P8	Participant 8	Education
P9	Participant 9	Education
P10	Participant 10	Education
P11	Participant 11	Sociocultural
P12	Participant 12	Education
P13	Participant 13	Education
P14	Participant 14	Education
P15	Participant 15	Administration

Table 3 Identification of participants

Source: Own elaboration

Results and discussions

The implementation of the selected data collection techniques (focus group with experts and self-diagnostic questionnaire), allowed the identification of the actions that the faculty of the Sonora Institute of Technology perform in terms of the extension-linkage function from teaching and research.

The indicators defined for this substantive function were: 1) field work activities promoted by the teaching staff to meet the needs of the context; 2) research projects involving community outreach; 3) formalization of projects through the signing of collaboration agreements; and 4) ethical considerations.

When the faculty was asked about the different extension-linkage actions they carry out from teaching and research, the results show that 93.8% agree that the actions derived from the projects they undertake give rise to specific interventions for the benefit of the university and non-university community, while 6.3% partially agree in this sense.

According to the data obtained in the focus group, two orientations were identified, the first one referred to the actions carried out by the teaching staff from the practical courses, who repeatedly pointed out that it is through professional practices and academic practices in "real scenarios" that the needs of the context are addressed through the activities that emerge from them. Another element that stands out in this first orientation is the attendance and permanence of the students in the scenario, which, according to what is indicated, favors the students to know not only the reality, but also to be sensitive to it, leading them to innovation and adaptation.

"how we get students to innovate and adapt their learning is by throwing them into the water or throwing them into the arena, learning by doing, learning by confronting... very flexible mentality, very open and with a lot of capacity to adapt..." P11IEV1

The second orientation are the actions that emanate from the theoretical courses, in which, although volunteer actions or academic practice are promoted, the importance of reflecting on one's own practice is emphasized, by conducting an analysis of the situation that allows them to identify the impacts generated.

"Basically what I do is continually have them reflect on what they are doing and always considering options, never being guided by one issue, never making a blanket statement about something, but considering the various options that may have generated it, like what alternative is there besides what you are contemplating..." P8IEV1

The data provided by the self-diagnosis questionnaire regarding the promotion of innovation and the acquisition of significant learning show that 87.5% agree with this statement, that is, they promote innovation and significant learning from their teaching work, 6.3% partially agree and 6.3% partially disagree in this regard.

In relation to this element, the actions carried out by teachers to promote innovation in their students are related to the activities and products derived from professional practice, emphasizing the relevance of these interventions, which seek to "improve social reality", as well as raising students' awareness. This is consistent with the data previously presented, as well as with the approach of Cañedo and Figueroa (2015), who visualize teaching practice as a "social praxis" that promotes the insertion of students in real contexts, which will allow them to face and respond to the different situations that will be presented, thus promoting innovation and meaningful learning.

In the same vein, it is pointed out that innovation processes are preceded and preceded by processes of analysis and reflection, noting that these imply not only "doing things well or as well as possible"; in the field of meaningful learning, the professors propose as main actions the feedback, transfer and application of knowledge in real scenarios; likewise, the meaning and relevance of their profession and of their actions in the society in which they are immersed is highlighted. On the other hand, when asked if the practices derived from the different projects they carry out give rise to new learning and projects through the communication of their good practices and mistakes, 87.6% agree with this statement, while 12.5% partially agree.

In relation to the above, 56.3% state that they periodically disseminate the findings of their projects, 37.5% partially agree with this statement and 6.3% disagree. These data are congruent with what was stated by the professors in the focus group, where they highlight the organization of forums, reports, presentation of posters, as the main dissemination activities. Although these actions are developed, it is identified that they are not enough, since according to two of the participants, these are made known within the University, so it is necessary to give them continuity and communicate them to the non-university community.

The last element contemplated for this indicator refers to the use of active methodologies such as project-based learning, service learning, problem-based learning, among others; being one of the main characteristics of the actions carried out by the faculty under the approach of social responsibility. Thus, when the teachers were asked if their teaching and research projects allow them to practice different active methodologies, 75.1% agreed, 18.8% partially agreed with this statement and 6.3% partially disagreed.

