Institutional Development Plan

2023 - 2027

JUNE 2023

Universidad Autónoma
de Baja California

Institutional Development Plan

2023 - 2027

JUNE 14, 2023

Universidad Autónoma de Baja California

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Dr. Luis Enrique Palafox Maestre
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Introduction

The greatness of the Universidad Autónoma de Baja California (UABC) is elucidated by the arduous efforts of the thousands of members comprising its academic community, both in the past and the present. Thus, I commence by acknowledging and expressing gratitude for their enduring legacy, which presently allows us to reciprocate the trust bestowed upon our institution by the society of Baja California. With a forward-looking perspective, we embrace the future with optimism while recognizing the challenges posed by the global context.

Currently, we find ourselves in a critical moment for the planet and its inhabitants. The recent pandemic has starkly revealed the fragility of human life and has served as a poignant reminder of the undeniable interconnection between all species. It has also emphasized the responsibility we bear in the face of climate change, which stands as the foremost challenge confronting us. Projections suggest that within the next decade, we will encounter increasingly severe ecological problems, with far-reaching impacts on water supply, human life quality, and the depletion of natural resources and biodiversity.

Furthermore, in our societies, armed conflicts persist, wherein peace, respect for human rights, and a minimum level of well-being remain unattainable conditions for millions of individuals.

At a global level, we find ourselves in a moment where, due to the pandemic experienced in 2020-2021, issues such as inequality and social polarization have been exacerbated. Additionally, there has been a rise in distrust towards political systems, an increase in gender-based violence, and a surge in psychological and emotional problems.

These issues have manifested in distinct ways in each country and region. According to the Economic Commission for Latin America, extreme poverty in the

region has returned to levels observed during the pandemic in 2020, which also resulted in a three-year reduction in life expectancy for people living in this part of the world. Concurrently, the region is experiencing high inflation, increased frequency of disasters, and the impacts of the climate crisis, leading to the consequent risk of food and nutritional insecurity. Regionally, there is an ongoing silent crisis stemming from the disruption of in-person education, which profoundly affects the development of an entire generation of girls, boys, adolescents, and young individuals.

In Mexico, the pandemic exerted excessive pressure on the healthcare system, which has struggled to fully recover, resulting in consequences for the care of hundreds of thousands of citizens. Extreme poverty, which experienced an increase between 2018 and 2020, has slowly declined in the subsequent three years. However, the transition to online education has led to a rise in educational lag, particularly among population groups lacking access to information technologies and the internet. According to the VoCes-19 survey, the mental health of adolescents and young individuals was one of the dimensions most affected by the pandemic, with 64% of adolescents and 71% of young people surveyed displaying symptoms of depression.

For Baja California, even though the impact of the pandemic was relatively lower compared to other parts of the country, we still share the challenges of educational lag and mental health issues among adolescents and young individuals.

As a counterpart, the crisis triggered by the pandemic has led to an acceleration in the utilization of information and communication technologies, digitalization, and automation. Additionally, there has been a considerable push towards the adoption of artificial intelligence, both in productive processes and in everyday life. Consequently, new occupational opportunities have emerged in the realm of work, reflecting the evolving landscape of the labor market.

In light of these scenarios, we maintain a profound conviction that education, especially at the higher level, remains the most effective path for human development and social mobility. Simultaneously, we acknowledge, in accordance with UNESCO, that while education has played a fundamental role in the transformation of human societies, it is imperative to reform education itself to enable the creation of peaceful, just, and sustainable futures.

Thus, in this Institutional Development Plan 2023-2027 (IDP), a thorough review of the institutional mission and vision has been conducted to imbue them with renewed vigor, incorporating dimensions of sustainability, technology, and social justice with paramount importance.

In order to achieve that vision and fulfill our mission, three institutional policies are proposed. Given the current global, national, and regional context, these policies are to be thoroughly considered in every initiative and action undertaken by the university community. These policies are as follows:

1. **Excellence and Educational Innovation:** Fostering a commitment to excellence and continuous innovation in education, aiming to adapt to emerging challenges, enhance the learning experience, and develop relevant and transformative knowledge and skills.

2. **Culture of Peace and Human Rights:** Cultivating a culture of peace, respect for human rights, and social responsibility throughout the university community, contributing to the creation of an inclusive and harmonious environment that upholds human dignity and fosters empathy and understanding.

3. **University Autonomy, Transparency, and Accountability:** Upholding the principles of university autonomy, transparency in decision-making processes, and accountability to the broader society, ensuring responsible and ethical governance to maintain public trust and confidence in the institution.

Within the framework of the aforementioned policies, five institutional priorities have been established. These priorities encompass the following purposes:

1. **Comprehensive, Flexible, and Excellent Lifelong Learning:** To provide a comprehensive, flexible, and excellent learning

experience that extends throughout individuals' lives, empowering them with essential knowledge and skills to adapt to an ever-changing world.

2. **Innovative Research Addressing Current Challenges:** To conduct research that offers innovative solutions to current challenges, fostering knowledge generation and application to address pressing issues and contribute to the advancement of society.

3. **Well-being of the University Community:** To prioritize the well-being of the university community, recognizing the significance of a supportive and inclusive environment that promotes physical and mental health, while fostering a sense of belonging and mutual respect.

4. **Regional and International Development:** To actively contribute to regional and international development, collaborating with stakeholders and partners to address shared challenges, promote cultural exchange, and strengthen global cooperation.

5. **Timely, Flexible, Transparent, and Sustainable Management:** To implement a management system that is timely, flexible, transparent, and sustainable, ensuring effective support and financing for the core functions of the university. This entails responsible resource allocation and utilization to foster the institution's long-term viability and success.

Building upon these policies and priorities, the university community, through a survey conducted among students, faculty, and administrative and service staff, identified needs and proposed actions. As a result, 30 strategies have been formulated and will be implemented during the

current rectoral term. These strategies aim to address the identified challenges, enhance the institution's performance, and advance towards the outlined vision, fostering a cohesive and participatory approach to achieve common goals.

Through the Technical Planning and Monitoring Groups, comprised of representatives from various sectors within the UABC community, the proposed actions were carefully reviewed. Some actions were modified or expanded, and new ones were added. As a result of this collaborative effort, a total of 206 courses of action were established. These courses of action serve as the concrete steps through which the policies and strategies put forth will be effectively realized, ensuring a comprehensive and well-considered approach towards achieving the institution's objectives. The active engagement of diverse stakeholders underscores the commitment to collective decision-making and inclusivity in shaping the university's trajectory.

Indeed, the IDP 2023-2027, being the product of collaborative efforts by all members of the university community, reflects their aspirations and commitment to continuous improvement. As a result, it stands as the most comprehensive instrument constructed collectively to guide the development of our esteemed institution, the preeminent higher education establishment in Baja California. This plan embodies the shared vision and dedication of every individual involved, fostering a sense of ownership and collective responsibility in charting the university's course towards a more promising and impactful future.

The relevance of higher education institutions, such as ours, is based on their responsibility to educate professionals who not only contribute to social development but also achieve personal growth. Moreover, universities serve as the space that society has created to seek answers to the questions posed by humanity, thus generating knowledge and technological innovation. Consequently, they enrich human culture through the dissemination and sharing of the outcomes of their activities. As centers of intellectual inquiry, universities play a crucial role in advancing knowledge, fostering critical thinking, and promoting societal progress and well-being.

In the present times, as society questions and doubts the veracity and implications of global challenges, universities remain and must continue to be a beacon of wisdom and trust. Grounded in their scientific and humanistic spirit, universities serve as a source of reliable knowledge

and understanding. This spirit can only be nurtured through unwavering respect for academic autonomy. As bastions of critical thinking, research, and education, universities uphold the pursuit of truth, the dissemination of unbiased knowledge, and the advancement of society through evidence-based solutions. Embracing their autonomous nature, universities play a pivotal role in fostering societal progress and shaping a better and more informed future.

I extend an invitation to the Baja California community and the UABC family to join hands in this university project, with the firm belief that we possess the capabilities to safeguard our future and our planet. Together, we can continue building a more just and prosperous society, one that upholds respect and freedoms for all. With unity and collaboration, let us strive towards the realization of a world where peace and harmony prevail, fostering the full realization of our collective potential. Let us embrace this endeavor with optimism and determination, knowing that our shared efforts can pave the way for a brighter and more sustainable future for generations to come.

