



UNIVERSIDAD DE GUADALAJARA
CENTRO UNIVERSITARIO DEL NORTE

Building the future with college
talent

2014-2030

Development Plan of CUNorte



UNIVERSITY OF GUADALAJARA

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INTRODUCTION

The current work is originated from the approval of the Institutional Development Plan 2014-2030 (known in Spanish as PDI), in which the University of Guadalajara goes through a process of analysis, evaluation, continuous improvement and updating of the requirements and guidelines that are plotted as institutional navigation chart. This activity takes place at the same time in all the University Network Centers with perspective of international, national and regional levels.

In this regard, the Mission and Vision of the Northern Region University Center for the next years have been updated, as well as the guidelines, objectives, strategies, targets and indicators (medium and long term) in relation to the six thematic areas: Teaching and Learning, Research and Graduate Studies, Linking, Extension and Dissemination, Internationalization, Management and Governance. These elements of planning must be followed for the performance of its core functions and to place itself as a Center with academic excellence, empowering social progress and effective vocational guidance, to contribute to the development of the region. These thematic areas contemplate their application according to the needs of each field of activity.

We have embodied our social commitment and institutional identity based on collaborative participation among academics, administrative staff, students and entrepreneurs in the region to upgrade our Development Plan. We are aware of our boundaries and we understand that our social responsibility is shared.

MAIN TRENDS OF DISCIPLINES

International

When addressing the issue of international trends in higher education, we find the background of the World Conference on Higher Education, with the theme "Higher Education in the XXI Century: Vision and Action," held in Paris in 1998 by the United Nations Educational, Scientific and Cultural Organization (UNESCO). This conference was attended by 182 representatives of States, responsible for higher education systems, teachers, students, researchers, government and non-governmental organizations, and others to debate and make agreements with respect to the direction and type of higher education that is intended to global society in the XXI century.

In this meeting was recognized an unprecedented massification and demand for higher education, which is accompanied by the need for diversification, and is claimed to be one of the cornerstones to the socio-cultural and economic development of nations. From this moment, the following international declarations that nations took as their own and were permeating their missions and visions of higher education were established, 19 bullets are listed next:

1. To preserve, enhance and promote the mission and core values of higher education, in particular to contribute to the sustainable development and improvement of the whole society.
2. To Preserve and develop their functions, putting the activities through the demands of ethics and scientific and intellectual rigor, with the full exercise of academic freedom, autonomy and commitment to report back to the society.
3. To Access to higher education must be equal for all.
4. To strengthen the participation and promotion of access to women.
5. To promote knowledge through research in the fields of science, arts and humanities, as well as the dissemination of results.
6. To emphasize the relevance of higher education in terms of the suitability between what society expects of institutions and what they do, with emphasis on the recognition of social needs and, particularly, respect for cultures and protection to environment.
7. Strengthen cooperation in the working world, as well as the analysis and foresee of the needs of society.
8. To link higher education with other educational levels is established as a priority.
9. Diversifying higher education models and methods and criteria for access, as means to strengthen equal opportunities.
10. To create innovative educational methods: critical thinking and creativity.
11. To recognize staff and students as key roles in higher education.
12. To ensure the quality of higher education, in such a way that integrates all functions and activities of the institutions, with particular emphasis on the advancement of knowledge through research.
13. Institutions of higher education must undergo internal and external evaluations conducted transparently.
14. Harnessing the potential and challenges of technology.
15. Strengthening the management and financing of higher education.
16. To emphasize the financing of higher education as a public service.

17. The international dimension of higher education is an intrinsic element of its quality.
18. Gathering mutually the knowledge and expertise between countries and continents, in such a way that normative instruments regional and international for the recognition of studies, certificate of knowledge, skills and abilities get endorsed, in order to allow students to change course more easily and increase mobility between national systems.
19. To stop "brain drain".

By the year 2009, for the second time UNESCO convened nations to participate in the World Conference on Higher Education, now with the topic "The new dynamics of higher education and research for social change and development", held in Paris, in July 2009, which recognized that the results and the declaration of the World Conference on Higher Education in 1998 retain their relevance. Moreover, taking into account the activities of the second conference, the following is pointed out:

1. Higher education should be the responsibility of all stakeholders, particularly governments and receive their economic support.
2. Higher Education is recognized as a primary force for building inclusive societies and diverse knowledge and to foster research, innovation and creativity.
3. Higher education and research contribute to eradicate poverty, promote sustainable development and advance the Millennium Development Goals (known in Spanish as ODM) of the Education for All (known in Spanish as ETP).

In establishing the above positions and recognizing that still retain their relevance the statements made in the first World Conference on Higher Education, are added as complementary and, in this case with more emphasis, the following international trends:

1. The social responsibility of higher education.
2. The Access, equity and quality.
3. Internationalization, regionalization and globalization.
4. Learning, research and innovation.

National

Mexico has not been remote to these trends and has adopted and implemented in its system of higher education. All this can be observed through the National Development Plans (1988-1994, 1995-2001, 2001-2006, 2007-2012, 2013-2018), in the Educational Modernization Program (1988-1994), the Program of Educational Development (1995-2000), the National Education Program (2001-2006), the Sectorial Education Program (2007-2012), and the plans of the National Association of Universities and Institutions of Higher Education (in Spanish ANUIES, 2000) . All of them are goals, strategies and actions guided by these international guidelines in higher education.

1. Coverage growth of the potential demand at a higher level.
2. Enrollment re-composition of the public system.
3. Greater presence of the private sector in higher education provision.
4. Federalization and regionalization.

