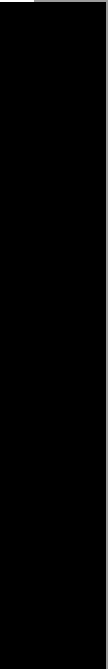




UNIVERSIDAD MAYOR
para espíritus emprendedores

STRATEGIC DEVELOPMENT PLAN 2017-2021

UPDATE 2018





UNIVERSIDAD
MAYOR
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STRATEGIC
DEVELOPMENT
PLAN 2017 - 2021

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PRESENTATION OF UNIVERSIDAD MAYOR

Universidad Mayor is a private non-profit Higher education institution, founded in 1988 and is registered with registration number 13 of the Ministry of Education. In accordance with the requirements of the Chilean Higher Education system, was submitted to the process of the Higher Council of Education (CSE) and obtained full autonomy on July 4, 1996.

On December 2005, the National Undergraduate Accreditation Commission (today National Accreditation Commission, CNA) granted 5 years of Institutional Accreditation, until 2009; status that was renewed on May 2015 after obtaining continuing accreditation for 5 years in the areas of Institutional Management, Undergraduate Teaching and, for the first time, Community engagement .

On January 2005, UM started an Institutional Accreditation Process before Middle States Commission on Higher Education that granted the status of Candidate for Accreditation Institution on June 2006, after verifying compliance with the Eligibility requirements. On June 2010 the status of Accredited Institution was conferred, after verifying the full compliance of the 14 quality standards, which was extended for a single period of five years, until 2015. The UM becomes the first university in South America and Chile to achieve Institutional Accreditation with this North American agency. In April 2015, the UM receives the visit of the peer reviewers and obtains its international continuing accreditation, which is valid until 2023.

In 2011, the UM was invited by the Council of Presidents of the Chilean Universities (CRUCH) to the Unified System of Admission for Higher Education due to its commitment with quality.

This trajectory in systematic accreditation processes and their results, show that the UM has made progress in quality assurance and this has involved significant changes in its management areas.

WORDS BY THE PRESIDENT

2018 marks the 30th anniversary of Universidad Mayor. This makes us proud and appreciative, but also forces us to embrace the challenges of the context we live in, in which the advance of science and technology seem to have taken over the spaces allotted to the lives of people and organizations.

If we look back, we can look upon three decades in which we have developed, despite the complexities of the environment, learning and forging a distinctive stamp between all of us who make up the community of Universidad Mayor. It has not been easy, but due to the work and the union of many, today we can say that we live a maturity that allows us to visualize the future with optimism and confidence in what we can become.

For this we rely on our accreditations and continuing accreditations before national organizations and the Middle States Commission on Higher Education, which entitled us to become the first Chilean university to accredit its quality in the USA. Likewise, 22 of our programs are already accredited in Chile, as well the areas of Institutional Management, Undergraduate Teaching and, for the first time, Community engagement.

In spite of our achievements, we also trust in what we have learned from difficult situations. As an example in 2016, we ventured from 11 to 3 Faculties, with the aim of generating a greater interdisciplinary approach among our students and their study plans, and also began to advance in the development and complexity of research, which is carried out in our classrooms and laboratories.

Within this historic restructuring, we generated a Vice-Presidency for Research, which was assumed by a researcher, in order to build an action plan that will finally allow us to reach in the year 2020 the national accreditation in this area. And the results have not taken long, since only this year 2018 we added 124 PhD as Faculty to our three Faculties and to the 16 Centers of Research, promoting the three chosen areas: Science, Arts and Humanities. So, we expect to go from 90 indexed publications that we obtained in 2017, to having more than 200.

Moreover, for the first time Universidad Mayor has projects financed with highly competitive funds, such as Millennium Science Initiative (Iniciativa Milenio), Fund for financing Research centers in Priority Areas (FONDAP/Fondo de financiamiento de centros de Investigación en Areas Prioritarias) and National Fund for Scientific and Technological Development (FONDECYT /Fondo Nacional de Desarrollo Científico y Tecnológico); and with the 25 current research projects, they represent more than \$ 955 million in awarded resources, giving account of the quality of our researchers and the efforts we have made. The above mentioned enhances the Postgraduate area, to the point that we are close to present three new doctoral programs: in Public Policy (the first in its type in Chile); in Advanced Science Materials; and in Physics with concentration in Optics and Quantum Information, which will begin their classes in March 2019 and join the already existing programs in Integrative Genomics and Neurobiology.



However, we believe that, to achieve the goals in a dynamic and changing world, we cannot stay motionless, that is why we assume our responsibility with the students, who graduate to an increasingly technified labor market and where knowledge is constantly being updated, leaving those who are unable to adapt at risk of obsolescence. That is why we believe in the concepts of interdisciplinary approach and entrepreneurship as axis of the training of new professionals.

This has been endorsed, after the creation of the new Faculty of Interdisciplinary Studies, which will be responsible for promoting this joint work and administer the agreements with foreign programs, which will cross the curriculum of the 38 academic programs. In addition, it will have the development of diverse initiatives such as the D-School at Universidad Mayor, the first creative space of its kind created in Latin America, due to an alliance with the prestigious Hasso Plattner Institute of Germany, which will locate this methodology through courses and workshops, fostering ideation and creativity skills, in our students, collaborators and faculty.

The Universidad Mayor D-School will be a central element in the training of all our students, who will experience through different courses and workshops this new way of thinking that will allow them to develop capacities to interact in an increasingly complex, diverse, collaborative and changing world, giving a new impulse to our entrepreneurial spirit.

We have no doubt that in the future universities will have to be increasingly flexible, digital and globalized, this is why at Universidad Mayor we are already preparing to face this challenge, with the vision that characterizes us. For this reason, we have convened a committee of international experts in education, so that, together with the researchers and the faculty of our institution, we can think, model and respond to the requirements that higher education will demand in the coming years.

In this way, I invite you to review the 2017-2021 Strategic Plan, updated in 2018, that will be our guide during the next 4 years, and that was elaborated by diverse faculty and managers of the institution. It accumulates data and observations about what we want for the short, medium and long term. So, I hope that all of you analyze and discuss among your peers, in order to enrich the discussion about the future of Universidad Mayor.

Best Regards,

**Rubén Covarrubias,
President of Universidad Mayor**



**BACKGROUND
FOR STRATEGIC
PLANNING**

The uncertain scenario in which the education sector has developed in recent years invites higher education institutions to focus their strategic guidelines towards what the national accrediting bodies promote as key dimensions in the accreditation processes. In the formulation of the Strategic Development Plan, Universidad Mayor has considered these dimensions as basic axis which will be evaluated in the accreditation processes. To the above mentioned, Universidad Mayor has decided to incorporate entrepreneurship as a strategic axis, this being its differentiator hallmark.

A priority element for the elaboration of its strategic plan corresponds to the opportunities for improvement raised in the peer review reports and accreditation agreements, after the last national and international accreditations. Therefore, the lines of work will be oriented to the improvement of the weaknesses detected in the latest accreditation processes.

Universidad Mayor has manifested a clear orientation towards continuous improvement during the last years, constituting various instances of analysis and discussion of the strategic orientation that should guide the University with permanent views to the changes that have occurred in the environment in order to generate actions that have been part of its strategic layout.

