

UNIVERSIDAD DE LA SABANA STRATEGIC PLAN FOR 2019

**PRESIDENT'S OFFICE
DIRECTION OF STRATEGIC PLANNING**

**UNIVERSIDAD DE LA SABANA
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In the light of the results of the process of the institutional self- evaluation 2005-2009, with re-accreditation purposes, and provided the emerging global trends in higher education, the Planning Commission of the University conducted two brainstorming sessions, on February 10 and April 12 of 2010, to discuss a view of the future of Universidad de La Sabana in the year 2019.

As a result of this review, the Planning Commission reaffirmed the full validity of the Institutional Development Plan 2006-2015 and the need to extend the projection of the University to 2019; this was considered on the grounds that, although the current strategic areas have achieved relevant and meaningful growth and advancement, over the past five years, the University requires new challenges provided its current environment and the progress made. Thus, the Planning Commission delivered a document with an initial approach of strategic areas of work for 2019: "AN INITIAL LOOK AT THE PROJECTION OF UNIVERSIDAD DE LA SABANA IN THE YEAR 2019 – Work Document "in versions 1.0 and 2.0.

To validate this initial formulation and to continue planning institutional tasks that would lead to the definition of the course of the University, for coming years, it was necessary to await the results of the re-accreditation process (External evaluation of academic peers, such as Consejo Nacional de Acreditación (CNA), Concept by CNA and Resolución del Ministerio de Educación Nacional) in order to feed internal analysis with an external, authorized, and objective view.

With this important input, the strategic areas proposed for 2019 were formally submitted for internal validation; therefore, firstly, the strategic areas went through a process of planning workshops with the Academic Vice-President; then, an Institutional Planning Session, with over 50 University directors, on 4 November 2010; and later, a series of informative sessions with Directors of Academic Programs.

The initial development and validation of the strategic areas of La Sabana for 2019 resulted from the analysis of the state of the art in global, national and institutional environments (see bibliography). From this analysis, University members extracted common and relevant aspects that indicate needs, trends, ideas force, and statements, among others, on higher education. Next, there is a summary of the analysis made.

SUMMARY OF INTERNAL AND EXTERNAL ANALYSIS

Strategic Theme: Research

External Environment:

The following are main global trends and needs and global public policy or national plans for research.

- Interdisciplinary research activity.
- Development of world-class sectors or *clusters*.
- Science and technology integrated in education.
- Innovation and research in higher education.
- Need to increase investment in research.
- Interagency, national and international cooperation in research activities.
- Development of high quality research centers in universities.
- Training researchers.

Internal Environment:

The following are major weaknesses and opportunities for institutional improvement in research.

- Lack of research groups to reach the highest levels in the National System of Science and Technology.
- Lack of great intellectual production visibility.
- Lack of basic sciences to support scientific research.
- Lack of human resource to strengthen research.
- Lack of physical and technological infrastructure to strengthen research
- Not all Faculty members with doctoral degree have evidence of research activity.
- Lack of stronger interaction between research, extension and teaching, both at undergraduate and graduate levels.

Strategic Theme: Teachers

External Environment:

The following are main global trends and needs and public policy or national plans concerning teachers.

- University professors with high qualifications.
- Training and professional development of teaching staff; intensification of qualification in pedagogical and teaching strategies.
- Need to encourage interest in education as a profession: the dignity of professors and school administrators.

- Training teaching staff on the use of ICT.
- Mobility and academic interaction of teachers.

Internal Environment:

The following are main weaknesses and opportunities for institutional improvement for teaching staff.

- Lack of full-time faculty.
- Insufficient number of professors with doctoral qualification.
- Professional development plan outdated.
- There is no regulation for Faculty who work on an hourly paid basis.

Strategic Theme: Academic Process

External Environment:

The following are main global trends and needs and global public policy or national plans regarding academics processes.

- Validation of academic qualifications.
- Potentiation of professional development through ICT.
- Academic mobility of students and Faculty members.
- Distance Education courses.
- Innovation in teaching and learning.
- Quality assurance of education.
- Expanding the coverage of higher education.
- Education on competences for the workplace.
- Higher education in line with the challenges posed by globalization and knowledge economy.
- Development of communication skills in English.
- Equal access to higher education.
- Successful retention and completion of studies.
- Active participation of students in academic life.
- International accreditations.
- Competition in attracting the best students: scholarship programs.
- “Affordable” university and social inclusion.
- Relevance in vocational training.
- Mobility and migration: the international student.
- Alumni follow-up.

