

Organizational Management and Institutional Quality: A Universitology Approach for Integral Training at the University of Sucre in the Next Ten Years

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ABSTRACT

This article aims to answer the question: what should be the organizational management that allows comprehensive and complete training based on the principles and culture of institutional quality at the University of Sucre for the next ten years, with a focus on Universitology and knowledge management? The research methodology was qualitative, descriptive and projective, and documentary design, mainly. The sources were secondary, but primary sources were also used. The University has had a positive impact on the educational quality of the University of Sucre. The coherence in the strategic documents and institutional policies of the University reflects a clear alignment between the objectives of and its management model. This aspect is essential to ensure that the actions and decisions taken at all levels of the institution are oriented towards the achievement of common goals.

KEYWORDS: University of Sucre, Universitology, knowledge management, organizational quality.

1. Introduction

The general objective of this research is to formulate organizational management guidelines that promote integral and holistic training at the University of Sucre, based on the principles and culture of institutional quality, with a focus on Universitology and knowledge management, to be implemented in the next 10 years in the institution. with an initial framework of three years. Therefore, the research is located within the scope of the University of Sucre, focusing on Universitology as a key element for continuous improvement in university education.

The research is based on the principles of institutional quality and Universitology, in order to meet the changing demands of society and the labor market in the current context. The University of Sucre, as a recognized institution in higher education in Colombia, recognizes the importance of staying at the forefront in terms of educational practices and pedagogical models. Therefore, it is essential that clear and effective knowledge management strategies are established, which allow the

generation, transfer and application of relevant and updated knowledge in the teaching-learning process.

Higher education in Colombia is undergoing constant changes, driven by technological advances and social and economic transformations. In this context, the University faces the challenges of preparing its students to be highly competent and ethical professionals, and citizens committed to the sustainable development of society. To achieve this, it is essential to promote a culture of institutional quality that permeates all areas, the university's processes and the satisfaction of stakeholders.

The application of quality strategies, together with efficient knowledge management, are key elements to ensure that academic programs are relevant, up-to-date and aligned with the educational objectives of the institution. Organizational management must be focused and articulated, promoting the participation of all actors involved in the educational process, including teachers, students, administrative and managerial staff.

This article comprises the following sections: a theoretical framework where the theoretical bases of Universitology, the curriculum, knowledge management, quality in higher education and the knowledge society are exposed; a methodological framework, which shows the approach, type and design of the study, the methods of data collection and the procedure for analysis; results, based on the general objective of the research and the conclusion.

2. Theoretical Framework

Universitology

Universitology is an emerging field that focuses on analyzing and improving higher education systems. It is defined as the "dialogic reflection" in the historical and social environment in which the university has been immersed. (Murcia, as cited in Viltre-Calderón, Sarmiento-Berrezueta, & García-Gallegos, 2021)

Universitology is recognized as a methodological tool and at the same time as an interdisciplinary discipline that contributes to the analyses related to the origin, evolution and current state of the university. (Viltre-Calderón et al., 2021)

Universitology, in its formulation, is conceived as an innovative concept created for the study of the history of the university. It arises from the need to use it to reflect on the past, present and future. The varied understanding and perception of university dynamics position it as an interdisciplinary discipline. It includes areas of organizational management, history of education, educational sociology and also encompasses university teaching, teacher training and curriculum design. It provides integrative tools to conceptualize and manage the new university (Calderón & Grenald, 2023).

Nowadays, it is essential that professionals from all disciplines are aware that their contribution to society is not limited only to their academic work for which they have been prepared, but it is also essential that their daily, family and social life

become environments where they can share in a generous and well-founded way the knowledge acquired throughout their cultural career (Duque & Vélez, 2001).

Curriculum

The curriculum is a fundamental and indispensable component of any educational system, since it establishes in a precise and detailed way the integral set of learning experiences that students must go through. It is through the curriculum that the curricular contents, methodologies, pedagogical strategies, evaluations and didactic resources that allow the optimal development of educational processes are structured and organized.