PRESIDENCY COMMITTEE REPORT

In mid-2015, a Presidency Commission elaborated the document "Proposals of Adjustments to the Operational Model of Universidad Mayor" in which Institutional Design changes were analyzed, evaluated and proposed, this enables the University to adapt to the new conditions imposed by the substantive modification to public policies that regulate the higher education sector and that modify the scenario in which the institution has developed.

The basis of this document is the diagnosis made of the University, which details the following:

STRENGTHS

- The decision of Universidad Mayor to join the Unified System of Admission for Higher Education, contributed to the strengthening of its brand image, generating a new segmentation within private universities that joined the Unified System of Admission and those who decided not to join the system.
- Amplitude of its academic offer and consolidation of the educational project (22,000 current students and more than 14,000 graduates).
- Accomplished 5 years of National accreditation which positions it among the universities with the highest accreditation period, obtained with the challenging new criteria of the CNA and the continuous accreditation with MSCHE.

WEAKNESSES

- Weakened Strategic Plan, scarcely socialized and implemented.
- Absence of results-oriented management at the different hierarchical levels of the Academic area.
- Complex Organizational climate, affected by budgetary restrictions and with operational impact.
- Structurally deficient academic operation model.
- Gradual loss of service orientation in back office areas.
- Inefficient internal communication system, which contributes in a significant way to the internal uncertainty impacting negatively the organizational climate.
- Commercial area with insufficient development to respond to current needs.
- Low level of services for evening and online programs.



OPPORTUNITIES

- Increasing access of young people to higher education.
- Advancement in the average age of entry into the labor market (evening and online programs).
- Increase in the appraisal of international accreditation in the public.

THREATS

- Relevant changes in public policies that modify the competitive context.
- Uncertainty due to prolongation and inaccuracies in the debate on changes in public policies.
- Real possibility of adjustment to lower University fees.

After this diagnosis, the committee made a series of proposals for operational improvement, in both academic and administrative areas:

1. Prioritizing and accelerating the academic structure normalization project of the Faculties.
2. Forming a commission to deepen the analysis on the faculty cost differences between programs.
3. Redesigning processes such as technological upgrade and incentives oriented to the efficient use of the block schedule, applying an optimization academic criteria to impact the use of infrastructure.
4. Strengthening and accelerating a cross-disciplinary project to optimize student/teacher ratio.
5. Creating a committee at the highest level, appointed directly by the President, to study the adjustment of the current academic structure (merger of Faculties).
6. Increase the offer of programs and services, in order to increase the income from different sources rather than from the undergraduate programs with daytime schedule only.
7. Implementing a management and accountability model at the level of Faculties and Programs, that includes goal setting within a time frame, accountability and results, incentives and performance evaluation.
8. Modernizing the educational model by aligning it with infrastructure needs. This is a longer term project that deals with an axis area of strategic development.

2015 INTERNATIONAL ACCREDITATION

During the second process of the International Accreditation before the Middle States Commission on Higher Education (MSCHE), the University showed full compliance with the accreditation standards, delivering as result of this five-year process, in which all the units of the University were involved, a total of 30 suggestions and 15 commendations. These referred to the variety and quality of students services, the excellence of the Mayor Curriculum and the strength with which the institution has incorporated the assessment culture in the academic area.

Suggestions, that unlike a requirement or recommendation are not mandatory to perform, but can be taken as a contribution from the peer evaluators team to perfect the management of the institution. These suggestions were mostly related to improvements in internal communication, a greater use of assessment in institutional management processes, improve students tracking, hire more teachers with higher degrees for teaching and research, encourage the participation of faculty in curricular decisions, standardize the English language requirement among the disciplines taught and perfect their mentoring and remedial courses program.

The impact that this international accreditation had for the institution is significant in different dimensions. First, in terms of prestige, by becoming the first Chilean university to be accredited with rigorous international quality standards. Secondly, because it meant an enormous institutional learning in terms of good practices and the generation of a culture of continuous improvement that permeated our university. And thirdly, because we made a leap in internationalization, by becoming part of the prestigious group of universities affiliated with MSCHE, which allows us to establish agreements and alliances with foreign organizations from the perspective of a peer.

The Chair's Commission, Karen Jogan, who is currently a commissioner for the MSCHE wrote a few words of praise in a letter she wrote to the MSCHE president, where she expresses her impression concerning this accreditation process:

“What is lacking in my confidential Chair's report is the level of positive enthusiasm with which Universidad Mayor took on this accreditation challenge. Over time, I experienced the energy of the trajectory, the eagerness of the administrators and faculty to move their institution ahead, the genuine acknowledgement of the university administration that this process significantly improved services and product. Any minor suggestion of Middle States consultants and evaluators was embraced, even if at times suggestions were creatively adapted to the specific nature of that institution. In all ways, Universidad Mayor became a poster child for successful implementation of Middle States standards. In my opinion, having repeatedly visited Universidad Mayor over the past 5 years, the MSCHE accreditation was transformational for this institution.”

2015 NATIONAL ACCREDITATION

For the national accreditation process, which was carried out in parallel with the international accreditation process, the peer evaluator team highlighted the quality of the report, the delivery of sufficient background and its self-critical nature in fundamental aspects to the development proposed by the University. Emphasizing the fact of having underestimated the purpose of moving towards a complex university in terms of investment and changes in the educational project that this goal implies; the need to improve indicators of participation and of complementing the advances in the field of Human Resources and in the academic career project.

Among its strengths, it stands out that, in accordance with its Mission, a main objective of the institution has been “to provide high quality education to its students in the Undergraduate level and maintain excellence in postgraduate programs” fact that has been responsibly executed and showing progress over time, based on an educational model that is implemented in the Mayor Curriculum. It was also commended that there are purposes, objectives and institutional policies that guide and focus the development of the institution and are known by the university community; that there is an adequate infrastructure and equipment; that the Temuco Campus, due to its community engagement activities, has become a relevant actor for the region and that the international cooperation of the University has had a positive impact in the arrival of foreign students.

In this accreditation process, 11 weaknesses were detected, two in Strategic Management and Institutional Resources, six in Teaching and Results of the Training Process, one in Internal Quality Assurance, one in Community Engagement and one in Research, Creation and Innovation.