5. Trend towards greater concentration of demand for education in professional areas and professional careers associated with the services.
6. Post-graduate growth.
7. Increasing social demands for results and impacts.

Regional

Owing to the socioeconomic characteristics of the regional context in which it is situated and based on its guidelines inspired by the international and national trends in higher education, the Northern Region University Center (CUNorte) should be oriented to the upgrade of the academic offer in function of the needs and potential areas of development of the area, as well as its productive vocation.

The Northern Region University Center looks forward to form technically qualified professionals with a positive attitude to creativity and innovation, as well as to the design and generation of projects that respect the environment, impacting positively on the development of the region. It also will support research projects and technology development linking them to the regional social and productive needs, but with a view that promotes the mobility of students, academics and the internationalization of educational programs (known in Spanish as PE).

Additionally, it will look to promote the four dimensions of equity in education: equal access, establishing methods and differentiated admission criteria as a means of strengthening equal opportunities; equal conditions or means of learning, diversifying models and educational methods; equality in the accomplishments or results, and equality in the social realization of these achievements. It will promote initiatives that assist all cultural and collective groups. It will generate a management system that breaks educational homogenization and establish a view able to respond to socio-cultural diversity of the students. It will strengthen initiatives to help remove the images, discourses and practices that reaffirm the stereotypes, and it will promote a culture of respect for diversity, promoting inclusion, equity and justice. The above elements will always be in the context of self-evaluation and external evaluation, as well as and transparency.

GENERAL CONTEXT OF THE UNIVERSITY CENTER

General Description

From the year 1989 the University of Guadalajara took place one of the most interesting transformations of its history: It started a reform process in which the product of an extensive discussion eight lines of action were approved, among them was, on first end, a proposal for the planning, decentralization and regionalization of the University.

As a result of that, it was created in the year 1994 the University Network, which replaced a centralized educational model, stiff and with little capacity for growth, due to the excessive concentration of the enrolment, to academic and administrative resources in the Metropolitan Area of Guadalajara (known in Spanish as ZMG), giving opportunity to a decentralized, agile and effective institution, changing from a crowded to a modernized university.

One document that is the basis for the decentralization project of the University is to study "the gigantism of the Network" (1990), which is presented as a proposal for decentralization the constitution of six thematic campuses based in the ZMG and six university campuses with regional headquarters in Los Altos (Tepatitlan of Morelos), Coast (Puerto Vallarta), South (Ciudad Guzman), Cienega (Ocotlan), Valles (Ameca) and Northern Region University Center (Colotlán).

In January of 2000, the General Dean, Dr. Victor Manuel Gonzalez Romero, convened a representative group of academics, among officials and academics, to form the Planning Committee for the creation of the university centers in the North and The Valleys, setting the need for the emergence of these centers in the same year. Immediately, commissions with specific tasks were formed, whose opinions and results were announced to the full Committee, same as with the course of the meetings was being expanded, and with it, the views and opinions were enriched up to the proposed creation of the campuses, with the mission to develop distance education and inter-centers collaboration to strengthen the University Network in Jalisco.

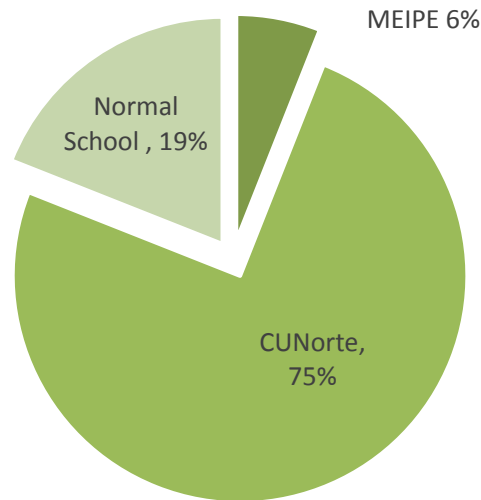
The CUNorte is located in the northern region of the state of Jalisco. It has a land area of 10,434.04 km² which corresponds to 13.19% of the total area of the state of Jalisco. It is located on the northern area of the state of Jalisco, in an enclave of the Sierra Madre Occidental, with the boundaries: north, Nayarit and Zacatecas; East, the state of Zacatecas; south, the state of Zacatecas and Jalisco municipalities Tequila and Hostotipaquillo, and west, the state of Nayarit. It is formed by 10 municipalities, with 78.835 inhabitants: Bolanos, Colotlán (municipal seat), Chimaltitan, Huejuclar, Huejuquilla el Alto, Mezquitic, San Martín de Bolaños Santa María de Los Angeles, Totatiche and Villa Guerrero (Regional Development Plan, 2011).

Higher education in northern Jalisco

Based on the latest official statistics issued by the Secretary of Education Jalisco, to the 2012-2013 school year in the northern region of the state, CUNorte covered 91% of the students population of higher education, while the Centre for Graduate Studies (Post-graduate headquarters in

Education with Intervention in educational Practice [MEIPE]), state support, was covering 2%, and Experimental Education School (known in Spanish as Normal School), federalized support, 7%, so it is clear that the University center is the largest provider of services in higher education in the region.