In the definition of curriculum there are several points of convergence: contents, methods, curriculum, and the practical nature of the curriculum. We could talk about three types of curricula: formal, which is the one proposed; real, which is the one that is executed, with respect to practices, organization and implicit; and the achieved, which is what is appropriated by people at the end of the academic cycle. The types of curriculum are also exposed, as well as the models or trends/currents in terms of the curriculum. The crossing of models and theories gives rise to four curricular models: by disciplines and faculties; teaching objectives; cognitive processes; subjective and investigative; and participatory consensus (Malagón, 2005). For his part, Osorio (2017), when reviewing the authors, presents five perspectives to understand the idea of curriculum, these being the vision from didactics, which has two models, the curriculum seen as a project and process, and the model focused on objectives, as established by Álvarez Méndez (1987); the curriculum as a crossover between the different social practices and around it is the pedagogical issue; the curriculum as cultural mediation; the curriculum as a solution to the question "of the representation of the social problems of reproduction" (p. 148); The curriculum as a "configurator of educational practice" (p.149)

The curriculum is adapted to the specific needs and contexts of each educational institution, ensuring the relevance and relevance of learning experiences for students. In addition, the curriculum promotes the acquisition of knowledge, skills and competencies necessary for the comprehensive education of students, encouraging their individual and social development. Through the curriculum, it seeks to train critical, reflective and participatory citizens, capable of facing the challenges and changes of today's society.

When studying the curriculum, the pedagogical question of the purpose and inclusion of didactic practice is faced. It is not possible to study curriculum without resorting to pedagogy and without including the understanding of an instructional practice (Vilchez, 2004).

The curriculum largely determines whether education is inclusive, thus playing an important role in ensuring that education is delivered equitably. It also provides the structure for delivering quality learning, especially in cases where teachers are poorly qualified or inexperienced, under-resourced classrooms, and students lack prior frameworks in which to situate their learning (Stabback, 2016).

Knowledge Management

Torres and Lamenta (2015) state that knowledge management is conceived as the process that helps organizations find relevant information, as well as to section, organize and communicate it to all personnel; a vital aspect for problem solving, organizational learning dynamics and decision-making. Knowledge management has followed a path in which several approaches are shown over time: knowledge management by Kogut and Zander (1992); knowledge transfer and transformation by Hedlund (1994); knowledge creation by Nonaka and Takeuchi (1995); Knowledge Management Assessment Tool (KPMG) Tejedor and Aguirre (1998); Knowledge Management Assessment Tool (KMAT) (APQC) Andersen (1999); Theory of Dynamic Capacities (Teece, Pisano, & Shuen, 1997; Dosi, Nelson, & Winter, 1999); Production of scientific knowledge that includes the evolution of scientific theories according to (Damiani (2005), as cited in Ibáñez, et al., 2010); Success of Knowledge Management Jennex, Smolnik and Croasdel (2012) as cited in De Freitas and Yaber (2014); Process-Technology-Intellectual Capital Arellano (2013) as cited in De Freitas and Yaber (2014).

In the case of higher education institutions, the creation and transmission of knowledge is more oriented towards science and universality thanks to scientific research. Research, as proposed by Morgan and Llinas (2017), is the source of knowledge creation in universities and is a transversal component of teaching and extension. Through it, new learning is transferred between teachers and students. Research projects allow the university to relate to the business sector and the social environment, establishing the creation of the so-called spin-offs that lead to the development of new technologies, the creation of quality employment, the generation of added value in the economy, and contributions to regional development, among other aspects (Huggins, Johnston, & Steffenson, 2008). Knowledge management is a process of utmost importance in higher education institutions in their effort to satisfactorily implement their missional elements, even if they present some difficulties in their implementation. (Escorcia & Barros, 2020)

Without adequate information management, it is impossible to achieve knowledge management. Knowledge management proposals represent a management model that is largely based on properly managing information. (Ruesta & Iglesias, 2001)

The fundamental functions of knowledge management are connected to several fields of knowledge. Experts define multiple functions that are part of the knowledge life cycle or knowledge value chain, among which are those related to the identification, acquisition, development, sharing, use and retention of knowledge. (Pereira Alfaro, 2011)

Quality in Higher Education

The concept of quality applied to higher education institutions refers to an attribute of the public service of education in general terms, and in particular, to the way in which it is provided, depending on the type of institution. Therefore, quality requires a continuous effort by institutions to responsibly meet the requirements related to each of the functions. (National Accreditation Council, 2024)

Educational quality is defined based on value judgments related to being, to the

ethics of being, and to what should be within society, among other aspects. For various authors, quality in higher education is connected to the Institutional Educational Project, the objectives, mission, vision, goals, results, efficiency, costs, impact and perception of customers (students, managers, academics). (López, 2006)

Hervey and Green (as cited by Durán & Páez, 2020) propose an approach from three perspectives to study quality: first, the exceptional view of quality where quality is analyzed from three aspects: quality as something exceptional, which is only held by certain institutions with academic excellence; quality through compliance with high standards; and quality mediated by compliance with minimum performance standards. Secondly, the view from perfection, leading the educational processes to zero defects; thirdly, quality as adequacy to a goal, that is, compliance with a purpose or with the goals projected academically and administratively; fourthly, quality as a delivery of value for money, in other words, offers of different prices that adapt to the different social sectors.