Dr. Luis Enrique Palafox Maestre
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SALTY
CREW

Challenges and Opportunities for Higher Education Institutions and UABC

Humanity confronts a series of challenges that shape the context in which Higher Education Institutions (HEI) operate. These challenges directly impact the endeavors of university communities, while also presenting significant opportunities for making a positive impact on the world through teaching, research, engagement, and outreach.

Current challenges encompass economic, environmental, geopolitical, social, and technological risks. Various international organizations have taken the initiative to address and raise awareness of the forthcoming developments. Among them, a recent study conducted by the World Economic Forum (2023) identifies that the risks with the most significant impact in the next decade will be climate change, natural disasters, biodiversity loss, the crisis of natural resources, large-scale involuntary migration, social polarization, the proliferation of cybercrime, and geoeconomic confrontation.

In addition to the aforementioned challenges, it is inevitable to refer to the two years of COVID-19 contingency, which drastically altered the daily activities of humanity and exacerbated existing social and economic issues. Among the short-term effects of this global phenomenon are increased unemployment and inflation, reduced wages and incomes, higher rates of poverty and extreme poverty, and unequal access to healthcare services. Among the medium and long-term effects are the possibility of business closures, a decrease in private investment, a slowdown in economic growth, reduced integration in value chains, and the deterioration of productive capacities and human capital (Economic Commission for Latin America and the Caribbean [ECLAC], 2020). The pandemic's impact has been multifaceted and has necessitated innovative responses and strategies to mitigate its adverse effects on society and the economy.

Amidst situations like the ones described, UNESCO issued a call in 2021 for educational institutions to become more relevant and develop in students the necessary capabilities that empower them to address the existential challenges ahead. These challenges include climate change, the decline of democracy, social and political fragmentation, threats to human rights, and the challenges arising from the development of artificial intelligence (International Commission on the Futures of Education, 2022).

In addition to the above, the biennial higher education conference convened by UNESCO, for the past six years, has emphasized the imperative for universities to contribute to sustainability by aligning their strategies with the 2030 Agenda based on the Sustainable Development Goals (SDGs) agreed upon during the United Nations General Assembly in September 2015 (Parr et al., 2022).

Furthermore, during the V International Meeting of Rectors convened by Universia in 2023, held in Valencia, Spain, and attended by authorities from UABC, a declaration was signed committing the university, through its functions of teaching, research, and knowledge transfer, to incorporate "social, environmental, and economic challenges, thus redoubling its commitment and actions towards the well-being and progress of our communities, the planet, and society as a whole" (Universia, 2023, para. 8).

In the post-pandemic scenario, both educational and professional environments are undergoing transformative changes. The rapid advancement of technology has led to an unprecedented level of digitization and automation, impacting existing dynamics in labor markets and continuing to evolve at a fast pace. As a result, Higher Education Institutions are compelled to reassess the type of education they offer to their students, ensuring their effective integration into the workforce by identifying the most demanded and relevant skills, both locally and globally (UNESCO, 2021; 2022a).

In this manner, the profile of the population and the socio-economic and labor conditions demand that universities diversify and flexibilize their educational offerings, giving rise to a lifelong learning framework, flexible learning pathways, training supported by digital platforms, a surge in alternative certifications and credentials, project-based interdisciplinary learning, and the development of competencies linked to the job market (Henderson et al., 2022; UNESCO, 2022b).

On the other hand, it is important to mention that, in the face of changes in national educational policies in recent years, and particularly the limited growth in federal and state budget allocation to the university, it is necessary to increase efficiency in the use of public resources received by the institution. Moreover, expanding funding sources is essential to ensure improved access and higher retention and graduation rates in various study programs. Meeting these financial challenges is crucial to enhance the university's capacity to fulfill its mission, maintain academic excellence, and provide a conducive learning environment for students. Strategic financial planning and effective resource management are indispensable for sustaining and advancing the university's objectives amidst evolving economic conditions and funding constraints.

National debates concerning higher education have led to the reformulation of regulations, conceiving this level as a public good. In accordance with Article 3 of the Constitution, the General Law of Education, and the General Law of Higher Education, higher education is characterized by its commitment to excellence, continuous improvement, and the comprehensive development of students throughout their educational journeys. To achieve these goals, new forms of learning have emerged, in which technology plays a leading and determining role, paving the way for the digitization of educational services.

Regarding the local context, it is important to emphasize that one defining characteristic of the state's challenges and opportunities is its geographical location and the border relationship with the United States (U.S.), which confers a comparative advantage over other Higher Education Institutions (HEI) in the country. This advantage is primarily linked to the prospects arising from trade and nearshoring, where the main economic activities are centered around the manufacturing industry, integrated into the global production chain, with the U.S. as the principal trading partner.
Consequently, it becomes imperative that university education includes the development of global competencies that enable participation in industries associated with international trade. Moreover, it is crucial to enhance understanding of the aforementioned global challenges that threaten the future. This will facilitate the creation of opportunities with higher value-added prospects, based on an economy increasingly interconnected with knowledge and creativity.

On the other hand, the development and dissemination of research are recognized as one of the primary strengths of UABC compared to other universities in the state, positioning it as a leading institution of higher education. However, specific and prioritized needs have been identified

that require attention. These include the flexibility in study programs and the operational aspects of university life, the management of physical and technological infrastructure, the updating and training of the academic community to stay at the forefront, the promotion of certifications and transversal skills for life and work, and the incorporation of attractive postgraduate options for professionals.

In line with the above, information was gathered through institutional consultation forums, where members of the university community expressed their perceived needs within the university. Among these needs, the desire to expand mixed modalities supported by technology was evident. Additionally, there was a call for improving administrative processes to enhance efficiency. Ensuring student well-being emerged as a critical concern, encompassing actions such as prioritizing mental health support, providing quality services in cafeterias, maintaining supporting infrastructure, assisting in improving student transportation through public transport management, and ensuring safety and inclusivity within university spaces, among other considerations.

As a result of the aforementioned, UABC needs to ensure access to higher education of excellence for all citizens. To achieve this, the university must promote new approaches to serve the student body effectively and efficiently by harnessing technological tools. Implementing mixed and non-presential educational programs will enable greater flexibility and adaptability in meeting the diverse needs and preferences of students.

Furthermore, promoting the development and mobilization of knowledge will foster a dynamic and forward-thinking learning environment, encouraging innovation and creativity among students and faculty. By actively encouraging research, interdisciplinary collaboration, and community engagement, the university can enhance its contribution to societal progress and address the pressing challenges faced by the Baja California community.

In response to the aforementioned challenges, the university, in its institutional planning, is committed to addressing both global and region-specific issues that affect the state of Baja California and its surrounding region. In this regard, the Institutional Development Plan 2023-2027 aims to position UABC in the international arena, making a significant regional and global impact.

MISSION UABC

To contribute to inclusive and sustainable development, the well-being of Baja California society, the nation, and the planet, through the comprehensive education of professionals, researchers, and engaged citizens committed to a democratic culture; as well as the generation and dissemination of culture, knowledge, and technologies.

VISION UABC 2040

UABC is a leading and innovative university, nationally and globally recognized as a transformative agent of social progress, contributing to the full realization of the human being, inclusive and sustainable development, deepening democracy, and social justice through undergraduate and graduate education, lifelong learning, and its scientific, technological, and cultural advancements.

Cross-Cutting Policies

The cross-cutting policies aim to focus and guide the efforts of the university community towards the principles and characteristics that the institution aspires to achieve. Thus, three policies are established as a result of the analysis of the challenges and opportunities identified in the external and internal context. These policies are congruent with the university's mission, vision, and values, and they are integrated throughout the institutional development plan.

Excellence and Educational Innovation

With this policy, the institution reaffirms its commitment to educational exce- llence by fostering a culture of evaluation and comprehensive continuous improvement. Additionally, it embraces innovation as a differentiating characteristic, signifying the university's institutional stance of flexibility and openness to change in response to the dynamic and complex nature of higher education at all levels and areas of operation. This approach guides an institution that learns and transforms itself constantly, placing the students at the heart of its university activities.

Culture of Peace and Human Rights

As part of the institutional commitment to social development and the well-being of individuals, the UABC establishes substantive guidelines that will guide the defense of human dignity, social justice, and human rights. Through the proposal and implementation of cross-cutting actions, the university will strengthen its identity and fundamental values, ensuring substantive equality, the pursuit of truth, the repair, and the non-repetition of situations that compromise the integrity of those who constitute the university community. Thus, the co-creation of a culture of peace will establish visible paths that promote the transition towards more empathetic, respectful, and liberated forms of interaction.

