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"UNIVERSITY SOCIAL RESPONSIBILITY PRACTICES AS AN SMART INITIATIVE" (CASE IBAGUE UNIVERSITY)

Abstract

Nowadays society is facing social, economic and environmental problems. Most of these problems are the result of years of development promoted by no sustainable business initiatives. This scenario poses big challenge for all social institutions no matter its nature.

Universities as educational institutions with social sense have lot of potential for being smart initiatives developers; they might promote social sustainability programs and usage of environmental friendly technologies. This behavior would constitute a smart business initiative from educational perspective and university social responsibility approach.

The document aims to research and analyze the current smart university initiatives carried out by Ibague University located in Colombia, and characterize its social responsibility model. This includes its university social responsibility policies, plans and actions. The paper also aims to determine if smart university actions and generated impacts results from structured projects or isolated initiatives In order to measure Ibague University social responsibility initiatives, the methodology includes a diagnosis for the stage of development of USR policies in the university. The diagnosis was held by applying interviews to administrative and academic staff as well as surveys for students, subsequently, a model characterization of programs and plans is made and finally an assessment of remarkable impact actions. Finally, the document seeks to show that in order to enhance the impact that educational institutions can have on society, it is necessary to implement a structured University Social Responsibility model which will constitute a smart business initiative, becoming a reference model which may be implemented or used as guidance for other educational institutions.

Keywords: Smart Initiatives, Social sustainability, University Social Responsibility, Structured model, Corporate Governance, Corporate Social Responsibility, reference model.

Introduction

Educational institutions have been identified not only as knowledge developers, also as agents of change due to the fact that prepare and shapes the future professionals and studies or creates new concept tendencies, this gives them power to switch the mindset direction of future generations. Right now the world has started the new age of digitalization which comes with critical social and environmental problems, this situation asks for a redraw of the known processes with the presentation of initiatives with a core component on sustainability from all the guilds including the academic. The concept of sustainability on the new management model is a central part of smart business philosophy according to Smart Axiata Co (2017). In that order of ideas, effective actions related to sustainability could be understood as a smart initiative or smart business model. For that reason this researching studies the University Social Responsibility structure in Ibague University, a regional medium sized university with around 7.000 students and more than 11.000 graduated with 38 years old, and tries to answer if this educational institution efforts for being responsible are the result of the planification and prevention of impacts or in the other hand are a reaction matter, also measures and analyzes the impact of those actions into their internal community and finally presents a description of the remarkable USR model implemented by the Ibague University which could be seen as potential smart initiative to be shared with other institutions as a frame of reference and consultancy to undertake its responsibility.

1. Project descriptions

1.1.Problem Justification

Our society is facing a variety of problems that affect us in many ways such as social, economic and environmental areas. This is the result of years of development without the society's awareness of human activities consequences in long term. Some of the most common problems are poverty, contamination, inequalities, unsustainable consume tendencies and unsustainable economic models that affect each individual. According to Bexell and Jonsson (2016) this situation raised many questions especially about the responsibility of taking corrective actions.

In order to find the best solution to all these issues, right now there are movements and initiatives towards taking over the impacts and externalities generated by the society. At the moment one of the most known is the 2030 Agenda for Sustainable Development created in September 2015 by UNDP - United Nations Development Programme, where after several discussions of world leaders 17 SDG – Sustainable Development Goals were presented, attempting to promote smart initiatives focus on reaching those objectives as the end poverty, the protection the planet and construct peace and prosperity. In accordance with Bexell and Jonsson (2016) "The formal adoption of the new goals triggered a phase where the allocation of responsibility at different levels takes center stage".

With the purpose of accomplishing those goals, the UN - United Nations - has established alliances and announced strategic partnerships like the universities and that's why agreeing with Paul, D. (2018) "*They've selected 17 universities around the world that will serve as 'Academic Impact' Hubs for each of the SDG. Each university will be charged with promoting scholarships and best practices for its respective Goal*".

