SP

Strategic Plan

2021-2025

Universidad de
los Andes
Colombia

Universidad de los Andes, 2021

SP Work team

The preparation of the SP was led by the University President, Alejandro Gaviria, in collaboration with Raquel Bernal (Academic Vice-president), Silvia Restrepo (Vice-president for Research and Creation), Eduardo Behrentz (Administrative and Financial Vice-president), María Teresa Tobón (General Secretary) and Carlos Castellanos (Director of Planning and Evaluation). The work teams of each Vice President's Office supported the process of creating the initiatives included in this SP

- Office of Admissions and Registration
- Dean of Students
- Office of Library Systems
- Office of Continuing Education
- Academic Management Office
- Ethics Center
- Conecta-TE
- Internationalization Department
- Human Resources and Organizational Development
- Doctorate Coordination
- Innovation, Transfer and Entrepreneurship Ecosystem Office
- Project Office
- Ediciones Uniandes and Coordination of Uniandes Magazines
- Agrosistemas Initiative
- Administrative Coordination of the Office of the Vice-president for Research and Creation
- Information Coordination of the Office of the Vice-president for Research and Creation
- Financial Management Office

We are also grateful for the valuable comments of the members of the Academic Council, the Steering Committee, the Superior Council, the faculties and administrative units, students and alumni, which significantly enriched this collective construction.

Graphic concept: Positioning Direction

Contents

Introduction[1]

During its seventy years of existence, the Universidad de los Andes has had a significant impact on Colombian society. This has been possible, among others, because of two factors that have remained unchanged. One, fidelity to founding principles: excellence, comprehensive education and a shared commitment to go beyond "what the law obliges us to do" or "beyond the call of duty". Another is the creation of an academic tradition, of an intergenerational commitment of professors, researchers and creators, of a cohesive and committed community.

The topics and sectors in which the University has played an important role are diverse, ranging from a pioneering role in the arrival of the Internet in Colombia and the discovery of Ciudad Perdida to innovation in the plastic arts, economic development studies, constitutional law, seismic engineering, mathematical logic and the concept of administration beyond the scope of business. To mention just a few.

This Strategic Plan (SP) is framed within the founding principles of Uniandes and its academic tradition. It fully recognizes this legacy

---

1   In this document we will use "professor" or "professors" to refer to teachers and professors to make it easier to read. The same treatment will be given to students, directors and administrative employees.

and tries to adapt it to new challenges. It is an incremental Strategic Plan and not a foundational one.

This SP is also framed in a changing context, defined by the climate crisis and technological, cultural and demographic changes in the world and in Colombia. Nevertheless, it attempts to set out a clear vision and identify a set of priority initiatives and strategies. It establishes the overriding objectives, identifies actions for their fulfillment and determines some concrete targets for follow-up.

An SP is not just a management tool. It serves, of course, to establish some priority initiatives and specific goals and to ensure some consistency in decision-making and accountability. But more than that, the SP is an invitation for reflection on the future, on the social impact of our University and on the relevance (in a country burdened by problems of the past and present) of our daily work. It is also an invitation to our academic community to contribute according to its strengths and preferences, to commit to sustainability and innovation, and to be fully aware that the great challenges we face, both internal and external, require the participation of all.
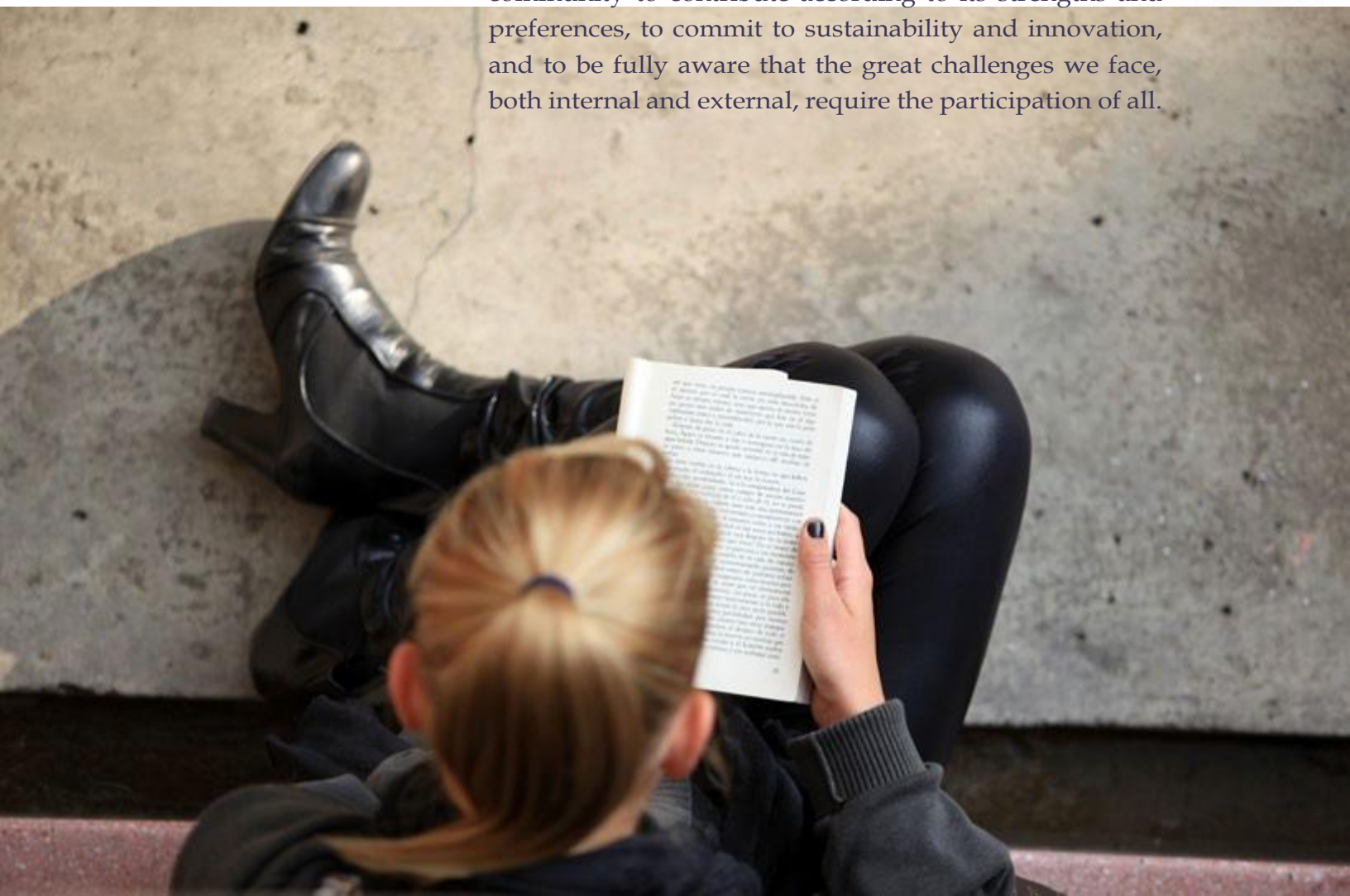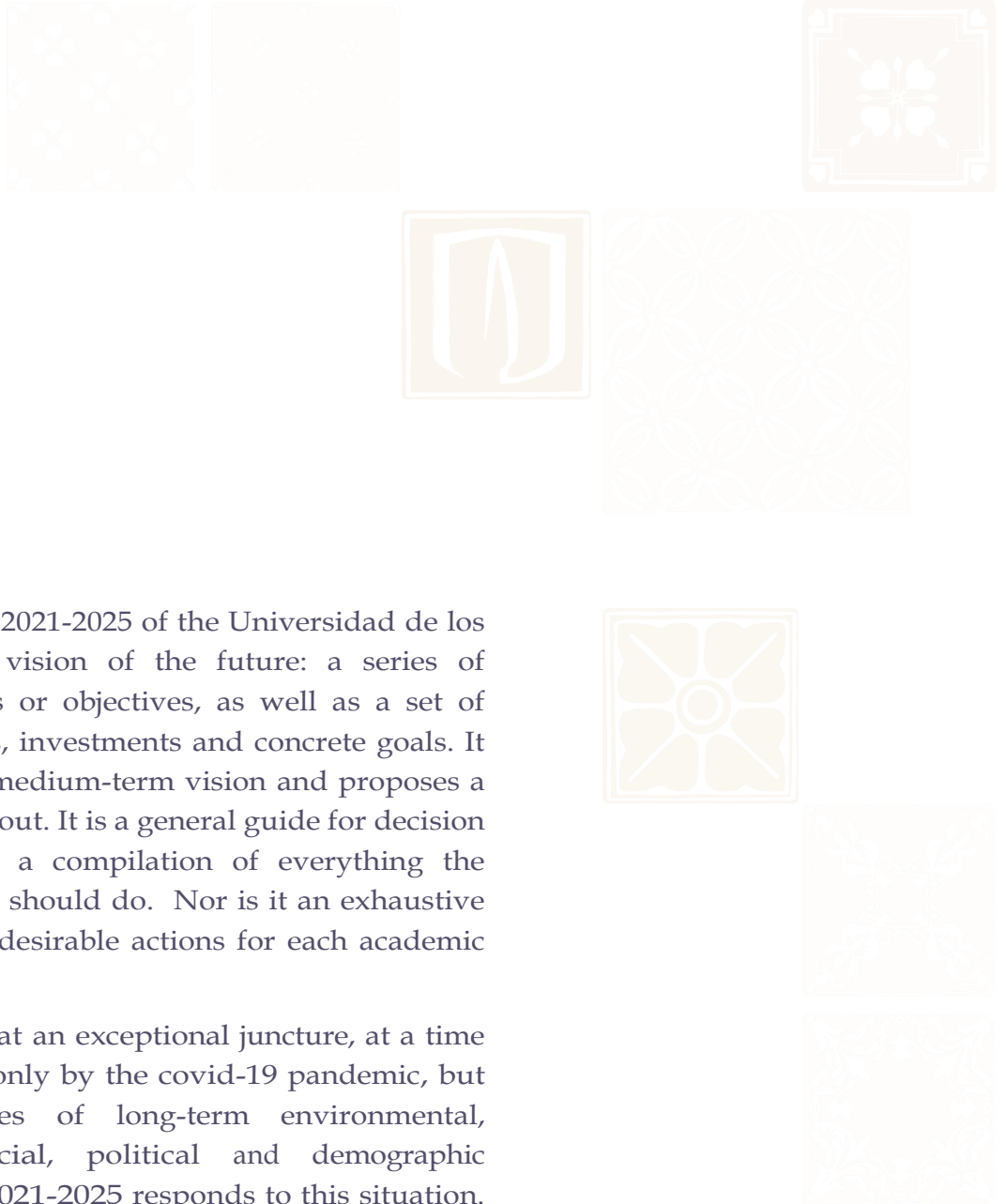
Context

The Strategic Plan 2021-2025 of the Universidad de los Andes defines a vision of the future: a series of overriding dreams or objectives, as well as a set of initiatives, reforms, investments and concrete goals. It sets out a shared medium-term vision and proposes a strategy to carry it out. It is a general guide for decision making. It is not a compilation of everything the University does or should do. Nor is it an exhaustive list of possible or desirable actions for each academic unit.

This SP is set at an exceptional juncture, at a time characterized not only by the covid-19 pandemic, but also by a series of long-term environmental, technological, social, political and demographic changes. The SP 2021-2025 responds to this situation. It proposes a general strategy for adaptation and the search for opportunities. It is inspired by a kind of transformative optimism: universities will have to change, but their role in society will continue to be fundamental.

Global context

The global context is dominated, first and foremost, by the challenge of sustainability, by the problems of

overlapping climate crisis and biodiversity loss. Any attempt at strategic planning should start from the Sustainable Development Goals (SDGs), which, taken together, plan the need to reconcile social development, material progress and environmental sustainability. This task is not only urgent, but also practically a matter of survival. The global context is also characterized by technological disruption and cultural changes, including the erosion of public debate and the crisis of confidence in democratic institutions.

