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1. Introduction

At the end of 2007, CETYS University is authorized by IENAC so that in a two-year period (2008-2009) it carries out the 2020 Institutional Development Plan and it would be submitted for its approval on April of 2010. The first stage (gestation of the vision) is defined in the first instance like a holistic reflection and evaluation process, participative, and inclusive that focuses in particular in the last 10 years of institutional development; it includes in the analysis both the conditioning environment as well as the tendencies of higher education in México and in the world, so based on this we can carry out a planning for the next ten years.

1.1 Elements of a development plan

This is a guiding document that includes both the 2020 Vision (at a proposal level) as well as the way that the process has been developing, and it adds at a reference level the group of texts that have been generating throughout the display of the strategy. Why do we start with the vision and not the mission? Like it is known, the vision is one of the seven elements that are part of a strategic plan (see figure 1), and like we see in the figure, it is not the first one. Given the fact that both the Board of Trustees as well as the President’s Office have agreed that the Mission of CETYS and its reflected values in the System of Values will not change for the new plan, the design of the 2020 Plan, part of the revision, discussion, and writing of a vision will not change either.

Under these circumstances a team of directors coordinated by the President is formed within CETYS, and it has been working in a continuous way on planning. In a parallel way, the Planning Committee of IENAC and members of IENAC are invited to participate in the dialogue process and in the construction of breakthroughs. This is how on summer of 2009 we came up with the written proposal of the 2020 Vision, and we sustain on this document the necessary explanations.
The structure presented in this document is the following: we provide the reader a definition and a group of principles about the vision. Later on we develop a proposed Vision and a scheme where we visually show the elements that make the 2020 Vision proposal possible, and we right away explain each one of them. Finally, the most important documents that were prepared and consulted throughout the work of these months and that made the writing of the Vision possible were: higher education in México and in the world, a comparative study on the regional educational competency, the SWOT results, among others. All of them are available in the web page: www.cetys.mx/2020
2. Process of the construction of the 2020 Vision

It is a key section of the document. We have called it **Process of the construction of the Vision** because the central text of the proposal is built around the methodological display that we will hereby detail. The work team, before falling into the temptation of writing a futuristic and possibly inspiring text, assumed as a principle the carrying out of a rigorous and participative exercise that will provide the adequate concepts, elements, and tendencies to go ahead and write the text.

*Figure 2. Process of the construction of the Vision.*

The group developed different tasks and they can be basically grouped in two actions:

a) Regular meetings of the CETYS’ planning team for analyzing documentation.

b) Invitation to experts from different national and international universities to come to CETYS to propose their ideas about the direction of higher education.

Once we managed to clarify some ideas, we developed four stages for creating the vision which are: the definition of what a vision is, we established a frame of reference upon which the vision is designed and we called this frame principles,
in third place we verified all the materials that provided a fundamental or key pieces for its writing, and we finally verified the socio-educational context where we proposed some ideas about today’s education in the world arena; we emphasized two substantial categories that would later on impact writing the Vision: the globalization phenomenon and the environment of learning communities.

With these four steps, the CETYS Planning Team comprises a small group that is requested to write proposals of the vision.

2.1 BASIC CONCEPTS OF A VISION

“The vision is the art of seeing invisible things”

Jonathan Swift

As a previous activity to the foundation of the vision of CETYS, it becomes necessary for us to get close to the topic of the vision by starting offering the reader some definitions and to list the main characteristics that some experts in the field coincide with.

Definitions


2. It is an overview of what, in a broad sense, a company would like to be and what it tries to achieve as a last resort. Michael Hitt, Duane Island, Robert Hoskisson, “Strategic Administration,” Ed. Thomson, 2008.

The shared vision is a demanded image of a promise of Promised Land that inspires enthusiasm and excitement to the people when they come to work. This is what distinguishes the vision from a mission, strategy, and values.

Mission= The reason of being of the institution, it answers Why do I exist?

Strategy= What to do to get to the Vision (these are the hows, and it answers to the question of What am I going to do?

Why is it a shared vision important?

It promotes the organization based on an image as of how the future can emerge. It gives the organization a clear an exciting reason for expressing the required effort of achieving something important. The vision shall be constructed in a communication effort of the parties, with a conscience of the problems and challenges, with adaptability to confront the changing situations, and with the knowledge of educational services and the market to serve. The critical task that the directors point out starts intertwining all the needs that must be met with a simple vision of what we intend to create.

The shared vision provides the framework that guides decision making, planning, and the actions to develop. The organizations that look for success will have a tough time reaching it without a vision that does not have this adjective that each member must know and assume. Starting from the organizational structure, the leadership styles, administration methods, and the action plans are designed to support the vision. This is why for the vision to have a high impact it must be understood and shared with all the human resources of the organization. The vision is more than a simple text or tool, it is an essential, key, strategic piece of the organizational culture; it is a mindset for enlarging the dreams about what the organization can be.