University Autonomy, Transparency, and Accountability

University autonomy stands as a fundamental principle that ensures academic freedom, independent thought, and the capacity for self-governance in higher education institutions. It constitutes an essential pillar for achieving the institutional mission and the full development of the functions of a modern university. Promoting, overseeing, and safeguarding university autonomy is a task that involves the whole university community in a committed manner. Consequently, transparency in management and responsibility in resource utilization are inseparable principles of university autonomy, enabling the establishment of effective mechanisms for accountability that strengthen society's trust in the university.

Las técnicas, secretos y
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Strategic Model of UABC for the Period 2023-2027

The UABC has a well-established presence in the state, being an institution with physical presence in all municipalities. It offers a wide range of educational programs and boasts the largest capacity for research and knowledge generation across various fields of knowledge. Additionally, it possesses numerous spaces dedicated to culture and a thriving academic and student community, enabling the implementation of extension and engagement activities that demonstrate its commitment to the community.

Furthermore, the UABC enjoys competitive advantages that distinguish it and make it unique compared to other Higher Education Institutions (HEIs) in the country. One of these advantages is its regional focus and geographical location, where its proximity to the United States, particularly to the State of California, which hosts one of the world's most prominent university systems in terms of research, learning, and community impact, creates a dynamic binational cross-border environment. This dynamic offers the institution and its student and academic community a broad range of possibilities for innovation and improvement in university practices, thereby contributing to the economic, social, cultural, and environmental development of the society in Baja California.

On the other hand, the ever-changing and turbulent environment in which higher education is situated, with demands and challenges resulting from the COVID-19 pandemic, as well as issues such as climate change, social inequality, and technological disruption – including artificial intelligence – necessitate that the UABC charts new paths for the future.

With the above in mind, a strategic model has been proposed with the purpose of positioning the institution as a benchmark in higher education and transforming

it into an agent of change for the state and the region with both local and global impact. To achieve this, five institutional priorities have been established for the period 2023-2027, which aim to focus efforts on the core functions declared in the institutional mission.

The formulation of these institutional priorities is motivated by the current demands of the university community and aims to bridge the gap with the requirements of the regional, national, and global environment. Therefore, their development will lay the groundwork to achieve the vision set for 2040, where the UABC is a leading institution and a catalyst for social progress.

INSTITUTIONAL PRIORITIES

Comprehensive, Flexible, and Lifelong Learning..

OBJECTIVE: To provide comprehensive, flexible, and excellent learning experiences in undergraduate, graduate, and lifelong learning programs.

Research and Innovation.

OBJECTIVE: To expand knowledge and generate innovative solutions through research, particularly interdisciplinary research, to address local and global challenges faced by humanity and the planet.

Well-being of the University Community.

OBJECTIVE: To contribute to the well-being of the university community with equity, inclusion, and respect for diversity.

Regional Development and Internationalization.

OBJECTIVE: To strengthen outreach and extension activities that contribute to social, cultural, economic, and environmental development at regional, national, cross-border, and global levels, aiming for a better world.

Management and Financing.

OBJECTIVE: To implement timely, flexible, transparent, and sustainable management that provides support and ensures financing for the substantive functions of the university.

These institutional priorities are framed by three cross-cutting policies that, according to their transversal nature, will guide the university's actions towards educational excellence and innovation, a culture of peace and human rights, and university autonomy, transparency, and accountability.

Institutional Priority

Comprehensive, Flexible, and Lifelong Learning

Through this institutional priority, the university reaffirms its commitments to propel professional development and individual fulfillment, to broaden its reach and extend to diverse audiences, by means of adapting learning modalities in both physical and remote formats. This is achieved through the infusion of innovative technologies into its programs of academic excellence across various tiers, coupled with educational trajectories that contribute to integration and advancement within the labor market, societal progress, sustainable development, civic engagement, innovation, and knowledge transfer. All of this is pursued with the aim of generating scientific, technological, and cultural advancements that garner recognition at both the national and international levels.

OBJECTIVE

Provide comprehensive, flexible, and excellent learning in undergraduate, graduate, and lifelong learning programs.

STRATEGY 1

Reformulate the educational model in alignment with the current global context and the future of education.

Courses of Action:

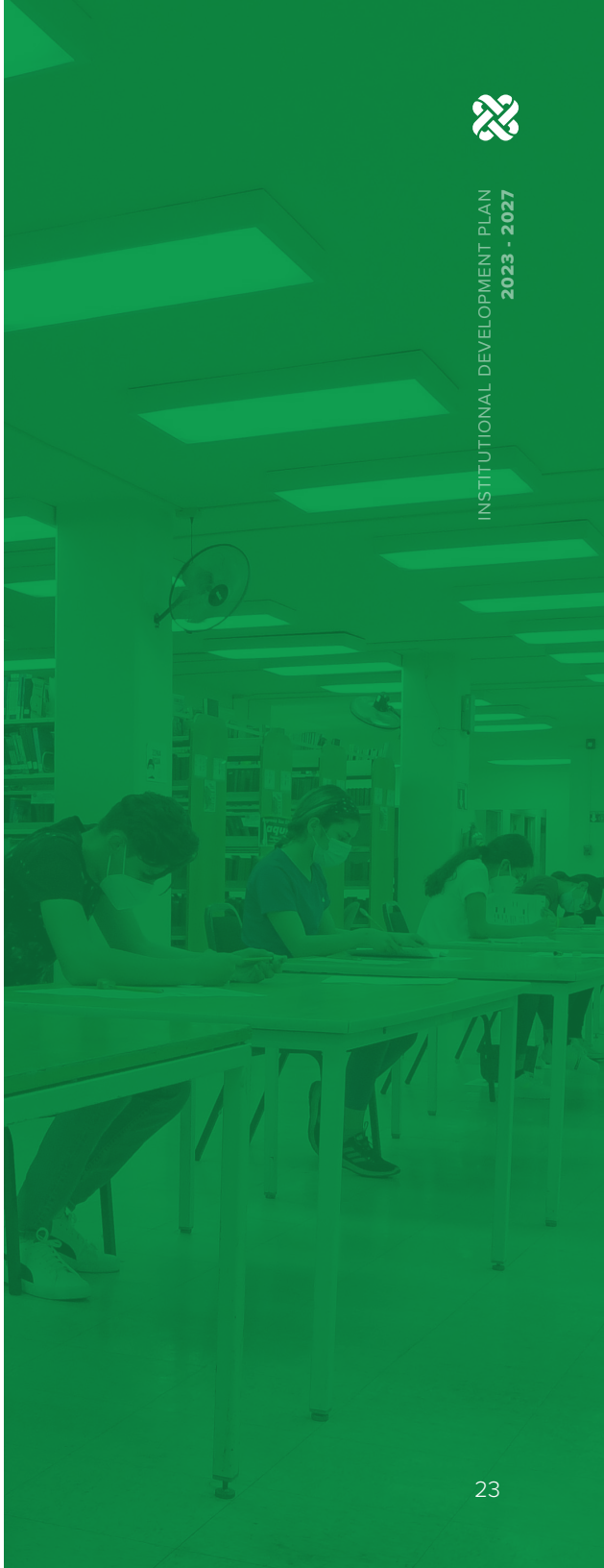
1. Initiate a participatory process, encompassing a spectrum of educational stakeholders, to engage in the analysis, discourse, and evaluation of the pertinence of the existing educational model vis-à-vis its harmonization with the institutional mission and vision. This endeavor is undertaken in preparation for the model's reformulation, subsequent presentation, and eventual implementation.
2. Review and modernize the academic-administrative management processes and systems to ensure the efficient implementation and operation of the educational model.
3. Ensure the full alignment of institutional regulations with the execution processes of the educational model.
4. Systematize an ongoing and collective evaluation process, drawing from both internal and external contexts, to facilitate the assessment of the relevance and functioning of the educational model.

STRATEGY 2

Foster programmatic excellence through innovative and flexible frameworks that provide a quality student experience and align with the economic and social needs of both local and global contexts.

