

# UNIVERSIDAD DE GUADALAJARA

Southern Region University  
Center



**2014 - 2030**





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## Message from the dean

The duty of all educative institution consists, primarily, in taking care of the academic demands from the society which it belongs to; based on its own principles, it is important to determine what the path to follow is, considering a vision towards the future based on the definition of the strategies to achieve it, as well as the indicators that will allow the evaluation of its progress.

It is essential to anticipate the future, value the national and global trends, identify the areas of opportunity, and determine the University Center's strengths. All of them are important aspects to consider in the formulation of a Development Plan.

In Southern Region University Center (CUSur) we have decided to create a historic process of enquire aimed to update the Development Plan, those actions had been reflected in the execution of events, such as consultation forums, perspective groups, discussion tables, surveys, meetings with the city's mayors, entrepreneurs, artists, university community and some representative groups of society. Those actions, strengthened through the collection of all the opinions assembled in objectives and strategies, will allow us to have a direct impact on society and show the interest to strengthen our bonds with their demands in every strategic axis.

Our Development Plan consists of six strategic axes: Teaching and learning; research and postgraduate studies; linking; extension and diffusion; internationalization and finally, management and administration, with four intersecting dimensions of quality, evaluation, pertinence and innovation.





Our commitment is expressed in goals that imply joint efforts between the university community and a society that demands higher competitiveness and academic capacity; the internationalization of our students and teachers, the extension and diffusion of our academic duty, as well as the creation of scientific-technological research which produces a benefit to society, all of this under management and administration that upholds sustainability.

Mtro. Ricardo Xicoténcatl García Cauzor

Dean





## MAIN TRAINS OF THE DISCIPLINES

Since the late sixties, but mainly with the dynamic development of technology since the eighties, the global environment is characterized by the growing integration of the economies, as well as the drastic decrease in time of the flow of goods and information. Manuel Castel ([1996] 2001) talks about a global and informational economy where time and space are considerably reconstructed, and give origin to the network society, characterized by “the breakup of rhythmicity, both the biological and social, associated with the notion of a life cycle” (idem: 480).

In the network society, economy is global and informational. Global, because the different stages of the creative process are organized in a worldwide scale; informational, because the productivity and competitiveness depends on people, enterprises and society to generate, process, and apply with efficiency the information that nowadays has its base in the knowledge society.

One of the consequences of the configured under networks present world, whose competitiveness lays in the capability to manage knowledge and information, is the flexibility of relationships with production factors; in this way, those territories that dominate the creation of specified knowledge (scientific and relational), have a greater capacity to generate scale economies and rising wages for their employees, while the territories that depend on this knowledge have encountered the need to promote labor laws with tendency to the deregulation and reduction of the average true income in order for investments to be profitable (Hirsch, [1995] 2001: 165).

Under this perspective, higher education worldwide presents a clear contradiction. On one hand, it becomes another active strategy for the countries, their regions and their inhabitants in the promotion of their development. On the other hand, the reduction of the sponsoring States as a consequence of the fiscal crisis in the seventies and eighties and the arising of the neoliberal states causes a





diminished affluence of public resources towards education, with the consequent risk of turning it into in an elite active.

This contradiction has deeply marked changes in the characteristics of higher education and its challenges for the short and long term future.

#### Worldwide trends in higher education.

According to Daniel Schugurensky (1998), the reorganization of higher education in the current globalized world highlights money's worth, the increased offer of options, the analysis of low-cost benefits, administrative restructuring, the distribution of resources, unitary costs, performance indicators, selectivity, as well as the minor affluence of public resources and the higher necessity of the educational institutions to generate their own resources. In this context, the educative programs must prove their value through the contribution to the economy, therefore they require to strengthen their connection with business activities.

On the bias toward production and competition, if it favors a mayor contribution to education in the making of wealth, it can also have a diverse negative impact: On one hand, it risks the autonomy of Higher Education Institutions (HEI) since their income is dependent on the satisfaction of specific needs from the productive sector, particularly from those organizations with a higher economic power; on the other hand, the selection of students threatens to cause a reduction of social diversity and at the same time it promotes the proliferation of second class institutions. Finally, educational programs related to engineering and the production of technological knowledge are privileged more frequently, in detriment of those related to the social sciences, though these help having a more mature citizenship.

Resulting from the preceding, Jamil Salmi points out the following tendencies in higher education worldwide:





- The growth of the demand to enroll in a BA program, in learning English, French and even Mandarin and the increased use of different social networks which are even more specialized over time;
- It is possible to be registered in several universities at the same time, studying the same major;
- Higher education will be a product with multiple suppliers which compete to gain the market, therefore there will be mass used and elite universities.
- There will be scholarship auctions;
- There will be free online access exams for students to take;
- The professor will use more software with artificial intelligence;
- The validity of degrees will be of five years;
- On-site classes will be five minutes long, this means, almost everything will be online;
- If the graduates cannot find a job their money will be refunded or they could acquire unemployment insurance;
- Only 10 % of the university resources , including public, will be financed by the government, therefore the HEIS must be successful to obtain resources, this achievement will be greatly graded by the impact indicators of the productivity of enterprises;
- There will be mayor labor flexibility among academic positions;
- The professors´ salary will depend on the evaluation from students, while the higher administrative position´s salary will depend on the university´s ranking;
- Traditional practices must be abandoned, which means, prioritize linguistics, logic and mathematics, in order to encourage the multiple intelligences that will incite creativity, otherwise, graduates will soon be replaced by robots;
- The new professional competences must focus on creativity and connections between the strict sciences and the humanities;
- Knowledge must not only be transmitted but it must be built in a collaborative way within the classroom, as elsewhere;





- Professional positions will no longer be life-long, nonetheless there will be recurring rehiring, which will demand that education promotes the acquisition of new and complex abilities continuously throughout life, as well as teaching problem-solving with technical abilities of entrepreneurship and humanism (ethics and values).

To summarize, current and future education will have to be flexible in the following years, continuous and permanent, privileging creativity, research and design.

### Higher Education in Latin America

According to the World Bank Group (2013), higher education enrollment has quintuplicated from 1980 to 2010, going from 4.8 million students to 21.8 million during this interval. This means an annual average growth of 5.2% which is one percent higher than the worldwide enrolment growth, therefore, if previously there were a few thousand students in the subcontinent, which made up the elite, today we are living the massiveness of higher education.

The expansion in the higher education access generates big challenges to Latin American universities both public and private, since the rising demand for educative spaces go hand in hand by greater social demands (especially from the enterprise sector) for education to be more pertinent and of better quality, at the same time there are rising budget restrictions from governments. Moreover, it must be foreseen that, if this volume of young adults, with more technical and professional training, does not have enough opportunities in the labor market, it will not only be a social loss of great extent, but it would be the trigger of great conflict related to disenchantment and dissatisfaction.

Axel Didrikson (2008) establishes the followings trends which are currently happening in higher education in Latin America:







1. There is a transit from traditional public universities which dominated the region, to the organization of a heterogeneous and socially segmented system of higher education; with institutions with a single urban campus to the national macro-universities with multiple campuses with differentiated structures and the establishment of a segmented and diversified system.
2. Instead of higher secondary level technical and vocational schools, a significant apparatus of polytechnic and technical secondary and high schools has risen.
3. While previously there was a solid presence of higher public education, which only interacted with a few and slightly significant private universities, today we have the presence of a growing dominion of private schools in many countries, which at the same time conveys major restrictions in the social scale and a greater interference from private enterprises in educational decision making.
4. We have gone from little scientific research and a reduced number of researchers, to a large variety of science laboratories and institutes that cover all areas of human thought and its frontiers, despite the insufficiencies that are still experienced.

The previous trends are the answers from the education system before a growing environment of competence and social inequality. Therefore, Latin American universities, mainly public ones, must pay attention to both the quality and productive belonging, as well as contributing to the social mobility and the problem solving of the most vulnerable groups. In this sense, Axel Didrikson (2008) numbers the following challenges for the higher educational system:

- Universities must be institutions of great transcendence for economic, cultural and social development. This conveys to the redefinition of policies and plans, as well as the programs and alternatives in the pursuit of new organizational models.





