Development Plan for the Online University System 2014-2030

UNIVERSIDAD DE GUADALAJARA
Red Universitaria de Jalisco

UDGVIRTUAL®

Development Plan for the Online University System 2014-2030

Index

Message from the Rector of the Online University System

Considering the 25 years of experience of the University of Guadalajara in the development of distance education and the 10 years of existence of the Online University System, we can contemplate a promising future in the innovation and diversification of current academic options, in order to address the diverse needs of secondary and higher education, according to the life conditions of those who wish to enroll in these levels of education.

We are aware of the challenges we face in the field of institutional management, of the peculiarities of some specific actions aimed at offering academic opportunities in diverse modalities on the basis of student needs, as well as of the overall life of the university, in order to promote the principles that give meaning to the Institutional Development Plan (PDI, in its initials in Spanish).

This means that a key element of distance education should be progress in developing meaningful learning and teaching environments and processes, through student-oriented educational modalities that consider their way of being and their life circumstances and then adapt to these conditions. In this regard, our objective is to offer high-quality services that benefit our students through the continuous improvement of courses, a more meaningful teaching process, and the optimal utilization of academic resources and the services of the Personalized Attention Center.

In addition, we wish to consolidate our research efforts in distance learning, education technologies, and information and knowledge management. With this purpose in mind, we intend to increase the number of researchers and support research projects related to the critical issues in the field of educational systems and environments in digital settings, thus reinforcing our leadership

in this field of research. Along these same lines, we wish to apply said research products to the improvement of the academic quality of the Online University System and the permanent training of its personnel.

For our planning process and daily operations, collaboration is a key strategy that goes from indigenous communities or marginal neighborhoods to international alliances and networks, linking global and local identities. One vision without the other would make no sense from an alternative global perspective.

Of course, our first step is to maintain our efforts to work in collaboration with the entities that make up the University of Guadalajara itself, both in our academic functions and the institutional management functions that support them.

We consider that our outreach strategy, used to share knowledge and professional expertise with the community, is inseparable from other academic functions, because it is service to people that gives academic work its ultimate meaning; furthermore, it reinforces existing initiatives such as "CASA Universitaria" (Learning Communities and Academic Services), our project portfolio, social service, continuing education, among other activities. This generates the need for continuous innovation and improvement.

Our goal is to implement management and government functions that strengthen institutional organization and administration while keeping an open mind and a willingness to innovate and adapt educational processes in online environments, and to incorporate new academic proposals that move towards greater openness and flexibility, leaving behind traditional administrative regulations and practices that inhibit innovation.

We are aware that in all cases and for all functions, the key to successful planning that will fulfill the policies of quality and equitable inclusion of the society that we serve, regardless of the educational modality, technological infrastructure and organizational procedures, is the people who run the different university activities. This means that special attention must be paid to their formation and the improvement of their working conditions.

Allow me to conclude this message by mentioning a fundamental principle of education in digital settings: More than geographical distances, which can be overcome technologically, the great educational challenge is to overcome the economic, political, and cultural distances.

MANUEL MORENO CASTAÑEDA
Online University System Rector

Context

The trend in Institutes of Higher Education (IES, in their initials in Spanish), especially in Mexico and Latin America has been toward greater flexibility in access to secondary and higher education. The main challenge for these IESs is to achieve inclusion, but not only with actions that lead to a quantitative increase in coverage; this increase must consider aspects of quality as well.

Currently, IESs are adopting the concept of "Social Responsibility" in their institutional philosophy; this concept is understood as a new university management policy that has developed in Latin America in response to the organizational and academic impacts of the university. In other words, it is the fair and sustainable management of the impacts created by the university (Vallaeys, 2014).

The demand for secondary and higher education services is expected to increase substantially in the coming years, driven not only by the age group itself, but also by the population that has fallen behind educationally, as well as those with a need for continuing education. In this regard, public services must offer innovative alternatives to meet a demand that encompasses complex and diverse needs.

Nowadays we interact with a more demanding student population, who possess skills and abilities in information and communication technologies. For this reason, we can anticipate greater questioning of traditional teaching methods and mechanisms, which added to active participation in social media and changes in the job market, results in growing demand for innovation in learning.

In consequence, we expect the higher education sector to expand in the next two decades, with a diversification of options that will have an impact on quality, ease restrictions on access, and most importantly, reduce costs.

The remarkable progress of distance, or virtual, learning still faces great challenges, especially in terms of quality coverage and the expansion of higher education online services. In Mexico, important strides have been made over the past five years, including the appearance of the Universidad Abierta y a Distancia de México (Open and Distance University of Mexico), the Universidad Digital del Estado de México (the Digital University of the State of Mexico), among other secondary and higher education institutions, yet they are still not enough. "At the international level, online education is advancing rapidly when compared to the national dynamic, as illustrated by the fact that in the United States, 49 percent of university students took one or more online courses in 2010; in Brazil it is estimated that there are 1 million online university students, and in Mexico, 350 thousand people, representing 9.7 percent of the total student population, are undertaking their university studies in this format" (U2000, 2012:4).

IESs are increasingly integrating information and communication technologies into their teaching-learning processes. Likewise, there has been an exponential growth of social media, and new and improved free communication tools have emerged for both team work and data storage, as evidenced by cases like Massive Online Open Courses (Moocs) (Smith & Eng, 2013).

At the global level, higher education provides ample evidence of continuous improvement in the design of online courses, workshops, and programs. Some of the most prestigious international institutions, such as the Massachusetts Institute of Technology, Stanford University, the University of Oxford, the University of Cambridge, Harvard University, among others, not only address the needs of students within their facilities, but

they open their doors to students that reside outside their borders, offering some of their courses free of charge.

This overview makes it clear that among the elements that are hindering the development of online education in Mexico are the limited access of a significant part of the population to internet services, virtually non-existent regulations, and professors that lack sufficient training in distance education.

National and local planning

The integration of the National Development Plan (PND, in its initials in Spanish) is consistent with the premise that every sector of the population must take part in the country's development and benefit from it.

Among the objectives of the National Development Plan 2013-2018 is to achieve inclusion and equality in the National Educational System. It mentions the importance of creating new educational services and expanding the existing ones, taking advantage of the installed capacity on campuses, and increasing support for children and youth in conditions of disadvantage or vulnerability.

Inclusion is a policy and mechanism used to close the gaps regarding access to education, culture, and knowledge, as well as to promote social harmony, trust, and a sense of belonging; but in addition to that, it serves to channel efforts towards the quality of education in all its formats and modalities in conditions of equality.

One of the actions we can take to achieve this is to innovate the Higher Education System (SES, in its initials in Spanish), for the purpose of generating new options or modali-

ties that integrate Information and Communication Technologies for access to open and distance education.

For this purpose, the PND 2013-2018 promotes:

> Investment in technological platforms required for online education.
> A joint effort by faculty, directors and administrative staff to make use of information and communication technologies (TICs, in their initials in Spanish) in educational processes.
> Appropriate regulations for open and distance education, as well as general application criteria that facilitate the development of online learning units.
> Joint multidisciplinary research on the use and development of TICs in education.
> The creation of follow-up and evaluation mechanisms to measure the results of online and hybrid academic programs.

> The consolidation of mechanisms for academic coordination and follow-up of schools that offer online and hybrid formats.

The Sectorial Education Program 2013-2018 (PSE, in its initials in Spanish), like the PND, is based on inclusion, which it seeks to bring about through digital literacy programs for the general public. The purpose of the PSE in this sense is to reduce the gaps of inequality in the population's access to TICs, thus increasing their opportunities to access any level of education in any format, and to provide these services particularly to the most vulnerable population.

The nation's main challenge is to expand coverage, especially at the secondary and higher education levels. Institutions of Higher Education (IES) need to consolidate and improve their planning processes to optimize resources, expand

their services and address the needs of the most vulnerable sectors of the population— those with marked cultural, ethnic, or linguistic differences, the disabled, etc., especially those without access to the internet.

The same as at the national level, in the state of Jalisco the purpose of a policy of inclusion and equality is to reduce the digital gap in the social and productive sectors of the region.

The State Development Plan for Jalisco (PEDJ, in its initials in Spanish) 2013-2033, promotes the following actions:

> Increase financing and promote a scholarship system for higher education.
> Guarantee transparency and accountability.
> Improve educational infrastructure.
> Promote regional development through greater coverage of higher education.

> Promote collaboration between higher education, the productive sector, and sustainable development.

The Learning Curve of the University of Guadalajara in Open and Distance Education.

The experience of the University of Guadalajara in terms of open and distance education comprises more than two decades, always maintaining a progressive development, under different names, but performing the same functions. In 1990, the Open and Distance University System was created with the purpose of providing certified education to those who could not undertake formal classroom studies; in 1992, the system was renamed the Department of Open and Distance Education (DEAD, in its initials in Spanish) of the Directorate of Academic Development; subsequently, in 1994, the Coordination of Continuing, Open, and Distance Education (CECAD) was created, and in 1999, it was renamed the General Coordination of the System for Learning Innovation (INNOVA). Among the functions of this Coordination was to join efforts with the university centers and the High School Education System (SEMS) to create digital models and environments along with networked learning content, to design academic programs in unconventional modalities and to support the research needed to diversify and develop innovative learning environments and educational practices. On January 1, 2005, INNOVA disappeared and was renamed the Online University System (UDGVirtual).