The global academic community has the capacity to use theirs policies, plans and actions to involve the community in this commitment and that is what we called University Social Responsibility, "Is the response that has the University forming responsible citizens with their environment, generating creative ideas and committed people to help to solve social and environmental problems" (University of Sipan, 2017).

This is why this research project proposes to characterize the University Social Responsibility Practices performed by Ibague University, because it's aim to identify if the university efforts in the different matters are the result of a structured and planned process or they are just isolated initiatives, and through the analysis of the different procedures that are undergoing in the university, measure the impact level on its internal community, identify which are smart initiatives and recommend some improvements for other similar education institutions to undertake this important responsibility task.

1.2.Initial Situation

Social responsibility was mostly related to large companies or international organizations, but today everybody is called to be engaged with it. In accordance with Baca, H. (2015) social responsibility could be understood as: "Integral responsibility (economic and social) under which the organization, during the exercise of its functions, it's conscious of the real and total effects of its actions on the environment, adopting a positive position toward the consideration of values and expectations".

The social responsibility it's getting more relevance each day on the international discussions, an example of it are smart initiatives as the creation of Sustainable Development Goals (SDG) by the United Nations Development Programme (UNDP), Global Reporting Initiative (GRI) standards, new international guidelines as ISO 26.000 and the release of the Green Paper by the European Commission just to name some. According to the International Organization for Standardization (2017), "ISO 26000 talks of social responsibility and not corporate social responsibility because its guidance is applicable to all types of organizations and not only to industry or private companies". Therefore, the definition involves even the academic guild as responsible to carry out sustainable activities and that is the reason today we're talking about University Social Responsibility (USR) as an effective initiative on the creation of sustainability.

In order to understand the importance and complexity of University social Responsibility, becomes relevant to define it as: "the Institutional capacity to generate and apply universal principles and values, whereby four key processes: management, teaching, researching and extensions, which are focused on improve the community (intern and extern) quality of life, minimize negative impacts and optimize pledged benefits of the university" (Baca, H. 2015).

Thus, to accomplish this important task Vallaeys, F. (2008) proposed that it has to exist a kind of contract between the university and the society as follows:

You society, guarantee me autonomy and resources, and i University give you (1) democracy through the education of students and responsible citizens, (2) more responsible science and open to the solution of humanity's social problems and (3) better, equitable, innovative and sustainable development with competitive and engage professionals.

Despite the academic institutions efforts to be more responsible, they have not explored all the potential they have as a social responsibility hub yet. Based on Sassen, R and Azizi, L. (2018) in their research paper entitled Assessing sustainability reports of US universities:

"*Sustainability reporting by universities is still in its early stages. The findings show a clear focus on the environmental dimension, whereas the university and the economic dimensions see lower levels of reporting. The social dimension is rarely addressed*".

As a conclusion, based on Hart and Northmore (2009):

Despite widespread acknowledgement that universities should contribute to the development of the society of which they are a part, the problems in measuring university–community engagement include a lack of focus on outcomes; a lack of standardized instruments and tools; and the variety of approaches currently being adopted. (p. 3)

All of these problems are originated due to a low investigation about suitable universal management models for the implementation, supervision and evaluation of University Social Responsibility as an effective initiative.

1.3.Theoretical Framework

In order to give a more objective theory basis, the following are the advances that the concept of University Social Responsibility (USR) has had through the time by certain important authors in the topic.

Table 1.

Theoretical framework

Author	Year	Concept
Universidad Construye País	2006	The ability that has the University of disseminate and implement a set of principles and General and specific values, through four key processes, such as the management, teaching, research and extension University, responding to the Community College and to the country where it is inserted.
Sánchez, Herrera, Zarate.	2007	It's defined as the relationship between the role played by the institutions of higher education to train human resources and generate knowledge, and what society demands.
Vallaeys F.	2007	The University Social responsibility is a management policy of the ethical quality of the University that seeks to align its four processes with the University mission, its values and social commitment through the achieving institutional consistency, transparency, and participation from all the University community with multiple stakeholders in good College performance.
Vallaeys F.	2008	The University Social responsibility is a policy of continuous improvement of the University towards the effective implementation of its social mission through 4 processes: ethical and environmental management, formation of responsible citizens, production and dissemination of socially relevant knowledge, social participation in promotion of a more human and sustainable development.

