



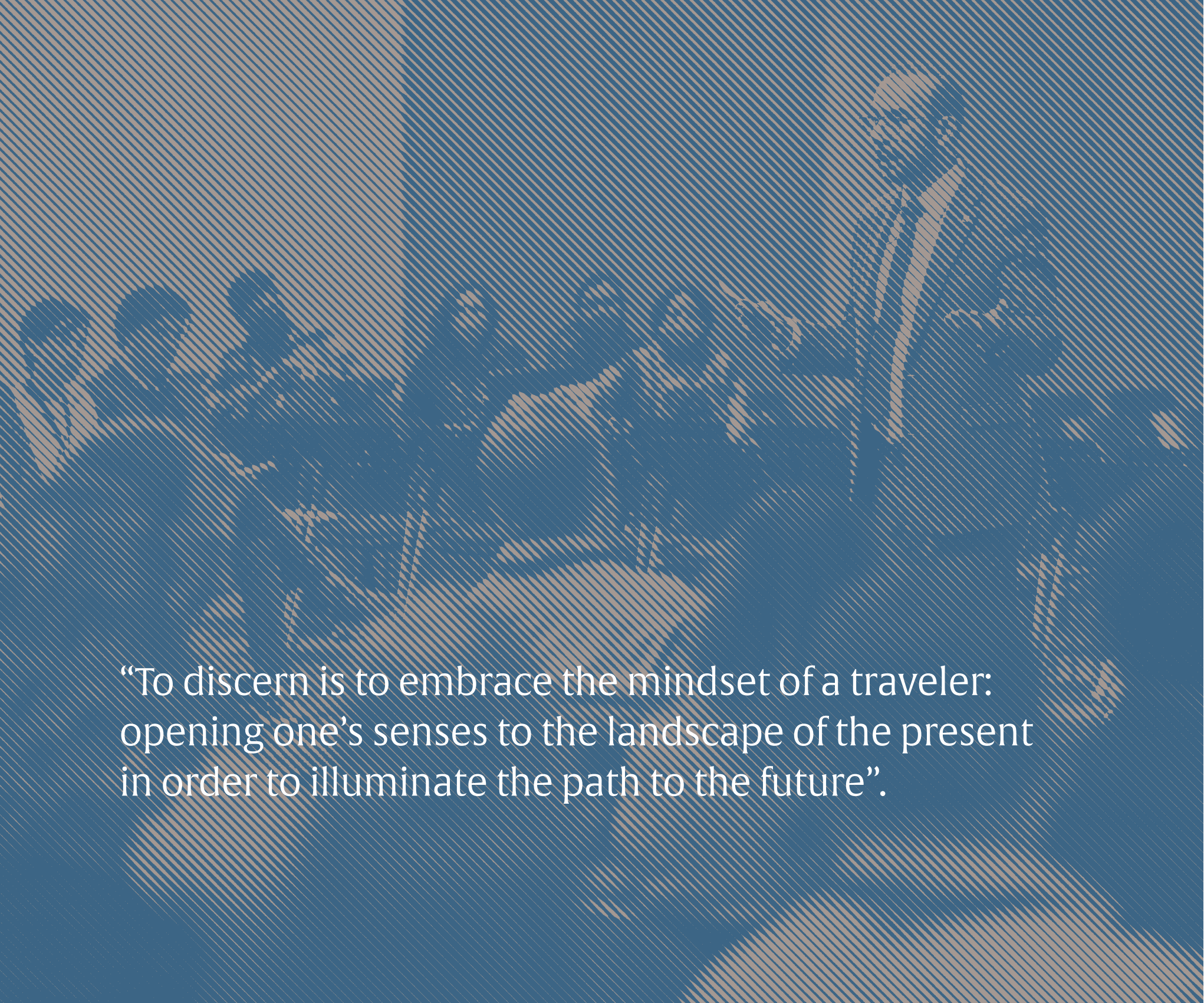
UNIVERSIDAD IBEROAMERICANA

Strategic Horizon 2023-2027



# Strategic Horizon 2023-2027

Our path to building  
the future



“To discern is to embrace the mindset of a traveler: opening one’s senses to the landscape of the present in order to illuminate the path to the future”.

## Message from the President

In 2023, Universidad Iberoamericana (Ibero) celebrates eight decades of existence. Throughout these years, the purpose of its mission has always been clear. According to its *Ideario*, the Ibero’s goal is to make possible the “integral and human formation of all who attend its classrooms”.<sup>1</sup> Today, this purpose is expressed in two main dimensions of our work: on one hand, we strive to educate compassionate, conscious, committed,

competent, and contemplative in action individuals, as true global citizens; on the other, we contribute to the building of a rights-based society in line with the Jesuit call for reconciliation and justice.

At Ibero, we believe in the transformative power of teaching and knowledge generation; in their value as sources of ideas and solutions to face the challenges of the present. At the same time, we are committed to societal transformation: we see ourselves as agents of social change, compelled to contribute at every moment to expanding the possibilities of human dignity.

**“In the manner of Saint Ignatius, it makes sense to reflect on our journey to ask ourselves where we are going and for what purpose. This question is an invitation to act and think strategically, a call to renew the clarity of purpose in what we do, so that we may open ourselves to the interpretation of the signs of the times.”**

To envision the future we desire for Ibero, it is essential to consider a central element of the spiritual tradition that has guided us for centuries: the notion of *Ignatian discernment*. To discern is to adopt the perspective of a traveler: opening one’s senses to the landscape of the present to illuminate the path to the future, knowing that the journey is always shared in a world inhabited by many presences. This is the starting point that inspires our strategic approach: the call to engage with the realities of the present to choose the means that will enable their long-term transformation.

If the purpose of our university endeavor is to contribute to the mission of reconciliation and justice that inspires the Society of Jesus in its educational apostolate, then we need a clear vision of the place we want to reach and a path that will guide our actions toward the desired objective. “Ignatian strategic planning proposes an innovative approach to understanding the environment in which the plan will unfold,” said a scholar committed to our work some time ago.<sup>2</sup> This approach is relevant today: at Universidad Iberoamericana, we believe that rigorous strategic planning is a solid starting point to guide the

1. This definition was introduced in the *Ideario* approved by the University in 1968. See Article 1, “Nature and Purpose,” in *Ideario*, Mexico City, Universidad Iberoamericana (1968), p. 3. In October 2020, that first *Ideario* was updated through a comprehensive review led by Rector Saúl Cuautle Quechol, S.J. The new version of the document was discussed and approved by the Extraordinary General Assembly of Associates of Universidad Iberoamericana, A.C., held on November 14, 2022. See *Ideario*, Official Communication 588, Mexico City, Universidad Iberoamericana (2022), pp. 1–18.
2. Allan L. Service, “Mission and Magis: Strategic Planning in the Constitutions of the Society of Jesus”, *Jesuit Higher Education*, vol. 4, no. 2 (2015), p. 20

path we need to follow. Thus, we conceive strategic phenomena as a natural expression of our journey toward a future that is built through actions capable of responding to the changing circumstances of the present.

This document reflects the collective efforts of our university community, as Ibero also sees itself as an active agent in the construction of its own future. The proposed horizon thus marks a path that is open to engage with reality. It is an initiative that will only fully come to life in day-to-day actions, when, in practice, it adapts to meet the challenges of a changing and diverse scenario.

For this reason, the value of the strategic horizon I present today lies in its potential to transform the reality of Universidad Iberoamericana both within and beyond the campus. The circumstances of the present demand that Ibero not only be an institution that stays current but also one that can anticipate its time. We face complex, urgent, and critical challenges. The issues Mexico faces today are tied to a global civilizational crisis that our university community cannot and must not ignore. These are the great problems of our time, to which this institution must provide concrete and compassionate responses.

This strategic horizon thus lays the foundation for a process of renewal in our university life, guided by the need to strengthen Ibero’s capacities in teaching, knowledge generation, innovation, social impact, and outreach. Only by enhancing these capacities will we be able to better respond to the call to transform reality with intelligence, imagination, and determina-

tion for the benefit of those who are currently living in conditions of vulnerability and exclusion.

Universidad Iberoamericana is a project under permanent construction. Rooted in a fundamental goodness that acts upon the world, it is therefore committed to the transformation of reality. Over eight decades of existence, this institution has consistently demonstrated its capacity to influence society at both national and global scales. At Ibero, we hold a clear legacy and commitment, but we also face a future that must be built from our present. To discern the contours of reality to transform it more effectively: this is the invitation of this document, which today offers our university community a clear direction.

**Dr. Luis Arriaga Valenzuela, S. J.**  
PRESIDENT  
**UNIVERSIDAD IBEROAMERICANA**

# Table of Contents

1	About This Planning Process	4
2	Our Strategic Environment	14
3	2023–2027 Strategy	30
	Mission and Vision of the University	32
	The Five Priority Axes of the President’s Office	36
	Institutional Projects 2023–2027	42
	Our Way of Proceeding at the University	66
4	Glossary of Key Terms	70
5	Directory of Authorities	73

# About This Planning Process

Method, Structure, and a Path Toward the Future

This document emerges from a dialogical process and participatory exercises aimed at integrating as many voices from the University as possible. We sought to emphasize our commonalities to strengthen our community's commitment to Mexico and to respond to global challenges.



*Our shared purpose as a university community must focus on maintaining a strategic process that remains active, relevant, and operational throughout the established timeframe.*

## About This Planning Process

**Our community recognizes itself as part of a civilizational project rooted in a centuries-old tradition. Thus, the strategic horizon defined in this document finds its essential starting point in the *Ratio Studiorum*, the framework that established the basis of Jesuit pedagogy in the 16<sup>th</sup> century.**

Universidad Iberoamericana is the steward of an inspiring legacy. As a university entrusted to the Society of Jesus, our community understands itself as part of a civilizational project that is rooted in a centuries-old tradition. Thus, the strategic horizon defined in this document finds its foundational starting point in the *Ratio Studiorum*, the framework that established the roots of Jesuit pedagogy in the 16<sup>th</sup> century.<sup>3</sup> At the same time, we also have foundational documents that define our purpose in contemporary Mexico. Foremost among them is our *Ideario*, which defines Ibero as an educa-

tional community that “promotes human, academic, and scientific development to contribute to the creation of projects and

the promotion of initiatives for economic, social, political, cultural, and ecological transformation with local, regional, and global impact”.<sup>4</sup> In this way, the substantive identity of the Universidad Iberoamericana is framed by the imperative to work toward the construction of a genuinely humane reality.

At Ibero, we are also aware that we are living in a time of rapid transformation within the context in which our university community operates. This situation calls for deep reflection and a process of renewal, driven by the need to advance toward the construction of a sustainable future for the University.