The most significant part of our journey throughout these twenty years are the value of what has been learned. The following points stand out:

> Avoid imitating existing models, even when they seem perfectly adaptable, but consider them as references in decision-making.
> Key changes are not necessarily great in size, but in direction and purpose, focusing on trigger points.

> Technologies favor conditions for educational innovation, but in and of themselves they are no guarantee.

> Meaningful innovation projects do not wait for perfect conditions of institutional regulations or practices, nor do they happen in ideal settings of consensus and synchronized homogeneity. They occur in real conditions of diversity, contradiction and resistance.

> Solutions to academic issues are usually found outside the issues themselves, in policies and organizational or administrative changes. Educational innovation is possible with a combination of courage, creativity, and the ability to break routines and revert institutional inertias.

> Collective participation, with a spirit of self-management and collaboration, is vital to generating new academic options. The most significant progress occurs when there is communion of ideals, joint efforts, and when the noblest purposes overcome selfishness, fear, judgment, and bureaucratic comfort (Chan & Moreno, 2012, p. 7).
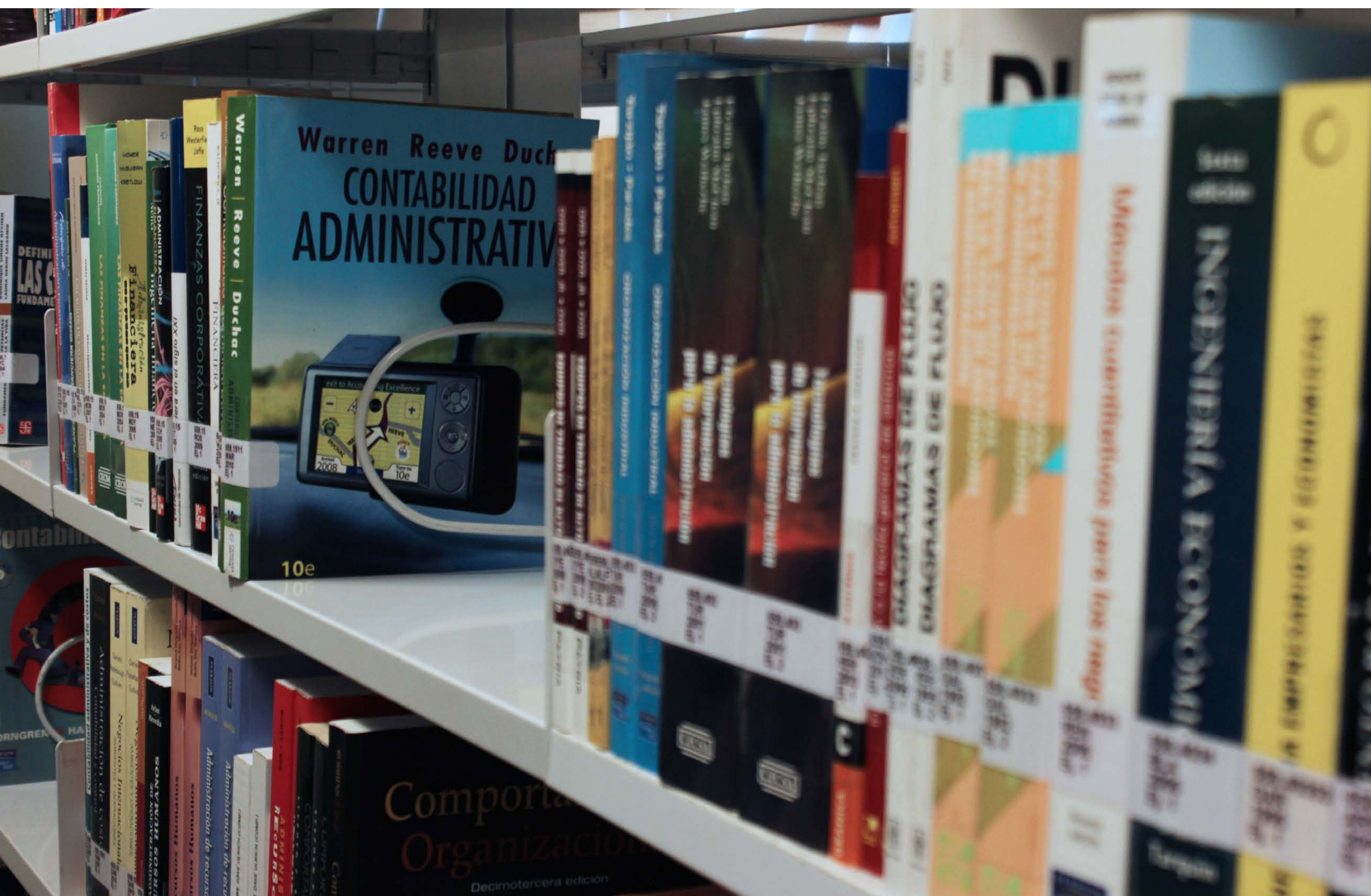
Achievements and Challenges

Achievements

For the past eight years, the UDGVirtual has made significant strides in all of the following areas:

> From 2005 to today, the UDGVirtual has increased its Academic Programs, Enrollment, and Geographical Coverage.
> The Online University System currently offers 14 academic programs, one high school program, seven undergraduate programs, five master's degree programs, and one PhD program.
> Of academic programs that can be evaluated or accredited, 94 percent have the highest quality standard set by the Inter-institutional Committees for the Evaluation of Higher Education (CIEES, in its initials in Spanish).
> The undergraduate student population of the UDGVirtual in the 2014 "A" cycle consisted of 4005 students, distributed in formal educational programs. The academic program with the most students was the Bachelor's Degree in Education, with 30%, followed by the Bachelor's Degree in Organizational Management with 21%, the Bachelor's Degree in Information Technologies with 14% and the Competence-based General High School with 11%.
> The graduate student population consists of 211 students, of which 33% are enrolled in the Master's Degree in the Generation and Management of Innovation; 17% in the Master's Degree in High School Education, and 15% in the Master's Degree in Digital Journalism.

TABLE 1. Evolution of enrollment by educational level, 2005-2014

Educational level	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014A
High School	-	-	62	353	383	363	423	518	521	441
Undergraduate	1 172	1 483	1 735	2 733	3 338	4 546	3 532	3 887	3 687	3 353
Graduate	-	-	-	-	-	45	79	181	220	211
Total	1 172	1 483		3 086	3 721	4 954	4 034	4 586	4 428	4 005

Source: 2013 Report, Online University System

> The school population has the following characteristics:
>   - 63 percent are older than 30; the average age is between 33 and 35.
>   - 58 percent of our students are women, while 42 percent are men.
>   - Our students live in 104 different municipalities of Jalisco and in all 32 states of Mexico; at the international level, we have students from 15 different countries (including Mexico) enrolled in formal academic programs, and students from 20 different countries enrolled in continuing education programs (courses and diploma courses).
>   - We have 71 Mexican students enrolled in formal academic programs who live abroad. 67.60 percent of these students live in the United States of America; the rest live in Germany, Canada, Colombia, Spain, Argentina, Ecuador, El Salvador, Panama, Puerto Rico, the Dominican Republic, Peru, the United Kingdom, and Bulgaria. In addition, 44 students are of foreign nationality.
>   - We have 111 enrolled students that belong to an ethnic group or show some kind of disability.
> In 2013, we had 5155 students enrolled in continuing education programs and diploma courses, of which 83 live in 19 different countries, and the rest live in the different states of the Mexican Republic.
> The academic activities at the UDGVirtual are carried out by a faculty consisting of 82 full-time professors (PTC, in the initials in Spanish), 2 part-time professors (PMT, in the initials in Spanish), 515 adjunct professors, and 3 academic technicians (see table 2). Additionally, 44 professors from other universities assisted in the design and content of our

TABLE 2. Evolution of the faculty, 2005-2014

Category	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Full-time professors	12	26	29	30	36	41	65	65	81	82
Part-time professors	0	0	1	1	1	2	1	1	2	2
Adjunct professors	96	174	262	403	449	481	489	489	515	515
Full-time academic technicians	7	4	4	4	4	3	3	3	3	3
Total	115	204	296	438	490	527	558	558	601	602

academic programs, and 11 professors taught at least one course on an honorary basis.

> Of the 82 full-time professors, 31 have PRODEP certifications, and four of them are members of the National System of Researchers (SNI, in its initials in Spanish). Approximately 51 percent of our undergraduate and graduate professors have a Bachelor's degree; 31 percent have a master's degree; four percent have a PhD, and the rest (fourteen percent) have passed their undergraduate coursework or have not yet complied with their final level of studies.

> Although the UDGVirtual faculty has increased over the years, it has shown a deficit in terms of students per full-time professor. Currently, the ratio of students per full-time professor in the UDGVirtual is 49 to 1, compared to 48 to 1 in the University Network.