Prepared by the author

2.Objectives

This project seeks the following objectives:

- Determine if university social responsibility efforts are the result of a structured and planned process involving policies, organizational structure, actions and resources allocation; or on the contrary this efforts are result of isolated initiatives not supported by institutional planning and resources

- Identify and characterize the model and practices of university social responsibility performed by the university

- Suggest university social responsibility practices for other universities by exchanging findings

- Assess the impact level of university social responsibility practices executed by the institution.

3. Methodology

Investigation design and approaches

The investigation is based on an observational and cross-sectional study. The authors gathered the information once in a single moment in time, getting an overview without any influences on the university activities that could change the results. In order to get results as much objective as possible, this research used a mixed method, involving both qualitative and quantitative data through a specific tool for each, so as to determining the university structure around USR through the qualitative information and evaluating its impact on the internal community with the quantitative information.

Sampling technique

The sampling technique relied on researcher's selection bearing in mind the investigation purpose, thus the technique is non-random sampling and based on convenience. In the specific case of this research the University's structure around USR will be pored through. Therefore, our sample has to be related with the USR's departments, projects, subjects, activities or decisions within the University.

Study population

In this investigation only internal stakeholders were interviewed, those individuals were classified are divided as follows:

- Management area as Dean and USR responsible staff.

- Employees: Full time teachers with at least one year work experience at the University and related with social responsibility programs or subjects, and employers on management areas with at least one year work experience at the University and involved with social responsibility departments, programs or activities.

- Students: Only current students on professional courses with at least one year studying at the university and enrolled on subjects related with Social Responsibility.

Variables

- Politics: This variable refers to those general directions defined by the highest level of management, which seeks to complement the achievement of objectives, facilitate the implementation of strategies and are general guidelines for decision making within an organization (Medina, M. 2012). For the purposes of this study, this variable is important because it reveals the level of integration of URS from the top management of the University.

- Plans: This variable tries to explain those steps set out by the university trying to achieve a established goal in the future through projects, for a specific topic which in this case focus on USR.

- Projects: The projects represent those specific activities orientated to the accomplishment of a plan previously presented, in this instance particular for USR purposes.

Research Tools

This investigation used a mixed method; therefore two types of research tools were needed. For the compilation of qualitative information a semi-structured interview was applied to the USR responsible, who supplied the information about the principal politics, plans and projects that the University has been executing. In the case of quantitative information and impact and effectiveness measurement of USR efforts, surveys with option of answer were rated from 1 to 5, 1 as the lowest and 5 as the highest possible score.

Both interview and surveys questions were based on questionnaires developed by the Ethos Institute in the year 2017, which "is a management tool that aims to support companies in incorporating sustainability and corporate social responsibility (CSR) into their business strategies, so that it becomes sustainable and responsible" (Instituto ETHOS, 2016).

For the research purpose, Ethos indicators was used as it has been a methodological tool proved by the Institute which has 20 years of experience in carrying out its mission of sensitizing and contributing to the companies in a socially responsible way, in addition these indicators are easy to understand. They become a tool for assessing how much sustainability and social responsibility has been incorporated in business, thus helping to define sustainable strategies, processes, policies and plans for the organization which match with our research objectives.

Data digitization and Analysis

In an effort of facilitating the organization of the document and measurement of results, all research tools were recorded. The investigation analyzed the information collected following the Ethos indicators model, which was grouped in four dimensions that were deployed in themes inspired by ISO 26000, which in turn, were broken down into sub-themes and later into indicators (Instituto ETHOS, 2016). Modifications were made on some indicators and terms depending on the needs involved in the research, as well as only two or three indicator by dimension which could have any relation with USR were taken into account.

Graphic 1.