Most research focuses on the description of actors' perceptions and thoughts in relation to educational quality, but there is no exhaustive examination of the tensions between these perceptions and the normative and structural elements of institutions, nor of how these tensions have led to significant changes (de Vergara, Suárez, and Miranda (2014).

In any situation, it is essential to establish a clear and precise definition of the concept of quality in higher education, as a fundamental starting point for the design of comprehensive educational plans and programs, both at the institutional and organizational levels. Likewise, this definition is essential for any system aimed at evaluating existing plans and programs (Acevedo, Gago, da Silva, & Bastos (2022).

Knowledge Society

Society is a gathering of people "with a common goal, purpose or activity based on the use of knowledge" (p.17). The expression knowledge society was used for the first time by Drucker in 1969, a time when new social processes characterized by changes began to appear. In society, knowledge is valued more than raw materials and capital (Tobón, Guzmán, Hernández, & Cardona, 2015). The knowledge society emphasizes "the capacity to produce and integrate new knowledge and to have access to information, knowledge, data, and the breadth of practical knowledge" (UNESCO, 2005, p.230). Currently, the knowledge society is considered as "a set of communities that manage, co-create, socialize and apply knowledge in the identification, interpretation, argumentation, and resolution of environmental problems, in a critical way, collaborative work, ethics, change management, and use of ICTs". (Tobón, 2014a, 2014b, 2015)

Education is an essential component of knowledge-based societies. Its main objective is to teach people to discern, filter and give value to information to foster innovation (de Moreno, 2009).

Methodological Framework

The research was qualitative. Qualitative research is one in which reality is subjective as well as the researcher's interpretation. It seeks to "propitiate and

organize unique acts of interpretation" (p.351) It does not intend to verify a theory, but to use it for the interpretation of social phenomena. Therefore, it is a mode of research that the researcher adopts based on the object of study, its objectives, and the problems of his professional area. The validity of research focuses on the practice of the researcher's skill, ability and capacity in this type of work. (Ñaupas, Mejía, Novoa, & Villagómez, 2013)

The research was descriptive. Descriptive research is that which aims to obtain the precision and characterization of an event that is studied in a specific context. Specifies the properties of people, groups, communities, objects, or other things under investigation. This type characterizes a specific situation, indicating its particular or differentiating features. Likewise, it was of a projective type, which consists of the elaboration of a proposal, a plan, a program or a procedure, among others, that provides a solution to a problem or practical need, for a social group, an organization or a geographical region, in an area of knowledge, taking as a beginning the diagnosis of the needs of a situation or future trends (Hurtado, 2012). The research design was mainly documentary. In this design, the aim is to carry out a systematic and objective work as a result of the reading, analysis and synthesis of certain information that has been produced by other authors, in order to give birth to new information originated by the author of the research. (Mengo, 2009)

The sources of research were primary and secondary, the latter being highlighted. The primary sources corresponded to officials and students of the University of Sucre and the secondary sources were internal institutional documents of the University of Sucre. In this way, strategic documents and institutional policies were reviewed to identify thematic axes and strategic lines related to comprehensive and integrated training. Some interviews were conducted with administrative staff, professors, and students to gain insights into organizational management and institutional quality at the university.

The data collected were analyzed using techniques to identify recurring themes and patterns in the interviews and documents reviewed. The documentary analysis focused on evaluating the coherence and systematization of the educational processes taking into account the standards of educational quality. This comprehensive methodological approach ensures a holistic understanding of the implementation of Universitology at the University of Sucre, providing a solid basis for the formulation of recommendations and improvement strategies.