Tabla 3. Students per full-time professor: SUV and the University Network, 2005-2014

		2005	2009	2010	2011	2012	2013	2014
UDGVirtual	Full-time professors	12	36	41	65	65	81	82
	Students	1,172	3,721	4,954	4,034	4,586	4,428	4,005
	Students/ Full-time professors	98 : 1	102 : 1	121 : 1	62 : 1	71 : 1	55 : 1	49 : 1
University Network	Full-time professors	3,576	4,266	4,559	5,056	5,133	5,061	5,061
	Students	189,349	209,466	221,656	229,667	235,780	241,744	241,744
	Students/ Full-time professors	53 : 1	49 : 1	49 : 1	45 : 1	46 : 1	48 : 1	48 : 1

Source: Institutional Statistics 2013-2014, page 1582, diagram 6.1.1.

> For the last 5 calls for professors, there has been an increase in the number of professors who have benefited from the Incentive Program for Teacher Performance (Proesde, in its initials in Spanish).

> The non-academic staff consists of 207 employees, of whom 52 percent were hired by contract, 21 percent are unionized, 16 percent are middle and upper-level management, and eleven percent are non-union contract employees. 61 percent of these employees are women and 39 percent are men.

> The UDGVirtual has eight Academic Bodies in Training (CAEF, in its initials in Spanish).

1. San Martin Hidalgo
2. Talpa de Allende
3. San Sebastián del Oeste
4. La Gloria
5. Tomatlán
6. Cuautitlán de García Barragán
7. Ayotitlán
8. El Grullo
9. San Miguel Hidalgo
10. San Antonio Juanacaxtle
11. El Rincón
12. Zapotiltic
13. Tuxcacuesco
14. Tuxpan
15. Tamazula de Gordiano
16. Tamazula Preparatoria
17. Mazamitla
18. Tizapán el Alto
19. San Miguel Huaixtita
20. San Sebastián Teponahuaxtlan
21. Pueblo Nuevo
22. San Andres Cohamiata
23. Tuxpan de Bolaños
24. Totatiche
25. Jocotepec
26. San Diego de Alejandría
27. Jesús María
28. Acatic
29. Tototlan
30. Degollado
31. Ayotlan
32. Atemajac de Brizuela
33. Tapalpa
34. Guadalajara
35. Zapopan Vista Hermosa
36. DIF Zapopan
37. Quitupan
38. Lázaro Cardenas
39. El Sabino
40. Jilotlán de los dolores

41. DIF Parques del Auditorio
42. Indígena Migrante
43. La Trinidad
44. La Venta del Astillero
45. La Cañada del Carmen
46. San Miguel de la Sierra
47. Miravalle
48. San Agustín
49. Cuautla
50. Tala
51. Puerto Vallarta
52. San Martín de las Flores
53. Ramblas
54. Santa Rosalia, Ejutla
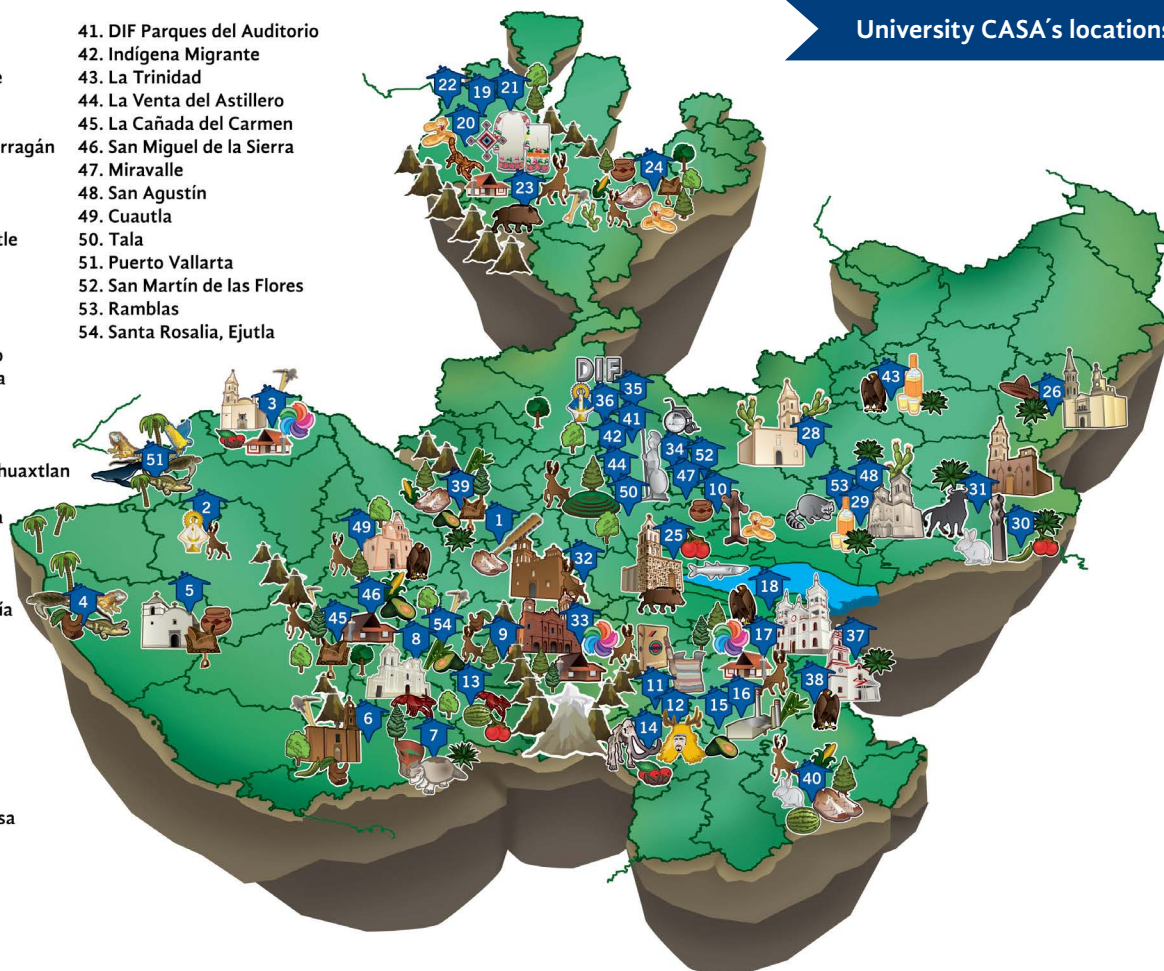
> One of our greatest achievements has been organizing the International Conference for Open and Distance Education on 21 occasions, the only Conference in Latin America that brings together experts from Europe, America and Asia.

> Another important strength of the UDGVirtual is its Project Portfolio, which is a resource that links representatives of public institutions, private companies, or civil society associations to develop university projects that benefit society through professional formation.

> The Training Center for Digital Journalism serves to professionalize and educate journalists, thus favoring the generation of quality journalism on the internet.

> Through the CASA Universitaria program, we provide educational services to people who cannot access these services for social, economic, cultural, or geographical re-asons. We have 54 "CASAs Universitarias" in 44 municipalities of the state of Jalisco.

> Local, national and international collaboration, in which the following initiatives stand out: the Inter-American University Organization / the College of the Americas (OUI/ COLAM), the Association of Latin American Universities (AULA-CAVILA), the Continuing Education Network of Latin America and Europe (RECLA), the Distance Education System (SINED), the Common SPACE for Distance Higher Education (ECOESAD), and the Mexican Association for Continuing and Distance Education (AMECyD).

Challenges

The complexity of national and local scenarios demands intervention strategies to fulfill pending tasks and improve the distance edu-

cation format at the UDGVirtual. In order to achieve this, we must acknowledge the challenges we need to overcome, which now form part of our work plan.

For this purpose, it became necessary to perform collective and collaborative work among teachers, coordinators, and directors through workshops, lectures, and perception surveys.

The challenges of each strategic area are listed below:

Teaching

> Increase enrollment.
> Increase retention and graduation rates.
> Work towards the diversification of learning resources and methods (the design of more accessible school calendars in terms of time, space, and teaching).

> Increase the number of academics with PRODEP profile certification.
> Become an accrediting institution for formation in open and distance educational programs.
> Transcend classroom culture. Advance towards meaningful teaching through student-oriented processes, based on their ways of being and learning, as well as their life circumstances and study conditions.
> Design and implement continuing education programs in collaboration with the University Network, also support and consolidate them online.
> Reinforce our efforts to retain students and improve their learning by improving course design and development according to their ways of being and learning; implementing more meaningful teaching and counseling;

an optimal use of multimedia resources; improving the course selection process and the services provided at the Personalized Attention Center.

> Create networks of trainers from the University Network of Jalisco to support the formation process for Online Teaching.

Research

> Consolidate research on non-conventional learning modalities and distance education.
> Manage research projects related to socio-educational development and the improvement of the UDGVirtual's academic processes.
> Increase the number of members listed in the National System of Researchers.
> Consolidate research in our areas of information and knowledge to significantly impact the quality and relevance of our academic programs.
> Generate projects focused on the critical issues of online education, in which we maintain a significant leadership.
> Apply research products to the improvement of the UDGVirtual's educational quality and the ongoing formation of its faculty.
> Position our publications in different formats in local, national and international circles.
> Generate applications that diversify online educational environments within the University Network of Jalisco.