Ethos Indicators Model
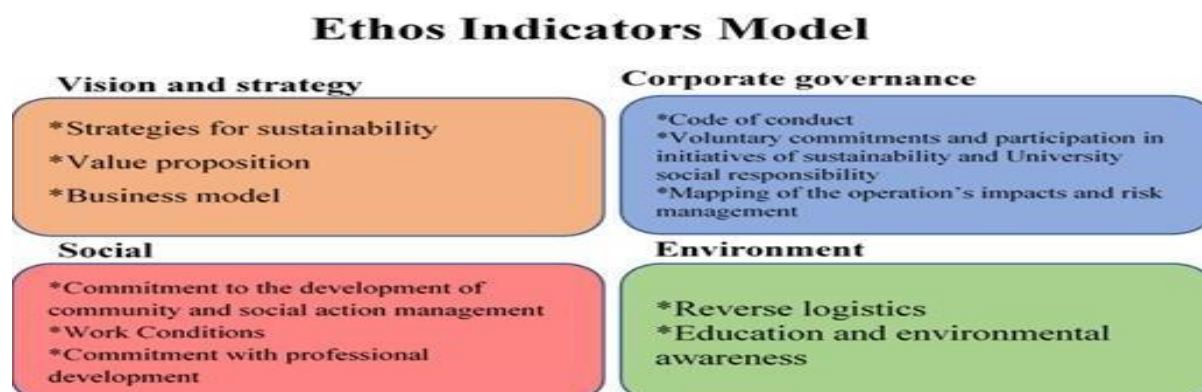
Prepared by the author

Into the four dimensions that are handled in the ethos indicators, the first one is called **Vision and strategy**, this dimension has as main theme the analysis of the strategies used by the University for the established mission implementation. This dimension is focused on employees and was measured through three indicators:

- Strategies for sustainability, these indicator asses if the University incorporates aspects related to sustainability and social responsibility in both strategies and planning.

- Value proposition, these indicators allows us to know if the institution incorporates sustainability and responsibility as a differentiating aspect in the provision of services and consequently as a competitive advantage.

- Business model, according to the Ethos Institute this indicator is about knowing how to integrate sustainability attributes into the management processes of the university and its business model.

The corporate governance dimension is associated with topics that guide the university, to structure its management aligned to University social responsibility that comprises from its purpose and implementation of Policies to their integration with the company's management processes. This dimension is directed toward the management area as Dean and is measured by indicators such as:

- Code of conduct, this indicator analyzes the norms of behavior adopted by the University, in order to formalize them and disseminate them in their sphere of influence.

- Voluntary commitments and participation in initiatives of sustainability and University social responsibility, seeks to measure the participation of the university in initiatives that contribute to sustainability and generate influence in the process of improvement of ethical behavior.

- Mapping of the operation's impacts and risk management, in an attempt to prevent and mitigate impacts, this indicator review the university knowledge about its externalities on the socio-environmental aspects to thereafter being in constant diagnosis and improvement.

In social dimension the matters related to relationship with the community is highlighted (for this study only applies for internal community) and participation in its development, as a begin of a reciprocal link that can contribute to the strengthening of civil society and the improvement of the public good with development goals of the professionals

and citizens in general. This dimension is directed toward students and the indicators used in this dimension are:

- Commitment to the development of community and social action management, evaluates the contribution of the university in the relieve of the community social problems and the relationship maintained between them.

- Work conditions, quality of life and workday, assess the University efforts as a worried employer of the wellbeing of its employees by providing them good working environment and optimal work guarantees.

- Commitment with professional development, measure the integral education the University gives to their students as a conscious professional about worldwide problems and its mission as an agent of change and developer of a sustainable world through the exercise of its activities.

Nowadays, the society faces a big challenge related to the **environment**, that's why generate environmental awareness it's a great impact on society as it allows meeting the problem in a joint way. This dimension is focused on students and to measure the impact generated in this dimension by the University, are taken into account indicators such as:

- Reverse logistics, the objective is to measure the plans of recycling, reduction and reuse of solid waste generated in an environmentally positive way, to reduce the negative impacts post-consumption.

