

UNIVERSIDAD DE GUADALAJARA

University of Guadalajara's  
**STRATEGIC PLAN**

2014-2030



Shaping the Future



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UNIVERSIDAD DE GUADALAJARA



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# MESSAGE FROM THE PRESIDENT



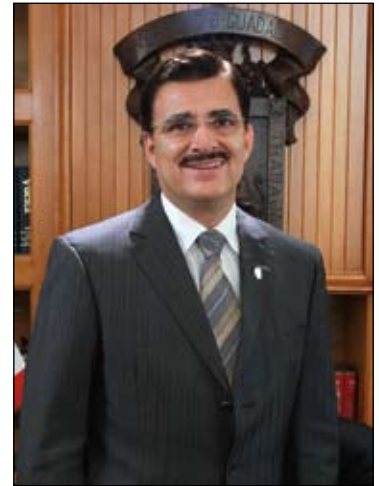
Creative Man or Knowledge (1936), mural painted by José Clemente Orozco (1883-1957) on the dome of the Paraninfo.

**H**igher education is a public good and its ripple effect is felt throughout society and on the economy. In this context, the University of Guadalajara forms part of the nation's educational project established in the third article of Mexico's Political Constitution, as a free, public and secular institution that fosters equity and sustainable social development.

In face of the fast-moving dynamics of social, economic and technological change, updating the University's strategic documents becomes critical. It provides an opportunity to reflect on accomplishments, review what needs to be done, and design strategies that will take the organization in the right direction. Planning is deciding, it is conquering the future. Planning is preserving the University for future generations, providing a sense of transformation to take on global changes and not fall victim to stagnation. Planning is therefore essential, as no organization has its future assured—the threat of becoming socially irrelevant is a constant risk.

This 2014-2030 Strategic Plan is a map for the University to build on now and in the future. It is the result of extensive participation from the university community and society, and lays the groundwork and strategies to position the University of Guadalajara as a global university with academic excellence and social responsibility. The challenge is to take the pivotal steps required to position the institution as one of the best universities in Mexico, renowned for its teaching, research, cultural promotion, and social and economic outreach.

Conscious of the current challenges the University of Guadalajara faces, this Plan was created through a broad, open, and participatory exercise that involved engaging society and the university community. Students participated as well as academics, executives, employees and specialists from various areas, including a number of representatives from social and economic sectors in the state of Jalisco. The result is a strategic document that gathers the experiences and best practices of Jalisco's University Network over almost two decades, based on the University's extensive presence as a regional and national leading institution. The goal was to create an academically sound Plan that is easy for the community to access and that clearly defines a path for the future, including practical and substantive indicators that serve as mechanisms for accountability before the community and society in the state of Jalisco.





This document positions student learning, research, and teacher training as the fundamental pillars for the Institution's development. In this way, the University of Guadalajara reaffirms its commitment to academic excellence and social relevance as the core values grounding its activities, confirming the belief that in order to achieve a better country for present and future generations, higher education must be placed as the driving force for national development.

ITZCÓATL TONATIUH BRAVO PADILLA

President – University of Guadalajara

I.  
HIGHER EDUCATION  
IN A GLOBAL CONTEXT





Archive

The social and economic superiority of higher education is consistent with the enormous expectations regarding its potential to contribute to peoples' social and personal development. According to the Organization for Economic Cooperation and Development (OECD, 2010), investing in this level of education has multiplying effects by positively impacting individuals' income levels. This leads to more taxes being paid and increases in social security contributions. Likewise, higher levels of education are also associated with better health, social cohesion and higher instances of citizen participation, among other benefits (Table 1).

In the last three decades, university higher education has experienced an unprecedented growth in the world not seen in modern history. Today, more than 180 million students are studying at the undergraduate level and another 6 million at the postgraduate level at one of the 18 000 higher education institu-

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International comparisons on higher education and university strategic plans were developed based on the technical report "Analyze, Plan, Decide" by researchers Adrián Acosta Silva, Wietse de Vries Meijer, Roberto Rodríguez Gómez and Hiram Abel Ángel Lara.

Table 1  
Important Benefits of Higher Education

	Public	Private
Economic	<ul style="list-style-type: none"> <li>• Increased government revenue</li> <li>• Higher productivity</li> <li>• Increased consumption</li> <li>• Skilled and creative workforce</li> <li>• Less financial dependence on the State</li> <li>• Contribution to caring for the environment and natural resources</li> </ul>	<ul style="list-style-type: none"> <li>• Better salaries and benefits</li> <li>• More job opportunities</li> <li>• Higher levels of savings</li> <li>• Improved working conditions</li> <li>• Personal and professional mobility</li> </ul>
Social	<ul style="list-style-type: none"> <li>• Lower crime rates</li> <li>• Increase in community service and philanthropic activities</li> <li>• Improved quality of life</li> <li>• Social cohesion and greater appreciation for diversity</li> <li>• Increase in capacity and use of technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Improved health conditions and life expectancy</li> <li>• Better quality of life for children</li> <li>• Better consumer choices</li> <li>• Higher personal status</li> <li>• More hobbies and leisure activities</li> <li>• Greater family and individual wellbeing</li> </ul>

Fuente: Adapted from Brunner (2007).

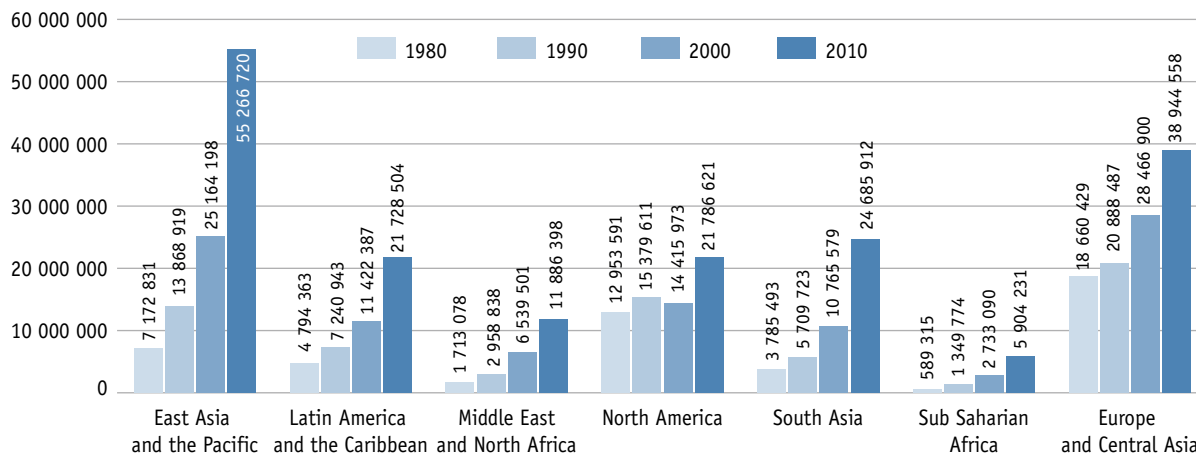
tions that offer professional, technical or specialized careers. Some 11 million professors and researchers give lectures and classes daily, manage or distribute resources, and carry out scientific projects around the world. Additionally, ties are formed with production, social or political sectors in local and national settings. In fact, access to higher

education is predicted to grow to more than 250 million students by the year 2025. Growth and democratization of educational opportunities involve significant challenges for university governance and organizational frameworks (Graph 1).

This growth is largely due to the knowledge society's

Graph 1

## World Enrollment in Higher Education



Only includes Undergraduate Enrollment.

Source: World Bank (2013), [databank.worldbank.org](http://databank.worldbank.org).

rapid consolidation as a dominant paradigm. The economic value of knowledge and possession of certain abilities and skills in demand in labor markets have created a dizzying increase in enrollment in higher education institutions. In this context, technological change is the main destabilizing factor in labor markets and its effects have caused an increase in income

inequality and structural unemployment. Tertiary education is increasingly perceived as a fundamental institutional mechanism to reduce the labor markets' socially negative effects. This increases demand for higher education, forces services to diversify and prompts discussion about who will finance the provision of these services.

Likewise, this unprecedented expansion has occurred in an extraordinarily complex socio-economic and political context where the forces of globalization, the emergence of an information society and an economy based on knowledge, and the new scientific-technological revolution are mixed together, along with the transformation of millions of people's work and consumption habits. At the same time, it is a context where political democratization goes hand in hand with disenchantment—sooner or later—with existing democracies, the persistence, and in some cases, intensification of former social inequalities and growth of poverty and marginalization of hundreds of millions of people all over the world.

In these circumstances, higher education has experienced not only unprecedented growth, but has diversified its functions, structures and organization. Up until World War II, the university was established as a dominant figure, representative and even monopolistic of higher education. At the beginning of the 21<sup>st</sup> century, national higher education systems encompassed universities, technical institutes, thousands of small single-discipline establishments, specialized postgraduate research centers and transnational organizations that provided higher

education in different countries. Furthermore, the relationship between public and private entities has also become more complex in the last few decades. Universities and traditional public institutions co-exist within a global trend where the State and the market have quickly modified their relationships as to competence, management and coordination.

The university is one of society's most noble, humanistic and strategic institutions. It has for some time ceased to represent the metaphor of an ivory tower and has consolidated itself as an interdependent organization that is socially responsible and linked to its socio-economic environment. One of its main responsibilities is to study and research solutions for public problems. The university is currently one of the great and valuable legacies of humanism. This legacy has enabled it to be a fundamental element in shaping society and to serve as a model for the time lived. In a world where inequality is overwhelming, universities must contribute to building character and elevating humankind, so as to reduce this growing inequality.

In this context, higher education, along with science and technology, which are inherent to its develop-

ment, must be considered public assets and the driving force behind social advancement, equity and democratic consolidation among nations. As indicated by the United Nations Educational, Scientific and Cultural Organization, (UNESCO, 2009) “at no time in history has it been more important to invest in higher education as a major force in building an inclusive and diverse knowledge society and to advance research, innovation and creativity.”

However, one of the most pressing problems in higher education involves restricted access to public funds. In most countries, the demand for higher education grows more quickly than the governments’ capacity to guarantee its proper maintenance. This problem is exacerbated by governments’ inability to create thorough fiscal reforms and therefore increase tax revenue. These structural challenges are added to growing social demands for better quality higher education institutions. Entry alone to a university, if it is not one of quality, does not solidify the promise of education as a public good.

This complexity creates a double challenge for universities: on the one hand, they are called on to develop practical, innovative answers to guarantee their very

permanence and consolidation. On the other, they are expected to be the critical conscience of society and protagonists in solving problems plaguing the modern world.

For public universities, these topics translate into much more specific challenges, though no less complex. Some are strictly academic, related to organizing research and teaching activities, identifying and recognizing talent, and accumulating intellectual and scientific capital for universities. Others have to do with the availability of financial resources needed to maintain teaching activities, as well as to increase educational coverage and to generate institutional investment in strategic areas and fields of professional training, science and technological innovation. Others are connected to government, governability and institutional governance, to increasing institutional strength and legitimacy, and improving efficiency, effectiveness and flexibility in university management and administration.

#### *Main recommendations from international organizations*

When discussing the present and future of higher education, leading international organizations agree

on four major challenges that make up a minimum agenda of public issues. States and societies have faced these challenges in recent years and will continue to do so in the near future if they want to consolidate their higher education systems as levers for development. These challenges are: *a)* improving quality and equity in access to higher education; *b)* developing research and innovation; *c)* internationalization, regionalization and globalization; and *d)* higher education's social responsibility.

In general terms, some organizations'<sup>1</sup> positions show similarities but there are also some differences and nuances surrounding various topics and priori-

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<sup>1</sup> Input for this contextual analysis was gleaned from eight organizations that represent international diversity: United Nations Educational, Scientific and Cultural Organization (UNESCO), the World Bank (WB), the Organization for Economic Cooperation and Development (OECD), the International Institute for Higher Education in Latin America and the Caribbean (IESAC-L-UNESCO), the European Union (EU), the United Nations Economic Commission for Latin American and the Caribbean (CEPAL), the Inter-American Development Bank (IDB) and the Global University Network for Innovation (GUNI).

ties on the world agenda for higher education. The UNESCO World Conferences on Higher Education in 1998 and 2009 in Paris were two moments when different perspectives and ideas on higher education were reconciled among countries and organizations.

From the challenges mentioned, it is possible to identify a group of seven ideas and concrete strategic policies. These are recommendations and actions for developing higher education in the world:

### *1. Massification of systems and greater access to opportunities*

- I. Access to education must be guaranteed to all sectors of society. In particular, it must support low-income populations, minority groups and disabled students with specific financial programs, such as grants or scholarships, without discrediting selection and entry processes.
- II. It must continue to promote gender equity, guaranteeing women's access to higher education and supporting their integration in male-dominated fields, such as science and engineering.



- III. Universities must keep students informed about potential markets and expectations for certain careers and disciplines (effective vocational training). Educational institutions must also find niches and social needs they can base students' development on.
  - IV. Drop-out rates must be kept to a minimum by helping students at risk and creating advanced and placement courses to support variations in performance.
  - v. Educational offerings must be broadened and diversified with different systems and degrees, so as to generate new knowledge and draw attention to current affairs.
- 2. Quality assurance of products and services*
- I. Establishment of Quality Assurance Systems (SAC) to evaluate results (not just input) and allow for self-regulation with a critical and objective view through the use of second-generation indicators. Quality assurance must cover all university products and services areas, as well as transnational service systems such as in the case of virtual or online education.
  - II. Support shared knowledge initiatives that strengthen the ability to put quality assurance systems in place and launch programs of specific activities to perform evaluations in every substantive activity of Higher Education Institutions (HEI).
- 3. Increase public and private investment and improve educational spending (sustainable financing systems)*
- I. Universities must move toward diversifying their sources of income. Dependence on public resources, without creating alternatives in the market, makes these institutions more vulnerable. Income can increase based on the management of public resources as well as by using a strategy to create university products and services that can be offered to society. One way to increase resources is charging for enrollment and other university services, but this must be done in a different form in parallel with economic support or scholarships for those who are most in need.
  - II. Agreements with businesses, in response to their need to be more competitive, are a source of income that requires further analysis.