Collaboration

> Collaborate with government and private entities to expand and facilitate access to information and communication systems for the most vulnerable populations.

> Consolidate the UDGVirtual as a system that is linked to the academic entities of the University of Guadalajara.
> Expand, consolidate and, strengthen relations with the society at large in its community, productive, and government sectors, in order to provide a better service to society, from which we receive orientation to perform our functions in a better way.
> Collaborate with the different social sectors in the development of projects that allow the incorporation and development of student competencies through professional practices and social service; moreover, these practices allow students to work for the benefit of people who have lived in marginalized settings.

Outreach and dissemination

> Through the CASA Universitaria program, expand access to university studies for those who have been marginalized due to their socioeconomic, cultural or ethnic situation.
> Overcome the great limitations of distance education: access to technological resources and the cost that keeps the poorest from receiving a university education.
> Promote the dissemination of the UDGVirtual's services and activities.
> Promote scientific and cultural dissemination through online resources and methods, increasing audience formation in this modality.

Management and government

> Consolidate a model of organization and institutional management that is innovative and appropriate for academic programs

in online environments, incorporating new academic proposals.

> Work towards openness and flexibility regarding regulatory obstacles and traditional administrative practices.
> Propose new policies for higher education distance learning.
> Adapt university regulations to educational innovation processes, such as distance learning in online environments.
> Improve the competencies and working conditions of our academic, technical and administrative personnel.
> Expand and diversify our funding sources to solidify the sustainability of our academic programs and enable the participation of the vulnerable population, thus complying with equality and inclusion policies.
> Overcome traditional administrative practices, working towards flexibility and openness by implementing procedures that speed up institutional bureaucracy in favor of our academic functions.
> Expand our personnel base and improve the working, academic, and administrative conditions of UDGVirtual employees through salary upgrades, proper appointments, and by intensifying the training and updating of our personnel for them to acquire the professional competencies needed to perform university work.

Development Plan for the Online University System

Through our actions, we intend not to lose sight of our philosophy as set forth in the Mission, Vision and Values that guide our daily activities of teaching, research, and outreach in virtual environments, to provide better educational services for more people.

To do so, we have tried to follow the principles that direct our decisions: equality, to counteract unfair social-educational policies; diversity, to reach different living and study conditions; quality, to meet the expectations of those who are involved in the UDGVirtual program, and innovation to update and constantly improve educational services.

Principles that involve new assessment parameters and indicators of the UDGVirtual's work, so that they comprise: the heterogeneity of its students; the educational situations that are experienced, and the peculiarities of distance learning in digital environments.

Mission, vision and strategic guidelines (values)

Through our actions, we are careful not to lose sight of our mission of carrying out teaching, research and outreach in virtual environments, to provide better educational services for more people. Our vision is to become a university system for everyone, with a global scope, that is a leader in virtualization, and that develops innovative systems for knowledge management in which learning is accomplished through the management of projects that generate better life alternatives.

The UDGVirtual's Mission

We are a system of the University of Guadalajara engaged in teaching, research, collaboration and outreach in the field of knowledge management and learning in virtual environments. We stand out for our leadership in the ongoing innovation of our processes.

We are a highly committed professional team that offers quality products and services, appropriate for the learning needs of individuals for the improvement of their environment from a global perspective, through the development and application of appropriate technologies with international coverage.

Mission of the UdeG

The University of Guadalajara is the University Network of Jalisco. It is a distinguished, public, secular and independent institution with social commitment and international vocation that meets the educational needs of upper secondary and higher education through quality and relevance. It promotes scientific and technological research, as well as collaboration and outreach to influence the sustainable and inclusive development of society. It respects cultural diversity, honors humanist principles, equality, social justice, democratic coexistence and collective prosperity.

UDGVirtual's Vision

The University for everyone, with a global scope; it promotes collaboration and articulation, a node that manages networking among multiple institutions that produce, distribute and apply knowledge that generates sustainability by providing appropriate educational services to society.

UdeG's Vision

This is a University Network with global recognition and prestige, inclusive, flexible and dynamic. It is a leader in transformations and promoter of social mobility. It encourages innovative approaches to teaching and learning to generate knowledge and benefit society.

UDGVirtual's Strategic Guidelines (values)

Our values define our way of working and existing; our goal is to make the UDGVirtual known for its high performance level in the development and creation of knowledge generating networks, to become an inclusive educational environment in the online modality.

The positive characteristics of human talent define the institution's service profile; this includes its image, leadership position and ability to compete in a constantly changing environment. Therefore, the loyalty, responsibility, integrity, respect and commitment of our students, faculty and administrative personnel are fundamental for our educational program; these values foster the improvement of academic activities and contribute to the fulfillment of the social dimension of education in Mexico.

Respect for cultural, economic, gender, sexual, religious and ideological diversity is a requisite of educational mediation for the UDGVirtual; it is an essential principle to be followed by the faculty and a transverse element in learning, it is an indispensable life value to create the society we need, made up of a plurality of individuals, able to collaborate in learning and knowledge communities.

Learning communities are embedded in all areas and social groups that promote access to educational processes, forming focal points of formation and learning, regardless of the population's age, gender, previous studies and cultural conditions; an inclusive education that positions and promotes the empowerment of individuals for their own development and social, economic and cultural roles based on the fundamental value of equality.

These learning communities of the UDGVirtual, in their formal and informal academic offerings, are designed and developed from the perspective of a formation that promotes sustainability by integrating conceptions and understandings to obtain a solid economy that cares about the environment and citizens, promoting social intervention projects, contributing to the construction of new living spaces, and working towards humanizing personal ties and strengthening social relationships.
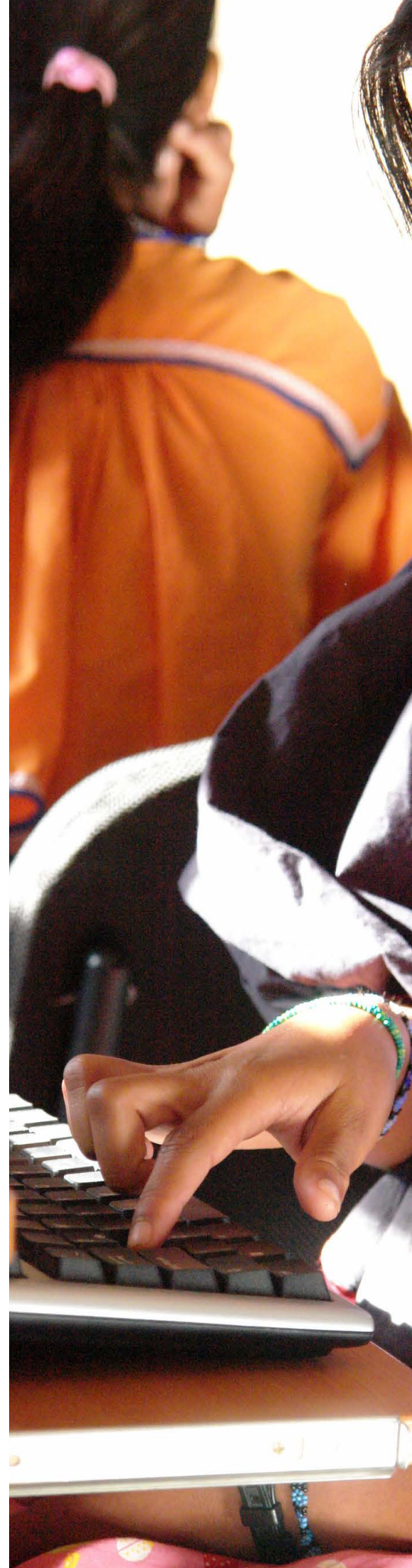
All of these principles are part of the educational model in which our students and teachers are formed. It focuses on the collaborative learning of communities that produce knowledge and generate new understandings of reality, intervening to promote it. Likewise, the value of collaboration is practiced when we interact with other departments of the university network to enhance our strengths and reduce our weaknesses to create new educational opportunities.

Innovation is understood as significant changes in the educational processes, manifested primarily in the relationships of those who participate in these processes, whether people or institutions, and their way of acting in accessing and building knowledge and skills, which positively affect the ways of living and getting along.

Quality encompasses all the elements described and it is achieved when they correspond to the expectations of those involved in the UDGVirtual academic programs.

Thematic Element: Objectives and Strategies, Indicators and Goals

Teaching and Learning

Worldwide, "more than 180 million students take undergraduate studies and 6 million postgraduate studies in one of the more than 18,000 institutions of higher education; in addition, 11 million teachers and researchers teach daily, manage or distribute resources and carry out scientific projects "(World Bank, quoted by the University of Guadalajara, 2014, p. 7). The same author point to an increase in the last four years due to pressure from the labor market, which increasingly demands better trained professionals.

In this context, it is important to emphasize the fact that technological changes have affected labor market volatility, what causes income inequality. This situation raises the demand for higher education.