In terms of technological changes, four trends together impose the need for change: (1) the democratization of information and content; (2) the entry of new players (see Figure 1) and the globalization of audiences; (3) robotization and the change in labor markets; and (4) the globalization of the information society advances in neuroscience and new learning theories. Universities have to adapt to a different, more globalized, more impatient and demanding reality. Universities have to become more connected (literally and metaphorically).
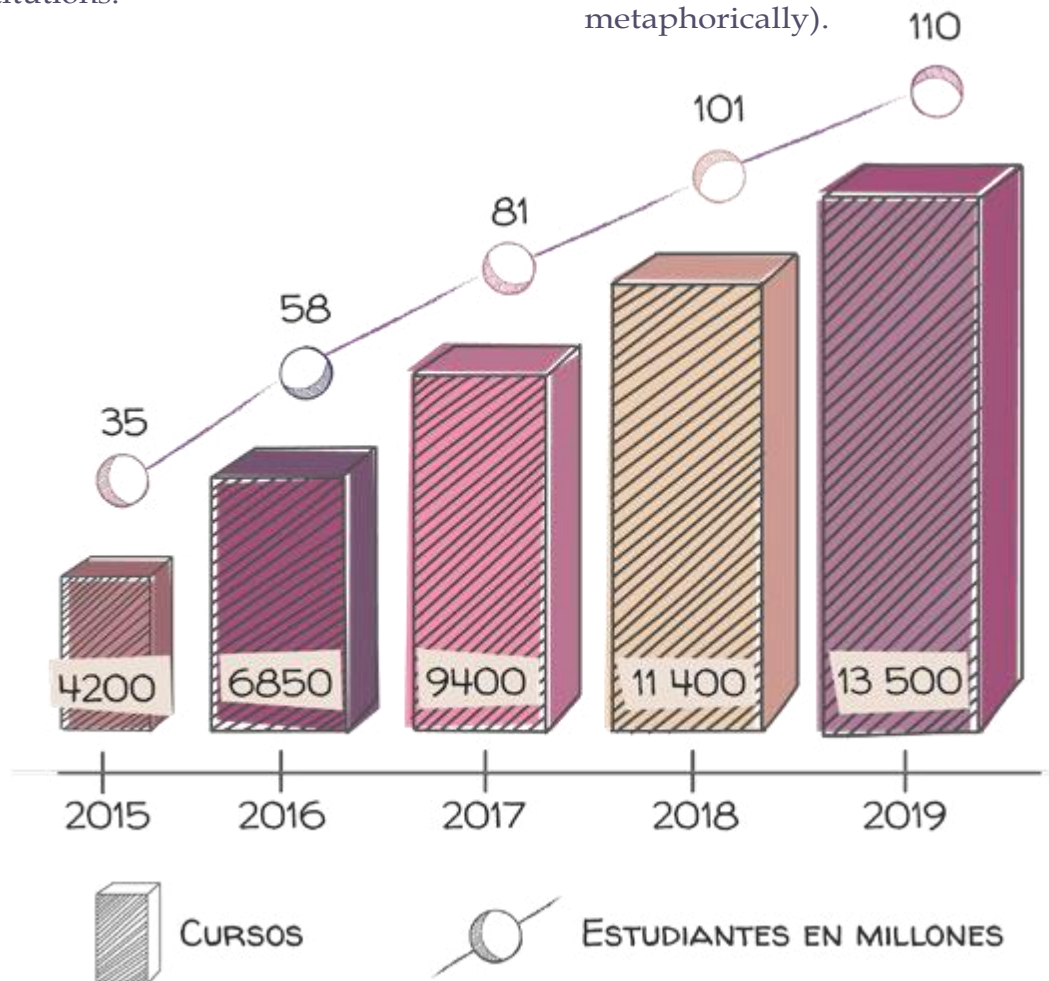
Graph 1. Growth of massive Internet education courses in the world.

External changes are not only technological. The erosion of trust in traditional institutions, illiberal tendencies (e.g., the culture of cancellation has taken hold in many universities) and the rejection of elites (including scientific and academic elites) simultaneously impose new challenges. Universities must not only respond to the new realities of the labor markets, but also to these cultural changes. They must combine job training with critical thinking. Ignorance of the demands of the labor markets would jeopardize their viability. To adopt a merely instrumental vision of education would be, on the other hand, to renounce one of its fundamental democratic functions.

Universities face diverse demands from their different audiences. Some demand specific training that will enable them to enter the labor market. Others, among them students in the middle of their careers, aspire to a more general space for reflection, to contact with knowledge for knowledge's sake. In both cases, ethical reflection is fundamental. Universities must lead the conversation on the normative bases of social change. The climate crisis, the rise of inequality, the discussion on gender equity and the omnipresence of artificial intelligence make this ethical conversation almost an imperative.

Local context

At the national level, there are several additional factors that also require internal reforms, which reinforce the need for change. Among them is the decline in demand for certain higher education programs, because of demographic (smaller cohorts) and socioeconomic (lower returns to education) changes. This factor is compounded by the growing importance (for private universities) of some public programs, such as Ser Pilo Paga, Generación E and Icetex loans. All in all, the local financial context is one of greater tightness and competition.

Two other factors, not circumstantial but rather structural, affect the main Colombian universities: the meager public budgets for research in science and technology and the lack of interest of a large part of the private sector in this regard. The need to lead a collective awareness of the importance of research and creation in society is still a pending task. Increasing the impact (and relevance) of Colombian universities must be a priority in this regard.

In the immediate context of the Universidad de los Andes, the SP 2021-2025 will have to deal with three overlapping problems. The first is the exhaustion of a funding model. For two decades, the expansion of the University, of its infrastructure and its faculty,

was underpinned by enrollment growth in real terms. Enrollments doubled between 2000 and 2018. Further increases do not seem feasible in the years to come. The exhaustion of the model implies that the University currently faces an operational deficit that must be corrected (see Graph 2).

The second problem involves the need to modify the investment plan. The emphasis on physical infrastructure no longer seems necessary. Digital transformation is now a priority. In recent years, infrastructure growth has occurred in spite of stagnation in the number of

students. Going forward, this almost contradictory fact must change. The SP 2021-2025 defines the general guidelines for this change, as well as the new priority investment projects.

Lastly, welfare and convivence have acquired, for the better, a greater importance, a centrality that they did not have before. In this regard, the Uniandes community, as is the case in much of the world, is more demanding, more aware of its rights and more demanding in terms of participation. Harassment, mistreatment, discrimination and gender violence need a timely and legitimate institutional response. The welfare of all, students, professors and

RESULTADOS 1995–2021
(PESOS CORRIENTES)
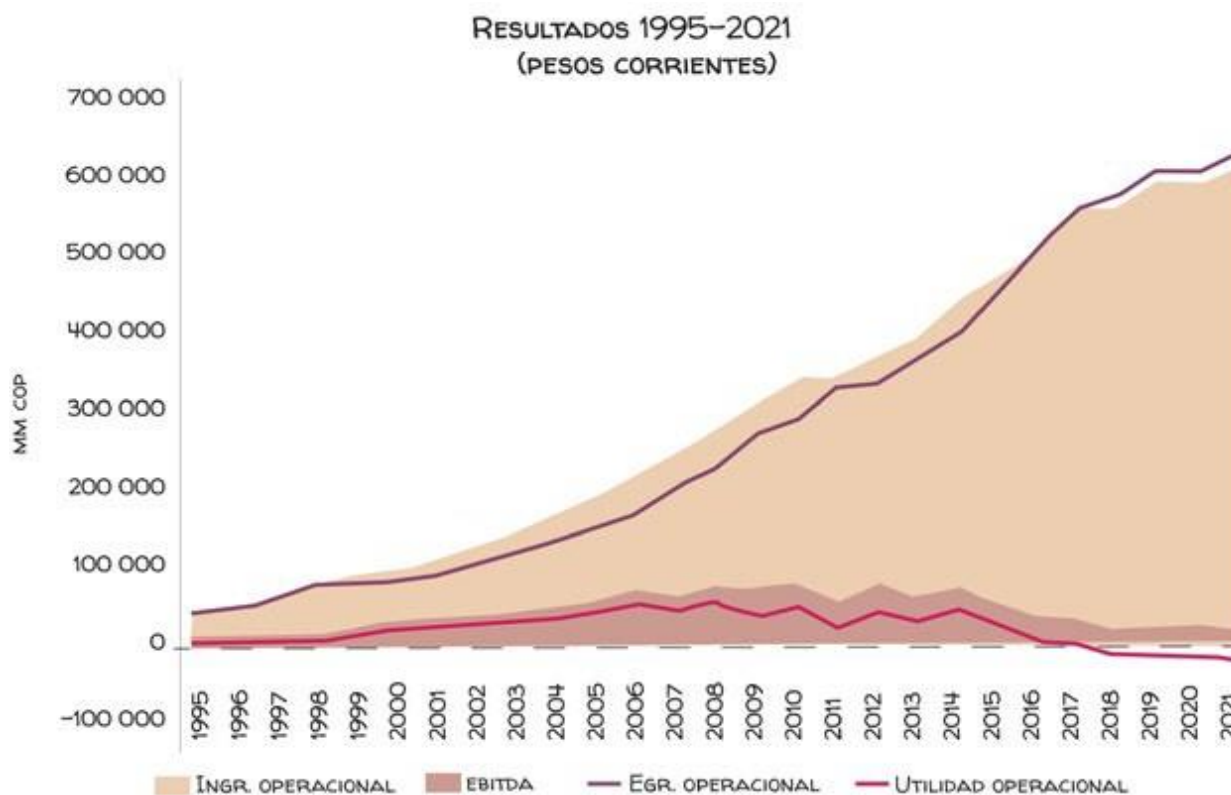
Graph 2. Financial results of the Universidad de los Andes, 1995-2021

teaching staff must be conceived as welfare communities. The SP 2021-2025 is also based on this new reality.

Structure of the SP 2021-2025

The structure of this SP is simple. The first part is general. It begins with three dreams, three general ideas that together define the medium-term vision of the University. Each dream, in turn, is divided into three pillars, into general objectives that advance in the direction of the concretion and lay the foundations for the proposed reforms and the different initiatives proposed. In total, there are nine pillars, three for each of the three dreams.

The second part of the plan is a list of initiatives. These are classified by pillar, i.e., according to their contribution to each of the pillars described in the first part. Some of the initiatives appear several times, as they contribute to the fulfillment of several pillars simultaneously. Other initiatives are more cross-cutting, and it would not make sense to classify them under one pillar or another.

In the third part of the plan, five cross-cutting initiatives involving various areas of the university are described. These include some of the most ambitious and transformative actions proposed in this SP.

The initiatives listed are not necessarily new or different tasks. Some are reiterations of what has already been done. Others are adjustments identified in previous strategic planning exercises. Others are simply integrative tasks, efforts to bring together and give greater coherence to dispersed activities. Some others involve giving up, stopping doing certain things. For example, the new emphasis on virtual master's degrees could imply the transformation or closure of some graduate programs.

The last part of the SP establishes the financial framework. It presents the medium-term projections, conditional on the implementation of the initiatives and the fulfillment of the objectives. The projections also consider the main investments proposed. The financial framework gives coherence to the plan, puts the goals in a unified framework and reveals some of the future risks.

The proposed targets and monitoring indicators are presented in the annex. These will make it possible to monitor the progress of the SP every six months. The indicators may be adjusted, supplemented with additional indicators, qualitative information and other complementary data that the faculties and administrative units may wish to include in the follow-up. The Planning Office will be in charge of this task. This report on performance indicators will be complemented with the monitoring of financial results. The intention is to be able to generate six-monthly progress reports that will enable adjustments and improvement actions to be taken in a timely manner during the period of the program execution of this SP.

The principles of this document will serve as the basis for the construction of Faculty Strategic Plans (FSP), which will accompany the implementation of this institutional strategy according to the specificities of each discipline and unit. The FSPs will be the result of collaborative work within the units over the next few months. The incorporation of the community in this process is fundamental. The FSPs should also propose indicators and strategies for continuous monitoring.

The structure of this document, it can be said, goes from poetry to prose. It begins with dreams. It ties them together in pillars. It concretizes them into cross-cutting initiatives and tasks. It translates them into several milestones that are incorporated together in a financial framework. Dreams are our vision. Initiatives and tasks are a guide to action. The financial framework is a coherence exercise that incorporates the budgetary constraints and financial implications of the proposals.

Dreams and pillars

Dream 1: A university that transforms lives and contributes, in this way, to the transformation of society

Pillars

1.1. The University promotes social mobility, contributes to the appropriate labor market insertion of its students and facilitates entrepreneurship.

1.2. The University promotes critical thinking, ethical reflection and environmental and social awareness.

1.3. The University promotes lifelong learning and the ability to adapt to changing and uncertain environments.

Dream 2: A university that promotes the wellbeing of all its members, pluralism, social justice and gender equity and diversity

Pillars

2.1. The University promotes, in its internal affairs, a participative, supportive and transparent decision-making process.

2.2. The University promotes an environment respectful of diversity, different life experiences and different views of society.

2.3. The University promotes the mental and physical health and well-being of students, faculty and administrative workers.

Dream 3: A university that works to achieve a significant impact on knowledge generation, sustainability, democratic debate, reform proposals and the construction of hopeful and inclusive narratives

Pillars

3.1. The University works to achieve measurable and sustainable impacts on its immediate environment.

3.2. The University works to achieve measurable and significant impacts on the generation of knowledge and artistic creation.

3.3. The University cooperates with other actors, in and outside academia, to influence democratic debate, sustainability, the reform agenda and the construction of hopeful and inclusive narratives.

Main strategies and initiatives

Dream 1: A university that transforms lives and contributes, in this way, to the transformation of society

Pillar 1.1.

The University promotes social mobility, contributes to the appropriate labor market insertion of its students and facilitates entrepreneurship.

Experiences of educational transformation at the undergraduate level

It is unlikely that university education will return to the way it was before the pandemic. Future learning models will require an integration between the virtual and face-to-face models. For the Universidad de los Andes, face-to-face interaction with peers and professors is fundamental. Physical presence on campus will continue to be a primary feature of undergraduate education. However, it is important to find a balance between face-to-face and virtuality that considers the objectives and needs of students throughout their life cycle and the specificities of our context.

Based on the lessons learned during the last year and a half of virtuality, this initiative proposes, for the undergraduate level, the need to experiment with different hybrid and flexible models that maximize

the benefit of the different learning environments. On the one hand, the face-to-face model will strengthen interpersonal, socioemotional and citizenship skills, communication and debate skills, and disciplinary skills that require practice in specialized environments such as workshops, laboratories and field work. On the other hand, the virtual model will make it possible to gain flexibility and agility, take advantage of technological tools (and the numerous digital educational resources available) in order to create more personalized learning environments and promote student autonomy.