3. Results

Initial considerations: curriculum, knowledge management and quality at the University of Sucre

The University of Sucre has made significant progress in the implementation of quality and knowledge management policies. Thus, the curriculum is conceived as a dynamic process that is constantly being reviewed, aimed at ensuring the relevance and quality of academic training. The curriculum design is based on principles of relevance and flexibility, allowing permanent adjustments to respond to the emerging needs of the labor market and social expectations. The inclusion of practical

components, such as research projects and internships, is essential to ensure that students develop competences applicable in real-world contexts.

Knowledge management is implemented through the creation of spaces for academic exchange, the promotion of collaborative projects and the use of advanced technologies for the dissemination of knowledge, which ensures that both teachers and students are fully involved in a constant and continuous process of learning and improvement, contributing significantly to academic excellence and the maximum relevance and relevance of the curriculum. In addition, it encourages the participation of all members of the educational community in the exchange of ideas, knowledge and experiences, thus expanding opportunities for growth and intellectual enrichment.

The University of Sucre is committed to high quality standards, continuously evaluating its educational and administrative processes to ensure that students receive a quality education. In addition, it focuses on the continuous improvement of its programs and services, always seeking to adapt to the changes and needs of society and the world of work. The University strives to ensure that its students develop relevant skills and professional competencies that enable them to meet the challenges of the labor market and contribute to the country's social and economic development. It also promotes inclusion and diversity, creating an inclusive and safe educational environment for all students, regardless of ethnicity, gender, sexual orientation, or disability.

Quality is assessed through accreditation, audits and satisfaction surveys. These tools help identify strengths and areas of opportunity, making it easier to implement corrective and preventive control strategies. The participation of the university community in these processes is essential to guarantee a high-quality education that meets the expectations of all those involved.

The University of Sucre is part of the Knowledge Society, valuing the creation, sharing and application of knowledge. The university becomes an engine of knowledge that fosters innovation and adaptation to current changes, contributing to the sustainable and cultural development of the region and the country. By promoting research and the exchange of ideas, the University fosters the intellectual and professional growth of its students. The University is committed to the comprehensive education of its students, promoting values such as responsibility, ethics and respect for others.

Through quality academic programs and an extensive network of collaborators, the University is positioned as a widely recognized institution in higher education, preparing its graduates to face the challenges of a globalized and digital environment. With a wide range of careers and services, the university seeks to meet the needs of all its students, promoting inclusion and diversity in its educational community. Knowledge is not only acquired in the classroom, but also through practical experiences, internships and research projects. This allows students to develop practical skills and apply theoretical knowledge in real-world situations. In the same way, it strives to promote social responsibility in its students.

Challenges

Despite significant advances, the University faces continuous challenges in the evaluation and adaptation of its academic programs, which is why it needs to remain flexible and proactive in order to respond to the changing demands of the environment. The university must ensure that assessment methods are robust, inclusive, and able to provide accurate data for continuous improvement. Academic programs must adapt to the changing demands of the labor market and society, which implies renewing curricula, curricular content, implementation of new technologies for learning, collaboration with the productive sector and other institutions. Innovation in learning methodologies must be a constant. The continuous training of teachers, in its different contractual modalities, is essential. Change management requires a strategic and collaborative approach; Foster an environment that fosters innovation and adaptability.

The integration of the social appropriation of knowledge and sustainability at the University of Sucre is an approach that highlights the importance of the participation of all key actors. However, it is important to ensure effective and sustainable implementation of these strategies. Management must address potential challenges, such as resistance to change, lack of resources, and the need to keep up with the changing demands of society and the business and work environment, especially in the latter field, where a gap is observed between the university and the demands of the business community.

Trends in Higher Education in Colombia and Organizational Management for Comprehensive Training at the University of Sucre

Coherence:

Coherence in the organizational management of the University of Sucre is an essential requirement to align all policies and practices with the institutional objectives and the culture of institutional quality, which implies a constant and in-depth analysis to ensure that the actions and decisions of the university are in tune with its vision and educational mission. Coherence lies not only in strategic alignment, but also in the ability to adapt to changing trends in higher education in Colombia and in the world.

The logical textual representation of the university reality must effectively reflect the purposes and components of the management model. This means that the university must clearly and consistently communicate its focus on comprehensive and integrated education, ensuring that all members of the educational community share a common understanding of these principles. Coherence manifests itself not only in strategic planning, but also in execution and accountability.

Systematization

Organizational management at the University of Sucre must be able to identify key categories and structures that allow a deeper understanding of comprehensive and integrated training. Therefore, it is necessary to identify priority focus areas, evaluate quality indicators, and define efficient processes to achieve these goals. Information and data related to organizational management must be presented in a coded and

synthesized manner to facilitate informed decision-making.