Socioeconomic and political issues have created a complex context that combines changes in working habits, the emergence of an information society, and a scientific-technological revolution (University of Guadalajara, 2014).

Mexican universities are challenged to "develop sufficient scientific and technological capabilities to compete in a global economy and generate the professional cadres that the renewal of production structures and services in the country is requiring" (University of Guadalajara, 2014, p. 17).

This means, providing training that meets the requirements "in the workplace and consistent with the advances of science, technology and critical thinking about society and culture" (University of Guadalajara, 2014. p. 18) .

The University of Guadalajara (2014) points out that in the last 20 years there has been: a) a growth of 20 to 30 percent coverage of potential demand, b) the reinvention of the enrollment process

in the public system and c) a stronger presence of the private sector in the provision of higher education, among others.

One challenge is to create learning communities in the university Network to implement a system for interaction among educational programs and student and faculty mobility.

Another challenge is to strengthen inclusion in educational programs for people with special needs.

On the other hand, we assume the perspective that the academic and technological strengths of the Network can be used to foster innovations and impact quality training processes.

From its origin, the Virtual University System has tried to promote teaching programs that impact wide contexts through the modality in which they are applied, which helps to expand coverage and allows the virtual mobility of faculty and students. However, the challenge is to overcome the administrative regulations that prevent the formal participation of professors with a high academic level who live outside of the region or the country.

The teacher training is viewed as a major element to ensure the quality of educational projects as well as professional development that will affect the learning processes of students.

The current faculty in the UDGVirtual is characterized by its heterogeneous nature, both in its training and in its experience in management of digital ecosystems, ranging from experts in design and construction, to teachers from various programs who barely know how to handle technology for their teaching and who have little experience in collaborative work and learning and knowledge communities (Castellanos, 2013).

The UDGVirtual has a strategy of assistance and teacher training, however, the lack of financial resources and of an institutional program to underpin this strategy, has limited the strengthening of the faculty (Castellanos et al., 2013).

Not all of our student population knows how to use and control learning technologies; which, coupled with its lack of self-management and collaborative culture, leads to a high desertion level during the first cycle, which has been above 30 percent in the last two years (Navarro, 2014). In addition, a low involvement in constructing learning communities and a lack of discipline for self-learning are identified (Ortiz, 2011).

The current UDGVirtual academic catalogue is limited and restricted by regulations and by the administrative bureaucracy, hindering the expansion of supply and increased coverage.

Given the demand for quality in the performance of our educational programs, we face assessment organisms that lack the vision, the criteria, and the correct instruments to appreciate the online modality, its conditions and characteristics.

Objective 1

Consolidate an academic system for a relevant intervention, having the participation of other social actors, and achieve coverage and inclusion.

Strategies

1. Offer flexible, inclusive, innovative and relevant educational programs, backed by cutting-edge technologies to generate highly qualified professionals who can contribute to society.
2. Offer educational programs to meet the social needs of coverage and inclusion.
3. Ensure the quality of training projects and an effective performance of the participating individuals in local and global contexts.
4. Evaluate the academic processes based on principles of social responsibility and sustainability.

Objective 2

Have a system of communities and learning networks composed of university students who collaborate and cooperate in their learning process.

Strategies

1. Manage a digital ecosystem that enriches learning experiences, as well as the production, exchange and dissemination of knowledge, to facilitate community and network interactions.
2. Develop programs to foster the appropriation of collaboration environments and models for learning and knowledge production.
3. Evaluate the digital ecosystem operation to ensure the production, exchange and dissemination of knowledge.
4. Evaluate formation programs with respect to the appropriation, collaboration and production of the environments.

Research and graduate studies

Research is considered a mobilizer of teaching, outreach and collaboration functions, since the production of knowledge, in our current environment, is the primary input in education, professional practice, and problem solving at different social scales.

Among the obstacles for institutional development are the lack of process articulation, task fragmentation, and effort dispersion. In consideration of the research segment of this Online University System development plan, we have taken as our point of departure a systemic vision and collective reflection from which we carry out research, teaching and knowledge dissemination tasks, as well as formation through graduate study.

We performed a participative analysis to identify strengths, weaknesses, opportunities and threats (SWOT analysis). To perform this diagnosis, we started by looking into the future, developing hypotheses about the meaning of research and graduate programs, considering 2030 as a time horizon.

To develop the objectives and strategies, we considered a perspective of change regarding the kind of actions that can improve functions in the current environment, and those that can lead to the construction of the future we envision.

Objective 3

Perform scientific, interdisciplinary and transdisciplinary research to generate original knowledge and contribute to the growth and maturity of our interest areas, while considering local needs.

Strategies

1. Promote the consolidation of interdisciplinary academic bodies.
2. Increase the number of published articles and book chapters in prestigious foreign journals and publishers, both in English and in Spanish.
3. Ensure the integration of information and communication technologies in our research methodology.

Objective 4

Work towards the consolidation of this field of knowledge, based on a systemic and complex paradigm and its application to problems and needs related to socio-cultural change derived from the use of online environments and knowledge as a public asset.

Strategies

> Consolidate mechanisms of education through cyber-cultural competencies in local, regional, national and international communities.

Objective 5

Become a research community known for operating with collective intelligence and sustainability and for giving meaningful use to content, tools, and integrated digital environments within our work and life environments. This can help us achieve local, regional, national and international impact that can be clearly identified and measured.

Strategies

1. Continuously develop the cyber-cultural competencies of UDG-Virtual members.
2. Promote sustainability in the research, development, and innovation of the Online University System.
3. Ensure the efficiency of the processes and resources assigned for research by creating work teams made up of academics and project administrators.
4. Implement a research follow-up system that goes from the detection of needs to the transfer of knowledge.
5. Consolidate the presence of the UDGVirtual in the production, distribution and use of knowledge on the internet.

Objective 6

Become specialists in the management of knowledge, learning and culture in online environments, participating in institutional, regional, national and international academic networks.

Strategies

1. Increase and consolidate the participation of UDGVirtual researchers in institutional, regional, national and international academic networks.
2. Increase the participation of UDGVirtual researchers in prestigious national and international events related to our areas of interest.
3. Increase the participation of undergraduate and graduate students from the UDGVirtual, UDG, and other institutions in UDGVirtual projects.
4. Disseminate the results of research and intervention projects developed by UDGVirtual students throughout their education.

Collaboration

Connecting social sectors, fields of knowledge, and promoting interactions involving all types of produced knowledge, not only in the university itself but in any the organization in the world, define university activity today and as a fundamental premise, the management and mobility of knowledge beyond the face-to-face, taking advantage of the potential of information and communication technologies to create a natural and inclusive environment. Because of this, we believe that the main functions of teaching, research, and outreach will be, from a systemic network perspective, integrated and inseparable by 2030, since they share dimensions and processes that allow the articulation of study programs and plans, the collaboration with productive sectors, and the generation of knowledge to improve everyday life.

It is becoming increasingly urgent for knowledge to circulate and expand within the social system so that it is used to produce well-being. For knowledge to circulate in a relevant, equitable, and sustainable way, we need to implement teaching and research models that include collaboration as an integrating function. The connectors between teaching, research and outreach are the "linking" actions that materialize in the educational project.

It is feasible and relevant to explain how a strategic alliance policy, through teaching and research, would position us in the middle of these productive scenarios, which can detonate or accompany socially sustainable development.

Objective 7

Gain presence in regions of Jalisco, Mexico, and abroad by involving governments, the community, and the University Network, and by offering services that can trigger socially sustainable development in the region.

Strategies

1. Design a comprehensive collaboration program with organizations to provide services that contribute to the solution of life and workplace problems.
2. Put together a UDGVirtual Service Portfolio with projects that respond to each region's vocation.
3. Offer services that can trigger socially sustainable development in the region.
4. Organize and develop online business incubators.

Objective 8

Articulate educational offerings with social needs and the requirements of different social sectors.

Strategies

1. Expand and diversify the UDGVirtual educational catalogue with lifelong formation options in collaboration with the University Network.
2. Manage academic activity in the different social sectors so that our students can apply their competencies.
3. Consolidate continuing education as a tool for innovation in the UDGVirtual.
4. Create mechanisms to transfer innovation to UDGVirtual and the University Network's educational catalogue.

Outreach and Dissemination

The main challenge for the University of Guadalajara relating to global transformations is not only to consolidate its functioning as a Network, but also to become a network-generating system for society at an international level. In these days, being a University does not only define the institution in itself, but also its connections to other analogous entities that procure social, cultural, and economic progress through the production, management, and use of knowledge.

The Online University System has set out to create an online platform for cultural production, exchange, participation, and dissemination in our community, for the purpose of promoting and expanding the quality of online services, articulating the main functions of teaching, research, and outreach, and promoting democratic cultural management that involves user participation in the production, circulation, exchange and consumption of culture, taking advantage of the potential and advantages of the Internet.

We are currently working on a reformulation project that will comply with new policies and is created to take advantage of the potential of new practices, thus opening a discussion that could empower the current notion of the institution's position on cultural outreach and dissemination, replacing it with a more comprehensive and contemporary vision that refers to university cultural management processes; addressing not only consumption, but production, circulation, exchange, and audience formation.