- The new social pattern, both technological and globally productive, demands that networks emerge and solidify in universities, along operational structures and new integrative frames on a regional and inter-institutional level, capable of building scenarios of horizontal cooperation which become alternatives to the institutionalized competitiveness and to the logical dominant model of the market. In addition, this alternative model must enhance the production and the transference of the social value of knowledge, the widest occupational mobility of the academic personnel and students, the ratification of the courses and the titles, the co-participation of resources and supportive social educational orientation.
- The construction and consolidation of regional academic networks conveys to the enhancement of wide student exchange programs; ensemble postgraduate studies; generation of new majors in areas of the frontier of knowledge related to the most urgent problems of the region; combined utilization of scientific and technologic assets already installed; academic exchange to a regional level in short courses, research stays and scientific and technologic cooperation networks in well-defined projects, as in the creation of a macro-university with a continental nature, that supports its profits from universally interchangeable academic programs with academic reputation purposes.
- The academic values must focus on the change of knowledge content and disciplines; in the creation of new abilities and social skills, which pursuit to connect national or regional priorities with employment in new fields of knowledge and in the innovation to diversify risks. This scenario holds in the intense participation of the communities and the diversified increment to obtain resources.
- In matter of quality evaluation of higher education and research to show its social and public function, this must guarantee new





reference standards aimed to the contribution for the development in all the sectors of society.

- The foundation of a new educative model will not take place if the mechanisms are not guaranteed through the participation of academic communities and the modernization of the inter-institutional relationships to guarantee the quality of the academic processes.
- Equally, new substantial reforms must be accepted by the legislation and the university government figures to establish permanent communication and information channels that regulate the expenditures, which empower and develop the infrastructure, that allow an adequate transference of knowledge regarding the society requirements, which facilitate the creation and performance of complex academic units which connect individuals and work teams in different level and perspective networks, as well as the inter-disciplinary structures with the relative independence of its organizations.
- The central organizational leap implies the propulsion of all knowledge transference bodies. Until now, the production and transition functions in the academic field had been the structural axes for the development of higher education institutions. Currently it must be considered to display a new sustainable transference of knowledge toward society, particularly toward the social actors and real economic factors, whose main purpose is directly related to the use of knowledge generation. This transference will depend on the formation and development of abilities and target learning which will allow that the produced knowledge will have a social and economic use, which implies to match the social responsibilities of higher education institutions with the norms and procedures for the creation of patents and intellectual property, as well as the relations between these institutions and social and private enterprises, with the State,





as well as with other institutions and with a wider spectrum of international cooperation and participation with international knowledge networks.

- It is necessary to seek new ways to increase research and innovation through combined initiatives with multiple participants between the public and private sector, which cover small and medium sized enterprises. A more flexible organization of research programs is required in order to promote science and interdisciplinary service to society; also to look for research and faculty fields capable to face the issues which concern the well-being of society, and to create solid bases for science and technology regarding the local level. (UNESCO, 2009)
- The formation and training of the teachers in new mindsets toward the new open and distance learning is relevant, as well as the incorporation of the information technologies for knowledge; equally, it is fundamental to attract and retain the teaching personnel and qualified researchers, who are talented and committed to their duties. (UNESCO, 2009).
- The role a university must play is then centered in the definition of priorities for the production and transfer of knowledge to the public and the social benefit; for that instance, “strategic research” must be triggered , which differs from the investigation “oriented by curiosity” or the investigation of “economical utility”, because it does not refer us to just one discipline, nor it responds to individual interest of the investigators, nor the economic interest of some private enterprise, on the contrary it is inter and trans-disciplinary, contemplating the solutions to problems according to the national, regional and local priorities.

In summary, a Latin American university in the twenty-first century must be one of innovation and social belonging, whose main commitment must be to solve





concrete problems through the generation and transference of new knowledge and technological solutions of social utility. Social responsibility means to produce knowledge to form professionals and to make culture within and for the reality in which the educative institution is actively involved, creating knowledge within the reach of the world to engage challenges such as nutritional safety, climate change, water management, intercultural dialogue, renewable sources and public health (UNESCO, 2008). It also must contribute to reduce the gap in development through the increase of knowledge transference over borders (UNESCO, 2009).

Therefore, the great challenge for universities, mainly public ones, is to contribute to a scene which pays to the substantial improvement of life standards for its population and to provide the possibility of a better well-being, democracy and equality from science, education and culture.

### Higher education politics in Mexico and Jalisco

For the National Association of Universities and Higher Education Institutions in Mexico (NAUHEIM), regarding higher education in our country maintains inequality problems of access and great gender inequalities at a regional level and opportunities among the different social groups therefore, the challenge is the regional strengthening of higher education, as a mechanism to reduce such inequalities, equally, in the operation in a global competence scenario between Mexican universities and other countries, makes it necessary to establish development programs based in the indicators and international standards.

On its behalf, the National Development Plan 2012-2018 (NDP) establishes as a goal to promote policies which reduce the gap between what is taught in schools and the abilities which the modern world demands to be developed. Higher education must cultivate critical and independent thinking and the capability to learn throughout life (NAUHEIM, 2000 y UNESCO, 2009). The NDP seeks to incentivize a greater and more effective investment in science and technology





which nurtures the development of the national human resource, as well as the capability to generate goods and services with higher added value.

One of the most notorious characteristics of Mexico is the disassociation between the actors related to development of science and technology and the activities in the enterprise field. Thus, the increase of public investment and private education must go hand in hand with the strengthening of the association mechanisms that can be translated into a greater productivity, in order to get enterprises to take advantage of the existing capabilities in the higher education institutions and the public research centers. The post graduate studies associated with the industry whose creation supports the National Science and Technology Council, are a proof of it.

For its part, the State Development Plan of Jalisco points out that the concentration of the enrollment of higher education in just a few liberal professions, despite the relative offer diversification, proves that the independent variable of the binomial of education-development is the objective demand of the professional market, from there it is essential to have a clear model of the development to follow, if it is true that if we want to revert this trend in the concentration in some majors with the imbalance in other, which in turn can contribute to the sustainable development.

In this sense, it is considered a priority that the education programs contain pertinence with the necessities of their surroundings so that higher education truly has a regional focus acting in favor of sustainable development.

The strategies that must be followed in order to achieve this goal are the following:

- To drive a regional development in higher education which allows a wider coverage, to attend the vital needs proper to its inhabitants, to contribute to the association with the productive sector and sustainable development, and to establish the vocation which consolidates the diversification of higher education. It is sought that by 2025 a “confederation of HEI in each region





dedicated to solve the vital needs proper to their corresponding territories, promoting intraregional and interstate alliances” will have been constituted.

- To achieve that the associated careers to the productive development are consolidated, in order to have qualified professionals who drive the competitiveness in the economy of Jalisco and the progress of local enterprises.
- To consider as a possibility that the private system of higher education can meet the professional demand of the modern sector of economy, whereas the public education system can provide the proper valuable and cognitive suitable contents to sustainable development.
- On its behalf, the higher technological education mission in the state will be the adoption and innovation of appropriated intermediate technologies and the corresponding development and diversification of jobs for the production of local and regional sustainability. Thus, the offer of the subsystem must leave aside liberal professions to redirect in the function of the professions with a higher degree which requires concrete necessities and the productive vocation of the local and regional communities.

### The University of Guadalajara and the relevance of the education programs

The institutional Development Plan of the University of Guadalajara establishes as a priority “to diversify and adequate the relevance of its educational offerings according to the scientific and technological advances, the necessities of the society and of innovation”. In this sense, the relevance implies that the educational programs need to have the capabilities to respond the necessities and expectations of the community.

The radical change that is being witnessed in the world has induced that people’s necessities also change. According to the ANUIES, in its investigation Mercado laboral de profesionistas en México. Escenario prospectiva 2000-2006-2010, at least the graduates of the 41 majors will suffer situations such as lack of





job opportunities and salaries in the years to come, mainly the following majors Law, Administration, Accounting, Medicine, Psychology and Communication Sciences.

On the other hand, there will be a higher demand of professionals involved in areas that imply the use of technology in fields such as genetics, the systems and the nourishment so the best majors with a better future in our country are: specialist in cyber-security, director of social media, mobile app developer; computer systems engineer, mechatronic engineer, environmental specialist, hospital administrator, and administrator in digital resources.

Meanwhile an investigation done by the Mexican Institute of Competiveness (IMCO), mentions that the majors with better paid salaries in Mexico nowadays are mining and extraction; finance, banking and insurances; health area, transportations services; physics; music and scenic arts; earth sciences and the atmosphere; medicine specialties; environmental sciences; engine, boat and airship engineering.

And as for the international tendencies, the site Cable News Network (CNN) establishes that the jobs with a higher demand in the future are the ones that will respond to the changes in the demographic dynamic and the health of the population, as well as how the companies should operate despite the changes of their environment. Therefore it mentions the majors such as investigative analyst of markets, analyst of corporative negotiations and management of nursing crisis, physiotherapy and geriatrics.

At the same time, The Department of Labor of the United States shows that the majors with a better future are: nursing, operation management, development of software applications, specialists in medicine and surgery: auditors and accounting technicians. Also, there will be a high increase job offer in the areas such as mathematics, sciences, information technologies and telecommunications.