We have emerged from a period marked by significant challenges both within our university life and in national and global terms. A little over five years ago, Ibero began work on formulating a strategic plan with the aim of reaching a distinctive horizon by 2030.<sup>5</sup> Shortly thereafter, a global pandemic broke out, leaving a painful impact on our community. Many of us suffered irreparable losses, including the premature death of our former Rector, Dr. Saúl Cuautle Quechol, S. J. At the same time, it is necessary to acknowledge that the world has changed

3. Ziba Ahmadian, “Modern Pedagogy and the Ratio Studiorum”, *Journal of Literature and Art Studies*, vol. 14, no. 2 (2014), pp. 137–147. Cfr. with Vincent J. Duminuco, S. J., “A New Ratio for a New Millennium?” in Vincent Duminuco, S. J., *The Jesuit Ratio Studiorum of 1599: 400th Anniversary Perspectives*, New York, Fordham University Press (2020), pp. 145–160
4. *Ideario*, Official Communication 588, Mexico City, Universidad Iberoamericana (2022), p. 7
5. For more information, please refer to “Introduction” in Institutional Strategic Plan 2030, Universidad Iberoamericana (2018).

rapidly over the past three years: Ibero now operates within a strategic environment that compels us to regain momentum to move forward into the future.

What has happened since 2020 has deeply challenged us. We face questions that require a redefinition of our direction as a university community. We need discernment that allows us to understand with sensitivity the circumstances we face today,

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fully connected to the high aspirations that have characterized us for 80 years. For this reason, we have decided to adopt a more agile approach to our strategic planning. We have done so by turning to the foundational documents of our University, paying particular attention to what is outlined in its statute *Estatuto Organico*.<sup>6</sup>

Considering the above, this renewed process for setting the course is different from previous efforts in how it articulates the various Institutional Projects that define the University’s immediate future. It does not rely solely on a long-term aspiration or abstract definitions detached from the realities of our strate-

gic environment. Rather, it stems from a dialogical and collegial process among university authorities, reconciling the challenges of the present—perceived and expressed by the university

community—with the guiding aspirations of those authorities, the Rectorate, and the Society of Jesus.

We are convinced that this process will provide us with a clearer vision of what we need to do as a university, based on the demands and needs we perceive in the present from the many voices of our community and in close connection with our foundational definitions. Additionally, this document outlines an updated and realistic path forward. In doing so, we aim to be prepared to face the challenges that arise along the way and to continue fulfilling our mission of educating conscious, competent, compassionate, and committed individuals while working toward the construction of a more just, inclusive, free, supportive, and peaceful society.

6. Based on the provisions of Title Four, Chapters I, II, and III of the *Estatuto Orgánico* of Universidad Iberoamericana, A.C., this document contains the Institutional Planning presented to and approved by the University Senate for the period from April 2023 to December 2027.

## Process Components

In January 2022, Dr. Luis Arriaga Valenzuela, S. J., established five priority axes for his Presidency: (1) Integral Human Excellence, (2) Social Impact, (3) Internationalization and Interculturality, (4) Strengthening Ignatian Identity, and (5) Efficiency and Sustainability. These axes provide a sense of direction for the insti-

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tution and form the first building block of this institutional planning process in its strategic dimension. Once these axes were embraced by the university authorities, they also required a process of discernment to connect them to the current realities of our University and the challenges and demands we face within this strategic timeframe.

With this in mind, we carried out a dialogical exercise to gather the aspirations, concerns, and priorities of the President’s team. We also sought input from expert voices from the Research Institutes, Centers, and Social Impact Programs, as well as from various Academic Departments,

to create a strategic landscape that reflected the most relevant local, national, and global factors and circumstances impacting our mission over the next five years. Simultaneously, we engaged the university community through various participatory

spaces, leveraging multiple information inputs detailed later. The collected data underwent a sense-making process, aiming to connect and group elements to clarify the domains in which those challenges, concerns, and aspirations lie. At the conclusion, we defined five major domains: (1) Student Recruitment and Retention, (2) Academic Offerings, (3) University Model, (4) Student Experience, and (5) University Governance.

Once these domains were established, we formulated objectives that clarified the direction for each. Subsequently, we identified measurable indicators to objectively assess progress and achievement. Finally, we developed a series of initiatives to guide the actions of specific individuals and areas within the University.

This set of objectives, indicators, and initiatives is referred to as Institutional Projects. By their design, these projects follow a logic that is integrative, cross-cutting, and community-oriented. They also connect directly to the Priority Axes of the President’s Office, grounding them in reality and providing institutional support.

Lastly, we conducted a participatory review and adjustment process with Area Directors and Academic Units within the University. This final step helps ensure the document reflects an integrated, holistic perspective that is as representative as possible of the voices of the community.

## Path Toward the Future

This strategic horizon is a starting point. It establishes a direction but does not, in itself, represent the fulfillment of substantive goals. Instead, it serves as a launchpad. It does not conclude the planning process; rather, it opens a period in which these definitions must be turned into realities through a commitment to a shared vision, a spirit of service, and cross-disciplinary collaboration.

**The information collected underwent a sense-making process, aiming to connect and group elements to clarify the domains in which those challenges, concerns, and aspirations lie.**

To support this journey and “maintain a strategic process that is active, relevant, and operational throughout the established timeframe,” as stated by the Rector, it is essential to define governance mechanisms, assemble working teams, establish objective benchmarks within indicators, and agree on timelines to guide actions and set milestones. Ultimately, this effort must translate into achieving our objectives, particularly by generating observable impacts both within and beyond the University. In truth, this is the most important aspect

of strategic management: far from being fulfilled by this document alone, it is a task that begins with the active involvement of all members of our university community, especially those who have assumed positions of responsibility in both academic and administrative areas.

Parallel to the creation of this document, a portal is being developed to provide updated information on the Institutional Projects. This portal includes the objectives, initiatives, and indicators outlined for each project and will remain active and updated throughout the entire lifecycle of this strategic horizon.

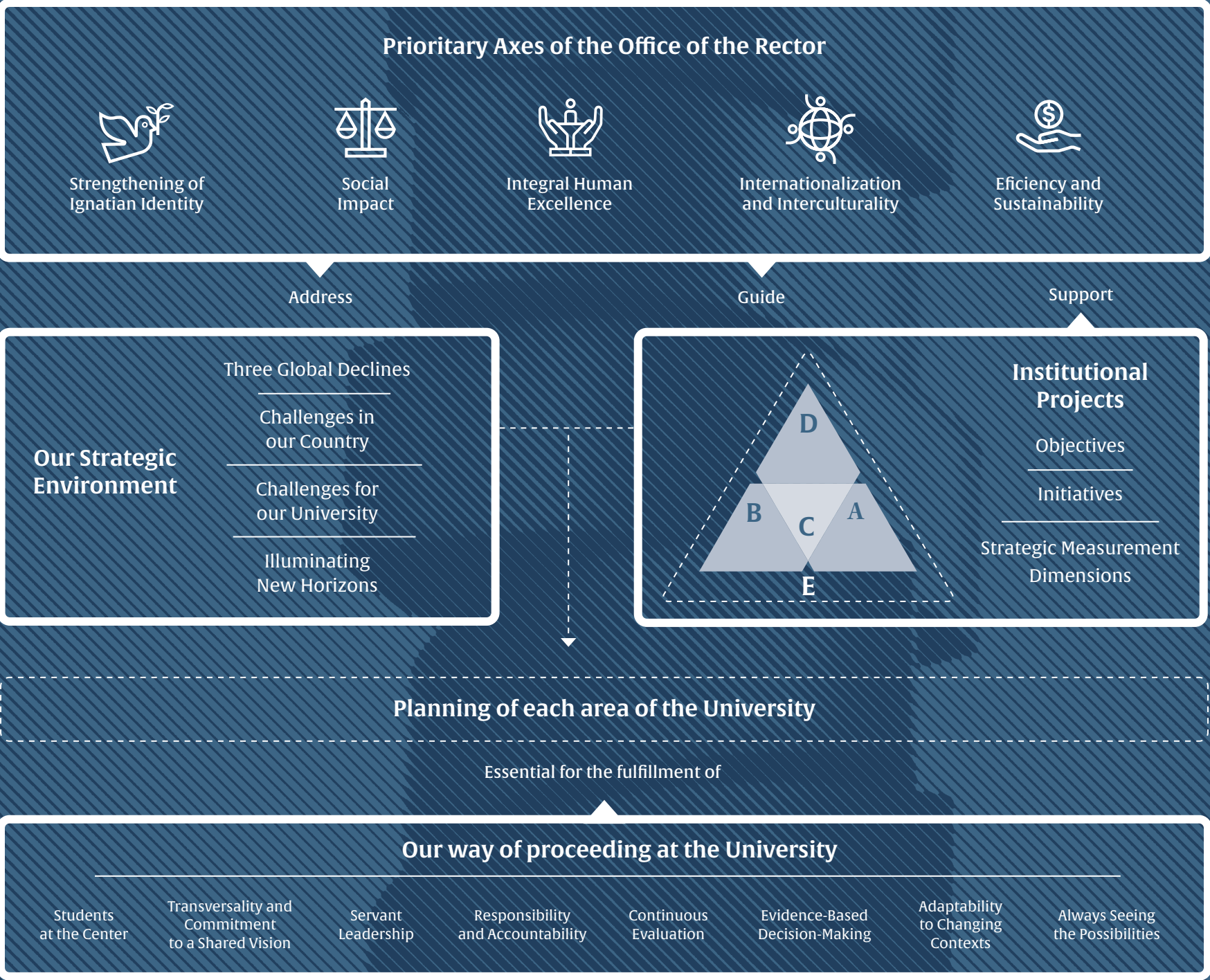
Additionally, over the course of this year, three more documents with different purposes will be published. These will complement the University’s strategic planning references and enhance the proposals outlined in this strategic horizon:

1. A Supplement of *Goals and Timelines for the Strategic Horizon*, which will provide a more detailed list of indicators with baseline and target figures, as well as a clearer outline of the milestones expected for each project over time.
2. A *Strategic Campus Plan*, which will clearly guide efforts to optimize the use of physical spaces on the Santa Fe campus.
3. A *Document on Possible Scenarios for Ibero*, with a longer temporal horizon, developed through a participatory exercise in foresight and future design.

## Information Inputs

Among the information inputs that were considered during the creation of this document are the following:

- Interviews with the Academic Vice Rectorate, as well as General, Divisional, and Departmental Directors.
- Dialogue and participation exercises with Program Coordinators and Department Directors as part of the Academic Vice Rectorate’s Strategic Planning.
- Environmental analysis documents submitted by the University’s Centers, Institutes, Social Impact Programs, and various Academic Departments.
- A detailed review of the University’s last four strategic planning documents (2007, 2012, 2018, and 2021).
- Research on strategic definitions from national and international higher education benchmarks, both Jesuit and non-Jesuit.
- Review of recent studies conducted by different University entities.
- Analysis of dashboards, indicators, and metrics compiled as part of the academic information management efforts of recent years.
- Dialogue processes with counterparts and representatives of the Jesuit University System.
- A survey of over 1,800 students regarding their perceptions of the University.



*We are aware that we are living in a time of accelerated transformation in the national and international landscape in which our university community operates.*

# Our Strategic Environment

## A Moment of Global Change

In our journey as a university, we recognize that our work is not detached from the reality in which it operates. Our collective action, guided by the Institutional Projects outlined in this horizon, must also be informed by the most relevant factors in our environment to remain consistent with our commitment to building a more just, supportive, free, inclusive, productive, and peaceful society.\*

\* This section was formulated thanks to the contributions made by various academic departments, as well as by the research centers, institutes, and advocacy programs that are part of Universidad Iberoamericana.