Systematization is not only about collecting data; It involves the ability to analyze and use that data for continuous improvement. This includes identifying good practices, correcting deficiencies, and implementing evidence-based improvements. Effective organizational management requires a proactive focus on continuous improvement and an institutional learning mindset.

Self-regulation

Self-regulation in organizational management requires rigorous monitoring of the times and spaces in the process of comprehensive training. The University of Sucre must promote an effective synchronization of all academic and administrative activities, which allows levels of autonomy and self-evaluation in management. This means that the institution must be able to adapt in an agile way to the changing needs of its students and society.

Self-regulation is a proactive approach to the efficient management of resources and time. Synchronization of processes is essential to ensure that the university can respond effectively to changing demands and emerging opportunities in the higher education environment.

Research

Research plays a crucial role in the organizational management of the University of Sucre. The institution must carry out an in-depth analysis of its institutional realities and develop skills to observe, translate and interpret these realities. It is necessary to prescribe and describe the means and processes necessary to achieve comprehensive and integrated training, as well as to analyze in depth the objects of study related to organizational management and institutional quality.

To achieve comprehensive and integrated training, a coherent approach, effective systematization, rigorous self-regulation, and a solid research base are necessary. These pillars are essential to ensure that the university not only keeps pace with trends, but also leads them, providing quality education that meets the highest academic standards and the expectations of its stakeholders.

Future scenarios

Indicator Procedures that can qualify in the "ceiling" scenario:

Under the Center or Trend Scenario, the University of Sucre is expected to continue its current trajectory, working to maintain and improve the existing conditions in its missionary activities. This approach allows for more conservative planning based on the continuity of practices and strategies that have proven effective so far. However, it is important that the institution is open to adjustments as the educational and social environment evolves.

Table 1. Management University of Sucre "ceiling" scenario

Planning \ Management	Academic Management	Curriculum Management	Quality Management
Context	Understand the demands and needs of students, the academic community, and the work environment that graduates face.	Adapt curricula to reflect the changing needs of society and the market.	Evaluate both internal and external expectations and standards related to educational quality.
Strategic Direction	Alignment with the University's Institutional Development Plan – 2023 – 2032, ensures that academic actions are in line with the institutional vision and mission, contributing to sustainable development.	Alignment with the Institutional Development Plan – 2023 – 2032 translates into the structuring of curricular programs that are in line with the institutional vision and mission.	Alignment with the Institutional Development Plan 2023 – 2032 ensures that quality management is integrated into institutional goals and objectives.
Continued Improvement	Constant commitment to excellence in teaching, research and other academic functions.	Permanent review of study programs to ensure their relevance and quality.	Raise standards and processes to ensure high-quality education.
Local and Regional Development	Design academic programs that are aligned with the specific needs of the community and that generate a positive impact in the region.	Design programs that prepare students to contribute meaningfully to their communities.	Ensure that graduates meet the professional and ethical standards demanded by the community.
Comprehensive Training	Acquisition of academic knowledge and the development of social and ethical skills by students that prepare them to face the challenges of the world of work.	Design programs that prepare students to contribute meaningfully to their communities.	Promotion of ethical values and personal and professional skills.
Estimated times	12 months	24 months	12 months
Execution Times	Bimonthly	Quarterly	Semiannual

Note: Based on the Institutional Educational Project – Institutional Development Plan 2023 - 2032

Diagnostic Indicator of the institution:

Table 2 Diagnosis of the institution

Planning \ Timing	Diagnosis	Dear	Execution
Teaching	The need to formalize institutional policies for the revision and updating of curricula and curricula is highlighted, as well as effective strategies with greater coverage in internationalization	12 months	Annual

Research	The formulation and execution of impact projects relevant to local realities, with the participation of different actors in society and the publication of scientific articles.	24 months	Annual
Extension	The realization of projects that seek to provide solutions to the problems of reality, in inter-institutional and interdisciplinary teams, with the financial participation of different actors in society.	12 months	Quarterly
Welfare	The structure and functioning of institutional welfare. There is a need to analyze the feasibility of consolidating spaces for the concentration of groups.	12 months	Semiannual
Internationalization	To consolidate the exchange of teachers and students at the national and international level, as well as training in other languages through free courses and the participation of foreign assistants in the institution.	Annual	Annual
Physical and Financial Resources	Seek new sources of funding to expand the coverage of quality programs, as well as the importance of defining policies for the updating and investment of bibliographic resources and technological equipment.	Annual	Annual