Courses of Action:

1. Formulate schemes to reinforce flexibility, prompt creation, and modification of study programs, encompassing the integration of certifications, lateral pathways, and shorter educational options. This includes implementing non-traditional and mixed modalities, as well as dual degrees, all founded upon graduate profiles fostering the development of globally relevant cross-cutting competencies.
2. Develop a system of continuous enhancement in the operation of educational programs to ensure the students' professional formation excels, while concurrently contributing to the maintenance of national quality accreditations and the expansion of international ones.
3. Define and implement an institutional strategy for regular and systematic follow-up with graduates, coordinated with academic units.
4. Offer undergraduate programs in mixed and non-traditional formats, aligned with students' vocational preferences and responsive to regional and global development needs.
5. Devise and execute institutional initiatives for the dissemination and promotion of the undergraduate educational portfolio through both traditional and digital formats.



6. Establish an institutional initiative aimed at students and academic personnel to facilitate the broadening of curriculum internationalization options. This endeavor should be complemented by academic unit strategies and augmented by an efficient academic management approach for associated processes.
7. Propagate the Educational Services Continuity Plan among the university community to ensure the preservation of teaching and research activities in the event of contingencies.
8. Secure that the physical and technological infrastructure is commensurate with the demands of educational program operations, drawing from emerging trends in the field.
9. Maintain the bibliographic collection, databases, and software licenses associated with educational programs up-to-date to ensure the reliability and quality of academic outputs.

STRATEGY 3

Strengthen student education with a comprehensive and inclusive approach that fosters the development of environmental awareness and commitment to sustainable development.

Courses of Action:

1. Design an institutional learning assessment system that enables the monitoring of students' attainment levels in acquired competencies.
2. Implement an institutional project to address student backlog (dropout, failure, academic performance) in collaboration with academic units and administrative departments. This initiative is founded upon accessing a trajectory indicator system that provides reliable and timely educational path information.
3. Execute institutional strategies, in conjunction with academic units, to elevate the achievement levels in professional examinations.
4. Diversify comprehensive education frameworks for both undergraduate and graduate students within inclusive and gender-sensitive environments. These frameworks should encompass themes of health, sports, arts, culture, values, environmental awareness, and sustainable development.

5. Develop an institutional model to enhance English language proficiency as a second language for undergraduate students.
6. Encourage the diversification of training options aimed at bolstering students' socioemotional, cross-cutting, and digital competencies, fostering the ability to learn how to learn, and endorsing project-based learning.
7. Strengthen pedagogical, disciplinary, research, technological, and socioemotional capacities in academic staff, alongside environmental awareness and commitment to sustainable development, through an institutional teacher training framework.
8. Expand the institutional training offerings for academic personnel, facilitating access to professional certifications and the implementation of collaborative actions with academic units, aligned with the educational model.
9. Promote flexible learning assessment across different stages of the educational trajectory.
10. Advocate for the recruitment, promotion, and contractual monitoring of academic staff to deliver comprehensive, flexible, and excellent education.

STRATEGY 4

Foster the modification, updating, and creation of flexible and excellent graduate programs, in both mixed and non-traditional modalities, to address the needs of the social context and promote engagement with the productive sector and international collaboration.

Courses of Action:

1. Strengthen curricular flexibility in the design and implementation of graduate programs to provide comprehensive education and meet the current demand in both mixed and non-traditional modalities.
2. Drive curriculum internationalization actions through formal collaborations with international institutions that lead to diverse outcomes, including the establishment of dual-degree programs.
3. Develop initiatives for tracking and engaging stakeholder groups, enabling the identification of societal, occupational, scientific, and technological needs that underpin the creation and modification of graduate programs, thereby ensuring their relevance and sustainability.
4. Establish mechanisms for monitoring, evaluating, and accrediting graduate programs at both national and international levels.
5. Implement actions to foster digital competencies among the academic community participating in mixed and non-traditional graduate programs.
6. Design and execute an institutional strategy for promoting and disseminating the annual graduate program offerings through both traditional and digital formats.
7. Drive the utilization of an institutional technological tool for the registration and tracking of indicators, ensuring the traceability of students' and faculty members' academic journey and the operation of graduate study programs.
8. Promote scholarship calls, both internal and external to the institution, to support the enrollment and continuation of graduate students.

STRATEGY 5

Undertake the comprehensive restructuring of the institutional framework governing continuing education with the explicit aim of effectively and responsively addressing the multifaceted societal requisites, both regionally and globally.

Courses of Action:

1. Redefine and disseminate the UABC's model of continuing education along with the linkage mechanisms that consolidate and synchronize institutional endeavors to enhance the university's prominence through its educational offerings.
2. Engineer and oversee innovative educational content for continuing education, encompassing both non-traditional and mixed modalities.
3. Offer institutional programs for the certification of labor, linguistic, and global competencies in coordination with university and external entities.
4. Integrate the mechanisms of continuing education with flagship institutional programs to engage diverse audiences and expand the university's regional outreach.
5. Enhance the physical and technological infrastructure, featuring adaptable and multi-purpose spaces, to support innovative modalities of learning and teaching within continuing education.
6. Update the guidelines, norms, and regulations that directly and indirectly impact the functioning of continuing education at UABC in order to streamline processes of registration, dissemination, delivery and evaluation.
7. Standardize and update the UABC's continuing education microsite and treasury payment system, amalgamating the catalog of continuing education offerings, registration, enrollment, and payment into a unified platform, transforming it into a comprehensive scheme for the university's continuing education services.
8. Streamline administrative processes and devise marketing strategies and business plans to enable faculty and specialists to swiftly and efficiently develop and market programs.
9. Establish connections between the university's continuing education model and associated UABC entities to improve and share best practices, thereby unifying criteria for fundraising and generating extraordinary resources.

STRATEGY 6

Develop an institutional agenda for educational innovation supported by digital technologies.

Courses of Action:

1. Propel the development and management of digital educational content encompassing diverse formats and learning modalities, in coordination with academic units.
2. Strengthen the institutional digital educational ecosystem through the acquisition, preservation, and technological and systems maintenance.
3. Establish the Laboratory of Innovation and Educational Technology (LITE), an interdisciplinary workspace for formulating and implementing ideas, conducting research, experimenting with emerging education trends, and disseminating outcomes.
4. Enhance the institutional digital literacy and skills to enable the critical, inclusive, equitable, and socially responsible utilization of digital technologies by the university community.
5. Implement initiatives utilizing digital educational platforms and content to facilitate the development of non-traditional (online) and mixed learning programs.
6. Develop alternative credential programs for comprehensive education, updates, and employment, catering to regional and global needs.
7. Manage an institutional repository for shared use of digital educational resources, adhering to quality criteria and intellectual property respect.
8. Foster strategic inter-institutional alliances to enhance technological capabilities and the digital positioning of the institution.
9. Promote mechanisms for collective and ongoing evaluation of the institution's digital maturity, contributing to comprehensive, flexible, and excellent learning.
10. Ascertain the impact of artificial intelligence in higher education to guide its innovative and ethical implementation within the institution, aligned with regulatory frameworks and university values.

Institutional Priority

Research and Innovation

Within this priority, UABC acknowledges research as a distinguishing element that sets it apart in Baja California and the region from those higher education institutions strictly focused on teaching. This holds significant relevance in the present context, given the complexity of challenges confronting humanity and the planet, which demand a deeper scientific understanding of phenomena from a social perspective. Universities, as knowledge generators, contribute to strengthening the scientific and industrial hubs of regions through innovation, adopting a collaborative stance in forming networks with various stakeholders to explore viable and feasible solutions through technological development. These ecosystems of research and innovation are more robust in achieving their purpose through interdisciplinary approaches that allow the amalgamation of knowledge, skills, and efforts from multiple fields of expertise.

OBJECTIVE

The central aim is to amplify the frontiers of knowledge and engender ground-breaking solutions through an ardent commitment to research, with a specific emphasis on interdisciplinarity. This concerted endeavor is directed towards confronting the array of challenges that span both the local and global domains, encapsulating the multifaceted predicaments confronting humanity and the intricate fabric of the planet.

STRATEGY 1

Strengthen the empowerment of the academic and student community in research activities, thereby fostering the generation and application of knowledge.