Finally, while it is historically true that the division of the sciences introduced a fragmentation of knowledge that led to a specialization, today's problems are







more complex every day, nowadays they demand another kind of attention, one more holistic, and without a doubt will lead to a scientific activity that is not only interdisciplinary but transdisciplinary<sup>1</sup>. In this sense, the Universities should diversify their educational offerings towards innovative and unexploited areas, even offering educative programs that combine two or more disciplines.

## General Context of CUSUR

### General Description

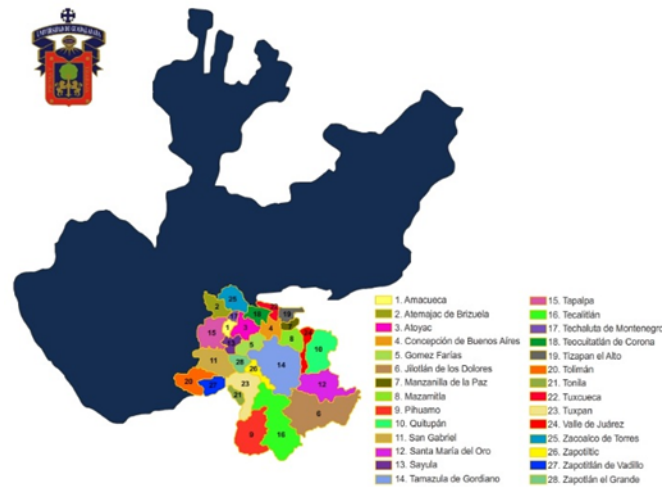
The Southern Region University Center (CUSur) is part of the University network of Jalisco, with more than 6,798 students; it has presence in 28 municipalities of the southern region of the State of Jalisco (See Graph 1). It currently counts with 19 educational programs, in the following levels: one technical program, 14 bachelor programs, 3 master degrees, 1 doctorate.

### Graph 1. Southern Region University Center Coverage

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<sup>1</sup>The concept of discipline, little by little, has been considered as a synonym of specialization. With that it reached to a level where the fragmentation in investigation of reality, that later it was necessary to reintegrate everything through the interdisciplinary. However, as the comprehension of each of its parts deepens, the comprehension of the phenomenon of everything as a whole complicated itself (Peñazueta 2005). The Trans disciplinary not only looks for the merge of different disciplines, but it pretends to erase the limits that exist between them so they can integrate them in a unique system. Consequently, the limits between the disciplines disappear, so that a new macro-discipline appears (idem).





In 2014, The Southern Region University Center will celebrate its 20th anniversary which is a result of the university's reform that gave birth to the university network that nowadays has coverage in all the state of Jalisco.

Nevertheless, the previous records before the creation of the Southern Region University Center goes back to 1975, when the school of nursing “Esther Zuno Echeverria” was founded in Cd. Guzmán, it was incorporated to the University of Guadalajara in 1977 becoming the Regional School Of Nursing, depending of the University of Guadalajara. The level of training that they taught in that time was at a technical level (Etienne and Fierros, 2007:9).

In 1980, as an action of decentralization of the higher education and with the intention to take it to the strategic areas of development of the state of Jalisco, The Universidad de Guadalajara created the major of Veterinary and Animal Husbandry in Cd. Guzmán (Etienne and Fierros, 2007:9).

So, on May 30th 1980; in a session with the Honorable General University Council, the University of Guadalajara agrees to create the Faculty of Veterinary Medicine and Animal Husbandry in Cd. Guzmán, starting activities on September 2nd in that same year, in the facilities of the then Regional High School of the City (Etienne and Fierros, 2007: 9).





In 1989, the University of Guadalajara was looking for an institutional transformation to respond to the new demands the society needed, as a result it achieved a historic restructure from the traditional schools and faculties to a University Network, in the beginning it was made up by 6 university campuses, located in metropolitan area of Guadalajara, also by five multidisciplinary located in strategic geographical areas of the state of Jalisco. This restructure without a doubt gave place to a better approach to the necessities of the society.

In May 26th of 1994, the Southern Region University Center is officially constituted, by the judgment 21104 approved by the Honorable General University Council. Originally it had two headquarters in Cd. Guzmán and in Autlán, but later on August 5th of that same year, the ruling that modified the original structure was approved, this situation led to the creation of two independent University Campuses, one of them was Campus Costa Sur based in Autlán and the other one Campus del Sur based in Cd. Guzmán.

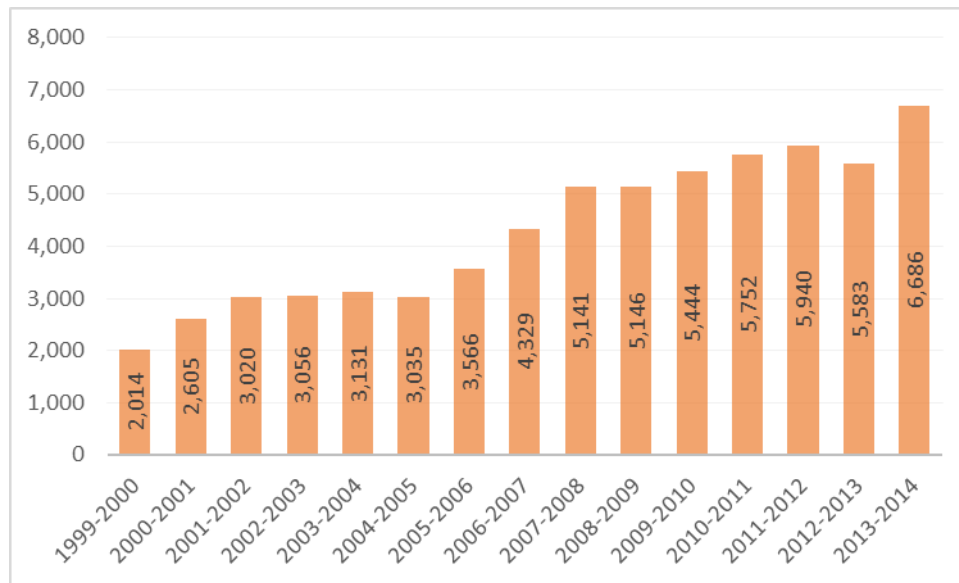
### Principal Indicators

Since the beginning, CUSur, as part of the University Network, it has consolidated itself as an institution leader in coverage as also in quality in the southern part of Jalisco, below some important indicators of CUSur will be presented.

- I. From 1999 to 2014 Cusur increased the number of students attending classes to 4,672.

### Graph II. The Evolution of CUSur's enrollment





**Source: Dean's Activity Report (1999-2014)**

II. The Southern Region University Center has 113 full-time professors (FTP) in higher education from which 35 % hold a doctorate degree and 60 % hold a master's degree.

**Table I. Numbers and Percentages for Full-Time Professors in the Southern Region University Center**

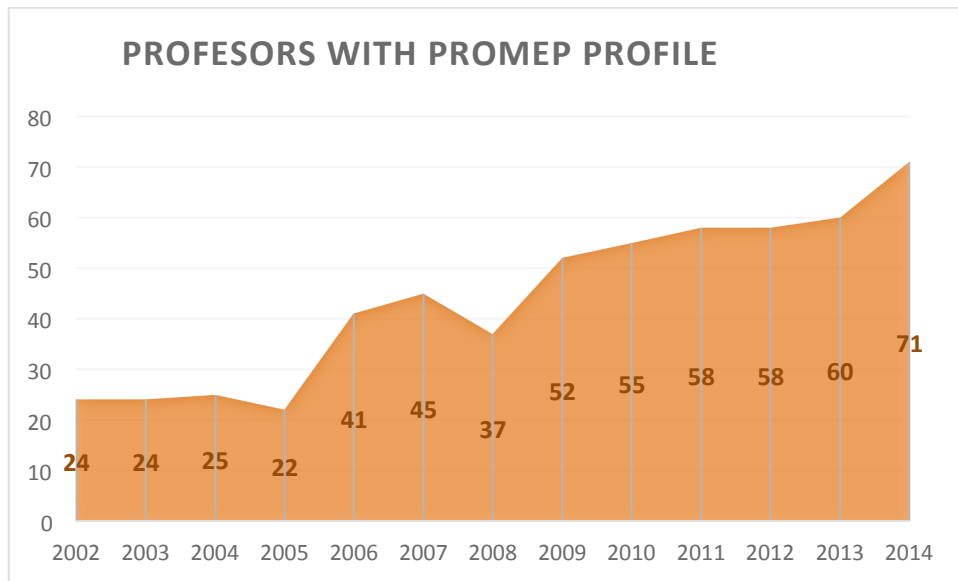
Academic Degree	Number of FTP	%
Doctorate	40	35%
Master's	68	60%
Bachelor's	5	5%