- III. A fundraising policy must exist to encourage research in different fields that contributes to pioneering knowledge creation in distinct areas.

*4. Foster new research programs that encourage countries' development and new innovation practices*

- I. Reinforce a systemic vision of education that includes collaborative work among research departments and teaching areas. In particular, universities must strengthen educational offerings at the postgraduate level.
- II. Create programs that deal with social and market needs and provide students with the skills demanded by today's society and economy.
- III. Reinforce regional scientific and technological convergence policies, supporting research aimed at identifying appropriate paths to improvement.
- IV. Respond to globalization and information society's new demands, building its own scientific and technological production capacity. This involves improving basic scientific productivity, promoting applied research, increasing patent registra-

tion, and having a critical mass of scientists and youth with doctorates.

- v. Intensify international cooperation, strengthen and encourage both public and private research universities, and connect tertiary institutions with different production sectors (in the Triple Helix model).

*5. Encourage growth and use of Information and Communications Technologies (ICT) to increase educational offerings, improve research and learning quality, and develop new communication networks with other universities*

- I. Although there are no clear definitions on the certification of knowledge on the internet, it is important to move forward in the creation of quality names in virtual education systems and define strategies to face phenomena like Massive Open Online Courses (MOOC).
- II. Expand the creation of associations that are pro digital solidarity, or what is known as "e-Twinning", sponsor projects, and make better use of computer equipment.

III. Promote the use of ICT in different educational systems to contribute to developing student abilities and advance new teaching methods and practices.

IV. Promote knowledge and the use of open educational resources. Contribute to strategic alliances in favor of these resources, whether among HEI or within public and private sectors. This involves strengthening strategies and policies regarding open educational resources.

*6. Advocate for flexible, innovative governments with better bureaucracies and greater emphasis on accountability (effective governance)*

I. Institutions must adopt new forms of organization and develop an institutional culture that supports medium- and long-term planning, innovation and entrepreneurship.

II. It is important to publicly demonstrate that the University is fulfilling its mission and objectives and that it is accountable. Universities must demonstrate that they are efficient, effective and that they cater to different sectors of society where HEI are in play: students and families, scientific

and academic communities, the government and private sector.

III. Universities must adopt better tools and forms of government and management, based on the best practices of business and government administrations.

IV. Encourage new organizational cultures, based on the development and improvement of research, teaching, promotion, management, and government skills. This will reduce the restrictions that large bureaucracies impose on institutions and accelerate decision-making and resource management.

V. Universities must review their regulatory frameworks that at times prevent and limit management processes directed at academic and managerial excellence. These reviews need to simplify processes and make them more flexible.

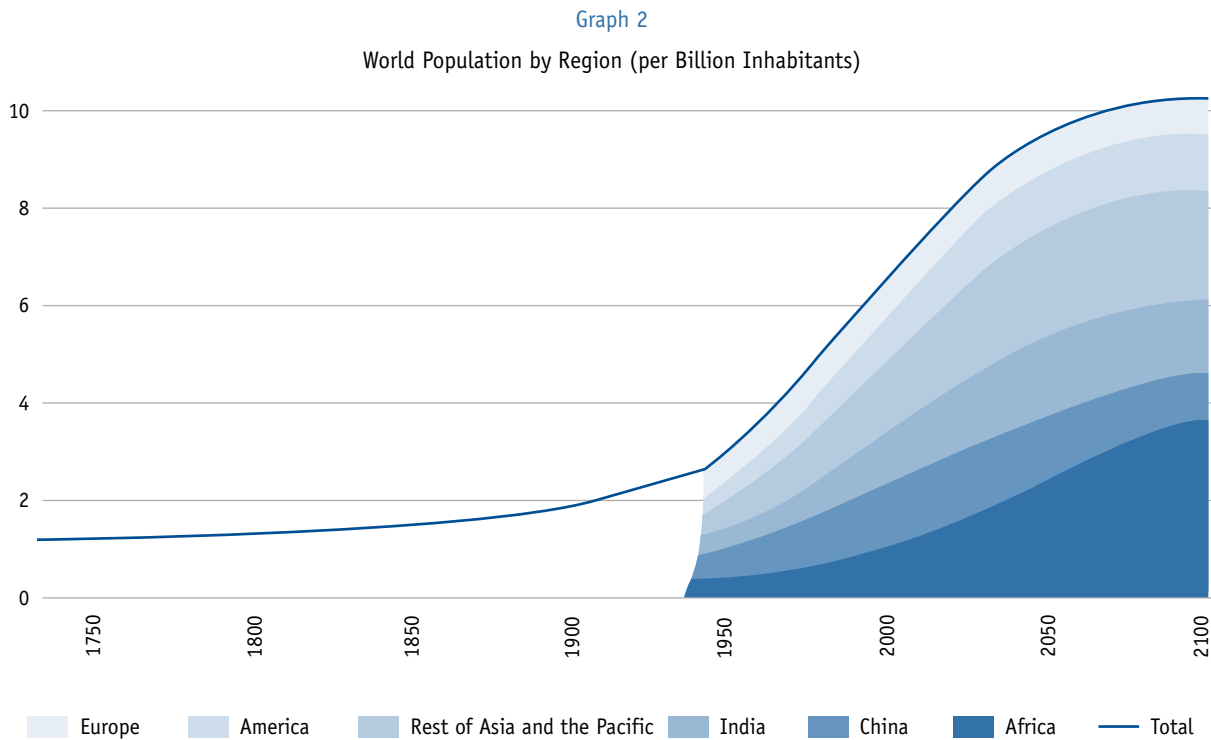
*7- Develop an internationalization strategy in line with new realities that will enable to:*

I. Transform the curriculum so as to develop global citizens and professionals capable of working not

only in the local/national context but also in the international context.

- II. Foster the presence of a critical mass of first-rate students and professors from different parts of the world (academic and student mobility), and limit academic inbreeding. This attracts more talent and makes room for new ideas and perspectives. To this end, it is important to have flexible and competitive hiring and payment conditions.
- III. Strengthen academic organizations within departments and research centers that are already considered world-class due to their research results, resource generation and ties to other socioeconomic sectors. These groups of professors can create new, relevant educational offerings and have ties to international networks that can be used in service of the community.
- IV. Develop collaborative agreements that allow for shared programs to materialize in areas where universities have the most potential; their specific knowledge niches. In this way, globally recognized joint teaching and research initiatives will emerge. These programs will be strengthened if they are given in different languages, with preference to English.
- V. Repatriate professors who are at prestigious foreign universities. To achieve this, it is necessary to have flexible administrative processes for immediate hiring in order to avoid brain-drain.
- VI. In areas directed towards science and technology, universities must be capable of attracting research contracts from foreign businesses and multinational corporations, as well as training graduates in the specific areas that these sectors demand from the university.

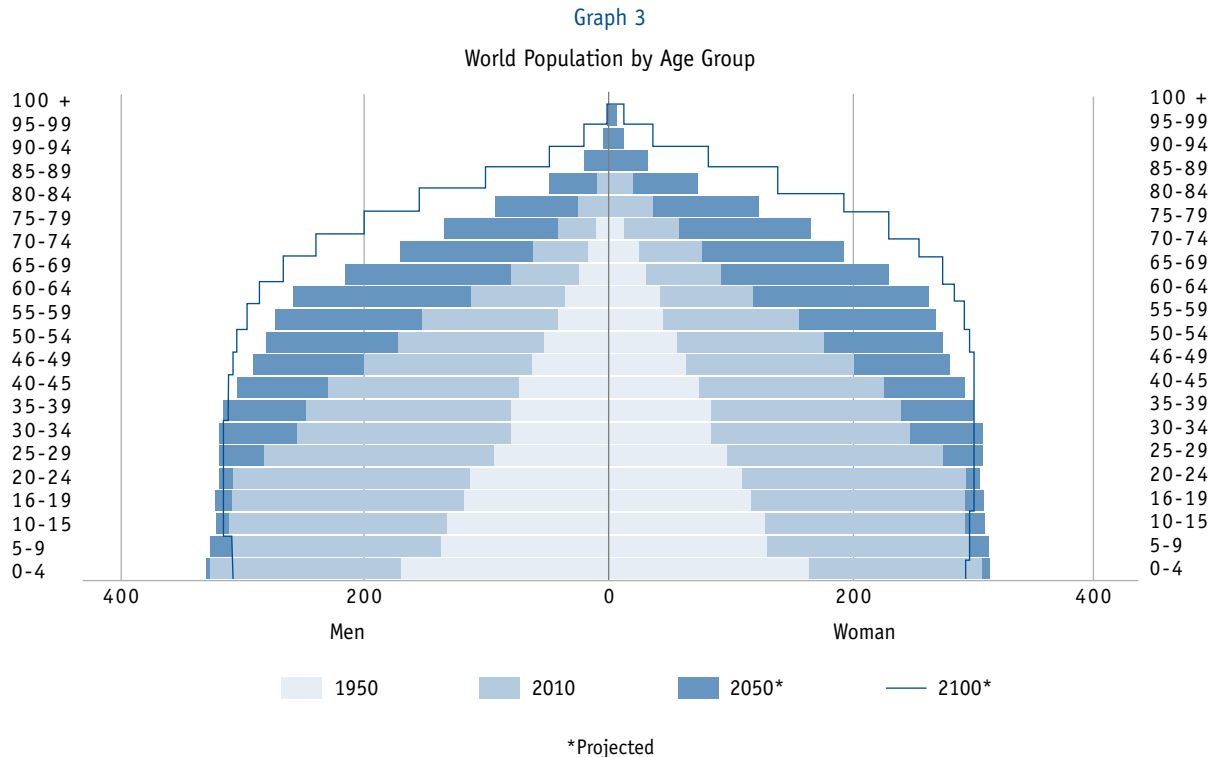
These ideas and recommendations have become the axes of the paradigm of public policies that have come to global attention in the last few years. They have influenced not only the definition of national priorities but also a number of strategic plans at cutting-edge universities in the world.



### *Population dynamics and higher education*

Besides the international trends in higher education reviewed, it is essential to analyze demographic characteristics that will undoubtedly have important implications for higher education in the years to come. This applies to coverage and enrollment diversification as well as organization and sustainability. In the last few decades, the world population has grown at a speed not seen in modern history. It took more than

250 000 years to reach a billion inhabitants on earth, another century to reach two billion (in 1927) and only 33 more years to get to three (1960). It is projected (Franklin and Andrews, 2012) that by 2050 the world will have more than nine billion inhabitants, especially in developing countries (Graph 2). With these population growth rates, there will be a change in population proportions in the world's nations, with considerably more older people. The number of peo-



Source: Franklin and Andrews (2012).

ple who are 65 or older will double, from being 8% of the population in 2010 to more than 16% in 2050. The so-called “median age”, at which point exactly half the population is older and half is younger, will expand nine years between 2010 and 2050, making it 38 years of age. In 2050, the richest countries with the greatest access to social security will have individuals with a life expectancy of 100 years (Graph 3).

This older, larger population will also be much more urbanized. In 2010, half the world’s population lived in cities. In 2050, it is projected that the proportion will be more than 70%. In this year, urban areas will be home to more than 6.5 billion people, the total current population. It is projected that by 2025 there will be around 30 megacities with at least 10 million people each.

These trends will have a profound effect on societies, nation-states and institutions in general, including higher education. Challenges facing universities will be greater in terms of organization and governance, diversification, flexibility and sustainability.

The following are some of the challenges that educational institutions will need to address in the next few years for which decisions must be made in the present:

- I. Demographic changes will mean greater diverse demand for higher education which will redefine coverage, organization and sustainability strategies.
- II. Growth in enrollment will occur mainly in developing countries, which will require more financing and support for students with fewer resources as well as for vulnerable groups.
- III. A growing number of older and part-time students will call for structural and organizational changes to academic programs, as well as incorporating online education.
- IV. In face of the need for more specialized and changing services, universities will have to diversify their academic offerings and make their programs more flexible, as well as rethink how traditional careers are conceived today.
- V. Rapid technological change and population dynamics in cities will involve designing new educational programs, such as: urban economy and health, mobility, public spaces, bioinformatics, data protection, software architecture, international law, alternative energies, welfare management, hospital administration, and more specialties that do not exist yet.

II.  
MÉXICO:  
THE CURRENT SITUATION







Miro Novak

The complexity of today's international scene has significant implications for Mexican universities. These demands of the regional and global environment present great challenges to universities, which are identified in the sphere of institutional planning. These challenges are: developing sufficient scientific and technological skills to compete in a globalized economy; creating the professional leaders that the country's updated production and services structures require; participating in the debate on crucial topics to define options for economic policy, social development model, government, and citizen participation; anticipating and supporting processes of change in areas such as population dynamics, employment, distribution of health and educational services, administration of justice, and respect for human rights; and being a key factor in preserving the environment and national cultural heritage, among others.

These challenges require the country's universities to have resources, tools and spaces that allow them to change and update continually, but also systematically and in an organized fashion. Mexican universities must structure themselves as organizations able to incorporate scientific advances and address the

needs involved in the processes of social change. In the field of education, this idea translates into an obligation on the university's part to provide training that allows for permanent adaptation processes to the labor market's prevailing demands aligned with scientific, technological and critical thinking advances related to society and culture.