To finish this brief encounter of what a vision is, we list its main characteristics:

- It focuses towards an exciting future.
• It creates values for others, it inspires enthusiasm and commitment.
• It establishes competitive market advantage factors that demands high standards of excellence and reflects clear ideals and unique characteristics of the organization that everyone would like to interact with.
• It provides clear criteria for decision making.
• It is short in its writing.

In the next section we will describe the process followed for writing the 2020 Vision.
2.2 Principles for building the 2020 Vision.

Like it was mentioned in the introduction, the vision is prepared considering the historic development and the educational philosophy of CETYS where we highlight the intention of being a humanistic institution, the evaluation of the current development plan (2010) and its vision, the international tendencies of the University by highlighting in particular the European and American university with aspects such as: learning communities, cultural diversity, and the conformation of a global citizen.

The vision is written starting from six substantial principles recommended by the President’s Office of which we draw certain characteristics. The main ones are:

a. To make a vision that is more specific, easier to understand, and easier to remember.

b. Not to express or to include –in the 2020 Vision – elements that are already reflected in other documents that describe the identity of CETYS such as: the Mission, the educational model, the nuances.

c. To add or to maintain in the 2020 Vision that which makes the difference with today. This means it clarifies what is the state that we wish CETYS University to reach, and thus to be something challenging.

d. It is an inclusive (generalist) vision because it does not specify a particular aspect that the institution intends to develop (some universities that design specific visions say: to be the best in the technological research field).

e. At the same time, it is a vision that brings up new focuses, challenges. It adds key concepts that the writing team considers that are fundamental for the future of the institution; among them are: the ability to compete in the international realm, the commitment with learning, and the urge to focus its action in the framework of sustainability.

f. It is a real and possible to reach vision; at the same time, it doesn’t lose sight of the duality that would enliven it: to be challenging-inspiring. The CETYS community would not appreciate victorious or
overflowing points of view that take us to mere illusion when what we look for is to guide it to measurable and reachable planning.

2.3. Foundations

This has been the most laborious part and where all the Planning Committee has been integrated. It was determined that in order to reach in writing a vision there was the need to make an evaluation of internal and external factors to the institution. In that way, we came up with documentation about:

- Qualitative evaluation of the 2010 Mission and Vision.
- A SWOT oriented both to the educational model (faculty, students, syllabi, alumni) as well to the financial and administrative structure and the infrastructure that would support it.
- Analysis of the higher education tendencies in Baja California and in México.
- Analysis of the higher education tendencies in the world.
- Evaluation on the basic factors of regional competition.
- Analysis of the economic, social, and technological tendencies among others.
- Experts’ advise (Presidents, researchers, directors of higher education institutions in México and in the world).

This documentation can be looked up in the www.cetys.mx/2020 page. In this space we will list some of the most relevant aspects that impact the writing of the Vision.

In the first instance, we have qualitative and quantitative evidences that allow us to assert that the Institution has fostered its Vision; that has been its direction and we have great breakthroughs since 2000 to date (nine out of every ten interviewers expresses it so).
In the same token, the Institution has fostered the three strategic lines of the 2010 CETYS Plan (*the strengthening of its educational model, consolidation and growth of its student body, and healthy finances*); such has been its direction that we have breakthroughs in the educational model, we have healthy finances, and we have increased enrollment in high school and graduate, but not what we wished for in undergraduate level.

In a SWOT study carried out in recent months, we can see as opportunities the boost to the economic and social development of the region, internationalization of education, curricular flexibility, and the change in the educational needs of the persons, linkage (government, private sector, society), the need of sustainability and the emerging of new disciplines, and the development of new technologies. As threats: to compete with more attractive educational offers, the loss of the perception of differentiation, the deterioration of the regional economy, and the lack of external funding (public) to foster private universities.

In regards to the higher education tendencies, for México in particular, it highlights that even in a globalization and competence framework, the philosophical speech of the humanistic university that has as a beginning and an end the holistic training of the human being prevails; coverage will be on the rise but not by traditional systems of curriculum display, but by the offering of **on line programs**. The resource funding so universities can have an appropriate infrastructure will be remarkable; the **permanent innovation** is handled by a vital value for survival, and it has repercussions in the educational models and in the evaluation systems. The Mexican universities have also reaffirmed in their visions the **social responsibility** that they have as social institutions.

The world tendencies point out that: the fostering of **mobility** and the European linguistic articulation, the higher teaching as a **responsible, broad, diverse, and public** service, the fostering of **research** and permeability between teaching and research, the **permanent** learning, and the **employability** of the alumni as a constant challenge.
It is important to highlight that the experts that have been in CETYS to present their points of view in conferences and panels have agreed with the pointed out tendencies.