Internal Environment:

The following are main weaknesses and opportunities for institutional improvement regarding academic processes.

- Insufficient curriculum flexibility and interdisciplinary.
- Lack of a stronger independent study system for students.
- Lack of a stronger articulation between academic units.
- Lack of a strong structure and process of advice and support in graduate programs.
- Low retention rate, new / admitted enrolled.
- Low coverage of personalized academic counseling (In Spanish AAP).
- Delay in the completion of undergraduate studies versus time planned for the program.
- Lack of information about support to help students stay at the University.

Strategic Theme: Social Projection

External Environment:

The following are main global trends and needs and global public policy or national plans regarding social projection.

- Need for greater inter-agency, national and international cooperation for the development of innovation and collaborative work.
- Creation and support to business ideas from universities: business incubators.
- Universities carry out internal inventions through joint-ventures, spin-offs, licenses, Research Results Transfer Office (In Spanish OTRI).
- The University as a local dynamic center.
- University-Industry working together to solve social problems.
- The need to strengthen the link between higher education institutions and local governments.
- Development of world-class sectors or *clusters*.

Internal Environment:

The following are main weaknesses and opportunities for institutional improvement regarding social projection.

- Lack of institutional level guidance for quality assurance of programs and social projection.

- Lack of institutional policies and regulations on Faculty participation on programs and social projection.
- Lack of strong articulation between academic units and their interaction with the environment.

Strategic Theme: Management and Infrastructure

External Environment:

The following are main global trends and needs and global public policy or national plans regarding university management.

- New models of university management: franchises and corporations, research results transfer offices, research centers.
- Donation models which strengthen the University networking with alumni and companies.
- New funding models for formal study enrollment.
- Systematization of processes for more efficient institutions of higher education.
- Digital infrastructure at university: high-technology infrastructure (high connectivity, access to network systems, new gadgets, mobile technology).

It is noteworthy that for the analysis of the University external environment, university members especially considered the trends in higher education worldwide determined by a large group of researchers called INFONOMIA, which has conducted a series of studies to the university network UNIVERSIA by Banco Santander, provided the rigor of its methodology and the quality of its reports.

The following is a summary of these trends or key ideas and some reflections around them:

A Global University: Brand and Reputation

An increasing expansion of university campuses is observed in various world regions. The presence of universities and business schools across campuses in different countries, on every continent, is setting new dynamics of university participation in globalization.

The presence, then, of the best world-class universities in our country, will not only happen through cooperation agreements, but also as direct providers of education.

Universidad de La Sabana has spent more than a decade in the process of internationalization. The projection of the University does not provide a model for

expansion of its campus in other cities or countries, but a model of internationalization, making our campus a destination of foreign students and faculty.

Education Enhanced by ICT

The increasingly rapid changes in information and communication technology have made its application and use central or essential in teaching processes for the generation of the digital natives in 2014. As a matter of fact, a North American expert says that these changes have been far, peripheral or simply complementary to our academic processes. Children born after 2000 will start higher education already trained with learning models and use of technologies for which the university academic community is not completely ready yet.

This trend is posing significant challenges for higher education, where the education of men and women with right judgment and critical thinking skills, well-structured mindset, is beyond the management technologies, but must also be expressed in these learning styles that come with the new generations.

ICT are not the focus of education but without them a future professionals will lack in skills. Emphasizing on tecné at the expense of education for an open mind would be a mistake, but, equally, would be to neglect the impact and use of those technologies that are now substantive processes of academic work.

In continuing education, the University will emphasize and promote the use of IT tools. Education will not be limited to formal academic programs delivered in a physical campus, but will be projected through open courses, such as the model MIT: OpenCourseWare, which is already followed by many universities all over the world, and it offers free online content of their courses and access to lectures of the most renowned professors. The knowledge society does not dispense computer illiteracy and lack of English language proficiency to access the world of information.

ICT does not only serve distance academic programs. It is essential in classroom tasks to foster student autonomous learning, and it also makes use of social networks that allow permanent contact with the undergraduate and graduate students; ITC thus becomes a tool that facilitates education beyond the limitations of place and time.

Mobility and Immigration: The International Student

A university student requires robust student programs with significant mobility, inside and outside his country. More than two decades ago, student mobility was a utopia; today, mobility is the natural way university students understand a world that transcends borders, cultures and languages.