2016-2019 IMPROVEMENT PLAN

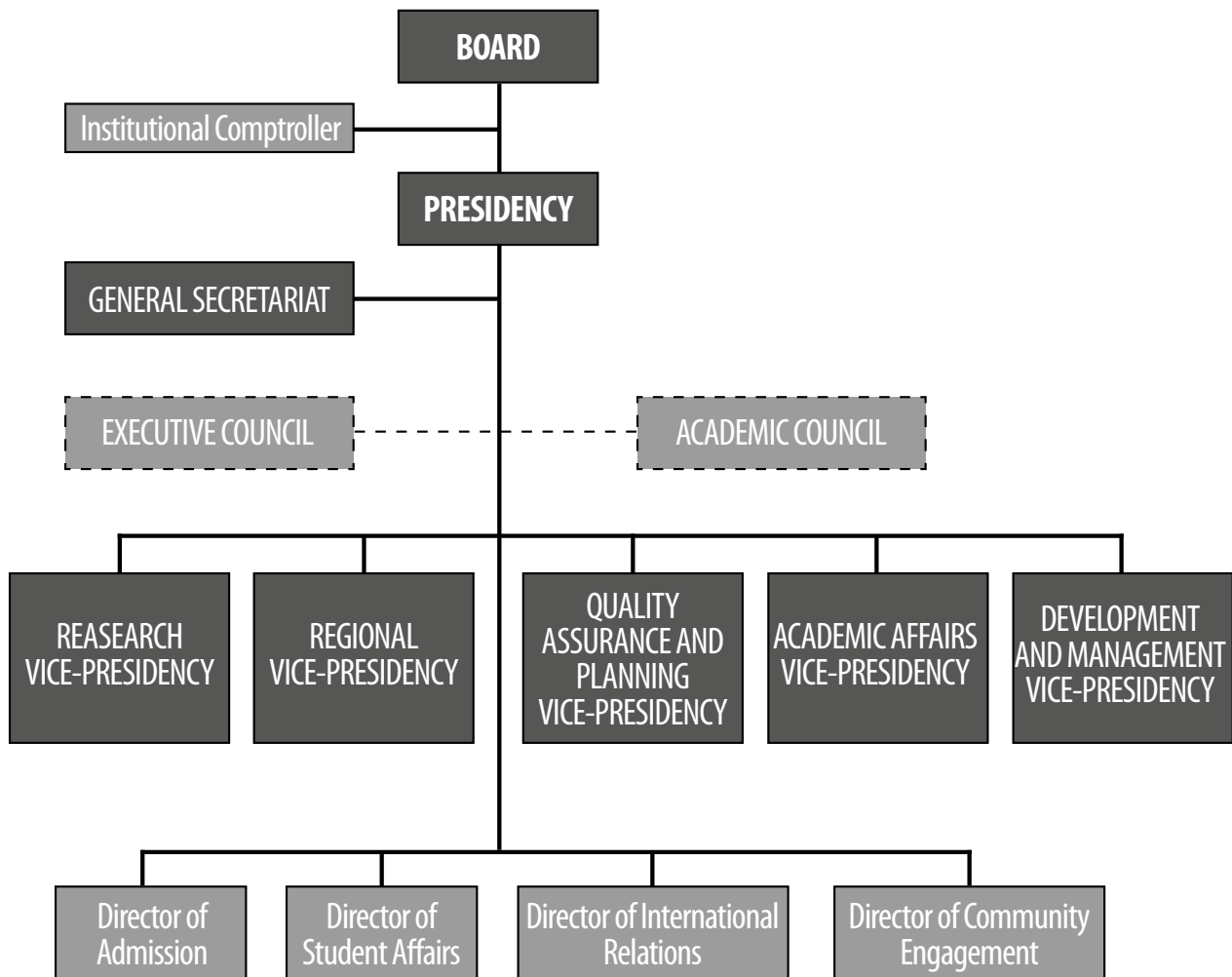
At the end of 2015, the new Assessment Plan of the Universidad Mayor is presented, which contemplates the improvement activities set by the institution and that are the result of the two institutional accreditation processes carried out the year 2015. This plan is intended to be developed in the period 2016 - 2019.

The mechanism that operates transversally to support the process of evaluation and continuous improvement of the institution is the Platform for Accreditation Processes, in which each unit responsible must annually enter the significant facts of their area and the degree of progress for each of the activities committed in the Plan.

THE RESTRUCTURING OF UNIVERSIDAD MAYOR

For the year 2016, great progress is observed in a large part of the proposals presented after the institutional SWOT analysis. The fusion of faculties, suggested by the Presidency Committee, seeks to promote an interdisciplinary approach by aligning “broad and related areas of knowledge” to generate, cultivate, apply and transmit knowledge and values consistent with the mission and vision of the university.

Thus, for example, the Vice Presidency for Research based its policy and actions on a centralized perspective to enhance its development within the university. In the same way, the Vice Presidencies are restructured in order to focus their responsibilities. With the changes incorporated, the new structure of the institution is reflected in the following organizational chart:



The process of change of structure allowed to generate a new way of articulating disciplines and areas, it deployed the traditional functions of the academy in a new way in order to overcome the isolation of the academic spaces divided in disciplines and allowed the configuration of interdisciplinary constructs that are facilitating the transition from a quality institution to one of excellence.

The aforementioned, led to a new view of the strategic plan of the institution, moving from a quality university to one of excellence should be reflected in the institutional statements.

In mid-2017, as a result of the changes, a reformulation of the Mission, Vision and Strategic Plan of Universidad Mayor was necessary.

The units of the university participated in these changes aligning their development plan with the new criteria that were incorporated in the institutional management.

In 2018, as a result of the diagnosis made, the Faculty of Interdisciplinary Studies was created, with the objectives of training integral leaders and promoting the cross curriculum approach to knowledge, with new programs and including the areas of general education, management and the nucleus of basic sciences, the first two areas being a hallmark of the university.

This new faculty also seeks to support innovation and internationalization by formalizing academic development agreements with institutions of international prestige such as MIT through its J-Well program and with the Hasso Plattner Institute (HPI) of Germany, among others.

RELEVANT MILESTONES IN THE CONTEXT OF CHILEAN HIGHER EDUCATION

GRATUITY

The change that most strongly impacted the higher education sector was the gratuity policy of university for students belonging to the first six deciles enrolled in the CRUCH universities and in the private universities that accepted to participate in this policy. The institutions that subscribe to gratuity will also have certain maximum University fees for those who do not have the benefit and belong to the seventh, eighth and ninth income deciles. Other financial measures that affect the sector are the total elimination of the AFI (Aporte Fiscal Indirecto/ Indirect Fiscal Contribution) and the absence of basal contributions for private universities outside the CRUCH. The gratuity caused serious budgetary losses to the affiliated universities and affected the enrollment of those universities that did not join this policy.

ADMISSION

The regulation and definition by the DEMRE (Departamento de Evaluación, Medición y Registro Educativo/ Department of Evaluation, Measurement and Educational Registration) that determines a maximum of 15% of the first-year enrollment as a special admission quota, strongly affected the programs offered for the evening, which considerably limits access for people seeking to make compatible work and studies and significantly affects the enrollment rate of the universities attached to the Unified System of Admission.