In the last twenty years, the changes that have taken place in the Mexican university system have involved multiple and diverse processes. Higher education has essentially been immersed in reforms resulting from attempts at modernization by successive national governments since the 1990s. These attempts have not been linear or coherent, in fact just the opposite. Hindsight has made it clear that these quite different proposals have resulted in a disjointed overall approach that lacks cohesion. Notwithstanding the persistence of political guidelines with similar declarations over the last four administrations, a more profound analysis of effectively implemented strategies elucidates a pattern of trial and error, more than the continuity that could result from a project rooted in a robust conceptual basis and stable policies.

Among the broadest characteristics of change, the following stand out:

- I. *Increase of higher education coverage to meet potential demand.* From 20% to almost 30% from 2000 to 2014.
- II. *Restructuring of public system enrollment.* In the public sector, expansion dynamics are a by-product of growth both in the university technological sector as well as in enrollment expansion processes at public state universities.
- III. *Greater presence of the private sector in higher education offerings.* During the 1990s, the presence of the private sector in higher education offerings was notable. As of the second half of the first decade of the 21<sup>st</sup> century, the ratio of public to private sectors has held steady at around 70/30, respectively.
- IV. *Federalization and regionalization.* Strengthening of the decentralization process of offerings and compensation for historical lags in states that have fallen behind the most.

v. *Trend towards greater concentration of educational demand in areas and professional careers associated with services.* As a general trend, enrollment in the Higher Education System (SES) has lowered in agricultural sciences and health. In contrast, social sciences and technology have maintained an important growth dynamic. However, traditional careers continue to have a strong concentration, where ten areas account for 45% of enrollment.<sup>2</sup>

vi. *Growth of graduate studies.* In the last ten years, enrollment at this level has virtually doubled, expanding from 153 000 students in 2003 to 283 000 in 2013.<sup>3</sup> Master's-level graduate studies have experienced the most intense growth

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<sup>2</sup> The ten degrees that make up the highest percentage of enrollment are: law, medicine, administration, marketing, international business, public accounting, tourism, nursing, psychology, and nutrition. Source: Secretariat of Public Education (SEP) questionnaires 911, beginning of classes 2013.

<sup>3</sup> Secretariat of Public Education (2013). Department for Planning and Evaluation/Sub-department of Systematization and Indicator Analysis.

dynamic, in which private sector participation is notable.

vii. *Growing social demands for results and impacts.* There is a growing demand for higher education to show results in the shortest timeframe possible to contribute to solving problems endemic to the country: poverty, inequality, insecurity, environmental degradation, rule of law, corruption, and a lack of well-paying jobs.

In addition to these changes, the system has created and applied a new repertoire of tools such as diversified funding, evaluation and accreditation, accountability, infrastructure strengthening, quality assurance, and outreach. These lines of action are complemented by other objectives, such as expanding the higher education system's coverage and strengthening the professors' academic profiles.

The concern for achieving higher levels of academic quality has been a central issue in past and present federal administrations. This perspective addresses the challenge of achieving greater flexibility in educational programs, incorporating a comprehensive dimension of knowledge, favoring the students' con-



tinuous learning, fostering the development of creativity and entrepreneurship, promoting languages and logical thinking, and encouraging the formation of values, among other aspects.

Likewise, higher education institutions must achieve better efficiency outcomes for careers, improve retention rates and have more options for degree conferral. There must be greater ties between careers and social spheres, for which a permanent review of the profiles of academic programs and their articulation in the workplace is important. In this sense, university activities such as teaching, research and promotion also need to be integrated. In terms of teaching performance, professors must have adequate academic and pedagogical training, in addition to expanding and strengthening academic organizations in different levels of higher education institutions.

The goal to improve quality has been implemented using a policy that encourages public universities to support innovative plans and academic programs for teaching and research. Through funding, the government can have considerable reach in terms of encouraging institutional aspects that re-

sult in innovative processes. The strategy continues with this approach followed by government authorities and the National Association of Universities and Higher Education Institutions (ANUIES). Over the last twenty years, the Secretariat of Public Education (SEP) has devised a plan for additional resource distribution based on assigning funds to institutions that establish programs in areas such as creation of academic resources, equipment, and research and teaching programs.

The document “Inclusion with social responsibility. Assessment elements and proposals for a new generation of higher education policies” was approved in 2012 by ANUIES and summarizes the main accomplishments and quantitative and qualitative results of Mexico’s higher education in recent years. The following information and indicators stand out:

1. In the 2011-2012 school year, Mexico’s higher education enrollment reached 3 550 920 with 90% in the on-campus system. In the last five years, approximately 150 000 new places per year have been created, of which more than 100 000 are in the public sector.

- II. Currently, 3/4 of full time public HEI professors have completed postgraduate studies. In public state universities 49% of full-time professors (PTC) have completed master's level or specialty studies, and 40% have completed doctoral studies. This means that 89 of every 100 full-time professors have completed postgraduate studies.
- III. From 2002 to 2012, academic organizations recognized as being "in formation," "in consolidation" or "consolidated" by the Faculty Improvement Program (Promep) grew from 2 359 to 3 905, highlighting a twentyfold increase over previous figures, which grew from 34 to 663.
- IV. More than 80% of full time professors with PhDs who are recognized as having a desirable profile by Promep are also members of the National System of Researchers (SNI).
- V. The number of technical university and undergraduate programs that are recognized for their quality has increased notably in the last decade; from less than 300 in 2002 to 3 681 in 2012.
- VI. Public universities have more than 90% of enrollment in programs recognized for their quality.
- In contrast with these achievements, the previously mentioned ANUIES document recognizes that "there are still a number of problems to ensure that the changes made are sustainable. Another issue is that there isn't sufficient or complete data describing students' learning results and the impact of HEI academic projects related to research and cultural promotion." Other problems have also emerged as a result of implementing policies and programs that do not have an institutional framework that guarantees and ensures availability of sufficient human, economic and material resources to consolidate HEI with long-term vision.
- One of the most important lessons regarding "Inclusion with social responsibility" (ANUIES, 2012) is that Mexico has not managed to consolidate a policy for higher education, science and technology that aligns with the State's vision. This has caused, among other factors, the following: *a*) limited scope with regard to coverage and social equity in higher education; *b*) persistence of unequal levels of quality and academic

relevance in HEI and institutional subsystems; c) disassociation of the higher education system with prior educational levels and types, especially high school education; d) inflexibility of the higher education system which impedes student and academic mobility; e) insufficient and unequal federal and state budgets and non-existent multiannual budgets.

#### *Some strategic indicators*

Despite growth over the last few years, the coverage index for higher education in Mexico is still insufficient for the country's needs and the size of its economy. Mexico's coverage rate for higher education hovers around 29%, leaving much to be done to ensure that the majority of youth have effective access to higher education. Within the Latin American context, the country's position tends to fall behind in comparison to countries with similar or even lower levels of economic development. Such is the case of Argentina (68%), Uruguay (64%), Chile (52%), Venezuela (79%) and Panama (45%), to name a few (UNESCO, 2012). Likewise, if Mexico is compared to its major trading partners, the picture is even grimmer, given that the United States has a rate above 80% and Canada around 75%.

There are also asymmetries and inequalities among states. While Mexico City has a coverage rate of over 60%, states such as Chiapas, Oaxaca and Quintana Roo do not reach 20% (Graph 4). These asymmetries do not facilitate the balanced development of the country's different regions.

The 2013-2018 National Development Plan (NDP) establishes a 40% coverage target for higher education in 2018, considered insufficient to overcome the country's gap in relation to this issue. In this context, ANUIES proposes a 50% rate, which requires a significant commitment from the Mexican federal government to develop appropriate policies and investments that place higher education as an axis of national development.

Another structural problem in Mexico's higher education is funding. Permanent budgetary uncertainty and low levels of investment are the result of the absence of an authentic government policy on this matter. At the end of 2013, higher education funding represented 0.67% of the Gross Domestic Product (GDP). ANUIES recommends reaching 1.5% as a condition for achieving a 50% coverage rate.

Furthermore, there are inequalities in budget allocation and distribution for higher education public institutions in Mexico. While some public state universities receive almost 80 000 pesos per student, others collect only 20 000 pesos (Graph 5).

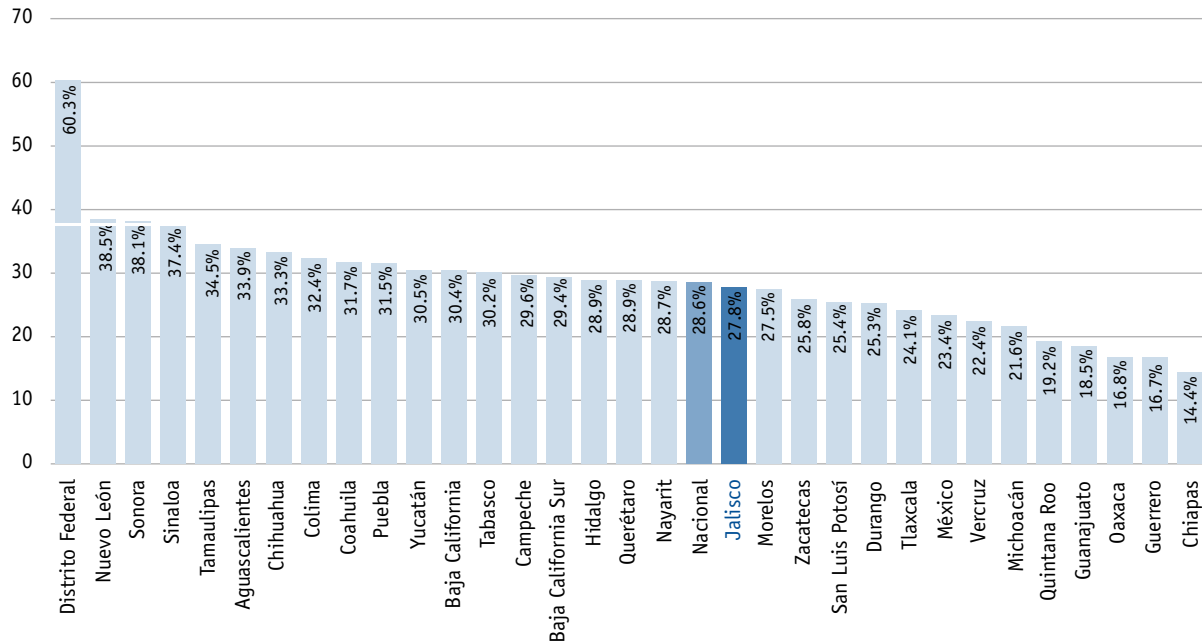
One problem related to the distribution of limited resources is the inequality among participating

states for funding of their respective public universities.

Technically clear and politically coherent criteria on the percentages of participation for each state do not exist. Instead they respond to historical inertia and current political negotiations. While in some states the federal government provides around 90%

Graph 4

Higher Education Coverage by State, 2013



Source: First State of the Union Address by the President of Mexico (2013).



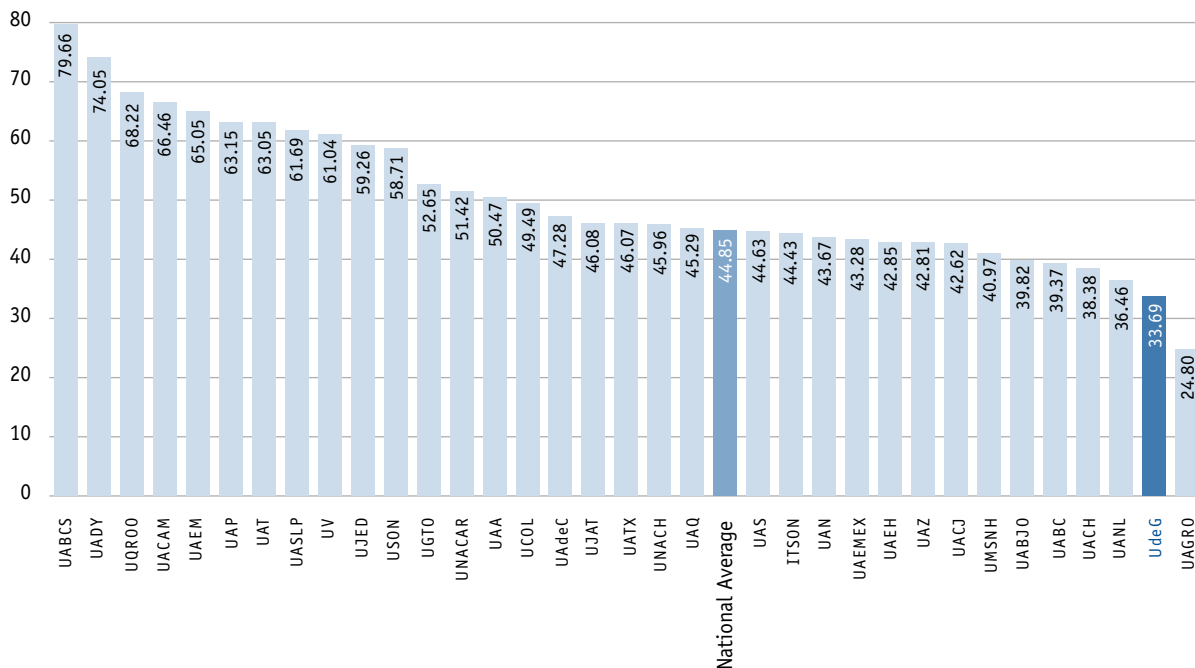
of the total regular subsidy for public state universities, in others federal assistance does not reach 50% (Graph 6).

In this sense, greater funding for public state universities necessarily must pass through reforms that guarantee greater equity in federal and state efforts. States must be collaborators in consolidating their

universities and must fully comply with the financial support commitments that correspond to them. Public universities must also redouble their efforts to make efficient use of public resources and to increase their own resources, above all through links with production and social sectors.

Graph 5

Total Subsidy per Student in Public State Universities, 2013



Source: SEP (2013a).