Outreach and dissemination are included as competencies in the curriculum of University Network academic programs, which produces a positive influence on the community in its environment, thus permeating the values and identity of the university. (PhD work of September 2013, updating PDI/UDGVirtual).

Objective 9

Forge alliances between the university and different social sectors to promote more committed, responsible, and democratic citizenship through the dissemination and utilization of the products generated by the UDGVirtual community.

Strategies

1. Promote and disseminate multi-modal cultural environments.
2. Assess the impact of cultural action in order to orient decision-making processes.
3. Create a multi-modal circuit encompassing the communication, dissemination and outreach of the cultural products generated in the University Network and in society.
4. Offer ongoing training in cultural management activities.

OBJECTIVE 10

Become recognized as a community with an identity and institutional values with an emphasis on social responsibility and sustainability.

STRATEGIES

> Create an agenda that promotes identity and institutional values.

OBJECTIVE 11

Create online communities that promote sustainability and the preservation of the environment.

STRATEGIES

1. Manage online communities to implement a culture of sustainability and preservation of the environment.
2. Integrate the sustainability dimension proposed for the University Network.

Internationalization

The term internationalization has acquired new meanings in the 21st century, and we can refer to it as academic mobility for students and professors; collaboration with international academic associations and organizations; the creation of university curriculums with an international, intercultural and/or global dimension; the creation of online networks to develop international-scale research projects; international students in distance education programs, etc.

Currently, internationalization essentially means two things: to put the world within the reach of the university, and put the university within the reach of the world. What seemed like titanic efforts in other times – considering time, work, and resources – are now possible due to the disruptive transformation of our life, work, and educational environments, triggered by computer, information and communication technologies.

In the case of the UDGVirtual, internationalization means not only the number of foreign students or academics participating in some academic program, but also foreign students or teachers participating in an UDGVirtual academic program from their country of origin, enrolling in two or more courses as an international mobility strategy; or Mexican students living abroad who continue their high school, undergraduate, or graduate studies through the UDGVirtual.

The data from 2013 regarding the attention given to foreign students accurately illustrate the international processes that take place in the UDGVirtual. In that year, the UDGVirtual attended students from more than 15 countries, including the United States, Germany, Canada, Colombia, Spain, Argentina, Ecuador, El Salvador, Panama, Puerto Rico, the Dominican Republic, Peru, and Bulgaria.

By the year 2030, the University of Guadalajara, and consequently the Online University System will maintain their sustainable development through the generation of "environments" that are

appropriate for the interaction between communities and learning and knowledge networks, transcending face-to-face relationships by creating exchanges and relationships through communication and interaction technologies

One of the challenges for the Online University System is the constant updating of online environments, tools and mechanisms, those that have a direct impact on the development of multicultural competencies and promote collaboration among individuals living in diverse social contexts.

Another challenge for the UDGVirtual will be to impact the institutional policies of the University of Guadalajara, so that the university administration enables and guarantees free access to information and knowledge built collectively by academic and student communities through collaborative work and networking.

One of the objectives of the UDGVirtual looking towards 2030 is to guarantee the international scope of our educational, research, and cultural dissemination services. With this purpose in mind, one of our main strategies and challenges is to solidify the physical and service infrastructures that support internationalization, for both undergraduate and graduate programs, as well as continuing education projects and programs (especially in journalism), and the programs that serve Hispanic communities in the United States through the CASA Universitaria program.

Objective 12

Guarantee the international scope of educational, research, and cultural dissemination services offered by the UDGVirtual.

Strategies

1. Expand the educational impact of the UDGVirtual at the international level.
2. Strengthen the physical and service infrastructure for international communities through the CASA Universitaria program in the United States.
3. Position the UDGVirtual at the international level by expanding its presence on the Web.
4. Articulate academic research projects with international agendas.

Objective 13

Promote a culture in the UDGVirtual that promotes the free circulation of knowledge, education, and culture.

Strategies

1. Expand the mobility of the UDGVirtual community.
2. Constantly update the online environments, tools, and mechanisms that impact the development of multicultural competencies and promote collaboration among individuals living in diverse social contexts.
3. Impact institutional policies to guarantee the free access to information, networking, and the collective construction of knowledge.
4. Ampliar el número de publicaciones en revistas y libros de editoriales extranjeras de prestigio. Increase the number of publications in journals and books by prestigious foreign publishers.

Objective 14

Integrate an international, intercultural, and global dimension into the UDGVirtual academic community.

Strategies

1. Diversify and expand the academic participation of international experts and consultants working from their country of origin.
2. Include the teaching of a second language in academic programs.
3. Increase the participation of academics in educational communities, academic networks, and international organizations.
4. Constitute the UDGVirtual as an international accreditation entity in distance education modalities.

Management and Government

The university functions of management and governance are crucial to achieve the objectives of the Online University System by facilitating their functioning in a broad and relevant regulatory context in human resource management and allocation, financial materials, and opportune, transparent, and expeditious processes and procedures.

Financially, the system has focused on the objective of efficiently managing its resources, by strictly complying with the procedures and regulations of each fund that is managed. In addition, we have implemented austerity, economy, transparency, and administrative simplification policies, and we have ensured prioritized, equal and collaborative financial resource distribution, thus satisfying the needs of academic, teaching, research, outreach and collaboration programs.

While there may be excellent academic projects, we believe that appropriate institutional management is what makes them possible. We also believe that academic programs require appropriate university organization and management in accordance with the online education modality.

Our operating costs are funded by several financial sources: PIFI, FAM, PROMEP, SINED, SNI, CONACYT, FADOEES, FECES, ECOESAD.

To achieve excellence, we have developed the Integrated System of Academic Management (SIGA, in its initials in Spanish), a quality system implemented in 2008, which has the objective of: "Improving our educational products and services, increasing the performance indicators in all UDGVirtual processes".

In regard to human resources, the system has faced a problem caused by differing decisions in the operation of the guidelines to

assign students by section, according to the modality of education in digital settings. Another critical issue is the adjustment of regulations to hire academic personnel. Likewise, we need to intensify the ongoing training of our system's faculty, administrative staff and directors.

Furthermore, there is an urgent need for personnel who can cover the needs of our System, avoiding the disbursement that currently represents a high percentage of our ordinary budget and almost all of our self-generated income, which forces us to rely almost completely on our tuition fees, which our students have found difficult to pay.

Objective 15

Strengthen management and governance in the UDGVirtual.

Strategies

1. Formulate internal policies to program and exercise the System's budget.
2. Formulate criteria to speed up internal procedures.
3. Adopt management processes through electronic government mechanisms.
4. Propose and impact adaptations to university regulations.
5. Integrate an Information System oriented towards strategic decision-making.

Objective 16

Procure financial sustainability with transparency and accountability.

Strategies

1. Plan ordinary and self-generated expenses.
2. Diversify and increase our sources of income.
3. Make internal processes related to expenditures simpler and more flexible.

Indicators and goals by thematic element

EDUCATION AND TEACHING			
Indicator	Value	Goal	Goal	Goal
	2014	2016	2019	2030
1. Number of programs for appropriation of settings.	0	1	2	4
2. Percentage of flexible, inclusive, innovative, and relevant academic programs.	25%	50%	75%	100%
3. Percentage of academic programs that implement the latest technology.	25%	50%	75%	100%
4. Percentage of Courses designed purposefully to favor inclusion.	0%	2%	7%	20%
5. Variation in the Enrollment.	8%	8%	10%	10%
6. Retention rate.	60%	62%	70%	70%
7 Percentage of communities generating or disseminating learning and knowledge products.	15%	25%	50%	90%
8 Percentage of users participating in digital ecosystems.	15%	25%	50%	90%
9 Number of programs for the appropriation of settings.	0	1	2	4
10 Perception of the level of functioning.	Deficient	Regular	Good	Very Good
11 Perception of the level of achievement in the appropriation, collaboration, and production of settings.	Non-existent	Low	Medium	High
12 Average level of perception of consultants and students regarding flexibility, inclusion, innovation, and relevance.	Regular	Good	Good	Very Good
13 Presence in each municipality of the State of Jalisco	90%	92%	95%	100%
14 Percentage of Courses designed purposefully to favor inclusion.	0%	2%	7%	20%
15 Percentage of graduates working in a field related to their degree.	40%	50%	60%	80%
16 Number of accredited programs.	0%	0%	50%	100%
17 Academic achievement rate.	70%	70%	70%	70%
18 External perception in public and private organizations.	Unknown	Regular	Good	Very good