NEW HIGHER EDUCATION LAW

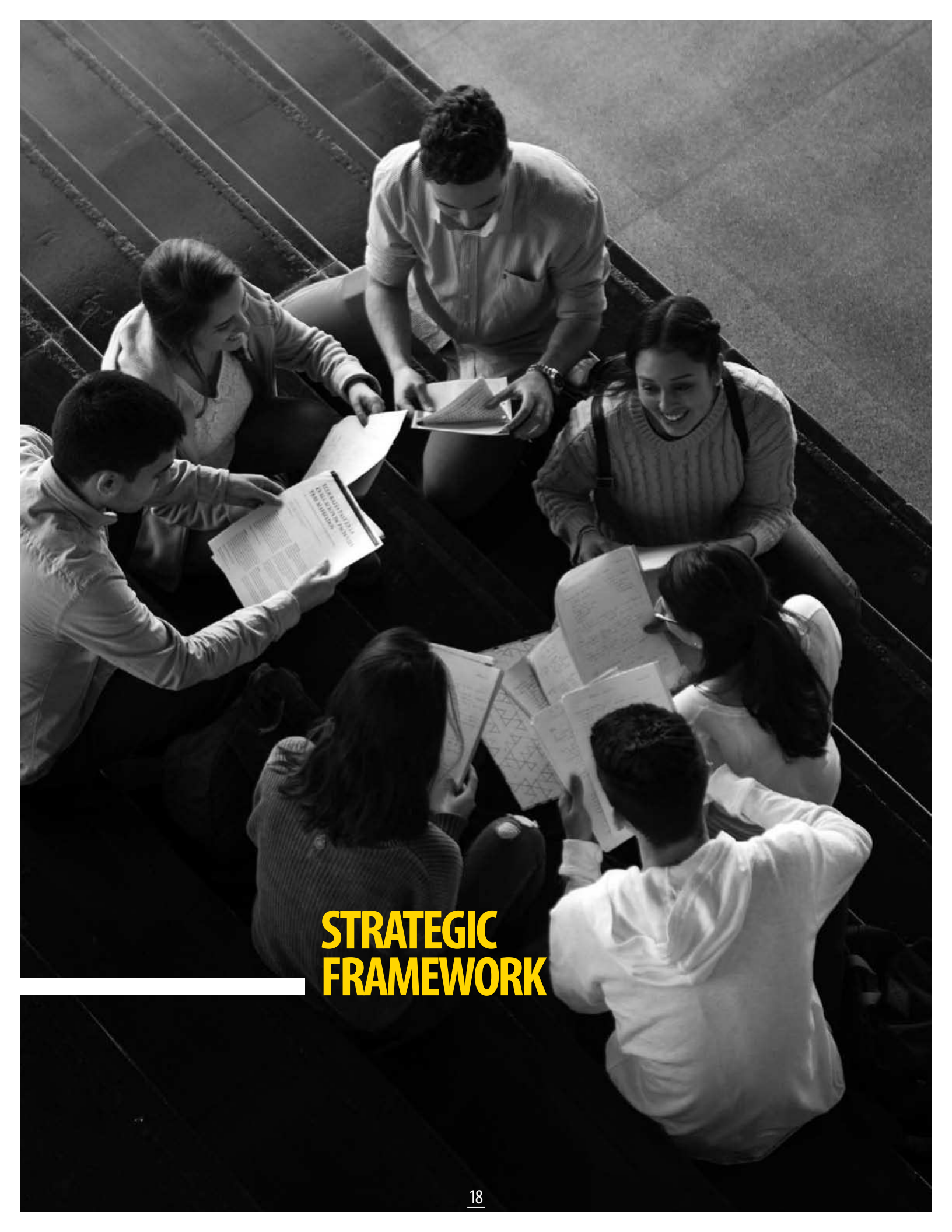
The movement that has affected the normative framework of higher education for a decade ended in 2018 with the approval of the new Law of Higher Education, which establishes a Subsecretary of Higher Education, a new System of Quality Assurance and gratuity as a law. However, this entails changes in the financial and regulatory areas that are not yet fully resolved. With the new law, institutional accreditation is mandatory for all autonomous universities. The participation of private agencies is reduced and the role of peer evaluators is enhanced. Non-accredited institutions cannot offer new programs, open branches, increase vacancies and may even be forced to close. In addition, it makes the accreditation of the dentistry degree and the doctoral programs compulsory. However, for the National Accreditation Commission (CNA) itself there are still five critical points in the transitory provisions that must be resolved: the compulsory nature of institutional accreditation and doctorates; the immediate provision that the CNA be the only official certification agency; accreditation in all levels based on the standards; the formation of the new Commission; and the suspension until 2025 of the voluntary accreditation of programs. They propose that the new criteria and standards that the law provides can be fine-tuned and sanctioned by the new Commission within a reasonable period of time and that the new commissioners be given time to install. There will not be, until the year 2020 clear background regarding the new accreditation criteria and standards. For this reason, the CNA suggested the convenience of establishing a transitory regime to face the next accreditations.

SOLIDARY FINANCING SYSTEM

The Solidary Financing System (SIFS/Sistema de Financiamiento solidario) seeks to replace the previous systems: Credit with State Endorsement (CAE/Crédito con Aval de Estado) and the Solidary Fund (FSCU/Fondo Solidario de Crédito Universitario). The new system will be managed by a State Corporation, where banks will no longer be part of the system. It will have a real annual interest of 2% that will not change during the payment timeframe. The monthly installments cannot exceed the 10% monthly wages of the debtor and its payment will be suspended if the debtor receives a wage lower than the legal minimum. The total debt will be extinguished once the debtors have paid 180 monthly installments with no delayed or pending installments, otherwise the unpaid balance will be reprogramed in up to 60 additional installments. The credit will be for the whole regulated fee plus a variable percentage of the gap between this and the real fee, which will vary according to the socioeconomic level of the credit beneficiary and level of accreditation of the institution in which he/she enrolls. The system will finance the regulated fee and the students who belong to the 60% of the most vulnerable families will not pay while studying.

The difference between the referential fee and the real fee will have to be financed by the universities through internal scholarships, which could lead to an annual loss of 2.500 to 5.000 million pesos for Universidad Mayor. Generating an additional burden to the financial status of the University.

Because of the complexity and uncertainty permeating the national scenario of higher education, Universidad Mayor decided to update its strategic plan to the year 2021. In an uncertain scenario it is necessary to focus the strategic guidelines towards the factors that can be improved known by the institution and project over that base its functions aiming at the year 2030, so that when the uncertainty affecting the sector disappears, it does not affect negatively the projections set on a long term for the institution.



**STRATEGIC
FRAMEWORK**

VISION AT 2030

To be honored as a leading private university in Chile and recognized at a Latin American level; renowned for the excellence of its academic programs, its innovative approach, its level of internationalization, the relevance of its contributions made to society and the social and environmental responsibility of its actions.

MISSION

The mission of Universidad Mayor is to prepare graduates through an educational experience that will stimulate ethical behavior, an attitude of entrepreneurship, innovation, leadership, and respect for cultural and social diversity. In order to achieve this, it provides excellence in undergraduate and graduate programs and conducts activities to generate, articulate and disseminate the knowledge to contribute to the national community in the cultural, educational, social and economic fields, taking into account the context of a global world and the norms of scientific rigor.

VALUES

INTEGRITY

Understood as the quality of people to make decisions regarding their behavior with moral integrity, rectitude, honesty, responsibility, with respect for oneself and for others, and accept the consequences derived from it.

RESPECT

Understood as the recognition and respect of the ideas, behaviors and beliefs of other people, which differ from their own, which derive from cultural diversity, religious beliefs, visions of life, race, social stratum, nationality or geographical origin that distinguish us.

SOCIAL RESPONSIBILITY

Understood as the voluntary commitment of individuals and organizations to adopt strategies and behaviors that work towards diminishing the negative impacts that they may cause to society and the environment, seeking to contribute to the development of a more just society and the protection of the environment. It is also a commitment to go further in the training of professionals; it implies promoting the training of individuals committed to the development of society and the country.

PRINCIPLES

ACADEMIC FREEDOM

Adherence to the autonomy, freedom of teaching and intellect, participation of the academic community, respect the hierarchy that imposes the knowledge, the legitimate authority and the responsible exercise of this autonomy.