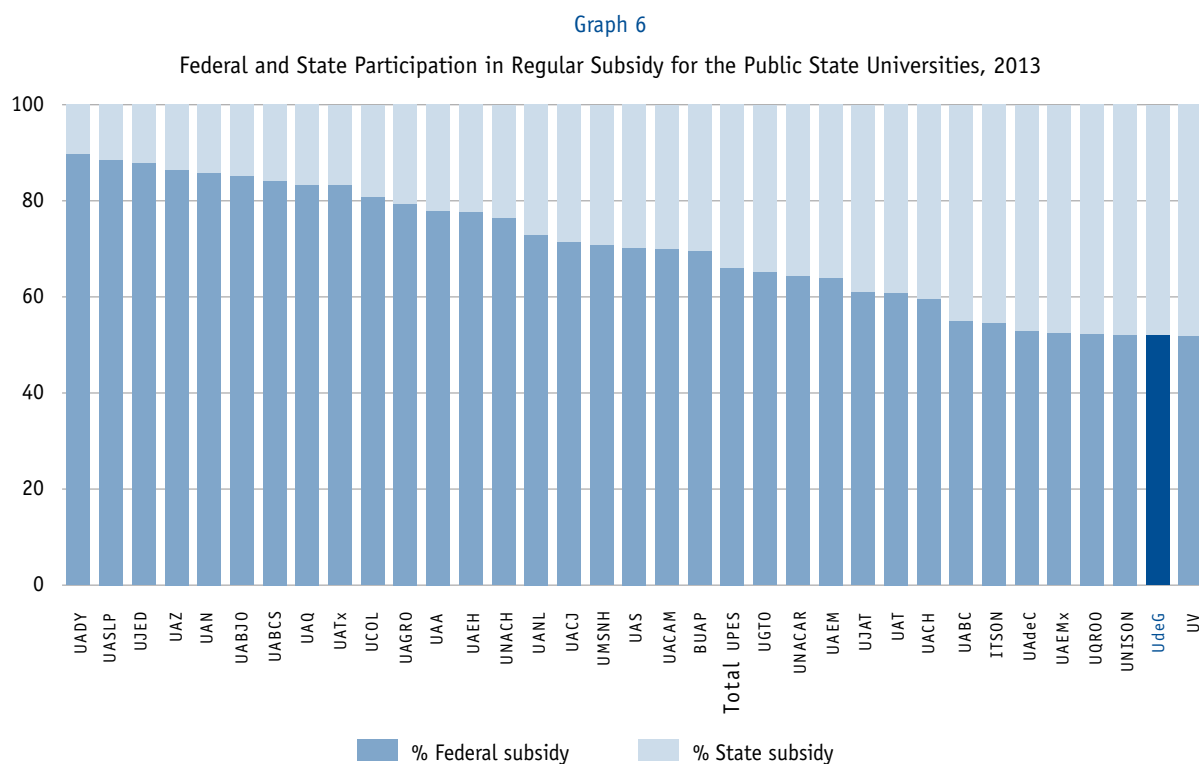
Consolidated figures of questionnaires 911, beginning of classes 2012-2013.

*Summary*

The quality and relevance of an educational system depends largely on the public and private resources that its higher education institutions and universities have. In this sense, countries like Mexico that have bet on the State as the axis of support and development of their higher education systems, need solid basis of fiscal resources in order to be com-

petitive with other nations' investment levels. This issue is strategic for Mexican higher education but has generally not been at the center of the public agenda, which puts Mexico at a disadvantage on the international scene.

In Mexico, the funding model for higher education has structural contradictions. On the one hand, Mex-



Source: SEP (2013a).

ico is one of the countries in Latin America with the most public coverage (around 70% of enrollment), and on the other, tax revenue is the lowest of the region, reaching 16% of the GDP (2013-2018 NDP), a figure that includes oil revenue.<sup>4</sup> This combination is not sustainable over the medium and long term, which is why expanding the fiscal base is paramount to maintain the predominantly public nature of higher education in Mexico.

Finally, the issue of quality and relevance is another strategic challenge. While a good part of public state universities have reached high levels in current indicators, these only partially reflect academic practices and results. The current model is based only on input and not on the substantive processes and their results. The model for quality assurance has been useful in the last fifteen years, as it has given universities a solid base of institutional strength. Nevertheless, it is no longer enough for the global challenges that higher education institutions face.

.....  
<sup>4</sup>Excluding oil revenue, tax revenue in Mexico represents only 10% of the GDP, which puts it at the bottom among OECD countries, even lower than other Latin American countries that have the same or lower level of development.

III.  
UNIVERSITY OF GUADALAJARA:  
ACCOMPLISHMENTS AND CHALLENGES





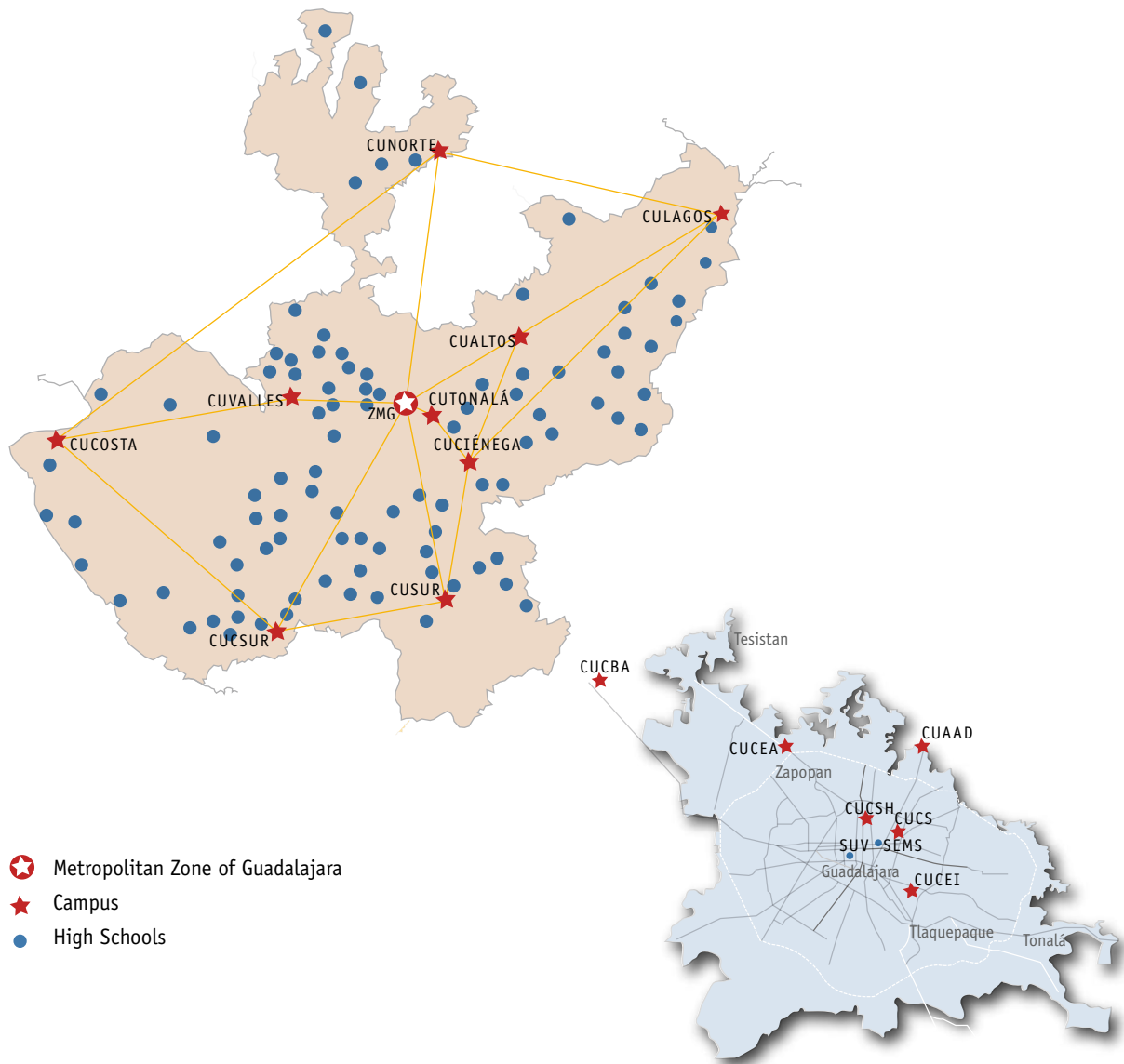
José María Martínez.

The University of Guadalajara is Jalisco's University Network, the top place of study, with a historical tradition tracing back more than two centuries. Enrollment exceeds 240 000 students (132 369 in high schools and 109 375 at the university level) and is present in all regions of the state. It is the most important higher education institution in the western part of the country and the second most important nationally. The University of Guadalajara has high schools in 101 municipalities (covering 3/4 of the state) and offers higher education to all areas of Jalisco at its six thematic university centers, nine regional university centers and through its Virtual University System (Figure 1).

The history of the University of Guadalajara began in colonial times in the western part of the country. Saint Thomas College was founded in 1591 by members of the Society of Jesus. Brother Antonio Alcalde, bishop of New Spain, under the auspices of Carlos IV, founded a university similar to one in Salamanca and was granted a charter in 1791 licensing the Royal University of Guadalajara, beginning with lectures in Medicine and Law in 1792.

Figure 1

Regional and metropolitan coverage of the University of Guadalajara



Source: SEP (2013a).

Between 1826 and 1860, the university was closed because of constant conflict between conservatives and liberals. Its official name alternated between the State Science Institute and the University of Guadalajara, depending on which group was in power. In 1914, the Jalisco High School was created and in 1925, the University of Guadalajara was officially established and its first Organic Law was issued. During the 1980s, the University of Guadalajara was declared a nationalist, anti-imperialist, public, democratic and socialist educational institution.

The University Network was founded in 1994-1995 and was accompanied by profound regulatory and organizational reforms that transformed the institution's academic life. The Congress of Jalisco enacted a new organic law that formally granted autonomy to the institution. A departmental model was established that replaced the former structure of schools and faculties, and the rigid curriculum model became a flexible system organized by academic credits. High school education was established as a decentralized system, paralleling university centers.

Twenty years after the University Network was created, its founding represents the most important de-

centralization action related to higher education in the history of Jalisco, and probably in the country as well. Its relevance makes it a successful example of equal and expanding access to educational opportunities. Since the Network was developed, university coverage has grown significantly, providing educational opportunities to 100 000 more students than in 1995.

During the 2012-2013 school year, 51 of every 100 students enrolled in high school and 47 of every 100 in higher education in Jalisco were in University of Guadalajara classrooms located all over the state. Besides providing unprecedented coverage, the University has been an effective trigger for social mobility in all parts of the state, stimulating local economies, boosting cultural and scientific activities, and above all, connecting hundreds of researchers and teachers' daily work to problems in their surroundings.

Since the decentralization process in 1995, the University of Guadalajara has consolidated itself as a leading institution based on a number of indicators related to both coverage and quality. Some of the most important are:

- I. Between 1995 and 2013, the University Network increased enrollment by 103 065 (74%), as can be observed in Graph 7.
- II. The University of Guadalajara has 3 610 full-time professors (PTC) in higher education, of which 41% have PhDs and 47% master's degrees (Table 2). High schools have 1 454 full time professors,

Table 2

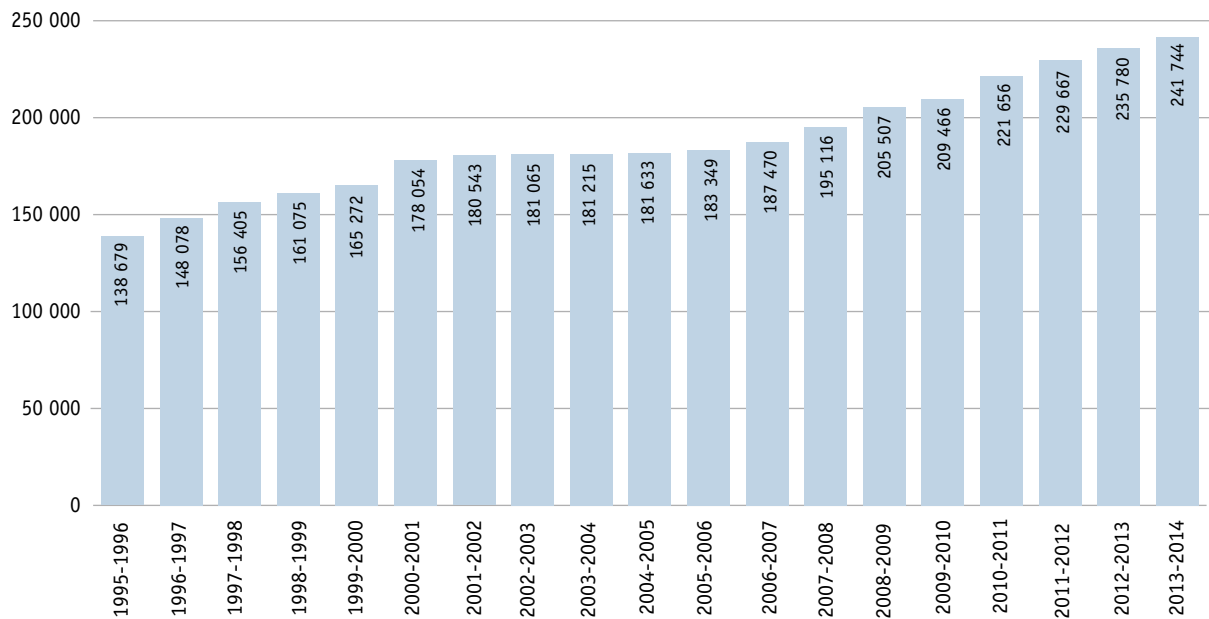
Full Time Professors at University Centers and in the Virtual University System

Degree	Full Time Professors	%
PhD	1,484	41
Master	1,684	47
Undergraduate or equivalent	442	12
Total	3,610	100

Source: SEP (2013b).