An “Affordable” University and Social Inclusion

Elite and high cost universities, such as Harvard, Yale and MIT, to name a few, developed scholarship programs to make education affordable for middle-class youth who are unable to pay US \$ 46,000 year tuition in those schools. This practice, which adjusts tuition fees according to family income, will become popular in many private universities nowadays; in addition, there will be an increase for students who can afford higher tuition fees and enroll public universities, which in turn, will no longer be free as it has been in the European society particularly.

The ICETEX loan practice, post-payment completion of studies, and other financial sources end up prevailing in the culture of families with lower income. The second decade of the 21st century has already secured a financing scheme of university students through these loan models and scholarships; a lack of resources to fund tuition will no longer be an excuse. The challenge for universities will thus be to offer quality programs that attract the best students, and society will recognize that the university graduate has been well trained, so that, besides showing a competent professional performance, a new graduate will be a good citizen.

The University as a Local Leverage Center

INFONOMIA observations about higher education say that there are increasing university initiatives that leverage social development in the region; such initiatives not only attract new academic staff and generate new activities, but also launch ideas for sustainable development, which also take the form of education programs.

La Sabana is undoubtedly committed to the region where it is located. Cundinamarca and the area of influence have been the focus of attention of our academic task. The call for this presence is growing stronger; it is visible and relevant to the needs of the environment.

New Models of University Management

These trends also lay down a significant challenge of change to the interior of the University that will lead, in some cases, to find a new university management models to leverage Faculty and academic development that this time and era require and which allow to decide on the resources required. The time universities focused exclusively on professionalizing teaching, with little investment in research and education of teachers no longer exists.

Technological, social, ideological, and economic changes in the century XXI, among others, generate the need to constantly rethink university management; the challenge however is to not lose identity and institutional principles, and yet contribute effectively to these dynamics of transformation.

STRATEGIC AREAS OF DEVELOPMENT FOR 2019

The following is a validated formulation of strategic areas of Universidad de La Sabana for 2019:

1. Consolidation of the teaching staff for the fulfillment of the institutional mission and achievement of strategic objectives.

- La Sabana aims to consolidate its Faculty staff that meets the institutional profile, by attracting teachers of the highest personal and professional qualities with international vision, and by helping it develop its vocation and professorial career as part of their life plan.
- La Sabana aims at an adequate growth of its Faculty, in number and proportion, allowing for a balance in the different areas of academic work.
- La Sabana aims for high productivity of its professors to ensure the realization of the substantive functions of teaching, research and social projection with excellent quality, which, in turn, will result in the accomplishment of the institutional development plan.
- La Sabana aims for a management model that meets the needs for growth and development of its academic units, taking into account the number, dedication, education, experience and background of its Faculty members, as well as greater coordination between full-time and hourly-paid Faculty.

2. Identification and consolidation of strategic areas of research to be recognized as an academic authority.

- La Sabana, considering its vocation and institutional path, and the capabilities and strengths of its Faculty, seeks to focus and guide its development in strategic research interdisciplinary areas.
- La Sabana aims for quality research that is relevant in a global context and pertinent for problem solving in society.
- La Sabana seeks to increase scientific productivity and visibility of its Faculty members; these research products will be recognized in national and international contexts.
- La Sabana promotes the transfer of research results to society through innovative and collaborative development schemes university-industry-state.
- La Sabana aims to strengthen resources that foster research (Laboratories, technology, library materials, physical spaces, etc.) and makes efficient use of them.

3. Quality assurance of academic processes for integral formation and globalization.

- La Sabana promotes curricular flexibility as a facilitator of integration, participation and individualization of education processes; this is achieved by strengthening the system of academic credits and promotion academic strategies as the double major, joint degree program, co-terminal degree, elective program, among others.
- La Sabana aims to delve into the construction of the international culture as to continue to strengthen the creation of an international community for the world: global vision, openness, adaptability and competitiveness.
- La Sabana continues to promote bilingualism as part of its policy and internationalization of its graduates as a differentiator that allows them to build careers in international environments. The University wants to continue to develop as a destination for international students. This implies the challenge of increasing our course offer in foreign languages, mainly English, and therefore, appointing a critical amount of bilingual teachers.