*The circumstances of the present demand that Ibero conceive itself as an active agent in building a more humane and just future for all.*

## Universidad Iberoamericana and Building the Future

**As a university entrusted to the Society of Jesus, at Ibero, we believe that the work for reconciliation and justice begins ‘with understanding the world in which we live and which we call home’.**

As we enter the third decade of the 21st century, our university community faces a complex strategic landscape at both national and global levels.<sup>7</sup> We are living in a time of planetary change defined by the exhaustion of many paradigms that underpinned our civilizational model during the past century.<sup>8</sup>

Being a university entrusted to the Society of Jesus, we believe that the work for reconciliation and justice begins “with understanding the world in which we live and which we call home.”<sup>9</sup> In this context, three general characteristics of our present allow us to grasp the magnitude of the challenges ahead: (1) the decline of a way of understanding globalization, (2) the decline of a way of understanding

prosperity, and (3) the decline of a way of understanding the social bonds upon which our coexistence relies. Thus, the civilizational challenge we face calls us to position the work of our University within a broader framework of time and scale. The Ignatian inspiration that defines the social commitment of every Jesuit university calls us to deepen our study “to better serve others”.

This call to interpret the signs of the times finds a fundamental starting point in the *Universal Apostolic Preferences* adopted by the Society of Jesus in the spring of 2019, following a discernment process that established a clear horizon of work for the third decade of this century.<sup>10</sup> The four Universal Apostolic Preferences adopted that year serve as a fundamental reference to guide our path in the immediate future: (1) showing the way to God through the Spiritual Exercises and discernment, (2) walking with the poor, the outcasts of the world, and those whose dignity has been violated in a mission of reconciliation

7. Erna Oliver, “Introduction” in *Global Initiatives and Higher Education in the Fourth Industrial Revolution*, Johannesburg, University of Johannesburg Press (2022), pp. 1–26.

8. José Andrés Fuentes González, “Sobre la crisis civilizatoria” In *Alternatives in Times of Civilizational Crisis*, Mexico City, Universidad Iberoamericana (2022), pp. 97–220.

9. Arturo Sosa, S. J., “Una universidad llamada a aportar con excelencia en la misión de reconciliación y justicia”, Río de Janeiro, Pontificia Universidad Católica de Río de Janeiro (2017), p. 7.

10. See *Universal Apostolic Preferences of the Society of Jesus*, 2019–2029, Rome, General Curia of the Society of Jesus (2019), pp. 1–11. Compare with “Our World and Response: The Universal Apostolic Preferences” in *Strategic Plan 2019–2023*, Dublin, Jesuit Centre for Faith and Justice (2019), pp. 6–7.

Three characteristics of our present allow us to grasp the magnitude of the challenges ahead: (1) the decline of a way of understanding globalization, (2) the decline of a way of understanding prosperity, and (3) the decline of a way of understanding the social bonds upon which our coexistence relies.

and justice, (3) accompanying young people in the creation of a hopeful future, and (4) collaborating in the care of our Common Home. Simultaneously, our approach aligns with the goals defined in the 2030 *Agenda for Sustainable Development*, understood as “a civilizational agenda that places the dignity and equality of people at the center and calls for changing our development model”.<sup>11</sup> For this reason, the circumstances of the present demand that Ibero conceive itself as an active agent in building a more humane and just future for all.

The Three Global Declines

We are witnessing the decline of a way of understanding globalization.<sup>12</sup> We face a geopolitical recession that fosters the rise of attitudes that encourage societies to turn inward and the return of confrontations among major powers.<sup>13</sup> The liberal world order constructed in the second half of the last century seems to be coming to an end: the return of war to Eurasia and increasing tensions in the Indo-Pacific illustrate this reality. In this context, the rise in social polarization in recent years has been fueled by growing inequality, which supports cycles of disinformation underlying the phenomenon of *post-truth*.<sup>14</sup>

Thus, the increase in inequality—defined by a set of characteristics that undermine human dignity—is now associated with both traditional and digital illiteracy, as well as other deficiencies that have contributed to deepening educational lag in recent years.

At the same time, we face the exhaustion of a way of conceptualizing development that historically relied on unsustainable cycles of growth and consumption. Behind this paradigm lies our dependence on fossil fuels, resulting in an unprecedented climate emergency that threatens the future of our Common Home. We are living in the shadow of the Anthropocene—a phenomenon in which the negative impact of human activity on the environment not only endangers life on Earth by reducing biodiversity but also becomes a growing source of conflict at both local and global scales.<sup>15</sup>

11. “Acerca de la Agenda 2030 para el Desarrollo Sostenible”, CEPAL (s/f). Accesible through: <https://www.cepal.org/es/temas/agenda-2030-desarrollo-sostenible/acerca-la-agenda-2030-desarrollo-sostenible>. Cfr. with “The 2030 Agenda for Sustainable Development” in Op. cit., *Strategic Plan 2019–2023*, p. 8

12. Élio Gasda, S.J., “La era de la inseguridad global: mirada ético-teológica” in *Other Ways of Seeing Ourselves: Contemplate to Create Social Impact*, Puebla, Universidad Iberoamericana Puebla (2022), pp. 17–66

13. “We are in a geopolitical recession” – Ian Bremmer on globalization, populism and the power of crisis”, World Economic Forum (2022). Accesible through: <https://www.weforum.org/agenda/2022/06/ian-bremmer-crisis-geopolitical-recession-davos-2022/>

14. Gabriele Cosentino, *Social Media and the Post-Truth World Order*, Cham, Palgrave MacMillan (2020), pp. 1–32, 135–144

15. Simon Dalby, *Anthropocene Geopolitics*, Ottawa, University of Ottawa Press (2020), pp. 131–168

At Universidad Iberoamericana, we are particularly sensitive to this issue, as framed by the fourth Universal Apostolic Preference of the Society of Jesus and the encyclical *Laudato Si’*, where Pope Francis calls for a global transition toward a paradigm of sustainable, just, equitable, and humane integral ecology.<sup>16</sup> This is an invitation to implement ecological education processes, to which Ibero has committed itself in recent years, with a focus on gender perspectives and sustainability. These two dimensions must accompany, in a transversal manner, the construction of the future we all long for.

Finally, we are also witnessing the decline of a way of understanding social bonds and their relationship with technology.<sup>17</sup> In this context, Web 3.0 is emerging as a space that signals the rise of virtual and extended universes where the dynamics of our social reality are gradually being recreated.<sup>18</sup> Simultaneously, the development of artificial intelligence is shaping up to be a phenomenon that will transform the ways knowledge and wealth are generated in societies participating in the Fourth Industrial Revolution.<sup>19</sup> Thus, the emergence of new technologies, whose long-term effects and influence are not yet entirely clear, is a factor that must be considered when discussing the current landscape. These effects combine with those produced by other phenomena, such as migration dynamics, changes in the structures of organized civil society, and social movements driven by young people.

Challenges in Our Country

For Mexico, the circumstances are no less challenging. In the third decade of this century, the national reality is one of contrasts. On the one hand, the shadows of its authoritarian past persist in the form of the armed violence that the country has endured in recent decades. This is also true when addressing social inequality, the fight against poverty, the lack of access to justice, and the significant educational setbacks exacerbated by the recent pandemic. On the other hand, the enduring lights of our country offer the best guarantee for restoring hope: its cultural wealth, its status as a megadiverse nation in environmental terms, and the resilience of its people. At the same time, we face a shifting demographic dynamic that demands clear responses for a young population in need of hopeful horizons.<sup>20</sup>

16. “Una ecología integral” in Encyclical Letter *Laudato Si’* of the Holy Father Francis on the Care for Our Common Home (2015), pp. 107–126

17. Herman Narula, *Virtual Society: The Metaverse and the New Frontiers of Human Experience*, New York, Currency (2022), pp. 31–186. Cfr. with Liliam Marrero, “El imperativo tecnológico y la deshumanización” in *Extravío y hallazgo de ser sí mismo*, Mexico City, Universidad Iberoamericana (2022), pp. 129–158

18. “Who will govern the metaverse?”, World Economic Forum (2022). Accesible through: <https://www.weforum.org/agenda/2022/05/metaverse-governance>

19. Erna Oliver, “Society 5.0 and Education 5.0 with Reference to Higher Education” en Op. cit., *Global Initiatives and Higher Education in the Fourth Industrial Revolution*, pp. 53–68

20. Formally, Mexico still benefits from a *demographic dividend*. According to the National Population Council, the proportion of the population of working age increased from 56 percent in 1990 to 64 percent in 2019, while the proportion of dependents decreased from 44 to 36 percent. However, this trend will reverse in the coming decades as our population ages. See “Republic of Mexico” in *Projections of the Population of Mexico and its Federal Entities 2016–2050*, Mexico City, National Population Council (2018), pp. 9–13 and 36–58.

Here, the effort to reduce educational gaps becomes essential: the Mexico of the future requires education and workforce training programs that unlock the talent and creativity of today’s youth, as it is within this demographic that the human capital capable of transforming our social reality resides.

It is also crucial to understand that the changing circumstances of the global landscape present opportunities for our country. As of this writing, North America is moving toward a new cycle of integration driven by a geopolitical context that favors *nearshoring*—a process of relocating industrial capacities with the potential to create pathways for Mexico’s economic development.<sup>21</sup> However, the ability to leverage this potential for a cycle of prosperity in Mexico is contingent upon addressing urgent structural challenges.

Over the past few decades, the security policies implemented as part of the war on drugs have led to an environment of armed violence that has translated into growing impunity and a systemic and widespread human rights crisis. We live under the shadow of a process of militarizing public security, which calls for a profound democratic reform of the country’s security and defense structures. While awaiting such reform, some accounts suggest that 2022 was the most violent year in Mexico’s recent history, with over 30,000 homicides.<sup>22</sup> At the same time, gender-based violence, including obstetric violence and sexual violence against women, continues to rise, with more than 17,000 women murdered since 2018—an average of over

3,500 per year.<sup>23</sup> Violence has also intensified when sexual orientation deviates from the heteronorm.

This situation combines the repetition of a flawed security policy—focused on the use of force, the militarization of public security, and punitive measures—with an almost complete lack of documentation of lessons learned and improvements.<sup>24</sup> This cycle is fueled by a hegemonic global security model that prioritizes reaction over prevention, particularly regarding two

21. Celso Garrido, *Mexico in the Factory of North America and Nearshoring*, Mexico City, Economic Commission for Latin America and the Caribbean (2022), pp. 41–86. See also *The Rise of Nearshoring in Latin America: A Spotlight on Mexico*, London, Control Risks (2022), pp. 1–11, and *Nearshoring to Mexico: Perspectives and Opportunities for a Resilient Supply Chain*, Mexico City, Thomson Reuters/Bakertilly (2022), pp. 1–13, among others.