Graph 7

University of Guadalajara enrollment statistics, 1995-2014

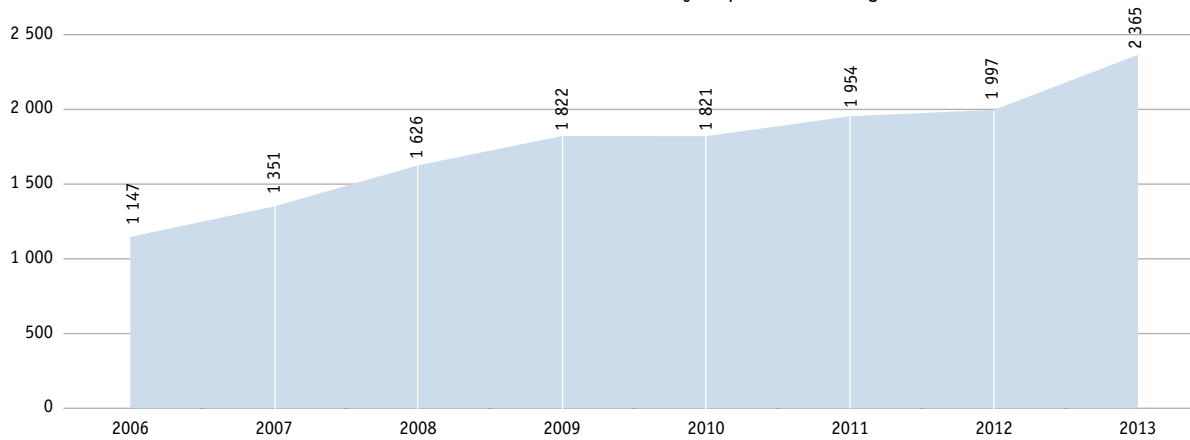


Source: University of Guadalajara Institutional Statistics (2014); SEP questionnaire 911 beginning of classes (2013).



Graph 8

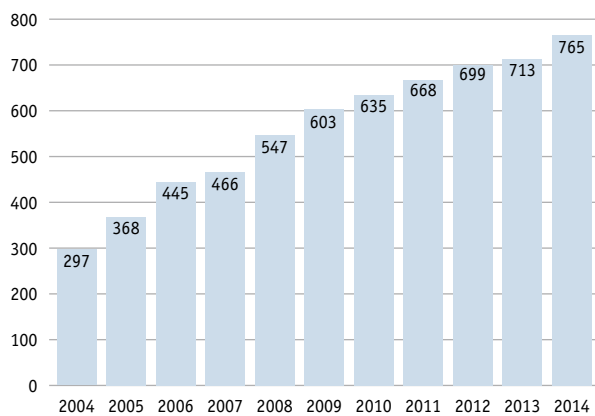
Number of Professors with Profile Faculty Improvement Program



Source: University of Guadalajara Institutional Statistics (2013).

Graph 9

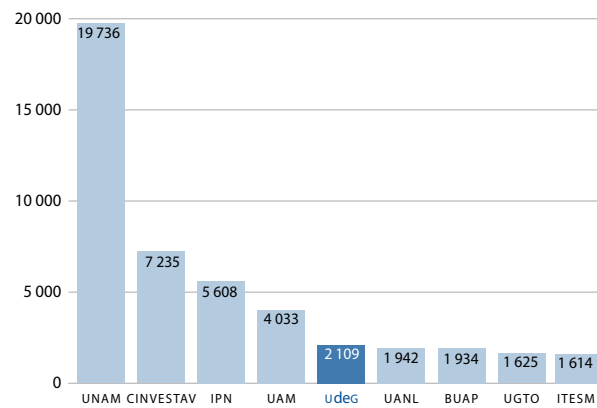
Number of members of the National System of Researchers and the National System of Art Creators



Source: University of Guadalajara Institutional Statistics (2013).

Graph 10

Scientific Production comparison at National Higher Education Institutions\*



\*Measured by the Institutions number of publication's per year.

Source: Sir Scimago Institutions Rankings (2013). [www.scimagoir.com](http://www.scimagoir.com).

of which 99% have completed undergraduate studies.

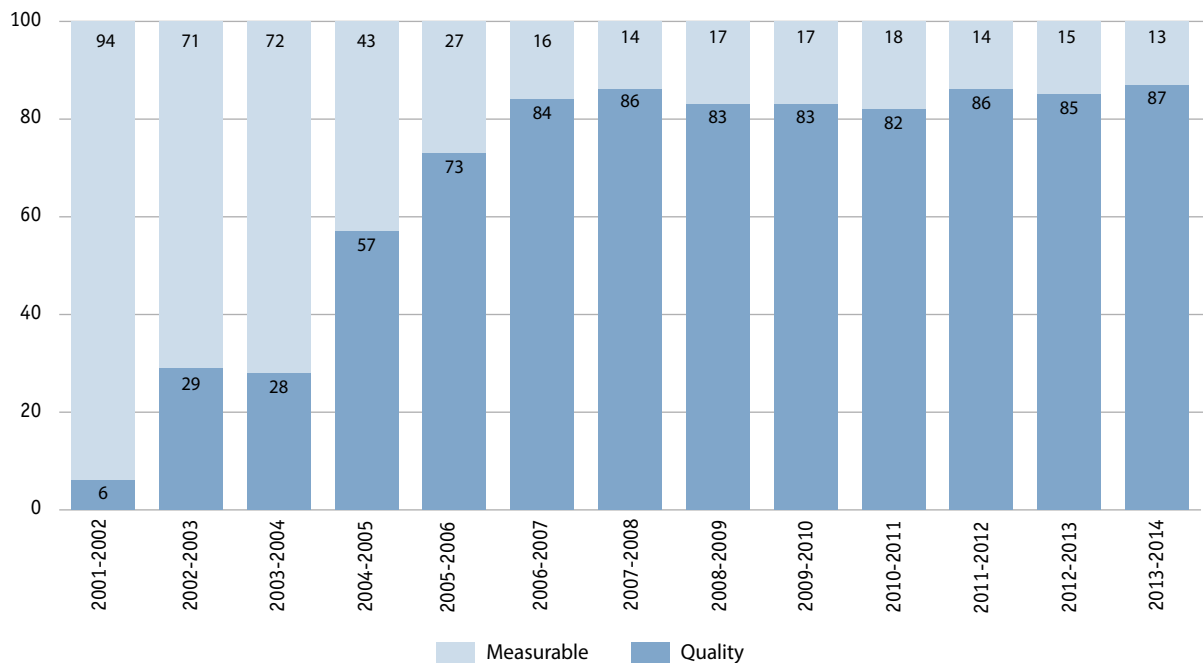
III. Of the total full-time professors in higher education, 2 365 have Promep's desirable profile, with which the University of Guadalajara is a leading institution in this indicator (Graph 8).

IV. Currently there are 762 members of the National System of Researchers (SNI) and three of the National System of Art Creators (SNCA), (Graph 9).

v. The institution's scientific production is in fifth place nationally according to external ratings and is only surpassed by federal universities (Graph 10).

Graph 11

Undergraduate enrollment percentage in quality educational programs



Source: University of Guadalajara Institutional Statistics (2014).

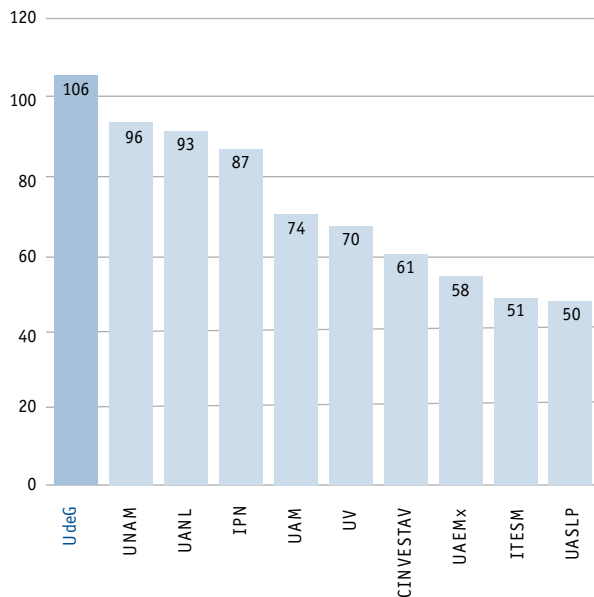
v I. The University of Guadalajara has 88 educational programs accredited by external organizations endorsed by the Council for the Accreditation of Higher Education (Copaes). There are 116 educational programs at Level 1 according to the Inter-Institutional Committees for the Evaluation of Higher Education (CIEES). This means that 87% of students enrolled in the institution

are studying courses considered to be of quality, as can be observed in Graph 11.

v II. The 106 postgraduate programs accredited by the National Program for Quality Postgraduate Studies (PNPC) of the National Council of Science and Technology (Conacyt) position the University of Guadalajara as a leading institu-

Graph 12

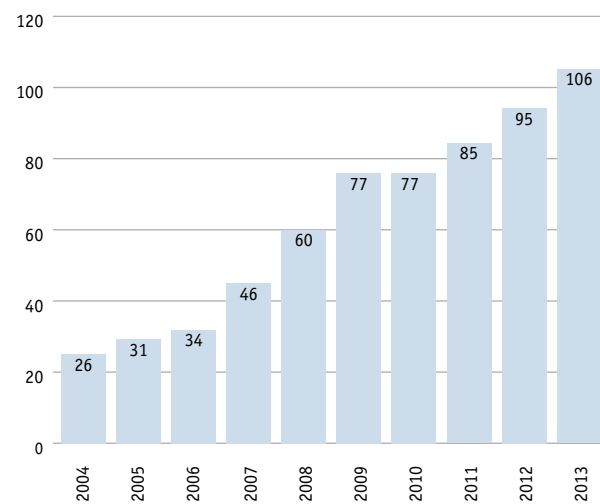
Number of Programs Registered in Conacyt's  
National Program for Quality Postgraduate Studies



Source: Conacyt (2014).

Graph 13

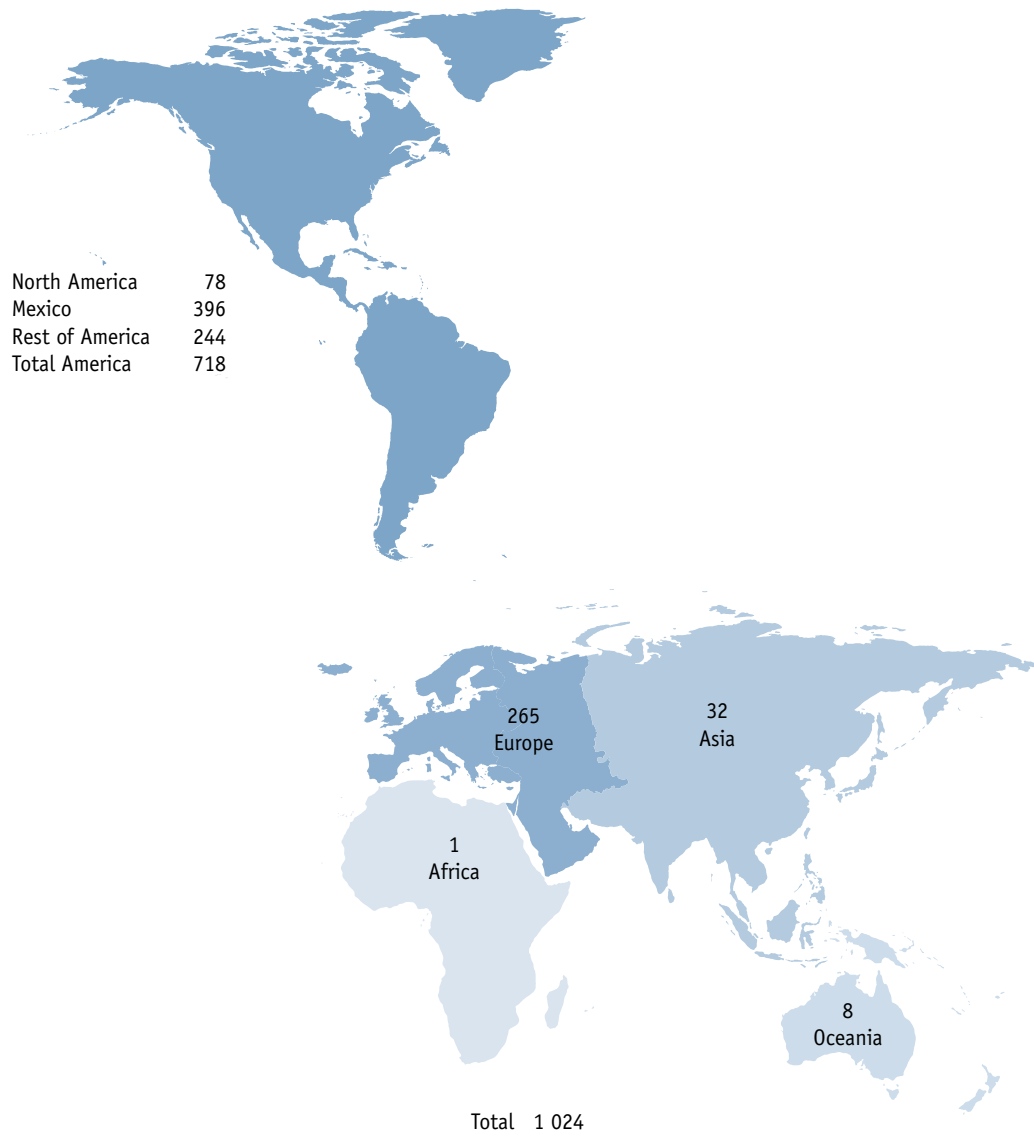
Evolution of postgraduate programs in Conacyt's  
National Program for Quality Postgraduate Studies



Source: Conacyt (2014).