It will be a priority to guarantee academic excellence in the new educational modes that will prevail in the future. To this end, the University will continue to promote faculty development aimed at generating competencies for virtual teaching. With this objective, pedagogical support will be indispensable, for example, the use of Neon Block, which allows detailed monitoring of student learning. The redesign and new equipment of some of the campus classrooms will also be necessary to make better use of the hybrid models.

As part of this initiative, the following actions will be carried out:

- Several pilots of hybrid and virtual introductory courses in the Social Sciences, Science and Writing, in particular with the

objective of assessing if the flexibility can be useful in facilitating the transition from school to university and from the regions to Bogotá.

- Strengthening the pedagogical component and ICT-Based educational innovation. That is, (1) improving learning experiences leveraging technology in undergraduate courses, which implies prioritizing some aspects of curricular reform (such as integrative courses and project courses), in addition to the institutional strategy of authentic learning assessment; and (2) improving learning experiences by taking advantage of virtual and augmented reality, immersive worlds and adaptive learning.

- The use of artificial intelligence to enrich the learning experience to improve student success, personalize learning paths and address academic and personal risks in a more effective and timely manner.

- The growth of virtual offerings. For example, 90% of the undergraduate courses offered during the inter-semester period will be virtual. This will ensure flexibility for students who do not want to or cannot be in Bogotá, who want to do internships or who have other complementary activities. At the same time, a set of significant number of courses that can be homologated of the core programs (such as

vocational seminars with recognized national and international experts through continuing education) will be 100% virtual, so that high school seniors can have greater clarity about their career choice and take advantage of some of these courses as undergraduate credits.

- The expansion of collaboration with our international partners for the creation of pre-homologated credit bags, which undergraduate students can take at any of the universities with which we have the virtual academic mobility program(VMP).

- The design of at least two interdisciplinary undergraduate programs in hybrid modality. For example, a Biodesign program that includes the Faculty of Science and the Department of Design, or programs in Financial Mathematics, Statistics and Computer Science, Development, Environmental Policy and Economics, or Neurosciences and Human Behavior. The experimentation will make it possible to assess the feasibility of extending hybrid interdisciplinary undergraduate programs in the future.

New admissions scheme, partial scholarships and differential fees

Between 2016 and 2020, the total student population (including undergraduate and graduate) declined from 19,700 to 18,500. This drop is due to several factors:

The faster graduation of students from the Ser Pilo Paga program, the reduction of Ser Pilo Paga and the transition to the Generation E program, demographic changes and the reduced competitiveness of some programs. The drop has occurred despite the fact that the rate of admitted students in relation to enrolled students has increased significantly, as a consequence of the reduction of thresholds of the Saber 11 test and the stabilization of tuition prices as of the second semester of 2019.

During the same period, the University's capacity has been maintained, or increased, including investment in infrastructure, faculty recruitment and investment in technology. Taken together, these facts mean that the University has sufficient capacity to serve at least the same number of students as in 2016. This initiative aims to increase the number of undergraduate students through two main actions: increasing the number of those admitted to the most dynamic programs and offering partial scholarships (tuition discounts), duly targeted (see section "Financial and administrative framework"). Targeting should consider the objective of reducing socioeconomic and gender gaps. In addition, it is vitally important to rethink, reformulate and optimize admission processes and criteria, with a view to making them more agile and competitive, and to update and strengthen *scouting* efforts.

Expansion of postgraduate degree offerings (more relevant and flexible)

This initiative contemplates the creation and implementation of a flexible and modular offer of virtual and hybrid graduate programs that respond to the current needs of the labor market. The initiative seeks to reach students (in regions of Colombia and Latin America) for whom face-to-face education is not an alternative. It also seeks to respond to the need for continuous improvement of competencies throughout life, in a modular and flexible manner. For this reason, this strategy will be closely articulated with the flexible and relevant continuing education initiative of Pillar 1.3, in the sense of defining flexible learning routes between formal programs and modular continuing education by competencies, which offers homologous micro-credentials. In these new programs, it will be essential to guarantee academic excellence through explicit quality differentiation, including the involvement of highly qualified professors, the strengthening of international alliances, program contextualization according to local and regional realities, the articulation of teaching and research, the promotion of student-centered teaching and learning modes, and the modular and flexible offer with multiple training paths.

Program design will be based on the evidence available at any given time on the most pressing needs in the labor markets. The programs will be medium and large scale (between one hundred and three hundred students per year), with quality differentiators that will include a student-centered model and active methodologies that promote learning, incorporate high quality educational resources, as well as competency-based curricula, flexible models and multiple training paths. The learning process will incorporate data analytics and will be connected to our research and to the problems of our own context, in alliance with international partners. These characteristics also aim to contribute to the reduction of socioeconomic, gender and regional gaps.

The virtual and hybrid postgraduate program will also provide an opportunity to broaden the scope of our contribution to the understanding and solution of relevant national and global challenges, such as the climate crisis, sustainable development, the strengthening of democracy, new technologies, inequality, emotional well-being, gender inequality and violence, among others.

By 2025, Universidad de los Andes should be the leader in Latin America in virtual and hybrid postgraduate and continuing education in Spanish.

Alliance Duoc UC for technological education

A feasibility study is currently underway to establish an alliance with the Duoc UC professional institute of the Universidad Católica de Chile, in order to establish it with a local partner, which could be a pension fund or a technological education and competency accreditation institution. This alliance could have a substantial impact. Several studies in Colombia and around the world have shown a notable impact of this type of education on social mobility. The impact could be increased via the use of information and communication technologies. The new institute would be a project external to the University, would be staffed by professors other than regular professors, and would serve a different audience. The proposed model will develop its own training modules for instructors, who will be mainly *practitioners*. The University and the technology education institute would be connected through learning exchanges between the two models of formal education, but with different objectives and populations.

This initiative would not necessarily contribute directly to income diversification. However, it would strengthen our relationship with the private sector, allow for a more accurate understanding of market trends, and provide us with a better understanding of the

job market, would be a source of consultancies and studies, and would respond to the idea (persistent in our history) that the University should enter the *community college* market. This strategy is included contingent upon the results of the feasibility studies. The expectation is to have about 1,500 students during the first three years of the program.

New marketing strategies and program positioning **(partial centralization)**

In order to promote the growth of undergraduate programs and virtual and hybrid graduate programs, a marketing and positioning strategy will be developed in coordination with the faculties. The marketing and positioning initiatives will be strategically articulated through the single student information system. See the section "Strategies of internal and external

communication and external relations"), which will allow us to follow them from the time they are just prospects until they become graduates of a program. The strategy will also be accompanied by collaborative work with partners with more experience in online education.

Implementation of the curricular reform

This implementation process will deepen competency-based learning, learning assessment, innovation in teaching practice and continuous program improvement. Accordingly, professors will require support in the implementation of their courses and the monitoring and evaluation of the programs. This initiative will be articulated with the overall strategy to support the teaching career. In the next five years, the Universidad de los Andes must consolidate the implementation of the curricular reform and the transition from non-reformed to reformed programs. The reform emphasized competency training, active learning and the development of student autonomy, as well as the mitigation of academic overload.

This initiative includes, of course, the consolidation of the reform of the Ciclo Básico Uniandino (CBU), which strengthened the concept of competencies in the design and implementation of the courses, structured the courses around three areas (scientific thought, culture, arts and humanities, and Colombia) and proposed greater flexibility in the choice of courses for students. The reform included a mandatory course on Colombia, with emphasis on the country's history, analysis of inequalities and development challenges. The CBU is essential to increase understanding of the most pressing problems of our society from a socio-humanistic perspective.

Evaluation of learning outcomes and quality assurance

This initiative responds, in part, to a regulatory mandate. Decree 1330 of 2019 of the Ministry of National Education and Agreement 02 of 2020 of the National Council of Higher Education require the implementation of a learning assessment system and the definition of the guidelines of the quality assurance system.

Qualified registrations and accreditations of educational programs and institutions were typically based on the quality of the inputs. As of Agreement 02, it is essential to account not only for the inputs, but also for the learning outcomes and the promises of value declared by each academic program according to the profile of the graduates. In response to this challenge, the University will implement the evaluation system for transversal competencies (including critical thinking, ethics, communication skills and collaborative work). For their part, the faculties and centers will oversee the evaluation of disciplinary competencies within their respective curricula.

The evaluation of learning carried out by professors must account for the contribution that each of the courses makes to the disciplinary and cross-cutting competencies. This information feeds the formative evaluation component of the educational programs within the quality assurance system and strengthens the University's culture of continuous improvement.

Institutional authentic learning assessment initiative

The University implemented several changes to the grading system in response to the pandemic. These changes were intended to mitigate the difficulties faced by students (connectivity problems, lack of appropriate technological resources at home, possibility of contagion and anxiety associated with the pandemic). In the first semester of 2020, a qualitative grading system with pass/fail courses was implemented.

Subsequently, during the second semester of the same year, the quantitative grade was reinstated and the policy of course withdrawals was implemented until the end of the semester, even after receiving the final grade for the course.

These adjustments have sparked an institutional discussion around authentic learning assessment, the flexible learning process, and motivation to learn beyond the grade. Based on these lessons, the grading system and assessment of learning objectives will be adjusted so that students can learn more flexibly, take risks without fear of making mistakes, study genuinely out of interest in knowledge, and reduce stress and anxiety levels.

Review and strengthening of student support for professional life.

The 2019 student wellness survey revealed that one of the highest

students' fears is associated with the uncertainty generated by job placement at the time of graduation. Through the Career Path Center (CPC) of the Dean of Students (DECA), the university will implement an integrated student support plan for professional life. The plan will include an integrated offer of support related to job search, work life, entrepreneurship, management skills and career management, and networking. The plan will also include strengthening the map of allies in the public, private and third sectors, with an emphasis on our alumni network, in order to consolidate an ecosystem of employability and entrepreneurship.

Strengthening of doctoral programs

Doctoral programs are key to strengthening research and broadening the

impact of the University. Funding challenges, which have been a constant concern, have been exacerbated in recent years by changes in public policy. In a more difficult context, the University will seek to strengthen the doctorates in a number of ways, including: (1) the implementation of a series of dialogues with the community, in order to establish the strategic plan for the doctorates with emphasis on curricular issues, university life and assets, transversal competencies and financing; (2) the increase of double degree programs; (3) the expansion of the portfolio of transversal competencies (ethics, search for financing, pedagogical tools, etc.) with competencies in intellectual property, technology transfer strategies, and public and private entrepreneurship; and (4) the search for new sources of financing, particularly donations and international cooperation. Students will be part of the resource search strategies.

Virtual academic mobility program (VmP) **with partner universities and networks**

Virtual academic mobility aims to connect students in different locations through the use of technology, with the purpose of developing multicultural and digital skills, strengthening the learning of other languages and forming global citizens. This program will implement three forms of virtual mobility with our partners and networks. The first is a catalog of 100% virtual courses, so that both Uniandes students and foreigners can gain access. The second initiative is known as *Collaborative Online International Learning (COIL)* in which two or more professors from different institutions teach a course together and students have the opportunity to interact and participate with their counterparts from other countries. The third initiative is the virtual research internships, which offer opportunities for students interested in participating in research projects with professors and researchers from partner universities and our networks.

Pillar 1.2.

The university promotes critical thinking, ethical reflection and environmental and social awareness.

Initiative shared with Pillar 1.1:

Evaluation of learning outcomes and quality assurance

Deepening the teaching, evaluation and practice of ethics.

The capacity for ethical deliberation and commitment to professionalism and ethical behavior are essential for graduates to be agents of change in society. The University has made progress in strategies that promote the formation of ethics and integrity. The Center for Applied Ethics has been key to this progress.

This initiative seeks to deepen the teaching, practice and evaluation of ethics. To this end, the following actions will be implemented: expansion of the ethics training component in disciplinary courses (in addition to that which already exists in general education courses), ethics teaching in initial teacher training, teacher training in ethics pedagogy, and strengthening ethics in research and academic integrity. In addition, the University will accompany professors in promoting the teaching and learning of ethics in all areas of performance (personal, academic, professional and civic).

Reading and writing for the promotion of citizenship competencies and socioemotional skills.

All undergraduate students at the University are required to take two college writing courses as part of their degree requirements. Writing helps to build several skills simultaneously and is an ideal means of discussing

and validating ideas in scientific and academic contexts.

This initiative proposes the strengthening of reading, writing and oral skills to promote the cross-cutting competencies that characterize liberal education: citizenship and democratic values, as well as socio-emotional competencies that include solidarity, respect and empathy.

Promotion of collaborative work and digital skills

The abilities to lead teams, work in groups, adopt roles within a team and contribute with a critical and constructive perspective are developed through practice. Similarly, the digital competencies (the ability to think problems in algorithms, thematic data management and the creation of digital resources) can be acquired in both disciplinary and thematic courses. This initiative seeks to promote these competencies in a transversal manner with a line of training for teachers to provide them with tools for structuring their pedagogical activities and evaluating learning.

Undergraduate research skills training

The ability to question, inquire and solve problems is fundamental to address the climate crisis, socio-economic challenges, and the management of

innovation in any discipline. This initiative seeks to promote these research and creative skills from the undergraduate level. The proposal includes ensuring a curricular and non-curricular offer of activities, courses and projects for undergraduate students that promote research and creative skills.