**Source: Integral Project of DES 2014-2015**

III. Of all PTC professors, 71 have a desirable PROMEP profile (63%)

**Graph III. Number of professors with PROMEP profile**



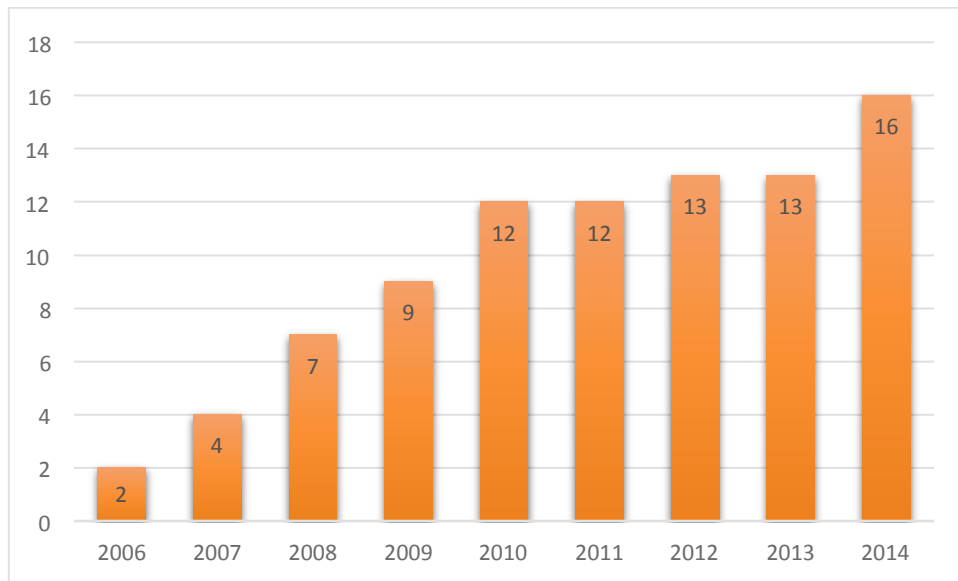


**Source: Activity report (2002-2014)**

IV. There are currently 16 FTP that are members of SNI (National System of Investigators)

**Graph IV. Number of members of the National System of Investigators.**



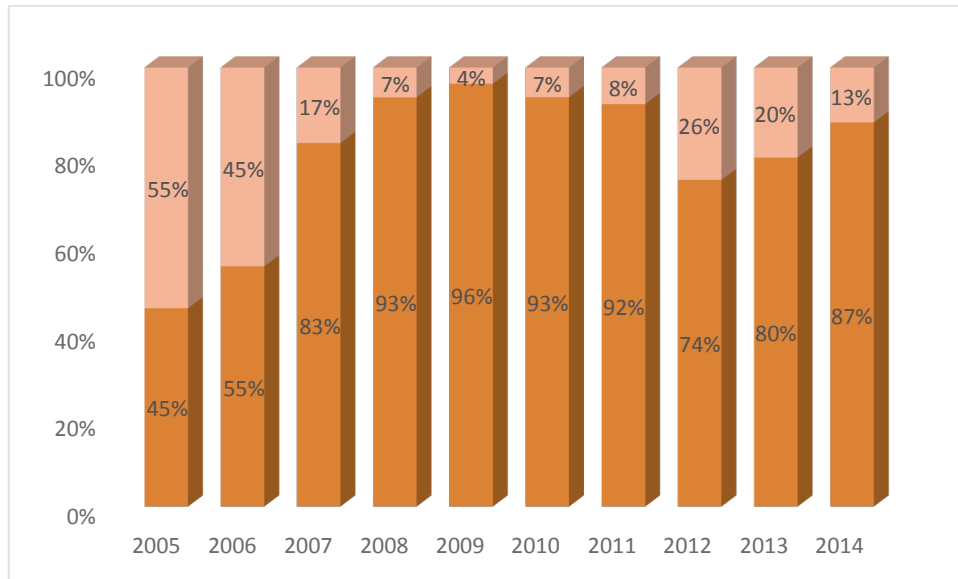


**Source: Institutional Statistics of the Southern Region University Center  
(2006-2014)**

V. The Southern Region University Center has 8 educational programs accredited by re-known institutions by COPAES (The Council of Accreditation of Higher Education), as well as 7 educational programs that have reached level 1 in the evaluations of the Interinstitutional Committees for the Evaluation of Higher Education (CIEES). That which makes that 87% of the enrollment studies quality educational programs.

**Graph V. Bachelor enrollments in quality educational programs.**





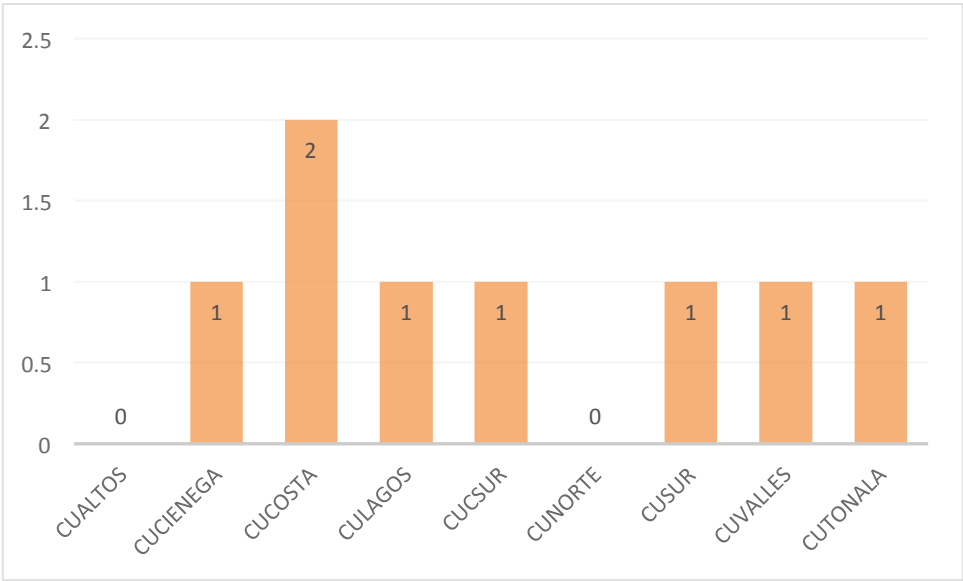
**Source. Activity report (2004-2014)**

VI. The Southern Region University Center has three Master's degrees. One of them, Master's in Behavioral Science with Orientation in Nourishment and Nutrition, is part of PNPC (National Roll of Quality Post grades) of CONACYT (National Council of Science and Technology)





**Graph VI. Number of post grades registered in the PNPC CONACYT**



**Source. Consultation System. National Quality Post Grade Program Roll.**

VII. This University Center has 581 current partnerships with other universities which has cost positive impact in student exchange programs.







**Graph VII. Number of partnerships with National and International universities per continent (2014)**



**Source. Digital map of CUSUR.**

VIII. This University Center has achieved important advances in regard of extension and promotion (i.e. “La Extensión Universitaria del CUSur” forum was celebrated). Likewise promotion and dissemination of art, culture and regional traditions through Dr. Vicente Preciado Zacarías Art house, the theater company, the Hugo Gutiérrez Vega and Jorge Carpizo Mc. Gregor lectures, and the Science and Technology fair, among others have been promoted.





## Current situation

After 20 years of its foundation, the Southern Region University Center has persevered in reaching specific objectives, portrayed in the students' quality academic training, which lets it reach prestige in the Southern Region of Jalisco. There are a lot of challenges that the institution is facing before the new regional, national and international dynamics. It's essential to reflect about the current quality control and impulse scheme to advance towards mechanisms that are related to substantial academic practices in and out the classroom.

This Institutional Development Plan 2014-2030 searches to establish the guidelines to successfully confront society demands, characterized by the academic and cultural development, and whose graduates will be competitive at a global scale.





## **PRINCIPAL PROBLEMS, CHALLENGES AND OPORTUNITIES**

Through the diagnoses done for the CUSur Development Plan updating, some deficiencies were detected which will have to be improved, however, opportunity areas were also identified that will be the basis to strengthen the academic quality of this institution as well as the impact in society. These elements are described below:

CUSur's foundations are based on the teaching and learning process that have made successful professionals with the academic advantages that generate a multidisciplinary center and the impulse to applied investigations that respond to short, medium and long-term necessities.

In this sense, the challenges for this University Center are the diversification of its study programs, regarding global knowledge and different social groups' necessities; the correlation between undergraduate and post graduate programs, both in teaching and investigation; the promotion of an integral education that takes into account multiple intelligences; as well as the main interrelation between investigation and academic professors with society demands.