Figure 2

Number of Agreements with National and International Universities by Continent (2014)



Source: University of Guadalajara Institutional Statistics (2014).

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tion nationally. Nevertheless, advances are necessary in terms of programs with international recognition, as the University of Guadalajara has only five, while the Universidad Nacional Autónoma de México (UNAM) has 32 (Graphs 12 and 13).

VIII. In terms of internationalization, the university has signed agreements with 628 universities in the world. This has had positive impacts on student and faculty mobility (Figure 2).

IX. The University of Guadalajara has been able to strengthen policies related to cultural promotion and extension, resulting in a number of world class initiatives such as the Guadalajara International Book Fair (FIL), the Guadalajara International Film Festival (FIG), the International Music Festival (FIM), the Los Angeles Spanish-language Book Fair (LéaLA), and the Julio Cortázar Lecture Series.

At the same time that the University recognizes and celebrates its accomplishments and well-earned prestige, there are many challenges ahead in face of

new regional, national and international dynamics. Notwithstanding the importance of the abovementioned indicators, the majority of these are based on input and not on substantial results tied to student learning and the impact of research developed at the University.

It is imperative to reflect on current driving forces and quality assurance indicators in order to implement measures that are more linked to substantive academic practices in and out of the classroom. Furthermore, a comprehensive assessment of the University Network and its synergies is needed, focused on improving management and government dynamics and processes, in the interests of teaching and research.

This 2014-2030 Strategic Plan seeks to lay the foundations and establish guidelines to face current demands successfully and position the University of Guadalajara, in the medium and long term, as a university with international standing, characterized by a stimulating institutional environment for academic and cultural development, whose graduates are competitive on a global scale.

IV.  
PLANING IS DECIDING

The University of Guadalajara's  
Strategic Plan





Comunicación Social.

In the context of the uncertainties, restrictions and opportunities that higher education faces around the world, planning the institutional development in universities represents a significant intellectual, organizational and academic challenge. In national and international settings where stability, innovation and changes are constantly redefined, planning for institutional action in universities is a strategic task not only to reinforce accomplishments but to predict future scenarios. Not having a strategic medium- and long-term vision on university institutional development not only threatens university stability as a source of scientific and cultural creation and innovation, as a mechanism for social cohesion and mobility, or a lever for economic development. It also puts the university's sustainability and viability as a social institution in jeopardy.

The ability to plan strategically involves making strategic choices—not everything can be a priority. Decision-making needs to be based on a clear process that identifies core issues, reinforces accomplishments, and at the same time addresses deficits in institutional action. The process of updating the University of Guadalajara 2014-2030 Strategic Plan represents a critical opportunity to value its present,

recent past and medium- and long-term direction for the future. If planning basically consists of making decisions on complex issues, the university faces the challenge of creating a development agenda that enables truly strategic decision-making.

This involves not only identifying topics, axes and critical issues affecting institutional development, but also strategies to achieve the objectives and intended outcomes of the planning process. In addition to the monitoring and evaluation mechanisms that must be put into place and sustained over time.

Institutional planning creates a clear and inspiring vision for future academic and social excellence. It analyzes internal and external factors that can facilitate or block the pursuit of excellence.

On that basis, it defines guidelines and strategies that will mobilize institutional resources and motivate students and faculty to undertake changes and increase their abilities. All this in pursuit of social and academic excellence for the university.

For planning to be effective, it must be inclusive. Plans that are implemented successfully are generally those resulting from participative processes



where the objectives, strategies and goals are clearly established, as well as the individuals responsible for implementation and accountability.

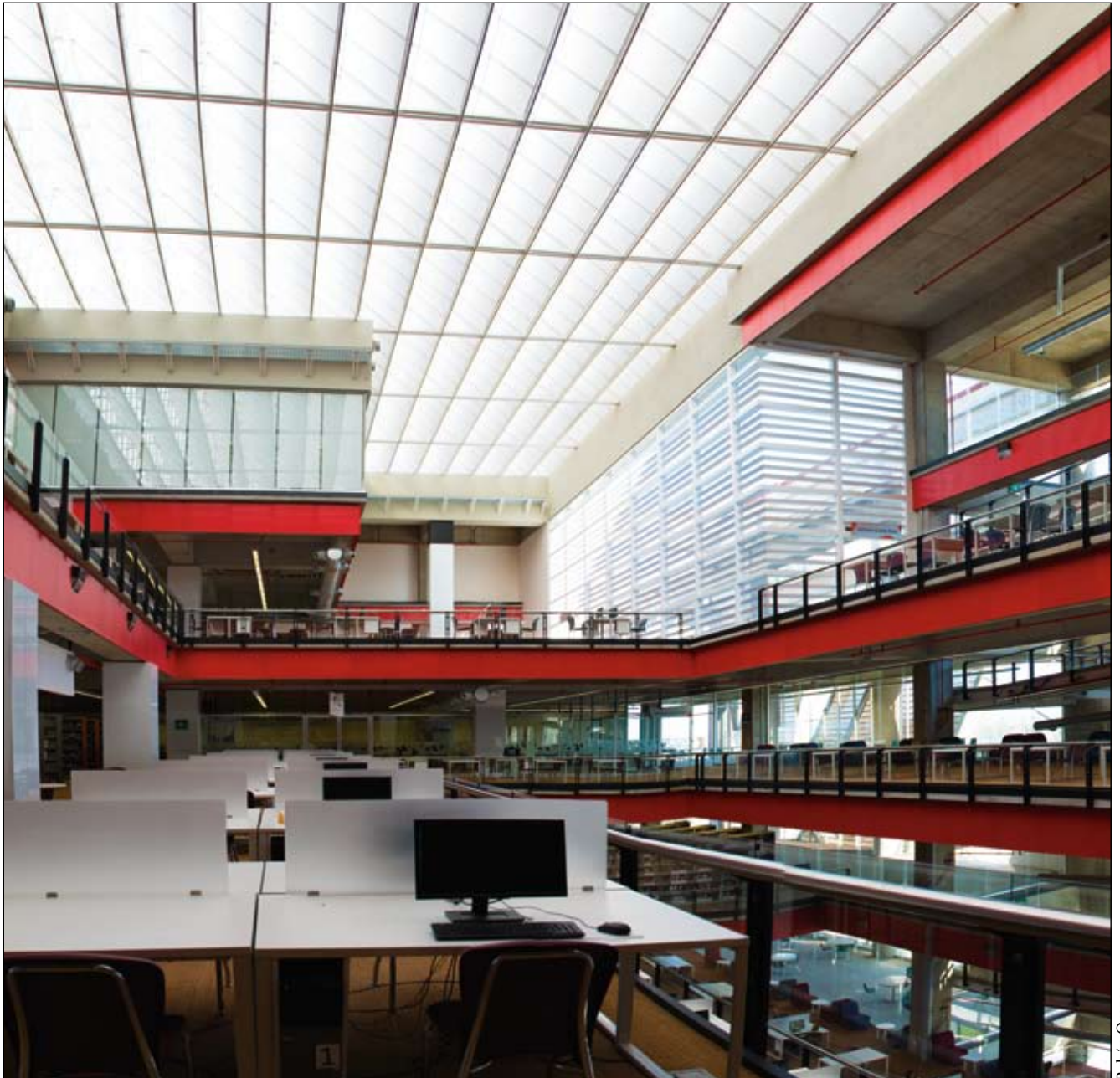
In this sense, the current updating process was carried out with extensive participation from society and the university community, through an open methodology.

This participation was mainly achieved through lectures in thematic forums, open and anonymous online contributions, focus groups with economic, social and communications sectors, surveys and consultations with specific university sectors, and by

way of planning workshops with the Rectors' Council and members of the General Administration.

Based on the analysis of the national and international higher education context, the advances and challenges of the University of Guadalajara in recent years, and the participation from the university community and society in identifying problems and proposing solutions, the University's Mission and Vision for the coming years is presented, as well as the guidelines, objectives and general strategies for the institution to follow in order to position itself as a global university with academic excellence.

v.  
MISSION AND VISION





#### MISSION

The University of Guadalajara is Jalisco's University Network. It is a distinguished, public, secular, and autonomous institution that is socially committed and internationally oriented. It satisfies the needs of high school and higher education with quality and relevance. It promotes scientific and technological research, as well as outreach and extension, to further society's sustainable and inclusive development. The University is respectful of cultural diversity, honors humanist principles, equity, social justice, democratic coexistence and collective prosperity.

#### VISION

The University of Guadalajara is a University Network with global prestige and recognition that is inclusive, flexible and dynamic. It is a leader in transforming and promoting social mobility. It encourages innovative teaching and learning approaches and supports knowledge creation that benefits society.

VI.  
STRATEGIC GUIDELINES





Rubén Orozco

Along with its institutional Vision and Mission, the University of Guadalajara is committed to at all times follow six strategic guidelines that are formulated and implemented through their respective Thematic Axes. The strategies and objectives presented in this Plan support a vision of the University that embraces:

- Academic excellence in a knowledge-based society.
- An inclusive learning environment that champions equity and social mobility.
- A scientific and technological hub of development.
- Sustainability and social responsibility.
- A global vision and local commitment.
- Transparency and financial accountability.

VII.  
THEMATIC AXES,  
OBJECTIVES AND STRATEGIES





Rubén Orozco





## TEACHING AND LEARNING



As a public institution, the University of Guadalajara is socially committed to keeping up with increases in enrollment, ensuring that bringing education to a wider audience does not lower the level of quality. The University is dedicated to keeping education current and updated. Over the last few decades, the Institution has reflected on the challenges facing high school and higher education in response to new global trends and local needs, through associations, organizations, and national and international committees. These actions have resulted in the University of Guadalajara reaffirming its commitment to the university community and society in general to shape professionals who support the nation's development.

Therefore, it is essential to keep curriculum content updated, guarantee conditions for training and upgrading of faculty and researchers, and strengthen learning-centered approaches. Consequently, the University must implement a series of programs so as to guarantee it will provide comprehensive training for students, with optimal conditions to complete their studies. Students must develop abilities that enable them to work as responsible citizens and professionals.

These abilities include critical thinking, problem solving, effective communication, complex thinking, learning how to learn, as well as how to be flexible and adapt quickly, language skills, and collaborative work, among others.

Professors must develop profiles that prepare them to face new training requirements. Content is available on the Internet, and therefore teaching must be focused on developing student abilities that favor reflection and analysis instead of memorization, as well as applying content in real world scenarios through problem-solving. Faculty must also learn how to learn and unlearn, to manage information, and establish collaborative academic networks that enable them to keep pace with advances in knowledge.

The University of Guadalajara must diversify and adapt to ensure its educational offerings remain relevant and are current with scientific and technological advances, social needs, and innovation. Furthermore, the educational programs must guarantee high academic quality, measured by learning results and not just input. The university curriculum must be focused on students and their learning, supported by ICT as technological resources to manage information

and learn online. Emphasis must be placed on those aspects necessary to achieve relevance and quality, supported by teaching that has the capacity to make innovations in this setting a reality.

#### OBJECTIVE 1

*Increase and diversify enrollment with high standards of quality, relevance and equity, taking into account global trends and regional development*

##### *Strategies:*

- Improve existing educational programs and create new programs in emerging areas of knowledge in different disciplines, based on assessments and national and international trends.
- Ensure that educational programs have national and international quality standards.
- Foster academic programs with options in different educational systems and with quality and relevance that promote an educational policy of open access to knowledge.
- Improve career counseling in high school and stimulate interest in new areas of knowledge, as well as their social and production potential. Encourage participation from various social and production sectors in creating and updating educational programs.
- Create policies to ensure that students from vulnerable groups are successful in their studies.
- Follow-up of graduates with strategic long-term vision that creates mechanisms for academic feedback and impact evaluation.

### OBJECTIVE 2

*Improve quality in terms of teaching and learning processes, environments and results*

#### *Strategies:*

- Upgrade the faculty's academic credentials and implement mechanisms used to evaluate, update and train them.
- Carry out systematic studies on teaching practices and students' academic performance and learning, with a focus on generic competencies and life skills.
- Strengthen evaluation mechanisms for educational programs, emphasizing academic results and not simply input.
- Strengthen the high school education system, with a comprehensive medium- and long-term program focused on creating conditions for all schools to have quality standards.
- Make academic ethics the cornerstone in developing daily activities for all education levels.
- Create innovative environments that facilitate teaching and learning processes and contribute to developing students' skills and competencies.

### OBJECTIVE 3

*Reinforce learning-centered teaching approaches and comprehensive student training*

#### *Strategies:*

- Foster an educational approach focused on learning by recognizing good teaching practices and updating teaching requirements.
- Create a comprehensive teacher training and development program that creates incentives for strengthening student-centered educational approaches.
- Fortify the departmental model as the axis of academic development for the University Network and reinforce it in academic decision-making.
- Promote comprehensive student training by reinforcing tutorial, sport, culture and health programs that contribute to their wellbeing and development of global skills needed in life.
- Make curricula more flexible and facilitate movement among educational levels, programs and institutions.
- Strengthen collegiate academic work and foster educational innovation.



## RESEARCH AND POSTGRADUATE STUDIES



The University of Guadalajara is committed to advancing research and postgraduate programs due to their relevance in developing top quality human resources and creating knowledge that contributes to economic development and social well-being. Universities are centers of scientific and technological development that contribute to national science, technology and innovation systems. They shape critical masses of researchers that countries need and contribute to the creation of knowledge, ideas, and cutting edge discoveries to solve problems and stimulate development.

The most prestigious and dynamic universities shape graduates with advanced skills through quality postgraduate programs, especially PhDs. Research is performed in an environment of academic freedom, with ethics as the building block for responsibility and university integrity. At these universities, the research culture permeates all activities, from undergraduate and postgraduate training to internal management and governance decisions, to interactions with external sectors.