The results of the focus group regarding the second criterion, research projects that involve the link with the community, again, professional practice emerges as a strategy of direct link with the community, through which actions are generated from teaching and research to meet the needs of the community in a timely manner.

"taking as a reference also the professional practices, already in the question of community development in community intervention it is possible to generate a linkage..." P6IEV2

In relation to the formalization of the projects that are implemented, when asked if they are born from explicit collaboration agreements, 56.3% agree with this statement, which shows that it is a process that they follow; while 25% partially agree and 18.8% partially disagree.

These statements are in line with the findings previously described, where it is identified that the development of actions by teachers from the teaching point of view goes in two directions, on the one hand, practical courses, which generate a direct link with the community, and theoretical courses, which contribute to the processes of reflection and analysis. This indicates that the theoretical courses, given their characteristics, do not necessarily have to establish a direct link with the community. In the case of professors who do carry out formal linkage processes, they state that they have "institutional tools" that favor the formalization of the processes through the corresponding areas, such as the Department of Linkage, in the case of the University studied.

"very recurrent practice that this is formalized through the Department of Liaison, which is also important because it also gives it some visibility, formality, it also has a follow-up and therefore also ensures that the practices are linked precisely to the community..." P3IEV3

In the fourth criterion corresponding to ethical considerations, when asked if the actions undertaken, from the different teaching and research projects they develop, contribute to improve daily life and the development of their capacities, 81.3% agree with this statement and only 18.8% partially agree; asserting to do it under an ethical and responsible action (100%).

In this sense, the interviewees state the different considerations that guide their actions, identifying ethics as a value, where "empathy, communication, respect, responsibility and solidarity" are the basis for the development of their actions; likewise, it is established how ethics should permeate each and every one of the substantive functions of university professors.

In This sense, from teaching, the following are identified as the main guidelines: a) the ethical behavior of students in their "relationship with the contexts and community" with which they interact; b) the handling of personal data of the participants in the interventions they implement; c) the attention to the regulations under which these are to be developed; and d) the prevention of plagiarism. Likewise, they point out the continuous training of teachers and the need to deepen the analysis of the object of study.

Likewise, for this function, the orientations towards the ethics of the profession are identified, highlighting the formation of the student body under the ethical framework marked by the discipline itself. From the research, four dimensions to be considered in the ethical performance of the research professor are: 1) ontological; 2) epistemological; 3) methodological; and 4) ethical.

The ethical considerations raised for the development of work in the community, associated with the extension-linkage function, indicate as the main element the "emphasis on the community", as well as the adaptation to the needs and respect for the uses and customs of the community. Another element to consider, which sets the guidelines for the work of university professors, is the one referred to the institutional regulations that mark the development of the different processes and functions that will be generated within the institution, as well as the adherence to the methodologies that guide the projects that emanate from the substantive functions.

"Ethics must permeate in all the substantive activities we do... teaching: to take care of the congruence between what we think and what we say... ethics is to work every day and in each class session promoting respect... in the works they deliver... research: respect for the objects studied, the field of action where we are, the context where we are conducting the research, the protocols to be followed, objectivity in the way we capture the results and how we disclose those results, also respecting privacy, ethical handling of information... disclosure, knowledge really derived from rigorous research and care..." P12ET

Finally, a series of general considerations are identified that set the tone for the development of the actions of the group of teachers participating in the study, such as confidentiality, information management, data protection, informed consent, respect for delivery times, attention to legal issues, also highlighting values such as personal dignity, honesty and integrity.

Conclusions

Two lines are identified at the curricular design level in relation to the linkage of the courses and the actions that emerge from them with the community: 1) curricular design of the educational programs (second level of concreteness), which from their conception were designed with a focus on the needs of the context; 2) classroom level (third level of concreteness), from which two orientations are identified in the development of teachers' actions, the first referring to the analysis and reflection of the processes, as well as the understanding of the social function of their profession; and the second, related to the development of practical actions. Which according to Vera, Gómez, Acosta and Perozo (2012), from the framework of social responsibility, should promote the construction and reflection of learning processes, from theoretical and practical approaches, thus promoting the transfer and comprehensive training of the student.