- Education and environmental awareness, Universities must create educational projects, programs and campaigns that create environmental awareness in students, employees, and linked community.

Expected results

This paper presents a descriptive approach focused on the characterization of the Ibague University structure around the USR (policies, plans and projects). Furthermore, the effectiveness of each referred dimensions were measured in the institution, in order to evaluate strengths and weakness to finally suggest better practices for USR. Those results could constitute as a frame of University Social Responsibility reference and consult.

Stages of the project

In order to achieve all objectives; the project was divided in four parts as following:

- Diagnosis: Designed to identify politics, plans and projects of the university. This diagnosis was composed by the interviews for USR responsible or person in charge of related issues.

- Measuring action impacts: Intend to evaluate the implications and approach by dimension of USR's actions, indicators of the surveys will be taken into account for this purpose.

- Analysis and comparison: It seeks to identify strength and weakness in university's procedures, evaluate and characterize it and lastly propose improvements and better practices for integral USR.

- Sharing best practices: Those practices identified as smart initiative due to its effectiveness, were presented as a reference model for other universities consultancy.

## 4. Results and findings

4.1. Diagnosis

Once the stage of the interviews with those in charge of the area of university social responsibility was concluded, a genuine interest on the part of the University of Ibague was identified to advance and structure a comprehensive model of university social responsibility management. This interest arises from the premise of work consigned in its corporate identity, which includes the phrase "Committed to regional development" as a slogan. As a result of the strategic planning processes, the university began to work on a series of initiatives tending the structuring of a University Social Responsibility Model.

On the basis of the cultural differentiation that countries may have, the diagnosis started with the approach characterization of the high education institution, so that might explain better the background of the policies, plans and projects structuration.

The University of Ibague developed its own model of integral social responsibility which comprises four nodes of action: ***University Social Responsibility, Social Corporate Responsibility, Citizen Social Responsibility and Good Governance*** units. This allows the institution to have influence in all the areas involved as well as enhance processes of a managerial character. The institution efforts are toward both for internal and external community, in turn, the University of Ibague develops initiatives focused on the construction of a sustainable society through the formation of students and citizens committed to the transformation of society and the care of the environment. This university social responsibility approach makes more feasible the integration of USR policy with the general managerial platform of the organization.

Graphic 2.

Integral Social Responsibility Model
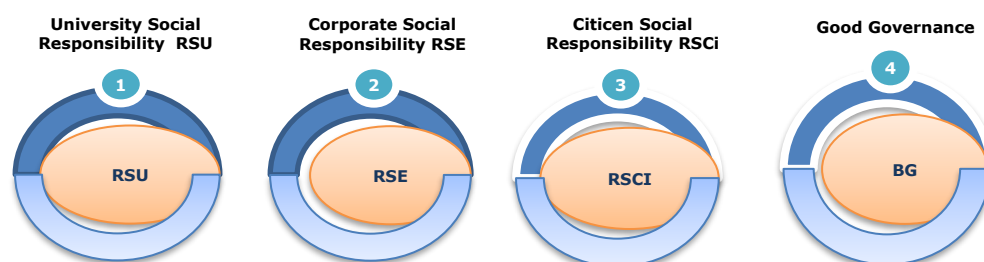
Prepared by University Social Responsibility Office

As an effort to make the USR Model a structure framework for developing actions, the Ibague University developed institutional Policies, Plans and Programs which are described in the following paragraphs.

In terms of Policies, Ibague University has developed documents and policies aiming the redesign of the company's organizational structure, focused on having a well-functioning

dependency with resources allocation, which promote and follow up USR initiatives. The University of Ibague under agreement 317 of 2014 presents a policy for its model called *"Integral Social Responsibility"*, which is a strategy of integration between government, enterprises, university and community looking for higher impact on population welfare and socio-economic development. The ISR (integral social responsibility) model as the university called it emphasizes in more than only qualification of the internal functions; it is also about an educational and proactive task of social responsibility with all sectors in pursuit of regional development. That's why the model of Integral Social Responsibility comprises all aspects including: ***University Social Responsibility, Social Corporate Responsibility, Citizen Social Responsibility and Good Governance*** units, all these four nodes of action were provided with goals, procedures and resources in order to promote and conform a dynamic, integrated and well defined USR Model, which would contribute to the overall goal reaching of "Being compromised with Regional development".