Territory option

The territorial option seeks to replicate the successful experience of Colombia Option. It will offer the possibility of internships in the municipalities and departments with the greatest needs. The University will coordinate the different activities with the territorial entities, compile the experiences and help create a bank of projects. Over time, this activity will foster the social commitment of the students, the formation of leaders in the territories and promote an effective contribution to the development of the regions.

Empathy and coexistence strategy

This initiative promotes empathy as a coexistence principle among community members. The initiative will promote reflection on our values and purpose in life, on the ways in which we express our emotions and interact with others. Understanding that the other is different is the starting point for respectful, compassionate and supportive interactions. This initiative will be articulated with others that seek to strengthen ethical competencies and collaborative work.

Pillar 1.3.

The University promotes lifelong learning and the ability to adapt to changing and uncertain environments.

Initiative shared with Pillar 1.1:

New marketing and program positioning strategies

Flexible and relevant continuing education structured around the modular and stackable micro-credential model.

The model of human capital formation at a specific moment in a person's life cycle is insufficient given the dynamism of modern labor markets. In addition, people increasingly do not require a complete postgraduate degree to update their professional profile, but rather seek to acquire specific competencies for their work.

In this new context, this initiative seeks to define the guidelines for the creation of a modular education model based on competencies and micro-credentials. These modules will be articulated with the graduate school through the offer of continuing education: a student will be able to become certified in specific competencies of a discipline through courses taken through continuing education. The micro-credential or set of micro-credentials can later be accredited in formal graduate programs, which is defined as a flexible learning path between non-regular and regular programs.

The strategy requires that the design of postgraduate programs be conceived from the perspective of competencies and that the definition of the modules to be certified be established from the beginning in a coherent and well-articulated manner with the formal program. The creation of these

certifiable modules must respond to the needs of professionals and the labor market. Therefore, this strategy will be informed by an annual market study in Colombia and Latin America that will inquire about the most pressing needs.

This initiative seeks to increase continuing education revenues with an emphasis on a virtual and hybrid model (with the participation of at least one third of the number of students in this type of course). In addition, it seeks to build the loyalty of continuing education students through micro-credentials with the possibility of homologation in formal graduate programs. These changes will require centralized articulation to respond in an agile and timely manner to the requirements of the private sector, the public sector and the third sector in terms of the training of their human resources. The initiative also seeks to reach regional audiences in Colombia and other Latin American countries and to help reduce the number of people in need of training.

The program promotes the formation of specific human capital in populations that might not be able to access formal university education.

For this strategy, it will be essential to strengthen ties with our graduates: to know their needs and expectations more precisely to offer a set of relevant services and products. It also seeks to enrich our continuing education programs and offerings with the expertise of our alumni community.

Institutional agenda with Uniandinos - Strengthening of the alumni community

Through the agreement recently reached with the National Board of the University's Alumni Association, the two institutions reaffirmed their willingness to build, in a sustainable and long-term manner, greater bonds of trust in order to take advantage of potential synergies.

The agreement determines a joint institutional agenda. The agenda includes the strengthening of Uniandinos' corporate governance model, as well as the review of the broadened concept of employees and the attached community (professors, collaborators, students and families).

In particular, the agreement seeks the construction of value proposals linked to entrepreneurship, the definition of an employability platform that maximizes the profile and number of opportunities for graduates, and the articulation of Uniandinos' social responsibility actions with the University's volunteer program. It also includes the adoption of the Council for Advancement and Support of Education (CASE) model by the Association and the definition of a private alumni community platform. Finally, in the search for synergies and shared value, the University and Uniandinos will develop joint and ambitious proposals to expand the offer of continuing education courses.

Dream 2: A university that promotes the wellbeing of all its members, pluralism, social justice and gender equity and diversity

Pillar 2.1.

The University promotes, in its internal affairs, a participative, supportive and transparent decision-making process.

Comprehensive evaluation of managers and their appointment through a participatory process

This initiative seeks to generate trust in the community, consolidate a culture of accountability and build legitimacy about the University's relevant decisions.

The appointment of directors will be made in a participatory and open manner and will strive for gender parity. This process will not only help to build trust, but will also provide detailed information on the current situation of the faculties,

centers and managements, so that an articulated action plan can be built jointly. In addition, a more structured management evaluation process will be implemented, incorporating both self-evaluation and a 360° evaluation with key *stakeholders.*

Participation of professors and articulated work committees

As a result of the recent reform of the University's Bylaws, the participation of professors, by direct election of the faculty, in the Superior Council and the Academic Council will be designed and implemented. Greater participation will help design a structured and articulated working mechanism with the faculty representatives in the faculty councils, the professors who participate in the Superior Council and the Academic Council, and the University's management. Collegial work will generate trust, efficiency, effectiveness and legitimacy.

Student participation

The Undergraduate Student Council (CEU) has been strengthening and consolidating itself over the last few years as an active and rigorous participatory body. Its contributions to building academic and non-academic initiatives in its faculties and in the University have been notable. Likewise, this initiative seeks to support the consolidation of the Graduate Student Council (CEPA) a younger body, and its active participation in the

University's governing bodies. Collaborative work among students, faculty, employees and managers will be fundamental to achieve our goals.

Pillar 2.2.

The University promotes an environment respectful of diversity, different life experiences and views of society.

Initiative shared with Pillar 1.2:

Empathy and coexistence strategy

A more inclusive and equitable university

This initiative promotes a community that respects, welcomes and values differences in abilities, ethnic and socioeconomic origin, socio-cultural, sexual orientation and gender identity.

The initiative will be based on the following pillars:

1. Systematic characterization of our diversity: the Diversity Center, the Office of Planning, Admissions and Registration and Human Resources will oversee analyzing the diversity of our community. The exercise will be accompanied by dialogues with the different groups to understand the needs and experiences of each one. This accompaniment will allow us to identify opportunities to reduce gaps and improve equity in access to the University's services and resources.

2. Promoting an academic environment in which the necessary supports are in place to ensure all students
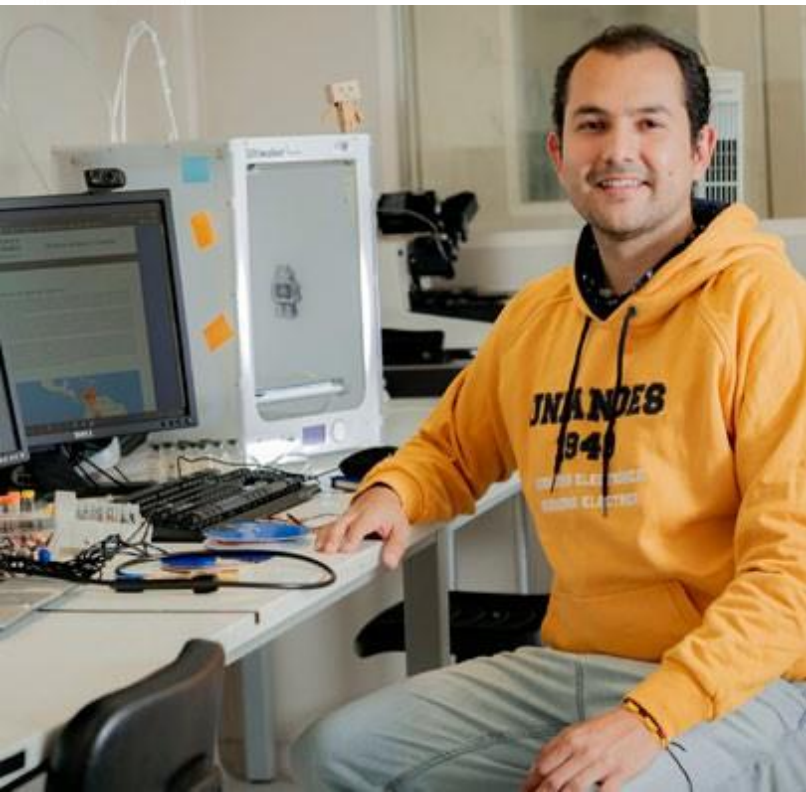
have the same opportunities to build a successful academic project.

3. Development of training spaces in university design strategies for learning by the (DECA) in collaboration with the Faculty of Education. In turn, the Diversity Center will develop a series of informational and pedagogical resources that will enable teachers to know and understand the different conditions of disability and the best practices that favor inclusion.

4. Development and implementation of digital accessibility criteria for students with disabilities, in the context of the digital transformation of the University and by the Academic Vice Rector's Office,

Conecta-TE the Office of Services and Technology and the Diversity Center, under the (WCAG) guidelines (*Web Content Accessibility Guidelines 2.0*), in the University main web pages and digital tools, as well as in postgraduate, continuing education and undergraduate programs in virtual or hybrid format.

Collective adoption of an anti-MAAD culture

Academic and non-academic disciplinary offenses, and those that result from them, are a major source of stress and anxiety for students, faculty and administrative teams of the University. In addition, the University is facing increasing demands from the community for the fair and timely handling and resolution of

preventive and formative campaigns so that the University moves towards a culture that welcomes and values differences.

Implementation of Professor regulations

The 2015 Faculty Statute has been implemented according to the specific definitions and rules established in the faculty regulations of the faculties and centers. As of June 2021, the Academic Council had approved ten of the twelve regulations. The remaining two will be approved soon. The 2015 Statute envisions a more integral professor in his or her three areas of responsibility: teaching, research and institutional development. It also proposes a more flexible career (in the sense of being able to establish different emphases or take advantage of comparative advantages to define a different career without having to create specific profiles for each case) and a continuous evolution of the professor along professorial subcategories. This initiative gathers all the efforts for the implementation and subsequent revision of the new regulations. The initiative seeks to facilitate different life experiments that contribute to the community from different perspectives.

mistreatment, harassment, threats, discrimination and gender-based violence (MAAD). This initiative seeks a comprehensive review of the disciplinary regulations for students, professors and administrative teams, as well as the strengthening of the instances and processes established for the management of misconduct, harassment, threats, discrimination and gender violence (MAAD).

The review, apart from clarifying the channels, processes and attention routes, will also have an important emphasis on defining an attention process with a preventive perspective, instead of a punitive emphasis. This review will be accompanied by

Institutional initiative for interdisciplinary work

Interdisciplinary work allows us to build a community around teaching, research and creation. It also generates

meeting points between different disciplines and the possibility of working collaboratively. For this reason, it has the potential to promote well-being by fostering empathy, joint work and impact shared. The following institutional strategies aim to promote interdisciplinary work within the University and with the external sector.

1. *Challenges*: frequent calls for interdisciplinary groups oriented to the solution of complex problems of the country and the region.

2. *Research centers*: the new centers (CODS, Cinfonia, Sustainable Finance, etc.) will work on a portfolio of interdisciplinary projects to provide solutions to specific, complex and systemic problems of society.

3. *Promote interdisciplinary academic programs*: both at the undergraduate and graduate levels, with cutting-edge topics and competencies and an impactful approach to the great challenges of our country and the Latin American context.

4. *Interdisciplinary dialogues*: ongoing among professors and continuing interdisciplinary dialogues among doctoral students that were successfully initiated in 2019 and led to the creation of an interdisciplinary group in water studies.

Pillar 2.3.

The University promotes the mental and physical health and well-being of students, staff and administrative workers.

Initiative shared with pillars 1.2. and 2.2:

Empathy and coexistence strategy

Initiative shared with Pillar 1.1:

Institutional authentic learning assessment initiative

Strengthening the student welfare system

According to the 2018 and 2019 _Healthy Minds_ report, which includes a sample of approximately fourteen thousand undergraduate students from nineteen countries around the world, the fraction of students reporting anxiety problems increased from 17% to 31% over the past six years and the prevalence of chronic depression increased from 8% to 18% over the past ten years. Therefore, the demand for student wellness services at universities has increased sixfold over the past five years.

There are several complementary hypotheses on the reasons for this accelerated increase in mental health problems in the university student population. First, an increase in diagnostic capacity and greater awareness of mental health issues. Second, more competitive environments because of changing labor markets. Third, a culture of instant gratification begotten in part from role-shaping social networks. Fourth, a low frustration tolerance in young people probably associated with different types of upbringings that are protection-oriented and impair the consolidation of resilience. Finally, excessive use of electronics as a means of socialization.

The Universidad de los Andes has

been no exception to these problems. There is a growing demand for support services for students in difficult circumstances or with mental health disorders. To better serve students, not only to mitigate mental health problems but also to encourage the formation of skills and competencies that support their overall wellbeing, the University will implement a strategy to strengthen the student wellbeing system.

The initiative will revolve around six ideas. First, well-being as everyone's responsibility, not just that of the deca. Second, emphasis on strengthening the resilience of young people. Third, achieve flexible and viable intervention models: individual counseling is not sustainable in the face of a growing demand for services. Fourth, foster a culture of empathy for mental health problems in teachers and administrative teams. Fifth, protect the academic project of students with mental health difficulties. Finally, to adequately address the expectations of students and parents. The initiative will provide conditions to support students in dealing with frustration, adversity and difficulties, taking into account that curricula, learning experiences and interpersonal relationships may impose or reproduce stereotypes based on gender, socioeconomic status, place of origin, etc., which also have an impact on well-being. It should be noted that the University is not an institution

health care providers with the capacity to offer clinical psychological support.

There is an almost symbiotic relationship between well-being and student success. Well-being is part of student success, but it is not its only component. To achieve harmony between academic goals and individual and community well-being, the adoption of a culture of student success is indispensable. Student success is the responsibility of everyone, students, faculty, administrative service units and support units. The promotion of autonomy, perseverance, the ability to plan and follow up on one's own goals, the use of available resources, interpersonal skills and ethics, among others, are the responsibility of the entire community.