INSTITUTIONAL EXCELLENCE

Vocation to perform the institutional functions with integrity, high quality and commitment so as to achieve the established purposes, under demanding standards and continuous improvement.

VOCATION FOR PUBLIC SERVICE

Vision of the educational task and of the generation, preservation and dissemination of greater knowledge as a service to people, and a contribution to overcoming the challenges facing the country and society.

EQUALITY

Commitment to non-discrimination, respect for students and officials, and the application of objective criteria of competence, ethical sense and respect regarding the regulations of the institution.



**UNIVERSIDAD
MAYOR
STRATEGIC AXIS**

Taking into account the requisites demanded by the accrediting organisms, the Institutional Mission and Vision and the main strengths of Universidad Mayor, have been defined in 6 strategic axis:

- Faculty and Training
- Strategic Management and Resources
- Research and Artistic Creation
- Community engagement
- Entrepreneurship, Innovation and Interdisciplinary approach
- Internal Quality Assurance

1. FACULTY AND TRAINING

This axis aims at consolidating a program offer that considers: the needs of society becoming an asset for the development of the country and the resources and capacities of the institution. The University also seeks to enhance faculty development and ensure that undergraduate and graduate faculty meet the same standards of excellence. The graduate programs must meet three requisites: be systematic, consider the national needs and be aligned with the main development academic or professional areas of the institution. The programs of the institution should contribute intellectually and positively impact the development of the community.

STRATEGIC OBJECTIVE	INDICATOR	GOAL 2021	INITIATIVES
1.- Applying teaching processes that are efficient and effective.	First year retention rate. Second year retention rate. Timely annual completion rate. Graduation rate. N° of national undergraduate students in exchange. N° of international undergraduate students in exchange.	83% 73% 50% 60% 180 students 500 students	Implement diagnostic mechanisms and support for the students at academic risk. Identify and support talented students. Promote international mobility of students.
2.- Incorporating relevant information from the professional world in the teaching programs, obtained from the graduate tracer studies and the follow-up with employers.	Percentage of programs incorporating graduate and employer's information in the Community engagement reports.	100 % of the programs with graduates	Generate institutional mechanisms for the Tracing of Graduates and Community engagement with employers.
3.- Improving Faculty development model by providing pedagogical and evaluation tools for the faculty and fostering academic updating.	Percentage of teachers that have participated in faculty development. Results of the Faculty Performance Evaluation Survey, answered by students. Percentage of faculty with graduate degrees.	70% 3,7 Institution average 70%	Increase coverage of the Effective teaching program. Increase the support in the different disciplines. Improve the Induction process for new faculty.
4.- Establishing the policies, regulations and strategies that allow teachers to make an academic career.	Percentage of faculty who underwent the process of being ranked in the academic hierarchy. Percentage of faculty for research who underwent the process of being ranked in the academic hierarchy.	100% 95%	Systematically Rank Faculty in accordance to regulation of the Hierarchy Evaluation Commission.
5.- Updating and strengthening the Educational Model and the curricular structure to move towards an Innovative Curriculum and the SCT Chile (Transferable credits)	Percentage of the programs with internal and external diagnosis to move towards the curricular innovation and SCT. Percentage of programs with curricular innovation and SCT. Percentage of courses actively incorporating Virtual Education in its formative or evaluative processes.	100% 25% 30%	Evaluating and updating the curricular development of programs. Validating the Graduate Profiles from the updated competencies in General Education. Defining the Institutional SCT model and its implementation. Foster and train faculty in the use of Virtual Education.
6.- Improving the academic and faculty processes in graduate programs and in health specialties.	Percentage of graduate programs with curricular evaluation processes. Percentage of programs in the health area with curricular evaluation processes. Percentage of PhD programs with curricular evaluation. Percentage of programs incorporating virtual education in their formative or evaluative processes.	90% 90% 100% 30%	Performing curricular evaluation processes in the master, PhD and specialty programs. Developing Virtual Education in the graduate programs.

2. STRATEGIC MANAGEMENT AND RESOURCES

This axis seeks the correct application of policies and mechanisms destined to organize and manage the material, human and financial resources of the university in line with the established goals. It also considers to maintain the institutional structure functioning and the governing system, with the final goal of achieving permanent economic balance in the development of institutional tasks.

STRATEGIC OBJECTIVE	INDICATOR	GOAL 2021	INITIATIVES
7.- Diversifying the income source at an institutional level, maximizing the internal abilities and resources.	Percentage of Incomes not obtained from Undergraduate/ Total income per calendar year.	15% of the income not obtained from undergraduate	Enhancing the offer of Continuing Education, as well as the incorporation of consulting offers of Schools, Nuclei and Centers. Optimization of the Graduate offer, focusing on quality and cost effectiveness. Institutional participation in public and private bids, where the institution has the possibility of presenting high value offers.
8.- Optimizing the use of institutional resources, aligned to the mission and vision, as well as to the strategic objectives.	EBITDA	Over 14%	Budget Monthly control executed by the Vice-presidency, Dean's office and Administrative- Academic Head, to ensure appropriate decision-making. Implementation of the Planning module in SAP, to request, approve and manage budget, through the central system.
9.- Increasing the degree of satisfaction of administrative and academic bodies of the University.	Results of the Organizational Climate Satisfaction survey. Results of ISTAS evaluation (Instituto Sindical de Trabajo y Salud/Union Institute of Work and health)	60% satisfaction "Medium" in each item	Continuing with the Well-being program. Specific institutional leadership programs. Implementation of the Central Employee module in SAP, to provide information for management to collaborators and their heads.
10.- Providing communication and information channels relevant to the different communities within Universidad Mayor that allows improvement of the channels of participation.	Annual Student survey. Effective participation in Open Consultations. N° of directed focus groups. Dropout rate Monthly report from helpdesk and user support.	75% de Satisfacción General 35% de Apertura 6 Focus Group anuales Menor al 80%	Implementation of new Institutional Portals, which allow the delivery of timely information and self-management in a series of processes. Incorporating systematical models of open participation of the university communities in the public consultations. Development of websites for Centers and updating Institutional sites, such as Vice-presidencies, Centers and Development pillars. Implementing a new centralized helpdesk model, with more use of technology and an increase in the schedule through the use of automation and Artificial Intelligence.
11.- Providing spaces that meet the needs of the communities within the institution, considering improvement in infrastructure, incorporating spaces, their maintenance and/or remodeling.	Total square meters for academic support/ Total square meters. Square meters intervened.	35% 8.600 mts.	Implementation of new spaces for collaboration per Campus, which are destined to optimize study time of students granting physical and technological flexibility. Incorporating service elements for the non-traditional public of the University, such as the Evening and Graduate programs, based on their need for support.
12.- Having information and technology systems that allow optimizing academic and institutional management processes.	Shortening of Average time response in the Supply Process. Active students in the Web Platform of the University/ Calendar days per total tuition fees. Number of units with set of active reports. Percentage of active users (real use of management) in SAP per calendar year. Institutional satisfaction surveys.	30% time shortened 70% 10 units 80% users connected 70% "satisfied"	General update of the SAP platform and HANA database, accelerating response times and enabling additional functions for the university management. Development of a constant SAP training programed by the IT area and de Key Users in each area.
13.- Designing effective marketing and communication campaigns that promote the public interest, meeting the needs of the target audience.	Percentage of candidates applying because of Outreach and Marketing campaigns / Total candidates and conversion rate to enrollment of the candidates applying because of Outreach and Marketing campaigns.	64% of candidates applying	Modeling of information through analytical SAP tools, for projecting the reach of campaigns and their impact. Cross incorporation of the content from Communications, as a main element in increasing interest in the University and its relevance among the extended communities. Keeping the marked information updated for undergraduate, graduate and institutional lines, with the aim of knowing perceptions and reach of out institutional image in its different dimensions.