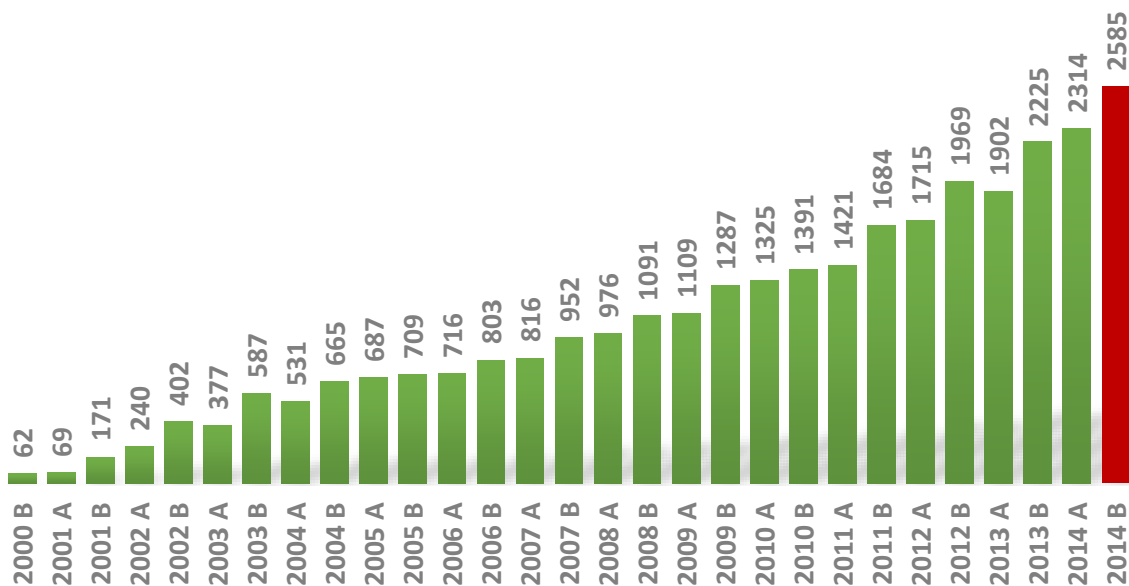
According to the next chart, in the northern region of Jalisco CUNorte is the institution that offer the most careers, only being accompanied by two institutions of public character that focus on teacher training.



Main Indicators

To meet the primary objective of the Center, which is to offer higher education in the northern region, one of the main indicators is the evolution of the student’s population, which is presented below:

EVOLUTION OF THE STUDENT’S POPULATION



In its development until the school cycle 2014B, the CUNorte in their academic offer addresses four major areas: Economic-Administrative, Social Sciences and Humanities, Health, technology and Engineering in which it has a total of 2,585 students.

The Center academic staff consists of 274 teachers, 32 are full-time (known in Spanish as PTC).

Assignment	Amount
Subject Professor "A"	137
Subject Professor "B"	102
Assistant Teaching Professor "B"	1
Assistant Teaching Professor "C"	1
Associate Teaching Professor "A"	4
Associate Teaching Professor "B"	8
Associate Teaching Professor "C"	8
Teaching Professor holder "A"	3
Teaching Professor "B"	3
Teaching Professor holder "C"	2
Research Associate Professor "B"	2
Research Associate Professor "C"	1
Researcher Professor "A"	1
Researcher Professor "C"	1
TOTAL	274

From all our teachers, 101 have bachelor degree, 29 are pursuing a master's degree, 29 are post-graduate students, 84 have a master's degree, 10 are pursuing a doctoral degree, another 10 are doctoral candidates, and 11 are doctors. It should be noted that in recent months four of our PTC have obtained a doctoral degree

Academic studies of professors.		
Bachelor Degree	101	36.9%
Pos-graduate students	29	10.5%
Master degree students	29	10.5%
Master degree	84	30.7%
Doctor Student	10	3.6%
Candidate to doctor	9	3.3%
Doctor	12	4.4%
TOTAL	274	100%

Number of members of the National System of Researchers (in Spanish SNI), the National System of Art Creators (in Spanish SNCA) and the Program for Professional Development Teachers (known in Spanish as PRODEP).

Indicator	Number
Members of the National System of Researchers (SNI)	3
Members of the National System of Art Creators (SNCA)	0
Teacher's Professional Development Program for Teachers (PRODEP) Profile	21

Current situation

As seen in the indicators, the evolution of student population has increased favorably. Most students of the University Campus (78%) come from the state of Jalisco; from these, 57% corresponds to the northern region, that is to say, the area of influence (ZI), and 21% to other areas of the state. This number is followed by students from Zacatecas, with 20%. Finally, those from other entities represent 2% of the total.

One of the main peculiarities of the region is the high presence of indigenous communities. The State Population Council reported that by the year 2010, Mezquitic and Bolaños were the municipalities with largest population of native people, followed by Huejuquilla el Alto, from them more than 17 thousand spoke an indigenous language. This intercultural challenge has been taken by the University Campus and many actions have been taken to understand the process of integrated living and knowledge. CUNorte is in the region with the highest rate of indigenous population, and the number of students from different ethnic groups is 127, which is very significant in relation to the number of students of the Center, which represents 7.31% of the population; 55.1% men and 44.9% women.

Considering this complex scenery, the CUNorte must respond to the needs of the region and get inserted with adequate and extensive infrastructure, thinking about an innovative Campus and educational model that would be accessible to residents of the municipalities without the need to travel to the head municipality with the support of new Information Technologies and Communication (in Spanish ICT). To achieve this goal, resources have been invested in infrastructure, furniture, equipment, educational platform and Learning Communities and Academic Services (in Spanish CASA's College) in eight of the 10 municipalities. That is how work is done working together with the municipalities in the north of Jalisco, creating plural learning spaces for dissemination and support for academic activities, technological training and cultural promotion of the students of the Campus and the community in general.

Currently the campus has four PE recognized for their quality: Administration, Accounting, Psychology and Law, moreover, there are four programs in the process of evaluation by the Inter-institutional Committees for Higher Education Evaluation (in Spanish CIEES): Agribusiness, Electronics and Computer , Nursing & Nutrition for subsequent accreditation by external agencies.

