El cambio Institucional y la Gestión Académica. El caso de las tutorías en un Programa Educativo de Licenciatura

The Institutional Change and Academic Management. For tutorials on Undergraduate Education Program

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Resumen

La introducción de políticas públicas como recurso de racionalización de la administración pública, ha implicado un gran esfuerzo para avanzar en las trasformaciones requeridas para poner al día las instituciones y que éstas sean capaces de responder adecuadamente a entornos sociales de gran dinamismo. En este sentido, el propósito de este trabajo consiste en hacer énfasis en los cambios institucionales y de gestión que han permitido atacar algunos de los problemas más recurrentes dentro de las instituciones educativas de nivel superior: la deserción, la reprobación, la baja eficiencia terminar y la escasa titulación. En especial nos centraremos en los programas de tutorías, políticas públicas que de manera sistemática se han impulsado en las instituciones educativas de nivel superior con el objetivo de disminuir las problemáticas antes mencionadas; sin embargo, cabe mencionar que la creación de programas tutoriales no siempre responden a las necesidades de cada institución por lo que es importante conocer sus características, los actores que participan en ella, así como el contexto en el que se desenvuelve y al que debe responder.

Abstract

The introduction of public policies and resource rationalization of public administration, has involved a major effort to advance the required transformations to update the institutions and that they are able to adequately respond to highly dynamic social environments. In this sense, the purpose of this paper is to emphasize the institutional and management changes that have allowed it to attack some of the most common problems within higher educational institutions: desertion, failure, finish and low efficiency the limited degree. In particular we will focus on tutoring programs, public policies that systematically has been promoted in the higher educational institutions in order to diminish the problems mentioned above, however, note that the creation of mentoring programs do not always respond to the needs of each institution so it is important to know their characteristics, the actors involved in it, as well as the context in which it operates and to which it must respond. feedback alternative curriculum, improving teaching and fulfillment of institutional quality indicators.

Introduction

In the complexity and interdependence that characterize our society, the design and evaluation of projects is an essential planning tool for the proper functioning of any organization. At present this is evident in the diversity of educational programs promoted by the spirit of reform under way that has as one of its fundamental aims to raise the quality of educational processes. In other words it is permanent improvement processes push in education to respond to the changes that occur daily in all spheres of social life. This would

have established the basic pillars on which must rest all education. UNESCO has developed this approach and Mexico, as a member state of the organism, has signed an undertaking institutional transformation required to build the pillars that education requires.

This is reflected in the education sector program being promoted from the previous administration and until today remains valid, at different times and levels poses as one of its MLAs development processes of institutional change and therefore in the management arrangements. To consolidate the various subsystems and educational at the same time, address some of the main scourges plaguing education. Specifically in Higher Education desertion, disapproval, low efficiency and low degree. In this sense, the purpose of this is to suggest that the way to process and provide institutional response to identified evils, namely through the so-called academic tutoring programs that appear as highly relevant systemic mechanism occurs without adequate review of the factors that generate, review necessary to perform more accurately on them and adjust them reducing their incidence as these programs are intended designed by higher Education Institutions (HEIs).

The New Institutionalism and analysis of education.

Talk of institutions and institutional change is to enter a swamp, as often happens in Social Sciences, which is not possible bottoming, given the multiplicity of meanings of concepts. In this case is no different, talk about change involves nominate something that serves to make the same reference to particular actions that general processes; such concepts involve a technique like adaptive adjustments to processes and behaviors and rules and structures. But the important thing is to distinguish a process of changing a routine movement of institutional adjustment.

Various positions have been expressed about it, from the social sciences (sociology, political science, economics, etc.) through recognized in the field, as Powell and DiMaggio, March and Olsen and D. North investigators. Viewed from Public Policy, Institutional change can be studied by observing the relationship between public policy and institutions or groups that are the subject thereof.

So policies are part of the Institutional environment and represent a more or less stable set of political demands and negotiating rules on which interaction strategies are designed. For governments, on the other hand, the policies are the possibility of inducing institutional behaviors favorable to the pursuit of certain goals and commitments in specific areas such as in the tutorials.

We consider that these interactions are not linear: the government authorities and institutions have abiding; rather, and this is remarkable the field of IES, there frequently conflict-bargaining relationships, where various actors interact and come into play certain values.

To analyze this relationship Giandomenico Majone proposes a set of key variables:

1 group of actors and potential effective policy

2 resources made available by existing institutional arrangements

3 The quantity and quality of information available and the skills and expertise of the actors

4 Factors and environmental constraints such as existing policies, social values, ideologies, public opinion and cognitive paradigms.

All this shows that the scope of policies is a dynamic space of negotiation and confrontation, where the government machinery (laws, regulations, regulatory requirements, budget, etc.) is not external to the institutions (in fact it is the same institutions), since the dynamics between actors he models and reconfiguring policies and themselves.

Let us at this point regarding the institutional change, as an initial approach, and move on to the new public management.

New Public Management and higher education

Talk of governance is referring, in a novel way, the role played by institutions and government agencies in the social life of a country and, in particular, those on the front of

them. The novelty lies in the occurrence of Public Management (GP) as a generational change of government. The relay, argues and finds its origin in the need for appropriate tools for analyzing reality in constant motion, a result of the many changes that have characterized the last decades. What is evident not only in "human activities", material and immaterial, but also in the operation of systems of power relations. The bureaucratic system that originated the structure of our collective decision-making apparatus has had a big impact, but fails to meet the standards of the present, because it was totally new and different (Crozier, 1997).