Other opportunity areas that CUSur has to focus on in the next years are: to implement and develop a methodology that allows the study of graduate students and workers monitoring to provide appropriate quantitative and qualitative information to give feedback on the quality of the educational programs, to improve and sustain the academic decision making; to teach the university community the values that have historically distinguished our alma mater, such as freedom, respect, unity, equality, and democracy; to update in a permanent manner the academic capabilities of its faculty members through post graduate studies, and the incorporation of re-known national and international human resources.





Likewise CUSur will continue with improvements in its infrastructure to offer high quality academic activities; which implies to create new academic spaces according to observed tendencies, as well as updating the current spots and intensify the use of communication and information technologies in the different academic-administrative processes.

CUSur's community requires to be more productive and innovative in its relation with the exterior in which it will allow to have a better sustainable development in the 28 municipalities that are part of its region of influence. But also it is necessary to increase the universities partnerships, and through this, teaching and investigation can adjust its programs and procedures to the expectations and necessities of real world, which makes the expansion of the relation with the business sector unpostponable, such as identifying the necessities of required training by the employers, and because through these collaboration networks students can develop entrepreneur and innovative skills; as well as an approach to the productive center that will allow to generate alternative sources of financing to the substantial functions of the University Center, which also must be complimented with a bigger and better offer in continuing educational programs.

In this intensively competitive and globalized world we live in, the internationalization establishes a necessity for the universities development. In this sense, CUSur must accept the challenge to make its academic-administrative personnel and student community to incorporate in their daily lives the constant interrelation with other cultures and different ways of thinking, learning new languages and collaborate with international academic networks.

The promotion and government of the University Center needs to incorporate the advances that exist in the area at an international level, so its government bodies have the sufficient flexibility to respond to the demands of the social actors. It's required to have access to the information technologies, promoting the goodness that electronic government provides; among other applications of information and communication technologies. It is fundamental to





develop better mechanisms of evaluation of academic and administrative actions that permits the necessary adjustments in an efficient manner. It is necessary to consolidate the transparency schemes and accountability, not only because it is a legal and moral obligation of all public institutions, but also because it represents the ideal way to increase society's trust and strengthen the institution's social capital.

CUSur requires to have better collaboration with other university centers of the University of Guadalajara and with the High School Education System, because the complementarity between the fortitudes of every organization can solve more problems, challenges of knowledge and society's demands in the best way.

Finally, the promotion of quality and competitiveness must go on hand by hand with sustainability and social responsibility, topics that have not been completely consolidated by CUSur so far. While it is true that as a public institution, it has great commitments in these topics, it also has diverse areas of opportunities that are possessed in the area for the diverse strategic places of the university.





## Mission

We are a regional University Center from the University of Guadalajara; we are part of the University Network of Jalisco which is committed to society and meeting the educational needs of the higher level of scientific, technological and humanistic research, as well as the linking and the extension with quality and relevance. We operate in the sustainable and inclusive development of our region of influence, regarding cultural diversity, honoring equality principles, social justice, democratic coexistence and collective prosperity.

## Vision

We are a regional university center with national recognition and world-wide prestige; inclusive, flexible, dynamic as well a promoter of social mobility. We encourage innovative approaches to teaching, learning, generating and application of knowledge through a close connection with the different sectors for the benefit of society.





## **STRATEGIC GUIDELINES**

With the Mission and Vision of the Center the compromise to be guided at all times by the great six strategically guidelines that are articulated and operate through the respective thematic axes is assumed. The objectives and strategies presented in this Plan are based on positioning our University Center as an institution of Higher Education:

- Academic excellence in the knowledge society.
- Inclusive, equitable and a promoter of social mobility.
- As a pole of scientific and technological development.
- Sustainable and socially responsible.
- With a global vision and local commitment.
- Transparent and financially responsible.





## THEMATIC AXES, OBJECTIVES AND STRATEGIES







## **I. TEACHING AND LEARNING**

The challenge of the Southern Region University Center at the present time, is to respond to social needs, taking as a reference the policies proposed by the UNESCO, in which the increment and diversification of enrolment stands out. It has been observed that there is a direct relationship between the coverage of higher education and health levels as well as social, cohesion and social participation; therefore, it is important to watch that enrollment is not a question of elite, but it implicates education which promotes social mobility. Therefore, it is essential to make the curriculum more flexible as well as to develop and manage collaborative networks in order to guarantee all interested individuals have access and possibilities to higher formation.

Modern times require a higher level of knowledge that responds to globalization, economy based in knowledge and scientific and technological revolution, therefore it is coherent to expand and diversify the educational programs to meet the needs and demands of society in the local, regional, national and international contexts, as well as to the various emerging and innovative fields of knowledge.

It is crucial to adequate the teachers profile to meet these demands, consequently teachers must be updated in the new disciplines using innovative pedagogical tools, they must certify their teaching competencies, to perform basic and applied research, as well as to encourage the formation of values, social responsibility and the institutional commitment in their academic duties. To the same degree, university education has a commitment association with the





productive, political and social sectors in the different contexts for inclusion and social development.

The Southern Region University Center will have the challenge of renovating its organization and infrastructure, which among aspects contemplates the improvements to spaces for the proper development of academic functions according to the teaching profile demands.

IDP Objective	1. Appliance and diversification of the enrollment with high quality, pertinence and equity standards, taking into account global trends and regional development.
REP Objective	1. To Increase the options of EP quality tuition with equity and inclusiveness in various modalities of learning according to global trends and the needs of the development of the region.
Strategies	<p>1.1 To Improve the current educational programs and create options in emerging areas of knowledge that respond to the labor market and impact on regional development.</p> <p>1.2 To ensure that educational programs meet international quality standards.</p> <p>1.3 To continue incorporating non-conventional forms of education in the curriculum of the CUSur.</p> <p>1.4 Promote the participation of the different sectors of society in feasibility studies for the creation and updating of educational options.</p> <p>1.5 Generate and apply various strategies to ensure that the students from vulnerable groups ensure its permanence and graduation from the educational programs.</p>





	<p>1.6 Encourage the participation of parents, entrepreneurs, students and educational authorities, for the improvement of the educational processes.</p> <p>1.7 Strengthen the development of projects and follow-up programs of graduates for ongoing feedback and guidance of the institutional actions.</p>
IDP Objective	2. Improve the quality of the processes' environments and results of the teaching and learning.
REP Objective	2. Improve the processes, environments, and results of the teaching-learning processes.
Strategies	<p>2.1 Raise the academic quality of the teachers and implement mechanisms for their evaluation, upgrades, training and certification.</p> <p>2.2 Promote ethics as the central axes of the academic life of CUSur.</p> <p>2.3 Develop innovative learning environments which promote atmospheres of quality for the improvement of the educational processes.</p> <p>2.4 Systematize the evaluation of the teaching-learning process, to guide decision making.</p>
IDP Objective	3. To consolidate the pedagogical approach focusing on the learning and the comprehensive training of the student.
REP Objective	3. Consolidation of the pedagogical learning-centered approach and the comprehensive training of the student.
Strategies	<p>3.1 Strengthen departmental model as the shaft of the academic life of the Center.</p> <p>3.2 Promote good teaching practices based on a didactic pedagogical philosophy centered on learning.</p> <p>3.3 Implement an integrative program of training and updating teachers which instructs professors in the new</p>





trends of the academic model and methodology for integrated professional competences and at the same time generate incentives to consolidate pedagogical approaches focusing on the student.

3.4 Drive comprehensive training through: the strengthening of institutional tutoring program, the development of sports and arts activities as well as studying and health habits as strategies for students and teachers formation.

3.5 Foster the curricular flexibility and mobility between educational programs and institutions.

3.6 Strengthen the academic work to promote didactic innovation.





## **II. INVESTIGATION AND POSTGRADUATE STUDIES**

CUSur is committed to the development of research and graduate work due to its relevance in the formation of high-level human resources and in the generation of knowledge that contributes to the transformation of society and to the sustainable development of the south of Jalisco. From the beginning CUSur has made significant advances in this area, however, the university community believes that there are still several areas of opportunity.

In the matter of Generation and Application of Knowledge (GAK), progress has been made in the fulfillment of quality indicators such as: the increase of investigator-professors personnel recognized by the Program for Teacher Professional Development (PTPD) of the Secretariat of Public Education (SPE); the formation of these with masters degrees and PhD; the creation and consolidation of Academic Staff (AS) linked with the teaching and the investigation as well as the increase of high-level academic recognized by the National System of Investigators (NSI).

Competitive human resources formation is achieved through the promotion of high quality graduate programs. In this sense CUSur has managed to increase the amount of master's programs and PhD, and even the incorporation of two programs at the National Postgraduate Program of Quality (NPPQ).