Investigation and Postgraduate

In regards of research activities, more than 50% of PTC develop at least one project. It is noteworthy that the subject matter of his works are intrinsically related to the different problematic of the region, taking social, health and education.

By 2015 we will be in conditions to offer four graduate studies who will be able to meet the demands at this level in the region: Master of Law, Master in Learning Technologies, Master of Business Administration and Masters in Public Health. Furthermore, we are currently working on the creation of a PhD that can accommodate the different Masters graduates.

MAIN ISSUES, CHALLENGES AND OPPORTUNITIES

Currently, the University North Campus is a place of higher education in a region that is nestled in the northern area of the state of Jalisco, an area which distinctive feature is its high degree of social marginalization and the presence of the two poorest municipality entities: Mezquitic and Bolaños, where economic lag and extreme poverty are even higher, according to the National Council for Evaluation of Social Development Policy (known in Spanish as Coneval, 2012).

The poor highway network infrastructure, almost null private investment in the three sectors of the economy, evident unemployment, low rates of education, the rugged conditions of geography and reduced agricultural production in the northern region show, unfortunately, the low quality conditions for life in which this campus is developed, which directly affects the possibilities of extension of students population and diversification of educational offer.

As well as in the University Network, in CUNorte budget problems are not an impediment to the development of our activities. In the year 2013, the University of Guadalajara occupied the penultimate place in integrated budget (federal and state subsidy) *per capita* per student; in contrast, the same year we ranked first on student population on educational programs recognized for its quality by external agencies.

Considering this background, the role of CUNorte as an strategic factor of regional development is indisputable, since in recent years important actions were implemented: we have managed to significantly increase student population; we have opened new lines for scientific research with local impact; new educational programs have been incorporated; almost 50% of educational programs have been recognized for their quality; soon graduate study programs will open; there is a high rate of management and cultural production, the destination of federal resources to the development and qualification of educational infrastructure has been encouraged.

Despite the above achievements, it is important to note that there are several challenges to accomplish and areas of opportunity. These challenges include: work on learning through teaching practice from a critical and constructive perspective. Other equally important point is the self-assessment of their PE and improving the quality of education, training the faculty in courses under the educational competency model.

Also, to generate knowledge through scientific research is a *sine qua non* element for building a university that takes pride itself on being at the forefront, which is presented as a challenge to the Northern Region University Center. Other challenges are: agreements of collaboration with national and international research networks; the formation, development and consolidation of more academic entities, securing and retention of researchers through definitive work places; the creation and opening of graduate programs, and linking lines of Generation and Application of Knowledge (in Spanish GLCA) with regional problems.

We require more effective bonds with the Northern Region University Center in two key fields: the first is with other institutions of higher education to promote joint programs; the second is with the various productive sectors of the region, through regional agreements to link teaching and research to the quest for solutions with local impact, through business incubators and providing consultancy services.

Another urgent challenge for this university is the incorporation into the knowledge society through various strategies: the systematic exchange of the academic community through programs of national and international mobility, mastering a second or third language among our teachers and students, besides the recognition of quality for our PE by international assessing entities.

Finally, considering that all educational management must be consistent with the principles of democratic pluralism and ethical management of resources, a challenge is the establishment of a system of quality management in all processes of the campus.

MISSION AND VISION

Mission

We are a Center in the University Network that serves the needs of higher education from a critique, proactive and plural perspective. We assume a social commitment and an international vocation in a sustainable framework in the northern region of Jalisco. We encourage multiculturalism and privilege the principles of social justice, equity and democratic coexistence, through linking and extension of our services.

Vision

Northern Region University Center is distinguished by its quality and excellence in the performance of its core functions with an intercultural perspective and international recognition, with an innovative educational model focused on learning for the generation and application of knowledge.

STRATEGIC GUIDELINES

Northern Region University Center, as an entity of the University Network, reaffirms its commitment to the strengthening of higher education and the development of the north region of Jalisco through innovative, inclusive and highly relevant educational opportunities with a high quality social commitment, described in its mission and vision values. This leads to the need to be guided in the core activities for six strategic guidelines that constitute a University Center with the following characteristics:

- Featuring educational provision according to national and international trends, without neglecting the needs of the context that seeks professionalization of academic training and focuses on student learning.
- It boosts the basic and applied research, aimed to the needs of the region, as well as offering high quality graduate studies.
- Promoting regional development through the triple helix model, in which the University businesses and government work together for the benefit of society.
- It promotes identity and values in the university community, through artistic, cultural, sports and environmental protection activities.
- It seeks the qualification of their community in foreign languages, training in global skills and positioning its core activities in the international arena.
- Characterized by caring and responsible exercise of its resources, as well as transparency in accountability.

AREAS AND THEIR CONTEXT

Objectives and Strategies



Area: Teaching and Learning

Northern Region University Center is the entity of the University Network that offers higher education in the north region of the state of Jalisco, serves the needs of professional-quality training and a high social commitment, and takes into consideration global trends, without putting aside regional needs. In response to the constant changes in the labor and social scopes, it is appropriate to have processes of suitability and diversification of educational offer, putting emphasis on curricular upgrade, professionalization of teacher training, by strengthening the learning-centered approach and integral formation of the student.

In this sense, teachers must have a profile that allows them to develop the capabilities of students with innovative didactic, to promote the application of the content in their daily lives and that help them solve real problems. Also teachers must use technology for information (known in Spanish as TIC's) in a way that fosters virtual learning environments as a pedagogical so it would allow the student to have a space for collaborative work inside and outside the classroom. Also, they should participate in the collegiate work with their peers to improve the learning process through the socialization of their teaching practice.