Note: Based on the 2020 Institutional Self-Assessment

Key Variables Indicator:

Table 3 Key variables

Planning \ Timing	Context	Dear	Execution
Flexibility	It involves the possibility of designing and adapting curricula and teaching methodologies to respond to the needs and characteristics of students. Consider different pedagogical approaches, learning modalities (face-to-face, remote access, distance), flexible schedules, among other aspects, in order to provide more personalized and accessible learning opportunities.	12 months	Semiannual
	Adapt educational content and activities to the needs, interests and contexts of the students. Curricular relevance implies designing study programs that are aligned with the demands of the work and social environment, as well as with the advances and changes in the different fields of knowledge. In addition, it involves considering the cultural, ethnic, linguistic and gender diversity of students, to ensure an		

	inclusive and equitable education.		
Pertinence		24 months	Semiannual
Inclusion/plurality/diversity	To eliminate barriers and guarantee access and participation for all students, regardless of their individual characteristics and conditions. Always encourage dialogue and the collective construction of knowledge. Promote equity and equal opportunities in education.	12 months	Semiannual

Note: Based on the Institutional Policy of the Curriculum and related policies.

Dynamic indicator of the organization in its environment:

Table 4 Dynamics of the organization in its environment

Current Processes	Future planning	Dear	Execution
<p>a. The student participates in the dynamics of their disciplinary and interdisciplinary environment, respecting the people and the rules of coexistence established in the group.</p> <p>b. The student values the possibilities of contributions from the members of an interdisciplinary team.</p> <p>c. The strengthening and continuous alignment of curricular structures to the needs of the student and those of the context is promoted.</p> <p>d. The development of general competencies in students is prioritized.</p> <p>e. The use of learning methodologies under ICTs is promoted and strengthened.</p> <p>f. Academic mobility is sought as an institutional culture.</p>	<p>Curricular flexibility: Promote the opening of relationships between the different areas of knowledge and offer alternatives in the student's training, so that their demands and interests can be satisfied.</p> <p>Interdisciplinarity: To promote the integration of different knowledge and disciplines to address the complexities of today's world.</p> <p>Participation: Involve the different actors of the organization in the planning process, allowing their participation, generation of alternative proposals and commitment.</p> <p>Teacher training and curricular advice: Strengthen the training and training of teachers, as well as provide them with permanent advice in the design and development of the curriculum.</p> <p>Assessment focused on learning outcomes: Measure the learning outcomes of students, taking into account their needs and the conditions of the context.</p>	12 months	Semiannual

Note: Based on Policies associated with the curriculum and related

Indicator Scenarios of the environment:

Table 5 Environment scenarios

Planning \ Timing	Scenario	Dear	Execution
Policies Associated with Curriculum (2022)	The future scenario for the development of the University of Sucre is characterized by a comprehensive, inclusive and quality education, which adapts to the needs of the environment and remains updated in the face of changes and demands of society. This will allow the university to remain relevant and fulfill its mission of training competent professionals committed to the development of the country.	12 months	Semiannual
Institutional Self-Assessment Report (2020)	To be an institution that generates knowledge that achieves positioning and social recognition at a regional, national and international level. The university seeks to promote a comprehensive education in its students, implement flexible and creative processes, enhance interdisciplinarity and build knowledge through the conjunction of knowledge. It seeks to contribute to the sustainable socioeconomic development of the region.	36 months	Annual
Institutional Educational Project (PEI) (2022)	<p>a. Strengthen relationships with the environment, both at the national, regional and local levels. This implies establishing effective relationships with the business sector, government agencies, guilds and alumni associations. In addition, it seeks to develop a competitive university in which professors, directors, students and graduates participate in the study and solution of the problems of the region, the country and the world in key areas.</p> <p>b. Update administrative and financial management, implementing a strategic management system at all levels and establishing institutional quality indicators. Likewise, the need to promote the well-being and improve the quality of life of the university community is raised, through the strengthening of the University Welfare system and the management of resources to finance programs and plans.</p> <p>c. To promote the well-being of the planet and contribute to the social and economic development of the region and the country.</p>		

		36 months	Annual

Note: Based on the documents indicated.