RESEARCH AND GRADUATE STUDIES				
Indicator	Value	Goal	Goal	Goal
	2014	2016	2019	2030
1. Percentage of consolidated Academic Bodies (CAs, in the initials in Spanish).	0%	10%	20%	40%
2. Percentage of CAs in the UDGVirtual with an interdisciplinary composition.	0%	25%	50%	100%
3. Percentage of CAs operating collaborative projects with research groups having lines of research different from their own.	0%	25%	50%	100%
4. Percentage of full-time undergraduate professors holding a PhD.	7%	10%	15%	20%
5. Percentage of full-time professors holding a PhD and belonging to the National System of Researchers.	4%	5%	7%	10%
6. Student enrollment in graduate programs.	215	220	230	260
7. UDGVirtual formation programs that develop and assess cyber-cultural competencies in advisors and students.	0%	100%	100%	100%
8. UDGVirtual operates its programs and projects through knowledge networks managed by their own cyber-cultural development leaders.	0%	100%	100%	100%
9. 100% of UDGVirtual Academic Bodies use the internal system for funding management, proposal creation and project follow-up.	0%	100%	100%	100%
10. 800% increase in funding for research, development, and innovation through the internal system for funding management and project follow-up.	0%	800%	800%	800%
11. 10% increase in the annual investment in UDGVirtual research, development, and innovation projects through diversified financial sources.	0%	10%	10%	10%
12. Fulfillment of 80% of the goals related to coverage and timely reports.	0%	80%	80%	80%
13. 100% of UDGVirtual managed research projects are carried out with an active administrative monitor in addition to the academic body executing the project.	0%	100%	100%	100%
14. 100% of UDGVirtual managed research projects are carried out on a network and include institutional administrative monitors in addition to the academic body executing the project.	0%	100%	100%	100%
15. Fulfillment of 100% of the goals related to coverage and timely reports.	0%	100%	100%	100%
16. 100% of UDGVirtual managed research projects include protocol, needs assessment, and knowledge transfer plan.	0%	100%	100%	100%
17. 30% of UDGVirtual research reports include the results of the needs assessment and integrate an impact evaluation? in the transfer entity.	0%	100%	100%	100%
18. 60% of UDGVirtual research reports include results of the needs assessment and integrate an evaluation of the impact on the transfer entity.	0%	60%	60%	60%
19. 100% of research reports include the results of the needs assessment and integrate an evaluation of impact on the transfer entity.	0%	100%	100%	100%

RESEARCH AND GRADUATE STUDIES				
20. 100% of full-time UDGVirtual academics disseminate their productions on the internet on collective and personal websites.	0%	100%	100%	100%
21. 30% increase in the Info Metric indices associated with consultations of collective and personal websites belonging to UDGVirtual researchers.	0%	30%	30%	30%
22. 100% of knowledge production by UDGVirtual academics is uploaded to international knowledge management systems.	0%	100%	100%	100%
23. 100% of the UDGVirtual Academic Bodies are of an interdisciplinary nature.	0%	100%	100%	100%
24. 100% of the CAs operate collaborative projects with research groups having lines of research different from their own.	0%	100%	100%	100%
25. 80% of UDGVirtual PTCs publish an article or book chapter at least once a year, either in collaboration or individually.	0%	80%	100%	100%
26. At least 30% of publications by UDGVirtual academics are in English.	0%	30%	50%	50%
27. 50% of Academic Bodies have at least one expert in technological development or information and computer science.	0%	50%	75%	100%
28. 50% of Academic Bodies operate at least one project that significantly integrates TICs into their methodological operation.	0%	50%	75%	100%
29. 60% of UDGVirtual researchers participate in projects with institutional, regional, national or international academic networks.	0%	60%	80%	100%
30. 30% of UDGVirtual research projects are carried out on institutional, regional, national or international networks.	0%	30%	50%	100%
31. At least 30% of each CA's members participate in prestigious national and international events.	0%	30%	60%	100%
32. At least 30% of participations in prestigious events are by invitation.	0%	30%	50%	50%
33. 100% of Academic Bodies involve students in the execution of at least one of their projects.	0%	100%	100%	100%
34. 100% of UDGVirtual research projects include students as part of the research team.	0%	100%	100%	100%
35. 100% of UDGVirtual researchers qualify as consolidated researchers by having students permanently associated with their lines of research.	0%	100%	100%	100%
36. At least 30% of UDGVirtual student projects are disseminated through a knowledge management system.	0%	30%	60%	100%
37. 30% annual increase in participation in cyber-cultural competence development programs offered in physical spaces and online platforms set up expressly for that purpose.	0%	30%	30%	30%
38. Cyber-cultural formation is extended to 100% of CASAs Universitarias.	0%	100%	100%	100%
39. 30% annual increase in participation in cyber-cultural competence development programs offered in physical spaces and online platforms set up expressly for that purpose.	0%	30%	30%	30%
40. At least 3 Network centers are operated internationally for the development of cyber-cultural competencies.	0	3	3	3

COLLABORATION

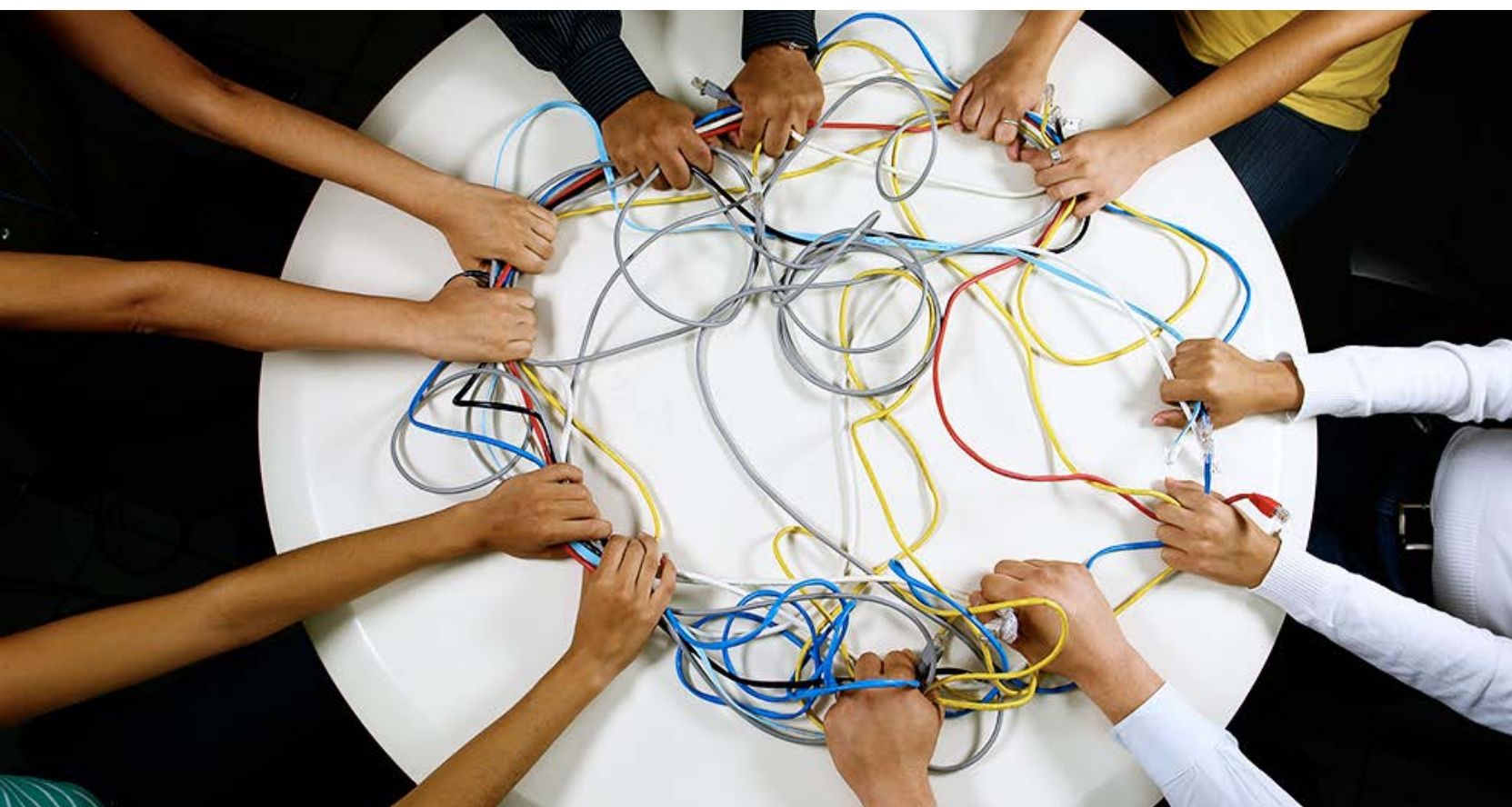| Indicator	Value	Goal	Goal	Goal
	2014	2016	2019	2030
1. Percentage of undergraduate programs that include professional practices in their curriculum.	0%	30%	60%	80%
2. Integrated project portfolios.	20%	80%	90%	100%
3. Construction of knowledge environments shared with the University Network.	0%	30%	80%	100%
4. Percentage of programs with contents related to the development of innovative competencies in the fields of business and social development.	0%	30%	60%	80%
5. Built space.	0%	80%	100%	100%
6. Developed projects.	0%	20%	50%	100%
7. Consolidated program.	0%	70%	90%	100%
8. Scalable programs developed.	0%	30%	70%	100%
9. Percentage of programs with contents related to the development of innovative competencies in the fields of business and social development.	0%	30%	60%	80%