Courses of Action:

1. Facilitate the engagement, advancement, and contractual oversight of academic faculty to propel research initiatives with a comprehensive interdisciplinary and international orientation.
2. Institute a framework of indicators meticulously designed to gauge the profound impact and scientific contribution that research makes towards addressing the multifaceted challenges prevalent at regional, national, and global tiers.
3. Cultivate a culture of participation amongst the undergraduate student cohort by affording them access to mixed modalities of learning, deliberately structured to channel their academic endeavors into the realms of research and other cognate activities.
4. Create a robust institutional environment that guarantees the academic fraternity's potential for achieving substantive professional recognition within the realm of research, as assessed by external accrediting bodies, firmly grounded within their respective spheres of expertise.
5. Encourage the engagement of postgraduate students in research sojourns at other national and international Higher Education Institutions (HEIs), alongside collaborations with entities within the public, social, and private sectors.
6. Foster the proactive involvement of the student body in outreach, advocacy, and community contributions, stemming from their research efforts,

thereby nurturing a profound sense of social responsibility and impactful interaction.

7. Strengthen the cultivation of interdisciplinary research endeavors grounded in the priorities of the Sustainable Development Goals (UABC-SDGs), thus nurturing an inclusive approach to address multifaceted challenges.
8. Cultivate an environment conducive to interdisciplinary and international research by fostering the construction, expansion, refurbishment, and upkeep of physical infrastructure, providing an enriched context for scholarly pursuits across borders and disciplines.

STRATEGY 2

Strengthen the links between editorial activity and academic work to increase the number of published research products.

Courses of Action:

1. Promote the publication of research products and academic works through an editorial initiative aligned with the current dynamics of knowledge dissemination and cultural outreach.
2. Increase the number of co-editions with national and international publishers and higher education institutions (HEIs) by optimizing associated processes.
3. Enhance inclusivity through diversification of editorial formats for university publications.
4. Encourage the creation and development of academic journals and strengthen existing ones through mechanisms of funding, support, and guidance provided by the University Publishing Department.

5. Ensure the continuity of the Annual Selection Call for University Books, considering updates in terms of categories and formats.

STRATEGY 3

Strengthen the development of externally funded research projects while promoting the integration of interdisciplinary groups.

Courses of Action:

1. Provide comprehensive training and continuous updates to the academic and administrative personnel concerning research fund management, while simultaneously enhancing institutional commitment and support in the realm of research and technological development.
2. Cultivate and facilitate the establishment of academic bodies and collaborative groups within the university, fostering their formation and growth.
3. Strengthen interdisciplinary research within the university by fostering participation from academies and the academic units associated with them.
4. Bolster the dissemination and popularization of research outputs and technological developments by involving the academic and student community, thereby encouraging collaboration with diverse sectors of society, whether public or private.

STRATEGY 4

Promote the internationalization of research through interdisciplinary projects and global collaboration networks.

Courses of Action:

1. Devise agile and adaptable mechanisms to facilitate the engagement of academic bodies and research groups in collaboration networks alongside international higher education institutions (HEI) and organizations.

2. Cultivate the involvement and collaboration of the academic community in research sojourns and additional academic endeavors with international HEI and organizations, facilitated through effective management and funding.
3. Establish interactive institutional arenas employing digital technologies to promote scholarly interaction and active participation in interdisciplinary initiatives aligned with global collaborative networks.

STRATEGY 5

Develop a university innovation ecosystem that stimulates creative and inventive activities, both for technological advancement and for the development of products and services, safeguarded by intellectual property protection mechanisms. This ecosystem will enable the promotion of transfer models and commercialization schemes that ensure their sustainability within the innovation hub of the Baja Californian region, to the benefit of its society.

Courses of Action:

1. Open up spaces for the interaction of interdisciplinary collaboration networks among academic units and the public, social, and private sectors. This will facilitate the management of innovation and technological development projects, products, and services.
2. Solidify the value of intellectual property within the university community through activities that promote the registration of research, innovation, and technological development outputs.
3. Provide guidance to the university community in the processes of protecting the intellectual property of products arising from research, innovation, and technological development.
4. Establish institutional mechanisms that foster the transfer of intellectual property from research, innovation, and technological development within the university community. This is aimed at promoting local and regional progress and societal well-being.
5. Generate and manage funding for strategic projects with the public, social, and private sectors to develop an innovation ecosystem that addresses local, regional, and cross-border challenges.

Institutional Priority

Well-being of the University Community

Through this institutional priority, the university seeks the well-being, comprehensive development, and safeguarding of human rights within the university community. This is accomplished through affirmative and instrumental actions that foster equity, respect for diversity, and inclusion in all its forms. These efforts are guided by a culture of peace and interculturality that extends to student life, academic pursuits, and work environments across the university.

OBJECTIVE

Contribute to the well-being of the university community with equity, inclusion, and respect for diversity.

STRATEGY 1

Promote respect for human rights and the creation of a culture of peace, with a gender, intersectional, and intercultural perspective, within the university community, to ensure well-being, security, the eradication of all forms of violence, and non-discrimination of individuals.

Courses of Action:

1. Establish the Office of the University Rights Defender with a gender perspective, in collaboration with relevant entities, as an independent body with powers for action, execution, and safeguarding of human rights and the exercise of fundamental values that underpin the university's identity.
2. Implement an institutional program for mainstreaming a gender perspective, sex-gender diversity, educational inclusion, and a culture of peace, based on the practice of institutional values that uphold the university's identity.
3. Develop indicators related to the mainstreaming of a gender perspective, sex-gender diversity, educational inclusion, and peace education that lead towards substantive equality in various aspects of student, academic, and professional life.
4. Generate, adapt, and disseminate regulations concerning the mainstreaming of a gender perspective, respect for sex-gender diversity, and the assurance of educational inclusion, under a culture of peace within the university community.
5. Strengthen the Gender Violence Prevention and Response Committees by providing training and evaluation, to enhance their responsibilities and contribute to non-violence and non-discrimination.

6. Establish and engage in collaborative networks that promote the development of policies related to gender, sex-gender diversity, educational inclusion, and peace education.
7. Create educational spaces for the university community on gender perspective, sex-gender diversity, educational inclusion, and peace education.
8. Develop digital platforms to promote and disseminate the culture of peace and the defense of human rights among the university community and society at large.
9. Reinforce the role of the UABC Equity Committee, in collaboration with relevant entities, through training and evaluation, to ensure equitable student admissions to the university.
10. Establish methodological pathways leading to external compliance and certification in terms of creating discrimination and violence-free spaces that strengthen human rights and peace education.
11. Consolidate mechanisms and ethical guidelines—from a gender perspective and recognition of sex-gender diversity—that contribute to the exercise of human rights and ethical values of social justice and equity, which characterize institutional philosophy.
12. Strengthen the institutional university security system to integrate best operational practices that safeguard the right to study, work, and interact in suitable and secure environments.

STRATEGY 2

Promote initiatives that cater to the requirements of the university community concerning their physical well-being, mental health, and educational assistance.

Courses of Action:

1. Implement programs, support systems, and scholarships to promote physical health within the university community (healthy nutrition, sports, protection and hygiene, prevention and referral for addictions, sexual and reproductive health).
2. Propel initiatives, support systems, and scholarships to foster mental health within the university community (emotional intelligence, socio-emotional skills, crisis prevention, attention protocols, and referrals).
3. Establish Mental Health Committees for engagement in crisis prevention and intervention, provision of first aid, and referrals to other entities.

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4. Reinforce educational and psychological guidance for students with supporting tools and materials: vocational guidance, study techniques, and time management.
5. Strengthen the Institutional Tutoring System for both undergraduate and postgraduate levels.
6. Provide training for teaching and support staff to develop content, strategies, and teaching tools tailored to students with disabilities.
7. Promote the hiring, advancement, and contractual follow-up of academic personnel to enhance the well-being of the university community with equity, inclusion, and respect for diversity.

STRATEGY 3

Promote the personal and professional development of academic, administrative, and service staff through training and a reasoned improvement of working conditions that contribute to their holistic well-being.

Courses of Action:

1. Optimize the distribution of functions and tasks among academic, administrative, and service personnel based on the unique needs of each academic unit or administrative department.
2. Encourage the training and professional development of academic, administrative, and service staff as a pathway to personal growth.
3. Propel the involvement of academic, administrative, and service staff in university-related activities, encompassing cultural, athletic, and other social spaces that foster university identity and belonging.
4. Undertake a project for analysis, feasibility assessment, and implementation aiming to enhance the flexibility of working hours and modalities for academic, administrative, and service staff.
5. Cultivate a healthy organizational environment that enables university personnel to carry out their work tasks and personal development in a balanced manner.
6. Continuously assess the organizational climate of the university community to identify areas for potential improvement.