For students, they must develop skills to enter the labor and social world, such as the development of critical thinking, problem solving, the use of ICT as a technological media to manage information and self-managed learning, unlearning (de Souza, 2010), collaborative work and master a second language.

Objective 1

Diversification of educational offer in attention to the needs of the region, with a high degree of social commitment.

Strategies

- To Guaranty that the offered educational programs meet the needs of the region, through feasibility studies and periodically monitoring graduates.
- To strengthen educational modality of the Center considering the training needs of students and national and international trends.
- To encourage processes of evaluation and accreditation of educational programs, ensuring favorable results in accordance with national and international standards.
- To promote a comprehensive program of care to students from vulnerable groups in the region, to ensure equity among the student community.
- To link CUNorte with numerous social and productive sectors, through continuous training programs.

Objective 2

To increase quality of learning processes through the professionalization of teacher education, based on national and international standards.

Strategies

- To implement mechanisms for ongoing evaluation and certification of teaching skills.
- Promoting the acquisition and development of teaching skills in the discipline dimensions, pedagogical-didactic and technology applied to the learning process.
- To generate innovative learning environments that facilitate student-centered process.
- Encouraging the dissemination and recognition of good teaching practices, as a process of feedback for improving academic work.

Objective 3

Strengthening the professional and comprehensive formation of students with a high social commitment.

Strategies

- To consolidate the pedagogical approach focused on learning through the development of generic skills, according to national and international standards.
- Effectively using the technology resources, laboratories and centers of information, according to the training needs in each PE.
- To promote tutorial programs, academic courses and counseling for regularization to reduce lag and defection.
- Providing scholarships to the student population that requires them.
- To promote social, cultural, sports and healthcare, and environmental activities to contribute to the integral formation of students.
- To consolidate internationalization through student mobility and learning a second language.
- Linking educational programs with numerous sectors through professional practice and social service.
- To stimulate degree acquisition from different modalities.
- To ensure that graduates of the Center, apply for the General Exams of Egress (in Spanish EGEL), obtaining testimony of outstanding or satisfactory performance.

Consistency matrix

PDI Objectives DP of CUNorte Objectives	1. Expansion and diversification of student population with high standards of quality, relevance and equity, taking into account global and regional development trends.	2. Improving the quality of processes, environments and outcomes of teaching and learning.	3. Consolidation of pedagogical approach focused on learning and the formation of the student.
1. Diversification of academic offer in response to the needs of the region with a high degree of social commitment.			
2. Increase the quality of the learning process through the professionalization of teacher education, based on national and international standards.			
3. Strengthening the professional formation and comprehensive training of students with high social commitment.			

Area: Research and Graduate Studies



CUNorte has the commitment of promoting scientific and technological research in the northern region of Jalisco to contribute to its sustainable development.

To achieve its objectives, the University Center is focusing on the generation of a culture of research, moreover, it recognizes in this their primary means for the solution of social and sectorial issues and the increased competitiveness of the productive sector. The actions through which it is possible to consolidate are recruiting the best profiles, the consolidation of both academic entities and the supply of undergraduate and graduate quality, relevant to the regional context.

To improve research through teaching, aspects such as academic quality, linking different levels (middle, upper, graduate) as well as the training of teachers to develop skills in the use of Technologies the Information and Communication (in Spanish TIC’S), are essential, allowing self-learning and increasing the scientific and cultural capital. Also in this area, the incorporation of students to it.

Center projects give priority to the solution of problems of their own context through research groups, besides the regional diagnosis with the consistent GLCA. Also, the University Center promotes the development of skills in the use of TIC’S for the dissemination of the progress and results of the studies as well as for access to external financing sources.

Finally, the research program includes, on the one hand, to provide funding for national and international academic stays that have excellent reputations for their scientists and technological advances, on the other, to attract researchers in the same conditions.

Objective 4

Positioning of the research of the Northern Region University Center as a regional reference in the University Network.

Strategies:

- To generate applied and basic research that addresses the core problems of the region.
- To relate GLCA to the content and skills of undergraduate and graduate programs.
- To promote bonds between research and teaching, extension and internationalization.
- To promote the formation and consolidation of academic entities (known in Spanish as CA) at the Center.
- To increase entailment of CA in national and international networks.
- To create research laboratories at the University Center.
- To Foster the development of research with other Network campuses and other higher education institutions (known in Spanish as IES).
- To encourage the dissemination and publication of research of teachers and students in refereed and indexed journals.
- To create and publish a scientific magazine of the Center refereed and indexed.

Objective 5

Consolidation of quality graduate programs.

Strategies:

- Linking PE undergraduate with postgraduate.
- To promote recognition of graduate by the National Quality Graduate Program (Known in Spanish as PNPC).
- To encourage inter-centers and inter postgraduate emerging topics.
- To incorporate in an early basis undergraduates and graduates in to research projects and CA.
- To encourage the mobility of students and teachers at national and international level through academic stays and quality graduate studies.

Objective 6

Improving the quality of human resources applied to the GLCA and PE.

Strategies:

- To promote national and international academic mobility through academic stays and quality graduate studies.

- To enable academic staff for scientific research.
- To strengthen the processes of evaluation for academic research staff of high professional education.
- To foster the development of research projects at regional, national and international level.