22. Saúl Arellano, “Otro año con más de 30 mil homicidios”, México Social (3 de enero 2023). Accesible through: <https://www.mexicosocial.org/30-mil-homicidios/>

23. Beatriz Guillén, “Radiografía de un país que mata a sus mujeres: 17,776 asesinadas en cinco años”, El País (November 25, 2022). Accesible through: <https://elpais.com/mexico/2022-11-25/radiografia-de-un-pais-que-mata-asus-mujeres-17776-asesinadas-en-cinco-anos.html>

24. See *Perpetuating the Failed Security Model: The Approval of the Internal Security Law and the Legacy of a Decade of Security Policies in Mexico Contrary to Human Rights*, Mexico City, Centro Prodh (2018), pp. 19–78. Compare with Ernesto López Portillo (ed.), *Militarization in the 4T (2018–2020)*, Mexico City, Citizen Security Program of Universidad Iberoamericana (2020), pp. 19–38.

25. Regarding the first topic, see Pedro Rendón, “Between 2015 and 2021, 7 out of 10 Weapons Used in Homicides Came from the U.S.,” Universidad Iberoamericana (2022). Available at: <https://ibero.mx/prensa/entre-2015-y-2021-7-de-cada-10-armas-usadas-en-homicidios-llegaron-de-eu>. Regarding the second topic, see Adrián Jiménez, Adriana Muro et al., *Toward Regulation for Peace*, Mexico City, Friedrich-Ebert-Stiftung (2022), pp. 1–50.

extraordinarily destructive phenomena: drug prohibition and the arms trade.<sup>25</sup> Thus, one of the most urgent challenges Mexico faces is the need to generate processes of truth, reparation, and justice for the victims of violence. Supporting the collectives of families of missing persons is a pressing demand within this framework.

On another front, Mexico’s position as a borderland between the United States and Latin America makes it a strategic point for global migration flows and the containment policies that accompany them.<sup>26</sup> The externalization of U.S. migration control in Mexico has turned our territory into an exception zone for migrants. Meanwhile, Mexico’s militarized approach to migration management has led to increasing violence, as evidenced by the grave human rights violations migrants face daily. The massacres of migrants in San Fernando (2010), Cadeyrea (2013), and Camargo (2021) illustrate this reality in a dramatic way. More recently, the events in Ciudad Juárez (2023) confirm this regrettable trend.

For the country’s Indigenous peoples, the current moment is no less complex: a cycle of private investment indifferent to their interests continues to unfold in their territories, commodifying their culture, language, and way of life. At the same time, the authorities favor a neo-extractivist policy that criminalizes those who defend their lands.<sup>27</sup> This situation coincides with accelerated environmental degradation and the public sector’s indifference to the effects of the climate emergency on our country.

## Challenges for Our University

Universidad Iberoamericana sees itself as an active agent in building the future. For this reason, we cannot remain indifferent to the strategic landscape of the present. This is a landscape in transformation, shaped by global-scale changes that already have tangible impacts at the national and local levels. Thus, the set of signals and trends identified in this section serves as a call to attention as we define the future we want for Ibero in the coming years.

If our aspiration as a university community is to impact the resolution of the great problems of our time through innovative approaches in teaching, knowledge generation, and engagement, we must situate the University’s work within the framework of today’s challenges. This is particularly relevant in a context defined by three major trends: (1) a growing disregard for the humanities, (2) the rejection of evidence-based decision-making in public policy design, and (3) the disdain for politics in service of the common good.<sup>28</sup> Adding to these

26. *Position Statement on the Migration Context in Mexico*, Mexico City, Universidad Iberoamericana (2020), pp. 1–64. See also Report on the State of Socio-Environmental Conflict in Mexico 2017–2021, Mexico City, Observatory of Socio-Environmental Conflicts (2023), pp. 7–54.

27. See *Informe Estado de la conflictividad socioambiental en México 2017–2021*, Mexico City, Observatory of Socio-Environmental Conflicts (2023), pp. 7–54.

28. In this regard, Father General Arturo Sosa, S.J., stated just four years ago: “Pope Francis, in his dialogue with the Jesuits gathered at the 36th General Congregation in October of the previous year, said: *I believe that politics in general, great politics, has increasingly been degraded into petty politics.*” Arturo Sosa, S.J., Op. cit., “A University Called to Contribute with Excellence to the Mission of Reconciliation and Justice,” pp. 2–3.

**At Universidad Iberoamericana, we will prioritize the need to propose solutions that address the many asymmetries experienced by marginalized sectors of society, as well as the injustice and violence that prevail today. Specifically, we must work to create alternatives that promote environmental sustainability, combat violence against women, care for our Common Home, and address the disenchantment of Mexican society with the processes that ensure the vitality of democracy in our country.”**

general trends is the weakening of the national educational evaluation ecosystem and the proliferation of disinformation regarding major issues in national and international public life.

Regardless of the political orientation of those in power in Mexico in the near future, Universidad Iberoamericana must maintain constant engagement with public institutions that have faced drastic budget cuts—and the resulting loss of institutional capacity—as well as with civil society organizations with reduced funding capabilities and international organizations with intermittent influence on public policy design in our country. In this context, Ibero’s work in teaching and knowledge generation, driven by this engagement, will play a fundamental role as a critical counterbalance in state decisions, a generator of evi-

dence to guide public policy, and a safeguard of relevant information at risk of being ignored or lost.

Educational models in Mexico are currently centralized and dominated by conventional perspectives that devalue the diversity of experiences, spaces, and knowledge within society. Through its research institutes and social impact programs,

Ibero has the potential to highlight the need for more inclusive and intercultural education, oriented toward creating spaces that dignify, utilize, and enhance alternative educational models, particularly for the most marginalized populations in our country.

Likewise, we see our work in teaching and knowledge generation as a driver of change and transformation in Mexico, engaging with various sectors of organized civil society, the private sector, and state institutions. This is especially true because, through these connections, tens of thousands of our graduates leave their mark on the world, collaborating and exercising leadership in communities and organizations across all sectors. On a global scale, a set of macro-trends is transforming the profile of higher education. Educational innovation today is defined by the demand to renew established pedagogical models and, at the same time, by the need to address the impact of technological innovations, including supercomputing, artificial intelligence, and the use of virtual or extended reality in teaching and learning processes.<sup>29</sup>

In light of this, the demands of the new global landscape require the development of STEAM skills—science, technology, engineering, arts, mathematics, and data science.<sup>30</sup> At the same time, Ibero graduates must demonstrate proficiency in key soft

29. Willem H. Oliver, “Global Initiatives within the 4IR, and the Role of Higher Education” en Op. cit., *Global Initiatives and Higher Education in the Fourth Industrial Revolution*, pp. 27–51

skills for ethical leadership, such as creativity, critical thinking, and complex problem-solving in collaborative settings.<sup>31</sup> Higher education must also prepare students for career paths no longer defined by linear progression, increasing the importance of lifelong learning to meet the demands of continuous education.

In all these areas, Ibero must position itself at the forefront to ensure that its academic community (and its students, in particular) can benefit from emerging trends while fostering ethical and sustainable knowledge generation. At Ibero, we are keenly aware of the importance of developing the leaders Mexico needs—conscious, competent, compassionate, collaborative individuals committed to building a more just, inclusive, free, supportive, productive, and peaceful society.

Our presence in a complex strategic environment also demands attention to the competitiveness of our academic offerings. In a context of moderate national economic recovery and inflationary cycles fueled by growing geopolitical tensions, social mobility in Mexico is declining.<sup>32</sup> As a result, average spending on education is expected to face greater restrictions in the coming years. In the immediate future, Ibero’s challenge will be to find conditions that ensure its financial viability while exercising clear leadership in educational equity, responsibly engaging in dialogue with the private sector, and consolidating its position as a relevant voice in the social sphere. This means being a higher education institution capable of influencing the formulation and implementation of public policies and initia-

tives for Mexico’s economic, political, social, cultural, scientific, and technological development.

As part of the Jesuit educational mission, Ibero will prioritize proposing solutions to the many asymmetries—social, political, educational, and epistemic—experienced by marginalized sectors of society, as well as addressing the injustice and violence prevalent today. Specifically, we must work to generate alternatives that promote environmental sustainability, combat gender violence, care for our Common Home, and address the disenchantment with democracy in Mexican society. The knowledge generated at Ibero must serve to transform social realities, contributing to the construction of a rights-based, genuinely democratic society.

30. Adam Stroud y Lawrence Baines, “Inquiry, Investigative Processes, Art, and Writing in STEAM” en Myint W. Khine y Shaljan Areepattamannil (eds.), *STEAM Education: Theory and Practice*, Cham, Springer (2019), pp. 1–20. Cf. with “Education, Skills and Learning”, Strategic Intelligence, World Economic Forum (2023) [on line]. Accesible through <https://intelligence.weforum.org/topics/a1Gb000000LPffEAO>

31. Ignatius G.P. Gous, “Cultivating Curiosity to Support Self-Directed Learning by Means of a Three-Dimensional Questioning Strategy” in Op. cit., *Global Initiatives and Higher Education in the Fourth Industrial Revolution*, pp. 215–235. Cfr. with “Education, Skills and Learning” in Strategic Intelligence, World Economic Forum (2023).

32. This is particularly evident when considering the effects of the recent pandemic on the social fabric and access to higher education. See COVID-19 and Higher Education: From Immediate Effects to the Day After, Paris, UNESCO/International Institute for Higher Education in Latin America and the Caribbean (2020), pp. 15–32; and Report of the National COVID-19 Survey: The Student Community in the Face of the Health Emergency, Mexico City, National Association of Universities and Institutions of Higher Education (2022), pp. 18–29, 95–97.

*To illuminate the new horizons needed to build the future, Ibero will, over the coming years, focus on creating a university innovation ecosystem designed to ensure that proposed solutions arise from an intense exchange between our academic community, the state, organized civil society, and the private sector, both national and international.*

## Illuminating New Horizons

In contrast to the three global declines previously outlined, and in response to the challenges Mexico faces internally, at Ibero we envision lights that will shape the horizon of expectations guiding our path forward. We do not see the future as something predetermined but as a new reality that will be constructed through the collaboration of our community both inside and outside our classrooms.

**The challenge for Ibero lies in ensuring its financial viability while exercising clear leadership in educational equity, providing responsible support for the business sector, and solidifying its position as a relevant voice in the social sphere.**

The circumstances of the present demand that we be capable of anticipating our time. As our Rector has frequently emphasized, we face complex, urgent, and critical challenges.<sup>33</sup> From this perspective, the current challenges of our civilization—such as the climate emergency, biodiversity loss, increasing social inequality and food insecurity, mass migration, the unintended impacts of emerging technologies, the return of war

and geopolitical disputes, the rise of authoritarianism, and the spread of post-truth narratives, among many other highly complex phenomena—stand out as the *wicked problems* to which this institution must respond in the immediate future.<sup>34</sup> To ensure our responses are robust, we must strengthen our position as a knowledge generating university; that is, as a higher education institution capable of producing evidence-based

knowledge, supported by a reflective understanding of political and social processes, the use of critical thinking, and the application of rigorous ethical standards.