The student welfare management model will be based on a single student information system. Based on data analytics and periodic measurement of asset indicators, the University will seek to identify early warnings of risks in order to address emerging problems in a focused, timely and relevant manner, which in turn will allow for a more efficient use of available resources.

Strengthening labor wellbeing for professors and administrative teams

Job burnout, mental health disorders, and the need for frustration and stress management have increased among the teaching and administrative staff population in recent years.

This problem has been exacerbated by the difficulties and particular circumstances of the company. Well-being at Uniandes is conceived as the balance between the individual and organizational dimensions of the employee in an environment of trust, coherence, empathy, collaborative work and flexibility.

With this objective in mind and based on the evidence provided by the Subjective Well-Being Perception Survey, this initiative seeks to contribute to the promotion of employees' physical, mental, emotional and social health. The initiative will emphasize supporting leaders in their role as key agents in the creation of a culture of well-being.

Strengthening the culture of good service to support students and graduates,
to teachers and administrative teams

This initiative seeks to generate a culture of service and attention to on-site and virtual students (both in formal and continuing education programs), graduates, professors and administrative teams. The culture of good service will contribute to the greater well-being of the community. The intention
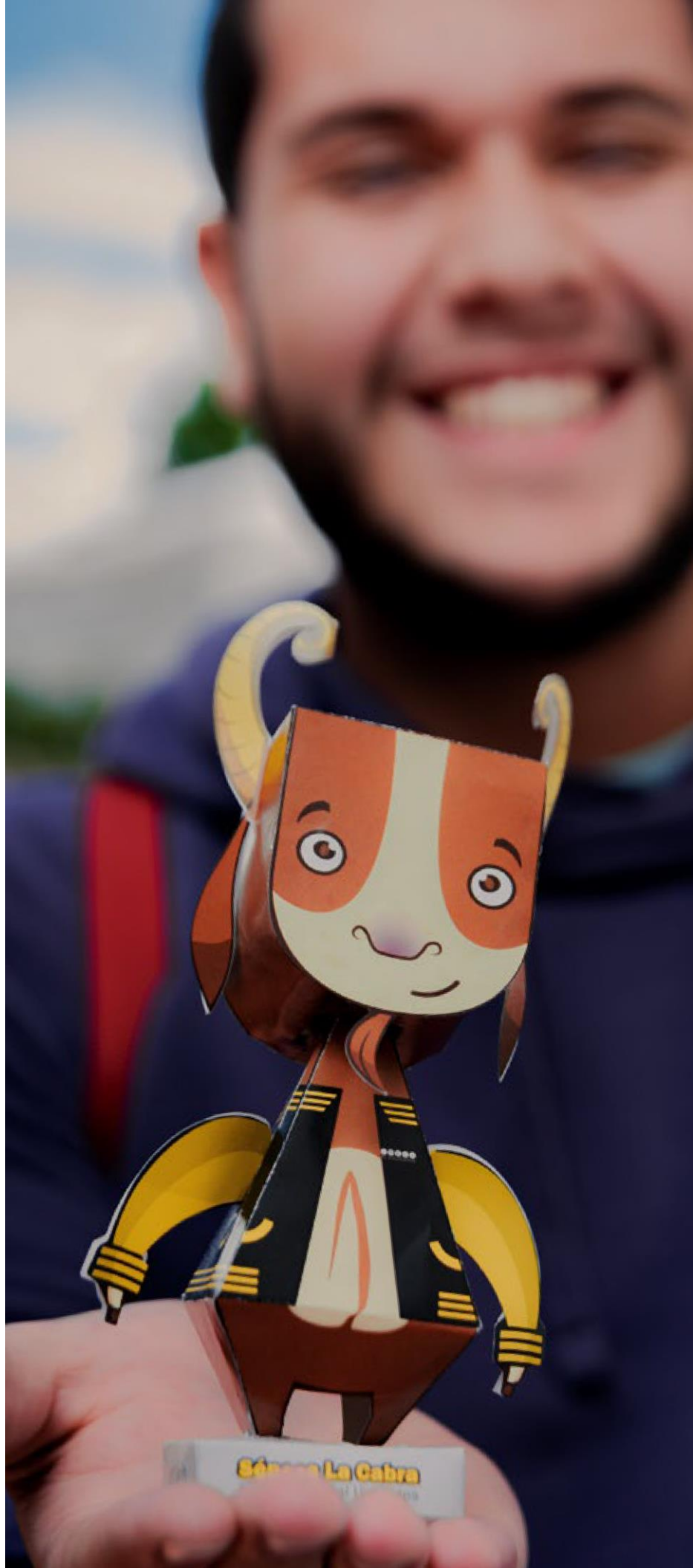
is to promote services and moments that are friendly, efficient, formative and meaningful.

Sustainable Campus

The University will maintain and strengthen its current sustainable campus strategy, which is based on the following axes of (1) culture and learning; (2) climate change; (3) campus operation; (4) campus ecosystems; and (5) well-being and quality of life. Regarding culture and learning, institutional efforts will be expanded to allocate research and creative budgets for projects related to environmental sustainability, as well as for the organization of events and the development of courses and training programs on these topics.

Efforts to address climate change will continue with the search for carbon neutrality and greater energy efficiency on campus, which will result in lower energy consumption and reduced emissions. The operation of the campus will continue to seek ways to optimize water and energy consumption, as well as the production and responsible management of waste. We will seek to develop a multimodal mobility system to support the campus by promoting the use of sustainable transportation. All this in addition to the environmental management plan for the Hacienda El Noviciado and the protection of green areas and the ecosystems on campus, especially in relation to native species.

Dream 3: A University that works to achieve significant impact in knowledge generation, sustainability, democratic debate, reform proposals and the construction of hopeful and inclusive narratives.

Pillar 3.1.

The University works to achieve measurable and sustainable impacts on its immediate environment.

Deepening of the work with schools (Alianza Educativa and others).

This initiative seeks to work more closely with schools to promote (STEM) competencies, writing, reading, oral communication and critical thinking. The initiative will consider the experience accumulated in the Atarraya (STEM) projects and a teaching company, the Faculty of Education and other interdisciplinary groups at Uniandes that want to support the initiative to work on strengthening teaching and learning in basic and secondary education in Colombia. The initiative will have three lines of action: (1) making visible, connecting and fostering synergies between existing projects within the University and outside it; (2) training teachers; and (3) co-create pedagogical material.

Also, given the low participation of women in (STEM) programs, we will stimulate the participation of girls in schools in these competitions and will work to overcome the gender barriers and stereotypes that hinder their entry and permanence

in (STEM) careers at the University.

Finally, the services of the Spanish Center will be offered to the extended community through various channels with the objective of strengthening the reading, writing and oral communication skills of different audiences.

Collaborative work with university libraries, public libraries and open library

This initiative seeks to broaden the connection with our extended community, a relationship in which the University contributes to and learns from different external audiences. Specifically, the initiative aims to collaborate with university and public libraries to share resources, best practices, training workshops and opportunities for innovation.

This initiative will be accompanied by the open library proposal that is being developed with the District Secretariat of Culture and the Network of Public Libraries.

Pillar 3.2.

The University works to achieve measurable and significant impacts on the generation of knowledge and artistic creation.

Research and creation impact strategy

The discussion on impact is always difficult in higher education institutions because it is understood differently by different members of the community, and it cannot always be measured in the short term; moreover, it is direct and indirect. The impact is also paradoxical, since the greatest impact is usually the most difficult to measure. Be that as it may, this (SP) starts from an assumption: we can have more impact on knowledge generation and public debates. Not only can we. We even must.

The research and creation impact strategy are based on what has been established, on what the Universidad de los Andes has been building in previous years. It reinforces some points. It complements others. It seeks, as already mentioned, to increase the impact on the communities closest to Uniandes, on the national debate, public policy and the Colombian and Latin American reality.

Impact should be evaluated consistently with different metrics. Scientometrics is one of them but not the only one. The University will strengthen dissemination and outreach efforts as proposed in the research and creative impact document. The proposed strategy can be described as follows:

1. *Maintain excellence in research and creation at the Universidad de los Andes.* Recognition is fundamental for the credibility and the ability to combine efforts. To maintain excellence, we must work on the culture of research, creation and diversification of resources supported by the Project Office.

2. *Formulate communication strategies for the activities deployed.* Concern for the social appropriation of knowledge must be permanent. The creation of a digital broadcasting company and the strengthening of the journal *Nota Uniandina (*which will be relaunched with a new name, the journal *Puntos*) will help disseminate knowledge and the impact of research.

3. *Making the project of an open knowledge university a reality.* The openness of science refers not only to publications and data, but also to a closer dialogue with society that recognizes the knowledge acquired by communities. This initiative seeks for different voices to be heard and disseminated.

4. *Challenge the community with questions and search for solutions to complex problems.* We want to contribute to solving relevant problems through projects that emphasize interdisciplinary and collaborative actions.

5. *Develop the Entrepreneurial University project.* This initiative seeks to generate a cultural transformation that fosters a pro-motive University with a socio-economic impact. It will be connected to the ecosystem of innovation, entrepreneurship, and transfer (see

"Cross-cutting initiatives and tasks") and involves strengthening the relationship with the external ecosystem: companies, ventures and the public sector.

6. *To continue creating financially self-sustainable research centers.* To deepen the generation of interdisciplinary knowledge and provide solutions to the country's complex problems in the public and private sectors. The centers should respond to the demands of the external sector (public and private sectors) and to dialogue with external audiences. They should be less "supply-driven" and more connected to reality.

7. *Deepen collaborative work with regional and international networks.* The international networks will not only help to finance research and creation with resources from

global foundations and agencies will also connect the University to major international trends. Increasing international resources is an explicit objective of the strategy. In addition, regionalization should have as its primary objectives the co-creation of growth opportunities with communities and the leveraging of resources. This initiative contemplates the creation of a royalties coordination office in the Project Office to improve the relationship with territorial entities and strengthen alliances with universities in the regions.

Positioning and internationalization of Ediciones Uniandes and Revistas Uniandes

On the one hand, this initiative seeks to increase the impact and visibility of the Ediciones Uniandes publishing at the

national and international level, and to reduce the costs of editorial management. The initiative has as its goal an editorial plan that will achieve at least two co-publications every six months with each of the partners proposed as co-publishers in the next two years. In the following years we will gradually increase the number of co-publications until we reach a minimum of ten co-publications per year.

On the other hand, most of the University's journals are disciplinary. They have worked together to define editorial and ethical policies that help to strengthen them. Entry into databases, repositories and indexers has led to improved ratings and greater visibility at the national level. This initiative seeks to strengthen Uniandes Journals with three main objectives: (1) to achieve greater consultation and citation of their contents; (2) to improve the rating of the journals in international indexers; and (3) to position them as references for their academic and editorial quality.

Comprehensive internationalization initiative

Internationalization in higher education connects universities with the world and articulates the local with the global. For Uniandes, internationalization has been an outstanding characteristic since its origins, which plays a fundamental role in the insertion of the University in major international debates and the strengthening of the academic, scientific and intercultural competencies of the entire community.

The internationalization strategy, which will be integral and transversal to all areas of the University, seeks to facilitate the transfer and exchange of knowledge, promote face-to-face and virtual academic mobility, manage external resources, diversify agreements, strengthen strategic alliances, expand double degrees, and support the continuous improvement and quality of our academic activities.

In addition to the bilateral relationship of professors with their peers and of the University with partners in the country and abroad, this initiative proposes to strengthen participation through national and international networks, including the networks to which the University already belongs and others that emerge as new opportunities. Among the new networks to which the University belongs, it is worth mentioning: La Tríada, formed by Uniandes, the (TEC) Monterrey and the Pontificia Universidad Católica de Chile; (APrU) a network of leading universities in the territories of the Pacific basin, with an important global impact in research production and relations with industry; (OSON), a new global network of educational institutions that promotes civic engagement and access to higher education for marginalized communities; and (HUC) made up of higher education institutions in Latin America, the Caribbean, Canada and the United States, whose purpose is to generate innovative, high-impact solutions to address social challenges in the region and the rest of the world.

Pillar 3.3.

The University cooperates with other actors, in academia and beyond, to influence democratic debate, sustainability, the reform agenda and the construction of hopeful and inclusive narratives.

Initiative shared with Pillar 1.3:

Flexible and relevant continuing education structured around the modular and stackable micro-credential model.

Initiative shared with Pillar 3.2:

Research and creation impact strategy

Tutoring program for public schools

The pandemic has had a negative impact on basic education students in public institutions. In the best scenario, students worked autonomously with materials that were prepared by the Ministry of Education and the country's education secretariats. This problem will have serious repercussions on the accumulation of human capital and social gaps. A significant lag in the educational achievement and academic performance of thousands of young people in Colombia can be anticipated.

This initiative seeks, in partnership with other private universities in the country, to offer a tutoring scheme made up of university students that

offer sessions to reinforce the learning process of core subjects to young people in elementary, junior and senior high school. This strategy has the added value of contributing to the development of professional and personal competencies of the students who serve as tutors in the program. The initiative's goal is to have at least 8,000 volunteers in several private universities who can support at least 80,000 students in public schools. The pilot will start in Bogotá.

Diversification of campaign capital

The University will seek to reach its 100th anniversary with a strengthened endowment fund. To this end, the promotion of long-term relationships with donors, the care of the resources received and the fulfillment of the will of philanthropists are fundamental.

