



# STRATEGIC PLAN 2022-2024

"Towards Consolidating Our Comprehensive Model"



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April 2022

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**Eisenhower used to say**

**"PLANS ARE WORTHLESS, BUT  
PLANNING IS EVERYTHING."**

He meant that no specific plans are followed in practice because unexpected circumstances will undoubtedly arise, but planning—the logical process of systematic foresight—is crucial to success.



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The COVID-19 pandemic has become a catalyst for educational institutions worldwide to seek innovative and immediate solutions in times of lockdown (World Economic Forum, 2020).

Looking forward, institutions must develop sustainable educational plans that withstand the challenges and mysteries of this or other similar scenarios that could occur, whether total or partial, continuous or intermittent lockdown, so that circumstances are not as traumatic as those experienced in 2020.[1]

In the post-lockdown, in addition to the required flexibility, restructuring, and adaptation of physical, educational spaces that preserve health security and host technological services, new, open, diverse, combined, flexible pedagogical approaches are necessary.[2]

So, 2022 will be the year of restructuring teaching models, which will progressively migrate towards hybrid models. These combine on-site and virtual elements for a single purpose: to take advantage of the Internet possibilities to give each student a personalized, disruptive, innovative experience according to their needs.[3]

[1] García Aretio, L. (2021). COVID-19 y educación a distancia digital: preconfinamiento, confinamiento y posconfinamiento. RIED. Revista Iberoamericana de Educación a Distancia, 24(1), pp. 09-32. doi: <http://dx.doi.org/10.5944/ried.24.1.28080>

[2] Idem

[3] Llinás Volpe, M. (2022). Del "corona learning" a la distancia óptima. Fundación Universitaria Compensar. [https://es.linkedin.com/pulse/del-corona-learning-la-distancia-%C3%B3ptima-marco-llin%C3%A1s-volpe?trk=articles\\_directory](https://es.linkedin.com/pulse/del-corona-learning-la-distancia-%C3%B3ptima-marco-llin%C3%A1s-volpe?trk=articles_directory)



Higher education has ceased to be an isolated ecosystem to connect externally and internally with other ecosystems, not only from the point of view of education (e.g., elementary and high school) but also from other more flexible alternatives (e.g., formal and informal learning), ratifying the concept of lifelong learning. The ecosystems of the production, business, governmental, environmental sectors, etc., are also introduced here.



At UCompensar, after a couple of years marked by the pandemic, we understand the era in which we live and are aware that the context is increasingly dynamic and changing. Thus, we seek to promote skills, knowledge, and new opportunities in the digital environment through a comprehensive educational model.

The year 2022 begins with the performance stage of one of our most ambitious projects: the construction of the Fundación Universitaria Compensar Campus. We consolidated the Comprehensive Model between Compensar and UCompensar (a milestone that inspires the name of our Strategic Plan) as the synergy and coordination strategy for programs, services, and resources to build, justify, and finance the Fundación Universitaria Compensar Campus.

Accordingly, upon reviewing the Sustainable Development Goals, we have updated our **Strategic Plan 2022-2024: "Towards Consolidating Our Comprehensive Model"** in a participatory manner, delimited by the institutional mission and vision principles. It highlights the high execution for the previous plan period: 2019-2021, achieving critical management and achievement indicators each year, as detailed in the Plan Closing Report.

To update the Strategic Plan, we held a context and generalities session that gave rise to a co-creation exercise of the strategic objectives and their main challenges or actions. This session was held at the Compensar Calle 94 facilities on October 21, 2021. Subsequently, we worked on definitions, alignment, and deployment with the different areas of the institution. On December 14 and 15, 2021, led by our President Marco Llinás Volpe, we held two sessions for sharing and coordinating our plan.

In its December 16, 2021 session, the Board of Directors approved this update of the Institutional Strategic Plan 2022-2024. It defines the initiatives and challenges and traces the path for all areas to contribute to mobilizing the strategy in a three-year horizon.

Being aware that the significant challenges to face require the participation of all, we devise general strategies deployed to all areas in flexible and adaptable actions. The Strategic Plan becomes the managerial instrument that sets out specific activities and goals that add to more coherent and synchronized decision-making and accountability.