Referring to programs resulting from the ISR Model, the Ibague University currently features four smart initiatives:

- Social knowledge management: This is about the generation of new knowledge around the resolution of social, politic, economic, cultural and environmental problems as well as makes public the findings that could improve the quality of life in the population. This program is linked to the academic researching projects performed by professors.

- Social responsible institution: Following the standards of Global Deal, GRI and the guidance for social responsibility ISO 26.000 the university performs preventive and strategic projects to decrease the impact that its operations has on the society and environment.

- Social participation: This includes the participation of the university on different forums about problems that the city is facing or discussions seeking the regional development. This participation pretends to help to solve those issues from the academic field. Academics are sent to take part in governmental working spaces and exchange ideas and propose initiatives that can meet the community problems.

- Training: Promote and support training processes at all levels of education. This seeks for enhancing staff competences in terms of pedagogical and technological tolls usage in teaching.

Some of the projects resulting from the Integral Social Responsibility Model developed by the Ibague University are:

"Peace and Region". This program focuses on sending students from last semester of bachelor to work in small towns located in throughout the department territory, So far the University has been linked with 89, 100, 140 and 225 projects annually since 2015. This smart initiative is included in the curriculum of all bachelor degrees as one of the requirements for getting graduated. "Peace and Region" program remarkably constitutes as a comprehensive training strategy of the University of Ibagué, created in 2011 in order to complement the disciplinary training of the last semester students of their different academic programs with a systematic scenario of citizen training, which is structure from the formation

of interdisciplinary teams that during an academic semester are linked to projects that address regional issues in the real context of the municipalities of Tolima. In this way, "Peace and Region" promotes the strengthening of public and private organizations and the articulation of local entities and actors which work for the sustainable development of the region; in the same way, it clearly dynamizes the teaching, research and social projection functions of the University. On average, 82 projects are executed every year. The projects are framed in three areas: Institutional strengthening, Social and economic development and Health and education area.

"Bachelor Architecture programme and its social engagement": The architecture students from the classrooms have designed different architectonic projects for some regions of the city, seeking the heritage conservation of local infrastructure and socio-economic development of the surrounding communities. In that way, the knowledge goes further than only the classroom borders, to solve social problems and boost the economy.

"Solid waste, from problem to opportunity program": The University after a review of cases of success, explicitly from one developed in Cuautla México, the University formulated a project of a landfill adapted for the needs of the south of Tolima, it focuses on the promotion of biogas usage as a natural and as sustainable source of electric energy generation. Furthermore this program makes possible getting value out of solid waste produced by community.

"Innovation at the service of Tolima's special coffees program": The University took part of discussions and established alliance with the regional government and the departmental committee of coffee growers of Tolima (department in which the Ibague University is located), in order to formulate a proposal to generate higher value on the regional special coffees and in this manner increase the incomes of the coffee growers. This project consist on providing technical assistance to coffee grower on matters related to good agricultural practices, crops technification, analysis of the potential exporting offer, foreign trade and international logistics.

"Avancemos" program: This project began as an initiative of literacy for vulnerable communities and consists in offering basic and intermediate education to people considered as grown up compared with the average of ages in this levels of education, whose want to complete or validate its secondary academic training. Besides offering the ending up of basic and intermediate studies to adults, the program is also designed to teach how to learn by themselves by providing them with methodologies and learning tools which enable those students to develop a self-learner skill.

4.2. Analysis

The following table belongs to the quantifiable results of the applied surveys. The numbers with bold are identified as the highest score by indicator and will be analyzed afterwards.

Table 2.