The procurement of resources will be focused on three axes: (1) equity and equal opportunities, which includes all scholarships and financial support to undergraduate and graduate students; (2) digital unity, which seeks flexibility in teaching for the transformation and flexibility of educational offerings based on pedagogical and technological innovation; and (3) research and creation, which promotes the advancement of Colombia and Latin America. In particular, these efforts include the expansion and strengthening of the programs of the Pa'lante cycle, as well as international donations led by the University of the Andes Foundation.

In cases of financial aid to students, the University will continue its efforts to combine such mechanisms with the promotion of the concepts of solidarity and reciprocity that have been central to the I Want to Study (Quiero estudiar) program. These efforts include, among others, the voluntary contributions made by former beneficiaries to finance future beneficiaries of the program.

Cross-cutting initiatives and tasks

1. Virtual campus and institutional initiative for digital transformation. The Universidad de los Andes will have to evolve to respond to the current and future challenges of higher education in a digital environment. This change will require the implementation of digital transformation strategies and the adaptation of the campus to virtuality.

The transformation seeks to create a flexible, relevant and quality offer of the virtual graduate school on the digital campus, enrich the experience of the undergraduate and continuing education programs, and enhance scientific production and its impact.

The University's ambition is to be a leader in Latin America in virtual and hybrid postgraduate and continuing education in Spanish, as well as in advanced computing. This leadership will promote

research, creation, technology transfer and the provision of associated services.

The first objective of the strategy is to create and implement a flexible and modular offering of virtual and hybrid graduate degree programs that respond to the current needs and demand of the labor market. The goal is to achieve at least 2,000 new students in innovative virtual and hybrid graduate programs, i.e., to grow by 50%.

The second objective is to strengthen the supply of face-to-face, virtual and hybrid continuing education courses with an agile and innovative production model that maintains quality differentiators, that can be articulated with the supply of postgraduate courses, and that responds to current needs for training and development of competencies throughout the life cycle. The goal is to increase income from Continuing Education (COED) by at least 50%; to achieve at least 35% of new enrolments in virtual or hybrid programs (open, corporate, extension and free); and to successfully implement the modular education model through micro-certifications.

Finally, the strategy seeks to increase the impact of research, creation and technology transfer by strengthening advanced computing capabilities, technology management, the supply of associated services and the procurement of external resources. It also seeks to develop the digital laboratory service in order to offer advanced computing services and increase the capacity to obtain external resources.

The digital transformation strategy prioritizes the following capabilities and projects with the purpose of achieving the proposed objectives in the next five years.

Academic priorities are:

- Design and implement the data analysis ecosystem at different levels: institutional, academic, learning and curriculum, to track indicators and facilitate evidence-based decision making.

- Identify, redesign and digitize the digital processes and services that support the University's virtual and face-to-face programs, in order to optimize them and improve the digital experience of the community.

- Evaluate the functionality, reliability and scalability of available systems (such as Banner, BrightSpace, Salesforce, single platform for purchasing and payments, among others) to design, market, operate and monitor state-of-the-art academic programs.

- Develop a centralized digital marketing strategy, from start to finish, articulated between units, for the promotion of graduate and EDUCATION programs, to increase enrollment and income.

- To create a new, flexible and modular offer of virtual and hybrid graduate programs, with quality differentiators (such as learning outcomes assessment, immersive technologies, adaptive learning, instructional design, among others), that meet the needs of the market

and expectations of potential students.

- Design and implement the offer of micro-credentials and digital badges by (COED), articulated with the offer of the faculties.

- Launch a robust single student portal to move from a siloed system of care by academic departments to a centralized, agile "one-stop store" type model on web and mobile.

- Design and implement the academic counseling service and the strategic plan for student success for graduate students.

- Define change management, communication and training strategies to create a digital culture aligned with the digital transformation initiative. The adoption of the digital culture should ensure the
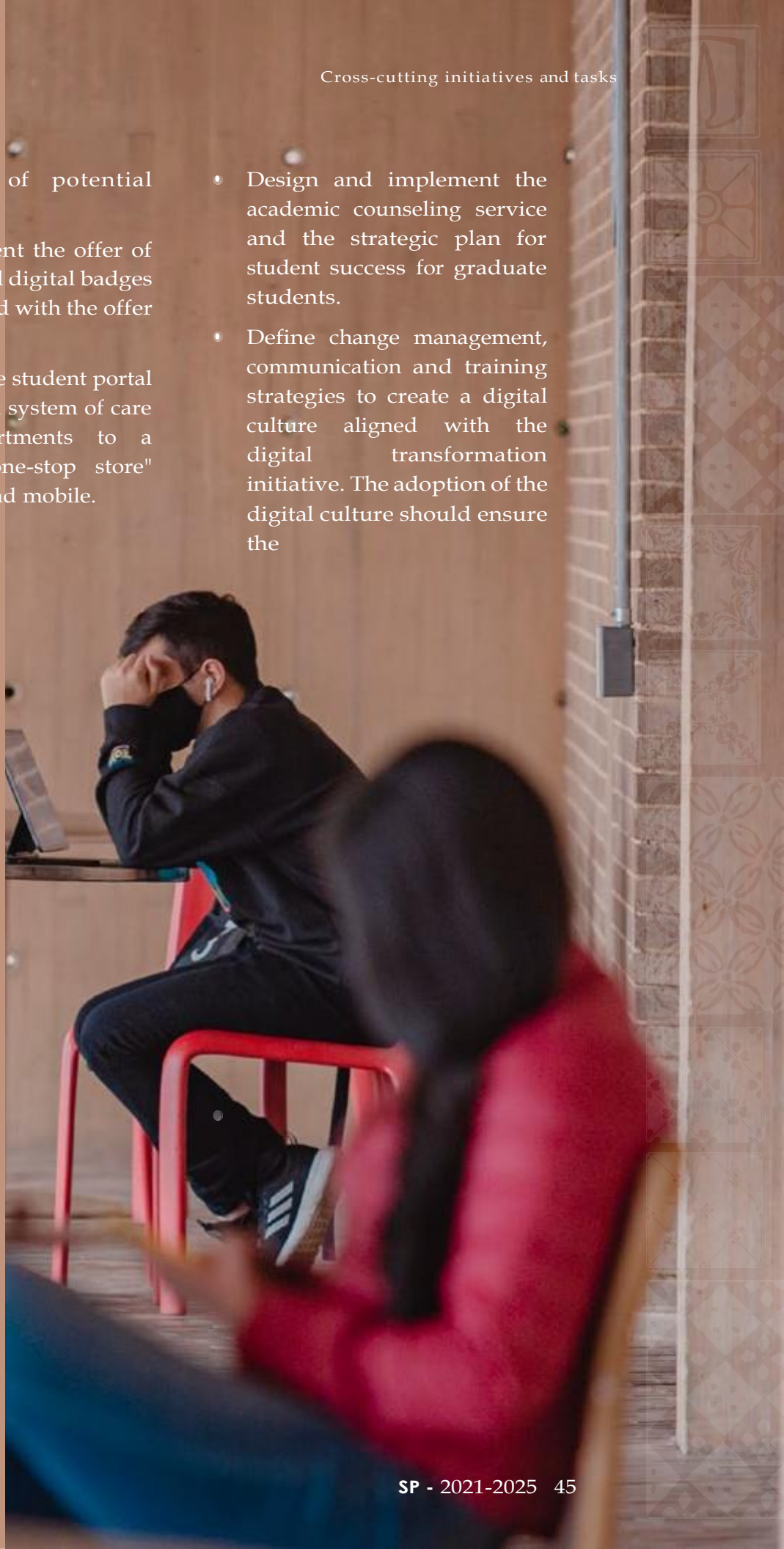
access to vulnerable populations based on socioeconomic status or gender, so as not to exacerbate pre-existing gaps.

In terms of research, creation and knowledge transfer, the digital transformation should emphasize the following:

- Design a platform of high-performance digital computer laboratories to increase and optimize the use of technological resources offered and managed by the Office of Information and Technology Services (DSIT) in research processes, both for Uniandes users and external clients.

- Strengthen and unify the Academia, Platypus and Retos platforms, in order to improve efficiency in obtaining external resources through research and creation.

- Implement a tool to identify and segment community members according to their academic background and research interests.

In addition, the digital transformation initiative includes shaping a system for making institutional decisions based on data and information. To achieve this requires:

- Manage data (particularly structured data) as institutional, strategic and high-value assets. To this end, the strategy proposes the creation of a unit with the mission of

address three fundamental pillars: (1) data governance; (2) the integration of strategic data for use; and (3) the provision of reporting, analysis and information analytics tools.

- To have a board made up of leaders of academic and administrative units, which will make decisions on data management, prioritization of initiatives and will also generate the tactical commitment to implement cross-cutting projects, such as standardization, quality monitoring and the generation of an analytical culture.

- To achieve the decisive support of the technology area (DSIT) and of the different functional units responsible for key data, such as Admissions and Registration, the Planning Department, the Finance Department, the Human Resources and Organizational Development Department, among others.

- To have a transversal axis that integrates the processes: the institutional (Crm)This will not only be a repository of relationship data, but also a technological enabler to maintain institutional memory and seek efficiency in various mission processes. The (Crm) should be integrated with the (ErP) system and with academic systems (e.g., Academia and Platypus), to use the information accurately for both administrative and academic issues. This integration will increase efficiency, agility, impact, and projection to the external sector.

The different units will be able to take advantage of access to data and information. Over time, they will acquire the ability to perform business intelligence reporting. For example, the academic units, depending on their own capacity, will generate and manage dashboards and indicators. This initiative will facilitate the gradual generation of advanced analytical capabilities by central management and faculties. Of course, the systematic analysis of the data will have to be accompanied by reflections and qualitative exercises that will jointly feed the best teaching, research and global management decisions of the University.

2. Integral support strategy for teaching careers

This strategy seeks to promote the development of teaching, research and creative, communication and management skills at different stages of the professors' careers. The University will support professors so that they can, in turn, support the process of training students' skills and competencies and act as advisors and mentors for new generations.

The strategy consists of the following pillars:

- • The definition of the framework of competencies indispensable for the exercise of (1) good teaching; (2) good research and creation, its dissemination and financing; and (3)

good management of units and projects, human talent and financial resources for those professors interested in contributing to institutional development both internally and externally.

- The construction of an offer that supports the training and development of the competencies defined by area: teaching, research, and institutional creation and development.

- The training and development offerings will be provided in an articulated and integrated manner from all the University's support centers, which include the Teaching and Learning Center of the College of Education, the Spanish Center, Conecta-TE and the Ethics Center. The offer will be organized in a way coherent

throughout a teacher's career, according to the teacher's needs and regulations.

- The offer will be flexible and will range from modules of a couple of hours to individualized support throughout a whole semester. The offer will allow teachers to be formally certified in certain competencies. Some of these modules may be offered to teachers from other educational institutions through Continuing Education. This initiative will be the result of the articulated work of the Academic Vice-Rectory, the Vice-Rectory for Research and Creation, Human Resources and the contribution of professors and experts in different areas.

- The initiative will be accompanied by a monitoring and evaluation strategy to establish the impact of the training and development offerings on faculty competencies and on the results of teaching, research and institutional creation and development.

3. Internal and external communication strategies and external relationship

In the previous structure of the University, the head of

Second, the external communication

communications of the Office of External Positioning had a focus on external communications, i.e., it was dedicated to the production and dissemination of journalistic content aimed at external audiences (institutional website and social networks) and relations with the mass media, with an emphasis on positioning the Uniandes brand. There was no area in charge of internal communication. This strategy aims to strengthen internal and external communication, as well as the way Uniandes relates to the external sector.

The first step is to define the actions and people in charge of an internal communication plan, which aims to (1) to build trust among community members and make governance more fluid; (2) to generate a sense of belonging to the community; and (3) to transfer relevant information in order to act in a timely manner.

In this proposal, the "community" is understood as all members of Uniandes, including undergraduate, graduate and continuing education students, professors, administrative teams, graduates of all programs and continuing education, and parents. Internal communication must be careful in both content and form and recognize each audience, their interests and needs. It must also be consistent, transparent and timely.

Communication that builds trust and creates community is not only written, but also shaped by spaces for dialogue, events, interdisciplinary activities on and off campus, and spontaneous encounters.

strategy will continue to strengthen the

consolidation and positioning of the Uniandes brand among external audiences, while at the same time making visible and promoting the impact of the University's products and activities and managing relations and alliances with the media.

The initiatives of the external communication strategy should aim to disseminate and give greater reach to the University's academic and scientific products and build bridges with the external sector, the public sector and civil society. The strategy should be aligned with the initiatives of this SP and the particular circumstances of the University at any given time.

External communication must recognize each audience and communicate with them according to their specificities and interests. The communication initiative, both internally and externally in the

University seeks to align the interests of the University with the specific objectives of the faculties and units, relying on the strengths and capabilities that have been developed over the years for the benefit of the entire community.

This strategy implies an institutional restructuring of the communications area. The Office of External Positioning will be transferred from the Vice President's Office for Development and Alumni to the Office of the President, with the aim of centralizing matters of institutional interest in a more articulated manner with the faculties and units and providing a global panorama that will have both internal and external impact. In addition, this strategy will have four specific initiatives: (1) the creation of a digital radio station; (2) the strengthening of the magazine *Nota Uniandina (*which will have national circulation and will become the new magazine *Puntos*);
(3) the creation of an official University *podcast*; and (4) the promotion of internal media.