The Institutional Strategic Plan is structured under the Balanced Scorecard method, including the four perspectives of this model. In turn, coordination occurs through five strategic lines, which allow the mission and vision to be achieved. The plan deployment continues with ten strategic objectives and results in four significant challenges:

Comprehensive Model with Compensar

Educational Model: Hybrid learning

Business Relevance: Channels and products

Digital Transformation: Innovation and technology

Consistent with these postulates and method, **the Strategic Plan 2022-2024: "Towards Consolidating Our Comprehensive Model"** is introduced to the entire academic community. It will be a guiding instrument to manage all institutional areas in the coming three years.

Marco Llinás Volpe  
**President**





## 1. STRATEGIC PLATFORM



### 1.1. VISION

UCompensar will be recognized as a benchmark educational institution by transforming the production sector with an entrepreneurial approach.

### 1.2. MISSION

To train leaders with values in line with the production sector through a relevant educational model that develops challenge-oriented skills.





## 2. STRATEGIC DEFINITIONS

### 2.1 PERSPECTIVES

These are the Balanced Scorecard (BSC) categories in which the strategic objectives are grouped. They encompass the processes for the proper operation of an organization.

The BSC method aligns the organizational objectives with each institution member through a management and measurement tool, a comprehensive scorecard. It channels the efforts of the areas and people to implement the strategy by arranging actions and indicators, divided into four perspectives:



### **2.1.1 Financial Perspective**

Refers to the institution's sustainability and economic health. This perspective includes goals that measure financial performance from which investment and growth may be possible.

### **2.1.2 Customer Academic - Community Perspective**

Focuses on stakeholders' (students, professors, graduates, companies, government, Compensar) satisfaction with the institution's activities.



### **2.1.3 Internal Processes Perspective**

Guides efficiency in resource consumption, effectiveness in the correct delivery of results, sustainability in performance, and flexibility in operations.

### 2.1.4 Learning and Growth Perspective

Is a fundamental mainstay to solidify the strategy foundations. It involves people and the organizational culture.







## 2.2 STRATEGIC LINES

These are the general lines of the strategic plan to accomplish the mission and vision and delve into Ucompensar's *raison d'être*.

We have taken ownership of and integrated our management into five main lines, which make our institution's initiatives and challenges tangible:



### 2.2.1 Development and Sustainability

Ensures the institution's profitability, development, and sustainability, leveraged by high levels of organizational performance.

### 2.2.2 Relationship with the Environment

Strengthens the University-Business Model as a bidirectional relationship of business transformation that aims at competitiveness with relevance. It achieves impact and recognition through positioning and stakeholders' satisfaction.



### 2.2.3 Digital Transformation

Develops innovation strategies leveraged by technology.



### 2.2.4 Quality Assurance

Guarantees the institution's academic-administrative processes' quality, efficiency, effectiveness, and flexibility.

### 2.2.5 Training Chain

Secures a training offering relevant to stakeholders' needs and the deployment and operationalization of the Comprehensive Model with Compensar.



## 2.3 STRATEGIC OBJECTIVES

These are the purposes or goals that UCompensar will attain in the period defined in the plan in harmony with the strategic lines. They are presented as SMART :

*Specific, Mensurable, Achievable, Relevant, Timely.*



Following the deployment of the strategic lines, ten objectives are set:

**2.3.1** To ensure the infrastructure required to support institutional growth and development.

**2.3.2** To maximize revenue and optimize surplus reinvestment.

**2.3.3** To sharpen the skills of the institution's human talent.



**2.3.4** To foster an organizational culture of service and leadership.

**2.3.5** To reinforce the University-Business Model in the academic community.

**2.3.6** To consolidate the impact and recognition of the institution and its community.

**2.3.7** To maximize the digital transformation and the data analytics capacity.

**2.3.8** To guarantee academic quality.

**2.3.9** To optimize the efficiency and quality of academic and administrative processes.

**2.3.10** To assure the relevance and competitiveness of training chain services (portfolio and channels).





## 2.4 INDICATORS

These are the actions carried out to achieve goals and fulfill the strategic objectives. Under the institutional dynamics comprising the strategic plan, the quality management system, and the quality assurance system, the institutional indicators have been classified into three categories:

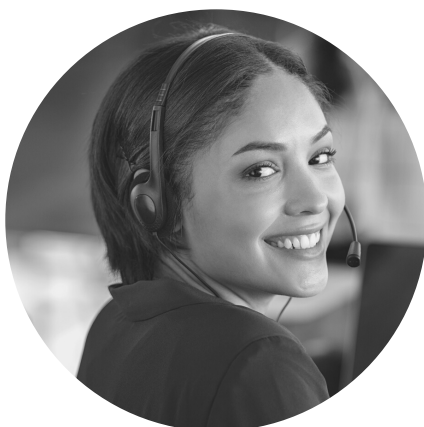


### **2.4.1 Strategic indicators**

They are specific to the Institutional Strategic Plan and measure the fulfillment of objectives.

### **2.4.2 Tactical indicators**

They make up the indices that measure the strategic objectives, the goals of processes for the quality management system, or to report institutional or quality assurance system information.



### **2.4.3 Operational indicators:**

They are process-specific and required to measure compliance with internal management or contribute to the specific registration of the areas' particular actions.



## **2.5 Projects**

These are action plans structured with activities aligned to meet a need or solve a problem in each period. They have a start date and an end date.



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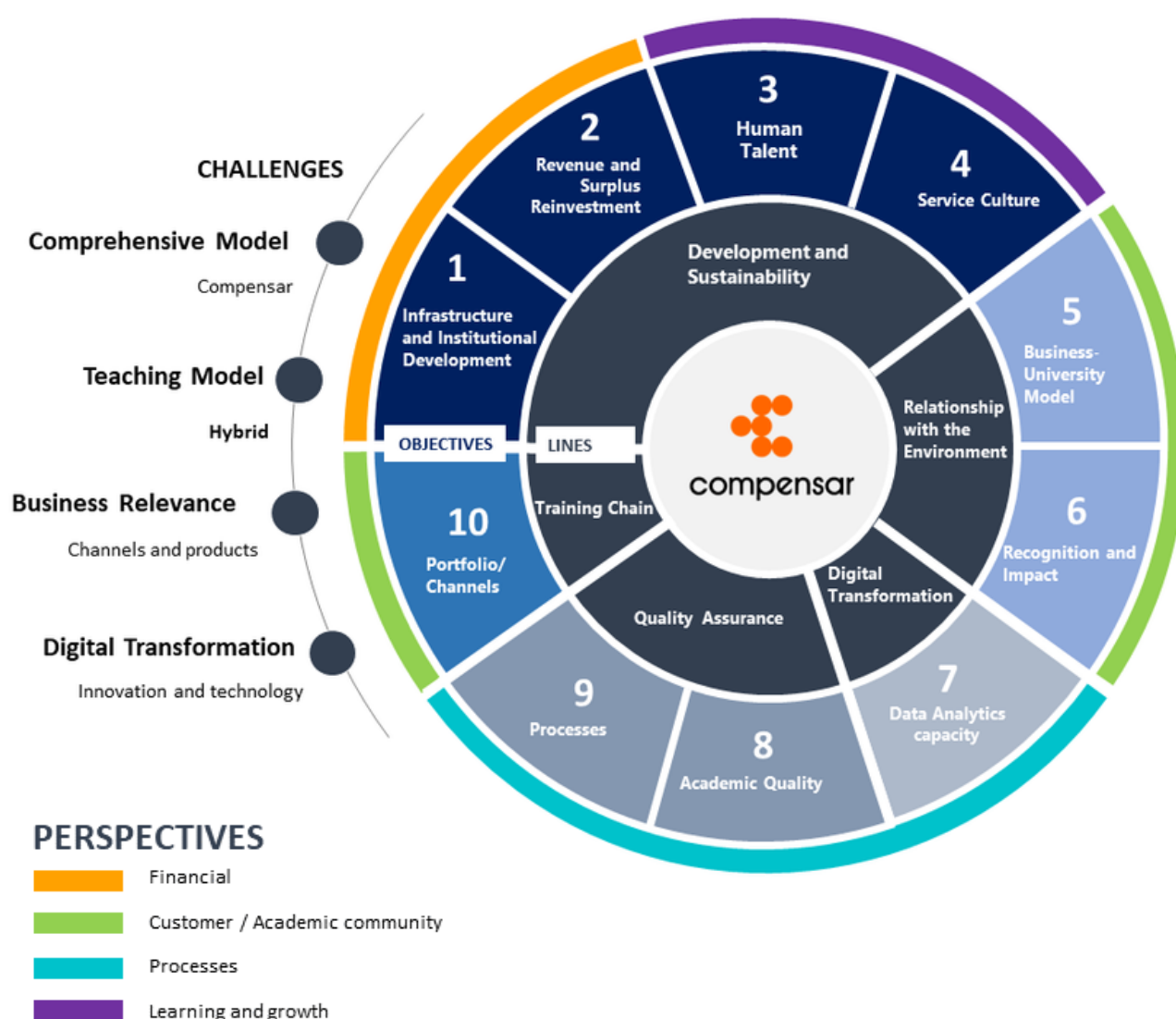
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### 3. STRATEGIC MAP