7. Foster the engagement of the academic community in incentive and recognition programs.

STRATEGY 4

Strengthen the infrastructure, equipment, and support services that contribute to the well-being of the university community.

Courses of Action:

1. Strengthen, create, and expand physical spaces designated for cultural, artistic, and sports activities.
2. Consolidate the security-related infrastructure and equipment.
3. Develop and implement an annual institutional plan for maintenance and preservation of university infrastructure.
4. Enhance cafeterias and common use areas, focusing on infrastructure, equipment, cleanliness, hygiene, and services provided to the university community.
5. Manage transportation options, proximity, and access to different university campuses to ensure secure commuting for students and staff.
6. Undertake measures for the modernization and preservation of university infrastructure in line with prevailing quality standards and universal accessibility principles.
7. Fortify service and user support with regard to administrative processes that underpin the institution's core functions.
8. Foster awareness among the university community to encourage the preservation of the physical spaces available at UABC.
9. Strengthen the participation of the university community in civil protection and security programs.
10. Develop projects that enable the adaptation of green areas in accordance with the natural environment and energy consumption standards.

Institutional Priority

Regional Development and Internationalization

This priority directs university practices towards the social, cultural, economic, and environmental development of the region, characterized by a prominent presence within the community and a substantial capacity for collaboration with strategic stakeholders from the social, public, and private sectors at local, national, and international levels. In this context, the university is perceived as a transformative agent that, through its core functions, contributes to global betterment by aligning its efforts with the achievement of the Sustainable Development Goals (SDGs).

OBJECTIVE

Strengthen engagement and outreach activities that contribute to social, cultural, economic, and environmental development at regional, national, cross-border, and global levels for a better world.

STRATEGY 1

Strengthen engagement with organizations that support the development of real-world learning experiences, allowing students to apply and enhance the skills and competencies gained in their education. Additionally, these engagements should facilitate their employability and foster their entrepreneurial capacity.

Courses of Action:

1. Promote the engagement of the university community in social and environmental projects in collaboration with civil society organizations and local, state, regional, national, and international authorities.
2. Ensure students' participation in professional internship programs that foster participatory learning for the development of vocational competencies.
3. Formalize and promote project-based learning in undergraduate and postgraduate programs through experiences in real-world settings.
4. Streamline and enhance administrative processes and support systems for the management, monitoring, and evaluation of learning modalities involving engagement with real-world scenarios.
5. Advocate for the hiring, advancement, and contractual oversight of academic staff to strengthen engagement and outreach activities that contribute to social, cultural, economic, and environmental development.

STRATEGY 2

Develop projects and programs that address the needs and demands of the environment, promoting the economic, social, and cultural development of the region and the country.

Courses of Action:

1. Strengthen strategic alliances with national and international companies and institutions to solidify the education of professionals committed to society and the environment.
2. Ensure the monitoring and evaluation of programs and linkage projects where viable measurements of impact and effectiveness can be obtained.
3. Devise a communication and dissemination strategy for linkage programs and projects to enhance visibility, stimulate greater interest and involvement from the university community, and various sectors of society.
4. Establish mechanisms for feedback and participation from different sectors of society in defining and designing linkage programs and projects, guaranteeing their pertinence and social relevance.
5. Enhance the infrastructure and capacities for effectively and efficiently managing strategic alliances and engagement with diverse societal sectors.
6. Systematize the process of formulating and formalizing linkage agreements that foster strategic partnerships with various sectors of society at the national and international levels.
7. Initiate an academic training program to develop skills conducive to managing linkage programs and projects.

STRATEGY 3

Establish a strong and active network of alumni that fosters collaboration, exchange of experiences, and mutual support among university graduates.

Courses of Action:

1. Develop a data management system to register and update information of university alumni.
2. Create a program to cultivate a university identity and sense of belonging among UABC graduates.
3. Establish and maintain an online platform where alumni can connect, share information, and collaborate on projects and activities.
4. Design and implement programs for professional development and support for job placement.

STRATEGY 4

Strengthen the entrepreneurship program aimed at fostering entrepreneurial spirit, leadership, creativity, and innovation, and cultivating an environment conducive to the development of ideas and business projects that adapt to changing environments.

Courses of Action:

1. Establish institutional entrepreneurship and social innovation labs and gender-inclusive business innovation labs.
2. Design and implement courses and workshops that provide students with the skills and knowledge necessary for successful entrepreneurship.
3. Encourage interaction and collaboration among students from different fields of study.
4. Forge strategic alliances with organizations and companies to facilitate knowledge transfer, create opportunities, and engage in collaborative projects.

5. Organize entrepreneurship competitions where students can present their business ideas, receive expert feedback, and connect with potential investors.

STRATEGY 5

Enhance strategic collaboration with internationally renowned academic institutions to promote academic exchange and learning experiences that enrich intercultural perspectives.

Courses of Action:

1. Streamline the operation of collaboration agreements with academic institutions and international organizations to expand student exchange opportunities and academic mobility programs.
2. Increase and strengthen foreign language learning programs and encourage the certification of language competencies for students and academic staff.
3. Foster student and academic mobility with high-quality foreign institutions, particularly those ranked in the top 500 of international rankings.
4. Consolidate the In-house Internationalization Program, including the cross-border context.
5. Develop and implement courses aligned with foreign institutions.
6. Promote educational programs for dual degree attainment in collaboration with internationally renowned institutions.

STRATEGY 6

Enhance the international visibility of the university.

Courses of Action:

1. Increase and promote the availability of foreign language courses within the curriculum.
2. Disseminate double degree educational programs offered in collaboration with internationally recognized institutions.
3. Promote UABC's educational programs to increase the number and diversity of international students participating in mobility or enrollment.
4. Strengthen the international promotional and communication strategy, highlighting UABC and the region's competitive advantages.
5. Consolidate participation in international conferences and publication of research in prestigious scientific journals.
6. Strengthen, document, and disseminate intra-institutional and inter-institutional participation in international networks and associations.

STRATEGY 7

Promote the participation of the university community and the general public in the cultural life of UABC.

Courses of Action:

1. Facilitate engagement with alumni, administrative staff, retired personnel, and the general community through calls that generate editorial publications.
2. Foster dialogue between the Department of Production and Media and internal and external UABC communities.
3. Provide activities that encourage the inclusion of all sectors of society in cultural life.
4. Ensure the development of talents and skills among UABC's representative groups.

STRATEGY 8

Develop extension activities that position the university as a transformative agent in Baja California and the region.

Courses of Action:

1. Implement the "UABC in Your Community" Program in its three variations: health and service brigades to address socially vulnerable sectors; science outreach; and promotion of arts, physical activity, sports, and culture.
2. Drive projects in artistic creation and technological development that impact the quality of life in the Baja California community.
3. Disseminate innovative products derived from research and technological development projects to contribute to understanding social complexity and influence informed participation in decision-making that transforms the environment.
4. Identify material and immaterial expressions that could become part of UABC's cultural and scientific heritage.
5. Provide high school students access to the university's editorial and science communication products.

STRATEGY 9

Promote the integration of sustainability perspective into UABC's activities as part of the institutional agenda aligned with the SDGs, with particular emphasis on addressing climate change. This will facilitate transdisciplinary and interdisciplinary approaches applied to responsible production and consumption.

Courses of Action:

1. Implement, expand, and enhance infrastructure and equipment dedicated to environmental care to meet environmental and safety standards, establishing the institution as a reference for regional, national, and international sustainable university recognition.

2. Develop the UABC-SDGs portal as a repository to register, analyze, and evaluate processes, actions, and outcomes of institution-related activities pertaining to climate change. This supports the fulfillment of sustainable university indicators.
3. Promote efficient resource utilization, particularly water and energy, contributing to SDGs achievement.
4. Allocate resources to reinforce environmental programs and actions that mitigate the impacts of climate change. Initiatives such as Clean University, Sustainable Campus, Waste Separation and Valorization, Responsible Water Use and Reuse Management, Energy Efficiency, and Renewable Energy Implementation, Green Infrastructure, among others.
5. Encourage responsible consumption within the institution, guided by a procurement policy that encourages suppliers to incorporate product return schemes at the end of their lifecycle.
6. Collaborate with other entities to develop extension and engagement projects promoting SDG-related training actions. These are directed toward both the university community, earlier educational levels, and organizations in private, public, and social sectors.
7. Embed sustainability as an institutional policy and a cross-cutting principle in the university community's activities.
8. Implement sustainable urban mobility actions within the university community.
9. Monitor waste and emissions management processes through analysis and evaluation of buildings, infrastructure, and equipment.
10. Foster biodiversity protection and care across university campuses and the region.