- La Sabana is committing to information and communication technologies (ICT) through the generation and use of virtual environments and the use of digital tools in the teaching-learning. For this, it aims to be prepared and find a way to keep its personalized service differentiator, mediated by ICT. This implies a challenge to train all Faculty members in the understanding and implementation of these technologies.
- La Sabana promotes the integral vision of man and the world through the interpretation and explanation of historical, social and cultural processes; it therefore continues to spread a humanistic education approach. Also, it aims at education in ethics and in family and values as its contribution to build a more just, peaceful, and united society.
- La Sabana aspires to consolidated growth in master's programs and PhD as a result of strong research academic units and moderate growth in undergraduate programs with a balanced combination between innovative and classic cut programs; in this manner, the University will achieve its goal of undergraduate students who receive education with personal attention.

Programs created must ensure both their academic internal and external relevance. To guarantee academic relevance, the academic programs must contribute to the development of each academic unit; and to guarantee academic relevance in and out of the University, there must be correspondence with local, national or sectorial needs. Every academic program should also ensure academic quality supported by national and international accreditation organizations. In addition, overall, the programs should ensure the economic sustainability of the institution.

4. Strengthening students-alumni network to consolidate the sense of belonging and impact on society.

- La Sabana aims at attracting gifted students that promote academic development and academic excellence in the Institution.
- La Sabana continues to develop its vocation as a university with a commitment to inclusion; therefore, the University seeks to design flexible schemes of student loans and grants, and for the sake of plurality and cultural diversity, it seeks to enroll students from special populations.

- La Sabana seeks permanent support and monitoring to their students through curricular and extracurricular activities in order to provide for a successful completion of an integral formation process and sense of pride and belonging to the University.
- La Sabana, through its Alumni, promotes former students' loyalty by opening spaces and strong ongoing university-alumni professional collaboration.
- La Sabana aims to make its impact on society more visible through its alumni; they can become ambassadors of the University in their professional and social contexts.

5. Consolidation of the projection of the University to contribute to progress of society.

- La Sabana intends to exploit its vocation of social leverage in its area of influence, becoming a center of development of Sabana Centro; based on the above, the University is planning on an eventual realization of projects, such as the biomedical campus, a technological park, a cultural and convention center, among others, that allow for the development of the north of Bogota not to be a threat, but an opportunity to develop the area as a great cultural, educational and environmental reservation.
- La Sabana seeks to promote university-business-state through its various units especially those of academic character, by guiding its strategic areas for them to become a research focus. In addition, the University will encourage initiatives of collaborative development and knowledge transfer through alliances, spin-offs and research results transfer offices.
- La Sabana is projected as a university with high International insertion that guarantees the integrity of its identity. To do this, it seeks alliances, agreements and strategic partnerships that allow interaction and academic expansion as well as a broader scope of its impact on the environment.

6. Social, economic and environmental sustainability of the University to reaffirm its commitment and responsibility to society.

- La Sabana, as a socially responsible institution, promotes the implementation of actions that actively contribute to the social, economic and environmental improvement, oriented to the wellbeing of the person, the

family and the society. For this purpose, the University seeks a positive balance between its own needs and expectations and those of the communities with which it interacts closely.

- La Sabana promotes the integral development of all its community members, in a work environment governed by warmth, cordial interaction and respect for one's ideas, achieving a work environment conducive of proper development of academic and administrative activities.
- La Sabana is declared as a family-friendly company; thus, it seeks to harmonize work life and family life of its employees through policies and institutional programs.
- La Sabana aims to expand the campus and its surroundings in perfect harmony with the environment, which is why it fosters initiatives of growth and modernization in its physical infrastructure considering the development of its surroundings.
- La Sabana seeks to care for and protect the environment. It therefore promotes both the generation and use of biodegradable products, rational use of water and energy, bioclimatic buildings, recycling programs, proper waste management, prevention of air pollution emissions, among others.
- La Sabana ensures its stability and financial soundness as well as its institutional equity growth through proper financial management and proper allocation and responsible investment of economic resources.

7. Implementation of new models of university management to leverage institutional development.

- La Sabana seeks to innovate in the generation and management of resources in order to fulfill its objectives, in response to the challenges and complexity posed by the changing world.
- La Sabana aims to innovate in its approach to organization, by generating adaptable and flexible structures and processes in line with the internal dynamics and trends of the environment.
- La Sabana seeks to innovate in operational models of technology and telecommunication infrastructure, and in information systems for academic and administrative management.

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