

Table 4 Foundations, issues, proposals, and preliminary results in the development of the Academic Project

Theoretical and contextual foundations	Empirical results of the diagnostics	Problems derived from the diagnosis	Proposals and actions implemented	Preliminary results
Theoretical foundations regarding the new sociocultural reality. Tedesco JC., ¹⁶ Education, Competitiveness, and Citizenship. Pérez Gómez, A., ¹⁷ School Culture in Neoliberal Society. Argudín ¹⁸ The Knowledge Society.	60% of the students were seeking a teaching career. Students came from 7 different academic backgrounds There was a wide variety of faculty profiles. The master's program was not registered with CONACYT's National Program	Lack of clarity in the program regarding: its fields, lines of research, advisors, projects, and students. Lack of an academic life. The program was parochial and insular.	Consolidation Program Implement the curriculum and study plans for the 2001 Master's in Education. Strengthen the advising system and the core functions of the program: research, teaching, and outreach Outreach Program Interinstitutional and international agreements. Brazil (USP, UNB, UFG); Colombia (Arboledas, UPN); Chile (Austral); USA (Northern Arizona, Pittsburgh); Canada. National agreements. IISEU, FES Iztacala, Zaragoza, UPN. FES/A bachelor's degree programs. Between specialization, master's, and doctoral programs in Education.	Consolidate fields of knowledge and open new lines of research. Form an internal academic committee for the program comprising the heads of each field. Internal: Working meetings: across research lines, with the bachelor's programs, tutor training course, review of progress on the foundational document with members of other research lines. External: Establishment of agreements. Development of the outreach program. Collaboration with experts to offer thematic approaches for students nearing graduation. Seminar-workshop for training undergraduate tutors. Provision of services to private institutions.
Overarching policies for international graduate studies. General policies of the National Graduate Program. CONACYT. General regulations for graduate studies.	More than 60% of the master's students were unaware of the official graduate program regulations and did not participate in academic events at least once per semester.	Lack of coordination between disciplines and fields. There were no: Interinstitutional, Partnerships, Partnerships, Exchange, Study Abroad Programs.		
Student training process.	The training was geared toward teacher professionalization.	Research projects were not supervised or provided with feedback.	A program to support and monitor students in the program. View the student as the center of the educational process.	Review and analysis of the research projects students submit upon admission.
Master's Program in Education, ¹⁹	The course content, seminars, projects, and tutorials were not interconnected.	Making the curriculum more flexible.	Assessment of first-year students and provision of a writing course upon admission.	Align students' projects with the program's research areas.

Objectives of the curriculum regarding training: Theoretical, technical, and disciplinary training for research.	Lack of follow-up on student projects by the academic faculty. The thesis was left until the end of the program.	Tailoring seminars to the needs of students' projects to help them complete their theses. Revitalizing tutoring and academic staff.	Support from the advisor and the advisory committee throughout the educational process.	Progress on the project and/or thesis chapters according to the semester being taken. Ongoing and consistent evaluation of students' progress.
Faculty training and professional development. Arbesú, García., ²⁰	Most teachers were busy with personal and non- y work and did not have time for collegial work.	Teaching was prioritized as the sole predominant activity.	Teacher Training Program. Assessment of needs for teacher training in the “ ” approach (profiles)	Program for Master's program faculty to earn a doctoral degree. Proposals for improving educational practices : curricular flexibility, promotion of teamwork.
Modular teaching: incorporating interdisciplinarity into teaching.	Teachers pointed out that the conditions for research training were lacking, citing the lack of space, resources, and time for research as a shortcoming.	Need to organize faculty into academic bodies to work on group projects.	Development of a seminar-workshop to implement the competency-based approach in graduate programs.	Research projects as the core of training, Consensus-based scheduling of seminars; monitoring of the achievement of semester-long objectives within the research track.
Teacher training for a new academic culture based on the formation of academic groups and bodies.		There is a need to establish forms of faculty self-regulation.	Development of a language program for the academic community. Importance of stakeholder profiles for incorporating a line of research.	Promotion of networking and communication among members of the research track and with other tracks.

Source: Table prepared by the author, based on empirical fieldwork.