The graphic representation presents the relationship between the lines and the strategic objectives, harmonized under the BSC model structure and its four perspectives (represented in colors).

Of note is that the approach to strategic indicators, projects, and challenges must be flexible, according to the dynamics of local, regional, national, and international contexts.



### 3.1 STRATEGIC MAP RELATIONS

As described, the Institutional Strategic Plan 2022-2024 brings together the five lines and the ten strategic objectives as follows:

#### Line 1. Development and Sustainability



This line comprises the following objectives:

**Objective 1** To ensure the infrastructure required to support institutional growth and development.

**Objective 2** To maximize revenue and optimize surplus reinvestment.

**Objective 3** To sharpen the skills of the institution's human talent.

**Objective 4** To foster an organizational culture of service and leadership.o.

#### Line 2. Relationship with the Environment

This line comprises the following objectives:

**Objective 5** To reinforce the University-Business Model in the academic community.

**Objective 6** To consolidate the impact and recognition of the institution and its community.





### Line 3. Digital Transformation

The objective associated with this line is:  
**Objective 7** To maximize the digital transformation and the data analytics capacity.

### Line 4. Quality Assurance

This line is deployed through the following objectives:

**Objective 8** To guarantee academic quality.

**Objective 9** To optimize the efficiency and quality of academic and administrative processes.



### Line 5. Training Chain

This line encompasses the following objective:

**Objective 10** To assure the relevance and competitiveness of training chain services (portfolio and channels).

## 3.2. STRATEGIC CHALLENGES

Under the outstanding commitment of our macro project, "Fundación Universitaria Compensar Campus," based on an ecosystem that brings together companies, students, professors, and Compensar around knowledge, technologies, and experiences to connect theory and practice, four main challenges arise. They mobilize not only this project but also the institutional strategy.



### 3.2.1 Comprehensive model with Compensar:

This synergy model integrates actions, coordinates, and distributes resources and joint management between Compensar and Ucompensar. The Comprehensive Model privileges lifelong training and converges on productivity, entrepreneurship, and business relevance.

### 3.2.2 Educational model. Hybrid learning

It combines on-site and remote education mediated by technology, adapting curricula, and adjusting pedagogies.



### **3.2.3 Business relevance**

It strengthens new channels and products relevant to lifelong training and supports business productivity

### **3.2.4 Digital transformation. Innovation and technology:**

It boosts the technological infrastructure, digital equipment, teacher training in digital skills, and data analytics capacity.



## 4. MANAGEMENT, CONTROL, AND EVALUATION OF THE STRATEGIC PLAN

The strategic plan is the basis for formulating the Business Plan that each area implements for a particular period of each program year. They turn great objectives into tactical and operational indicators and action plans.