Ethos Indicator Assessment for Ibague University

Indicator	Scores		
Strategies for sustainability	1: 0,00%	2: 14,29%	3: 10,71%
	4: 35,71%	**5: 39,29%**	
Value proposition	1: 0,00%	2: 4,76%	3: 28,57%
	4: 28,57%	**5: 38,10%**	
Business model	1: 0,00%	2: 4,76%	3: 19,05%
	4: 47,62%	5: 28,57%	
Code of conduct	1: 0,00%	2: 0,00%	3: 0,00%
	4: 100,00%	5: 0,00%	
Voluntary commitments and participation in initiatives of sustainability and University social responsibility	1: 0,00%	2: 0,00%	3: 0,00%
	4: 33,33%	**5: 66,67%**	
Mapping of the operation's impacts and risk management	1: 0,00%	2: 0,00%	3: 20,00%
	4: 40,00%	**5: 40,00%**	
Commitment to the development of community and social action management	1: 2,22%	2: 8,89%	**3: 37,78%**
	4: 33,33%	5: 17,78%	
Work conditions, quality of life and workday	1: 6,67%	2: 15,56%	3: 23,33%
	4: 34,44%	5: 20,00%	
Commitment with professional development	1: 5,56%	2: 14,44%	**3: 32,22%**
	4: 30,00%	5: 17,78%	
Reverse logistics	1: 5,19%	2: 10,37%	**3: 40,74%**
	4: 34,81%	5: 8,89%	
Education and environmental awareness	1: 4,44%	2: 8,89%	3: 22,22%
	4: 40,00%	5: 24,44%	

Prepared by the author

The following ratings are between a range of 1-5, being 1 the lowest and 5 the best score according to the compliance of each indicator by the university. This analysis covers the Ibague University in the four categories assessed.

Vision and strategy

The University presents a high level of incorporation of sustainability in their plans and strategies with a score of 75% of total answers between a 4 to 5 rate on the indicator *Strategies for sustainability*, this could be underpinned on a complete policy dedicated to the preparation of responsible actions under the agreement 317 of 2014, which not only takes into account the USR, it also presents its own model called Integral Social Responsibility and it's carried out through four specifics plans. On the other hand such planning has been taken as

differentiating aspect on the provision of educational services as the indicator *Value proposition* shows a rate of 66,67% score of the total answers between 4 to 5, being 5 the highest. Thus the University of Ibague integrates sustainability attributes into the management processes of the university and on its business model, this conclusion is confirm by the indicator *Business model* which built up a rating of 4 with 47,62% following by a mark of 5 with the 28,57% of the total answers.

Social and environment

- Commitment to the development of community and social action management.

This indicator seeks to measure the impact generated by the university in mitigation of the social problems, the students of the University of Ibague rank the social impacts in a range of 3 to 4 points with a percentage higher than 50%, this high qualification is based on the plans and projects that are developed in the university that in turn seek to contribute in the society, plans like "Social Participation" through which the university participates in different forums that seek to improve regional development with the aim of solving these problems from the academic realm.

The Ibague University also implemented a training plan that seeks to promote and contribute to regional training processes at all levels of training. This last plan is linked to the project "Avancemos", this project was born as a literacy initiative that offers to the population basic and intermediate education so that they can complete their studies and develop a skill and self-learning.

- Work conditions, quality of life and workday.

The University of Ibague is concerned to maintain suitable work conditions for each of the people who is part of its work team, in addition to this, the quality of life and welfare of their employees is reflected in the good environment that these employees are provided with. Students have qualified this indicator with a percentage higher than 50% in a range of 4 to 5, taking into account the way in which they perceive the University acting towards their employees.

- Commitment with professional development.

The objective of this indicator is to measure the effectiveness of the education provided by the University of Ibague in the training of students as professionals. Students place the rating of this indicator in a range of 3 to 4 points with a percentage higher than 60%, this qualification is based on that through plans such as "Management of social knowledge", the University of Ibague seeks to generate new knowledge that contributes to the resolution of social, economic, political, cultural and environmental problems in order to improve the quality of life of the population. The university also carries out projects such as "Architecture programme and its social engagement", which aim to make students ' knowledge go beyond the boundaries of the classroom and to solve social problems and promote economy of the region.

