



Management and Governance Challenges in Mexican Higher Education: An Interpretation of the CAP Data

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Presentation Content

1. Dynamics of Mexican higher education.
2. Management and governance challenges.
 1. The diversity challenge.
 2. The academic career challenge.
 3. The governance challenge.
 4. The work environment/leadership challenge.
3. Concluding comments (cultures in transition).

Recent Evolution of Mexican Higher Education

Aspect	1960	1970	1980	1990	2000	2004
	Benevolent State Role			Evaluation State Role		
Institutions	78	115	307	776	1,250	2,274
Students (thousands)	78.8	251.0	935.8	1,252.0	2,047.9	2,384.9
Faculty positions (thousands)	10.8	25.0	73.8	134.4	208.7	251.8
Enrollment rate of age cohort	2.7%	5.8%	13.6%	15.0%	20.0%	23.1%
Private enrollment	8.6%	14.2%	12.4%	19.9%	27.6%	33.0%
Female enrollment participation	--	--	30.0%	40.0%	47.2%	49.0%
Concentration in Mexico City	--	54.5%	--	23.4%	21.7%	n.f.
Population (millions)	34.9	48.2	66.8	81.3	97.5	103.1

Table 1. Institutional and faculty universe for the Mexican Survey of the Changing Academic Profession International Study, 2007.

Type of institution	4-years and graduate HEI				4-years and graduate HEI with at least 20 FT/HT faculty			
	Institutions		Faculty		Institutions		Faculty	
	N	%	N	%	N	%	N	%
Research Centers	35	2.4	4246	5.2	34	8.8	4229	5.3
Federal Public Institutions	28	1.9	19196	23.4	14	3.7	19102	24.1
State Public Institutions	108	7.4	31273	38.2	53	14.0	31062	39.1
Technological Public Institutions	224	15.4	12955	15.8	136	35.9	12666	16.0
Private Institutions	1059	72.8	14243	17.4	142	37.5	12330	15.5
Total	1454		81913		379		79389	

Muestra institucional y académica de la encuesta La Reconfiguración de la Profesión Académica en México, 2007-2008.

Tipo de institución	Universo de IES con programas de licenciatura y posgrado con al menos 20 TC/MT				Muestra objetivo				Muestra obtenida			
	Instituciones		Académicos		Instituciones		Académicos		Instituciones		Académicos	
	N	%	N	%	N	%	N	%	N	%	N	%
Centros públicos de Inv.	34	8.8	4656	5.6	6	5.8	143	5.1	5	6.2	133	6.7
Instituciones públicas federales	14	3.7	19102	23.1	14	13.8	710	25.1	9	11.1	384	19.5
Instituciones públicas estatales	53	14.0	33201	40.1	45	44.8	1101	38.9	40	49.4	965	48.9
Instituciones públicas Tec.	136	35.9	13001	15.7	18	17.8	432	15.3	15	18.5	257	13.0
Instituciones privadas	142	37.5	12818	15.5	18	17.8	439	15.5	12	14.8	234	11.9
	379		82778		101		2826		81		1973	

Gender and age of Mexican full-time faculty in 1992 and 2007.
For the 2007 CAP survey traits are also shown by period of
entry into the profession.

Year	Women (%)	Age (years)	
		Mean	S.D.
1992	30.9	40.1	7.9
2007	35.7	49.9	9.4

Period of entry into the profession	Women (%)	Age (years)	
		Mean	S.D.
Up to 1982	25.9	27.5	4.6
1983-1990	34.2	29.7	6.0
1991-1998	41.6	33.8	7.1
1999-2008	40.7	37.0	9.0

Highest degree of Mexican full-time faculty in 1992 and 2007. For the 2007 CAP survey highest degree is also shown by period of entry into the profession.