3. RESEARCH AND ARTISTIC CREATION

This axis seeks to promote systematic activities in diverse disciplines that generate new knowledge. These activities should have a clear impact in the discipline they belong to and contribute in this way to the solution of real problems in society. Thus, articulating relations between society and university. Development of high level projects in terms of accuracy and contribution to the advancement in the diverse areas in the university is encouraged.

STRATEGIC OBJECTIVE	INDICATOR	GOAL 2021	INITIATIVES
14.- Strengthening the articulation of research with undergraduate and graduate programs.	N° of participants in articulated programs.	160 enrolled students 200 enrolled students 200 enrolled students 250 enrolled students 250 enrolled students 90 graduate students and guide teachers enrolled 50 Academics enrolled 800 assisting students 50 financed projects	Research Internship Programs for students in the Research Centers. Research Summer Camp. Research Winter Camp. Interdisciplinary Summer School/Open Lab. Interdisciplinary Winter School/Open Lab. Writing, Publishing and Research Workshop. Online Quantitative Research Methodology Diploma. Research Conference Program for Schools in the Arts, Sciences and Humanity faculties. Program for students to participate with projects in the Fund for Development of Publications (FDP).
15.- Improving the infrastructure conditions and academic resources for the development of research.	N° of Centers established. N° of Research Academics. N° of m2. Destined to research.	18 centers 120 Research Academics. Increasing 25% the m2 for research.	Consolidating the creation of new research centers based on strategic areas and Meta-programs. Hiring new researchers through academic contests and specialized search. Implementing the research development plan by building new infrastructure for Centers and Laboratories.
16.- Increasing the number of publications and impact in indexed journals.	Annual N° of WOS publications. Annual N° of SCIELO publications. Annual N° of SCOPUS publications.	140 ISI-WOS publications. 50 SCIELO publications. 30 SCOPUS publications.	Financing program for translation and publications in high impact indexed journals. Financing program for translation and publications in high impact indexed journals Consulting and editorial revision program for publication in indexed journals.
17.- Increasing the number of research projects with external financing.	N° of projects with external financing.	45 FONDECYT projects 7 CORFO projects 1 FONDAP project 1 MILENIO project 20 projects with other financing sources.	Initiation fund + Support to application program + application to FONDECYT workshop. Initiation fund + Support to application program + application to CORFO workshop. Initiation fund + Support to application program + application to FONDAP workshop. Initiation fund + Support to application program. Initiation fund + Support to application program.
18.- Developing and promoting artistic creation in the University.	Annual N° of Artistic creations in the University. Annual N° of Research Projects for the arts and artistic creation with external financing. Annual N° of Arts publications.	20 artistic creations 15 Culture Funds and other financing sources 10 books with peer evaluation	Special Initiative Fund and Start Art for artistic creation projects. Workshop to apply to Culture Funds. Art publications collected in Universidad Mayor editions.
19.- Fostering international research collaboration and also between institutions.	Annual N° of indexed articles with national collaboration. Annual N° of indexed articles with international collaboration. Annual N° of research agreements with international institutions. Annual N° of international visiting researchers.	35 articles 35 articles 15 research agreements 15 international researchers	National and international collaboration program "Associate Research Fellow and Adjunct Associate Professor". Research Internship program abroad.



4. COMMUNITY ENGAGEMENT (PROFESSIONAL, ACADEMIC, EMPLOYMENT, SOCIAL COMMUNITY)

This axis seeks that the university establishes links with its disciplinary, artistic, technological, productive, or professional environment, to meet the ends of improving the performance of its functions, facilitating academic and professional development of the members of the institution and achieve the institutional goals. Systematic evaluation mechanisms, which are essential to the university and that have a significant impact in the community will be preserved.

STRATEGIC OBJECTIVE	INDICATOR	GOAL 2021	INITIATIVES
20.- Articulating the discipline development with the cultural, educational and economic demands of social reality through Academia and Research.	Percentage of executed initiatives (programs or projects) associated to the themes related to demands and/or social problems.	85% of the initiatives	Creating a sector social observatory on social demands and/or problems. Promotion of academic programs which contribute with solutions to the social reality demands. Consolidating the area of academic engagement, in relation to the link between social demands and student training.
21.- Consolidating the Community Engagement model in the different levels, areas and units of the University with an emphasis in the bidirectional character of the actions.	Percentage of activities of Community Engagement coordinated with the Direction team (applying procedures)	90% of the coordinated activities	Structuring the coordination of the activities of Community Engagement. This coordination should consult and guide all institutional units (Santiago-Temuco) through formal procedures to formulate, budget, execute and evaluate the initiatives. Socialize the VICOM institutional guidelines and procedures for their implementation. Optimizing the procedure for institutional financing of the initiatives pertaining Community Engagement.
22.- Ensuring relevance and quality of the contributions of the initiatives of Community Engagement to receive institutional feedback and development of the community.	N° of programs with feedback reports and contributions from the initiatives. N° of institutional units with feedback reports and contributions from the initiatives.	45 programs 15 units	Improvement of the system and tracking procedure of the initiatives of engagement with the community. Perfecting the initiative evaluation process based on qualitative, quantitative and transversal indicators, that allow analysis and the generation of knowledge.

5. ENTREPRENEURSHIP, INNOVATION AND INTERDISCIPLINARY APPROACH

This axis is an institutional seal and through its development it seeks to transform the university in a space to enhance the generation of knowledge, ideas and projects with an interdisciplinary approach, which could lead to companies, products and /or real or differentiating services. Outreach of ideas, progress, knowledge, technological transfer and the constant impulse for creation is sought. To encourage the innovative and entrepreneurial spirit by developing skills such as: creativity, resiliency, proactivity and leadership along with abilities for identifying opportunities to generate solutions that produce value to the environment, these will characterize the student and faculty at Universidad Mayor.