On the other hand, the Director of Marketing through the Research Department, has carried out different works for analyzing the competence that the institution has in the region; they show us a CETYS positioned in Baja California that has a clear and evident image, that its educational offer is recognized, but at the same time the studies show that it must have a greater clarity in its competitive advantages.

Having understood that the raw material served as a foundation to underscore and ponder key concepts, the next task was to reflect towards the socio-economic context where the 2020 Vision will be added. This is what the next section is all about.

In the final integration of the vision, we took into account the substantial contributions of the stated documents, being key pieces (they are like the bricks in a construction), that were added to the final document (see figure 3).

**Fig. 3 The construction of the Vision**
Having understood that raw material served as a foundation to underscore and ponder key concepts, the next task was to reflect towards the socio-economic context where the 2020 Vision will be added. This is what the next section is all about.

2.4. Socio-economic context

The institution is heading towards its 50 years of existence, without forgetting its secondary education and without closing the possibility of operating in other levels, and it recognizes as a task for the next 10 years to consolidate its identity and positioning as a University in the framework of a global environment that demands the recognition and permanency in that instance by taking as unavoidable reference its Institutional Mission.

The image studies carried out in the last five years and in the national communication media surveys, certify that CETYS University already has a state and regional positioning that must be broadened to keep being an incidental and influential factor in the development of this region.

The holistic training in this institution is based on solid principles established in its Mission that keep up to date its educational philosophy; nonetheless, as this focus is a very wide spread attribute in the higher education sector, the challenge is to provide evidence that the holistic training really occurs and to present it in innovating, flexible, and competitive forms that contribute to the significance of its actors and the positioning of the educational institutions. These are the tendencies or factors that will define the success in the global realm of higher education.

As a demand of the globalized world and as a consequence of giving preponderance to knowledge well above information and by the greater possibilities that knowledge offers for generating and delivering new products and services, the organizations have been forced to operate as learning
communities and with self criticism capacity, to closely measure the success of
its strategic actions, and to manage the necessary changes in its organizational
structure and culture for competing in better conditions in these times of crisis
and globalized economic adjustments. Universities are not immune to these
global factors and conditions. To realize their respective missions, they must
prioritize the emphasis that will be given to their substantial functions, and to be
coherent with its reason of being, the future that it hopes to reach, its resources,
the sources that generate it, and audiences that it intends to serve. CETYS
University proposes in its Vision priorities to its substantial functions by looking
for its greater impact by achieving its Mission.

In the society of knowledge it is also clear the need to make success and the
responsibility for the achievement of results evident. Even though the results
are of a local nature, the expectation is to have a global impact and influence.
That is what creates products and services known today as –World Class. - In
this regards, the universities’ human capital, as well as its alumni and students,
are called to be actors in the context of a globalized world. Their performance,
impact, and productivity must respond to international standards and conditions.
The human capital, skilful for updating their work forms and competences,
coupled to an ethical behavior and to the availability and the effective use of
information resources and technologies are key factors in the realm of
universities for achieving those results that transcend beyond local borders and
contexts.

Once the foundations described in section 2.3, and having reflected about the
socio-educational context (2.4), the group defined by the CETYS Planning
Team decided to write different pieces of the vision to bring them into
consideration before the President as well as the CETYS Team. After several
meetings and 12 drafts, we finally agreed to suggest to IENAC the text that we
present in the following section.
3. Proposed 2020 Vision

After several working sessions, we finally agree on the 2020 Vision text that we hereby suggest, highlighting that we intended to write a short vision that it did not include what it already says in the Mission and it would clearly establish what makes it different from the current one.

Once the proposed 2020 vision is presented, we show the final components of the Vision that are oriented to facilitate the comprehension of the central text and to establish the connection with the remaining elements of the Institutional Development Plan. In the same token, we describe the components to clarify what the planning team understood of each one of the attributes that make it up, see figure 4. Each one of these components is explained in detail on the next pages.

Figure 4. Components of the Vision
CETYS University will be a high educational quality institution, worldwide competitive, functioning as a learning community, and recognized by its actions and results in favor of sustainable development.
3.1 Description of the components of the Vision

“CETYS University will be an institution (a) high educational quality (b) worldwide competitive (c) learning community (d) recognized by its actions and results in favor of sustainable development”.

