



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

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Introduction

Higher education plays a dynamic role in the progress of society. 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.

(Benavides, 2015)

The university must take responsibility for contributing to the construction and consolidation of scientific, humanistic and technological advances through its substantive functions: **teaching, research, management and extension.**



The latter is associated with the so-called third mission of the university.

Rejhi (2014)

Extension is a determining factor for the achievement of the social impacts that the university is called to address, since it promotes field work in which the needs and problems of the context are addressed, thus generating socially responsible attitudes and significant learning.

García y Velásquez (2015)

Methodology

Research: qualitative, descriptive and cross-sectional.

It was carried out at a public university in southern Sonora.

Population: 16 professors working at the university.

Ages: Between 26 and 60 years of age.

Data collection:

- Focus group technique
- Semi-structured interview guide

Procedure used:

1. Transcription of the narratives of the experiences.
2. Review of the description and information collected.
3. Identification of units of analysis.
4. Generation of categories, themes and patterns present in the descriptions and narratives of the participants.
5. Identification of connections between the participants' experiences in relation to the phenomenon. Coding of data. Units of analysis coded by indicators.
6. Constructivist and comparative determination of the phenomenon.
7. Development of a general narrative that includes common and different categories and themes.
8. Validation of the narrative and description of the phenomenon.

(Hernández, 2018)

Results

The indicators defined for the outreach function were as follows:

- 1 • Field work activities promoted by the teaching staff to meet the needs of the context.
- 2 • Research projects involving links with the community.
- 3 • Formalization of projects through the signing of collaboration agreements.
- 4 • Ethical considerations.

93.8% state that they agree that the actions derived from the projects they undertake result in specific interventions that benefit the university and non-university community.
A 6.3% partially agree in this sense.

Results

According to the focus group data, two orientations were identified:

- Actions carried out by the faculty from the workshops.

The teachers repeatedly point 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.

- Actions emanating from the theoretical courses.

Volunteer actions or academic practice are promoted, emphasizing the importance of reflecting on one's own practice, analyzing the situation to identify the impacts generated.

Conclusions

Emphasis is placed by teachers on the **importance of the link with the community**, 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 student will be working, carrying out contextualization and diagnosis processes prior to their immersion.

The results related to the dissemination of knowledge associated with the extension-linkage function show that, according to the participants, there is an **area of opportunity in the generation of spaces to disseminate the results of the research** and interventions carried out to the non-university community.

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).

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