During the last ten years, the University of Guadalajara has improved significantly in its research capacity and postgraduate training, positioning itself as a leader among state universities in Mexico for its faculty recognized by the *SNI* and *SNCA*, as well as for being members of Promep's consolidated academic organizations. It is also among the top spots nationally for the number of postgraduate programs recognized by the *PNPC*. Nevertheless, the University faces the challenge of matching its research, science and technology potential with its efficiency to propose solutions to prime social and sectorial problems and to increase competitiveness of the production sector.

In this sense, the Institution needs to give fresh impetus to research and postgraduate studies as the fundamental axis of its educational model, without sidestepping its commitment to social responsibility which it has historically maintained in creating solutions to public problems. This involves linking research and teaching in all levels of education in order to enrich both significant functions and achieve distinction for their coverage, diversification, quality and relevance. Furthermore, the need to replace human resources due to demographic dynamics must

also be tackled actively, ensuring the existence of a strong faculty that supports the development of research and postgraduate studies. For this, it is necessary to promote training for young researchers, starting at educational levels as early as high school, as well as to incorporate top performing young individuals.

#### OBJECTIVE 4

*Position research and postgraduate studies as axes of the educational model*

##### *Strategies:*

- Promote connections among research, teaching and extension.
- Foster better linkages between undergraduate and postgraduate programs.
- Define priorities and directions for research and postgraduate studies at the Institution that are strategically oriented and use competitive regional and international advantages.
- Increase scientific productivity by establishing relevant criteria and promoting its visibility and international impact.
- Identify potential research talent at an early stage, especially based on skills in quantitative methods, to contribute to educational excellence.
- Strengthen academic organizations and strategic lines of research, using national needs and international trends as reference points.

### OBJECTIVE 5

*Create a critical mass of leading human resources to develop programs and lines of research*

#### *Strategies:*

- Set higher academic selection and evaluation standards for research faculty that will ensure that only candidates with the best credentials and achievements become part of the University.
- Promote PhD and postdoctoral studies for research faculty through national and international mobility.
- Attract more national and foreign researchers of renowned prestige.
- Increase resources for research, both budgetary and self-generated, simplifying administrative and financial processes and making them more flexible and easier to attain and use by researchers.

### OBJECTIVE 6

*Broaden and diversify postgraduate studies with high standards of quality and national and international relevance*

#### *Strategies:*

- Increase and diversify enrollment in quality postgraduate programs for the entire University Network.
- Nationally accredit existing and newly created postgraduate programs, advancing international accreditation as well.
- Guarantee that subjects are taught in a second language in all postgraduate programs and create postgraduate programs in a second language.
- Design postgraduate programs in emerging strategic subjects and promote a greater number of inter-institutional postgraduate programs with prestigious universities.





## OUTREACH



One of the main commitments of public universities is to contribute to the social and economic development of regions and nations. Outreach provides insight on the needs of the environment and, therefore, influences the training of quality citizens and professionals. In other words, targeted outreach to society and production sectors is an indispensable requirement to achieve academic quality. If in the past, the complete integration of research was strategic for the University's development, today outreach has become a key element for academic improvement. Outreach to social, government, production, and the science and technology sectors is fundamental in order to contextualize and direct key university functions based on social needs.

Economic development in contemporary society is supported more and more by the pairing of technology and knowledge. Given that research universities are a preeminent center for the development of this pairing, the University seeks for outreach to society and the industry to earn strategic relevance. This synergy contributes to a generation of teaching and research capable of responding to the needs of the

knowledge economy, while training innovative and entrepreneurial professionals who respond to social needs.

It is important to recognize that the University of Guadalajara is bottlenecked with respect to outreach, in particular in the production sector. Based on various evaluations by national organizations and national and international academic rankings, the perception that businessmen and different social sectors have of the University is far from optimal. Likewise, some programs of study are out of step with current needs and demands. Thus, a much more proactive strategy for collaborating with the social and economic environment becomes necessary.

In this sense, one of the University's challenges is to consolidate a more dynamic framework for outreach, based on the Triple Helix model. This concept proposes exchanges and strategic collaboration among its parts: university, business and government. It creates innovative components that restructure functions in favor of development. This model has a logic of social development and economic growth at its core, where the three parts of the helix work to improve regional competitiveness and ensure mutually

beneficial relationships, positioning teaching and research in collaboration with society and production sectors.



### OBJECTIVE 7

*Outreach as a strategic function that promotes the transfer of knowledge and technology*

#### *Strategies:*

- Use the Triple Helix model to transfer knowledge and technology.
- Develop a comprehensive outreach plan for the University Network, based on an institutional assessment and national and international leading practices in this area, which will allow establishing programs for a better transfer of knowledge and technology.
- Establish mechanisms and incentives so that all plans and programs of studies are updated with the participation of external collaborators from social and economic sectors.
- Design better outreach programs with other universities and research centers in the city and region with the goal of creating a cluster of technological development through higher education.
- Strengthen the university centers' regional vocationalization, based on their competitive advantages and their regions' social and economic needs in order to contribute to development.

### OBJECTIVE 8

*Innovation and entrepreneurship in students' education*

#### *Strategies:*

- Ensure that students have the skills for innovation, entrepreneurship and attention to social and economic needs.
- Provide incentives to promote business training for students, through early integration in the labor market and professional experiences with curricular value.
- Improve outreach and interdisciplinary programs among different parts of the University Network, encouraging students to have academic experiences at other university centers, among other actions.
- Improve linkages between high school and higher education, especially as to the shared use of infrastructure and academic collaboration between students and professors of both levels.



## EXTENSION AND PROMOTION



Extension is a set of academic and professional services that higher education institutions offer both within and outside of university centers and schools. Through these activities and services, academic communities interact with the social environment, put the theoretical knowledge and competencies acquired by the students in their respective disciplines into practice, and attend to diverse social needs and expectations.

Promotion is understood as a group of programs and actions that contribute to the cultural development and comprehensive training of academic communities and society. It is directed towards dissemination, preservation and enrichment of culture in all its forms, including arts, sciences, humanities and values. The main areas of activity are artistic creation and promotion, scientific and humanities dissemination, development and use of information and media, editorial production, and preservation of cultural heritage.

The University of Guadalajara has a long tradition both of community work and cultural and scientific promotion. It is nevertheless necessary to redouble

efforts in attending to and following up on existing programs that involve more sectors of the university community and that increase positive impacts on society. Furthermore, it is essential to strengthen the identity and values that distinguish the University of Guadalajara as a socially responsible service-based community.

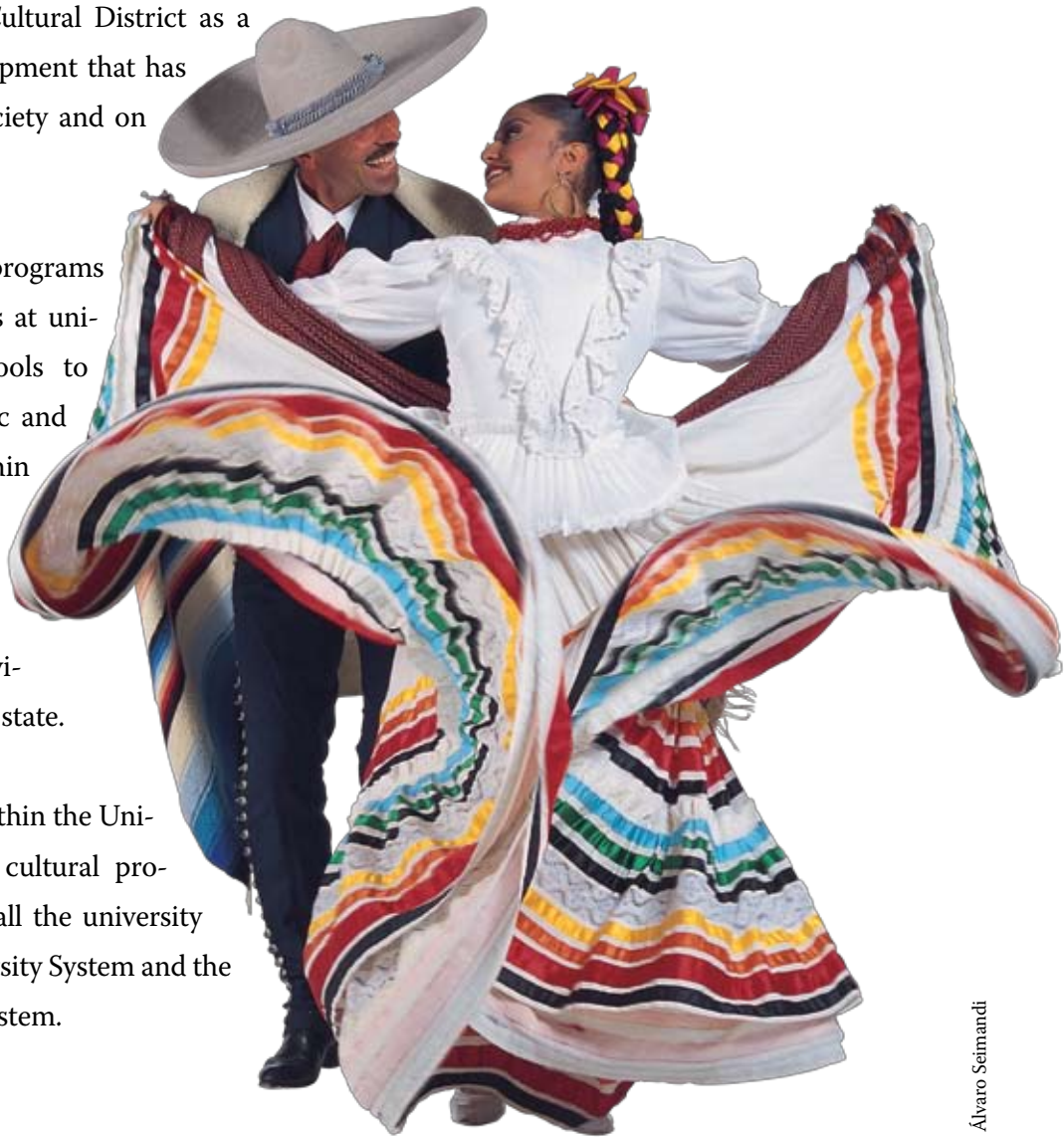
Given new realities and significant national problems, it is essential to form the university community as an organization that works for and in service of society in a way that is equitable, sustainable and socially responsible. All means possible must be used to spread what is done, built and thought inside the University. In this way, it can contribute to training a more committed, responsible and democratic body of citizens.

**OBJECTIVE 9**

*Consolidate the University as hub of cultural and artistic development nationally and internationally*

*Strategies:*

- Improve and expand strategic programs for the Institution's cultural development.
- Position the University Cultural District as a world-class hub of development that has multiplying effects on society and on the regional economy.
- Strengthen educational programs linked to culture and arts at university centers and schools to promote masterful artistic and cultural expressions within the University Network.
- Promote the university's cultural and artistic activities in various parts of the state.
- Create a cultural circuit within the University Network so that cultural promotion activities benefit all the university centers, the Virtual University System and the High School Education System.



### OBJECTIVE 10

*Strengthen the university's identity and values in students, professors and administrative personnel, emphasizing the university's social responsibility*

#### *Strategies:*

- Reinforce social service by revitalizing its redistributive and compensatory nature, as well as the university's values of solidarity and social responsibility with respect to vulnerable and socio-economically disadvantaged groups.
- Reinforce the university's identity and values as part of students' comprehensive training.
- Develop a university code of ethics that incorporates values such as respect, tolerance and equity, and that does not tolerate discrimination or bullying, among others.
- Implement a comprehensive promotion plan of the university's identity and values.

### OBJECTIVE 11

*Achieve full institutional sustainability*

#### *Strategies:*

- Put a comprehensive sustainability plan into action in the University Network that directs decision-making in substantive and lateral day-to-day activities.
- Incorporate the sustainability dimension into plans and programs of study and into creating strategic lines of research on the subject.
- Promote a culture of sustainability both within the University and in the social environment.
- Establish programs that promote quality of life and addiction prevention in the entire University Network.





## INTERNACIONALIZATION



Internationalization is an emerging and predominant trend in higher education. It is a proactive response to the opportunities, challenges and risks of globalization. It is characterized by growth in academic and student mobility, a proliferation of international research networks, the emergence of new programs such as double degrees, and the predominance of English as the *lingua franca* in the academic world. As an educational project, internationalization develops a set of cognitive and multi-cultural abilities called global competencies, which prepare students to perform in social, cultural and work situations that are different from their own and encourage the acquisition of values such as plurality, respect and tolerance.

Internationalization has a direct impact on the quality and relevance of higher education's substantive institutional activities. The internationalization of the curriculum plays a key role in forming global competencies. It adds an international, intercultural and interdisciplinary dimension to the structure and content of study plans and programs that result in competitive graduate students capable of working in an increasingly interdependent global

world. Regarding research, it is currently not possible to conceive the production of knowledge without internationalization, as it occurs through active participation in global networks, collaborative research projects, and international publications.

Today, internationalization has a significant presence in evaluation and quality assurance systems, including global rankings. It is implemented through a set of pragmatic organizational strategies that are the product of theoretical frameworks and specialized application. Over the last few decades, the University of Guadalajara has positioned itself as a pioneering public university as to this area in Mexico, to the extent of being considered one of Latin America's higher education institutions with greater presence and visibility worldwide. It has also acquired first-rate positioning and leadership in international organizations and associations.

Nevertheless, the actions and academic impacts of internationalization must be analyzed at depth, under the concept of comprehensive internationalization, which is understood as an institutional commitment and culture that is reflected in teaching,

learning, research, and extension policies and actions in all educational levels.