All the institutional indicators are deployed through a scoreboard to manage the institution's areas and processes. In this scoreboard, a traffic light shows compliance in percentage and colors as follows:

- 81 to 100 % measurement.
- 71 to 80 % measurement
- Less than 70 % measurement



The indicators are recorded in an indicator sheet detailing the process, indicator name, scope, type, trend, unit of measure, frequency of edition, associated strategic objective, formula, and goal for each Q of the year.

At Ucompensar, we measure and monitor indicators every three months; that is, there are four measurement periods:

- **Q1:** January to March
- **Q2:** April to June
- **Q3:** July to September
- **Q4:** October to December

The strategic plan management, shown in the following graph, is interpreted as follows (bottom-up):

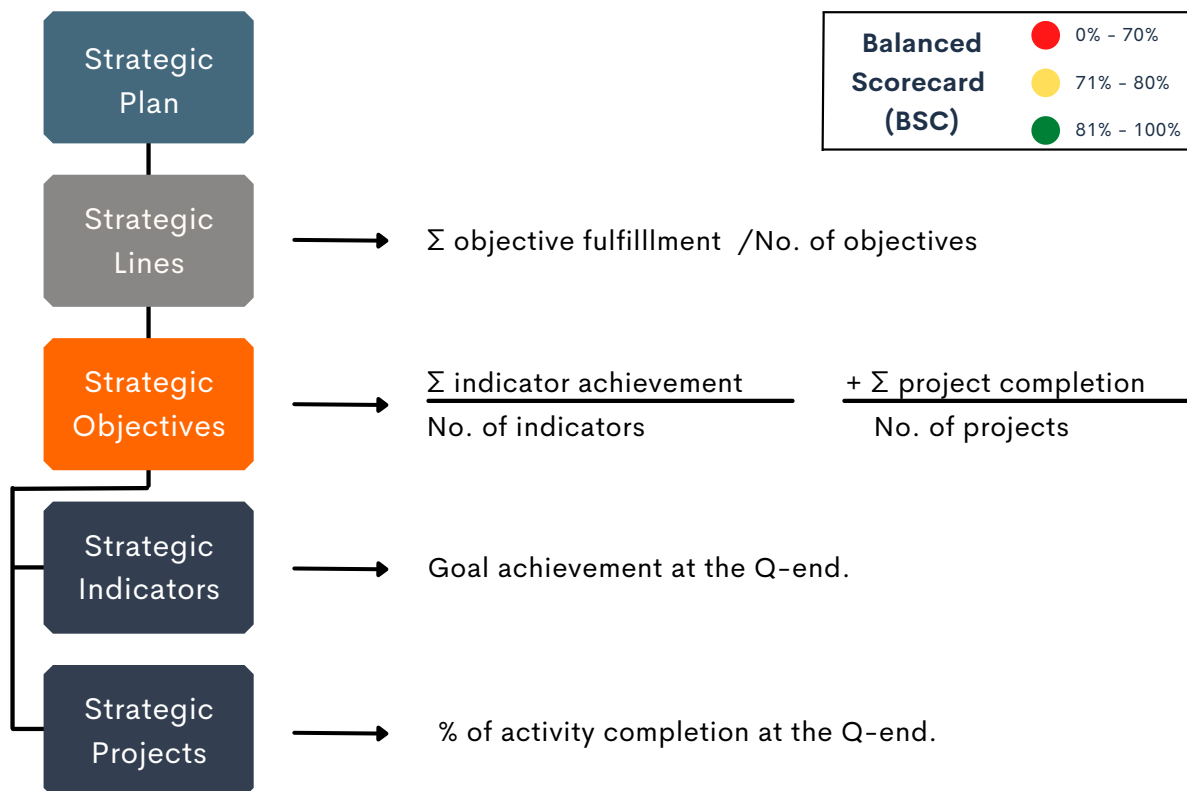
- Projects are measured by the completion of activities at the Q-end.
- Indicators are measured by the achievement of goals at the Q-end.
- Strategic objectives are mobilized with the resulting measurement of associated projects and indicators.





- The attainment of the strategic lines results from the average fulfillment of the objectives associated with each line.
- And the average accomplishment of the strategic lines demonstrates the entire strategic plan management.

## STRATEGIC PLAN MANAGEMENT







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