Matriz de Consistencia

PDI Objectives	4. Positioning research and graduate education as an area of the educational model.	5. Achieving a critical mass of high-level human resources for the development of programs and research areas.	6. Expansion and diversification of graduate studies with high quality standards and national and international importance.
DP of CUNorte Objectives			
4. Positioning the research of the North University Center as a regional reference in the University Network.			
5. Consolidation of quality graduate programs.			
6 Improving the quality of human resources applied to the GLCA and PE.			

Area: Linking



Regarding to linking, the commitment of the University Centro is to create and develop actions that generate a permanent exchange of information and both resources and services between the university community and the productive, social and government sectors to ensure that the basic functions of the University contribute to the socioeconomic development of the communities in our regional environment. This, at the same time, will expand the scope of our educational work, to facilitate the collaborative generation of knowledge, technology and adequate systematic transmission, all to encourage entrepreneurship with the best conditions for success.

Objective 7

Fostering links with the productive, social and governmental sectors for the formation of a university community that is able influence the development of the region.

Strategies:

- To promote the generation of agreements based on the triple helix model
- Develop a comprehensive plan of entailment, considering the labor of the Center and the social needs of the region.
- To implement an inclusive scheme that encourages the active participation of the different social sectors of the region in the design and upgrade of educational offer.

Objective 8

Consolidation of a culture of entrepreneurship and innovation in the university community.

Strategies:

- Encouraging entrepreneurial skills in the university community to encourage greater participation in productive projects in the region.
- Improve the entailment and inter-disciplinarity among the different entities of the network.
- To promote communication and exchange of experiences between the university and the various sectors of society, through programs, projects and linking activities.

Consistency Matrix

PDI Objectives DP of CUNorte Objectives	7 Bonding as a strategic function that promotes the transfer of knowledge and technology.	8 Innovation and Entrepreneurship in the education of students.
7. Fostering links with the productive, social and governmental sectors for the formation of a university community that is able influence the development of the region.		
8. Consolidation of a culture of entrepreneurship and innovation in the university community.		

Area: Extension and Dissemination



Cultural, humanistic and scientific life of the University must be built largely by the participation of the community in all areas and levels. It is thus an unavoidable commitment. It is necessary to strengthen its presence both within and outside our university, which every day has to diversify and expand while maintaining a commitment of searching for new and better ways of working, with the purpose of being more efficient and congruent with our environment.

In the text of reflections about the role of university extension, ANUIES explains: "University Extension is the interaction between the university and the other components of the social entity, through which it assumes and fulfills its commitment to participation in the social process of creating culture, liberation and radical transformation of the national community "(2013, p.2). Therefore, the University must be integrated in a wide and dynamic manner and to the most sensitive aspirations of society to guiding its research policies, teaching, extension and dissemination of culture to the resolution of major regional, state and national issues.

Nowadays, the relationship of the university with society cannot be the simple implementers of government policies, but must take an active role and be in favor of the democratization of higher education as a fundamental support for social change, performing the maximum utilization of the potential that in extension are offered for the improvement of society and quality of individual life.

In this context a number of proposals are framed, which under the area of Extension and Dissemination, aim to the strategic lines of momentum and diffusion of cultural programs in the University Network and the state of Jalisco.

Objective 9

Positioning the Northern Region University Center as a reference in the organization of cultural, sport and artistic events, oriented to preserve, strengthen and spread the wealth of our regional culture.

Strategies:

- To develop a program for the creation, promotion, dissemination of culture, sports and regional arts.
- To promote inter-institutional relationships across the region for the dissemination of cultural and artistic activities of the University Center.

Objective 10

Strengthening events that promote multiculturalism at national and international levels through various conferences and meetings of CUNorte.

Strategies:

- To strengthen national and international events that promote multiculturalism.
- To implement a cross program to aware and incorporate respect, equality and multiculturalism.
- Reaffirm the cultural identity and the formation of values through social service and community brigades.

Objective 11

Impulsion and fostering of a culture of sustainability for the responsible and efficient use of the resources available for the center.

Strategies:

- To design, implement and evaluate training programs for sustainable development.
- To promote the use of alternative energy and promotion of efficient use of resources.

Objective 12

Promoting academic, cultural and sports activities in the student community of CUNorte.

Strategies:

- To disseminate academic events with credit value in educational programs.
- To organize events in which graduates expose to the university community their professional experiences.
- To encourage the participation of students in the dissemination of academic work and research.
- Promote physical activity and sport in the university community.

Consistency Matrix

DP of CUNorte Objectives	PDI Objective	9 Strengthen the University as a center of cultural and artistic development at national and international level.	10 Strengthening the university identity and values in students, faculty, and administration, with emphasis on the social responsibility of the university.	11 Achievement of full institutional sustainability
9 Positioning the Northern Region University Center as a reference in the organization of cultural, artistic and sports events designed to preserve, strengthen and spread the wealth of our regional culture.				
10. Strengthening events that promote multiculturalism at national and international levels through various conferences and meetings of CUNorte.				
11 Promotion and fostering a culture of sustainability for the responsible and efficient use of the resources available to the center.				
12 Promotion of academic, cultural and sports activities in the student community of CUNorte.				

Area: Internationalization



The internationalization of higher education, understood as an ongoing and permanent process that allows integrating international, intercultural, and global dimension in the purposes, core functions and services of the University, is a response to the era of society information and knowledge, and the phenomenon of globalization. In this sense, the UNESCO (1998), the Organization for Economic Cooperation and Development (OECD, 2008), World Bank (The World Bank, 1995), were organisms in the decade of the 80s in the twentieth century who discussed and placed on the international agenda the topic of internationalization of higher education, considering that it is as a factor of competitiveness, knowledge and universal cultural change.