Project indicator(s):

Table 6 Project(s)

Proposed Objectives	Scenario	Dear	Execution
1. Define specific goals and objectives that are aligned with the institution's mission aims and purposes. 2. Design strategies and concrete actions that allow the established goals and objectives to be achieved. 3. Allocate the necessary resources to carry out the planned strategies and actions. 4. Ensure efficient management of resources to optimize their use. 5. Evaluate and periodically monitor the progress and results obtained.	a. Reaccreditation of the institution. b. Participation in investment projects in the territory. c. Agreements with public and private sector entities to strengthen training processes in basic education. d. Establishment of permanent knowledge dialogues with the external sector for the relevance and relevance of the academic offer. e. Impact studies of graduates. f. Annual Plan for the strengthening of the professional development of graduates. g. Number of graduates in activities for promotion, recognition, and missionary activities (extension). h. Plan to strengthen the language centre for the offer of bilingual training. i. Teaching internship agreements at the international level. j. Bilingual training program for permanent teachers. k. Academic mobility agreements. l. Agreements for internships and internships. m. Agreements for continuing education. n. Double or multi-degree policy. o. Start-up of the Business Development Centre. p. Calls for research. q. Consolidation of technologies.	4 years	Annual

Note: Based on the Institutional Development Plan -2023-2032

Indicator Evaluation of strategic options:

Table 7 Evaluation of strategic options

Strategy Bank	Project Management	Dear	Execution
Strengthening of sports, cultural skills and healthy and inclusive lifestyles.	Project: Program for the promotion of healthy lifestyles and inclusive sports for the university community.	2 years	Semiannual
Optimization of the administrative, organizational and financial model to respond to the needs of institutional growth.	Project: Implementation of an integrated administrative and financial management system.	2 years	Annual
Improvement of physical and technological infrastructure to ensure the delivery of missionary services and functions.	Project: Plan for the modernization of the physical and technological infrastructure. This project would contemplate the renovation and updating of the physical spaces of the university, as well as the acquisition of technology and equipment necessary to improve the quality of missionary services and functions.	3 years	Annual
Actions for the permanent improvement of the conditions of University Welfare.	Project: Comprehensive student welfare program. Implementation of actions and services that promote the physical, emotional, and social well-being of students, such as mental health programs, recreational activities, and psychosocial support.	3 years	Semiannual
Strengthening of the financial capacity for the growth of the university.	Project: Financial resources development plan. Diversification of the university's sources of income, through the creation of continuing education programs, the offer of specialized services and the generation of research and consulting projects.	3 years	Annual
Implementation of pedagogical strategies aimed at promoting inclusive practices.	Project: Student accompaniment and support program.	3 years	Semiannual
Promotion of literary, scientific, cultural and humanistic production.	Project: Promotion of literary, scientific, cultural and humanistic production. Creation of a scholarship or grant program to support students, professors, and members of the university community in researching and publishing their work in these areas.	3 years	Semiannual

Strategic management for educational innovation and digital transformation.	Project: implementation of a training and technological update plan for teachers and administrative staff. Training in digital skills and the creation of virtual learning spaces.	3 years	Annual
Development of inclusive training programs to close gaps.	Project: creation of a tutoring and academic support program aimed at students with special needs or in vulnerable situations.	3 years	Semiannual
Strengthening institutional capacities for development management.	Project: Implementation of an organizational and financial strengthening plan. Implementation of efficient management systems, and training of personnel in strategic planning and change management issues.	2 years	Annual
Promotion of the provision of missionary services and functions through the continuous improvement of the physical and technological infrastructure.	Project: Plan for the development and maintenance of the physical infrastructure. Development of a long-term plan for the construction, renovation and maintenance of the university's physical spaces, with the aim of ensuring their adequacy and functionality.	6 years	Annual

Note: Prepared based on the Institutional Development Plan 2023 - 2032

4. Conclusion

The implementation of Universitology at the University of Sucre has been successful in several key aspects, including the construction and production of knowledge, curriculum management, and the continuous improvement of educational quality. It highlights the profound importance of constant self-assessment and continuous adaptation in higher education, and offers an effective replicable model for other educational institutions that wish to improve their quality and relevance in the global context. In this sense, the University of Sucre has demonstrated a solid and unparalleled commitment to the academic quality and comprehensive training of its students, positioning itself as a widely outstanding university in higher education in Colombia and contributing significantly and in an unprecedented way to the

sustainable development of the region and the country.

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