To illuminate the new horizons, we need to build the future, at Ibero we will focus in the coming years on creating a university innovation ecosystem designed to ensure that proposed solutions emerge from intense collaboration between our academic community, the state, organized civil society, and the national and international private sectors. This exchange must also include those who have so far been excluded from this dialogue. We recognize that one of our central tasks will be to consolidate spaces for collaboration, allowing a broad range of people and institutions to share and exchange creative experiences in pursuit of common goals.

To achieve this goal, we need to strengthen our internal foundation. From the beginning of his tenure, Dr. Luis Arriaga Valenzuela, S. J., established five priority axes to guide the progress of Universidad Iberoamericana. These axes—namely, (1) inte-

33. Arriaga Valenzuela, Op. cit., pp. 5–7.

34. The term “wicked problem” was originally coined by Horst W. J. Rittel and Melvin M. Webber in the 1970s. For more on this, see Brian W. Head, *Wicked Problems in Public Policy*, Cham, Palgrave MacMillan (2022), pp. 21–60. To explore how the Society of Jesus has used this conceptualization, see, for example, Camilo Arciniegas Pradilla, Jose Bento da Silva, and Juliane Reinecke, “Wicked Problems and New Ways of Organizing: How *Fe y Alegría* Confronted Changing Manifestations of Poverty” in Ali Aslan Gümüşay et al., *Organizing for Societal Grand Challenges*, London, Emerald Publishing (2022), pp. 93–114.

gral human excellence, (2) social impact, (3) internationalization and interculturality, (4) strengthening Ignatian identity, and (5) efficiency and sustainability—align with the strategic objectives we aspire to achieve in the coming years. Embracing these priorities means working to position Ibero as a relevant actor on the national and global stage. At the same time, achieving these priorities depends on a series of capabilities that Ibero must strengthen in the years ahead. An evaluation of our strategic environment suggests that the responses needed to address today’s national and global challenges lie in reinforcing the substantive domains of our university life.

The first of these domains relates to the need to inspire, attract, and educate more of the best individuals for the world. To address the contradictions created by the global declines referenced earlier, we must grow and solidify our enrollment. This will enable us to educate more people in integral human excellence who, in the future, will make the decisions needed to transform reality.

The second domain concerns the renewal of our academic offerings. Faced with the challenges posed by a rapidly changing socio-technological landscape, where the STEAM agenda is a priority, Ibero must establish processes to ensure the continuous updating of its academic offerings. This offering must link Ibero’s humanistic legacy with the demand for critically rigorous study of the many dimensions of the civilizational crisis we face.

The third domain pertains to our university model itself. In a national environment marked by the erosion of the capacities of public institutions dedicated to higher education, science, and culture, Ibero must take on the challenge of strengthening its own model to foster the generation and dissemination of knowledge. Within the context of the Fourth Industrial Revolution, we must establish ourselves as a university ecosystem of innovation open to inter- and transdisciplinary approaches through a co-creation framework aimed at horizontality. For this to occur, the integration of our University’s core functions in teaching, knowledge generation, and engagement must result in effective innovation and demonstrable social impact.

The fourth domain relates to the university experience. The central focus of our mission is to educate students as free individuals in integral human excellence — participants in a commitment to others that seek to transform reality. Achieving this goal will require the consolidation of a portfolio of formative activities designed to prepare Ibero students in developing the soft skills necessary for effective leadership in 21st-century societies. Within the context of the accelerated technological transformations shaping the world today, this must also translate into the adoption of new practices and tools that enhance learning experiences and the collective construction of knowledge.

Finally, it is important to point out that the dimensions of our university life mentioned earlier must rest on solid university governance—this being the fifth of the substantive domains

referenced. In a strategic environment characterized by deeply complex problems and the challenge of making the University a convening space for social change, the governance of our university life is more relevant today than ever. For this reason, Ibero’s institutional architecture must respond to the needs for adaptability and resilience demanded by a shifting national and global context. To educate our students in integral human excellence, we must first embody it as a university community.

**Faced with a strategic environment defined by deeply complex problems and the challenge of making the University a convening space for social change, the governance of our university life is more relevant today than ever. For this reason, Ibero’s institutional architecture must respond to the needs for adaptability and resilience demanded by a shifting national and global context**

Given the diversity that defines us today, and thinking of the diversity we aim to cultivate in the future, knowing where we are going and how we want to reach the future we aspire to is not an individual endeavor. From the perspective of Universidad Iberoamericana, the challenge is not to place the world at the service of personal or particular interests but to create dynamics conducive to the generation of knowledge for the achievement of the Greater Good. As a university entrusted to the Society of Jesus, our mission is to generate hope: our vision of the future lies beyond the barriers and exclusions of today, in the space where new horizons are illuminated to advance the construction of a better, more humane, supportive, and just future



*Ibero sees itself as an active agent in building the future. The circumstances of the present demand that we be an institution capable of anticipating its time.*

# 2023–2027 Strategy

3.1

Mission and Vision of the University

Mission  
Vision 2030

3.3

Institutional Projects

- A. Promotion and Attraction
- B. Academic Offering
- C. University Model
- D. University Experience
- E. University Governance

3.2

The Five Priority Axes of the President’s Office

Integral Human Excellence  
Social Impact  
Internationalization and Interculturality  
Strengthening Ignatian Identity  
Efficiency and Sustainability

3.4

Our Way of Proceeding at the University

Students at the Center  
Transversality and Commitment  
to a Shared Vision  
Servant Leadership  
Responsibility and Accountability

Continuous Evaluation  
Evidence-Based Decision-Making  
Adaptability to Changing Contexts  
Always Seeing the Possibilities

# Mission and Vision of the University

The formulation of the mission adopted in this document aligns with the first section of the *Ideario* of Universidad Iberoamericana regarding its substantive identity.

At the same time, it reflects the provisions of the second article of its *Estatuto Orgánico* concerning its purpose.

Finally, this new wording takes as its starting point the foundations established in the 2030 Institutional Strategic Plan.



# 3.1

## Mission and Vision of the University

Universidad Iberoamericana is an institution entrusted to the Society of Jesus.

### Mission

To contribute to the education of free individuals in integral human excellence for the construction of a more just, supportive, free, inclusive, productive, and peaceful society through the transformative power of teaching, knowledge generation, and social engagement in close connection with the global realities of our time.

### Vision 2030

- To be an excellent university with social relevance, generating cutting-edge knowledge to address the great challenges of our time and educating free individuals with and for others.
- To be a critical and proactive university, defined by humanistic and intellectual leadership that contributes to transforming and establishing a more humane, fraternal, and just society.
- To contribute as a social actor to generating strategic solutions to complex problems with creativity and innovation.
- To be an inclusive, diverse, and pluralistic institution, closely connected with academic, social, and productive sectors at both national and global levels.
- To live our university life as a vocation of service, with efficient organizational models and processes aligned with our mission.
- To embrace our identity as an expression of the mission of the Society of Jesus: in the world, with the world, and for the world.

# The Five Priority Axes of the President's Office

At Ibero, we follow the *Ignatian Magis*, that is, the call to be more. Aligned with this invitation, we live integral human excellence as a commitment to others to transform reality. This commitment reflects the kind of leadership that has always guided the mission of the Society of Jesus: breaking paradigms to imagine new realities.



Strengthening  
Ignatian Identity



Social Impact



Integral Human  
Excellence



Internationalization  
and Interculturality



Efficiency  
and Sustainability

# 3.2

## The Five Priority Axes of the President’s Office

This rectorate has identified five priority axes that are associated with the strategic objectives we aim to achieve in the coming years. Their purpose is to consolidate a solid, vigorous, and relevant university model endowed with institutional strength capable of addressing contemporary challenges through teaching, knowledge generation, and engagement. This must translate into relevant innovation and effective social impact.



### Integral Human Excellence

We educate our students in integral human excellence, understood as a commitment to the community and a drive to transform reality with academic rigor and the generation of innovative, relevant knowledge. We support this work with cutting-edge resources, state-of-the-art technology, and world-class facilities that foster creativity and talent. We do this with the clear understanding that none of this will matter unless it serves the construction of a more just, humane, and sustainable society.



### Social Impact

We act as an active agent in transforming social realities to expand the possibilities of human dignity. We take on the leadership Mexico needs to change public policies, mindsets, and attitudes to dismantle structures that perpetuate injustice and inequality. We open new avenues of work to demonstrate in practice that Ibero has the capacity to positively influence social mobility, reduce inequalities, promote equity and gender equality to combat violence—especially against women—advance environmental sustainability, and defend democracy. We act not only within our university community but also in the society we serve. All of this is centered on the dignity of all people, care for our Common Home through an integral ecology approach, and the construction of a genuine rights-based society.



### Internationalization and Interculturality

At Ibero, internationalization is a strategic process that fosters global citizenship through a deep understanding of the social phenomena that shape our reality at both the national and international levels. With this purpose, we promote intercultural dialogue and networked collaboration to address contemporary crises related to faith, justice, and ecology, thereby strengthening the University’s social impact and reaffirming its commitment to the mission of the Society of Jesus in an interconnected world.

We cultivate the ability to analyze and act upon local contexts in dialogue with global processes, thus developing intercultural competencies that form open, inclusive, and equitable individuals—people capable of engaging with diverse cultures and enriching, through that experience, teaching, knowledge generation, and social engagement.



### Strengthening Ignatian Identity

Our university mission requires us to recognize that Ignatian identity is the source of our strengths as an institution entrusted to the Society of Jesus. Strengthening this identity must underpin our actions, especially when building bridges and fostering authentic dialogues and reconciliation that include everyone willing to contribute to societal transformation.

This identity is realized in our daily lives, in our relationships with transcendence, and in our existence as human beings in the world. Thus, the Ignatian perspective guiding our mission is deeply connected to the daily lives of people and all dimensions of humanity. It is a central tool for constructing dialogues that foster a profound understanding of social realities and addressing the major challenges of our time.