Institutional Priority

Management and Financing

With this institutional priority, the university aims to become more agile, flexible, and financially sustainable, capable of managing organizational change to adapt to a dynamic, volatile, and complex environment. To achieve this, it is necessary to promote efficient service, leadership, and the development of appropriate competencies among administrative staff, and to ensure that the principle of transparency is reflected in decision-making and accountability. Additionally, effective channels of communication must be established among the entities and individuals with whom the institution interacts, strengthening university governance and autonomy.

OBJECTIVE

Implement a timely, flexible, transparent, and sustainable management that provides support and ensures the financing of the university's substantive functions.

STRATEGY 1

Drive efficient management and an agile organization focused on institutional development and achieving university goals.

Courses of Action:

1. Promote the hiring, promotion, and contractual monitoring of administrative and support staff for the timely, flexible, and transparent execution of tasks associated with management.
2. Strengthen training and capacity-building for administrative and support staff to equip them with appropriate competencies for their tasks.
3. Foster excellence in university management through external assessment and the implementation of mechanisms for continuous improvement.
4. Analyze, evaluate, reorganize, simplify, and streamline university administrative processes through an agile and lean organizational approach, while considering regulatory aspects.
5. Establish sustainable institutional development by means of strategic planning, evaluation, and monitoring of academic units, administrative departments, and other activities contributing to institutional operation.
6. Conduct a diagnostic assessment of the organizational and academic structure to identify opportunities for improvement, optimization, and resource utilization, ensuring a suitable and efficient response to the university's core functions.
7. Consolidate the institutional ecosystem of statistics and information by integrating measurement instruments to gauge the university's impact in

educational, social, economic, and environmental dimensions.

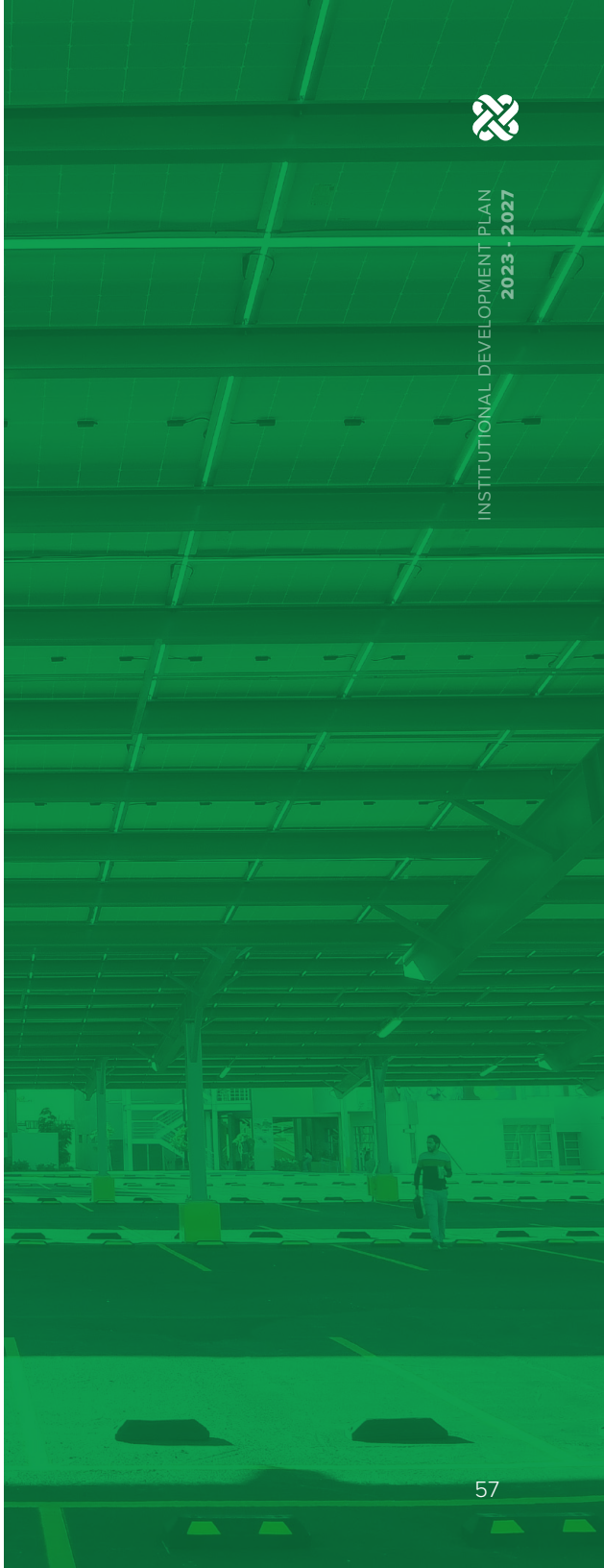
8. Enhance training and capacity-building for institution directors and middle managers, equipping them with the appropriate competencies for their roles.

STRATEGY 2

Implement a digital governance and data quality model to streamline administrative and academic processes, enhancing the availability, functionality, integrity, and security of institutional data sources.

Courses of Action:

1. Analyze, update, integrate, and disseminate information systems supporting academic and administrative processes to fulfill institutional objectives and goals.
2. Define and communicate norms, processes, and responsibilities to ensure the quality, integrity, privacy, and security of institutional data.
3. Encourage the adoption of appropriate technologies for the digital transformation of academic and administrative processes, aiming to enhance the quality and efficiency of services provided to the university community and the general public.
4. Evaluate, update, and monitor the Technological Infrastructure Strengthening Plan (computing and telecommunications) to achieve optimal and secure performance of institutional services and systems.



5. Implement a strategic cybersecurity plan with technical and normative measures based on international standards, aiming to mitigate risks and manage protocols for incidents.
6. Design a plan for temporary and complete recovery of institutional technological infrastructure in the face of contingencies of human, natural, or digital origin.
7. Develop tools for monitoring and visualizing institutional information (digital dashboards), supporting decision-making for academic and administrative departments of the institution.
8. Disseminate and ensure compliance with state and national laws and regulations concerning the handling and protection of personal data.
9. Analyze performance and update institutional library services for the strengthening of their processes, information systems, and infrastructure.

STRATEGY 3

Strengthen the comprehensive financing of the institution through increased self-generated revenue, efficient resource management, and responsible and timely resource allocation, while adhering to oversight activities.

Courses of Action:

1. Drive an institutional initiative to incrementally and holistically boost the generation of self-generated revenue, by fostering structures, incentives, and guidelines that motivate and coordinate administrative departments and academic units.
2. Develop a program of enablement, education, and training in revenue generation targeted at university personnel.
3. Manage resources from national and international extraordinary funds for the development of academic capacities, educational infrastructure, and the institution's substantive functions.
4. Promote the responsible execution of financial resources by instituting and monitoring measures for austerity, cost savings, and expenditure rationalization.
5. Formulate the annual budget in a participatory manner based on results-oriented planning and budgetary performance reports.

6. Maintain communication with federal and state governments regarding the institution's annual funding and resources from extraordinary funds.
7. Prepare financial statements comprising the annual report and declarations, ensuring compliance with applicable legal provisions and tax obligations.
8. Safeguard control over movable and immovable assets on the asset register in accordance with internal regulations, through necessary review, updates, and training.
9. Address internal and external audits that the institution undergoes.
10. Consolidate the university's Internal Control System.

STRATEGY 4

Enhance the communication established by the institution with various internal and external stakeholders, and position UABC as a credible entity in matters of regional, national, and binational interest.

Courses of Action:

1. Establish overarching guidelines for both internal and external communication of the institution, aligned with the modalities, channels employed, and the target audiences.
2. Foster the integration, synergy, and reinforcement of the institutional media ecosystem.
3. Empower UABC's media representatives and various internal stakeholders for the dissemination and spokesperson roles in conveying institutional information.
4. Strengthen the communicative potential and promote a sense of identity and belonging through institutional events.
5. Encourage the establishment of an institutional communication and dissemination unit within academic units.

STRATEGY 5

Strengthen transparency and accountability within the university community for efficient management in service to the university community and society.