The documents and recommendations issued by these agencies have served as a reference for the design of public policies in different countries. In them we found that the way to institutionalize the internationalization of higher education since the twentieth century is through practices and processes that are related to student mobility, faculty and researchers, participation in regional networks and international character, international educational offer, double and triple degrees, agreements and interagency agreements, joint research with foreign groups, language learning offer and local culture, cooperative actions for the development and internationalization of the curriculum (Perez, 2010).

In the case of Mexico (Gonzalez, 2012), we find that public policies on internationalization of higher education were implemented throughout the twentieth century, driven specially in the decade of the 90s, under the negotiations of the North America Free Trade Agreement (NAFTA), in which was set as an objective the promotion of international mobility of students and academics.

From those days to the present, the National Development Plans (1988-1994, 1995-2001, 2001-2006, 2007-2012, and 2013-2018), in the Educational Modernization Program (1988-1994), the Educational Development Program (1995-2000), the National Education Program (2001-2006), the Educational Sector Program (2007-2012) and plans of ANUIES (2000), we find objectives, strategies and actions aimed to the internationalization of higher education in Mexico. The University of Guadalajara has not been strange to this international and national trend, as we can observe in different institutional development plans (University of Guadalajara, 1990, 1996, 2000, 2003, 2005, 2009, 2013).

Objective 13

Development of international and intercultural skills of the university community.

Strategies:

- Integrating international, intercultural, and global dimensions in the educational programs of the University Center.
- Promoting intercultural perspective on the university staff.
- To promote the learning of a second language by students and university staff.

Objective 14

Management development, entailment and international dissemination of central and core functions of the University Center.

Strategies:

- To encourage active participation of the academic community of the University Center on calls for organizations, consortia, and international networks for obtaining resources and extra support.
- To promote a comprehensive internationalization service area.
- To implement international conventions and general existing projects.
- Generate new agreements and individual projects with international organizations and institutions.

- To implement measures to promote a culture of internationalization and international dissemination of the campus activities.

Objective 15

Strengthening mobility and international cooperation of the university community.

Strategies:

- To increase international actions of mobility for students, teachers, administrators and managers.
- To encourage the mobility of students and teachers at national and international level through stays and postgraduate academic quality.

Objective 16

Positioning the University Center at an international level through the tangible and intangible cultural heritage of the region.

Estrategias:

- To establish an institutional policy of promoting culture and art of the northern region of Jalisco as part of the internationalization of the University Center.
- To promote activities of digitization, digital preservation, accessibility and international dissemination of tangible and intangible cultural heritage of the north region of Jalisco.

Consistency Matrix

PDI Objective	12 Development of global and intercultural skills in students.	13 Promoting the international profile of the university staff.	14 Positioning and international management of the University
DP of CUNorte Objectives			
13. Development of international and intercultural skills of the university community.			
14. Management development, entailment and international dissemination of central and core functions of the University Center.			
15. Strengthening mobility and international cooperation of the university community			
16. Positioning the University Center at an international level through the tangible and intangible cultural heritage of the region			

Area: Management and Governance



The public management of institutions of higher education should be one of the core components of any contemporary university, aimed to meeting demands of educational service and scientific research without impairing the ecological balance, human rights, democratic participation and transparent exercise of its resources.

The university, in the new paradigm of public administration must not only provide an educational covering of the social layer, it is also required to make efficient use of material and monetary resources towards open processes to ensure the quality of their services and delivering pertinent results to the population that sustains him.

The University of Guadalajara, through the Northern Region University Center, it's defined as a study center in a community vocation prevails, a humanist vision and an optimization of its resources in a daily basis in his general administration.

Objective 17

Compliance with the efficient use of natural, financial, human and material resources within a framework of rigorous sustainability, emphasizing transparency and accountability.

Strategies:

- To establish bonding mechanisms of institutional savings of financial and material resources, giving priority to best practices in the financial year.
- To enhance labor productivity in a context of validity of their basic rights, building a competitive human capital.
- To apply transparency of public expenditure and access to information as one of the guiding principles for the exercise of our resources, as a practice of good governance.

Objective 18

Positioning a participatory and inclusive university governance, conducive to social development in the region, under a democratic juridical system.

Strategies:

- To promote university governance processes oriented to the construction of a plural entity.
- Strengthening of a regulatory system that regulates juridical university life through innovative and cutting edge perspective.

Objective 19

Establishing mandatory quality management policies in processes of educational services. Strategies:

Strategies:

- To incorporate into the institutional design of the entity, a dependency for the establishment and assurance of procedures and quality standards.
- To develop a system of quality management through the formulation of regulatory manuals, academic and administrative procedures.

Consistency Matrix

PDI Objective	15. Strengthening of management and university governance.	16. Financial sustainability with transparency and accountability.	17. Consolidation of equity, inclusion and guarantee human rights.
DP of CUNorte Objectives			
17.-Compliance with the efficient use of natural, financial, human and material resources within a framework of rigorous sustainability, emphasizing transparency and accountability.			
18.-Positioning a participatory and inclusive university governance, conducive to social development in the region, under a democratic juridical system.			
19.-Establishing mandatory quality management policies in processes of educational services.			