### Efficiency and Sustainability

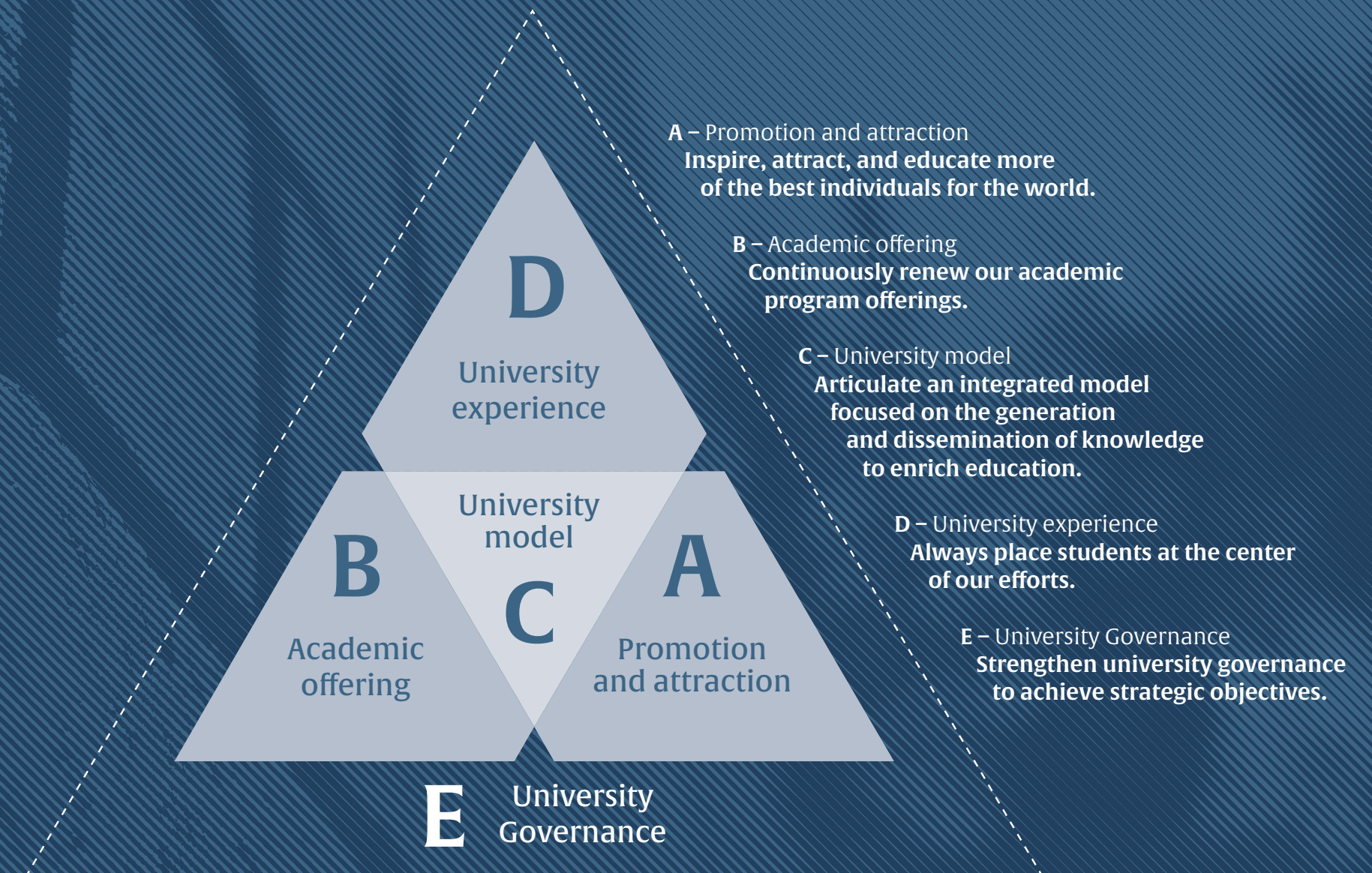
To achieve our mission, we need efficient governance structures and sound financial practices. We must build a shared vision of our objectives as a university, transitioning from individual interests to shared responsibility. Achieving this requires making resource optimization and continuous evaluation permanent criteria in our work.

This implies recognizing that each and every resource at our disposal is far from being an end in itself. They are merely means for social transformation, designed to ensure that we are educating the future leaders Mexico needs, guided by the highest academic standards. This obligates us to act responsibly to guarantee sustainability.

*At Ibero, we live integral human excellence as a commitment to others to change the world. As a way to imagine new realities.*

# Institutional Projects 2023–2027

These Institutional Projects are organized around five substantive domains of Ibero's daily activities. They stem from a collective discernment process about Ibero's current reality and serve as benchmarks to guide the actions of all areas



# 3.3

## Institutional Projects 2023–2027

The five Institutional Projects presented below are the result of a collegial dialogue process between and with university authorities. They directly address the major challenges we face as an institution within the strategic horizon outlined for the next four and a half years. Together, they integrate the substantive work of our university in a transversal and coordinated manner. These are projects that are not assigned to specific areas but rather to broad domains that require attention from more than one area.

Each Institutional Project is associated with:

- **Objectives:** These represent the expected final state upon completing the projects, both in terms of expected results and the elements that support them.
- **Initiatives:** Specific courses of action that drive the achievement of the project's objectives.
- **Strategic measurement dimensions:** Categories or themes that should be considered when measuring the progress and success of each project.
- **Linked priority axes:** A subset of the Priority Axes of the President's Office driven by each project.

  
Strengthening  
Ignatian Identity

  
Social Impact

  
Integral Human  
Excellence

  
Internationalization  
and Interculturality

  
Efficiency  
and Sustainability

Supported Priority Axes

Strategic  
measurement  
dimensions

What is being measured?

Initiatives

How are we going to do it?

Objectives

What do we want  
to achieve?

Institutional Projects  
A – E

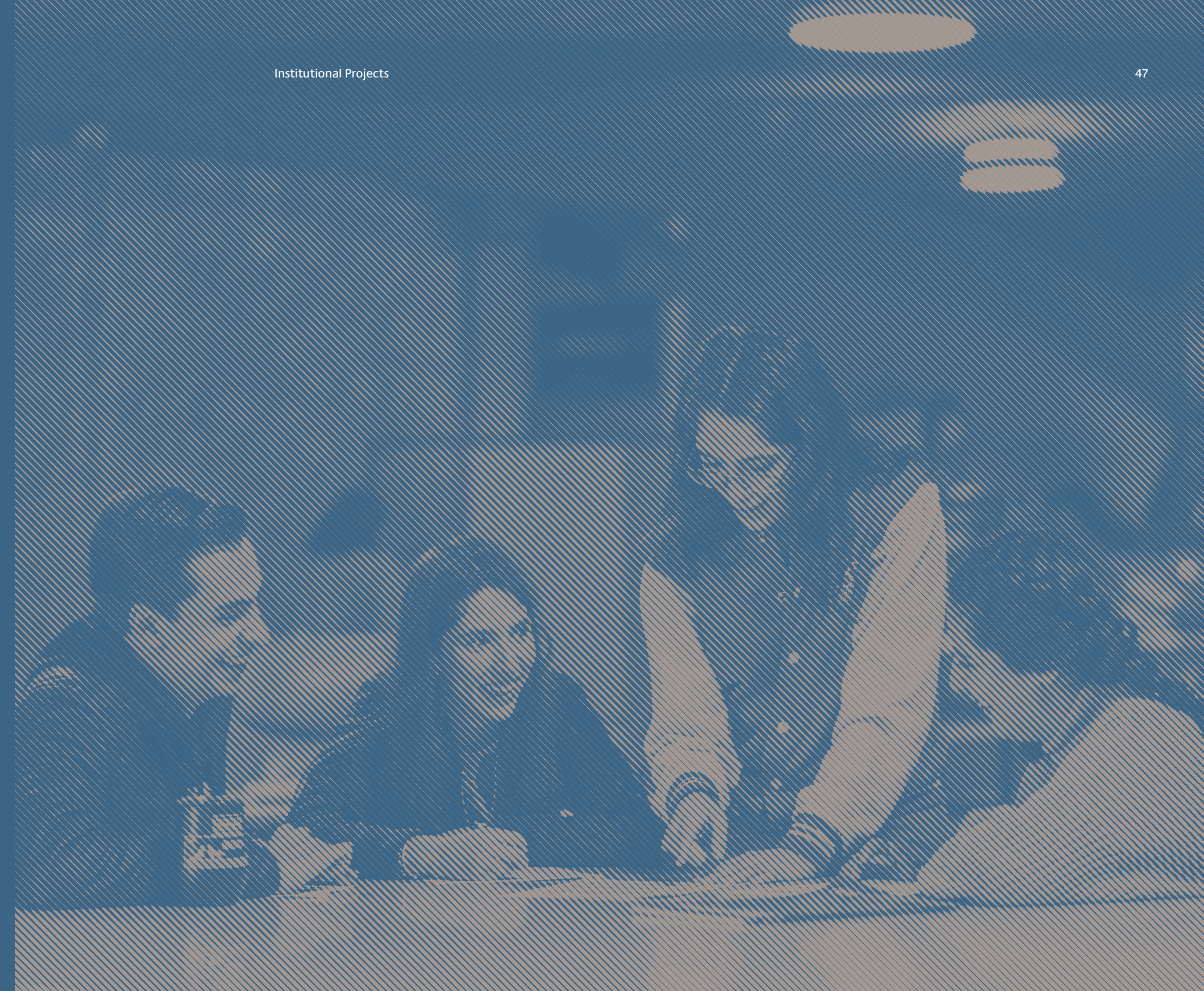
## A

## Promotion and Attraction

*Inspire, attract, and educate more of the best people for the world.*

The number and diversity of students who are educated in our classrooms fulfill multiple purposes: they give meaning and relevance to our mission, make social mobility possible, enrich the experience of our community, and provide financial sustainability for the University.

For this reason, the processes of recruitment and admission, the scholarship and financial aid strategy, as well as the appeal of the academic offering, must strengthen our capacity to attract more students and to maintain the student population at optimal levels.



A1

- Achieve optimal enrollment at both institutional and program levels.
- A1.1.** Develop agile and timely management mechanisms, at both the strategic and tactical levels, to strengthen student attraction and retention.
- A1.2.** Design an enrollment optimization model that sets targets for each program, taking into account sociodemographic and financial factors, market trends, departmental capacities, and infrastructure.

A2

- Substantially increase the number of applicants with suitable profiles and their conversion into enrolled students through agile, simplified, and effective promotion and recruitment processes.
- A2.1.** Optimize the admissions process with a focus on the applicants' experience.
- A2.2.** Integrate engagement with our alumni as a value-added element in the recruitment strategy and processes.

A3

- Consolidate a scholarship and financial aid strategy that supports enrollment and financial sustainability, while expanding access to our University.
- A3.1.** Design a scholarships and financial aid model that enhances the competitiveness of the academic offering.
- A3.2.** Develop a new portfolio of inclusion scholarships aligned with our commitment to educational justice and financial sustainability.

A4

- Attract students with a strong academic profile and promote diversity through rigorous and inclusive admissions processes, while maintaining a focus on enrollment optimization as the main source of the University's financial sustainability.
- A4.1.** Redesign recruitment strategies and processes with a differentiated approach consistent with the academic programs offered.
- A4.2.** Improve undergraduate entry profiles by strengthening recruitment and selection processes, as well as scholarship strategies.

Strategic Measurement Dimensions

- Recruitment and conversion of applicants to enrolled students.
  - Enrollment performance vs. program optimization models.
  - Quality and satisfaction in recruitment and admissions processes.
- Effectiveness of scholarship and financial aid strategies for inclusion.
  - Effectiveness of scholarship and financial aid strategies for enrollment optimization.
  - Academic level of students at entry.

Linked Priority Axes



Social Impact



Efficiency and Sustainability

# B

## Academic Offering

*Continuous renewal of our academic programs offering.*

The times in which we live demand that we evaluate and renew our educational offering. However, it would be a mistake to conduct an isolated exercise, assuming that the world will remain static in the coming years. Therefore, we need to establish structures that enable our University to continuously keep its offering relevant.



B1

Develop a system of updating and innovation that strategically manages the life cycle of programs.