The emphasis made by teachers on the importance of the linkage with the community stands out, not only in terms of the formalization of the practice, but also in the involvement of teachers in the scenarios, in order to know first-hand the reality in which the learner will perform, carrying out contextualization and diagnostic processes prior to their immersion. In view of this, Pino & Sáenz (2014), establish as necessary in the establishment of linkage processes, to generate the conditions for this, through structured and reflective actions that allow determining relevant and timely intervention strategies.

In the same thread, the results related to the dissemination of knowledge associated with the extension-linkage function, show as an area of opportunity, according to the participants, the generation of spaces to make known the results of the research and interventions carried out to the non-university community. Although the results are made known within the University, they state that they are not sufficient, and that it is necessary to give them continuity and communicate them outside the University.

Although the research conducted seeks to meet the needs of the community, the evidence shows as an area of opportunity the incorporation of community actors, as well as the coordination with external groups in the development of the same, which is relevant with the proposals of Urdaneta, Cova, Chirinos and González (2016), who among the main conclusions of their research, propose as an area of opportunity for this function, to reflect on the characteristics of the research that is produced.

From the approach of Unesco (2016), every project represents an alternative solution to meet human needs, being a tool used systematically to carry out interventions towards this end. Based on this approach, any action to be generated under the framework of social responsibility in each of the substantive functions should consider: 1) addressing real needs of the community, being relevant and pertinent to the context; 2) clearly defined objectives; 3) definition of scope; 4) identification of beneficiaries (stakeholders); 5) measurement of impacts; and 6) developed under ethical values (González, et al., 2017; Uribe, et al., 2017 & Restrepo, 2017).

These should be relevant and pertinent to the context, interdisciplinary, inclusive, equitable, participatory and contextualized, which imply the field work of teachers and students, being these the constant, as stated in the bibliographic review of the study, as confirmed by the results obtained from the data collection techniques.

Acknowledgement

This project was financed by the Program for the Promotion and Support of Research Projects of the Technological Institute of Sonora (PROFAPI 2021).

References

Acosta, J. (2013). La Tercera Misión de las Universidades y la Responsabilidad Social Universitaria. *Revista Facultad de Ciencias Contables y Administrativas - Corporación Universitaria Rafael Núñez*. 4(1) 64-73. Retrieved from: <http://54.227.246.241/journals/index.php/aglala/article/view/389/324>

Asociación Nacional de Universidades e Instituciones de Educación Superior (ANUIES). (2012). *Inclusión con responsabilidad social. Una nueva generación de políticas de educación superior.* Retrieved from: <https://crcs.anuies.mx/wp-content/uploads/2012/09/Inclusion-con-responsabilidad-social-ANUIES.pdf>

Benavides, L., M. (2015). La responsabilidad social como ideología de las universidades públicas estatales en México. Alcances y límites desde el análisis filosófico del concepto. *Revista Latinoamericana de Estudios Educativos*, XLV(4),157-187. Retrieved from: <https://www.redalyc.org/pdf/270/27043549007.pdf>

Cañedo, O., T. & Figueroa, R., A. (2013). La práctica docente en educación superior: una mirada hacia su complejidad. *Sinéctica*, (41), 2-18. Retrieved from: http://www.scielo.org.mx/scielo.php?script=sci_arttext&pid=S1665-109X2013000200004&lng=es&tlng=es

Cordón, M. (2019). Integración de las funciones sustantivas de la universidad y relación Universidad - Sociedad - Estado. *Compromiso Social*, 1(1), 23-28. <https://repositorio.unan.edu.ni/11314/3/document%20%281%29.pdf>