INDICATORS

Area: Teaching and Learning

No.	Indicator	Value 2014	Goal 2019	Goal 2030
1	Percentage of educational programs in which creation or upgrade the social and productive sectors are involved	-----	100 %	100 %
2	Percentage of educational programs that incorporate innovative virtual environments	100 %	100 %	100 %
3	Percentage of educational programs recognized for their quality for total educational offer	36 %	90%	100 %
4	Percentage of registry in educational programs recognized for their quality (by independent external agencies)	43 %	95%	100 %
5	Percentage of students participating in activities that impact on their overall training	50 %	100 %	100 %
6	Number of linking programs with social and productive sectors	-----	3	5
7	Percentage of academic staff within the training program, upgrade and teacher professionalization	82 %	100 %	100 %
8	Percentage of online courses evaluated and certified	-----	100 %	100 %
9	Percentage of academic staff involved in the upgrade program on good teaching practices	20 %	90 %	100 %
10	Percentage of educational programs that include in their curricula skills development	82 %	100 %	100 %
11	Percentage of courses designed on skills and approved by the academies	-----	100 %	100 %
12	Percentage of students benefited from the technological resources, laboratories and information centers	70 %	100 %	100 %
13	Percentage of students receiving academic tutorials and counseling	28 %	80 %	100 %
14	Percentage of students benefited from a scholarship	26 %	40 %	60 %
15	Percentage of students benefited from courses regularization	0 %	25 %	40 %
16	Rating of school dropout	58 %	35 %	20 %
17	Percentage of students participating in sports, cultural and promotional activities to care for the environment	10 %	60 %	90 %
18	Percentage of students participating in programs of learning a second language	15 %	60 %	80 %
19	Percentage of students participating in vocational entailment	50 %	80 %	100%

20	Percentage of graduate students	45 %	70 %	85 %
21	Percentage of students who passed the (EGEL – CENEVAL)	24 %	35 %	50 %
22	Percentage of PTC wit recognition of (PRODEP) Desirable Profile	65 %	90 %	95 %

Area: Research and Graduate Studies

No	Indicator	Value 2014	Goal 2019	Goal 2030
1	Number of CA at the center	2	10	16
2	Number of CA in training	2	2	4
3	Number of CA in consolidation	0	4	5
4	Number of consolidated CA	0	4	7
5	Number of PTC PhD	12	25	40
6	Number of PTC in the National System of Researchers	3	10	15
7	Number of research projects with external funding	1	5	10
8	Number of self-financing research projects	32	60	80
9	Number of research projects that incorporate students	3	40	60
10	Number of refereed articles published and indexed	5	30	40
11	Number of graduate programs in the PNPC	0	6	8

Area: Linking

No	Indicator	Value 2014	Goal 2019	Goal 2030
1	Percentage of undergraduate professional practice as part of the curricula	23 %	50 %	100 %
2	Percentage of educational programs which incorporate the dimensions of innovation and entrepreneurship	30 %	55 %	100 %
3	Percentage of current educational programs with the participation of representatives of the productive, social and government sectors	-----	100 %	100 %
4	Number of agreements based on the model of the triple helix	1	3	5

Area: Extension and Dissemination

No	Indicator	Value 2014	Goal 2019	Goal 2030
1	Percentage in events coverage in the integral formation of students (culture, sport, health)	20 %	60 %	75 %
2	Percentage of activities whose focus is centered on multiculturalism and respect for differences	20 %	50 %	70 %
3	Percentage of regional population served through community brigades	5 %	10 %	20 %
4	Percentage of educational programs that promote sustainability	10 %	50 %	70 %
5	Percentage of artistic, cultural and sports activities, with curricular value in the different educational programs	5 %	20 %	50 %
6	Percentage of students participating in academic events	70 %	100 %	100 %
7	Percentage of educational programs that include comprehensive training (sports, values, art and culture)	20 %	60 %	90 %
8	Percentage of education programs with intercultural dimension	40 %	70 %	90 %

Area: Internationalization

No	Indicator	Value 2014	Goal 2019	Goal 2030
1	Percentage of educational programs with international dimension	----	20 %	50 %
2	Percentage of students and university staff mastering a second language	15 %	60 %	90 %
3	Number of projects registered calls centered on actions for internationalization	2	20	40
4	Number of international specific agreements	2	5	10
5	Number of programs for international dissemination and promotion of culture	----	1	2
6	Percentage of students participating in institutional policies towards internationalization (outgoing)	2 %	10 %	15 %
7	Number of international students in higher education who have participated in mobility (incoming)	-----	5	10
8	Percentage of faculty who have participated in mobility (outgoing)	6 %	10 %	15 %
9	Number of faculty who have participated in mobility (incoming)	-----	5	10

10	Number of international programs for the dissemination of tangible and intangible cultural heritage of the north region of Jalisco	----	1	2
11	Number of researchers with participation in academic stays	10	22	33

Area: Management and Governance

No	Indicator	Value 2014	Goal 2019	Goal 2030
1	Percentage of self-generated resources for the regular annual total subsidy	10 %	20 %	25 %
2	Percentage of extraordinary resources obtained from subsidy competition regarding ordinary total annual	15 %	20 %	25 %
3	Percentage of completion of the master plan of infrastructure and equipment	45 %	65 %	100 %
4	Percentage of accountability under the law on transparency and access to public information in Jalisco	90 %	100 %	100 %
5	Number of quality management systems certified	0	2	3

CONSIDERATIONS FOR IMPLEMENTATIG THE DEVELOPMENT PLAN OF THE UNIVERSITY CENTER

For the implementation and fulfillment of objectives, strategies and targets in this current Plan of Development of CUNorte, specific projects where work activities, tasks, resources and responsibilities are established must be created. This will allow specific monitoring and evaluation of goal achievement, aimed to the consolidation of the Mission and Vision of CUNorte.

The evaluation of the level of compliance of the objectives of the Development Plan of CUNorte must be carried out periodically, which will be defined as a function of the characteristics of the specific project objectives and goals, which allow to recognize the level of compliance based on the defined lines to identify whether we are in the raised road or we must correct the course.

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