#### OBJECTIVE 12

*Development of global and intercultural competencies in students.*

##### *Strategies:*

- Create a comprehensive medium- and long-term internationalization policy that establishes key strategic lines, countries and regions for institutional collaboration and exchange.
- Incorporate international, intercultural and global dimensions into educational programs in the University Network, including high school education.
- Increase and diversify student mobility options, expanding external resources by way of active participation in conferences of national and international organizations, networks, consortiums and institutions.
- Integrate the learning of foreign languages into University Network programs and promote the certification of students' linguistic competencies through standardized national or international testing.

### OBJECTIVE 13

*Promote international profiles of university faculty.*

#### *Strategies:*

- Develop top human resources training with an international profile, through training courses focusing on global approaches, distance programs at prestigious international higher education institutions, and mastery of a second language.
- Incorporate more internationally recognized foreign or Mexican faculty and researchers.
- Encourage foreign language learning for personnel in the University Network.
- Increase resources and support for internationalization through active participation in conferences of organizations, consortiums, networks and international institutions.

### OBJECTIVE 14

*International standing and management of the University.*

#### *Strategies:*

- Increase institutional participation in international higher education associations and organizations.
- Promote human resources training for international management and representation, incorporating academic leaders with international recognition.
- Implement international communication and promotion programs on the University's academic activities.
- Promote a culture of internationalization across all levels of the institution.
- Strengthen physical infrastructure and services to foster internationalization.



## MANAGEMENT AND GOVERNANCE



Public universities face complex challenges with respect to institutional management and governance. Internal and external challenges. The first have to do with institutional expansion, resources management, budgetary constraints, and tension between logical efficient administration and legitimate academic and intellectual freedom at the university. The second are related to new settings for university life, regionally as well as nationally and internationally, which involve changes and uncertainties surrounding the social and governmental trust the institution receives, demands for accountability, availability of public and private resources, and the university's role in emerging national and global settings.

The university's role in these situations places management and governance processes at the center of institutional decision-making. According to lessons learned and leading management and governance practices in a number of universities around the world, there are four great challenges in this area that the University of Guadalajara faces. The first has to do with strengthening governability and governance; the second is related to ensuring financial sustainability; the third has to do with institutional planning

and foresight, and the last has to do with quality and flexibility of the university governance's organization and administration.

Almost two decades ago, the University carried out an extensive, successful reform that turned into the University Network. This enabled the development of innovative decentralization and departmentalization processes accompanied by expansion policies of educational offerings throughout the entire state. Nevertheless, a number of management and governance processes pertaining to institutional life show signs of inflexibility and bureaucracy related to deterioration and deficiencies in organization. The University of Guadalajara must strengthen its capacity to build a more dynamic approach to governance supported by technology and management and information systems that allow authorities to make efficient decisions and implement processes effectively. Meeting the Institution's academic objectives necessarily involves the gradual transformation of its governance and management processes, adhering to principles of flexibility, simplification, subsidiarity and strengthening of the university decision-making processes.

### OBJECTIVE 15

*Strengthen university management and governance.*

#### *Strategies:*

- Analyze the University Network's decentralization processes. This will contribute to more efficient decision-making under subsidiarity and sustainability principles.
- Link the university budget to the priorities established in the Strategic Plan and strengthen planning areas in the University Network in order to accelerate processes and maximize the use of resources.
- Strengthen collegiate organizations, especially the Rectors' Council as a permanent body for strategic direction and planning. Adopt management processes based on electronic governance frameworks to streamline decision-making.
- Expedite the university administration to advance towards institutional accreditation frameworks, using regulatory updating and procedure simplification, as well as other actions that facilitate achieving the Institution's goals.
- Consolidate the integration of a university information system that includes a platform of academic and management indicators aimed at strategic decision-making.



### OBJECTIVE 16

*Transparent financial sustainability and accountability.*

#### *Strategies:*

- Implement actions to reduce asymmetries and lag among University Network entities, while respecting diversity and regional competitive advantages.
- Introduce policies for savings and efficient university spending and promote the effective use of resources and its impact on substantive functions.
- Diversify and increase sources of income, both self-generated and external funds, by creating specialized offices for fundraising.
- Simplify processes for spending and bookkeeping and make them more flexible.
- Promote a culture of on-time payment of university fees and dues for all University Network entities and create mechanisms to communicate their performance and impact.

### OBJECTIVE 17

*Consolidate equity and inclusion and guarantee human rights.*

#### *Strategies:*

- Create a comprehensive equity policy that frowns on discrimination in all its forms and balances institutional conditions and opportunities for all students.
- Create the figure of an institutional ombudsperson who promotes the respect and practice of fundamental human rights in the entire university community.
- Strengthen university programs and services intended to promote gender equity in the University Network.

VIII  
STRATEGIC INDICATORS  
AND OUTCOMES







Avelino Sordo Vilchis

Effective accountability depends largely on the design and implementation of substantive indicators in strategic documents (both first and second generation), which provide insight on the advances and/or backtracking of projected goals. The following section presents a list of indicators and outcomes aligned with the thematic axes, as well as with the main objectives and strategies of the Strategic Plan. In some cases, indicators represent continuity from previous plans, while others incorporate new indicators that have been created based on international trends and the particular needs of the University of Guadalajara with a vision that covers 2019 to 2030.

A Technical Evaluation Committee and a Control Panel will be created for the timely follow-up of the indicators, with the purpose of systematically monitoring their development and making necessary adjustments for the better achievement of institutional goals.

Teaching and Learning				
No.	Indicator	Outcomes		
		Value 2013	Goal 2019	Goal 2030
1	Percentage of full-time professors in higher education with profile recognized by the Faculty Improvement Program (Promep)	66%	75%	90%
2	Percentage of evaluated and certified full-time higher education professors	--	40%	80%
3	Percentage of evaluated and certified full-time higher education professors	--	40%	80%
4	Percentage of students who receive tutorings	68%	100%	100%
5	Percentage of growth in higher education enrollment <sup>1</sup>	--	40%	74%
6	Percentage of growth in high school enrollment <sup>1</sup>	--	31%	45%
7	Percentage of enrollment in educational programs recognized for their quality (by independent external organizations)	85%	100%	100%
8	Percentage of high schools that are part of the National High School System (level 1 or 2))	19%	80%	100%
9	Percentage of high school students who participate in knowledge competitions	2%	5%	20%
10	Percentage of educational programs that include innovative virtual settings	25%	90%	100%
11	Percentage of students with high performance on the general undergraduate exit exam	8.5%	15%	25%
12	Percentage of educational programs whose creation and/or updating has participation from social and production sectors	--	100%	100%

<sup>1</sup> These indicators are established according to national and state goals for higher education (40%) and high school (80%) coverage for 2018, established in the 2013-2018 National Development Plan, the 2013-2018 Education Sector Program and the 2013-2033 State of Jalisco Development Plan. Therefore, compliance depends on local and national funding policies. The percentage of growth respects the current proportion of enrollment in higher education that the University of Guadalajara covers in the state of Jalisco.

Research and Postgraduate Studies				
No.	Indicator	Outcomes		
		Value 2013	Goal 2019	Goal 2030
1	Percentage of consolidated academic organizations	19%	30%	60%
2	Percentage of full-time professors in higher education with PhDs	41%	50%	80%
3	Percentage of full-time professors with PhDs who are members of the National System of Researchers	51%	60%	80%
4	Percentage of research projects with external funding	--	20%	40%
5	Percentage of research projects that include students	--	50%	100%
6	Percentage of international publications or publications in collaboration with international coauthors	--	20%	40%
7	Percentage of articles published in academic journals with an impact factor >1	--	10%	20%
8	Percentage of postgraduate programs in the National Program for Quality Postgraduate Studies (PNPC)	50%	80%	95%
9	Number of postgraduate programs ranked as international competency	5	25	50
10	Percentage of higher education enrollment in postgraduate programs	6%	15%	30%
11	Number of PhD graduates per year from the University	52	100	200

Outreach				
No.	Indicator	Outcomes		
		Value 2013	Goal 2019	Goal 2030
1	Percentage of resources obtained from outreach projects, with respect to total self-generated resources	2%	10%	25%
2	Percentage of postgraduate programs created in collaboration with the government and/o production sector	--	100%	100%
3	Percentage of educational programs updated with participation from representatives of the social and/or production sectors	--	100%	100%
4	Percentage of undergraduate programs with professional practices in their curriculum	77%	95%	100%
5	Percentage of educational programs that include innovative and entrepreneurial dimensions	--	90%	100%
6	Number of trademarks and patents registered	2	15	40

Extension and Promotion				
No.	Indicator	Outcomes		
		Value 2013	Goal 2019	Goal 2030
1	Percentage of social service providers in welfare programs	18%	30%	50%
2	Percentage of social service providers supporting marginalized communities	1%	10%	30%
3	Regional coverage of programs that support sustainable development in Jalisco	15%	30%	70%
4	Percentage of educational programs that include environmental awareness and sustainability in their curriculum	20%	80%	100%
5	Percentage of educational programs that include activities for comprehensive student training (e.g., culture, sports, health)	--	40%	80%

### Internationalization

No.	Indicator	Outcomes		
		Value 2013	Goal 2019	Goal 2030
1	Percentage of higher education students that have participated in mobility activities (outgoing) (per year)	0.6%	3%	10%
2	Percentage of full-time professors that have participated in mobility activities (outgoing) (per year)	--	10%	30%
3	Number of international students with mobility activities (incoming) (per year)	1 210	2 000	3 000
4	Number of international faculty that have participated in mobility activities (incoming) (per year)	68	150	300
5	Percentage of undergraduate programs that include the international dimension	--	50%	100%
6	Percentage of postgraduate programs that include the international dimension	--	50%	100%
7	Percentage of higher education students that graduate knowing a second language	--	20%	50%
8	International ranking of the University among Latin American universities	60-100	30-59	20-29
9	International ranking of the University worldwide	400-500	300-399	200-299

### Management and Governance

No.	Indicator	Outcomes		
		Value 2013	Goal 2019	Goal 2030
1	Percentage of self-generated resources with respect to the total annual regular subsidy	8%	15%	25%
2	Percentage of additional funding obtained in competitions with respect to the total annual regular subsidy	14%	18%	20%
3	Asymmetry index among entities in the University Network (Gini coefficient)	0.42	0.38	0.30

IX.  
CONSIDERATIONS  
FOR THE PLAN'S IMPLEMENTATION





Accountability mechanisms are essential in order to achieve any strategic plan. To implement and fulfill the Strategic Plan's objectives, strategies and goals, specific plans by thematic axis and educational level must be developed by the general administration's corresponding departments, establishing their own objectives, strategies and outcomes aligned with this document. Likewise, the entities of the University Network must update their own strategic plans, involving their communities in the process. These specific plans must be developed over the course of no more than six months from the approval of the present document.

To follow-up on commitments established in the Strategic Plan, the general administration will create a Technical Evaluation Committee that will meet at least three times per year to review advances to the plan's objectives, strategies and goals, as well as to propose necessary adjustments to the present document that are the product of environmental dynamics and changes. This will be done through a measurement system of the Plan's indicators, which will facilitate the periodic follow-up of values so as to monitor the progress toward established goals.

X.  
SHAPING THE UNIVERSITY'S  
FUTURE COLLECTIVELY







Rubén Orozco

The importance that knowledge has in society is the cornerstone of the State's decision to create a public university, to grant it quality and value of public interest, public necessity, public benefit, and to award it autonomy of governance and operation. Being a part of the university means going beyond the physical perimeter of university centers and placing knowledge at the heart of the needs, aspirations and challenges of the social and political community in which one belongs and lives. Knowledge is of public interest and is necessary for prosperity, wellbeing, and social cohesion and mobility.

The University of Guadalajara is a bicentennial institution that has known how to adapt and transform in response to social, economic and technological change. Current challenges demand new efforts so that the University can consolidate itself as the intellectual, economic and cultural power of Jalisco—a hub of excellence and a fundamental axis in strengthening the social fabric. The challenges are complex, but they will undoubtedly be addressed by combining wills, projects and intelligence. The University is not the property on which it stands or the buildings it comprises—it is the people at its heart. The Institution is embodied in its members who

share a common purpose: to form part of a social project born from the advanced ideas of the illustrious individuals who founded the University more than two centuries ago.

Institutional renewal processes make this vital principle clear: it is the men and women who make this social project a reality; men and women from each period in history who nurture the Institution's development with their knowledge and social and scientific advances. In this way, the University is both producer and product of members of society. It is therefore perpetual and ever-changing; it is the preservation of an ideal project that emerged from post-revolution Mexico to benefit social classes ex-

cluded from development, and at the same time, it is change as a result of advances in scientific knowledge.

In its transformation, the University has symbolized the greatest public good in Mexico's history: higher education. It has embodied the aspirations of the third article of the constitution in its fight against ignorance and its effects, as well as education's secular character, without which there is no civic or scientific training possible free of fanaticisms and servitudes. In this sense, autonomy has been and is an essential bastion for public universities in the development of their substantive functions. Growing needs and time have transformed the University of

Guadalajara. It has grown not only in enrollment, but also in quality and importance on the national stage of public and private universities. Today it is the second largest and most important university in Mexico. University students have a historical responsibility to preserve and increase the core values on which the university was founded; students today have a serious obligation to fiercely defend the University as a public good in service of the people.

Universities in the 21<sup>st</sup> century must combine modernity and tradition; science and spirit of service; a united struggle to maintain autonomy as a condition of existence for public universities. In conclusion, the University of Guadalajara must inculcate

a vision of social justice through education that is based on the universal values that make humanity and civilization worthy for our children: tolerance, honesty, solidarity, respect, plurality, education for peace, and sustainable development.

In 1995, the University of Guadalajara experienced great institutional change, and today it is necessary to continue this work and go deeper. The sense of belonging to the University of Guadalajara is not only made up by quality indicators and figures that make it the best state university in the country. It must enrich its essence in order to continue making citizens proud of this great social project.



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