Despite the progress made in the Southern Region University Center, it has taken on the challenge of increasing and strengthening their development in these areas. Therefore, it is wanted to consolidate the Academic Staff that integrates a critical mass in accordance with the national and global standards of quality. The detection, formation and support of talents in investigation, the development of investigation groups and at the same time must assure the relevance of its investigations lines according to the needs of society while promoting sustainable development. It should also promote investigation related with the business and productive sector to increase attracting external resources, to increase scientific production and technological creation of patents.

On the other hand, the catalog requires diversification of graduate programs in accordance with international knowledge trends and to the local requirements, such is the case with the postgraduate in other institutions and companies, looking forward to ensure that all of its graduate programs have the recognition of the National Council for Science and Technology (CST), in addition they are strengthened by investigation groups or academic staff related to the areas of the postgraduate program studies.

IDP Objective	4. To position research and graduate studies as the axes of the educational model.
REP Objective	4. To place research and graduate studies as the axes of the educational programs in CUSur.
Strategies	4.1 Promote links between research, teaching and extension. 4.2 Promote the link between research, undergraduate and graduate programs 4.3 Define the priority areas for the development of research and graduate work at CUSur.





	<p>4.4 Consider the needs in the different sectors of society and surrounding areas of CUSur</p> <p>4.5 Increase scientific productivity while promoting its local, regional, national and international impact.</p> <p>4.6 Identify professors and students who are potential talents in research based on their competences to contribute onto their shaping of excellence.</p> <p>4.7 Strengthen the academic staff and their lines of research considering the regional and national needs as well as international trends.</p> <p>4.8 Drive the development of research groups to enable them to become a consolidated academic staff.</p>
IDP objective	5. To achieve a critical mass of high-level human resources for the development of the programs and lines of research.
REP objective	5. To consolidate an academic group of investigators of world prestige and social commitment.
Strategies	<p>5.1 Promote the hiring of investigators to strengthen the priority areas of investigation of the University Center.</p> <p>5.2 Promote the professional training of doctoral and postdoctoral academic investigator, through national and international exchanges.</p> <p>5.3 Encourage the hiring of investigators to strengthen and consolidate groups of investigation and newly created academic staff.</p> <p>5.4 Promote ethical, values based training on the updating of professional and of the pedagogical and didactic teaching of the postgraduate program.</p> <p>5.5 To Promote ethics in the development of research.</p> <p>5.6 Increase the financial resources for research and simplify the administrative and financial processes for its practice on behalf of the researchers.</p>
IDP objective	Objective 6. Amplification and diversification of the postgraduate program with high quality standards as well as to give it national and international





	importance
REP Objective	6. Have postgraduate programs of the highest standards of quality and relevance to meet regional, national and international needs.
Strategies	<p>6.1 Increase the number of quality graduate programs according to national and international standards</p> <p>6.2 Expand the catalog of graduate programs in accordance with the areas of opportunity according to the needs of different sectors of society and design postgraduate programs in strategic emerging themes.</p> <p>6.3 Consolidate the academic staff so that the postgraduate programs are maintained with its quality standards.</p> <p>6.4 Promote inter-institutional graduate programs with prestigious institutions.</p>







### **III. Partnership**

The university partnership is one of the most important roles in CUSur. It is based on its participation in inter-institutional projects and strategic actions aimed at the solutions to community problems. This offers great opportunities to several sectors of the society it serves in order to fulfill its needs.

Since its origin, CUSur has undertaken different projects and decisive actions to promote the local development. All of these related to teaching, research, economic, social and environmental areas. The local PSS (Product system services) have been strengthened thanks to CUSur's participation, however, it is necessary to encourage the partnership and extend the support to the other departments of CUSur. One of the biggest challenges for the university is expanding the collaboration with all the influential districts, as well as getting academic activities involved, thus satisfying the social needs and the local productive sectors.

Professional internships are considered as an important activity, since they provide students real experience to be part of the working world. These practices promote the collaboration between the academic institutions, which requires CUSur to design and regulate a solid Institutional Program, as well as providing feedback to the content of the academic syllabi.





Over the last years, CUSur has led and implemented the “Triple Helix” finance model, through the EU funding finance program, for Zapotlán el Grande. This not only represents one of the best achievements for the university, but an opportunity to apply the field methodology, evaluate it and improve it during its implementation.

It is necessary to guide the activities of this campus to strengthen the productive activities of the southern region, as well as encourage entrepreneurship, innovation, science and technology through the academic activities, research and services provided by CUSur; the partnership with other academic institutions from UdeG and other levels of education, the training and promotion of academic professionals who promote those activities. Getting external economic help would allow this campus to increase the number of projects of partnership with other academic institutions.

IDP Objective	7. Partnership agreements as a strategic activity to promote the academic and technological exchange.
REP Objective	7. Strengthening the institutional partnership as a strategic foundation to promote the academic and technological exchange.
Strategies	<p>7.1. Strengthening the “Model of the Triple Helix” to promote the academic and technological exchange.</p> <p>7.2. Developing an optimal plan of partnership for CUSur, based on an institutional diagnose that allows the implementation of programs to exchange the academic and technological resources.</p> <p>7.3. Implementing instruments and incentives to encourage evaluation and feedback of the syllabi by external parties both social and economic.</p> <p>7.4. Designing action protocols to make partnerships with other academic institutions to promote scientific and technological projects.</p>





	<p>7.5. Strengthening the productive activities from CUSur, based on its competitive edge and the regional needs.</p> <p>7.6 Promoting the participation of CUSur in the regional production system of the agricultural sector.</p> <p>7.7 Increasing the capacity of external resources in CUSur through the participation in specific partnership projects.</p>
IDP Objective	Objective 8. Innovation and entrepreneurship in the student's professional development.
REP Objective	Objective 8. Promoting student's development with innovation and entrepreneurship.
Strategies	<p>8.1 Encouraging the acquisition of skills in students for the innovation and attention of social and economic necessities.</p> <p>8.2 Encouraging entrepreneur skills through early involvement in the job market and professional and academic experiences with curricular value.</p> <p>8.3 Strengthening partnership schemes with other University networks that promote students' academic experiences at other campuses.</p> <p>8.4 Promote a better partnership with intermediate higher education systems, especially when it refers to academic collaboration among students and professors and the mutual use of infrastructure.</p> <p>8.5 Strengthening the functions of the tourism-entrepreneurship, incubation, consultancy, and innovation center (CEICAI) to foster the entrepreneur activities of students and academic staff.</p> <p>8.6 Operating the Institutional program of professional practices with the different educational programs.</p>





## **IV .Extension and dissemination**

CUSur has diverse strengths, and has available infrastructure, technical capacities and human resources in order to provide quality services to the internal and external community.

Contributions are made to the southern region's social development through diverse communication media and has the University network at its reach, for the promoting of knowledge about culture, art, and science.

Social service is the means which in which students give back to society by excellence for their contributions towards their professional development. CUSur has established a policy for social service activities that primarily affect vulnerable groups, with multidisciplinary brigades being an important element.

Art and culture are promoted through the "Juan Jose Arreola" national story prize and from the Chair of Journalism and Hispanic arts "Hugo Gutierrez Vega", among others. It promotes science and technology in young children through its summer courses and the technology fair; and spreads the juridical knowledge through the chair of rights "Dr Jorge Carpizo" and the preservation of culture and traditions through the "Dia de muertos" festival. The region's cultural wealth demands major university intervention in order to stimulate the cultural management for the preservation and promotion of artistic and cultural values.





The CUSur drama club other than contributing to the comprehensive training of students, promotes art, culture and develops an important job oriented to the community development and to improve the life conditions of the population.

The philosophy of the university is reflected in every action of the academic community, as well as in the impact it has on society. This way, creating a partnership program that strengthens CUSur's identity and values is very important for the university authorities.

Some areas of opportunity have been detected within CUSur. They have inspired the creation of an outreach program based on a field diagnostics that guide all of its activities to the main goal of the program.

CUSur has a program called "Observatorio de riesgos para la salud de los estudiantes" which is a program that observes students' health and has been successfully operating for some years; however, it is necessary to keep developing more action programs that fortify weaknesses detected in the student community and the society.

Nowadays, CUSur executes a lot of activities related to sustainability; however, it is necessary to create a solid program to guide all those actions.

One of the most important needs of CUSur is the creation of a science outreach program. It could be created in collaboration with the Department of Culture of UdeG along with other departments from the university network, hence these parties exchange activities and experiences.

It is also necessary to design a follow-up system to evaluate the impact of the outreach and diffusion actions made by the academic community, consequently the university authorities could adapt and change the actions to improve the programs.