Description of the components:

a) High educational quality

We speak of high educational quality because the institution needs to increase its current standards to improve its competitive position. This attribute has a strong recurrence in the realm of society and in the educational sector. It brings us to have parameters of a complete holistic training of the human being, of training and knowledge, of abilities and skills, and of values and attitudes. It leads us on training persons with solid moral principles, abilities to carry out, to learn to learn, to learn to coexist, to learn to be, and to be well… CETYS will offer more educational quality insofar as it offers evidence of complying with its educational profiles, evidence of the competitiveness of its alumni, and the result of standardized texts as the one applied by the Centro Nacional de Evaluación (CENEVAL) (National Assessment Center for Higher Education), employability, and alumni entrepreneurs with high social responsibility. An educational quality evaluated with national and international accreditation parameters, distinguished faculty, high retention rate, ad-hoc infrastructure, competitive and flexible curriculum, and efficiency in its academic administration, among others.

b) Worldwide competitiveness

This is one of the four challenges included in the 2020 Vision. It indicates a detachment and an increase in regards to the previous vision. The verb to
be commits because it is more direct in acting than to have the intention, to look for, or to strive. To be an institution capable of competing worldwide demands flexibility, innovation, relevance, and competitiveness now in price in the educational services offered. It integrates curricular, administrative, and socio-cultural context factors such as: institutional accreditation and of academic programs in a national and international context. It involves different capacity and financial and educational standards than what we are used to. Refining, simplification, and automation of its main academic and administrative processes. A strengthening of the exchange and mobility programs with the consistent increase in the handling of languages, a curricular redesign that serves the regional requirements so it can be flexible enough to be a strength and not a weakness at the time of alliances with universities of other countries, and a conscience and active participation of the academic groups in institutional and international contexts.

c) Learning community

This component of the vision incorporates a culture oriented towards evidence as well as the responsibility for the achievement of results, continuous improvement, and the high collective, individual, and functional performance in the academy and in the administration; also a more effective use of information on decision making. We maintain the guidance of learning in the academic realm, but looking to make it evident before the different audiences with the support of technology; in the same token, it values research in a wider sense by assuming a greater commitment in regards to the previous vision. It develops along with the attribute of quality and competing worldwide through the flexible, innovative, and competitive designs.

d) Recognized for its actions and results in favor of a sustainable development.

This final statement dictates the reason of being of the vision; it proposes that all of us that work in CETYS and its alumni act in a transcendent way
regardless of regional space where we are working or in the kinds of organizations (entrepreneurial, governmental, academic, civil society). What we seek is to strengthen its positioning and prestige mainly through an educational offer of high quality and the development of human capital that is responsible for operating it as well as to have the students living it and adopting it. With this we look for increasing productivity for its faculty and student body via their participation in national and international forums, and improving their academic working planning processes and its academic exchange and mobility processes.

This last phrase of the vision is categorical because it integrates all the members of the CETYS community and it keeps total consistency with the culture of evidence, and it closes the circle of a vision that points out the challenge of functioning as a learning community for achieving high quality that would allow us to compete in a world context and that by achieving these conditions we can be recognized for what we do in a framework where sustainability would take us to a culture of social responsibility for taking care of the use or consumption, and always acting in a framework of respect towards the dignity of the human being and to the environment in which we live. Social leadership, responsibility, respect, the search of truth, and good are fundamental value qualities for reaching this challenge.
3.2 Attributes in each component

To complete the circle of analysis in regards to the vision, in this last section we will list the most relevant attributes of each one of the described components; being this an important action because starting from this listing, we must start working part four (goals) of a development plan.

a) High educational quality
   a) Nationally Accredited  (FIMPES, CONACYT)
   b) 100% accredited academic programs
   c) Faculty with high prestige and educational levels that include doctoral degree.
   d) High standards of CENEVAL.
   e) Selected indicators with high performance (retention rate, students per full-time faculty, assessment, prestige before the community, perception before employers, with high employment, modern infrastructure)
   f) Sustained educational model with clear evidence of its nuances
   g) To offer holistic education that excels because is innovative, flexible, competitive, and transcendent.
   h) Flexible and competitive curriculum.
   i) Others.

b) Worldwide competitive
   a. International standards
b. Internationally accredited that includes faculty with doctoral degree.

c. Command of English

d. Citizen of the world

e. Value offering (flexible, innovative, competitive)

f. International experience, exchange and student body mobility programs, active participation in inter-institutional and international groups.

g. Flexible curriculums

h. Recognition of cultural diversity and with a global perspective.

i. Capacity standards and different educational and financial effectiveness than what we are used to.

j. Others.

c) Learning community

a. Curriculum focus on learning and assessment

b. Continuous improvement and culture of evidence both in the academic realm as well as in the administrative one.

c. A high individual and collective performance

d. A more effective use of information on decision making

e. To strengthen the culture of research, search, and analysis of information.

f. Others.

d) Recognized by its actions and results in favor of sustainable development.

a. Strengthening of a culture of evidence and the search of results.

b. Social responsibility
c. Outstanding achievements of its faculty, alumni, students, and members of its university community at a national and international realm.

d. Entrepreneurs and promoters of sustainable development.

e. Faculty and alumni social leadership

f. Positioning, performance, and employment capacity of its alumni.

g. Boost to fostering community values

h. Others