New Public Management is the answer for the governmental apparatus adapt to the demands that the "runaway world" imposes, without which the government of societies would be impossible.

The origins: two views on governance.

According to Barry Bozeman, how the field is constructed discipline of public administration is associated with the perspective that is used for this. In this field two traditions converge: that which comes from business schools and generated in the schools of public policy. The contribution of each of these is differential; first, to encourage the initial transformation and the second to boost their development. As a consequence of this the way that the definitions of governance are built are generated at positions that keep both, as we shall see.

Bozeman proposes approaches can be called in relation to its origin, so called that comes from schools of public policy as the P approach; while marking by the concepts of business schools as the focus B.

The P approach originates in the proposals generated in business schools; from this approach argues the need to transform in response to movements in the highly dynamic environment, implying a change in the orientation of the processes of endogenous nature that needed to be directed outward, ie it is proposed to adjust the performance out.

Schools policies continued this trend, but with a different emphasis, located in the formal quantitative aspects and understanding, characteristic of rationalist approaches, used primarily in the economy omni. This holistic perspective turned then toward specific performance problems (Incremental Approach own). Thus governance is at the high level activities (senior executive or political executives). The consequence of this is that source lacks a precise definition in any case management is premised generate recommendations for action based on experience, through case studies and an outward orientation. There is, in short, a greater focus on the political track policy.

Meanwhile approach B, is sustained as Bozeman called trade disciplines and is distinguished from the previous one in the little or no emphasis ago to differentiate public from private organizations, therefore, the orientation of approach is to internal processes (organizational design, personnel management, budget, etc.) the analytical basis is the study of aggregate data for decision-making and experimental research.

Bozeman proposes approaches have common elements synthesized as follows:

Common elements of P and B public management approaches.

. Care on Interorganizational processes through internal management.

. Mainstreaming the administration function.

. Prescriptive guidance and interest in improving administrative efficiency.

. Empiricism as a learning method

The differences are greater than the commonalities, which shows the distance that originates in the intellectual traditions of both approaches, but we shall not dwell on it.

These are the identifying features of public administration whose most notable feature is the hybridization, ie the combination of elements from various sources, from which this new form of constituent elements of the government action is formed.

In particular the meaning of the concept is directed today to mark the Management, as a multidisciplinary activity directed to action, that is, is to strengthen the know-how of the heads of the institutions and government agencies, specifically to be able to reexamine "the tasks and responsibilities of organizations and individuals; rationality of administrative work to remove redundant structures and useless posts and overcoming operational positions for senior positions elevarsehasta "(Guerrero, 2001: 4). Finally, a good way to define the work of governance established Chester I. Barnard, an old text of 1938, The functions of the Executive, which states that the functions of public administration, supposed to be working to generate cooperation guaranteeing the existence of the Organization through the acceptance of its purposes. In addition, a manager must be a leader, that is, must be able to make decisions based on the quality of information available and morality for the coordination of organizational entities and formulation of purpose (Barnard, 1938) .

This is the panorama discipline in which the origin and development of public administration as a discipline, which we believe is located, can not be reduced to a focus as Bozeman says, because as we shall see, it depends on specific environmental conditions, as personality that responsible management.

Academic tutoring as an example. To illustrate this, we refer to a specific area of management, in short, regardless of their complexity and heterogeneity, higher education.

In the last twenty years it has undergone major transformations in modes of government, through the management of HEIs in Mexico. From the transformations occurring worldwide as a result of globalization processes and internal modernization programs in different social, political and economic fields, the IES also live and suffer major changes. Inside we can count on the institutional management. Through the management aspects specific to the characteristics and type of institution concerned can attend, but all institutions are demanded to overcome the endogenous vision that characterized them for a

long time, now are asked attend the environment, ie, institutions must have a vision exogenous (mobility, flexibility), behave rationally under steady budget constraint; further planning and institutional assessment appear as basic tools for management. We should note that each of these factors acclimates and responds to the institutional and organizational characteristics, plus the vision of responsible management. In short, we can say that there are environmental factors that influence the management, but it is defined from the performance space itself, by the vision itself that is on the institution to which you add the specific institutional features.

This is evidenced through institutional academic tutoring programs, which are being designed and implemented in HEIs. This device has been defined from institutions like ANUIES1 and retaken in sector program proposed by the Secretary of Education, as a tool to attack the evils that affect the institutions, ie, desertion, failure, low Terminal efficiency and low degree.

1 Least proposed since 1989 ANUIES academic mentoring as a tool to improve student performance and reduce student attrition, it also addresses self-management attitudes "Foster (in students) about learning to strengthen educational ties outside the classroom and generate a participatory work and a greater sense of belonging to the institution "(ANUIES, 1898, 44, quoted by Duran Diaz).

Although the definition of these problems could be traced from twenty years ago, is at the beginning of this century proposed design programs to attack, as recommended ANUIES and collected in the education sector program, where it grows as National Scholarship Programme promoted by the SEP and all HEIs, to work to develop their own mentoring programs are made, we assume that almost mechanically without recognizing the characteristics that are proper to be resourced and able to respond to its peculiarities.

Conclusions

Finally, about ourselves at this time the task that we are in the Academic Secretary of the Division of Humanities and Social Sciences, UAM-I, is to locate the incidence of dropout problem in at least two generations, as shown in the tables annexed to implement a

Mentoring Program and have a broader knowledge of the condition of our students (as students and as members of society from specific contexts), and answer fundamental variables Majone proposes and reconfigure and / or systemic imperative modeling tutorial programs to our own needs.

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