IDP Objective	9. Consolidate the university as a national and international center of cultural and artistic development.
REP Objective	9. Consolidate CUSur as a regional center of cultural and artistic development, which actions have a national and international outreach.
Strategies	<p>9.1. Creating strategic outreach and diffusion programs with the participation of several academic areas (Academic Departments, Research Centers, Laboratories, etc.) from CUSur, in order to increase the academic services and foster the artistic development from the student community and society.</p> <p>9.2. Strengthening the participation of the University Community through the educational programs related to culture and arts to promote the participation of artists and their cultural manifestations.</p> <p>9.3. Suggesting the creation of educational programs related to cultures and arts.</p> <p>9.4. Creating a cultural circuit inside the southern region of Jalisco to promote the cultural activities and regional artists, thus benefiting the districts and their educational institutions.</p> <p>9.5. Establishing an Advisory Council that includes different representative members from the University Community, as well as from the artistic and cultural organizations, aimed at identifying</p>





	<p>the local needs and proposing solutions that help the southern region to develop activities from the same nature that have an international and national projection in the future.</p> <p>9.6. Taking advantage of the opportunities of artistic and cultural projects, is improved, as is the “Juan José Arreola” National Story Contest, the “Hugo Gutiérrez Vega” Chair, and the “Gaceta Del CUSur” which is the university newspaper, all this with the purpose of disseminating knowledge, regional art and culture, and at the same time dissemination of science increases.</p>
IDP Objective	10. Strengthening identity and university values in students, professors, and administrative staff emphasizing in the universities social responsibility.
REP Objective	10. Implementing an integral program promoting the identity and the university values in CUSur’s community, emphasizing on the university’s social responsibility.
Strategies	<p>10.1 Improving and updating the policies in the assignment of lenders of social services and prioritizing in social assistance services support for vulnerable groups.</p> <p>10.2 Implementing a program that promotes university values and identity as part of the students’ comprehensive training.</p> <p>10.3 Promoting the creation of scenes in which humanistic learning experiences are exposed during the students’ social service process.</p> <p>10.4 Creating and strengthening ethic codes of the CUSur community, that incorporate values like respect, tolerance, equality, without discrimination or harassment</p>
IDP Objective	11. Achievement of full institutional sustainability.
REP Objective	11. Achieve full institutional sustainability





Strategies	<p>11.1 Establishing an integral plan of sustainability that has impact in the social, economic, environmental, and institutional policies on the interior and exterior of the university center.</p> <p>11.2 Incorporating the different dimensions of the study programs' sustainability in investigation, links, and dissemination.</p> <p>11.3 Promoting the sustainability culture on the inside and outside of the institution and its environment.</p> <p>11.4 Establishing programs to promote quality of life and health risk prevention in CUSur.</p>
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## **V. Internationalization**

Internationalization for higher education refers to a process of institutional transformation that aims for the integration of international dimensions, intercultural development plans, and general policies of higher education institutions (Gacel,2000) , in a manner that they are never separated from their identity and culture, and it should be considered as a gateway to the exterior.

In order to accomplish academic excellence, internationalization should be considered as the means to help respond to the impact of globalization. In the development of the substantive functions that should include the study of local events, as well as national, international, and intercultural that help solve the necessities and problems, respecting each regions characteristics.

Internationalization should not be centered only on student and academic mobility, it should begin with cross dimension plans and syllabi of Educational Programs (PE) to form students with comprehensive and intercultural skills that enable them to compete in a global world that is increasingly interdependent.

In the field of research, it is absolutely necessary to think of internationalization to generate powerful and innovative knowledge, this participation is required in networks, partnerships, collaborative projects and joint cooperation in addition to the diffusion of knowledge at an international level.

Although CUSur has yet advanced and diverse actions have been performed on internationalization, it is necessary to generate specific and clear guidelines to manage these activities. On the other hand, it is important to depend on the concept of comprehensive internationalization, thus the institutional commitment is reflected on the development of its primary functions. Since a real internationalization is the way to achieve the best academic quality.





Finally, the internationalization of CUSur is considered as a challenge, as well as offering double degree programs in international universities, language certification of the academic community, and the international certification of the syllabi.

IDP Objective	12. Developing the global and the intercultural competence of students
REP Objective	12. Developing the global and the intercultural competence of the students from CUSur.
Strategies	<p>12.1 Creating a short–long term program of internationalization.</p> <p>12.2 Incorporating the international, intercultural and global dimension in all the educational programs.</p> <p>12.3 Increasing and diversifying the actions for student mobility.</p> <p>12.4 Increasing resources and budget for the internationalization of students by attracting external funds.</p> <p>12.5 Blending language learning and its competence within the educational programs, as well as promoting the certification of the students’ language skills through international and national examinations.</p>
IDP Objective	13. Development of the international profile of the academic and administrative staff.
REP Objective	13. Developing the international profile of the academic and administrative staff from CUSur.
Strategies	13.1 Encouraging the international high-level human resource training through master’s degree programs, global focused training courses, academic stays in the IES (higher





	<p>education institutions) and the mastery of a second language.</p> <p>13.2 Enrolling more internationally - recognized professors and researchers.</p> <p>13.4 Increasing the number of resources and budgets for the internationalization through the active participation of international institutions, academic networks, and organizations.</p>
IDP Objective	14. International positioning and management of the university.
REP Objective	14. Achieving the positioning and management of the CUSur.
Strategies	<p>14.1 Increasing the participation of CUSur in international higher education associations and organizations.</p> <p>14.2 Introducing communicative and diffusion programs internationally oriented to broadcast the university activities.</p> <p>14.3 Promoting the internationalization education between students, academic and administrative staff from CUSur.</p> <p>14.4 Strengthening the physical and logistical infrastructure of the international services within the university.</p>





## **VI. Management and government**

Management is understood by the specific ways in which the university is organized and conducts its essential purposes to achieve quality in the developments of substantial functions. A proper management and government claim to provide solution to the challenges of institutional expansion, resource management budget, and the tensions between the logic of efficient administration and legitimate academic and intellectual freedom in the university. For this reason it is required to considerate new objectives and solutions to improve the performance of the university.

Among the challenges that public high education institutions face: is to inform in a clear and timely manner with the purpose of raising confidence in the society. In this sense CUSur has made an important effort so that its everyday activities are known through a quality management system which is certified under the ISO 9001:2008 norm, giving importance to complement the information given, with a program to evaluate the institutional performance.

In the current environment of increasingly severe budget constraints, CUSur has diversified its funding sources by participating in external fundraising contests as well as in obtaining financial funds as a result of services that it provides. Likewise it is highlighted that one of the strengths is the decentralization of the budget in the various units that are responsible of the expenses, which provides certainty, both interior as well as exterior of the institution of the correct application of resources.

Thus, it is necessary to ensure that the actions that are supported by the budget are linked to the objectives of the development plan, as well as implement a program for savings that will enable the spending in CUSur to be more efficient.





CUSur is the product of a successful reform that the University of Guadalajara lived in the 90's and as a result the University Network in the state of Jalisco, Mexico was created. This effort consequently brought the administrative and academic decentralization, however there are still low inflexible and bureaucratic processes; in addition to that, dilemmas haven't been overwhelmed. Because of this, CUSur should have as a priority the cooperative work in their different levels and government organs, as well as the implementation of new waves of government based on democracy, flexibility, simplification and subsidiarity on the processes of decision-making. It is required to include information technologies to these government organs, in order to carry the processes effectively and to be in the position of giving immediate response to the raised necessities in their areas of competence.

The Institution's Board and the Social Council are organs in the government which have high importance as authorities that benefit the income of extraordinary resources which promote the continuing growth of the campus. For this reason it is necessary to encourage cooperative work in these advisory organizations and to give a firm promotion to the reactivation of their former activities.

Finally, CUSur is designed with a modern and up-to-date infrastructure in some areas; however, it is also necessary to accept that there is a lack of space for research growth, the implementation of laboratory practices and the diversification of extracurricular activity programs for students.