4. Innovation ecosystem, entrepreneurship and transfer

This ecosystem is a scenario of interaction and articulation in which our community (students, professors, employees, academic and administrative units, and alumni) and the external sector (organizations, communities, and

and individuals) interact to generate innovative knowledge-based solutions (products, services, businesses) that can solve societal problems and generate social and economic impact in the immediate environment (Bogota), the country and the region.

The ecosystem has the following explicit objectives: to generate and foster a culture of innovation, consolidate transfer, promote the generation of knowledge-based ventures and strengthen relations with the public and private sectors.

The ecosystem involves the following units and their respective processes: innovation unit, transference unit, entrepreneurship unit, relationship and *networking* unit and infrastructure management unit.

This initiative seeks particularly to strengthen cooperation with the external sector (regional, national and international) to contribute to the generation of impact. The ecosystem must not only have a clear understanding of the external ecosystem (companies, financiers, entrepreneurs) but also be integrated into it, so that our innovators are immersed in an appropriate environment for licensing or business creation.

5. Sustainable Development Initiative

The problems of sustainable development must be a priority in both teaching and research. They are not only the greatest challenge of today's generation, but also a risk to humanity. The University will develop this initiative in three ways.

The first is through training, which implies leading a collective awareness of the real dimension of the problem and its urgency and the opportunity to propose solutions. The open lectures (such as Nuestro Futuro), the

permanent dissemination of the topic in our media and the sustainable campus initiative point in this direction.

The second is through research. The promotion of interdisciplinary research and the strengthening of the new centers, in particular the Center for Sustainable Development Goals (CODS) and the Center for Sustainable Finance (CFS), are essential to this end.

Finally, the third, thanks to the creation of alliances with the private and public sectors in the context of the innovation ecosystem, in order to seek solutions to the problems of adaptation and mitigation of the effects of climate change.
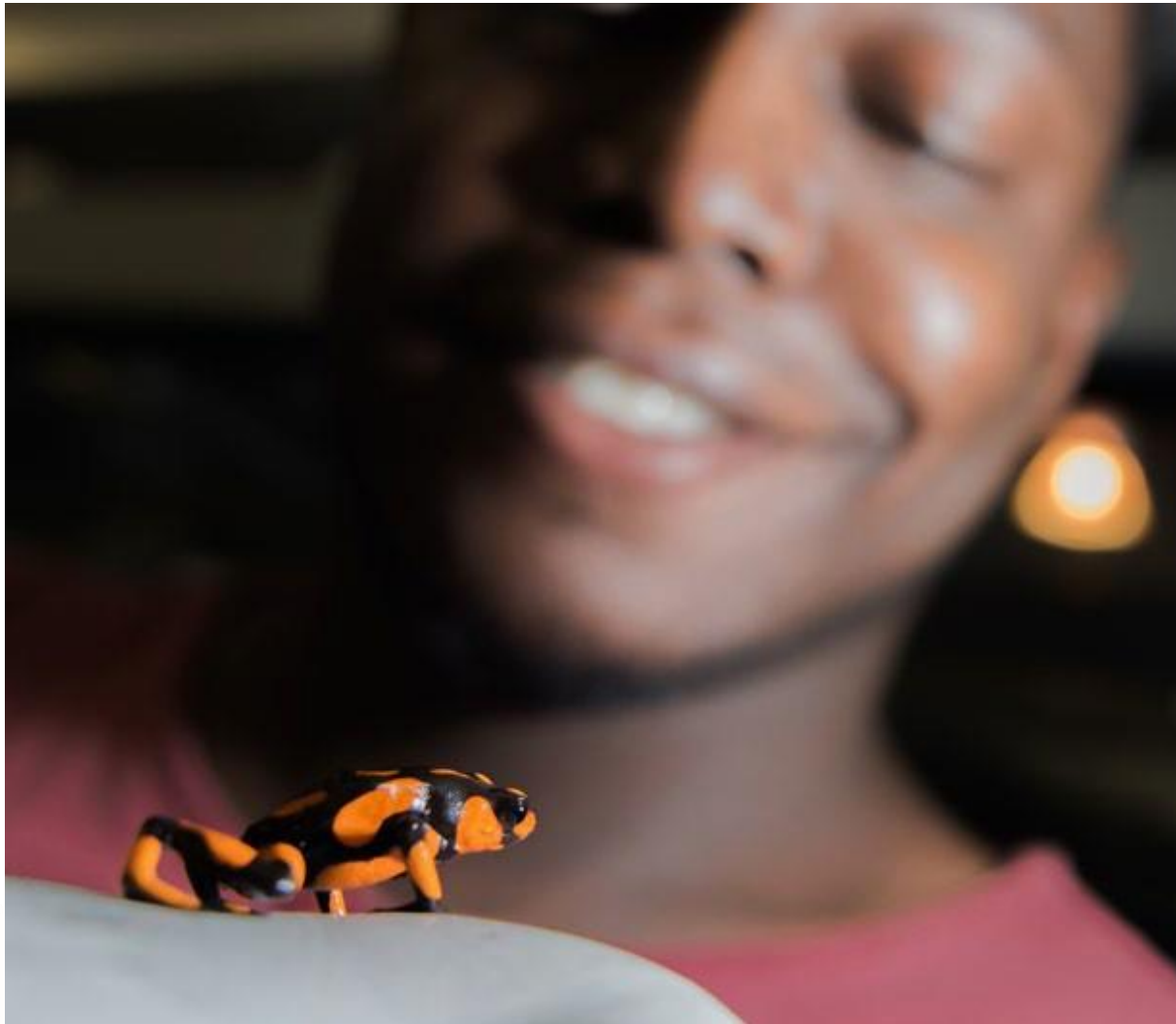
Financial and administrative framework

The 2021-2025 SP is based on two overlapping circumstances in the post-pandemic context. First, a cyclical one, derived from the economic effects of the pandemic and its consequences on the different sectors of the national economy. Second, a more structural trend, associated with the stability of total student enrollment, the impossibility of significant increases in the price of undergraduate tuition, and the sustained (and inertial) growth in operating costs, especially labor costs.

These circumstances make clear the exhaustion of a financial model that was the basis for the development and growth of the University during the last decades. For the planning period of the current SP, and certainly for the following years, the University will not (unrealistically) be able to expect growing revenues from more undergraduate students and systematic increases in enrollment.

On the contrary, the new context implies that future revenues must incorporate as a basic assumption the convergence of the undergraduate population

toward a stable number (about 15,000 students) and real increases in enrollment only if necessary. Achieving a stable population of 15,000 undergraduate students requires efforts and difficult decisions on several fronts, such as partial scholarships, differential fees per program, changes in admissions criteria, changes in some of the qualified registries, improved *scouting*, and substantial growth in some of the more dynamic programs. Increasing demand programs should help to address the decline in the number of students in demand programs.

The number of students in the faculties of Engineering and Social Sciences is decreasing, (see Figures 3 and 4).

Although undergraduate tuition revenues will continue to be a major source of income for the University, their share will remain stable over time. Thus, new expenditure and investment needs must have alternative sources of financing. These new sources will be concentrated in the growth of continuing education offerings, as well as in the institutional commitment, which has been described in this document, associated with the new hybrid and virtual graduate programs.
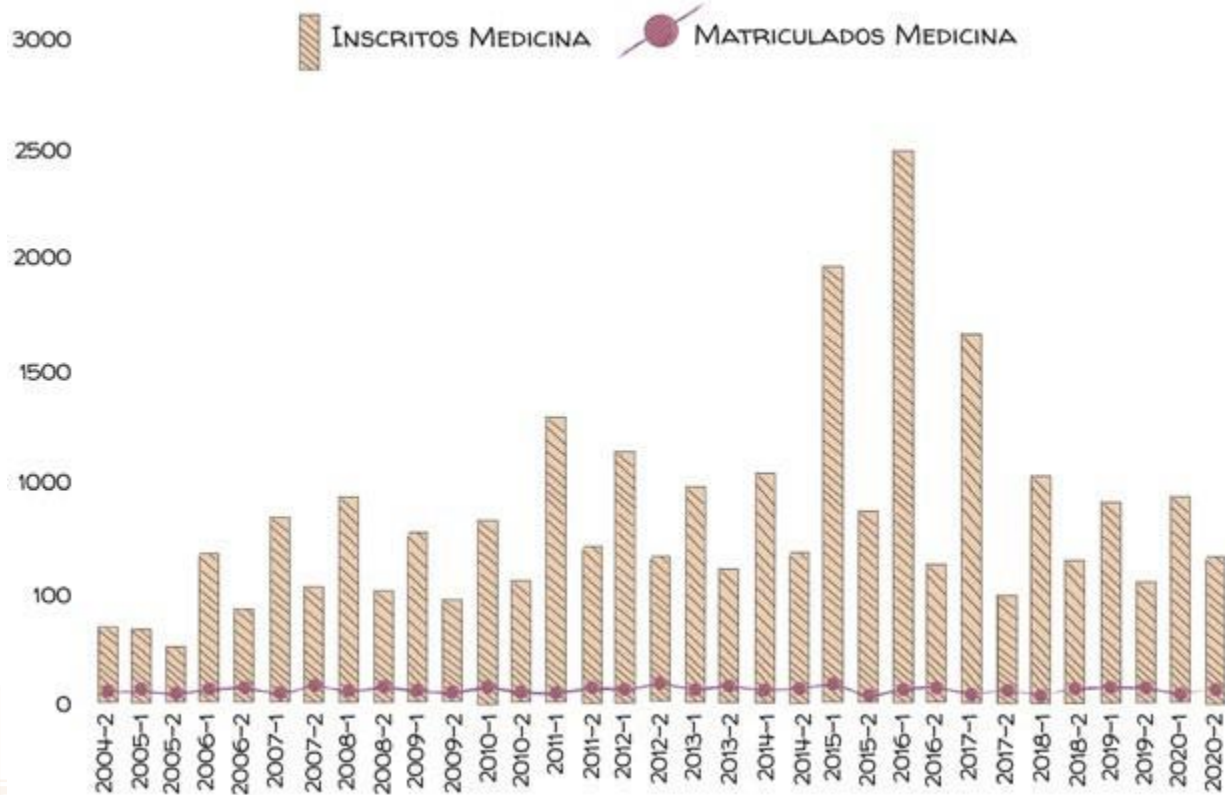
Graph 3 Medical Students
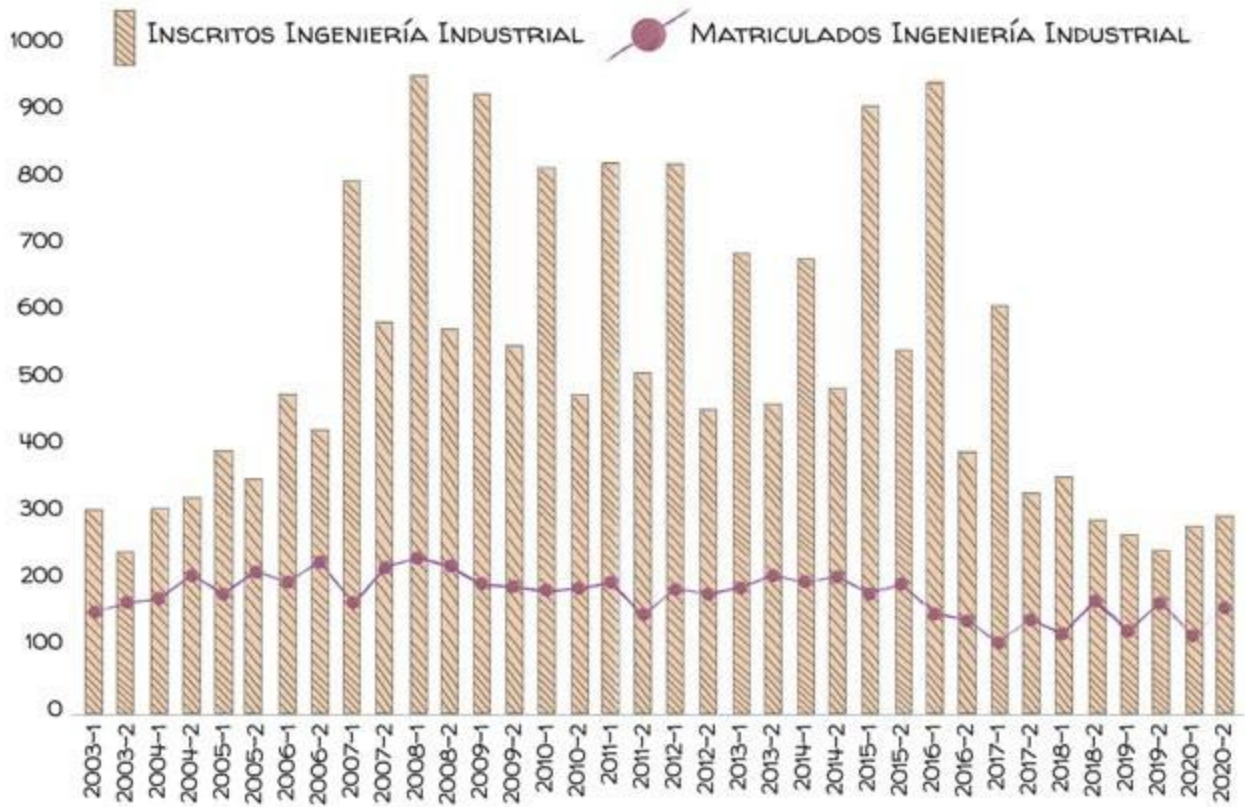
Graph 4. Industrial Engineering Students

This strategy will be complemented, in proportionately smaller amounts, by income from philanthropic activities (see "Diversification of the *capital campaign*"), on-campus auxiliary services, research and consulting contracts, and external fundraising (see "Research and creative impact strategy"). Contributions are also expected to be associated with financial returns from operations and investments in domestic and foreign currencies. Yields could increase in the coming years because of good management of the portfolio, as well as the liquidation of some of the University's

real estate assets strengthen it.