- B1.1.** Develop a monitoring system that ensures the continuous updating of our programs to maintain their relevance.
- B1.2.** Create a process for the launch of new programs that integrates the work of the admissions and student experience, communications, finance, and academic units.
- B1.3.** Redesign the Continuing Education model to specialize it and integrate it as part of the educational innovation system.
- B1.4.** Establish an incentive system that fosters curricular innovation.

B2

Generate a portfolio of programs that balances their academic, social, and market relevance with the identity and mission of the University.

- B2.1.** Redesign the models and the portfolio of graduate programs.
- B2.2.** Update and expand the portfolio of undergraduate programs.
- B2.3.** Strengthen the lifelong learning portfolio with a unified strategy for graduate and continuing education programs.

B3

Streamline the process of design, implementation, and evaluation of new programs to ensure a proper balance of their academic, social, and market relevance.

- B3.1.** Promote modalities that allow for efficient piloting of educational trends in order to assess the feasibility of incorporating new elements into the educational offering.

B4

Prioritize a global, interdisciplinary, and flexible approach in design and operation, as well as the use of technological tools as alternatives to physical presence.

- B4.1.** Internationalize the academic offering through programs or courses in other languages, virtual and hybrid collaboration with foreign universities, and the inclusion of curricular spaces with a global focus.
- B4.2.** Promote dual degrees and international certifications in undergraduate and graduate programs.

Strategic Measurement Dimensions

- Relevance of the program offerings (academic, social, and market).
- Demand for our programs from prospective students.
- Demand for graduates of our programs from employers.
- Alignment of the programs with the competencies required by the labor market.
- Interdisciplinarity in the program and course offerings.
- Effectiveness in piloting new thematic and disciplinary trends.
- Timeliness and updating of curricula and their thematic contents.

Linked Priority Axes



Social Impact



Integral Human Excellence



Internationalization and Interculturality



Efficiency and Sustainability

## C

## University Model

*Articulate a comprehensive model, focused on the generation and dissemination of knowledge to enrich education.*

The core functions of the University—teaching, knowledge generation, and community engagement—must be articulated in a virtuous way to fulfill our mission of fostering the integral formation of individuals and building a more just, supportive, free, inclusive, and peaceful society. By centering our university model around the generation, dissemination, and application of cutting-edge knowledge, our institution strengthens its formative role, amplifies its voice, enhances its prestige, and thus opens possibilities for greater social impact.



C1

Develop an academic ecosystem in which teaching, knowledge generation, and community engagement interact intensively, in order to contribute to solving the main problems of society at the local, national, and global levels.

- C1.1. Promote the adoption and articulation of the Generative and Engaged University Model.

C2

Strengthen our formative capacity through cutting-edge teaching and learning processes that prioritize engagement with professional sectors and internationalization.

- C2.1. Strengthen teaching talent—both adjunct and full-time—through evaluation and training processes aimed at the continuous improvement of teaching practice and teaching and learning processes.
- C2.2. Promote the internationalization of the university model by training faculty in global pedagogies, collaborative technologies, and intercultural approaches that foster international learning experiences both in person and virtually.

C3

Place academic staff at the center of our institutional efforts, through balanced structures of rigor, evaluation, support, and compensation.

- C3.1. Attract and retain the best academic talent through selection and recruitment processes, as well as incentives and compensation mechanisms aligned with the University Model.
- C3.2. Implement a more diverse model of international academic mobility, with broader opportunities supported by financial aid and strategic partnerships.

C4

Enhance our capacities as a university to generate, disseminate, and apply knowledge, in line with the triad of quality, relevance, and social impact, in order to consolidate ourselves as a proactive entity that contributes to the formulation and implementation of public policies and development initiatives.

- C4.1. Strengthen the knowledge generation and external engagement capacities of academic staff.
- C4.2. Consolidate Ediciones Ibero as a key platform for the dissemination of knowledge inside and outside the University, contributing to institutional prestige and positioning.
- C4.3. Design and implement a new model of Interdisciplinary Centers that interact intensively with academic, social, business, and governmental sectors, both domestically and internationally.
- C4.4. Generate a new modality of institutional and academic relations that is deeply integrated with the tasks of teaching and knowledge generation.
- C4.5. Redesign the Impact Model in such a way that it is articulated with the tasks of knowledge generation, teaching, and community engagement.

C5

Strengthen the infrastructure of our University for teaching and for academic, creative, and intellectual property production, as well as for the development and transfer of technology, with a primary focus on the Social Sciences and Humanities.

- C5.1. Conceptualize, build, and operationalize an Innovation Hub conceived as a convening space for our community to collaborate in addressing the problems of our time through a trans- and interdisciplinary approach.
- C5.2. Promote work on interdisciplinary projects that address emerging trends with social relevance and transformative impact.

C6

Substantially increase fundraising for the University's knowledge generation and impact activities.

- C6.1. Create and consolidate an endowment to support the University's knowledge generation and impact functions, through the implementation of a much more ambitious fundraising strategy and alliance development.
- C6.2. Facilitate the attraction and operation of non-tuition funding through more flexible administrative structures to support this university model.

Strategic Measurement Dimensions

- Quality of teaching and its contribution to academic excellence
- Faculty development and improvement
- Competencies of our students upon graduation
- Use and contribution of didactic tools and technologies in teaching and learning processes
- Internationalization through faculty and programs
- Student and alumni satisfaction with their educational process
- Integration into the labor market and its impact
- Academic, creative, and intellectual property production
- Scientific outreach
- Knowledge dissemination
- Impact on the agenda of social issues relevant to the University
- External engagement projects
- Student participation in knowledge generation, creative production, and community engagement

Linked Priority Axes



Strengthening of Ignatian Identity



Social Impact



Integral Human Excellence



Internationalization and Interculturality



Efficiency and Sustainability

D

## University Experience

*Always act with the student body at the center of our efforts.*

The primary focus of our mission is to form free individuals in the pursuit of integral human excellence. This compels us to direct our attention and service toward the student body. Moreover, our Ignatian identity entails a deep commitment to providing a comprehensive educational experience along with close and humane accompaniment.



D1

Provide the best student experience throughout the university journey via a comprehensive formation process within the framework of the Jesuit educational model, with close and humane accompaniment.

- D1.1. Consolidate the digital experience of students at key touchpoints, integrated with campus life.
- D1.2. Create a system for measuring and continuously improving the university experience, with an emphasis on continuous listening and considering students' perspectives in the implementation of solutions.

D2

Integrate a portfolio of artistic, athletic, and cultural activities that are highly attractive and of excellent quality.

- D2.1. Redesign our portfolio of athletic, artistic, and cultural activities, as well as language classes and those related to Ignatian formation, to ensure they are relevant, appealing, and of the highest quality for our university community, making them an integral part of our formation model.

D3

Develop in students the skills, competencies, and attitudes characteristic of our Ignatian identity.

- D3.1. Articulate an ecosystem of formative and immersion activities, closely connected with organized civil society, surrounding communities, the private sector, and the social impact areas of our University.

D4

Promote and ensure the well-being and integral care of our university community.

- D4.1. Create a comprehensive accompaniment strategy that strengthens prevention and support for students in vulnerable situations, leveraging the various support structures we already have.

D5

Consolidate the creation of a non-discriminatory, intercultural, inclusive, plural, and diverse environment.

- D5.1. Promote and guarantee safe, free, diverse, and inclusive spaces for community life within the University.
- D5.2. Develop a campus internationalization strategy that includes intercultural experiences, virtual exchange programs, and activities with international partners.

D6

Create a meaningful connection and mutual value exchange with alumni, beginning from their exit pathways and graduation process.

- D6.1. Design exit pathways through improvements in the job board, entrepreneurship projects, and professional internships.
- D6.2. Strengthen the connection with our alumni in ways that generate mutual value, in close collaboration with the academic units.

Strategic Measurement Dimensions

- Skills, competencies, and attitudes consistent with the Ignatian philosophy upon graduation.
- Effectiveness in detecting and supporting students in vulnerable situations.
- Interculturality, diversity, and inclusion.
- Internationalization through student exchange programs.
- Student participation in co-curricular activities.
- Quality of cultural and athletic offerings.
- Active engagement with the alumni community.
- Levels of community satisfaction throughout the university journey.

Linked Priority Axes



Strengthening of Ignatian Identity



Social Impact



Integral Human Excellence



Internationalization and Interculturality



Efficiency and Sustainability

E

## University Governance

*Strengthen university governance to achieve strategic objectives.*

The organizational structure of our institution must also respond to the needs for adaptability and resilience demanded by an ever-changing national and global context. To educate our students in integral human excellence, we must first embody it as a university community, following an Ignatian management model and refining the structures of university governance.



E1

Consolidate an Ignatian management model that enables our University to operate efficiently, with a proper distribution of responsibilities, clarity in its processes and policies, and strengthened by networks of collaboration among its different areas.

- E1.1. Carry out a review of academic management structures and processes to identify and address areas of opportunity, with special focus on the work of program coordinations and department chairs.
- E1.2. Generate efficiencies in the University’s key operational and administrative processes through digitalization and redesign, according to the needs of each process.
- E1.3. Create a program for the development of strategic management and corporate governance skills within the University’s leadership team.

E2

Ensure that the formal structures of the University—organizational chart, roles and responsibilities, processes, governing bodies, and regulatory framework—are updated, complied with, consistent with Ibero’s reality, and capable of responding efficiently to the challenges of its environment and to its strategic objectives.

- E2.1. Create a clear and efficient organizational and institutional governance architecture oriented toward the achievement of strategic objectives.

E3

Ensure that the physical and technological infrastructure of the campus meets the demands of the University’s students and staff, and is fully leveraged.

- E3.1. Establish policies and procedures for information and data governance.

E5

Foster a collaborative work culture committed to excellence, centered on the care of people and their rights, and enriched by a culture of objective, reliable, and ongoing evaluation.

- E5.1. Implement a compensation, recognition, and incentive model that brings up individual commitment and reinforces work practices and attitudes aligned with the vision, mission, and objectives of the University.
- E5.2. Design and implement an institutional evaluation model with effective feedback mechanisms that contribute to achieving objectives and to the development of a virtuous work culture.
- E5.3. Develop a program of Ignatian leadership in practice within the University.

- E3.2. Strengthen the University’s physical and technological infrastructure to better support its core functions.
- E3.3. Promote a comprehensive renewal process of the Francisco Xavier Clavijero Library to strengthen its infrastructure, update its collections, and consolidate it as a benchmark that offers an inspiring and enriching experience for the university community.

E4

Promote the responsible and efficient use of the University’s financial resources, with shared responsibility between operational and administrative areas, to ensure their proper allocation and utilization.

- E4.1. Create policies and procedures that efficiently align budget execution and resource allocation with the University’s operations and strategy.

Strategic Measurement Dimensions

- Job satisfaction, organizational culture, and work climate.
- Performance of the staff team.
- Levels of satisfaction with the service provided by internal support areas for the University’s core functions.
- Distribution, application, and stewardship of the financial resources balance by area.
- Alignment of work practices and collaboration with the Ignatian philosophy.
- Balance between expectations, performance, and compensation mechanisms for the staff team.
- Physical infrastructure and general services: satisfaction levels.
- Technological infrastructure and digital systems: service and satisfaction levels.
- Relevance and consistency of the regulatory framework with the University’s structure and governance.