- **Reverse logistics.**

This indicator seeks to measure the alternatives and plans for recycling, reduction and reuse of solid wastes executed by universities. The students of the Ibague University locate the qualification of this indicator in a range of 3 to 4 points with a percent higher than 70%. This qualification is based on the plans and projects currently carried out at the University of Ibague such as, the "Socially Responsible Institution" this plan is developed according to the standards of global Deal, GRI and the orientation for the Social responsibility. In addition to this is a project known as "Solid Waste, from the problem to opportunity" through which the university presents a project of a landfill adapted to the needs of southern Tolima, this project aims to use biogas to generate electrical energy and give value to solid waste. This has become a smart initiative in terms of environmental care.

- **Education and environmental awareness.**

This indicator seeks to measure the effectiveness of universities in creating projects, programs and campaigns that create environmental awareness in stakeholders. Students at the University of Ibague Place the qualification of this indicator in a range of 4 to 5 with a percentage higher than 60%, as the university constantly develops recycling campaigns, campaigns that encourage students to use bicycles instead of automobiles, implemented solar panels within their educational campus and many more initiatives that contribute positively to the environment.

4.3. Sharing Best Practices

According to the practices presented previously on the diagnosis and the evaluation made it on the measurement of action impacts, it's possible to present the best and most effective practices of each dimension that could composed a smart initiative from the academic point of view.

Vision and strategy: The planification of USR from its strategic direction as well as the consideration of all responsibilities spheres such as University Social Responsibility, Social Corporate Responsibility, Citizen Social Responsibility and Good Governance, composed the best practice from the vision and strategy dimension. This approach set up a well-defined and functional Integral Social Responsibility model which may be implemented and adapted by any other educational institution regardless its background.

Corporate governance: For the purposes of integration of the policies and strategic directions with the company management processes, it's found that the implementation of standards as Global Deal, GRI and the guidance for social responsibility - ISO 26.000, the university could perform better preventive and strategic projects to decrease the impact and contribute to the end of the gap on gender inequalities.

Social: As a begin to the strengthening of civil society and the improvement of the public good, it was identified that those inclusive and equity initiatives generate a high impact in the internal community, in addition to those initiatives of social participation through which the university participates in different forums in order to solve these problems from the academic field.

Conclusion

− Implementing Integral University Social Responsibility initiatives as a structured process generates greater impact in the academic and surrounding community than working on isolated initiatives. Working on well-defined policies and organizational structures about USR certainly constitutes a smart initiative. Besides this ISR model makes academic and administrative staff get more familiar with the topic and giving them a wider vision about what can be classified as a USR practices and how to contribute on this matters.

− In order to enhance the USR acknowledge, commitment and performance and understand this effort as a fruitful smart initiative. Universities policy makers should set environments which favor the USR dynamics. These environments require the creation and establishment of overall USR policies resulting from top directors meetings and communicated downstream in organization. This way every academic and administrative staff member would feel part of a structured strategy and would potentiate their contributions.

− Even when university social responsibility is a global and well known topic, it is not possible to propose a standard model of USR because each country has a different approach about how to carry out those responsibilities; however, it is possible to share better practices that could be adapted, imitated or even improved by each organization. It is important to remark that USR practices must be thought based on cultural frames of reference and community needs, which differ widely from country to country.

− The universities that are seeking to carry out the university social responsibility to contribute to the formation of socially responsible professionals must include in their academic plans those ethical and social values related to the professional exercise of their students. This is a valuable strategy for getting all academic community involved in the topic.

Recommendations

- This research can constitute the basis for further analysis to be conducted by each institution. Potential new researches could aim the characterization of each academic institution particular approach on USR. This way organization would identify its most suitable working areas, community needs and potential actions for developing USR practices.

- Regardless the different cultural frameworks in which USR practices are developed, every valuable practice or initiative performed by one institution should be considered and assessed by another before discarding it, as there is always something interesting to be imitated, improved or exchanged among academic institutions. A policy, strategy or plan that is not highly accurate in an environment could work differently in another.

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