At the same time, the SP 2021-2025 considers the new guidelines for the control of the University's operating expenses, especially with regard to the growth of the payroll. In the short and medium term, it will be necessary to achieve great stability in the size of the teaching staff, as well as optimizations in the administrative staff.

Operating budget

Graph 5 and Table 1 present the financial projections derived from the described actions to be implemented.

The figures refer exclusively to the University's operating budget. Table 1 shows the intermediate scenario for the statement of income and expenditures resulting from the projections illustrated in Figure 5.

The projections are the result of possible temporary changes in the different items that make up the University's income and expenses. In particular, the prospective analysis includes the following goals and assumptions:

- Undergraduate students: 15,000 by 2025; annual growth in the value of tuition at CPI.

- Face-to-face master's degree students: 4,000 by 2025; annual enrollment growth at CPI + 1 pp.

- Virtual/hybrid master's degree students: 100 in 2021, growing to between 2000 and 3000 by 2025.

- Continuing education: growing between 10% and 15% annually, between 2021 and 2025.

- Revenues from projects/research: grow between CPI + 2 pp and CPI + 5 pp, between the years 2021 and 2025.

- Cost of teachers' payroll: grows between 2 % and 4 % per year in real terms due to the effect of the Teachers' Statute.

- Administrative payroll cost: variation between -1 % and 1 % real annual variation between 2021 and 2025.

- Cost of graduate assistants and professors: increases at the CPI every year.

- Operating costs: variation between -1 % and 1 % real annual rate, between 2021 and 2025.
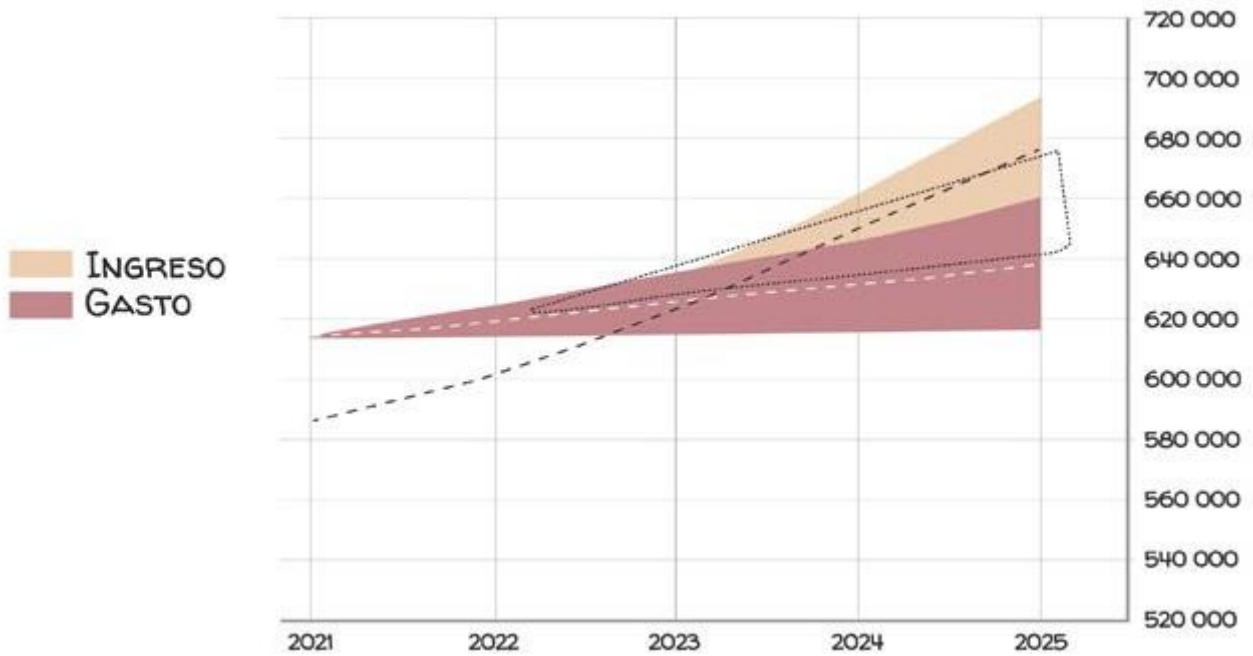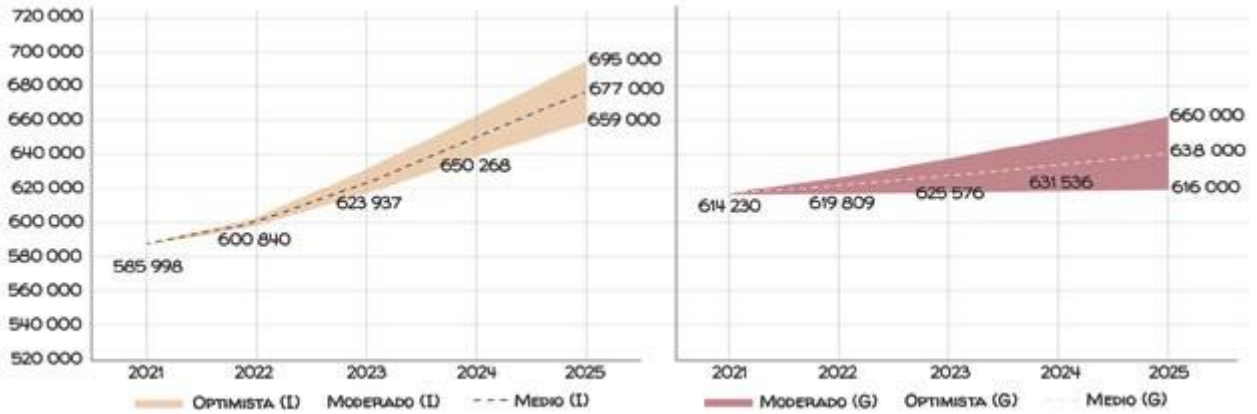
Graph 5. Financial projections (ranges of variation)

Table 1. Projected revenues and expenditures in 2025

Operating income	
Undergraduate	525 000
Postgraduate	154 000
Continuing education	35 000
Other income (vacations, housing, certificates)	22 000
Contracts	59 000
Scholarships	-118 000
Total operating income	**677 000**
Operating expenses	
Administrative and other personnel	147 000
Chairs	33 000
Teachers	209 000
Graduate assistantships	26 000
Bonuses	18 000
Operating expenses	175 000
Total operating expenses	**609 000**
Depreciation and amortization	**28 000**
Operating surplus	**39 000**
ebitda	**68 000**

Amounts in millions of Colombian Pesos

These results suggest that the implementation of the initiatives and strategies contemplated in this SP, which include an emphasis on virtual graduate programs and continuing education, as well as an increase in the number of students admitted to the most dynamic programs (in addition to academic, administrative and research strengthening), will make it possible to recover the University's investment capacity and guarantee its sustainability.

In addition, to achieve a balance in the operating budget and to finance its investment plans, the University has non-operating income that must grow as part of the implementation of the SP. These include donations managed by the Philanthropy Department team, as well as resources from the University of the Andes Foundation, based in the United States.

In addition to the above, there is the initiative of auxiliary services for the economic exploitation of the campus and the expected returns from investments in local and foreign currency and the valuation of the *endowment*. Non-operating income for the next five years should be in the order of 60,000 million pesos per year (close to 10% of total income).

Investment budget

The main sources of financing for the University's investments include surpluses achieved in previous periods, non-operating income (taking into account donations and financial returns), the eventual liquidation of assets, the acquisition of debt and the use of reserves.

This means that the so-called investment allocations must be quantified and limited according to the University's budget results. In addition, decisions can be made to increase institutional savings and strengthen the investment portfolio (*endowment*) managed by the financial committee of the Board of Governors.

The figures mentioned in Graph 5 and Table 1 allow us to estimate that the annual investment budget for the next few years will be in the order of 50 billion pesos, after deducting debt service commitments and the student loan portfolio. These resources, as mentioned above, will be focused primarily on implementing the digital transformation strategy (see Table 2).

Table 2. Investment plan for the digital transformation initiative (2021-2025).

Total annual investment values

	2021	2022	2023	2024	2025
Start-up10	**962**	**30 252**	**22 131**	**13 944**	**9592**
Investment put into operation by the central administration	4156	13 977	9962	6775	5747
Investment put into operation by the Academic Vice-Rectory	4222	12 741	12 169	7168	3846
Investment put into operation by la Vice Rector's Office for Research and Creation	2584	3534	0	0	0

Amounts in millions of Colombian Pesos

The remaining funds will be allocated to pending investments in the physical and technological infrastructure of the campus, the acquisition and replacement of laboratory and computer equipment, and the funds of the Office of the Vice President for Research and Creation (including resources for the entrepreneurship, innovation and transfer initiative).

The investment commitments of both the academic units and the central administration, focused on the fulfillment of the mission objectives, particularly those mentioned in this SP, must also be added.

For the latter, in addition to the availability of cash, the correct differentiation between *capex* and *opex*, the return and operating benefit documented by each investment will be taken into account as decision and new infrastructure needs

And equipment, redundancy and duplication of assets and commitments acquired in previous periods.

Other adjustments to the University's operating structure

The financial and administrative framework that supports the SP 2021-2025 takes into account several adjustments to the University's operating scheme; all of them focused on achieving greater efficiency, as well as more clarity and transparency in the management of financial information and compliance with the rules and guidelines for the administration of the academic and administrative units' budgets.

This includes a reform, starting in 2022, in the University's budget structure, whereby the University will have four independent budget lines

that will allow a better understanding of the data and thus help with decision making. The lines will be operating, investment, external financing projects and surplus management funds.

In addition, starting in 2022, a new model for the distribution of resources received by the University from undergraduate tuition payments will be implemented. This new model will be focused on recognizing the real expenses of the academic units, while generating the correct incentives for quality assurance in teaching.

In addition to the new revenue distribution model, decisions have been made to reduce or even eliminate *overhead* for revenues associated with continuing education, services and projects.

and consulting services. The combination of the new undergraduate revenue model and the adjustments to the OH should result in the elimination of the denounced sustainable contribution that the units pay each year to the central administration, as well as in a new policy that guarantees the availability of the surpluses associated with those sources of revenue that are different from undergraduate tuition.

If fulfilled, the SP 2021-2025 will make the University of the Andes a more connected institution, with greater social impact, happier (or, at least, more aware of the well-being of all) and more sustainable. The implementation challenges are many, but the power of the vision set forth here and the commitment of all will ensure the success of our plans and purposes.

Annex
Monitoring indicators
(Preliminary information)

Dream	Pillar	Indicator
Dream 1. A university that transforms lives and thus contributes to the transformation of the company.	Pillar 1.1. The University promotes social mobility, contributes to adequate labor market insertion. of its students and facilitates entrepreneurship.	• Student diversity • Percentage of scholarship recipients • Employment outcomes of graduates • 50 % growth in graduate students
	Pillar 1.2. The University promotes critical thinking, ethical reflection, and social and environmental awareness.	• Ethical competencies, critical thinking, communication, collaborative and digital work. • Impact of graduates • Programs with complementary competencies • Empathy
	Pillar 1.3. The University promotes lifelong learning and the ability to adapt to changing and uncertain environments.	• Number of COED students • Diversity of COED students • 1000 COED students completing at least one micro-credential • Percentage of COED students in formal program • COED Student Loyalty

Dream	Pillar	Indicator
A university that promotes the well-being of all its members, pluralism, gender equity and diversity.	Pillar 2.1. The University promotes, in its internal affairs, participatory, supportive and transparent decision-making.	• Sense of belonging to the community • Confidence in the University • Percentage of teachers participating in the elections • Percentage of students participating in elections
	Pillar 2.2. The University promotes an environment respectful of diversity, different life experiences and different views of society.	• Job satisfaction • Faculty promotion rates • Administrative promotion fees • Prevalence of MAAD behaviors • University civic culture • Diversity of our population
	Pillar 2.3. The University promotes the well-being and mental and physical health of students, teachers and administrative workers.	• Permanent student wellness • Subjective well-being for teachers and administrative staff • Physical health
A university that works to achieve a significant impact in the generation of knowledge, sustainability, democratic debate, proposals for reform and the construction of hopeful and inclusive narratives.	Pillar 3.1. The University works to achieve measurable impacts and sustainable in their immediate environment.	• Complexity of the network with the surrounding community
	Pillar 3.2. The University works to achieve measurable and significant impacts on knowledge generation and artistic creation.	• Impact of scientific production • Transfer growth • Impact vic products
	Pillar 3.3. The University cooperates with other actors, in academia and beyond. of it, to influence the democratic debate, sustainability, the reformist agenda and the construction of special and inclusive narratives.	• Complexity of the national partner network • Complexity of the international partner network • Uniandino impact