Linked Priority Axes



Strengthening of Ignatian Identity









Efficiency and Sustainability

# Our Way of Proceeding at the University

Beyond projects and specific actions, there are collaborative practices and ways of acting in our daily lives that are essential for this strategic horizon to succeed and achieve the outcomes we envision.



# 3.4

## Our Way of Proceeding at the University

This way of proceeding at the University—so named in alignment with the expression used by Saint Ignatius to describe

**This way of proceeding at the University reflects how our university community should act to remain consistent with our Ignatian identity, while also responding to the current context and the challenges we face.**

how Jesuits should work in the world—reflects how our university community must act to remain true to the Ignatian identity that grounds us, while also addressing the current context and challenges we face. This list—intended to be substantive but not exhaustive—aims to capture perspectives gathered from countless interactions within our university community, highlighting what makes us better while also pointing out evident shortcomings.

### Students at the Center

In all areas of the University, students must be at the heart of our efforts. This commitment must go beyond rhetoric, translating into empathetic attitudes, active listening, and a service-oriented approach toward students. It should be perceived as a value-added aspect of our educational offering and must be present in all decision-making spaces across the Universidad Iberoamericana’s team of collaborators.

### Transversality and Commitment to a Shared Vision

Fulfilling the ambitious educational mission of Jesuit institutions requires open collaboration, breaking down the boundaries that divide functional structures to amplify individual capacities through joint participation and collegiality. Only in this way can we pave the way toward our shared vision.

### Servant Leadership

Leadership from an Ignatian perspective is rooted in service rather than power. All members of the Universidad’s team are called to exercise their leadership in various spaces and contexts, always with an attitude of service toward their teams, the institution, and the university community, echoing the maxim “in all things, to love and to serve.”

### Responsibility and Accountability

Everyone in our community must take clear responsibility when making decisions within their specific areas of competence. At the same time, those decisions must comprehensively support the fulfillment of the University’s mission and core tasks. Therefore, they must be transparent, evidence-based, evaluable, and guided by the institution’s best interests. In this way, individual actions should contribute to the collective effort to achieve the vision of the future that Ibero has set for itself.

### Continuous Evaluation

As Jorge Cela, S. J., put it, “Knowing where we are going allows for continuous evaluation of our path [...] as an attitude of growth.”<sup>35</sup> Constant self-assessment is a centuries-old practice in the Society of Jesus. At our university, there must be structures that provide objective information for departmental and institutional evaluation processes. This requires rigorous metrics to help us determine how far we have come and what still needs to be done.

### Evidence-Based Decision-Making

In addition to collegiality, and to strengthen Ignatian discernment as a central and prevailing practice in our work, we must enhance our ability to make decisions based on a deep understanding of our challenges and their context. To do so, we must foster a decision-making culture that prioritizes the use of sufficient, reliable, and shared information within the community.

### Adaptability to Changing Contexts

In a Jesuit University, adaptability becomes an essential cultural element. We must embrace change as an opportunity for growth, as an indispensable precursor to innovation, and as a defining factor in our capacity to serve others, responding to societal needs in a constantly changing world.

### Always Seeing the Possibilities

Saint Ignatius’ invitation to “set the world on fire” demands a different perspective from a Jesuit University: we must look beyond challenges and focus on possibilities—on the futures made possible by fulfilling our mission. Only then can we act strategically to transform the realities that cause pain and injustice in the world. Through practices of generative dialogue rooted in respect, trust, and mutual commitment, we will enhance our capacity to realize these possibilities.

35. Jorge Cela, S.J., “La gestión desde la perspectiva ignaciana”, Lima, Lecture at the 39th International Conference of Fe y Alegría. (2008), pp. 3–4.

# Glossary of Key Terms

**1. Anthropocene** - A term used to describe the current geological era, reflecting the thesis that humans have become a dominant geological force, capable of negatively altering the course of life on Earth. From this perspective, the development of modern industrial civilization, defined by our dependence on fossil fuels, marks a turning point in the planet's history.

**2. Common Good** - The set of social conditions that enables individuals to achieve their fulfillment and perfection. It is a shared and indivisible good that requires unity and equality among all people. It is the primary goal of a society that seeks to serve humanity at all levels, promoting dignity and well-being for all in harmony with the search for meaning and truth in social life.

**3. Common Home** - A concept referring to the shared home of all living beings, human and non-human. *Laudato si'*, Pope Francis's second encyclical, subtitled *On Care for Our Common Home*, develops an ecological and social framework calling for collective action to address the cries of the Earth and the most vulnerable. If the planet is our Common Home, our task is to care for it and live in harmony within it.

**4. Civilizational Crisis** - A global change defined by the exhaustion of the paradigms that enabled the development of major industrial societies born out of modernity. The present civilizational crisis is multidimensional, closely linked to the climate emergency, geopolitical contradictions of recent decades, and the erosion of the liberal world order established in the post-war period.

**5. Fourth Industrial Revolution** - A period of socio-technological change characterized by emerging technological advancements such as artificial intelligence, intensive use of social networks, massive data processing, and new applications in biotechnology, robotics, and nanotechnology. Its impact is redefining paradigms of human coexistence and productive processes on a global scale.

**6. Strategic Measurement Dimensions** - Categories used to establish a measurement system for evaluating the scope and fulfillment of the Institutional Projects outlined in this strategic horizon. These dimensions define the parameters used to assess progress over time, guided by the principle of responsibility and accountability that underpins our university community's actions.

**7. Ignatian Discernment** - A reflective exercise aimed at understanding the inner movements experienced by individuals to discern God's will in a given situation. It involves following the desires inspired by the Holy Spirit, aligning life and actions with the Gospel. It is based on the belief that each person possesses an innate ability to recognize and respond to divine action in their life.

**8. Institutional Domains** - Categories encompassing the aspirations, concerns, and challenges identified during a strategic planning process that result in institutional projects. For Universidad Iberoamericana, the proposed domains are: (1) Student Recruitment and Attraction, (2) Academic Offerings, (3) University Model, (4) University Experience, and (5) University Governance.

**9. University Innovation Ecosystem** - A space for inter- and transdisciplinary collaboration that brings together university community members to work horizontally on solving complex social problems. Guided by the principle of co-creation, the ecological dimension of this paradigm suggests that university activities should be enhanced by collaboration with key actors from the private sector, civil society, and the state.

**10. STEAM Education** - The acronym STEAM refers to an educational model encompassing science, technology, engineering, arts, and mathematics. This approach seeks to promote technical, scientific, and artistic pedagogy across all stages of development, integrating and addressing the challenges of the present.

**11. Climate Emergency** - A situation defined by the manifestation of climate change as a central and imminent threat to life on Earth. Rising global temperatures, accompanied by extreme weather events and massive biodiversity loss, are its core effects. Limiting the global average temperature increase to 1.5°C is a shared priority for all of humanity.

**12. Strategic Environment** - The set of external and internal conditions defining the horizon of possibilities within which an institution operates. The ever-changing nature of its dimensions (environmental, cultural, geopolitical, social, and technological, among others) shapes the opportunities and challenges faced by the institution, calling for timely responses to these currents of change.

**13. Estatuto Orgánico** - A governance document establishing the fundamental norms and regulations for Universidad Iberoamericana's organization and operations. It serves as the highest regulatory framework for the University's internal life, outlining its purpose, basic definitions, governance structure, and the rights and responsibilities of its university community.

**14. Strategy** - The relationship between ends and means that enables an institution to achieve its higher purposes in an environment characterized by uncertainty and conflict. Historically, strategic behavior emerges within human groups seeking constructive responses to the challenges of social coexistence. By deciding the effective use of always-limited resources, strategy is a process oriented toward future construction.

**15. Integral Human Excellence** - The development of individuals in all their dimensions: intellectual, physical, emotional, social, and spiritual. Integral human excellence seeks to educate individuals who are aware of their responsibility to build a more just, supportive, and sustainable world, in harmony with caring for our Common Home. It involves cultivating ethical discernment, serving others, and constantly striving for *magis*, or continuous improvement on the path to fulfillment.

**16. University's Core Functions** - The fundamental tasks and responsibilities of Universidad Iberoamericana: teaching, knowledge generation, and university engagement. These functions aim to provide holistic education for students, generate knowledge, and maintain close contact with the global reality to contribute innovative solutions to the significant challenges of our time.

**17. Geopolitics** - The relationship defining the interaction between geographical factors and the exercise of power on the international stage. Analyzing political-territorial phenomena allows for the study of the connection between space and the nature of power relations, focusing on how these interactions shape the global order and distribute power on a global scale.

**18. Strategic Horizon** - A document outlining Universidad Iberoamericana's course for the period 2023–2027. This strategic planning exercise envisions the future Ibero imagines for itself in the coming years,

reflecting the efforts of a university community committed to transforming its institutional life and impacting the social realities of its time.

**19. *Ideario*** - A document defining the substantive identity, educational philosophy, and core principles of Universidad Iberoamericana. Its first version was published on July 31, 1968, during the 25th-anniversary celebration of Ibero’s establishment. On November 14, 2022, the University Senate approved a new version updating its contents to address 21st-century realities.

**20. *Ignatian Magis*** - A central principle of Ignatian spirituality that emphasizes striving for greater excellence to change the realities of this world. *Magis*, a Latin term meaning “more,” is an invitation to seek excellence in all human endeavors to better serve humanity. It refers to actions authentically aligned with divine will.

**21. Strategic Planning** - A management process that defines an institution’s course by establishing action plans to achieve objectives within a long-term horizon. It provides a reference framework for linking ends and means, formulating clear objectives, and implementing transparent metrics for monitoring progress. Strategic planning underpins an institution’s strategic behaviors.

**22. Civilizational Process** - A change in human societies promoted by the Society of Jesus since the 16th century. Guided by the principles defined by its Founder, Jesuits in the 21st century recognize the public sphere as an essential dimension of human life. Created inherently for communal living, humanity is called to work freely toward the mission of reconciliation and justice.

**23. Institutional Projects** - A set of initiatives organized around five institutional domains defining Ibero’s strategic actions. They stem from a collective discernment process about Ibero’s current reality. These

projects are not tied to specific areas but rather address broad domains that require transversal and coordinated attention across the University. Together, they support the priority axes of the President’s Office.

**24. *Ratio Studiorum*** - A foundational document of the Society of Jesus, published in 1599, that established the basis of its educational model. Its full title is *Ratio atque Institutio Studiorum Societatis Iesu* (“Plan and Organization of Studies in the Society of Jesus”). As an expression of Renaissance humanism, the document defines education as a way of life centered on experiential knowledge and the dialogue between teachers and students.

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*Ite, inflammate omnia\**

As a university entrusted to the Society of Jesus,  
our mission is to generate hope: that is why  
we aim to spread it to everyone.

\* Go and set the world on fire – St. Ignatius of Loyola to St. Francis Xavier