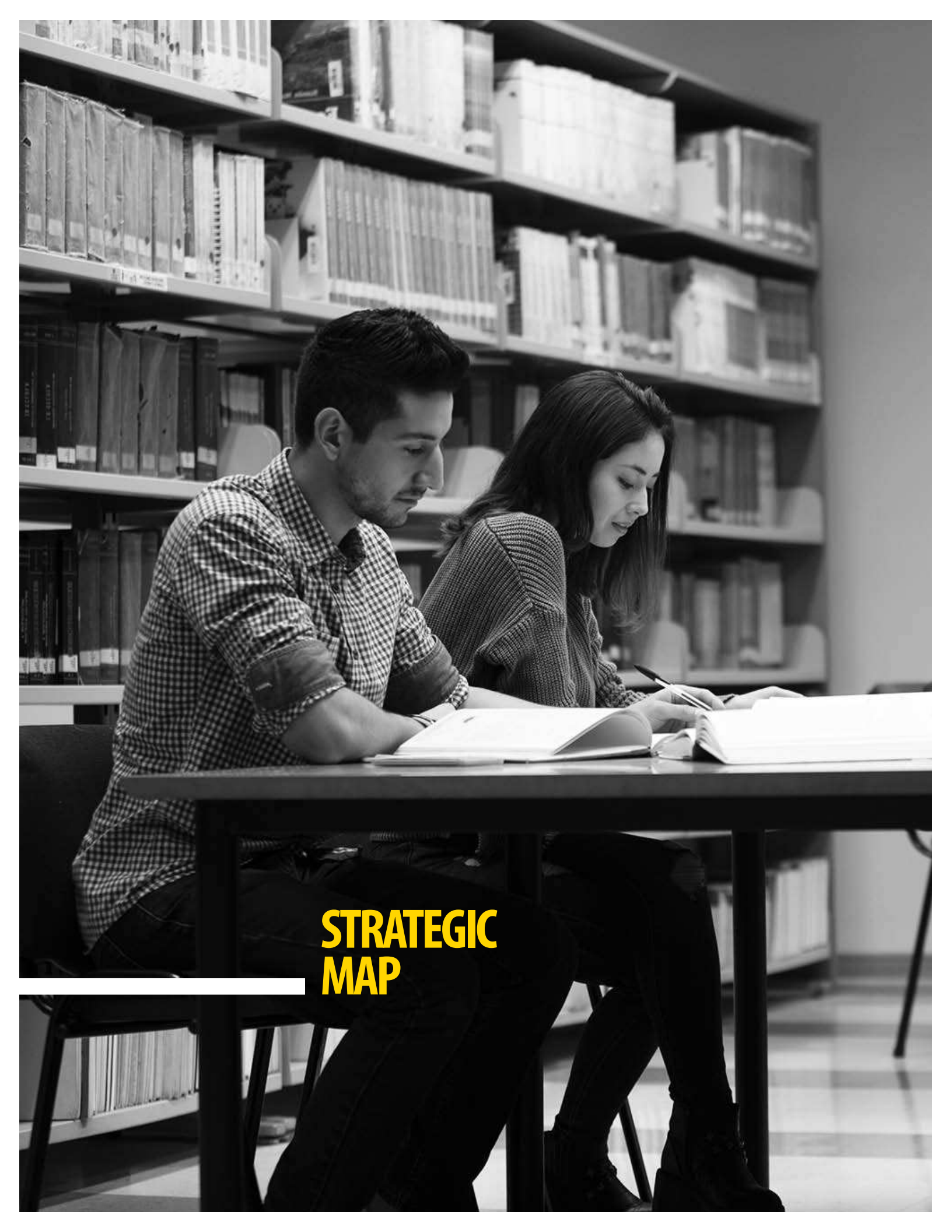
STRATEGIC OBJECTIVE	INDICATOR	GOAL 2021	INITIATIVES
23.- Implementing and strengthening the entrepreneurial ecosystem that allows to enhance initiatives derived from the institution and its environment.	N° of entrepreneurship activities developed in the different spaces of La Fábrica and/or in spaces generated through national or international alliances.	176 activities	Generating co-work spaces in La Fábrica for the development of entrepreneurship activities. Consolidating national and international networks to strengthen entrepreneurship.
24.- Strengthening the entrepreneurial spirit across the Institution through the development of tools and skills of the D-School UM.	Percentage of participants in the UM D-School in relation to the total number of members of Universidad Mayor.	30%	Implementing the Universidad Mayor Design thinking School with the Hasso Platner Institute. Developing programs for students, academics, administrative and external collaborators in order to develop entrepreneurship abilities.
25.- Implementing Entrepreneurship Routes that allow support to incubation projects in accordance to the country's challenges and connected to the world.	N° of incubation areas La Fábrica. N° of startups created in La Fábrica. N° of Pymes (Pequeña y mediana empresa/Small and medium scale enterprises) created through incubation processes in La Fábrica. N° of projects that applied to public and private funds from La Fábrica.	6 Areas 25 Startups 14 27	Strengthening La Fábrica with different incubation areas for Universidad Mayor and its environment.
26.- Installing an innovation and technological transfer culture within the University.	N° of academics/researchers trained in Intellectual property and Technological Transfer.	50 academics/ researchers	Implementing workshop and lecture cycles on Intellectual Property and Technological Transfer for researchers and academics.
27.- Promoting the transfer of technologies developed by Universidad Mayor.	N° of Invention Declarations. N° of requests for Invention Patents or other Industrial Property Rights. N° of technologies in the Technological Portfolio.	20 Invention declarations 2 requests for patents 4 additional technologies.	Detection of research results that may be susceptible to protection, with the form "Declaration of Invention". Generate requests for Invention Patents or other Industrial Property Rights for those results with the highest potential of technological transfer. Implementing a permanent Technological Scouting technology and select technologies with the highest potential of technological transfer (Technological Portfolio UMayor).
28.- Position the University as reference for innovation.	N° of applied research projects with companies or other external entities. N° of companies or other entities impacted.	55 research projects with their applications 40 companies or other entities.	Generating meeting instances between researchers and companies or other external entities that support the generation of joint applied research projects. Implementing strategies to increase engagement with companies or other entities.
29.- Develop an interdisciplinary approach in training and research programs.	N° of new training programs. N° of interdisciplinary research programs.	3 training programs. 5 programs being executed	Evaluating the creation of training undergraduate and graduate interdisciplinary programs. Developing research programs that include different disciplines.

6. INTERNAL QUALITY ASSURANCE

Since its first accreditation with the MSCHE, the UM implemented an assessment culture within the institution. This mechanism, translated as “Self-evaluation and constant improvement” has fostered the establishment of practices across all areas to ensure the systematic performance of self-regulation activities and training for student learning and institutional management. This axis seeks to foster the implementation of politics for quality assurance in undergraduate and graduate programs, as well as self-regulation for an efficient management of institutional processes, for quality research and high impact community engagement. In summary, this axis seeks to demonstrate that the university has an active system for quality assurance.

STRATEGIC OBJECTIVE	INDICATOR	GOAL 2021	INITIATIVES
30.- Applying systematically the mechanisms of internal quality assurance in all the central processes and in the support ones.	National Accreditation. International Accreditation. Percentage of programs applying the mechanisms. N° of support processes with certification. Percentage of Accredited Clinics and Simulation Clinics.	Valid Valid 100% valid self-evaluated programs. 5 certified support processes. 100% of Clinics Accredited	Mantener vigente la acreditación nacional. Mantener vigente la acreditación internacional. Desarrollar procesos de autoevaluación de programas y carreras. Implementar procesos de certificación ISO en las unidades de apoyo. Acreditación de Clínicas y Centro de Simulación Clínica.
31.- Promoting continuous improvement, based on the generation and implementation of improvement plans: institutional, programs and health area specialties in all the types of programs and venues.	Percentage of the units with Development Plans linked with improvement plans being executed and monitoring plans.	100% of the Units with development plans being executed and monitoring plans.	Developing planning processes. Promoting the integration of the improvement plans with the Strategic Planning and the Development plans of each unit. Monitoring of the actions in the improvement plans as a result of the self-evaluation process.
32.- Providing information from internal and external sources for the management processes and decision making.	Institutional Statistical Report. Biannual Academic Management Report.	1 Annual updated report 1 Biannual report	Systematize the information from the available sources. Generate periodical reports with information for decision-making.