OUTREACH AND DISSEMINATION				
Indicator	Value	Goal	Goal	Goal
	2014	2016	2019	2030
1. Percentage of students, academics, and administrative staff actively participating in environmental activities.	0%	50%	70%	100%
2. Number of outreach activities that promote sustainability.	0%	50%	70%	100%
3. Number of agreements signed with other institutions for the creation of programs and activities related to sustainable development.	0%	50%	70%	100%
4. Number of social service and professional practice projects, project portfolios, scholarship activities, etc. focused on sustainable development.	0%	50%	70%	100%
5. Percentage of participants in the UDGVirtual sporting event.	15%	20%	25%	30%
6. Percentage of participants at the distance education conference.	10%	15%	20%	30%
7 Number of participants who disseminate the products developed by members of Academic Bodies in different communication media.	0%	50%	70%	100%
8 Number of interventions promoting online education in different communication media.	0%	50%	70%	100%
9 Number of publications that include the results of new research.	0%	50%	70%	100%
10 Number of actions evaluated.	0%	50%	70%	100%
11 Cultural events accepted by the community and audience creation.	0%	50%	70%	100%
12 Cultural products and services generated in the university network and their impact on society.	0%	50%	70%	100%
13. Number of cultural managers.	0%	50%	70%	100%
14. Impact on the multi-modal circuit.	0%	50%	70%	100%
15. Operation of the identity and institutional values agenda.	0%	50%	70%	100%
16. Degree of appropriation of university values and identity.	0%	50%	70%	100%
17. Number of bibliographical materials on sustainable development acquired.	0%	50%	70%	100%

INTERNATIONALIZATION				
Indicator	Value	Goal	Goal	Goal
	2014	2016	2019	2030
1. Percentage of foreign students participating in UDGVirtual academic programs.	0.2%	1%	3%	5%
2. Percentage of people served by the Casa Universitaria program outside of Mexico.	5%	15%	30%	50%
3. Percentage of UDGVirtual students enrolled in educational programs offered abroad.	.05%	1%	5%	10%
4. Percentage of graduate students who graduate having mastered a second language.	0%	2%	5%	10%
5. Percentage of graduate studies that integrate an international dimension.	0%	10%	15%	30%
6. Percentage of UDGVirtual students enrolled in academic programs offered abroad.	.05%	1%	5%	10%
7. Percentage of foreign academics and experts who provide consulting in the academic and teaching activities of the UDGVirtual from their country of origin.	5%	8%	10%	15%
8. Percentage of full-time academics participating in educational communities, academic networks and international organizations.	50%	60%	80%	100%
9. Percentage of international accreditations in distance education modalities offered by the UDGVirtual.	0%	5%	10%	20%

MANAGEMENT AND GOVERNANCE				
Indicator	Value	Goal	Goal	Goal
	2014	2016	2019	2030
1. Percentage of self-generated resources in relation with the total annual ordinary subsidy.	15%	20%	25%	25%
2. Percentage of extraordinary resources obtained per bidding process in relation to the total annual ordinary subsidy.	20%	23%	25%	30%
3. Number of reprogrammed resources divided by the total of programmed resources. (Ordinary and self-generated).	60	40	30	20
4. Biannual percentage variation of liabilities.	20%	15%	10%	5%
5. Percentage of revised or updated procedures.	25%	30%	50%	80%
6. Percentage of mapped processes.	25%	30%	50%	80%
7. Certified administrative processes.	0	1	2	3
8. Progress in percentage terms of the security and follow-up system for the issuance of electronic certificates and the advanced electronic signature.	25%	50%	100%	100%
9. Percentage of revised regulations.	10%	20%	40%	80%
10. Percentage of updated regulations.	5%	10%	20%	40%
11. Percentage of developed manuals.	10%	20%	40%	90%
12. Comprehensive information system developed (progress in terms of percentage).	20%	30%	50%	100%
13. Timely verifications achieved.	100%	100%	100%	100%
14. Timely resource dispersion.	100%	100%	100%	100%
15. Percentage of simplified procedures.	10%	15%	25%	80%
16. Updated job profiles.	50%	60%	80%	100%

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Glossary

Learning Community. Learning communities point towards new models for educational organization, based on the commitment and co-responsibility of social and community agents, while stressing the need to adopt new criteria and planning methods in the design of educational policies.

Online Learning Communities illustrate how information and communication technologies can be utilized to configure communication and exchange networks and promote learning among the users of these networks, both in the framework of formal education, and through the creation of new educational platforms and scenarios.

Sustainable Development is one that can be achieved with a solid management of economic policies. In other words, it is a process that intends to satisfy the economic, social and environmental needs of a generation without compromising the needs of future generations.

Digital Ecosystem: "From a technological perspective it is a setting that includes different free software options to favor the interaction between community members in order to generate learning experiences". (García & García, 2013).

Equality: "The state of being equal, especially in status, rights and opportunities" (New Oxford American Dictionary).

Gender: "The state of being male or female (typically used with reference to social and cultural differences rather than biological ones)" (New Oxford American Dictionary).

Governance: According to Aguilar (2009): "We spontaneously understand governance as the process or set of efforts through which a government leads or governs society. Although, when examining the concept more deeply, governing society also implies the definition of common objectives, their being sufficiently accepted by society, and the direct or indirect involvement of the collectivity in the fulfillment of these common objectives, and the coordination of multiple efforts by social actors to enable and/or ensure their realization". (Moyado, 2011 p.90).

Governance: "We strictly understand governance, or "new", "modern" governance, as the process in which the direction of society is defined, the ways to achieve these objectives (problem solving, challenges, the creation of meaningful futures), and the ways in which cost and benefit are distributed. These factors cannot be the sole responsibility of the government, considering it as the only and dominating actor, but the result of joint deliberation of interaction, inter-dependence, co-production, co-responsibility, and association between the government and private and social organizations, in a scenario where the government and organizations play vital roles within reciprocal commitments, according to the nature of the social problems and circumstances" (Aguilar, 2007, p.8).

Inclusion: "The inclusion movement represents a cornerstone to work towards education for all, since it intends to fulfill the right of quality education for all. As we have observed, many boys and girls, as well as students with special needs, do not have this right. Inclusion is related to the access, participation and achievements of all students, especially focusing on those in risk of being excluded or marginalized for different reasons." (UNESCO, 2005).

Knowledge Networks. "A system that links academic, research, business, government, and

community entities that exchange incremental scientific and technological knowledge in its tacit and explicit dimensions. Such knowledge must be a product of historical accumulation of knowledge, resources and wealth in the local territory, which will be shared in a logical integration and cooperation, sustained in the values of solidarity and complementarity; all this for the purpose of facilitating inclusion in organized communities while building a social system that contributes locally to regional and national development "(Gutierrez & Flores, 2011).

Acronyms

AMECyD: Asociación Mexicana de Educación Continua y a Distancia *(Mexican Association for Continuing and Distance Education)*

AULA-CAVILA: Asociación de Universidades Latinoamericanas - Campus Virtual Eurolatinoamericano *(Association of Latin American Universities – Online Campus for Europe and Latin America)*

CAEF: Cuerpo académico en formación *(Academic Body in Training)*

CECAD: Coordinación de Educación Continua, Abierta y a Distancia *(Coordination of Continuing, Open and Distance Education)*

CIEES: Comités Interinstitucionales para la Evaluación de la Educación *(Superior Inter-institutional Committees for the Assessment of Higher Education)*

DEAD: División de Educación Abierta y a Distancia *(Open and Distance Education Division)*

ECOESAD: Espacio Común de Educación Superior a Distancia *(Common Space for Distance Higher Education)*

IES: Instituciones de Educación Superior *(Institutions of Higher Education)*

INNOVA: Coordinación General del Sistema para la Innovación del Aprendizaje General *(Coordination for the Learning Innovation System)*

OUI/COLAM: Organización Universitaria Interamericana / Colegio de las Américas *(Inter-American University Organization / Colegio de las Américas)*

PEDJ: Plan Estatal de Desarrollo de Jalisco *(Jalisco State Development Plan)*

PE: Programa educativo *(Educational Program)*

PND: Plan Nacional de Desarrollo *(National Development Plan)*

PRODEP: Programa para el Desarrollo Profesional Docente *(Program for the Professional Development of Teachers)*

Proesde: Programa de Estímulos al Desempeño Docente Incentive *(Incentive Program for Teacher Performance)*

PSE: Programa Sectorial de Educación *Sectoral Educational Program*

RECLA: Red de Educación Continua de Latinoamérica y Europa *(Continuing Education Network of Latin America and Europe)*

SEMS: Sistema de Educación Media Superior *Upper Secondary Education System*

SES: Sistema de Educación Superior *(System of Higher Education)*

SIIAU: Sistema Integral de Información y Administración Universitaria *(Comprehensive University Information and Administration System)*

SINED: Sistema Nacional de Educación a Distancia *(National Distance Education System)*

SNI: Sistema Nacional de Investigadores *(National System of Researchers)*

TIC: Tecnologías de información y comunicación *(Information and communication technologies).*

UDGVirtual: Sistema de Universidad Virtual *(Online University System)*

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