PDI Objective	15. Strengthening of the government and management in the university.
PER Objective	15. Strengthening of the government and management in the Southern Region University Center.
Strategies	15.1 To link the budget and the established priorities in the campus' Development Plan to speed the processes and





	<p>efficiently apply the resources.</p> <p>15.2 To evaluate the institutional management on a continuous basis through a system of indicators of first and second generation.</p> <p>15.3 To adopt management processes through government electronic schemes to speed decision-making.</p> <p>15.4 To manage and promote the incorporation of institutional automated processes which nowadays do not exist in SIAU.</p> <p>15.5 To encourage the processes of transparency and accountability.</p> <p>15.6 To promote and systematize the cooperative work at decision-making on the different government organs</p>
PDI Objective	16. Financial sustainability with transparency and accountability.
PER Objective	16. Strengthening the financial sustainability with transparency and accountability.
Strategies	<p>16.1 To implement a program for the efficiency and thrift of the budget in CUSur, to improve the diffusion about the use of the resources and their impact on the substantive functions.</p> <p>16.2 Diversify and increase the income sources, self-generated as well as external funds.</p> <p>16.3 To promote a culture of timely payment of fees and tuition in the university community in CUSur, and to generate mechanisms to inform better about its exercise and impact.</p> <p>16.4 Registration, evaluation, preservation and enhancement of the heritage of the university center.</p> <p>16.5 To encourage the use of technology to increase the energy efficiency in the infrastructure and equipment.</p>
PDI Objective	17. Consolidation of equity, inclusion and guarantee of human rights.





PER Objective	17. Ensure equity, inclusion, safety, civil protection and the guarantee of human rights.
Strategies	<p>17.1 To generate a transversal and integral policy of equity and promotion to the non-discrimination, in any manifestation, which balances the conditions and institutional opportunities for all university population.</p> <p>17.2 Incorporate the figure of the university ombudsperson, which promotes the respect and the exercises of human rights necessary in all the university community.</p> <p>17.3 Strengthen the university programs and services designed to promote gender equity in the university center.</p> <p>17.4 Bring the physical and technological infrastructure for monitoring and access to members of the community of CUSur.</p> <p>17.5 Strengthen and consolidate the work of the commission areas.</p> <p>17.6 Strengthen the full inclusion of our students, academic personnel and workers with special skills.</p>





## STRATEGIC INDICATORS AND PARAMETERS

### Teaching and Learning

Number	Indicator	Parameters		
		Value 2014	Goal 2019	Goal 2030
1	Undergraduate educational programs.	16	19	23
2	Percentage of enrolment to educational programs recognized by evaluating and granting organizations.	61%	85%	100%
3	Percentage of learning units which incorporate non-conventional patterns.	12%	50%	100%
4	Percentage of educational programs whose feasibility studies take part in the productive and social sectors.	100%	100%	100%
5	Percentage of educational programs with studies on graduates monitoring.	56%	80%	100%
6	Percentage of professors with a PROMEP profile.	63%	75%	90%
7	Percentage of learning units which promote	30%	80%	100%







	ethics as axes on academic life in CUSur.			
8	Percentage of evaluated and certified professors on the teaching competences.	-----	20%	60%
9	Percentage of academic units systematizing its evaluation processes.	-----	50%	100%
10	Percentage of students receiving tutoring	68%	100%	100%
11	Percentage of students with a high performance on the university graduation exams.	3%	10%	20%

### Research and Post-graduate

Number	Indicator	Parameters		
		Value 2014	Goal 2019	Goal 2030
1	Number of in-training and trained professors.	6	8	15
2	Percentage of full time professors with a PhD.	26%	35%	50%
3	Percentage of full time professors who are members of SNI (National system of Investigators).	14%	20%	35%
4	Percentage of research projects with an external financing.	10%	20%	30%
5	Percentage of research projects that have students as part of them.	39%	50%	100%





6	Number of publications: international and in cooperation with international partners.	8	15	30
7	Percentage of published articles in academic magazines with a factor of impact higher than 1.	-----	5%	10%
8	Number of postgraduate programs in PNCP.	1	4	7
9	Percentage of enrolment of higher education in postgraduate programs.	1%	2%	4%
10	Number of PhD graduates from postgraduate programs in CUSur each year.	—	5	15

### Linkage

Number	Indicator	Parameters		
		Value 2014	Goal 2019	Goal 2030
1	Number of projects arising from the Triple Helix method.	1	4	12
2	Percentage of progress in the instrumentation of CUSur Integral Plan of linkage.	50%	100%	100%
3	Percentage of systems-product of the region in which CUSur participates.	50%	100%	100%
4	Percentage of funds obtained through projects of linkage compared to the total self-generated resources.	--	5%	10%
5	Percentage of educational programs that incorporate the dimensions of innovation and	10%	30%	60%





	entrepreneurship.			
6	Number of registered brands, models and patents	0	1	3
7	Percentage of undergraduate programs with professional practices as part of the curriculum.	69%	100%	100%
8	Percentage of teachers that participate in projects with the High School Education system.	--	5%	20%
9	Percentage of educational programs that govern their internships based on the campus's institutional internship program.	--	100%	100%
10	Percentage of postgraduate programs created in collaboration with the government and/or the productive sector	--	100%	100%
11	Percentage of current study programs with the participation of representatives of the social and/or productive sector	--	100%	100%

### Extension and Dissemination





Number	indicator	Parameters		
		Value 2014	Goal 2019	Goal 2030
1	Percentage of providers of social service assistance programs	5%	30%	50%
2	Percentage of providers of social service in support of marginalized communities	8%	10%	30%
3	Percentage of learning units that include students' extracurricular activities (art, culture, sports, health).	20%	40%	60%
4	Percentage of learning units that include training and environmental sustainability in the curriculum.	20%	40%	60%
5	Percentage of municipalities linked with CUSur in which intervention programs are carried out and contribute to a sustainable development.	20%	50%	75%
6	Programs driven by the departments of CUSUR to preserve and enhance the cultural heritage of the influenced region.	--	3	10
7	Percentage of coverage of identity and values campaign inside CUSUR.	10%	100%	100%
8	Programs in support of the sustainable use and preservation of natural resources	1	5	15
9	Specific programs for the promotion of science and knowledge.	1	3	5
10	Specific programs for the prevention of addictions, violence prevention, respect for diversity and a responsible sex education.	3	6	10





Internationalization

Number	Indicator	Parameter		
		Value 2014	Goal 2019	Goal 2030
1	Percentage of students that have participated in academic exchanges (per year).	2%	3%	5%
2	Percentage of full-time professors who have participated in academic exchanges (per year).	25%	40%	50%
3	Percentage of part-time professors and administrative personnel that have participated in academic exchanges (per year).	--	1%	2%
4	Number of international students that have done an academic stay in this Campus (per year).	--	10	50
5	Number of international professors who have done an academic stay in this Campus (per year).	13	20	40
6	Percentage of undergraduate programs that integrate the international dimension.	62%	80%	100%
7	Percentage of postgraduate programs that integrate the international dimension.	--	50%	100%
8	Number of educational programs with dual degree.	--	1	2
9	Percentage of students who graduate with a certification in a second language.	--	20%	50%
10	Number of programs aimed at achieving the of university students and personnel's	2	4	7





	internationalization (per year)			
11	Number of educational programs internationally accredited	--	--	1

### Management and government

Number	Indicator	Parameters		
		Value 2014	Goal 2019	Goal 2030
1	Percentage of self-generated resources with relation to the total regular annual grant.	23%	35%	50%
2	Percentage of extraordinary resources obtained by competition with relation to the total annual regular grants.	9%	15%	25%
3	Establish an institutional program of evaluation.	--	1	1
4	New automated institutional processes in SIIAU.	--	5	10
5	Minutes from governing bodies published for the society's awareness.	50%	100%	100%
6	Percentage of expired fees from active students in relation with the total campus income.	10%	2%	0%
7	Percentage of valued assets corresponding to the criteria of the market.	--	100%	100%
8	Percentage of buildings equipped with technology to increase the energy efficiency.	--	15%	40%





9	Comprehensive transversal equity policy and promotion of non-discrimination	--	1	1
10	Have a university Ombudsperson	--	1	1
11	Percentage of income with physical and technological infrastructure for surveillance	--	100%	100%

## **CONSIDERATIONS IN THE IMPLEMENTATION OF THE UNIVERSITY CENTER'S DEVELOPMENT PLAN**

The mechanisms of accountability are necessary for the achievement of any strategic plan. For the implementation and fulfillment of the objectives, strategies





and goals in the CUSur's Development Plan, there must be specific programs based on topic axes, carried by the corresponding responsible areas, which will establish their own objectives, strategies, specific actions and parameters linked to the present situation. Also, educational programs must update their own development plans, taking into consideration their community during the process. These specific plans should be developed in a period of no longer than six months from the date of the document's approval.

In order to monitor the established objectives and commitments in the Development Plan, the Academic Department will create a Technical Committee of Evaluation, which should meet at least twice a year to check the progress in the objectives, strategies and goals, as well as to propose the necessary adjustments to the present document as a result of the dynamics and environment changes.

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## APPENDIXES





## Appendix 1

### Methodology in the construction of the Development Plan.





## **Appendix 2**

### **Results of surveys to middle management and superiors.**





## Appendix 3

### Results of surveys to municipal presidents.





## Appendix 4

### Results of surveys to entrepreneurs