Crespo, C, A., Mortis, L., S., Manig, V., A. & Tobón, T., S. (2018). Análisis conceptual del diseño curricular bajo el enfoque socioformativo. *Revista Educación y Ciencia*, 7(50), 40-54. Retrieved from: <http://www.educacionyciencia.org/index.php/educacionyciencia/article/view/461>

García, L., G. & Velásquez, M., J. (2015). La responsabilidad social universitaria en Unicafam: un enfoque de gestión que involucra la proyección social. *Revista Logos, Ciencia & Tecnología*, 6(2), 235-240. Retrieved from: <https://www.redalyc.org/articulo.oa?id=5177/517751486009>

Instituto Tecnológico de Sonora (ITSON). (2016). *Plan de Desarrollo Institucional 2020.* México: ITSON. Retrieved from: <https://www.itson.mx/micrositios/pdi2020/Paginas/informe-anual.aspx>

Martí, N., J., Licandro, O. & Gaete, Q., R. (2018). La Responsabilidad Social de la Educación Superior como Bien Común. Concepto y desafíos. *Revista De La Educación Superior*, 47(186), 1-22. <https://doi.org/https://doi.org/10.36857/resu.2018.186.353>

Observatorio de Responsabilidad Social para América Latina y el Caribe – ORSALC (2018). *Tendencias en Responsabilidad Social Territorial.* ORSALC-UNESCO. Retrieved from: <http://www.viceacademica.unal.edu.co/wp-content/uploads/2015/12/Doc.-4-INDICADORES-ORSALC.pdf>

Pino, L., E., & Sáenz, R. M. (2014). La dimensión social de la universidad del siglo XXI: creación del programa de aprendizaje-servicio en la Universidad Técnica de Ambato. *Revista Iberoamericana De Educación*, 65(1), 1-11. Retrieved from: <https://doi.org/10.3562/rie651334>

Sánchez, A., G. & Pérez, B., J. (2018). La tercera misión de las universidades: innovación, emprendimiento y compromiso social. *Revista Universitaria Digital de Ciencias Sociales*, 9(17) 61-71. Retrieved from: http://virtual.cuautitlan.unam.mx/rudics/wp-content/uploads/2018/08/RUDICSv9n17p61_71.pdf

Schwab, M. M., Prialé, M. A. & Vallaes, F. (2019). *Guía de Responsabilidad Social Universitaria (1era Ed).* Perú: Universidad del Pacífico.

Tarradellas, P., M. (2019). Reflexiones sobre la responsabilidad social desde una perspectiva empresarial, universitaria y territorial. En 9 necesarios debates sobre la responsabilidad social. 87 reflexiones de expertos. España: Comares, S.L. Retrieved from: <https://www.santandersostenibilidad.es/recursos/doc/portal/2020/04/22/10-9-necesarios-debates-sobre-rs.pdf>

Urdaneta, M., & Cova, M., & Chirinos, A., & González, X. (2016). Responsabilidad social en las universidades del municipio Maracaibo del estado Zulia. *Revista Venezolana de Gerencia*, 21(73),65-85. Retrieved from: <https://www.redalyc.org/articulo.oa?id=29045347005>

Vallaes, F. (2020). Responsabilidad Social Universitaria. El modelo URSULA: estrategias, herramientas, indicadores. Unión de Responsabilidad Social Universitaria Latinoamericana. Retrieved from:<http://unionursula.org/wp-content/uploads/2019/12/ursula-modelo-responsabilidad-social-universitaria-rsu.pdf>

Vera, G., L., Gómez, S., M., Acosta B., Y. & Perozo, P., L. (2012). La docencia en el marco de la responsabilidad social universitaria. *Opción*, 28(68),257-272. ISSN: 1012-1587. Retrieved from:<https://www.redalyc.org/articulo.oa?id=310/31025437013>

Zamudio Robles, Luis & Figueroa, R. (2020). Génesis de la responsabilidad social y su impacto en las instituciones de educación superior de México. *Espacios*. 41(4). 22. Retrieved from:<http://revistaespacios.com/a20v41n04/a20v41n04p22.pdf>