**STRATEGIC
MAP**

VISION	To be honored as a leading private university in Chile and recognized at a Latin American level; renowned by the excellence of its academic programs, its innovative approach, its level of internationalization, the relevance of its contributions made to society and the social and environmental responsibility of its actions.				
RESULT	Positioning the University as an innovation reference	Incrementing the number of research projects with external financing	Incrementing the number of publications and impact in indexed journals	Applying efficient and effective formative processes	Optimizing the use of institutional resources aligned with the mission and vision, as well as with the strategic objectives Increasing the degree of satisfaction of administrative and academic bodies of the University
INTERNAL PROCESSES	Promoting the transfer of technologies developed by Universidad Mayor Implementing Entrepreneurship Routes that allow support to incubation projects in accordance to the country's challenges and connected to the world	Applying systematically the mechanisms of internal quality assurance in all the central processes and in the support ones Promoting continuous improvement, based on the generation and implementation of improvement plans: institutional, programs and health area specialties in all the types of programs and venues	Improving Faculty development model by providing pedagogical and evaluation tools for the faculty and fostering academic updating Incorporating relevant information from the professional world in the teaching programs, obtained from the graduate tracer studies and the follow-up with employers	Improving the academic and faculty processes in graduate programs and in health specialties Updating and strengthening the Educational Model and the curricular structure to move towards an Innovative Curriculum and the SCT Chile (Transferable credits)	Strengthening the articulation of research with undergraduate and graduate programs Providing communication and information channels relevant to the different communities within Universidad Mayor that allows improvement of the channels of participation
DEVELOPMENT	Develop an interdisciplinary approach in training and research programs Strengthening the entrepreneurial spirit across the Institution through the development of tools and skills of the D-School UM	Implementing and strengthening the entrepreneurial ecosystem that allows to enhance initiatives derived from the institution and its environment Installing an innovation and technological transfer culture within the University	Articulating the discipline development with the cultural, educational and economic demands of social reality through Academia and Research Consolidating the Community Engagement model in the different levels, areas and units of the University with an emphasis in the bidirectional character of the actions	Developing and promoting artistic creation in the University	
CONDITIONS AND RESOURCES	Fostering international research collaboration and also between institutions Improving the infrastructure conditions and academic resources for the development of research	Providing information from internal and external sources for the management processes and decision making Ensuring relevance and quality of the contributions of the initiatives of Community Engagement to receive institutional feedback and development of the community	Establecer políticas, normas y estrategias que permitan llevar a cabo la carrera docente	Having information and technology systems that allow optimizing academic and institutional management processes Establishing the policies, regulations and strategies that allow teachers to make an academic career	Designing effective marketing and communication campaigns that promote the public interest, meeting the needs of the target audience Providing spaces that meet the needs of the communities within the institution, considering improvement in infrastructure, incorporating spaces, their maintenance and/or remodeling



**MODEL FOR THE
IMPLEMENTATION OF
THE STRATEGIES**

Taking into account that the success of implementing a Strategic Development Plan does not lie in the performance and in the definition of indicators, goals and strategic initiatives, but that in considering as a key factor, the concrete performance that people reach within the institution from the plan and with it to accomplish a better organizational alignment, it is fundamental to incorporate the stages of the implementation of the Plan.

The process of implementation to be applied considers two essential elements, which will ensure the correct fulfillment of the strategy for the University: they are an Outreach and Internal Communication Plan, a Monitoring and Control Plan for the initiatives proposed. Installing these programs will be in charge of a strategy committee and a technical team.

OUTREACH AND INTERNAL COMMUNICATION PLAN

The importance of implementing the outreach and communication initiatives is recognized, because it allows to socialize the relevant elements of the Strategic Plan and also fosters motivation and commitment from faculty, administrative staff and students, creating an integrative work climate and generating the adequate conditions for the University to reach the established objectives on a medium and long term.

To properly convey the strategy is no simple task, it is a great challenge for the University to systematically and effectively communicate to all of the groups of interest the most relevant aspects to allow a real and effective understanding of the strategic definitions that the institution has generated, which is why it is essential to specify what will be conveyed to each group of interest, the channels of communication and the tools to do so.

IMPLEMENTATION MONITORING AND CONTROL PLAN

The Monitoring and Control Plan allows for permanent monitoring of the projects and actions implemented for reaching the strategic objectives defined by the institution.

The monitoring and control of the strategy will develop around two different but complementary dimensions, the first is the performance dimension and the second is the task dimension to control the advances in the implementation of the strategic actions towards reaching the objectives, Mission and Vision proposed by the University.

Each monitoring aforementioned has different objectives, consequently the University will work with two instances for tracking and control, the first is the Strategy Committee, the second is the Technical team.

TEAMS IN CHARGE:

- **STRATEGY COMMITTEE:** the objective of this committee is to corroborate that the actions in the implementation are executed in agreement to the Strategic Plan, which will allow to achieve the results expected in term of performance. One of the most relevant aspects of which this committee has to pay attention is the relation between the budget decisions and the Strategic Plan.

The Strategy Committee will be composed of the university authorities who are part of the Executive Council and it will meet on a quarterly basis, when the advances in the implementation of the Plan will be presented.

- **TECHNICAL TEAM:** the technical team has as a main objective to monitor and control the implementation of the strategy, that is to say its timely execution and quality.

This team monitors, from the respective indicators, each one of the tasks for the successful implementation of the institutional strategy. In order to achieve the aforementioned, it has to define its responsible units for the implementation of the initiatives, and train them for operation, so as to ensure the data collection mechanisms are appropriate to the monitoring through the indicators defined, they have to report to the Strategy Committee on a quarterly basis.

The technical team is composed of the Vice President of Quality Assurance and his staff.

IMPLEMENTATION LEVELS

STRATEGIC DEVELOPMENT PLAN

UNITS DEVELOPMENT PLANS

ANNUAL BUDGET PLANS

The Strategic Development Plan guides the institutional efforts for achieving the Mission and Vision proposed and it is composed of:

- 6 strategic Axis
- 32 Strategic Objectives
- 77 Indicators
- 88 Goals
- 90 Initiatives

The Development Plans seek the fulfillment of the institutional strategic objectives and they guide the work of the Vice-presidencies, Faculties, Schools, Programs and Higher Heads.

The Annual Budget Plans are formulated to dispose of the resources required in the implementation of the set of initiatives formulated in the Strategic Development Plan and the Development Plans of the units.

LA FIBRA
ZONA DE CANVAS



HAY UNA FUERZA
MOTRIZ MÁS PODEROSA
QUE EL VAPOR,
LA ELECTRICIDAD Y LA
ENERGÍA ATÓMICA:
LA VOLUNTAD.
ALBERT EINSTEIN.



UNIVERSIDAD MAYOR

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- Gestión Institucional
- Docencia de Pregrado
- Vinculación con el Medio

Desde 20 mayo 2015
Hasta 20 mayo 2020


Comisión Nacional
de Acreditación
CNA-Chile



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