Courses of Action:

1. Ensure universal access to public information from the university in a simple, effective, and timely manner by disseminating relevant information in an accessible and transparent manner.
2. Safeguard personal data within the institution and raise awareness among members of the university community about the importance of privacy and confidentiality of information.
3. Create suitable physical and digital spaces for the preservation and conservation of the university's archival memory.
4. Promote the establishment of educational, reflective, and informational spaces, within academic units and administrative departments, in regards to transparency, accountability, and personal data protection. These resources should be available to the university community and society at large.
5. Drive transparency and accountability mechanisms on the part of university authorities through the timely presentation of reports on activities, plans, and relevant information.

STRATEGY 6

Strengthen university governance as the guiding and coordinating axis for timely management, sustainable financing, and internal and external collaboration of the university.

Courses of Action:

1. Within the framework of university autonomy, enhance relations with federal, state, and municipal government levels, as well as civil society organizations. The latter, to foster dialogue and collaboration that create conditions for fulfilling and improving established commitments, guaranteeing the development of the university's substantive functions and its growth.
2. Consolidate participation and collaboration with state, national, and international organizations, associations, and institutions related to education, science, and technology. This is aimed at enhancing institutional capacities.
3. Foster the participation of the university community in various collegiate governing bodies to strengthen institutional democracy.
4. Sustain channels of dialogue between the institution's authorities and members of the university community, ensuring alignment between decision-making and their needs, thereby contributing to the achievement of the institutional mission and vision.
5. Establish educational spaces for the university community and society at large that promote the importance of university autonomy, enabling recognition of the foundation upon which institutional life is built.
6. Ensure that institutional regulations, within the scope granted by university autonomy, remain up-to-date to address the university's evolving needs.

Macro Indicators

As an integral component of the institutional planning process, a cumulative total of 30 macro indicators have been collectively delineated in consultation with the members of the Planning Council. These macro indicators are poised to facilitate the quantification of progress in the attainment of the institutional priorities as outlined within the Strategic Development Initiative (SDI) for the period spanning 2023 to 2027. This procedural undertaking encompasses a collaborative framework wherein each academic unit and administrative entity will substantively contribute towards the realization of the established objectives.

In the construction of each indicator, the baseline has been ascertained, denoting the current state from which the university commences—taking into account the value as of the year 2022. Simultaneously, goals have been set for the year 2027, emblematic of the institution and its unwavering dedication to enhancing its substantive functions, administrative efficacy, and the holistic well-being of its academic community. Given the nuanced characteristics of specific indicators, the formulation process has necessitated the inclusion of varying levels of disaggregation, thereby facilitating an objective measurement for informed decision-making.

The macro indicators will constitute an integral component of the forthcoming Indicators Catalog, devised with the ultimate aim of guiding the tasks of monitoring, evaluation, and accountability over the four years of the rectoral administration. It is important to elucidate that, owing to the intricacies inherent in the commitments delineated within the Strategic Development Initiative (SDI), an additional set of indicators will be formulated. This secondary set, operating in a subordinate capacity to those expounded herein, will enable the assessment of more specific facets pertaining to the academic enterprise.

INSTITUTIONAL PRIORITY

Comprehensive, Flexible, and Lifelong Learning

INDICATOR DESCRIPTION	CURRENT VALUE 2022-2	GOAL 2026-2
Enrollment Count by Educational Level	**68 621**	**72 369**
a. Undergraduate	66 504	69 829
b. Graduate	2 117	2 540
Number of Graduates by Educational Level	**9 638**	**10 196**
a. Undergraduate	9 133	9 590
b. Graduate	505	606
Number of Undergraduate Educational Programs	**146**	**148**
a. Enrolled Undergraduate Programs	146	144
b. Non-Traditional Undergraduate Programs	0	2
c. Mixed Modalities Undergraduate Programs	0	2
d. Transition from Traditional to Non-Traditional Modalities	0	34
Number of Graduate Programs	**76**	**84**
a. Research-Oriented	32	33
b. Professional	44	51
- Traditional Modality	43	46
- Non-Traditional Modality	1	3
- Mixed Modality	0	2
Number of Graduate Programs within the National Postgraduate System		
a. Specialization	8	11
b. Masters	28	41
c. Doctorate	18	24
Number of Quality-Accredited Educational Programs by International Agencies		
a. Undergraduate	12	37
b. Graduate	5	7

INDICATOR DESCRIPTION	CURRENT VALUE 2022-2	GOAL 2026-2
Continuing Education		
a. Number of Participants (Internal and External)	5462	6828
b. Number of Courses	85	127
c. Number of Diploma Programs	131	196
d. Number of Workshops	39	78
e. Number of Massive Open Online Courses (MOOCs) Offered by UABC	3	6
-Participants	24 390	40 000
f. Revenue (Millions of Pesos)	21.7	27 (25%+)
Percentage of Students Who Find the Continuing Education Offer (Courses, Diploma Programs, Workshops) Appealing		
a. Undergraduate Students	82%	90%
b. Graduate Students	70%	80%
Percentage of Student Community Who Perceive Educational Programs as Flexible	**60%**	**80%**

INSTITUTIONAL PRIORITY

Research and Innovation

INDICATOR DESCRIPTION	CURRENT VALUE 2022-2	GOAL 2026-2
Number of Academic Bodies by Level of Consolidation	**235**	**250**
a. In Formation	78	75
b. In Consolidation	76	90
c. Consolidated	81	85
Number of Full-Time Faculty Members in Academic Bodies by Level of Consolidation		
Full-Time Faculty Member	**844**	**889**
a. In Formation	267	285
b. In Consolidation	276	288
c. Consolidated	301	316
Number of Full-Time Faculty Members with National Researchers System (SNI) Recognition	**680**	**816**
Number of Research Projects	**510**	**561**
Number of Technological Transfers	**0**	**2**

INSTITUTIONAL PRIORITY

Well-being of the University Community

INDICATOR DESCRIPTION	CURRENT VALUE 2022-2	GOAL 2026-2
Percentage of the University Community Who Perceive the Cafeteria Services as Good	**30%**	**70%**
Percentage of the University Community Who Feel Safe within UABC Facilities	**84%**	**90%**
Percentage of the University Community Who Believe the Following Traits and/or Characteristics are Present at UABC		
a. Justice	79%	83%
b. Transparency	81%	90%
c. Honesty	87%	91%
d. Inclusion	84%	90%
e. Equity	84%	90%
f. Identity	89%	94%
Percentages of the University Community Who Believe UABC Has Contributed to Their Well-being	**76%**	**85%**

INSTITUTIONAL PRIORITY

Regional Development and Internationalization

INDICATOR DESCRIPTION	CURRENT VALUE 2022-2	GOAL 2026-2
Number of Attendees (General Public) Participating in Cultural and Science Outreach Activities Organized by the University		
a. Attendees	779 276	872 790
b. Events Organized	4 333	4 860
Number of Individuals Served by Various UABC Community Services Targeted towards Socially Vulnerable Sectors		
a. Benefited Individuals	192 244	211 500
b. Services Provided	355 363	391 000
Number of Educational Programs Offering Dual Degree Option with Foreign Higher Education Institutions		
a. Undergraduate	53	60
b. Graduate	5	7
***Cimarrones Emprendedores* Program**		
a. Number of Students, Graduates, and General Public Participating in the Entrepreneurship Program	150	350
b. Number of Created Enterprises		
c. Number of Formalized Business Plans for Entrepreneurship Development	115 76	150 90
Employability Index within the First Year of Graduation	**94%**	**96%**
Percentage of Graduates Indicating Relevance of Their Employment to Their Field of Study	**65%**	**75%**
Carbon Footprint Reduction through Waste Management at UABC (Pruning Waste Management)	**283 020 kg. CO_2**	**A 10% Reduction**
Score Achieved by UABC in Fulfillment of Sustainable Development Goals (University Impact Ranking)	**53.4**	**58.7**

INSTITUTIONAL PRIORITY

University Management and Financing

INDICATOR DESCRIPTION	CURRENT VALUE 2022-2	GOAL 2026-2
Percentage of Real Growth in Own Resources	**1 025 Million**	**A 5% Increase**
Percentage of University Members who Deem the Internet Service Adequate		
a. Undergraduate Students	29%	85%
b. Graduate Students	43%	85%
c. Academics	38%	85%
d. Administrative and Service Staff	62%	85%
Percentage of University Members who Believe UABC has Functional IT Services for Academic and Administrative Activities	**54%**	**80%**
Percentage of University Members who Find UABC Infrastructure Conditions to be Satisfactory	**45%**	**75%**

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