Year	Highest Degree (%)		
	Up to Bachelors'	Up to masters'	Doctorates
1992	50.4	37.7	11.9
2007	24.8	41.7	33.5

Period of entry into the profession	Highest Degree (%)		
	Up to Bachelors'	Up to masters'	Doctorates
Up to 1982	75.8	16.3	7.9
1983-1990	73.7	21.8	4.5
1991-1998	63.8	24.7	11.5
1999-2008	38.3	37.3	24.5

Hours per week worked in different activities by Mexican full-time faculty in 1992 and 2007.

Activity	1992		2007	
	Mean	S.D.	Mean	S.D.
Teaching	17.9	11.2	20.9	11.6
Research	10.7	10.6	9.2	10.2
Service	2.4	5.8	1.7	4.6
Administration	4.9	7.6	7.8	9.7
Other activities	2.7	4.5	4.1	6.8
Total hours per week	38.7	18.7	43.8	17.5

The academic career challenge.

Percentages of full-time faculty with a rank of full professor and with tenured, 1992 and 2007.

Year	Employment Situation (%)	
	Full Professor Rank	Tenured
1992	Not Asked	77.4
2007	69.0	81.0

The academic career challenge.

Percentages of surveyed faculty that agreed or strongly agreed with statements that various criteria are used in academic appointment, promotion and recruitment ($N_T = 1973$).

The institution emphasizes following aspects when making personnel decisions:	%
Teaching quality	34.2
Research quality	36.0
Practical relevance, applicability of work	28.2
Work experience outside of academia (recruitment)	24.7

Gross montly income from several sources for full-time faculty members and non-members of the National Researchers System ($N_T = 1775$; $N = 1639$).

Gross montly income from various sources:	National Researchers System					
	No (1309)			Yes (330)		
	Mean	Median	S.D.	Mean	Median	S.D.
Contract, regular income	20,016	17,500	10,458	22,458	22,500	9,827
Institutionsl merit-pay	3,443	0	7,335	11,442	8,750	10,930
External merit-pay	123	0	1,466	12,779	8,750	8,568
Services provided through the institution	463	0	3,011	703	0	4,040
Other works outside higher education	2,380	0	7,013	1,386	0	5,043
Total	26,426	22,500	16,907	48,768	42,881	25,658

Percentages of all faculty that reported that managers or academics (individually or collectively) had the highest influence on decisions having to do with academic work ($N_T = 1973$).

Decision	Academic unit and institutional managers	Academics
Choosing new faculty	51.6	37.0
Making faculty promotion and tenure decisions	46.5	37.7
Approving new academic programmas	28.4	40.8
Evaluating teaching	33.7	28.3
Setting internal research priorities	31.8	52.6
Evaluating research	35.4	47.3

The work environment/leadership challenge.

Percentages of all faculty that reported to agree or strongly agree with statements having to do with the management of their institution ($N_T = 1973$).

At my institution ...	Percentage
There is good communication between management and academics	38.6
I am kept informed about what is going on at this institution	34.9
There is a top-down management style	54.5
There is a cumbersome administrative process	45.4
There is a supportive attitude of administrative staff towards teaching activities	40.3
There is a supportive attitude of administrative staff towards research activities	34.3
There is professional development for administrative/management duties for individual faculty	31.4
Top-level administrators are providing competent leadership	41.4
Lack of faculty involvement is a real problem	46.4

Concluding comments: Cultures in transition.

- Organizations have histories and cultures.
- Organizations are places where different actors compete for resources.
- Mexican higher education institutions are in the process of incorporating a meritocratic perspective in a context in which relational and political factors have until recently dominated widely.
- Mexican higher education institutions are becoming more transparent, accountable and meritocratic.
- Several institutional and system wide reforms need to take place in order for the management and governance challenges reviewed here to be confronted successfully

Concluding comments: The Attractiveness of the Academic Profession.

Percentages of academics that reported to disagree or strongly disagree with statements having to do with their the decision to become an academic and the tension found in their work, and that reported high/very high levels of satisfaction with their job overall ($N_T = 1973$).

Issue	%
This is a bad moment for a young person to begin an academic career in my field	75.1
If I had to do it again, I wouldn't become an academic	85.4
My job is a source of considerable personal strain	52.4
High/very high overall job satisfaction	87.0



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